

# SARVA SHIKSHA ABHIYAN

## ANNUAL WORK PLAN AND BUDGET 2008-2009

### LOWER DIBANG VALLEY DISTRICT ARUNACHAL PRADESH

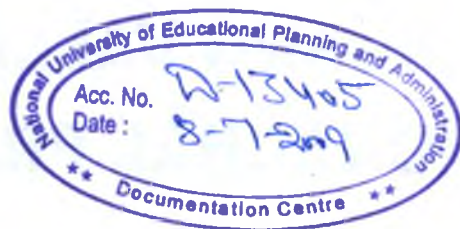
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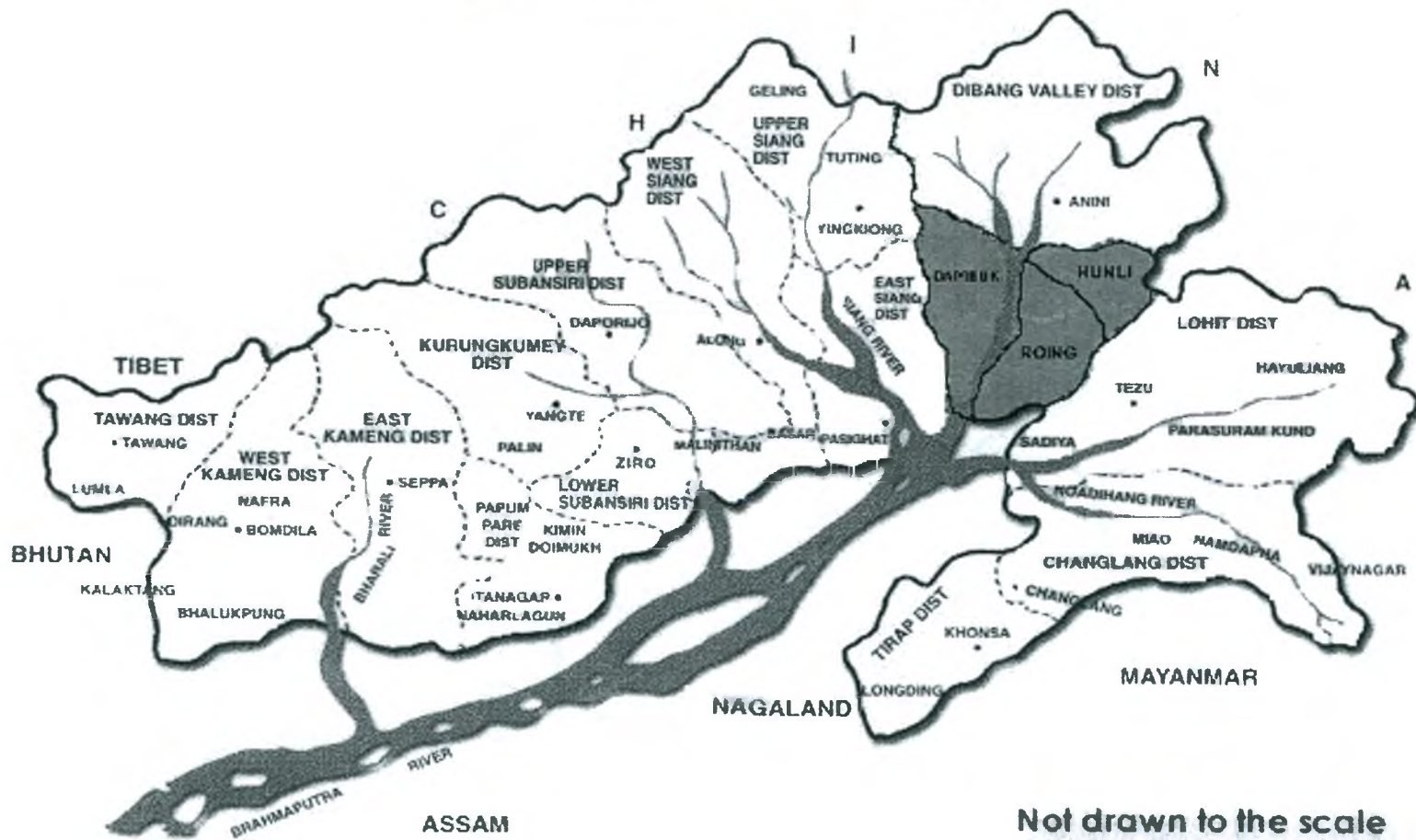
D13405

**(SRI EVING LEGO)**  
DDSE-Cum-DPO  
SSA, District Mission  
Lower Dibang Valley District  
Arunachal Pradesh-792110

**(SRI P. HOSAI)**  
DC-Cum-DPD, SSA  
SSA, District Mission  
Lower Dibang Valley District  
Arunachal Pradesh-792110



# MAP OF ARUNACHAL PRADESH



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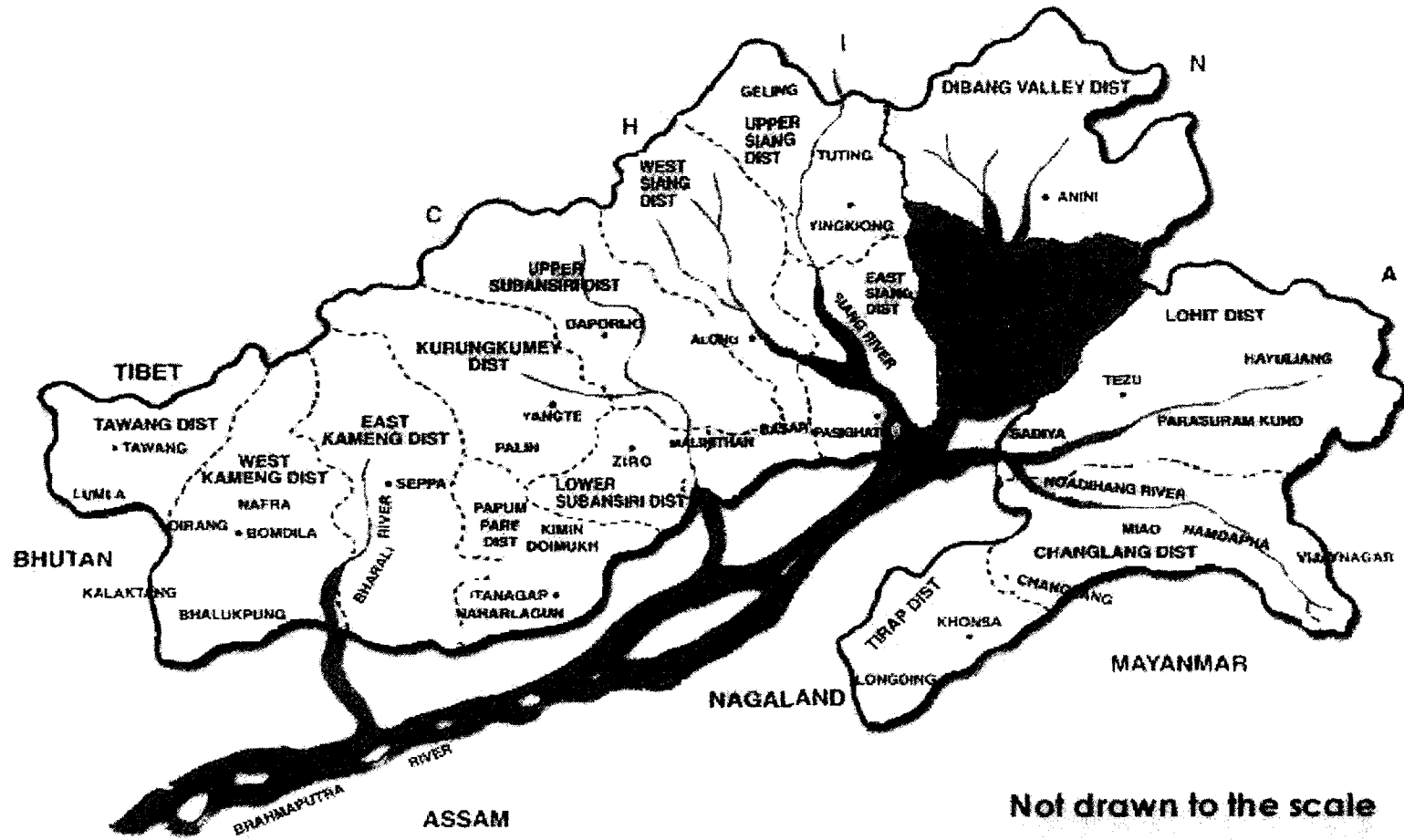
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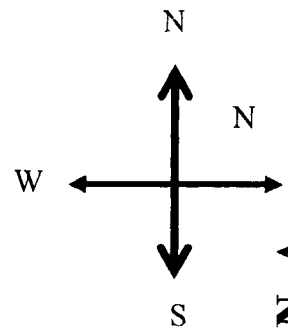
*Sub-Plan for N.P.E.G.E.L 2008-09*

*AWP&B, K.G.B.V, HUNLI 2008-09*

# MAP OF ARUNACHAL PRADESH



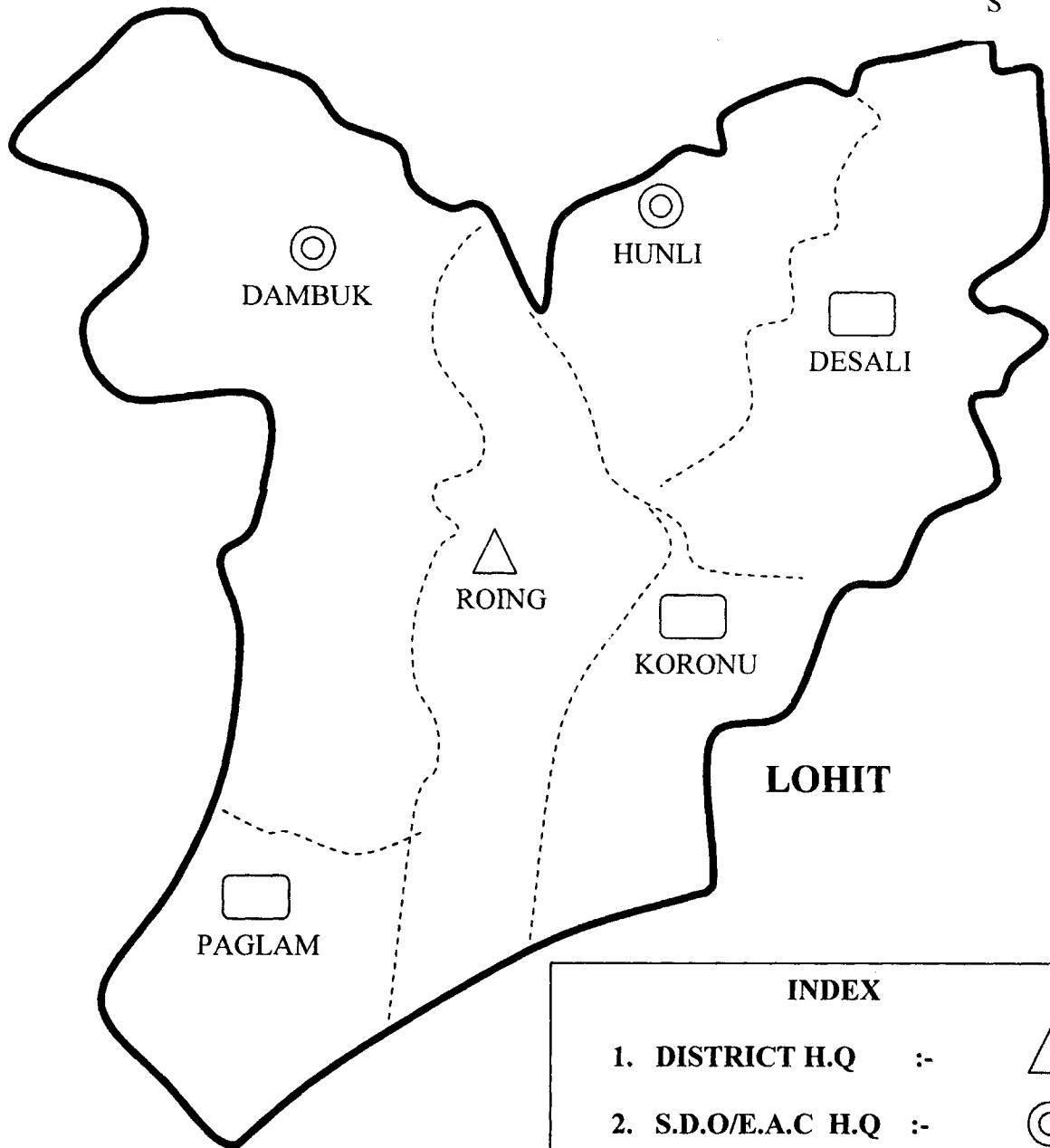
**NOTIONAL DISTRICT MAP SHOWING ADMINISTRATIVE SET UP.**



**DIBANG VALLEY DISTRICT**

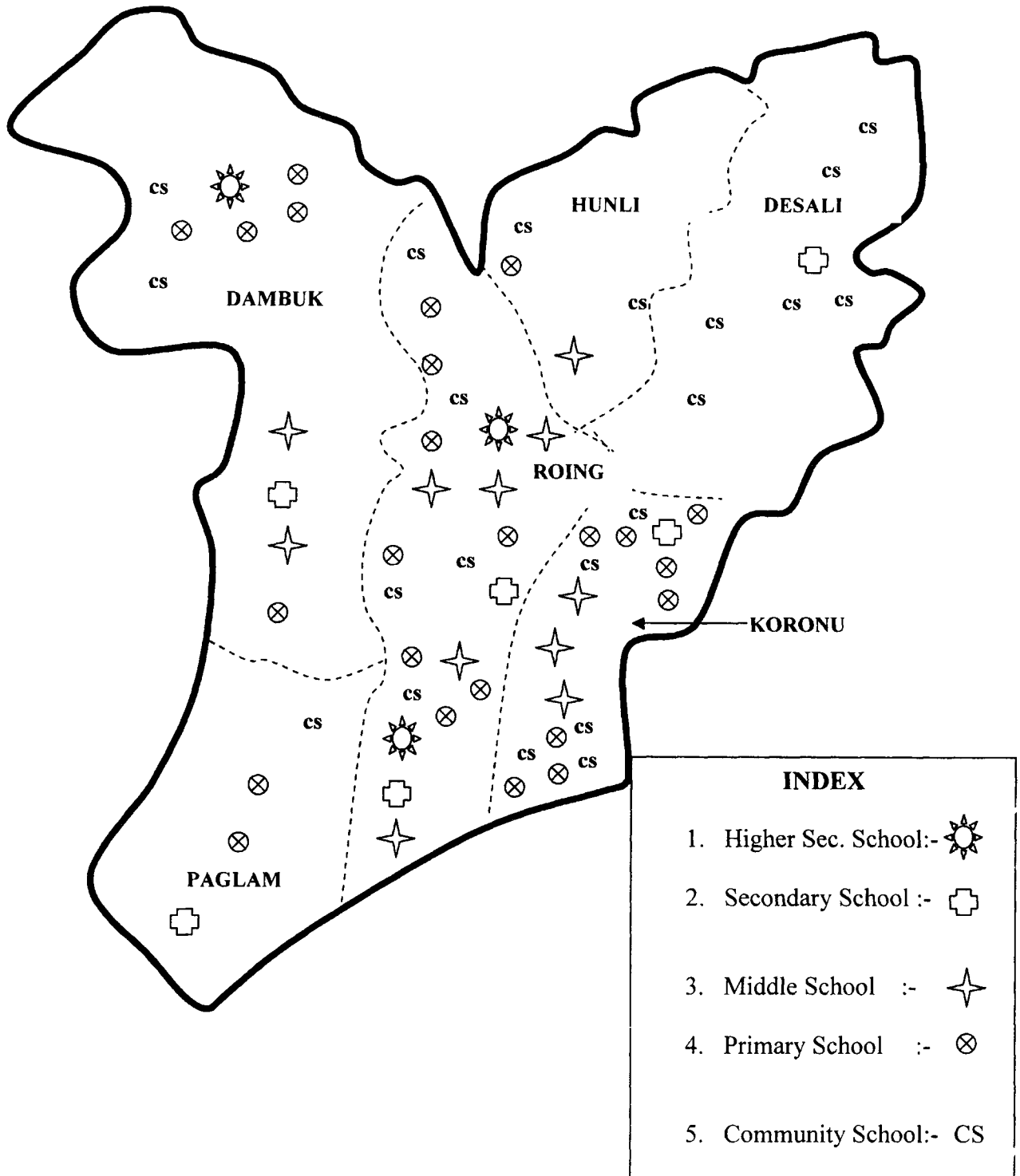
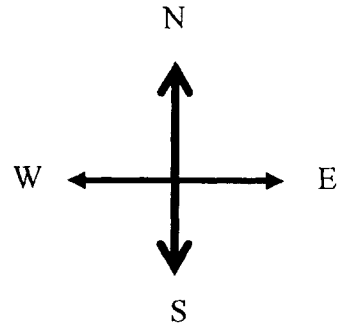
**EAST SIANG DISTRICT**

**C H I N A**



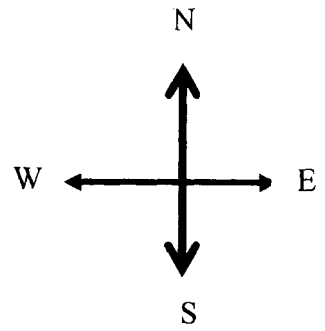
INDEX		
1. DISTRICT H.Q	:-	△
2. S.D.O/E.A.C H.Q	:-	⊙
3. CIRCLE H.Q	:-	□
4. CIRCLE BOUNDARY:-		-----

NOTIONAL MAP OF LOWER DIBANG VALLEY DISTRICT SHOWING EDUCATIONAL SET UP.

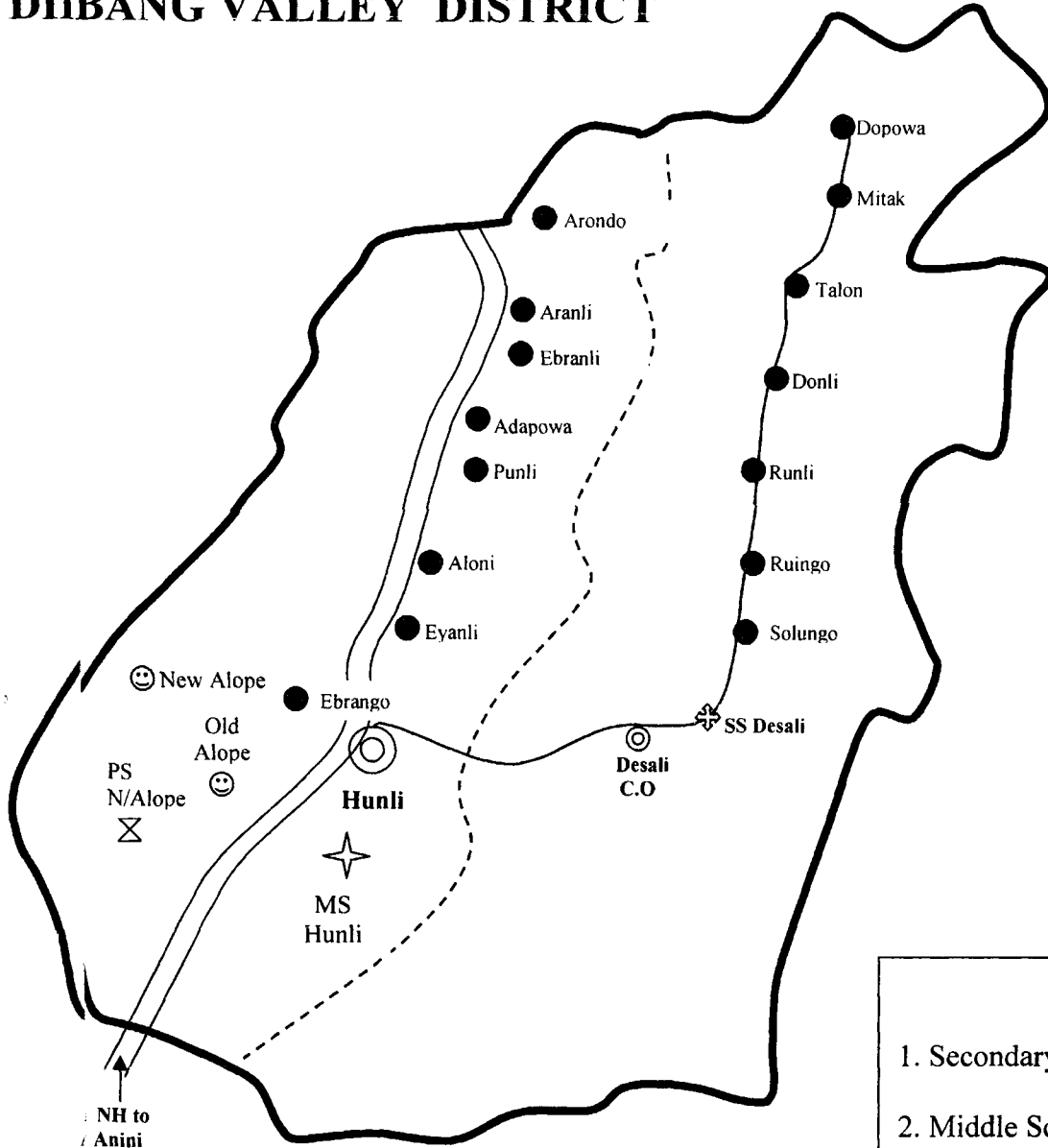


INDEX	
1. Higher Sec. School:-	
2. Secondary School :-	
3. Middle School :-	
4. Primary School :-	
5. Community School:-	CS

# NOTIONAL MAP OF HUNLI BLOCK SHOWING EDUCATION SET UP



DIIBANG VALLEY DISTRICT



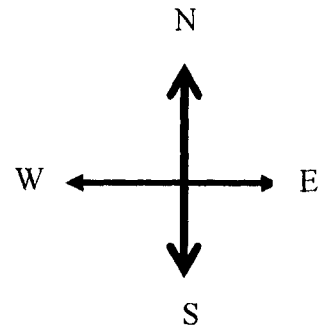
CHINA

ROING BLOCK

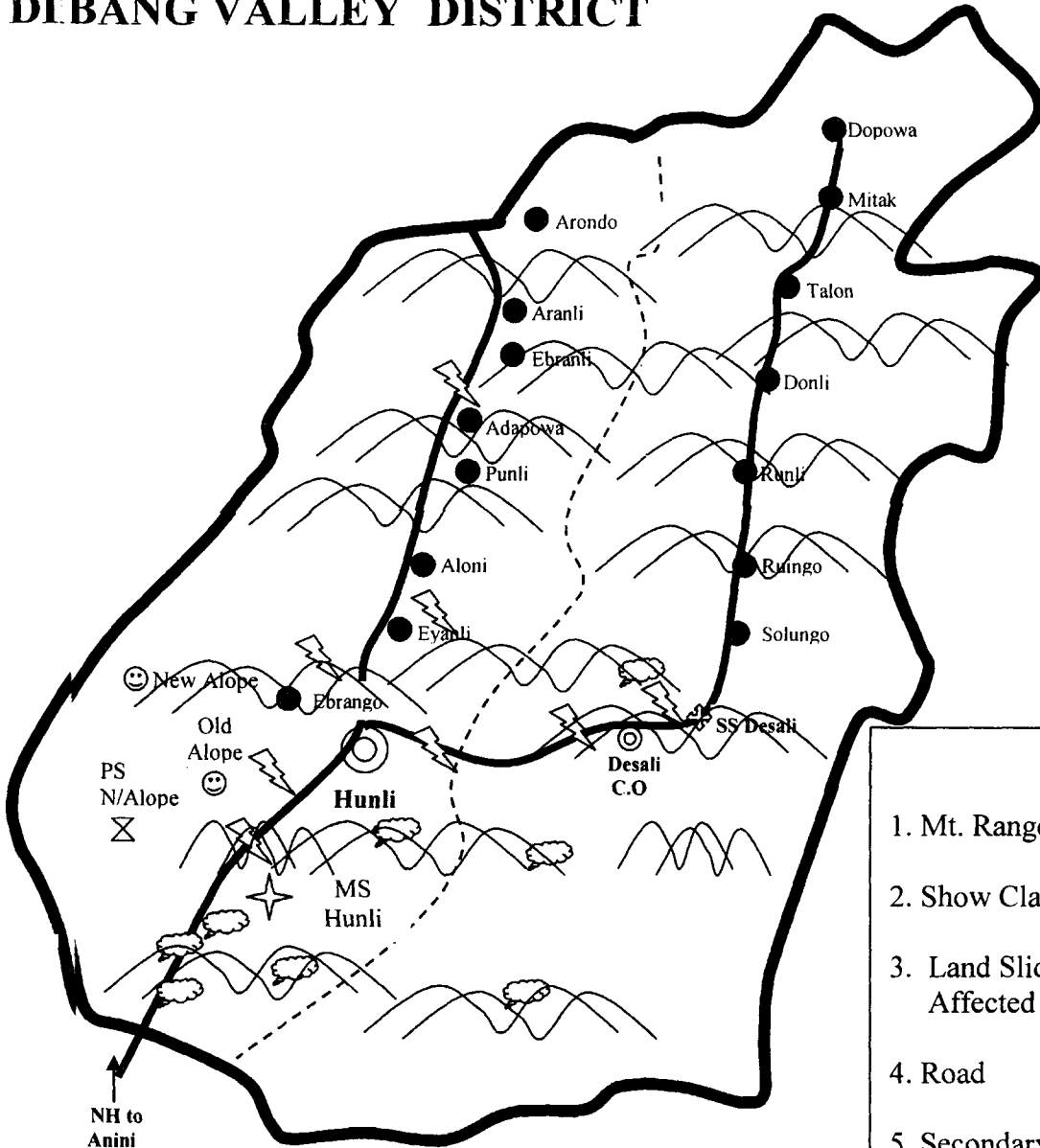
INDEX	
1. Secondary School :-	
2. Middle School :-	
3. Primary School :-	
4. Community School :-	
5. Circle Boundary :-	



# NOTIONAL MAP OF HUNLI BLOCK SHOWING PHYSICAL FEATURES/ NATURAL OBSTACLES



**DIBANG VALLEY DISTRICT**

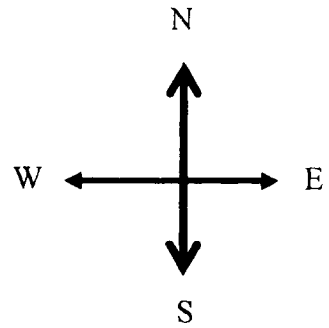


**CHINA**

**ROING BLOCK**

INDEX	
1. Mt. Range	:-
2. Show Clad Mt. Peak	:-
3. Land Slide Prone/ Affected areas.	:-
4. Road	:-
5. Secondary School	:-
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7. Primary School	:-
8. Community School	:-
9. Circle Boundary	:-

# NOTIONAL MAP OF ROING BLOCK SHOWING PHYSICAL FEATURES/ NATURAL OBSTACLES:

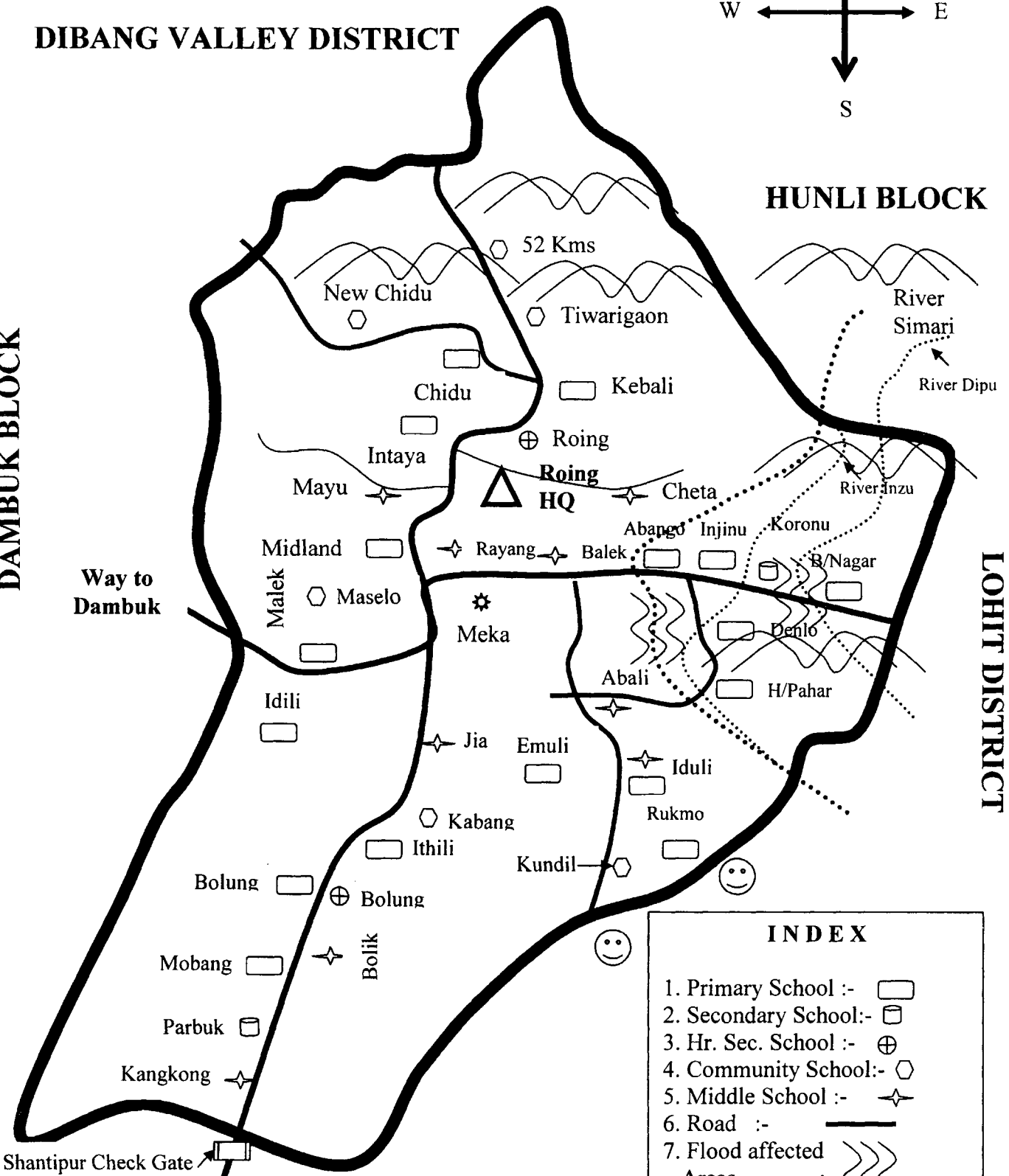


**DIBANG VALLEY DISTRICT**

**HUNLI BLOCK**

**DAMBUK BLOCK**

**LOHIT DISTRICT**



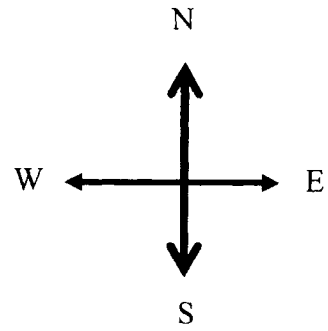
**ASSAM**

☺ Places/Schools where students from Assam do come for admission

## INDEX

1. Primary School :-
2. Secondary School:-
3. Hr. Sec. School :-
4. Community School:-
5. Middle School :-
6. Road :-
7. Flood affected Areas :-
8. Rivers :-

# NOTIONAL MAP OF ROING BLOCK SHOWING EDUCATIONAL SETUP:

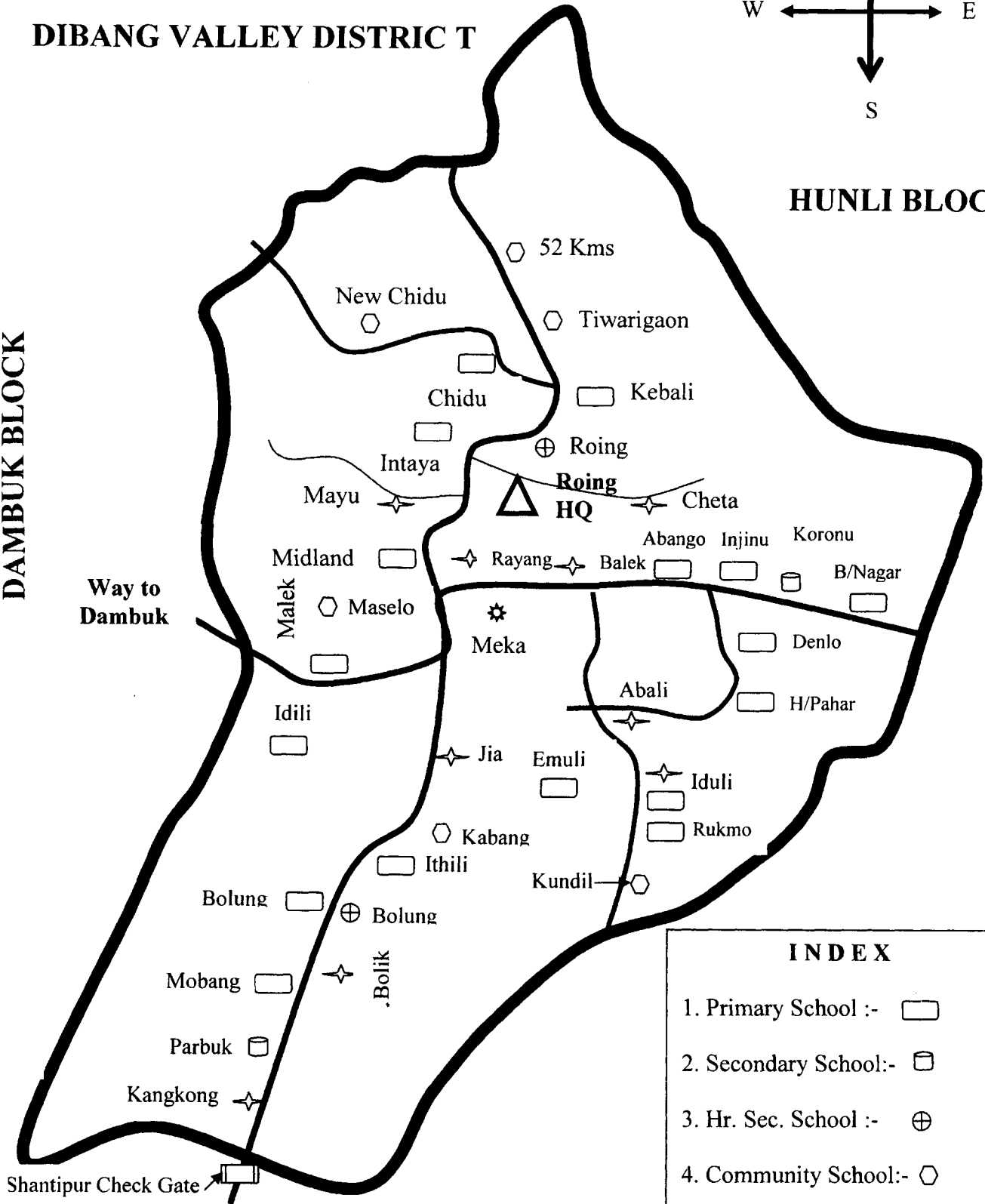


DIBANG VALLEY DISTRICT

HUNLI BLOCK

DAMBUK BLOCK

LOHIT DISTRICT

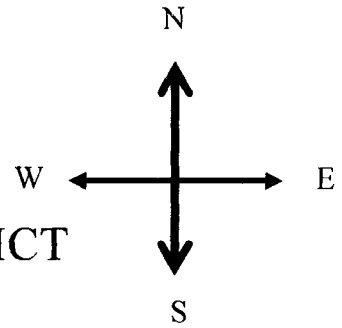


Way to Dambuk

ASSAM

INDEX	
1. Primary School :-	
2. Secondary School:-	
3. Hr. Sec. School :-	
4. Community School:-	
5. Middle School :-	
6. Road :-	

# NOTIONAL MAP OF DAMBUK BLOCK SHOWING EDUCATIONAL SETUP:

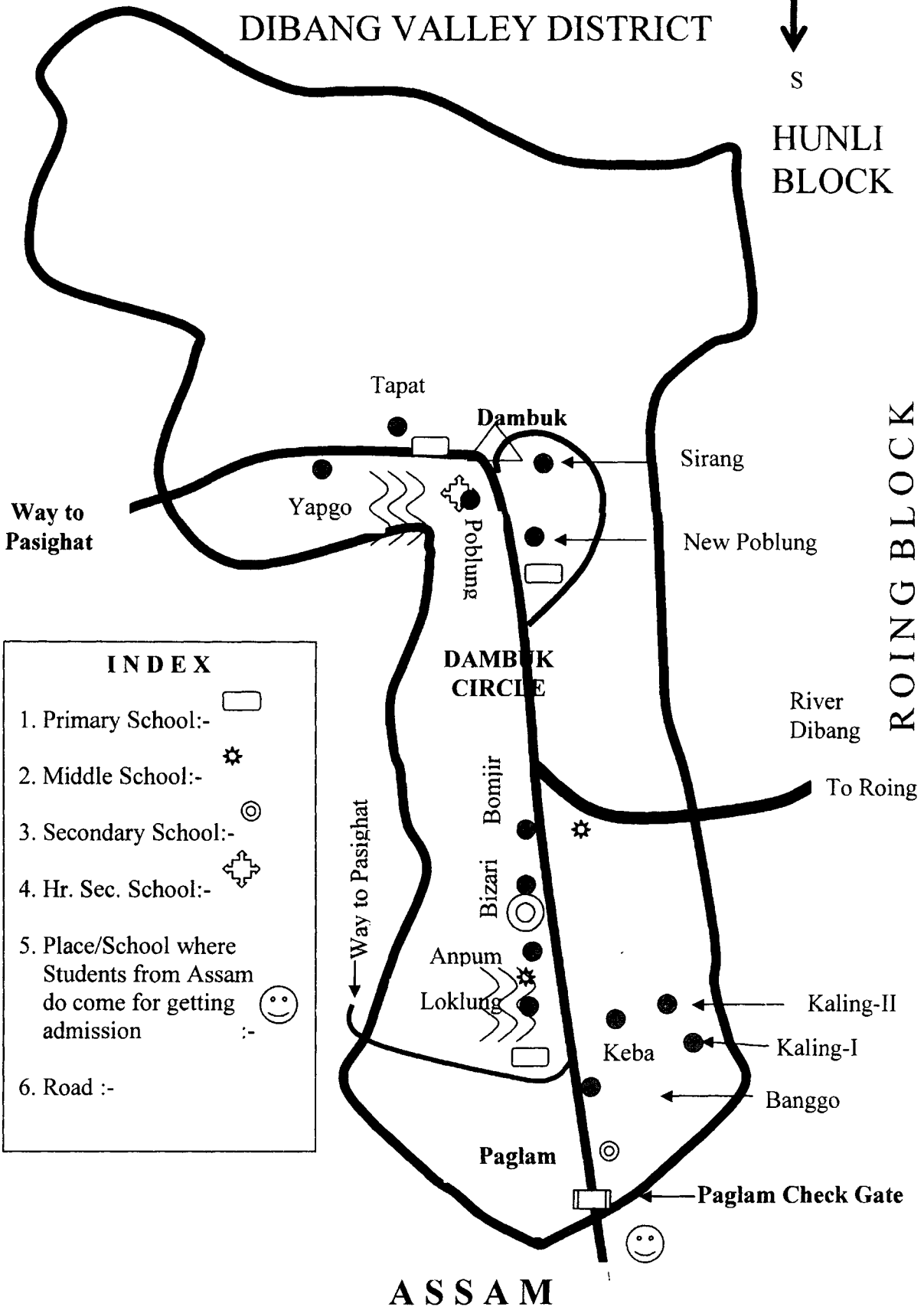


EAST SIANG DISTRICT

DIBANG VALLEY DISTRICT

HUNLI  
BLOCK

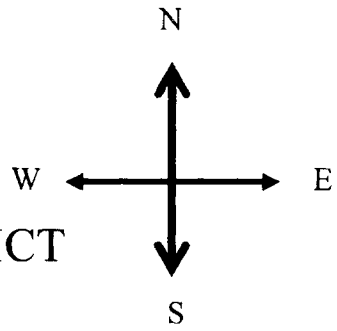
ROING BLOCK



INDEX	
1. Primary School:-	
2. Middle School:-	
3. Secondary School:-	
4. Hr. Sec. School:-	
5. Place/School where Students from Assam do come for getting admission :-	
6. Road :-	

ASSAM

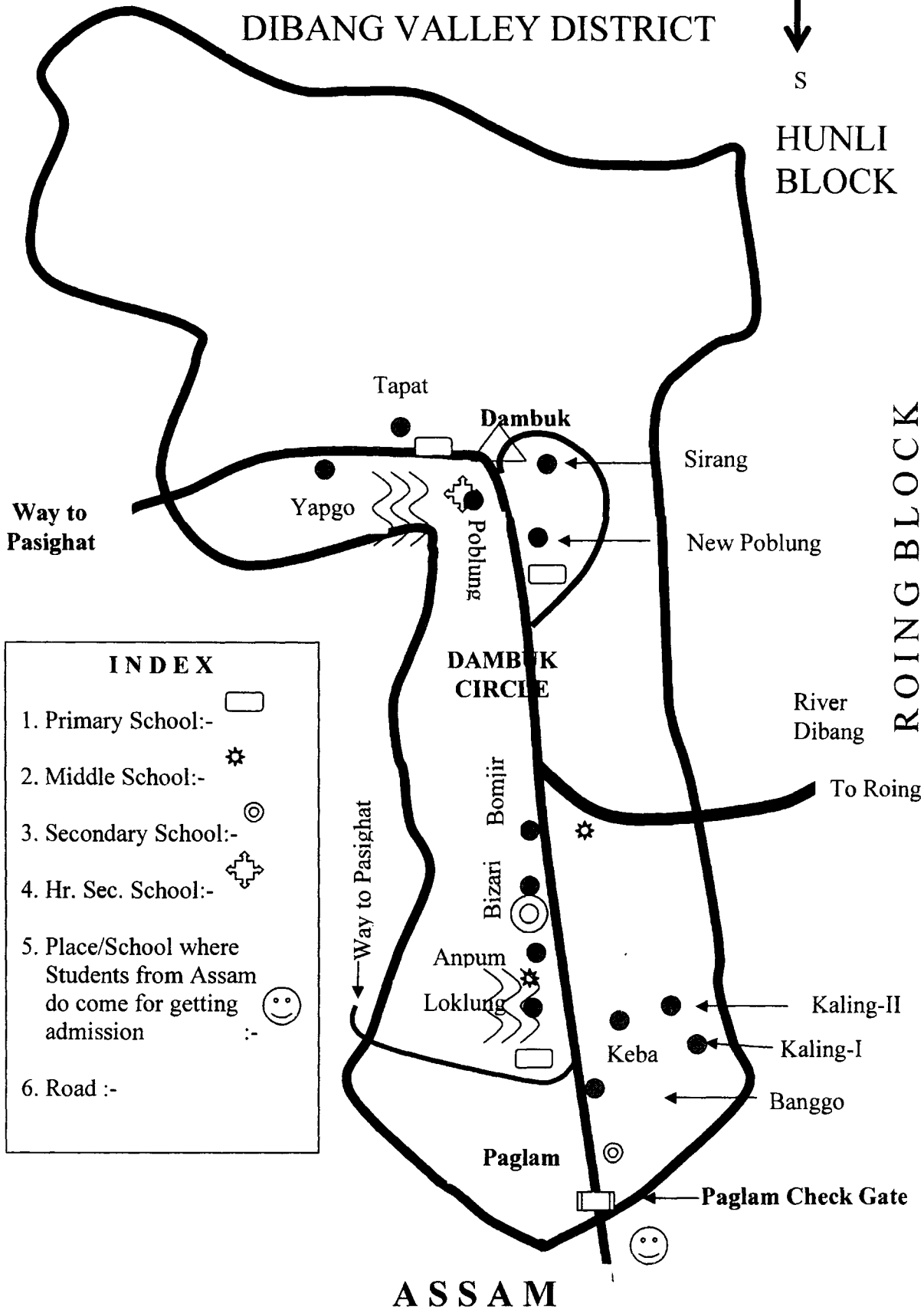
**NOTIONAL MAP OF DAMBUK BLOCK  
SHOWING EDUCATIONAL SETUP:**



DIBANG VALLEY DISTRICT

HUNLI  
BLOCK

ROING BLOCK



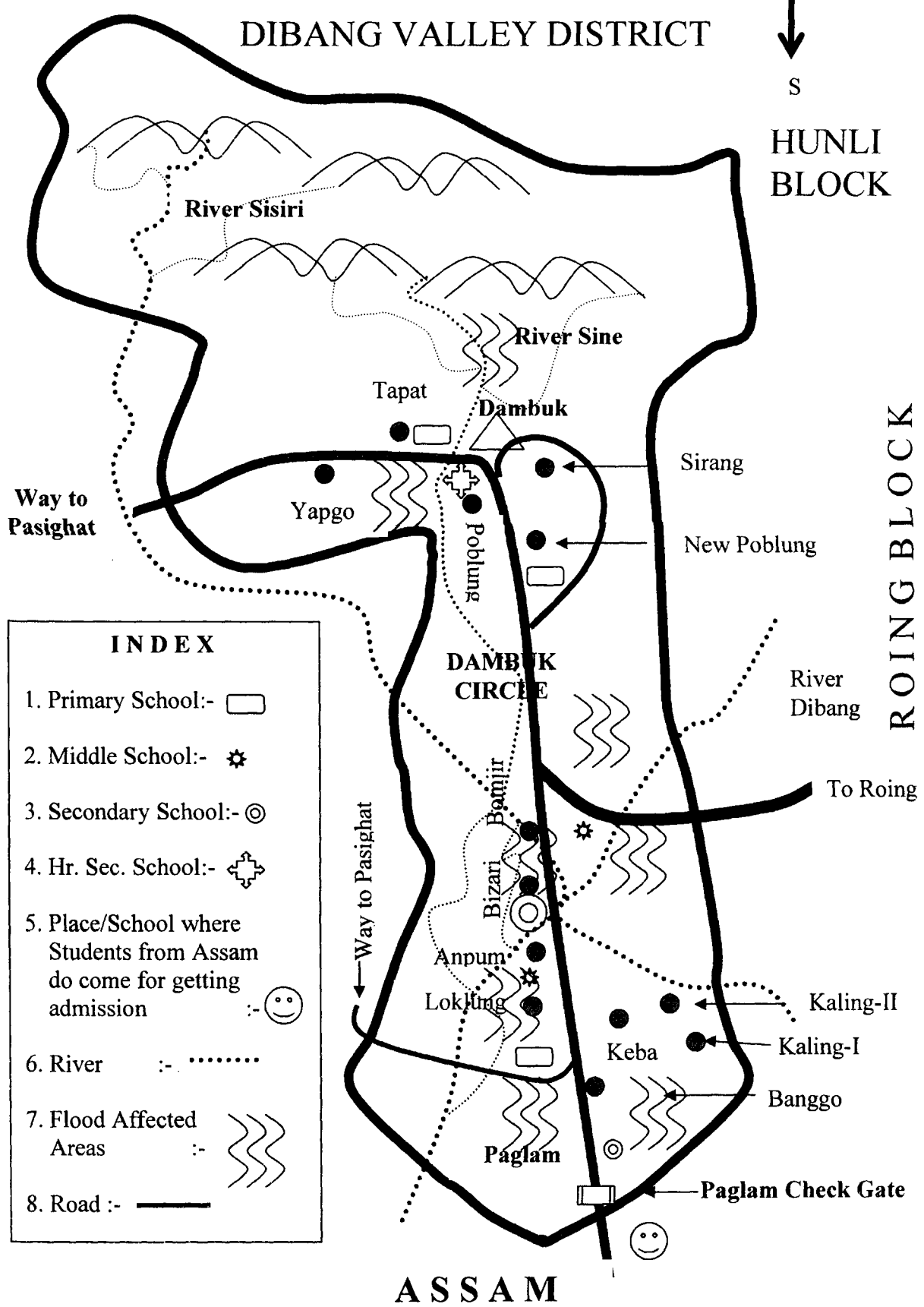
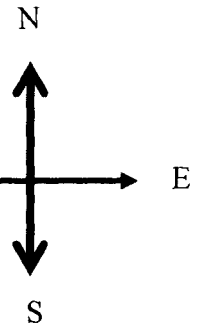
**INDEX**

- 1. Primary School:-
- 2. Middle School:-
- 3. Secondary School:-
- 4. Hr. Sec. School:-
- 5. Place/School where Students from Assam do come for getting admission :-
- 6. Road :-

ASSAM

EAST SIANG DISTRICT

**NOTIONAL MAP OF DAMBUK BLOCK  
SHOWING PHYSICAL FEATURES/ NATURAL  
OBSTACLES:**



INDEX	
1. Primary School:-	□
2. Middle School:-	☆
3. Secondary School:-	⊙
4. Hr. Sec. School:-	⊕
5. Place/School where Students from Assam do come for getting admission :-	☺
6. River :-	⋯
7. Flood Affected Areas :-	⋈
8. Road :-	—

EAST SIANG DISTRICT

ROING BLOCK

**ASSAM**

## CHAPTER-I

# INTRODUCTION

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*Unit:I:- Access/ Civil Work.*

*Unit: II: - Enrolment.*

*Unit:III:- Retention.*

*Unit:IV:- Quality Education.*

*Unit:V:- Community Participation.*

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This is the seventh year of SSA at work in the District. Now, we are on the threshold of eighth year. We are in such a juncture where we have to look back and introspect ourselves for the sojourn of journey undertaken up till now. At the same time to look ahead to overview and have a glimpse of the path that remains yet to be covered. It also reminds us to prepare and tune ourselves with the required velocity and acceleration towards the accomplishment of goals within stipulated time frame.

Over the years the District Mission, SSA has done a lot of activities through SSA creating many tangible and intangible assets. These factors have resulted in the usher of academic buoyancy raising the level of literacy, reducing dropouts and improvement in quality dimensions to a satisfactory level.

The changes mentioned above have become possible due to the access facilities such as construction of BRC/CRC building, new primary school, renovation of dilapidate building, constructions of additional classrooms, opening of EGS, ECCE, RBC, NRBC and various capacity building trainings organized to SSA functionaries, teachers, and community. The timely supply of TLM, TLE, various forms of grants, incentives and schemes targeted for girls' education such as, NPEGEL, Pratibha Khoj, Vocational Training, KGBV over the years.

*But, with regret it is mention that due to non receipt of funds in the District during the session 2007-08 many interventions and projects as proposed during last year could not be taken up. Other than payment of salary no any specific work could be done.*

In order to bring about a positive, lasting and desirable change in the educational scenario and to transform and create a society and nation where quality human resources and citizens are produced the remaining task of SSA has to be accomplished. It is the man that makes a country strong not the gold.

With these objectives in mind the AWP&B, 2008-09 is being prepared involving and incorporating all the needs of the Schools and society for approval of fund from the GOI.

### **Unit-I: ACCESS/CIVIL WORK:**

Access is a first and foremost prerequisite for the enrolment drive, attracting and motivating the children towards Schools. A School with good building with infrastructural facilities such as playground, electricity, security fencing, drinking water facilities, and toilets facilities do attract and motivate the children towards the School. Considering its importance coupled with PAB approval many construction works were undertaken during this year.

**TABLE - 1: Table showing Access works approved during 2007-08 and the present status.**

SI.NO.	ACCESS WORKS	NUMBER	BLOCK	Present Status
1	2	3	4	5
1	U/Pry School building	04	Hunli- 00 Roing- 03 Dambuk- 01	No construction taken up due to non receipt of fund
2	CRC building	01	Roing(Urban)-01	Do
3	Major Repair(Primary)	01	Roing Block	Do
4	Additional Classroom	25		Construction work under progress

The new proposal for the session 2008-09 is given in detail in the Civil Chapter in the corresponding pages – 74 & 78.

**Unit II: ENROLMENT**

The above stated access facilities have paved the way for the increase of entry rate and enrolment. The immediate impacts of the various schemes undertaken are reflected in the form of raise of enrolment due to a sense of security, protection and stability instilled in them because of building structures.

**TABLE – 2 Primary School**

BLOCK	2007-08		
	Boys	Girls	Total
HUNLI	103	164	267
ROING	3938	3188	7126
DAMBUK	880	772	1652
<b>TOTAL=</b>	<b>4921</b>	<b>4214</b>	<b>9045</b>
<b>Upper Primary</b>			
BLOCK	2007-08		
	Boys	Girls	Total
HUNLI	20	20	40
ROING	1561	1243	2804
DAMBUK	269	217	486
<b>TOTAL=</b>	<b>1850</b>	<b>1480</b>	<b>3330</b>

*Sources: DISE Survey - 2007-08.*

**Unit-III: RETENTION:**

The various schemes undertaken such as capacity building training to CRP/ BRP/ Teachers and VEC members along with timely supply of TLM/ TLE have boosted and activated the confidence level of the teachers thereby helping them in effective transaction in classroom situation. It had a direct impact on the children raising the retention rate of the School.



**TABLE NO. 3****Table showing Retention Rate in block-wise.**

SLNO	BLOCK	RETENTION RATE		
		YEAR 2005-06	YEAR 2006-07	YEAR 2007-08
1	HUNLI	46%	67%	75%
2	ROING	96%	97%	98%
3	DAMBUK	68%	74%	85%

*Source: - DDSE, Roing 2007-08.***Unit-IV: QUALITY EDUCATION:**

The quality improvement which is the ultimate goal of the SSA mission putting together all the schemes and intervention into consideration is showing heartening results as quality of education is improvement towards betterment day by day.

**TABLE NO. 4****The table showing Quality Education in block-wise.**

SINo.	BLOCK	TRANSITION RATE		
		YEAR 2005-06	YEAR 2006-07	YEAR 2007-08
1	HUNLI	67%	71%	83%
2	ROING	80%	85%	99%
3	DAMBUK	89%	90%	96%

*Source: - DDSE Office Roing, 2007.***Unit-V: COMMUNITY PARTICIPATION:**

With the conduct of many activities such as meetings with the VEC, PTA, MTA, PRIs and community at various levels such as School, habitations, CRC, BRC and district at regular intervals and also review meetings held quite often and the communities are drawing nearer and nearer to the School. They are coming forward with positive and helpful gesture and are participating actively in the welfare of the School.

**TABLE NO: 5****Table showing details of community mobilization undertaken during the year at various level**

S/No.	Levels of community mobilization	Numbers of meetings held	Out come
1	VEC meeting	Twice in a month	<ul style="list-style-type: none"> <li>▪ Donated land and constructed temporary shed for EGS.</li> <li>▪ Checked students cum teachers' absenteeism.</li> <li>▪ Improved school discipline and creation of congenial school environment.</li> <li>▪ Continues supervision and monitoring of school ensured.</li> </ul>
2	PTA	do	
3	MTA	Once in a month	
4	PRI	Do	
5	H/Teachers	do	
6	CRC	Twice in a month	
7	BRC	Twice in a month	
8	Review meetings	Once in an every month at all levels.	

**TABLE NO. 6**

The Date-wise Programme of the Training on Micro-Plan at the various venues of the districts is as indicated:

Name of Block/ Venue	Dates	Members Present
<i>1</i>	<i>2</i>	<i>3</i>
<b>Hunli</b>		
1. Desali Secondary School	7/11/07	50
2. Hunli Middle School	9/12/07	45
3. Elope Primary School	10/12/07	56
<b>Dambuk</b>		
1. Paglam Secondary School	13/12/07	76
2. Anupam Middle School	14/12/07	42
3. Bizari Secondary School	15/12/07	50
4. Dambuk Hr. Sec. School	16/12/07	90
<b>Roing</b>		
1. Roing Hr. Sec. School	16/1/08	120
2. Mayu Middle School	17/1/08	64
3. Bhismanagar Primary School	19/01/08	18
4. Koronu Sec. School	20/1/08	40
5. Iduli Middle School	21/1/08	45
6. Abali Middle School	23/1/08	30
7. Bolung Hr. Sec. School	27/1/08	90
8. Meka Secondary School	28/1/08	45

**TABLE NO. 7**

Table showing the tentative programme for training and mobilization during the year 2008-09.

BLOCK	PERIOD	ACTION BY.
1. <u>Hunli</u> i) Desali ii) Hunli iii) Elope	Jan/ Feb.	i) BRC/CRC of concerned block & D.P.O, Roing. ii) Responsibility of information, fixation of data, venue, for meeting/ training by BRC/ CRC.
2. <u>Roing</u> i) Roing. ii) Bolung. iii) Iduli. iv) Balek. v) Make	June/ July/ August	i) BRC/CRC of the block & D.P.O. ii) BRC/CRC & DPO.
3. <u>Dambuk</u> i) Dambuk ii) Paglam iii) Anupam iv) Bizari.	July/August/Sept.	i.) BRC/CRC of the concerned block/Cluster. ii) BRC/CRC of the concerned block/Cluster.

---BORG---

CHAPTER-II  
**DISTRICT PROFILE**

*Unit:I:- Administrations Setup.*

*Unit:II:- Natural Resource.*

*Unit:III:- Educational Administration Setup.*

*Unit:IV:- Socio-Culture & Tradition.*

*Unit:V:- Economic Base of the District.*

*Unit:VI:-The Context of Health.*

*Unit:VII:- Rural Development.*

*Unit:VIII:- Roads.*

*Unit:IX:- Electrification.*

The Arunachal Pradesh never had been under the domain of foreign rulers such as Ahoms or Tibetians or China. It was free from outer interference. The interference started with the annexation of Assam under the *Yandavoo* treaty in 1826 and with the policy of friendship and penetration adopted by the British Govt. The incidence of Kebang in 1911 in which Dr. Gregorson and *Mr. Neol William were killed*. The punitive action of 1911 brought many parts of present Arunachal Pradesh under the British domain. Since then, with the establishment of frontier track at Sadiya the British started ruling over this part of area though the Padams and Mishmis opposed their territorial sovereignty. The Present Lohit district, Anjaw, Dibang, Lower Dibang Valley and East Siang come under then Sadiya Frontier Track. Thereafter, *NEFA* was formed. Under NEFA there were five districts Siang, Lohit, Tirap, Kameng and Subansiri.

Present Lower Dibang Valley was a part of Lohit district with attainment of statehood again there was a re-orientation of district. The Lower Dibang Valley District was one of a part of Dibang Valley district. The Dibang Valley District was divided into two districts namely Dibang Valley and Lower Dibang Valley in the year 14<sup>th</sup> Dec. 2000.

Prior to the advent of education and modern way of life the people of the district such as Padams & Idus (Mismi) had been practicing their age old tradition of cultivation, hunting & fishing alongwith their festivals and spice of life. But, in emerging society many changes have taken place. People have started wet Rice cultivation, horticultural garden and other improved agricultural method. Practically, most of the people are farmers. Some percentages of the people are in Govt. employment and very few are in business and other occupation.

**Unit-I: ADMINISTRATION SET UP:**

The district has three administrative as well as CD Blocks. The Roing is the HQs of Roing Block where DC and other department heads are located. In Hunli there is a SDO who is the head of the Sub-Division. In Dambuk Block the SDO is at Dambuk controlling the administration of the block.

**Unit-II: NATURAL RESOURCE:**

Arunachal Pradesh is known for natural resource with varied flora & fauna. The district has perennial water resources like Dibang and Ethu which have tremendous hydro-power potential. It has also lot of timbers, canes and other forest products even though rack less extraction has been made. There is lot of wild lives among which the most important one is musk deer found in the snowfall areas of Hunli, Desali area. If immediate prevention measures is not taken the endangered spices will disappear if people are allowed to continue to hunt these animals at the present trend. Also there are lot of beautiful mountains sites surrounding the Desali and Hunli area which are behind the bale of Mayudia which is a tourist spot as well as the gateway to Hunli, Desali and Anini. Lot of peoples are visiting Mayudia pass during the winter to enjoy the snowfall and other scenic beauty and panoramic view.

Geographical features and its impart on Education: - The District can be divided into three major geographical regions:-

1. **The Mountainous Region:-** It Covers not only Hunli, Desali areas but also covers some parts of Roing & Dambuk. Among these hilly areas the most important mountains is Mayudia. Hunli & Desali both are surrounded by high peaks of snow capped mountain like a fort. During the snowfall time the moonlight is one of the most pleasant and enjoyable moment.

2. **Educational Problem:-** This part of the district is the most difficult area for educational development. Most of the months of the year, the roads remain closed. The supply of ration items to the students as well as teachers, there is a Herculean task. But, in the present AWP&B i.e. during 2008-09 the district SSA Mission has taken it as a challenge to overcome the problems to ensure educational development.
3. **Foothill Areas:-** The foothill areas are the immediate plain parts that lie below the mountains. Where Roing, Koronu, Bhismanagar and Dambuk are situated. Bhismanagar is an ancient ruined site of Chutia Kingdom. It is the most convenient area for educational development and management. So, most of the important institutions are located in these parts of the district.
4. **Low-Lying Area:-** It is the area bordered with Assam. It is the most difficult area for educational management and development for the various regions:-
  - Every year the place gets inundated and causes a lot of problem to the teachers and students causing loss of academic activity and sleepless nights with starvation. These areas are Bizari, Paglam, Anpam, Koronu. Coupled with these problems the tribals are taking shelter in the jungles of these areas. The teachers are getting a lot of problems from the armies and tribals. So, educational institutions are badly affected.

### **Unit-III: EDUCATIONAL ADMINISTRATIVE SETUP:**

On the top the DDSE-cum-DPO is in the District HQ, Roing. It has three blocks in which one ADEO/ APO has been posted. In addition to ADEO's & APO's one BRC has been set up in each block in which there is a BRCC & BRP. Down the line of BRC, CRCC which co-ordinate VEC and the institution with BRC. In every school there is a School/Village Educational Committee for active participation in the educational management and sensitizing the community ownership of the school.

### **Unit-IV: SOCIO-CULTURE & TRADITION:**

Every community has its own culture and tradition evolved and churned out through the annals of time because of various resultant factors such as topography, climate, food availability, occupation, habitation, migration, nature's onslaught and wrath, intra and outer clan rivalries so on and so forth since the human life came into being on this earth. The shift from the cave dwelling to the skyscrapers has gone through a long transitional tunnel of history which we all are aware of.

- **Present Demographic Scenario:-** Climbing down the various phases with regards to the ladder of antecedence and inheritance the tribes such as Adis, Idus, Galos, Mising inhabit this beautiful and panoramic district of Lower Dibang Valley which abounds in varied flora and fauna. The Idus are the major tribe spread in both hills and foot plains and are the sentinel in the Northern frontier. Adis are spread over the plains and low lying areas and Galos and Mising live in the western and Eastern fringes of the District.
- **Factors unifying the Tribe:-** The tribes so mentioned above although having a common way of life, occupation and food, have their own distinctive language, festivals, rituals, cloth and identity adding beauty to the garden of socio-culture tradition.

The Idu dance of the Idus and the Ponungs of Adis and Galos are the dance of the peaces. The co-existence and mingling of the communities has resulted in the confluence and amalgamation of cultures enriching the wide spectrum.

- **Emergence of Ugly Heads:-** Of late, may be due to rise in population in each community or scarcity of land and resources or unemployment or lack of work culture, or easy money earning tendencies inherited and acquired since 'Golden Contract and Timber Era' or fast widening gap between rich and poor have all resulted in the building up of frustration, resentments, irritations in the minds of youths reflecting and ventilating in the forms of community intolerances and friction. The sparks created out from such

frictions do hamper the schools and schoolings as a fear psychosis is created in the minds of the people and children repulsive to the congenial school environment. It also hinders the District authority as to the implementation of teachers transfer and posting. The Teachers of both the communities prefer to stay in their own locality and shun venturing out.

Here lies the ones duty and responsibility of a good educator, social worker, thinker and right minded members of the society to educate, put right impetus, evaporate ill feelings with utmost sincerity and honesty so as to wipe and sweep out the negativity once and for all. All should work in the direction of bridging the hearts.

➤ **Existence of Unique Community Participation System:-** It is worthwhile mentioning here that traditionally the communities had a unique and sound system of dispute and discord settlement mechanism at work through community participation and involvement. Idus/Digarus in REH-KO and Adis/Galos in MOSHUPS/DERES. All kinds of disputes ranging from civil, criminal and matrimony were settled through discussion, debate and dialogue. The punishments/correctives measures were done in the forms of kinds which were eaten and drunk altogether to be forgotten and forgiven.

➤ **Present Scenario of the Institution (REH-KO/MOSHUPS/DERES):-** At present, there is a severe deterioration and distortions being inflicted upon to this institution which is at the brink of extinction. Now, with the rise in population, problems and issues are bound to rise up at the individual, community and party level giving birth to ugly offerings of tensions, hatred, envy, fret and fight. Peoples are often seen settling scores at personal level or through the medium of Courts draining out time and resources. The age old sacred institution of the ancestors is forgotten, neglected and kept at bay.

Herein lies the need for the revival of the system wherein the SSA District Mission sees a role to play through its programmes, strategies, policies and activities by the way of community mobilization, participation, involvement, ownership and belongingness leading to the building of bedrock for lasting peace, harmony, goodwill so that every denizen of this district irrespective of tribal and non-tribal may pied the pipe of happiness and prosperity. The District Education Team and SSA District Mission are committed in this regard.

#### **Unit-V: ECONOMIC BASE OF THE DISTRICT:**

The populaces of this district are basically agrarian in nature. In the mountainous regions i.e. in Hunli Block the main crops grown are rice, maize, millets, and sweet potatoes etc which are used for their own self consumption. In addition to it they also practice hunting, extraction of forest product etc. It is worth mentioning that the womenfolk are the real bread earner who toil & work in the field as well as management household with the domestication of animals. As many development works are gearing up in the hills few peoples are carrying on contract as well as business works. It has ample potential for the horticultural projects such as orange, cardamom, Kiwi's etc.

In the plain area the place being fertile and climate favorable it is a hectic place for agricultural activities. Cereals such as rice, maize are grown for both consumption and sell. Many commercial crops such as mustard, seed, ginger tea etc. are grown which is sent outside of the state earning revenue for the district on one hand and providing raw material to the industries outside the state, on the other hand.

#### **Unit-VI: THE CONTEXT OF HEALTH:**

With more and more people of this district realizing, coming closer, and holding the literary umbrella to save and protect themselves from outside rain and cold coupled with the advent of modern amenities & facilities, the people of this district are becoming more & more health conscious. Many people are shifting from non-vegetarians to vegetarian due to cholesterols & fact contents causing health and heart problems. More & more people are becoming tee tolelars abandoning the tradition & habit of taking alcohol for health & social reasons. This could not have been possible without the humble and honest effort of

health as well as education department. But, it never means that everything is fit & fine and nothing has to be done. Rather lots are to be done and miles to go.

**Data on Medical and Public Health:**

1) District Hospital	:1
2) Community Health Centre	:1
3) Primary Health Centre	:4
4) Health Sub-Centre	:11
5) Health Unit	:1
6) Dispensaries	:2
7) Homeopathic Dispensary	:2
8) Mobile Team	:1
9) T.B. Ward/ Unit	:1
10) Leprosy Unit	:2

**Unit-VII: RURAL DEVELOPMENT:**

The rural development aspect of this district is being looked after by various departments. Such *R.W.D, D.R.D.A, I.C.D.S, P.H.E*, etc. who are entrusted with the responsibilities of providing rural areas with basic infrastructures and development oriented programs like linkage roads, bridges, water facilities etc. The SSA district authority do feel that despite of fund allocation they are not doing their best as because villages are still suffering & crippled due to non-implementation of the said works. As we are aware of the fact that without the progress & prosperity of rural areas the progress & prosperity of urban areas cannot be thought far. **70%** of our population lives in villages coupled with source of raw-materials for the industries.

**Unit-VIII: ROADS:**

So far as roads of this district is concern the concerned department had to swallow a bitter pill in accepting the truth that the condition and health of roads are not smooth, inspite of funds spended. There is a great mismatch in between the roads and the money spent which is causing lot of hurdles to the residents as well as students. Because, education has to reach to the needy not awaiting them do come to us.

However, it is heartening to mention that the performance and track record of the BRTF is praiseworthy. The organization is undertaking the task of building National Highway linking Roing to Anini, Tezu to Roing via Bhismaknagar and Pasighat to Roing via Dambuk.

**Data on Road and Communication:**

i. Total length of Road	: 524.554 Kms
a. P.W.D. A.P	: 261.52 Kms
b. R.W.D	: 91.388 Kms
c. Forest	: 52.899 Kms
d. BRTF (BRO)	: 118.75 Kms

**Unit-IX: ELECTRIFICATION:**

The electrification work of the district undertaken by EE, Roing stationed at Roing is going in a slow pace and momentum for the reason that in most rural areas excepting Roing the results radiating are very dim. The concerned department has started few Mini-hydel projects like Deopani & Simari, which is insufficient as far as domestic demand is concerned. Most of the time, it remains out of order. The hydel project undertaken at Dambuk during the year 1992-93 amounting to crores of rupees to be abandoned later due to technical non-feasibility speaks in volumes with regards to defective planning process of the department. Further, crores of rupees that the district/ state have to part with to Assam Govt. as electricity charge is wastage and draining out of the states resources.

**Data on Power Supply:**

i.	Electrical division	: 1 No
ii.	Electrical sub-division	: 1 No
iii.	Electricity installed capacity during 2003-04	: 3222 Kw
	• Micro Hydel	: 1480 Kw
	• Diesel Set	: 1742 Kw
iv.	Electricity generated during 2003-04	: 2914056 KWH
	• Micro Hydel	: 2146159 KWH
	• Diesel Set	: 767897 KWH
v.	Village Electrified as on 31.03.04	: 84 Nos
vi.	Villages Electrified during 2003-04	: 5 Nos

## CHAPTER-III

### EDUCATIONAL SCENERIO IN THE DISTRICT

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*Unit:I:- Educational Scenario.*

*Unit:II:- Literacy Analysis.*

*Unit:III:- Overall Status of Education.*

*Unit:IV:- Education Administration.*

*Unit:V:- Educational Facilities.*

*Unit:VI:- Role of D.I.E.T.*

*Unit:VII:- Teacher (Primary & U/Pry.)*

*Unit:VIII:-Teacher Placement.*

*Unit:IX:- Pupil Teacher Ratio (PTR).*

*Unit:X:- Habitation without Schools.*

*Unit:XI:- Access Ratio.*

*Unit:XII:- School Infrastructure facilities.*

*Unit:XIII:- Enrollment by type of Schools.*

*Unit:XIV:- Never Enrolled children.*

*Unit:XV:- Enrollment Ratio.*

*Unit:XVI:- Dropout.*

*Unit:XVII:- Repetition Rate.*

*Unit:XVIII:- Transitional Rate.*

*Unit:XIX:- Mid-Day-Meal & other scheme.*

*Unit:XX:- Examination and Certificate.*

*Unit:XXI:- Pre-Primary Education.*

*Unit:XXII:- Status of V.E.C/ S.M.C.*

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#### Unit-I: EDUCATIONAL SCENARIO:

The overall educational scenario of the District is improving towards betterment .With the availability of access and other facilities the educational graph of the district is raising upward steadily.

Consequently, the development activities are gearing up thus raising the living standard of the people. Still the desirable quality is not up to the mark in comparisons to the other parts of the country. The quality of education is far behind in competition with the other parts of the country. Still lot has to be done in terms of qualitative improvement for which all has to put joint hands and efforts.

#### Unit-II: LITERACY ANALYSIS:

Lower Dibang Valley District is lacking behind in term of literacy rate with comparison to other district of the state. The present literacy rate of *the district is 53.4%*. It is far behind *11.9% of the national rate*. The male literacy percentage is higher than the female. *The Female literacy rate is 41.23% and male literacy rate is 63.56%*. The prevailing social system with inconsistent support from the society led to the low literacy rate in the district. Pattern of education system with poor infrastructure facilities cripples all attempts of providing qualitative education. Poor road communication in the district is also one of the major setbacks.

The urban/rural literacy rates in the district have a vast gap. Roing and the area lying in the vicinity have been declared urban in the district, which has total percentage of *20.03%* of the population. These areas have higher percentage of literacy rate, people being conscious of the value of education. The total population of district including urban and rural is *50, 478 person as per 2001* census.

The district is pre-dominantly of indigenous local people consisting of two major tribes –*Adi, Idu,& Mishings*. The total population includes the people from other states, who constitute the bulk of population in the district.



**TABLE NO. 1: Table showing Data on Literacy Rates**

SI No.	Name of the Block	Literacy Rate in percentage		Rural Female Literacy rate
		All communities		
		Male	Female	
1	HUNLI	61.7	38.2	36.1
2	ROING	64.8	47.3	35.2
3	DAMBUK	64.2	40.3	40.3

Source:- Census 2001

The poor literacy rate concerning the female section can be remedied through opening of schools exclusively form girls of SC/ST, Provision for female teacher in each school, and other facilities. Awareness on parents or community on value of education through meetings, seminars in each habitation needed.

**TABLE NO. 2: Table showing the Literacy Rate of Rural/Urban Block-wise.**

SI No.	Name of Block	Rural			Urban		
		Male	Female	Total	Male	Female	Total
1	HUNLI	56.6%	36.1%	46.76%			
2	ROING	57.8%	35.2%	44.05%	78.64%	66.07%	73.19%
3	DAMBUK	64.21%	40.31%	55.68%			

Source: Census 2001

### **Unit-III: OVERALL STATUS OF EDUCATION:**

Education is a major sector in the district. It has played a vital role in building human resources. Within a few decades education has spread far and wide in the district. Consequently, it has enhanced the developmental activities individually or society as a whole and has raised the living standard tremendously.

Yet education has to play a bigger role in the district with greater determination for qualitative improvement. As such more input in respect of the infrastructure and other facilities need to be provided to achieve the objective of the SSA.

### **Unit-IV: EDUCATION ADMINISTRATION:**

The Deputy Director of School Education heads the education department in the District. He/She is assisted by the following officers/officials for smooth carrying out of matter relating to planning, establishment academic and official activities:-

1. Dy. Director of School Education :- 01
2. District Adult Education Officer :- 01
3. Asst. District Education Officer :- 04 (3 for 3 blocks and 1 for academic purpose)
4. Asst. Project Officer :- 02
5. BRCCs :- 03
6. BRPs :- 09
7. CRCCs :- 07
8. CRPs :- 14

In the District Project Office, the *Deputy Commissioner* heads the District Mission as Chairman and DDSE as Dist. Project Officer for implementation of the SSA Programme. He is assisted by District Coordinator and intervention Coordinators and BRPs/ CRPs for academic purposes. Further for official purposes he is assisted by Office Assistants, Accountant and Data Entry Operator in the DPO, Office.

**Unit-V: EDUCATIONAL FACILITIES:**

Various types of educational institutes are functioning in the District which is managed by the State Government, NGO's and other Private organizations. The table below shows the nos. of institutions functioning, its type and status in block-wise:

**TABLE NO. 3: Table showing the educational institutions with structures block-wise:**

SI No	Block	Status of Schools																	
		HSS				SS				MS				PS				Pre-Pry (ECCE)	EGS
		Govt.		Govt. Aided		Govt.		Govt. Aided		Govt.		Govt. Aided		Govt.		Govt. Aided			
State	Central	Pvt	Govt. Aided	State	Central	Pvt.	Govt. Aided	State	Central	Pvt.	Govt. Aided	State	Central	Pvt.	Govt. Aided				
1	HUNLI	00	00	00		01	00	00		03	00	00		01	00	00		05	15
2	ROING	02	01	00	01	03	01	02	0	12	00	01	00	25	00	05	00	36	37
3	DAMBUK	01	00	00		02	00	00		05	00	00		09	00	01		13	14
<b>TOTAL=</b>		<b>03</b>	<b>01</b>		<b>01</b>	<b>06</b>	<b>01</b>	<b>02</b>	<b>0</b>	<b>20</b>	<b>00</b>	<b>01</b>	<b>00</b>	<b>35</b>	<b>00</b>	<b>06</b>	<b>00</b>	<b>54</b>	<b>63</b>

**Source: DDSE, Office, Roing, Year: 2007-08**

The curriculum and courses of study in Govt. School are in accordance with the N.C.E.R.T curriculum models. However, the curriculum and syllabuses of the private schools are prepared by the private school themselves.

Number of schools has sprung up in the district. Non-governmental and voluntary organizations are the forerunners in establishing schools in the district. Non-governmental schools have been established in and around the district HQ. or in the areas where accessibility is easy.

The Govt. schools are spread out in the entire district and most of them are located in the difficult terrain or hard belts especially in the rural areas.

**Unit-VI: ROLE OF D.I.E.T**

The District Institute of Educational Training Works on professional growth of the teachers. It conducts/organizes induction training and in-service training to the teachers. The DIET also prepares the modules and syllabi of the teacher training. It provides training to the Block Resource persons and cluster Resource persons.

The District Institute of Educational Training of the district comprises the following faculty members:-

1. Principal :- 01
2. Faculty members :- 04
3. Ministerial staff :- 01

**Unit-VII: TEACHERS:-****PRIMARY AND UPPER PRIMARY SCHOOLS:**

a. **Social:** Teaching community in the district mainly comprises various communities. At present context, higher percentage of the community come from the *States of the Union of India* like Assam, Bengal, Uttar Pradesh, Bihar, Orissa, Kerala etc.. Indigenous people also form a big part of the community.

b. **Gender:** Usually, male teacher outnumber the female in the teaching community. The strength of female teachers in the district is lesser in number which is shown block wise:-

**TABLE NO. 4: Table showing the breakup of existing teachers Gender-wise. (Govt.+ Pvt + KGBV)**

S. No	Block	No of teacher(Male + Female)	
		Total teachers	Female %
1	HUNLI	28	25%
2	ROING	354	40%
3	DAMBUK	138	25%
	Total=	<b>520</b>	

**Unit-VIII: TEACHER PLACEMENT:**

The district has 64 Govt. Educational Institutions excluding Govt. Aided, Pvt and Community Schools. Schools spread over 3 (three) Blocks and 8 (Eight) Clusters. The district has already recruited 147 teachers under SSA which will rationalize transfer and posting of the teachers in the Schools for the quality enhancement.

Placement of adequate teachers as per the requirement in each school will certainly boost the standard of education in the district.

**TABLE NO. 5: Table showing the placement of teachers in Primary and Upper Primary schools.**

Sl No	Name of Block	Existing no./teacher(including SSA)		
		Male	Female	Total
1	HUNLI	20	8	28
2	ROING	205	149	354
3	DAMBUK	93	45	138
	TOTAL=	<b>318</b>	<b>202</b>	<b>520</b>

**Source: DDSE Office, 2007-08**

**Unit-IX: PUPIL TEACHER RATIO (PTR) :**

The Total nos. of Teachers of various categories serving in this district is 520 (Govt. only). The total enrolment of students in both Primary and Upper Primary schools in the academic year 2007-08 comes to 12375. So the PTR in the district comes to 1:24.

**TABLE NO. 6: Table showing the table below shows the Pupil – Teacher Ratio of the District:**

Sl No	Block	Total no. of Teachers	Total no. of Students		PTR
			I-V	VI-VIII	
1	HUNLI	28	267	40	1.9
2	ROING	354	7126	2804	1:26
3	DAMBUK	138	1652	486	1:21
	<b>TOTAL=</b>	<b>520</b>	<b>9045</b>	<b>3330</b>	<b>1:24</b>

Source: HHS, 2007-08.

**Unit-X: HABITATION WITHOUT SCHOOLS:**

Topographically, the District is covered with mountains and hills in upper part and the lower part is plain but ravaged with flood. Mostly the habitations located in the far-flung areas have sparse population. Road communication system is indeed, the great obstruction.

The number of recognized villages/habitations is 159 and with numerous transitional camps in the district. The numbers of villages/habitations are deprived of educational facilities in the district. Only a few villages/habitations have been facilitated with either formal/ non-formal pre-education type with primary, adult education centre, community school, AIES/EGS centers. The block wise served and un-served habitations/village in the district is shown below :-

**TABLE NO. 7: Table showing nos. of Habitation eligible for A.I.E/Primary and Upper Primary block-wise:**

Sl No	Block	Total No. Habitations	Habitation without Pry. Schools/ A.I.E	Habitati on eligible for A.I.E	Habitation eligible For pry. school	No. of eligible habitation for U/Pry. as per distance & population Enrolment
1	HUNLI	51	0	00		00
2	ROING	83	5	05	00	
3	DAMBUK	25	2	02	1. Yagrung, EGS Centre	01
	<b>TOTAL=</b>	<b>159</b>	<b>7</b>	<b>07</b>	<b>1 no</b>	<b>01 no.</b>

Source: - HSS, 2007-08.

**Unit-XI: ACCESS RATIO:**

The topographical condition of the district makes accessibility of the area very difficult. Thus, access of education facilities and universalization of the elementary education by universalize enrolment, retention and containing drop-out is not practicable as the access in term of facilities is not up to the mark.

The access ratio of facilities and enrolment of the pry and upper primary schools of the district is shown in table below:

**TABLE NO. 8: Table showing nos. of Village/Habitations cover/ Uncovered/ Ratio in block-wise:**

Sl. No.	Block	Villages/ Habitation	Villages/ habitation covered	Total village/habitations unserved
1	HUNLI	41	41	0
2	ROING	79	78	1
3	DAMBUK	21	20	1
	<b>TOTAL=</b>	<b>141</b>	<b>139</b>	<b>2</b>

Source: HHS. 2007-08.

**TABLE NO: 9: Table showing nos. of Habitation, Nos. of Children enrolled block-wise.**

Sl No.	Block	Villages/ Habitations	Total No. of children in the Block as per survey	Total No. of enrolled children
1	HUNLI	41	343	307
2	ROING	79	10398	9930
3	DAMBUK	21	2350	2138
	<b>TOTAL=</b>	<b>141</b>	<b>13091</b>	<b>12375</b>

Source: HSS, (SSA) 2007-08.

The urgent need is to ensure access to all sections by enrollment drive in schools through providing non-formal and alternative schools on priority.

#### **Unit-XII: SCHOOL INFRASTRUCTURE FACILITIES:**

Infrastructure facilities play an impressive role in imparting quality education- and ensure universalization of enrolment containing drop-out and enhancing retention. State Govt. provides infrastructural facilities to schools of the district such as building, classroom, textbooks, school furniture, playground, science kits, drinking water, toilets etc.

With the swelling of enrolment in each school every year, the infrastructural facilities become inadequate and insufficient. Most of them have worn out over the years since these facilities were provided long back.

In order to bring quality education in the elementary level, provision of infrastructural facilities like school building, classroom building, teachers quarters, science kits, school furniture, drinking water, toilets etc. be provided in all schools afresh replacing the old ones.

Security fencing around an institution is also of paramount importance. It protects the building and its properties. Most of the school building has not been provided security fencing and the existing building and other properties are getting damaged.

**TABLE NO. 10: Table showing no. of Govt. Primary and U/Primary School in Block-wise.**

SI No	BLOCK	PRIMARY	UPPER PRIMARY (Including Pry. + Pre-Pry. Section)
1	2	3	4
1	HUNLI	1. PS, Chanli (SSA)	1. MS, Hunli 2. SS, Desali 3. RS, Jamupani (SSA) 4. RS, New Elope (SSA)
2	ROING	1. PS, New Colony 2. PS, Ezengo 3. PS, Asali 4. PS, Midland 5. PS, Malek (SSA) 6. PS, Jia 7. PS, Ithili 8. PS, Bolung( <b>approved for Upgradation</b> ) 9. PS, Emuli 10. PS, Kebali 11. IVS, Chidu (New proposal) 12. PS, Kabang (SSA) 13. PS, Mobang (SSA) 14. PS, Abango 15. PS, Harupahar( <b>approved upgradation</b> ) 16. PS, Bhismanagar 17. PS, Denlo( <b>New approval</b> )  18. PS, Intaya (PS) (SSA) 19. PS, Abango-II (SSA) 20. PS, Tolo Basti (SSA) 21. PS, Sake Village (SSA) 22. PS, Mimi Ati (SSA) 23. PS, 5 Km Koronu (SSA) 24. PS, New Koronu (SSA)	1. HSS, Bolung 2. SS, Meka 3. SS, Parbuk 4. SS, Koronu 5. MS, Roing 6. MS, Cheta 7. MS, Mayu 8. MS, Yibuk 9. MS, Balek 10. MS, Abali 11. MS, Iduli 12. MS, Jia 13. MS, Bolik 14. MS, Kangkong 15. MS, Rukmo (SSA) 16. MS, Idili (SSA) 17. RS, Injonu (SSA)
3	DAMBUK	1. PS, Remi 2. PS, Tapat( <b>approved for upgradation</b> ) 3. PS, New Poblung (SSA) 4. PS, Keba 5. PS, Loklung 6. PS, Paglam Tinali (SSA) 7. PS, Kaling-II (SSA) 8. PS, Poblung-I (SSA) 9. PS, Paglam-II (SSA)	1. HSS, Dambuk 2. SS, Bizari 3. SS, Paglam 4. MS, Bomjir 5. MS, Anpum 6. MS, Sirang-Poblung (SSA) 7. MS, Keba (SSA) 8. RS, Banggo (SSA)

**Unit-XIII: ENROLLMENT BY TYPES OF SCHOOLS:**

The total enrolment is higher in the primary stages than the upper primary stage. The total enrolment in the two stages is *shown in block-wise excluding Govt. aided and Private school.*

**TABLE NO. 11: Table showing Enrollment and Teachers in Private Schools:**

SI No	Block	Enrolment I-VIII			Teachers		
		Boys	Girls	Total	Male	Female	Total
1	HUNLI	0	0	0	0	0	0
2	ROING	1711	1225	2936	53	51	104
3	DAMBUK	57	72	129	02	03	05
<b>Total=</b>		<b>1768</b>	<b>1297</b>	<b>3065</b>	<b>55</b>	<b>54</b>	<b>109</b>

Source: HHS 2007-08.

#### **Unit-XIV: NEVER ENROLLED CHILDREN:**

As per the block-wise report, the district has a large number of never enrolled children especially in the age group of *6-11 years in comparison with that of 12-14 of age.*

#### ***The main factors are:-***

1. The geographical factor
2. The district is predominantly within villages with low economy of the people.
3. The social traditions.
4. Large number of un-served areas. The table below reflects the block-wise never enrolled children of the district.

**TABLE NO. 12: Table showing Never Enrolled Children Block-wise:**

Sl.No	Block	Children population in age-group			Strategy for coverage
		6-11yrs.	12-14 yrs.	Grand Total	
1	HUNLI	16	6	22	RS/RBC
2	ROING	190	62	252	RBC/AIE
3	DAMBUK	98	16	114	AIE/RBC/Vocational Courses
TOTAL=		304	84	388	

Source :-HHS, 2007-08

#### **Unit-XV: ENROLLMENT RATE:**

The number of children in the district is steadily rising ever since. This has become possible because parents/guardians have realized the value of education at the same time due to the effort of education department i.e., DDSE-cum-DPO, SSA. However, the entry rate is not at par with the national level. Incentives in the various forms are required to be made from the SSA Schemes to attract children to enrolment. There is a constant rise in the entry rate pertaining to various classes which is a positive and an encouraging signal.

#### **Unit-XVI: DROPOUTS:**

The district has altogether 64 Government School which includes Primary, Upper Primary, I.V, SS and HHSchool. Out of this 35 School are primary and 29 are MS+SS+HS Schools have upper primary stages. So far as drop-out no. and percentage are concerned Roing is the highest in the primary section and Hunli Block is the highest in upper primary section. It needs special focus and attention in terms of bridging/ mainstreaming. The details of the drop-out in the district are as below:

**TABLE NO. 13: Table Showing Drop-out rate in Primary during the Year 2007-08.**

Sl.No	Name of Block	Total No. of Pry Schools(Govt. only)	Total Enrolment in Pry Schools	Total Pry Dropout	Dropout rate
1	HUNLI	01	267	10	3.74
2	ROING	25	7126	175	2.45
3	DAMBUK	09	1652	87	5.26
TOTAL=		35	9045	272	3.00

Source: HHS, 2007-08.

**TABLE NO. 14: Table showing Drop-out rate in Upper Primary School during the year '07-08.**

Sl.No	Name of Block	Total No. of Middle schools (excluding SS & HSS)	Total enrolment	Total Dropout	Drop out rate
1	HUNLI	03	40	4	10.0
2	ROING	12	2804	41	1.46
3	DAMBUK	05	486	11	2.26
	<b>TOTAL=</b>	<b>20</b>	<b>3330</b>	<b>56</b>	<b>1.68</b>

Source: HHS 2007-08.

**Unit-XVII: REPETITION RATE:**

The number of repeaters is *highest in Hunli Block and Lowest in Dambuk Block* the reason for its *high in Hunli Block* is due to the Geographical difficulties as well as lack of access facilities.

**TABLE NO. 15: Table showing Repetition Rate block-wise:**

Sl.No	Name of Block	Total Enrolment in Pry and U/Pry. Schools during the year 2006-07	Total No. of Repeaters	Repetition rate
1	HUNLI	307	23	4.5
2	ROING	9930	105	1.2
3	DAMBUK	2138	24	1
	<b>TOTAL=</b>	<b>12375</b>	<b>152</b>	<b>1.20</b>

Source: HSS 2007.

**Unit-XVIII: TRANSITIONAL RATE:**

During the last academic year 2007-08 the Primary enrolment in class-V in the district was 1237 students. Out of this total enrolment, 1237 children passed class-V and got admitted to class-VI. So, the transitional rate comes to 100% where as 759 students were admitted/ studied in class-viii in 2007- 08 sessions and out of them all 724 were transited to Secondary level. So over all transition rate is 97.76%. This data excludes enrolment of Private and Govt. aided Schools.

**TABLE NO. 16 (A): The table showing nos. of students transited to Upper Primary along with Rate:**

Sl. No	District	Total Enrolment in class-V	Total no. of students transited to Upper Primary	Transitional Rate
1.	LDV	1237	1237	100%
	<b>TOTAL=</b>	<b>1237</b>	<b>1237</b>	

Source : DDSE, 2007.

**TABLE NO. 16 (B) :The table showing nos. of students transited to Secondary level along with Rate:**

Sl. No	District	Total Enrolment in Class-VIII	Total no. of students transited to Upper Primary	Transitional Rate
1.	LDValley	759	742	97.76%
	<b>TOTAL=</b>	<b>759</b>	<b>724</b>	

Source: HHS 2007.



## Unit-XIX: MID-DAY-MEAL AND OTHER SCHEME:

Mid-Day-Meal is a national programme of national support to primary education to universalize the primary education and to boost the enrolment in the primary stage. It was extended and launched in the district from July '2004'. Under the programme children in the primary stages (Class-I to V) in government local body and government aided schools are covered. It was also extended to the children studying in *Education Guarantee Scheme (EGS)* and *Alternative and Innovative Education (AIE) centers in Oct'2002*. The main objective of the programme is to provide cooked *Mid-Day-Meal with minimum 300 calories and 8-10 grams protein content to every child.*

The main problem in implementing the programme in all schools is the shed for preparing cooked meal. The state being a rainy area and financial constraint in the schools, a good place for cooking is a problem. Moreover, frequent interruption in the academic would be reduced. Provision from SSA scheme for such facility would ensure smooth implementation of the scheme.

**TABLE NO.17: Table showing the no. of children covered under Mid-Day-Meal in block-wise:**

Sl.No	BLOCK	CHILDREN COVERED UNDER MID-DAY-SCHEME	
		2007-2008	
1.	HUNLI	267	
2.	ROING	7126	
3.	DAMBUK	1652	
TOTAL=		9045	

Source DDSE, Office, Roing Year: 2007

Other scheme is the Anganwadi centers, a centrally sponsored implementing through the Integrated Child Development Scheme (I.C.D.S). It is a scheme to prepare the child for schooling. Facilities like reading materials, charts etc. may be helped from the SSA schemes.

**TABLE NO. 18: Table showing no. of Anganwadis and ECCE Centers with Enrolment in Block wise:**

Sl. No	BLOCK	No. of Anganwadi centers	Total Enrolment	Nos. of ECCE Centers	Total Enrollment
1.	HUNLI	08	99	04	76
2.	ROING	54	1247	36	1764
3	DAMBUK	46	572	13	2188
TOTAL=		108	1918	54	4028

Source: ICDS, Office, Year: 2007.

## Unit-XI: EXAMINATION AND CERTIFICATION SYSTEM:

The state of Arunachal Pradesh does not have its own board. The curriculum and syllabuses are followed in accordance with the NCERT modules. State regulates and conducts examinations of classes-VIII, IX and XI and examination of X and XII are regulated by the Central Board of Secondary Education (CBSE) However, classes right from pre-primary to VII standard are institutionally managed and conducted. CBSE controls and declares the result of class-X and XII. For classes-VIII, IX and XI, results are centrally managed in the district.

The Central Board of Secondary Education issues academic certificates to the students successfully completing class-X and XII and the classes right from classes-I to VIII, IX, X, XI are issued by the respective head of the institutions.

**Unit-XXI: PRE-PRIMARY EDUCATION:**

At present various centrally sponsored pre-primary education centers are functioning in the district such as Anganwadi centers under the Integrated Child Development Scheme on pre-primary centers. The Management, Controlling, Monitoring and Supervision of such centers remain with the ICDS department. In the district, 108 Anganwadi centers on pre-primary education are functioning.

**TABLE NO. 19: Table showing Anganwadi Centers in CD Blocks in the District.**

Sl.No	Name of Block	No. of Pre-Primary Centers	
		I.C.D.S	Enrolment
1.	HUNLI BLOCK	08	99
2.	ROING	54	1247
3	Dambuk	46	572
	<b>TOTAL=</b>	<b>108</b>	<b>1918</b>

Source : ICDS Department, Roing Year:2007

**Unit-XXII: STATUS OF V.E.C/S.M.C:**

The villages Education Committee (VEC) in the schools of the district were formed in the year-2003. Each Village Education Committee (VEC) comprise of 7 to 21 members duly representing a Gaon Burah, Panchayat members, elderly member of the society/village, parents/guardians, NGO, educated unemployed youth and the women section. An elderly village man/woman is selected as chairman to head the committee.

The committee in the district has commenced functioning in all schools. Members are actively involved in school activities as well as on the activities being implemented under Sarva Shiksha Abhiyan.

**TABLE – 20: Table showing total number of VECs functioning in the District blockwise:**

S.No	Block	Number of VECs(Pry+Upper Pry)
1	Hunli	05
2	Roing	40
3	Dambuk	17
	<b>Total=</b>	<b>62</b>

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## CHAPTER-IV

# PLANNING PROCESS AND PLAN FORMULATION

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*Unit:I:- Formation of District core Planning Committee.*

*Unit:II:- Meeting of District Planning team.*

*Unit:III:- Programme Schedule.*

*Unit:IV:- Data Collection comprising of stages & preparation of AWP & B -08-09*

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There are lot of problems & issues of various interventions which are to be identified. After the identification of problems and issues of various interventions of the various parts of the district one has to get involve in identifying the different sources of information's collaborating and linking with various departments of the district. Not only this but also the Planning Team is to know the various parameters lay down by the GOI.

In addition to this-trainings, mobilizations, motivations are also to be conducted at the grassroots level. Having discussion with the community various problem & issues are to be identified and the interventions related to the same.

So, all these issues are to be put into the planning process fixing various targets and stakeholders framing a schedule for various activities.

Consequently, Planning Process for the Annual Work Plan and Budget, SSA-2008-09 is taken up with a optimistic mood and mind to prepare a road map to fulfill the targets set/fixed ahead as well as to settle/take over the unfulfilled tasks /backlogs which are instrumental for achieving the ultimate goal of universalization of elementary education.

### **Unit-I: FORMATION OF DISTRICT CORE PLANNING COMMITTEE:**

At the very outset the Deputy Commissioner,-cum-Chairman, SSA District Mission Lower Dibang Valley District, Roing was informed and discussed with; taken into confidence and cognizance and finally taken approval for the formation of District Planning Team in file having the following officials/officers for the purpose of Planning and effective implementation of the various SSA programmes and policies.

- |   |                     |
|---|---------------------|
| 1. Deputy Commissioner.                 | : Chairman.         |
| 2. Deputy Director of School Education. | : Member Secretary. |
| 3. District Medical Officer             | : Member.           |
| 4. Executive Engineer, PHE              | : Member.           |
| 5. Executive Engineer, Power            | : Member.           |
| 6. District Forest Officer, (T)         | : Member.           |
| 7. District Supply Officer              | : Member.           |
| 8. District Rural Development Agency    | : Member.           |
| 9. Child Development Project Officer    | : Member.           |
| 10. District Planning Officer           | : Member.           |
| 11. All Coordinators                    | : Member.           |

Similarly the planning at the Block and Village levels were too constituted as per the report and information submitted by the Heads of the Institutions. Block Resource Centres and Clustered Resource Centres wherein the representatives from the various departments and communities were involved and assimilated for proper and just full representation and community participation so as to make them feel and realize really a part and a vital component of the Schooling system.

## **Unit-II: (A) MEETING OF DISTRICT PLANNING TEAM:**

After having the District Planning Team constituted it becomes obligatory to hold meeting, discuss and formulate plans and strategies, find ways and means and finally set the ball rolling as to the accomplishment of the mission and vision of SSA in the district .The members present in the meeting expressed their overwhelm support, guidance, and assistance as and when required as members being the Heads of departments themselves.

(B) Formation of Block planning team.

(C) formation of Cluster Planning team.

(D) Formation of Village planning team.

## **Unit-III: PROGRAMME SCHEDULE:**

As a part of mass-mobilization and awareness spreading campaign relating to SSA programmes and beneficiaries available to the Schools and communities and to invite their participation and contribution from each and every quarter of the society which has become binding to all after the amendment of the Constitution making the Right to Education a compulsory. The District Authority chalked out a detail programme for imparting trainings as well as information sharing and dissemination at the various venues in the District of Lower Dibang Valley as indicated below ignoring the harsh climatic conditions and inhospitable terrain which seemed pigmy and small in relation to the greater and lofty cause. The District Team toured and traveled Hunli and Desali located at high altitudes and Dambuk/Paglam/Bhismaknagar places ravaged and devastated by frequent floods.

*The Date-wise Programme of the Training held on Micro-Plan at various venues of the district is as indicated:*

**TABLE - 1**

Name of Block/ Venue	Dates	Members Present	Issues Discussed
1	2	3	4
<b>HUNLI</b>			
1. SS, Desali	7/12/07	41	◆ Problems of ration items, text books, T.L.M supply were discussed for redress caused due to road communication disruptions.
2. MS, Hunli	9/12/07	38	◆ Discussed regarding teachers rationalization. Assurances were given to them regarding posting of teachers at appropriate time.
3. PS, N/Elope	10/12/07	46	◆ Establishment of EGS & Inter Village Schools was discussed to spread and make the SSA programme a successful. ◆ Discussed regarding the need of continuous mobilization effort by the BRP/ CRP and DPO staff. ◆ Incentives to the teachers were discussed to be focused to the appropriate authority for the grant in the form of High Altitude Allowance/ Difficult Area Allowance @ 600/- p.m per teachers. Members of PAB may please take note of it. ◆ Regarding drop-out and never enrolled children.

1	2	3	4
<b>ROING</b>			
1. HSS, Roing	16/1/07	92	<ul style="list-style-type: none"> <li>◆ Regarding need to put back the drop-out to mainstreaming and opening of A.I.E/Pry School for never enrolled children with the effort of one and all.</li> <li>◆ Regarding drug abuse by the students as well as outsiders and need to extinguish it before it takes the form of wild fire.</li> <li>◆ Regarding likely AIDS intrusion due to drug addiction.</li> <li>◆ Regarding the students coming from neighboring state and need for their encompassing despite of infrastructure shortage in the larger interest of education which is a universal goal.</li> <li>◆ Need for construction of teachers quarter as most of them are in rental house. In case of non-feasibility, provisions for house rent allowance (HRA) be granted/ approved under SSA. Moreover, additional classrooms are urgently needed to accommodate the swelling students.</li> <li>◆ As Koronu and Bhismanagar which is flood prone areas, in the meeting it was discussed to provide them early supply of text-book, TLM, Mid-day Meal etc. before the advent of monsoon.</li> </ul>
2. MS, Mayu	17/1/07	44	
3. PS, B/Nagar	19/01/07	9	
4. SS, Koronu	20/1/07	27	
5. MS, Iduli	21/1/07	29	
6. MS, Abali	23/1/07	17	
7. HSS, Bolung	27/1/07	69	
8. MS, Meka	28/1/07	25	
<b>DAMBUK</b>			
1. SS, Paglam	13/12/07	36	<ul style="list-style-type: none"> <li>◆ Regarding problems faced by teachers, students and community because of flood.</li> <li>◆ During the meeting they were assured from the office of the DDSE-cum-DPO for the timely supply and release of pay, text-book, TLM, Mid-Day-Meal etc.</li> <li>◆ The students of Assam were also found to be coming to get education in the nearby schools of Paglam, Anupum, Kaling and Keba. Head of the institution were told to take there admission in the greater cause. They were told that if a fund does get sanctioned in they would be provided accordingly.</li> </ul>
2. MS, Anupam	14/12/07	22	
3. SS, Bizari	15/12/07	21	
4. HSS, Dambuk	16/12/07	71	

#### **Unit-IV: (A) DATA COLLECTION:**

After the formation of sound playing field, equipping the functionaries with all the knowledge, skill and know-how and above all creation of congenial and friendly environment. All the teachers irrespective of BRPs and CRPs were engaged in the data collection duties in the entire district in a war footing so as to ascertain the ground realities, problems and issues for further interventions, research, revaluation, introspection and retrospection.

- (B) Data Compilation at various level
- (C) Data entry at District level
- (D) Data retrieval
- (E) Information dissemination and sharing
- (F) Data Analysis
- (G) Preparation of Annual Work Plan and Budget 2008-09.

## CHAPTER-V

### COMPONENT WISE PLANNED INTERVENTION

*Unit:I:- Progress overview & Target.*

*Unit:IX:- Alternative & Innovative Education. Unit:II:-*

*Quality control*

*Unit:X:- Free Text Book*

*Unit:III:- Learning Enchancement*

*Unit:XI:- Deputation Allowance of Regular Staff.*

*Unit:IV:- Innovative Activities*

*Unit:V:- I.E.D. Scheme for CWSN*

*Unit:VI:- E.G.S Centres*

*Unit:VII:- Block Resource Centre*

*Unit:VIII:- Cluster Resource Centre*

#### Unit-I: PROGRESS OVERVIEW & TARGET:

With the starting of SSA since 2002 in Arunachal Pradesh the preparation of AWP & Budget is a yearly phenomena, every year planning is to be done with the objective to achieve the SSA objectives. Before venturing in to new AWP & Budget planning we have to look-back what were the physical and financial target fixed in the previous year planning. Without retrospection of the last year no new targets can be fixed. As we are involving planning for AWP & Budget for 2008-09 it is best for our planning to review of AWP & Budget of 2007-08. At the Same time present and place the AWP & B 2008-09 for approval.

#### Unit-II: QUALITY CONTROL:

**FTEACHERS UNDER SSA:** In order to bridge the gap of the shortage of teachers due to new opening of Schools and others because of additional teachers demanded by PTR teachers were recruited under SSA during the year 2003-04 and 2006-07 and are serving in the different Schools in the district improving the quality attainment to their best.

**TABLE NO. 1: Table showing Blockwise & Sex wise posting of SSA teachers.**

		AT	JT	TOTAL	MALE	FEMALE	TOTAL
1	HUNLI	14	09	23	14	09	23
2	ROING	44	39	83	43	42	83
3	DAMBUK	24	21	45	34	09	45
	<b>TOTAL</b>	<b>82</b>	<b>69</b>	<b>151</b>	<b>91</b>	<b>60</b>	<b>151</b>

**TABLE NO. 2: Table showing SSA teachers appointed subjectwise:**

S.No	English	Hindi	Maths	Science	S/Studies	Total
J/T	19	11	08	09	22	69
A/T	19	12	10	11	30	82
<b>Total</b>	<b>36</b>	<b>23</b>	<b>18</b>	<b>20</b>	<b>50</b>	<b>151</b>

**TABLE NO. 3 : Table showing budget for Teachers' Salary expenditure for the SSA teachers for the session 2008-09**

Teachers	Total number	Unit cost	Duration	Amount
A/T	84	Rs.7,200/-	12 months	Rs. 72,57,600 /-
J/T	68	Rs. 8,500/-	12 months	Rs. 69,36,000 /-

**TABLE NO. 4: Table showing SSA teachers to be engaged for remedial teaching during vacation:**

Block	Teachers		Number of Schools	Number of children	Duration
	A/T	J/T			
Hunli	14	09	05	20	20 days
Roing	44	39	20	1102	20 days
Dambuk	24	21	15	511	20 days
	82	69	40	1633	

Pedagogy is an important part and parcel of training intervention for imparting various trainings to teachers from time to time. It generally imparts trainings to teachers from category of in-service, induction trainings for newly recruited teachers, refreshers course to untrain teachers, distance education for in-service teachers; DRG/BRG/CRG and 30 days para teachers' trainings. Its main emphasis is to make re-orientation in teachings methods for vitalizing the quality education in elementary level.

In the years AWP & B 2006-07 projects some amount was sanctioned for trainings interventions for in-service training, refreshers to untrained teachers, 30 days para teachers' trainings. The achievement report or results of the teachers training under pedagogy may be read as shown in table below:-

**TABLE NO.5 :**

S.No	Name of intervention	PAB		Achievement	
		Phy	Fin	Phy	Fin
1	In-service training	185	1.30	100%	100%
2	Induction training	-	-	-	-
3	Refresher course-Untrained teacher	374	1.10	100%	100%
4	Distance education	254	10.67	Not sanctioned	
5	Others(DGR/BRG/CRG)	-	-	-	-
6	Other 30 days para teacher	150	3.15	100%	100%
<b>Total=</b>		663	16.22	?	?

The remaining unachieved of the above targets of various sub-intervention of the year 2006-07 will be taken up along with the proposed made for AWP & B- 2007-08 for achieving the targets.

As per the AWP & B -2007-08, The GOI has approved for intervention for teachers training on various sub-interventions will be taken up when fund received from SPD, Itanagar. The approved sanctioned amount with physical targets is shown in the table below:-

**TABLE NO. 6.**

Sl.No	Name of intervention	PAB approved for 2007-08 Fresh Approval			Approved fund
		Unit cost	Phy	Fin	Fin
1	In-service training	0.014	185	2.59	2.59 ✓
2	Induction training	0.021	12	0.25	0.25 ✓
3	Refresher course-Untrained teacher	0.042	203	8.53	8.53 ✓
4	Distance education	0.042	0	0.00	0.00
5	Others(DGR/BRG/CRG)	0.21	33	0.00	0.00
6	Other 30 days Para teacher	0.021	150	3.15	3.15

Further, new proposals is placed for the year 2008-09 in AW & B for this intervention which may be seen at table below:-

**TABLE NO. 7.**

Sl.No	Name of intervention	PAB proposed for 2008-09			Approved fund
		Unit cost	Phy	Fin	Fin
1	In-service training	0.014	185	2.59	2.59
2	Induction training	0.021	12	0.25	0.25
3	Refresher course-Untrained teacher	0.042	203	8.53	8.53
4	Distance education	0.042	0	0.00	0.00
5	Others(DGR/BRG/CRG)	0.21	33	0.00	0.00
6	Other 30 days Para teacher	0.021	150	3.15	3.15

### **Unit-III (A): LEARNING ENHACEMENT:**

As per the observation of the District Mission for the last few year it has been found that the students of both primary and upper primary particularly the girls, children from poor families and hard to reach families are performing very low and not up to the satisfaction and expectation level.

The subjects where they are found to be scoring very low are Maths., Science and English. They do pass the examinations but so far as marks are concerned it is very low mostly within 33-40. The transition/promotion rate/figure does not reveal the fact. Hence, just looking into the transition rate may mislead us for drawing wrong conclusions.

It is a matter of serous concern as to why despite of providing so many facilities/ Schemes/ incentives under SSA the outcome is not improving and encouraging in terms of grade and percentage.

Hence, the District mission has planned to carry out studies and research activities to find out the



reasons and factors responsible behind it for follow up actions. It seems that those children are in need of an extra amount of time and dedication in the form of remedial teachings for the subjects mentioned above because the normal classroom teachings seems not able to percolate down to their understanding level.

Engagement of subject teachers/expert cum child psychologist need to be engaged during off hours in order to take care of such students so as to improve their level of learning and thereby quality improvement.

In addition to it, it is felt that incorporation of mother tongue in the classes will also act as a remedial step in tackling those problems to a substantial level. The learning through mother tongue has been emphasized and justified by many eminent educationalists such as Nobel laureate Rabindra Nath Tagore and Jagdish Chandra Bose.

Hence, courses/modules in local dialect i.e. Idu and Padam in our district need to be done. The Resource Person of Idu language of our district has attended many training/workshops under Tribal language Text Book Conventions held under SSA.

The non-tribal teacher which constitutes a major chunk of the teaching staffs in this district also needs to be provided training in this respect so that it may help them in friendly and free flow class room transaction in a better and easy way and method.

**TABLE NO. 8**

Table showing achievement/performance of the students in the subjects Maths. Science and English.

Sl.No.	Block	Subjects	Marks secured
			33-39
1	HUNLI	Maths	73
		Science	62
		English	68
		<b>Total</b>	<b>203</b>
2	ROING	Maths	549
		Science	552
		English	550
		<b>Total</b>	<b>1651</b>
3	DAMBUK	Maths	257
		Science	262
		English	149
		<b>Total</b>	<b>688</b>

**TABLE NO. 9 : Strategy planned to take care of low achievers (Remedial Teaching).**

Sl.No	Strategy	Activities/ Involving agencies	No of children/ School to be covered	Stage	Fin. Involvement	Total (in lakhs)
1	Studies/ Research	DIET/NGO	55	2	Rs.1500 per School	1.65
2	Remedial Teaching	Maths teacher	55	6 months	Rs1000 p.m	3.30
		Science teacher	55	6 months	Rs1000 p.m	3.30
		English teacher	55	6 months	Rs1000 p.m	3.30
3	Local language/ Mother tongue	Module Dev.				3.00
		Training to the teachers	336	2	70 per day	0.47
		Incentives/ award to teachers	184	1	1500	2.76
<b>Total=</b>						<b>17.78</b>

If approved it will cover all the teachers of the 3(three) blocks of the district in the phase wise in each block or at cluster level or centrally at DIET, Roing. The budget for the teachers training is reflected in the Costing & budgeting chapter may be seen.

**(B): LEARNING ENCHANCEMENT PROGRAMME FOR CLASSES I TO III :**

It has been observed that the students' of Classes I to III are not showing well in acquiring knowledge and clear concept of three R's i.e. Reading Writing and Arithmetic's. These are the classes where students have to pick up knowledge and concept of all these for making a good foundation for their future. Therefore, remedial classes are to arranged for them so that the slow learner can make themselves equal to better students than them. For these teachers are to be encouraged by incentives and training has to be imparted to make the teachers perfect in handling the Children in lower classes and mentally prepared for extra remedial classes after / before Schools after survey out the slow learners in their respective subjects. Students are also can be encouraged to attend the classes by giving incentives like, notebook, pen, pencil etc. The plan proposed for remedial classes in 2008-09 session has been shown below for smooth functioning of the remedial classes.

<i>Sl.No.</i>	<i>Items</i>	<i>Qty.</i>	<i>Rate</i>	<i>Period</i>	<i>Amount (in Rs.)</i>
1	Honorarium to teachers	186	500	3 months	279000 /-
2	Incentive to children	7440	100	3 months	74400 /-
3	Training to teachers				
	a) TA	186	200	2 days	37200 /-
	b) Honorarium	186	70	2 days	13020 /-
	c) Contingency	186			20000 /-
	d) Training materials	186	200	Training period	37200 /-
	<b>Total=</b>	<b>8370</b>	<b>1070</b>		<b>4,60,820 /-</b>

**(C): REMS – RESEARCH EVALUATION, MONITORING AND SUPERVISION :**

Quality achievement can be obtain only through research Evaluation, Monitoring and Supervision to obtain the expected fruit from it a plan has been prepared for stepwise Monitoring and Supervision along with action Research in class room situation. One teacher in each School will be deployed in finding out the causes for poor performance in 3 R's and cause of poor attendance of girls student in schools. Two subject teachers will be deployed for finding of the causes for poor performance in both literature subjects i.e. Hindi and English. The table below reflects the expenditure on REMS for 2008-09 financial years.

<i>Sl.No.</i>	<i>Item</i>	<i>Qty.</i>	<i>Rate</i>	<i>Period</i>	<i>Amount (in Rs.)</i>
1	Poor performance in 3 R's	62	500	3 months	93000 /-
2	Poor attendance of Girl Students	62	500	3 months	93000 /-
3	Poor performance in literature (Eng & Hindi)	124	500	3 months	186000 /-
4	Monitoring & Supervision				
	a) DPO Staff	4	1000	3 times	12000 /-
	b) BRC of the block	1	500	3 times	1500 /-
	c) CRC	1	200	3 times	600 /-
5	Evaluation	42	5	3 times	120630 /-
	<b>Total=</b>	<b>48</b>	<b>1705</b>		<b>1,34,730 /-</b>

#### Unit-IV: INNOVATIVE ACTIVITIES

Realising the crucial importance of rapid growth during early Child-hood, a number of programmes of ECCE been started. The National Policy of Education (NPE) views ECCE as crucial input strategy of human resources development, a feeder and support programme for primary Education and a support service for working women of the disadvantaged sections of society. ECCE emphasis to a child centre approach, play-way and activity-based learning in place of formal methods of teaching and early introduction of the three R's. It has emphasis to established linkage with Integrated Child Development Services (ICDS) and other ECCE programmes.

The Sarva Shiksha Abhiyan realizes the importance of pre-school learning and early child-hood Care and its role improving participation of children in Schools. Specific support will be made available to existing ICDS Centres from funds for innovative activity.

Under the innovative activity intervention programmes, following activity is needed to bring up which are shown below:-

- 1.) ECCE.
- 2.) Vocational Education.
- 3.) Pratibha Khoj.
- 4.) SC/ST.
- 5.) Computer aided learning. (CAL).
- 6.) English, Science and Mathematics teachers training and TLM.

Progress and achievement have done on the above sub-interventions in the District during the last years 2007-08 which are illustrated:-

(A) **ECCE:** - A total number of 54 ECCE Centers was approved for pre-primary Education during 2006-07 and achieved the target of 100%. Fund sanctioned for this sub-intervention was fully utilized. Achievement made in this sector is furnished in block-wise can be seen at Table No-6.

**TABLE NO.10 :Showing the block-wise ECCE Centres, Name of Volunteers & Students' enrollment.**

S/ No	Name of block	Name of the centre attached to the Schools	Name of the volunteers	Year of opening	No. students enrolled			Remarks
					6	7	8	
1	2	3	4	5	B	G	T	9
1.	Hunli	1. MS, Hunli	Sri Rahi Miso	2007	8	7	15	
		2. RS New Elope	Sri Gasome Dele	2007	6	11	17	
		3. PS, Chanli	Sri Soma Miso	2007	13	12	25	
		4. SS, Desali	Sri Elako Mendo	2007	12	7	19	
		<b>Sub Total=</b>				<b>39</b>	<b>37</b>	<b>76</b>
2	Roing	5. MS, Yibuk Rayang	Miss Omem Lego	2007	8	7	15	
		6. SS, Meka	Miss Shanti Minno	2007	12	4	16	
		7. MS, Balek	Miss Omem Modi	2007	9	16	25	
		8. MS, Roing	Miss Jampi Elapra	2007	7	12	19	
		9. MS, Cheta	Sri Lako Menda	2007	18	18	36	
		10. PS, New Colony	Miss Japiya Dele	2007	13	8	21	
		11. PS, Kebali	Miss Tiba Mili	2007	02	02	04	
		12. PS, Asali	Sri Pachi Mikhu	2007	03	03	06	
		13. PS, Malek	Sri Prem Bdr Tamang	2007	40	04	44	
		14. IVS Chidu	Sri Asobe Linggi	2007	07	04	11	
		15. PS, Ezengo	Miss Aika Mepola	2007	34	42	76	
		16. PS, Midland	Miss Mitet Pertin	2007	17	18	35	
		17. MS, Jia	Miss Nung Lego	2007	14	07	21	
		18. MS, Bolik	Miss Mereley Perme	2007	23	17	40	
		19. MS, Kangkong	Miss Anne Tayeng	2007	14	06	20	
		20. PS, Mobang	Miss Maman Moyong	2007	16	04	20	
		21. PS, Ithili	Sri Anil Aprawe	2007	05	06	11	
22. MS. Iduli	Miss Yame Mepola	2007	18	31	49			

		3	4	5	6	7	8	9
		23. PS, Emuli	Miss Puni Mili	2007	03	04	07	
		24. MS, Rukmo	Miss Sopona Linggi	2007	09	10	19	
		25. PS, Mimi Ati	Miss Achi Mele	2007	25	25	50	
		26. PS, HoruPahar	Miss Momi Linggi	2007	11	14	25	
		27. PS, Kabang	Sri Jini Tayeng	2007	17	03	20	
		28. SS, Koronu	Miss Roma Mena	2007	12	15	27	
		29. PS, Denlo	Miss Mana Linggi	2007	10	04	14	
		30. PS, Bismak Nagar	Miss Mana Miso	2007	9	5	14	
		31. RS, Injonu	Miss Karishma Mega	2007	10	9	19	
		32. PS, Abango	Miss Amili Mega	2007	11	8	19	
		33. PS, Abango – II	Miss Junaki Keche	2007	16	13	29	
		34. PS, Tolo Basti	Shri Arjun Umpey	2007	13	7	20	
		35. PS, New Koronu	Miss Aruna Mega	2007	08	02	10	
		36. PS, 5 KM Koronu	Sri Sante Gurung	2007	09	04	13	
		37. PS, Sake Basti	Sri Jiko Mimi	2007	91	57	148	
		38. PS, Bolung	Miss Ainam Borang	2007	10	12	22	
		39. MS, Idili	Miss Imumi Mega	2007	11	14	25	
		40. PS, Intaya	Miss Razini Linggi	2007	9	13	22	
		<b>Sub – Total</b>			<b>1336</b>	<b>428</b>	<b>1764</b>	
3.	Dambuk	41. SS, Paglam	Miss Minoti Tayu	2007	8	18	26	
		42. RS, Banggo	Miss Kenter Riba	2007	20	18	38	
		43. MS, Anpum	Miss Tutuk Regon	2007	42	3	45	
		44. PS, Loklung	Miss Nomita Pao	2007	09	03	12	
		45. SS, Bizari	Miss Ainam Borang	2007	28	18	46	
		46. MS, Bomjir	Miss Ane Ripuk	2007	14	30	44	
		47. PS, Poblung – II	Miss Lokyam Tayeng	2007	08	00	08	
		48. MS, Sirang –	Miss Imum Perme	2007	11	00	11	
		49. PS, Tapat	Miss Ome Saring	2007	09	00	09	
		50. PS, Poblung – I	Miss Miti Pertin	2007	08	01	09	
		51. PS, Remi	Miss Bharati Pertin	2007	10	09	19	
		52. PS, Kaling – II	Miss Noyon Toro Pangging	2007	25	23	53	
		54. PS, Paglam – Tinali.	Miss Minam Pegu	2007	15	18	33	
		<b>Total</b>			<b>207</b>	<b>141</b>	<b>348</b>	
		<b>Grand total=</b>			<b>1582</b>	<b>606</b>	<b>2188</b>	

Sources-DPO, SSA, 2007-08.

**B) GIRLS EDUCATION (VOCATIONAL EDUCATION:-** Vocational Educational to Girls in Upper Primary level is an important components for imparting knowledge in various learning along with the formal education.. In the year 2006-07 fund was sanctioned for Rs 2 lakhs for this sub-intervention to implement this programmed in Upper Primary School.1 (one) Upper Primary School was selected namely Govt. Middle School Yibuk-Rayang where the vocational education to girls has been imparted by providing with vocational useful items and materials. It has benefited the girl's student and improved in vocational ideas for the future stands. Seeing the results and its achievements, it has propos for 19(nineteen) UPS including elementary section of Secondary schools in the AWP&B 2008-09.

**TABLE NO. 11. Showing the proposal for vocational Education in Block Wise :**

Sl.No.	BLOCK	Proposed name of U/Pry. School for vocational Education	Unit Cost	Total Amount
1	2	3	4	5
1	HUNLI	1. MS, Hunli	2 lakhs.	2 lakhs
		2. SS, Desali	2 lakhs.	2 lakhs.
2	ROING	1. MS, Kangkong	2 lakhs.	2 lakhs.
		2. MS, Bolik	2 lakhs.	2 lakhs.
		3. MS, Iduli	2 lakhs.	2 lakhs.
		4. MS, Abali	2 lakhs.	2 lakhs.
		5. MS, Jia	2 lakhs.	2 lakhs.
		6. MS, Mayu	2 lakhs.	2 lakhs.
		7. MS, Cheta	2 lakhs.	2 lakhs.
		8. MS, Idili	2 lakhs.	2 lakhs.

1	2	3	4	5
		9. MS, Rukmo	2 lakhs.	2 lakhs.
		10. MS, Horopahar	2 lakhs.	2 lakhs.
		11. MS, Bolung	2 lakhs.	2 lakhs.
3	DAMBUK	1. MS, Sirang-Poblung	2 lakhs.	2 lakhs.
		2. MS, Bomjir	2 lakhs.	2 lakhs.
		3. MS, Anpum	2 lakhs.	2 lakhs.
		4. MS, Tapat	2 lakhs.	2 lakhs.
		5. MS, Keba	2 lakhs.	2 lakhs.
		6. SS, Paglam	2 lakhs.	2 lakhs.
			<b>Total=</b>	<b>38 lakhs</b>

Recurring expenditure is also proposed for Govt. MS, Yibuk-Rayeng for continuations of the programme for the girls student of class – VI to VIII of the School amount Rs. 2 lakhs only for both procumbent of materials and honorarium to instructor.

SINo.	Name of the Schools	Unit Cost	Total amount (including honorarium to instructor)
1.	MS, Yibuk-Rayeng	2 Lakhs	2 Lakhs

The total amount for the project both for fresh and recurring in AWP & B 2008-09 is shown table below :-

SINo.	No. of U/Pry.Schools	Unit Cost	Physical	Total Amount
1.	20	2,00000 /-	20	40,00000 /-

C) **PROTIBHA KHOJ**: - It is an important component of girl Education for development in Education by participating in test ability on subjects like Maths, Science and General knowledge. Protibha khoj also emphases for those girls who are selected for their higher studies in days to come as monetary help.

Protibha khoj test has been carried out in the District during the month of Feb' 2006-07, among the girls' students from class VI to VIII. Block-wise selection committee was constituted to conducted to the test examine and selected 100 girls both Certificates awards (in the form of KVP) and non-cash awards (in kinds). The fund sanctioned amounting Rs 5 lakh is fully utilized. Achievements done in this sub-intervention can be seen at Table No. 12:-

**TABLE NO.12 : Showing the block-wise incentives cash awards and non-cash awards to girl students.**

S/No.	Name of block	No. of students selected for cash awards (KVP/NSC)	No. of students selected for non-cash awards(in kind)	Amount
1.	Hunli	10	03	5,00000/-
2.	Roing	28	35	
3.	Dambuk	12	12	
	<b>Total</b>	<b>50</b>	<b>50</b>	

Sources : DPO, SSA 2007-08.

**TABLE NO.13 : Table showing the new proposal for Pratibha Khoj programme for ST girls students 2008-09.**

S/No.	Name of block	No. of students for cash awards (KVP/NSC)	No. of students for non-cash awards(in kinds)	Amount
1.	Hunli	08	03	5,00000/-
2.	Roing	38	35	
3.	Dambuk	14	12	
	<b>Total</b>	<b>50</b>	<b>50</b>	

The balance amount was utilized or incurred expenditure for campaign and awareness, honorarium to committee, banners, printing of pamphlets POL, etc. Fund was sanctioned for Protibha Khoj in AWP & B 2007-08, but the District authority have not received the amount yet, as the state Govt. have not released till this date. Therefore, it is proposed that the Protibha Khoj programme will be implemented in 2008-09 on the basis of performance reports / results of annual Examination 2007-08 among the ST Girls only. To impart this a Block level selection committee will be constituted in each Block for selection of ST Girls.

D) **EDUCATION FOR SC/ST GIRLS:-** No proposal was made for this sub-intervention in the AWP & B of 2006-07. In the present AWP & B 2007-08 of the district no fresh proposal is place for this programme.

E) **COMPUTER AIDED LEARNING (CAL).** The innovative programme of computer Education in upper primary school level is an important component for students and teachers for developing in computer science. The CAL was implemented during 2006-07 in upper primary schools only and for this 7(seven) schools were identified in the District in phase-wise where power supply is regular. To implement this programme Rs 10.17 lakhs was approved for supply of computers and its accessories. Computer stationeries, etc. for 7(seven) Upper Primary Schools which has been fully implemented.

**TABLE -14:** Showing block-wise installation of computers under CAL in upper primary Schools.

S/No.	Name of block	Name of upper primary School	No. computers with accessories accorded
1	ROING	Govt. Middle School Mayu	3. Sets
		Govt. Middle School Roing	3 Sets
		Govt. Middle School Yibuk	3. Sets
		Govt. Middle School Bolik	3. Sets
		Govt. Middle School Abali	3. Sets
		Govt. Middle School Kangkong	3. Sets
		Govt. Middle School Iduli	3. Sets
	<b>Total=</b>	<b>7 Schools</b>	<b>21 Sets</b>

Sources : DPO , SSA 2007-08.

**TABLE NO. 15:**

**COMPUTER AIDED LEARNING (CAL)**

S.No	Block	No. of Govt. UP Schools	Schools covered under CAL	No. of Beneficiaries	No. of teachers trained on CAL	No. of Schools to be covered this year
1	HUNLI	2	0	0	0	0
2	ROING	16	7	1050	18	2
3	DAMBUK	7	0	0	0	0
	<b>Total</b>	<b>25</b>	<b>7</b>	<b>1050</b>	<b>18</b>	<b>2</b>

Source : DPO, SSA 2008-09.

Approval for computer aided learning was proposed in the AWP & B of 2007-08 amounting Rs 10.17 lakhs for 7(seven) Middle Schools. Fund is yet to receive from SPD, Itanagar, however all the materials and computers may be provided centrally by the State level. It will intake to only when supply from the state level to District.

Fresh proposal is placed again for AWP & B 2008-09 for implementation of Computer Aided Learning in district at Upper Primary Schools where there is regular supply of electricity in the School. The Table below show the name of Schools where CAL programme is proposed.

**TABLE NO. 16.** Showing the proposed name of Upper Primary School for CAL programme:

Sl.No.	Block	Cluster	Name of U/Pry. School	Unit cost	Amount
I	ROING	Bolung	Govt. Middle School, Jia	1.45	1.45
			Govt. Middle School, Idili	1.45	1.45
			<b>Total=</b>		<b>2.90</b>

F) **OTHER INCENTIVES INCLUDING WITH CLOTHES ETC:** - For providing incentives for winter clothes, the Govt. of India has sanctioned fund of Rs 7.18 lakhs which was centrally procured at State level. This incentive was provided to students both to Boys & Girls in the District and has benefited 4785 students in 2006-07.

In AWP & B 2007-08 the proposal was placed for 13663 students amounting of Rs 25.33 lakhs, but the Govt. of India has not sanctioned for this intervention.

Fresh proposal for this incentives is proposed in the AWP & B 2008-09 for providing winter clothes to students, the proposal budget is reflected costing and budgeting chapter.

G) **OTHERS (INTER VILLAGES RESIDENTIAL SCHOOLS** - In the last AWP & B 2006-07, a total amount was sanctioned for Rs 5.43 lakhs to District which was fully utilized for the propose. No proposal was placed in the AWP & B 2007-08.

H) **STIPENDS FOR RESIDENTIAL SCHOOL:** - In the AWP & B 2007-08, stipends to the students of Residential School was placed for the Rs 4.79 lakhs for 174 students. No fund is sanctioned for these incentives as it is approved in AIE intervention.

**TABLE NO. 17: Table Showing Residential Schools with enrolment and fund requirement:**

Block	Residential Schools	Enrolment			Fund for stipends as per State norm @ Rs. 250/PM(10 months)
		Boys	Girls	Total	
Hunli	New Elope	22	16	38	Rs. 95,000 /-
	Jammupani	10	11	21	Rs. 52,500 /-
Roing	Injinu	8	4	12	Rs. 30,000 /-
Dambuk	Bizari	11	14	25	Rs. 62,500 /-
	Banggo	6	5	11	Rs. 27,500 /-
<b>Total=</b>					<b>Rs. 2,67,500 /-</b>

I) **ENGLISH, SCIENCE AND MATHEMATICS TEACHERS TRAINING AND SUPPLY OF TLM**

Quality Education is the ultimate goal of education which is specially emphasis in SSA. But it is observe that maximum nos. of students are weak in English, Maths and Science which marred the bright future of them. In this regard it felt that much care has to be taken in English, Maths & Science for which along with normal trainings special training has to be imparted to teachers to enhance their capacity. Along with this teachers are to be provided with TLM related to their subjects so that they can impart effective education which will bring quality to the children in education. As in the primary and Upper Primary mostly all teachers have to teach all subjects as there are no availability of subject teachers. So, to make them fit to teach all these 3 subjects all the teachers in the districts are to be trained so that they can teach properly if subject teachers are not available. For the enhancing of quality of the teachers which in turn will bring quality to education the teachers may be given incentive along with the students securing good marks in these three subjects.

Table below shows the no. of teachers to be trained specially in English, Science and Mathematics which will be completed blocks wise and phasewise. For the above mentioned intervention an amount of Rs. 20,10,500 /- will be needed. The expected amount mentioned above will be spent on various activities as shown below in table no. 18:

**TABLE NO. 18**

<i>SLNo.</i>	<i>Item</i>	<i>Qty.</i>	<i>Rate</i>	<i>Period</i>	<i>Amount (in Rs.)</i>
1	Honorarium to trainees	360	100	5 days	180000
2	Honorarium to RPs	5	300	45 days in 9 phases.	67500
3	TA to trainees	360	300	5 days	540000
4	TA to RPs	5	10,000	45 days	50000
5	Incentive to teachers	3	10,000	1 session	30000
6	Incentives to Students	3	5,000	1 session	15000
7	Incentive to Schools	3	10,000	1 session	30000
8	TLM for teachers	360	2500	1 session	900000
9	Training materials	360	250	Training period	90000
10	Contingency Expenditure				108000
<b>Total=</b>					<b>20,10,500 /-</b>

**UNIT –V I.E.D. Scheme for CWSN:**

SSA since its inception is trying to enroll all the Children in the Schools. Beforehand, the disabled children were neglected by the Teachers and did not show any interest in admitting them in Schools. The aim and objectives of inclusive Education for Disabled Children by including / admitting them into common School. Though there are some special Schools for CWSN, that makes them segregated from the mainstream of life and make them to feel inferior to others. This kind of School keep them away from mixing up with the common Child and debar them to enjoy the real life and Childhood. As UEE is stressed by SSA, ED means to find out the CWSN, enrolled them in Schools and for their retention they are to be provided every kind of devices they need at the time of learning at Schools or at home.

According to SSA norms Rs. 1200 /- only is provided for every CWSN but in Arunachal Pradesh, as it is difficult area and so more expensive in comparison to other plain area, this amount will not be sufficient for fulfill the need of the CWSN. Therefore, Rs. 2000 /- is shown against each CWSN. In this Districts the following places are divided into hard and soft belt.

Hunli, Desali, Paglam, Bizari, Dambuk, Bhismak Nagar – Hard Belt.

Roing, Koronu, Iduli, Abali, Bolung, Jia – Soft Belt.

After survey in 2007 – 08 following numbers of CWSN were being identified as shown in the Table below:

**TABLE –19: ( Number of CWSN identified)**

VI	HI	OI	MR	MD	TOTAL
20	31	20	NIL	286	357

Source : 2007-08.

The nos. shown above are as informed by the Surveyors / Teachers of every School. Out of the total nos. of the CWSN, 40 (forty) nos. of them are given aids and appliances which is shown in the table below:-

**TABLE – 20: (Number of CWSN given Aids and Appliances )**

VI	HI	OI	MR	MD	TOTAL
NIL	10	10	NIL	20	40

As out of 357 nos. of CWNS 40 has been given Aids and Appliances, the remaining has been shown in the Table – 3.



**TABLE – 21: ( Number of CWSN need Aids and Appliances for the year 2008-09)**

VI	HI	OI	MR	MD	TOTAL
20	21	10	NIL	266	317

As the above numbers are being identified camp has to be held at different places for functional and formal assessment. Some of the hard belt areas are located in foot march reachable area which takes 22 Kms. to go on foot and so expensive. In such places holding camps cost twice than the easy belts.

**TABLE – 22: The table below reflects the expenditure / budget for the year 2008 – 09 financial year.**

Sl.No	Item	Phy	Unit Cost	Fin. Proposed	Remarks
1	Functional and formal identification of CWSN	11	Rs. 1000 for soft belt Rs. 2000 for hard belt	16,000 /-	5 nos. centre will be at hard belt and 6 nos. centres will be held at Soft belt
2	Aids & Appliances		2000 x 317	6,34,000 /-	
3	TEACHERS TRAINING				
A	TA DA to participants	175	600 /-	10,5000 /-	
B	Honorarium to RP for 5 days	5	600 /-	15,000 /-	
C	TA, DA to RP	5	2000	10,000 /-	
D	Contingent expenditure	2	15000	30,000 /-	
4	Workshop/ meeting	10	4500	45,000 /-	
5	Barrier free access	74	20,000 /-	14,80,000 /-	
<b>Total</b>				<b>23,35,000 /-</b>	

The amount shown above will help to continue and smooth functioning of programme for CWSN in the District.

**UNIT-VI: EGS CENTRE :**

Education for all is the motto of SSA with its highest achievement as the quality. Education Guarantee Scheme is a part of SSA which ensures education to those who are in far flung areas and are unable to attend those formal Schools.

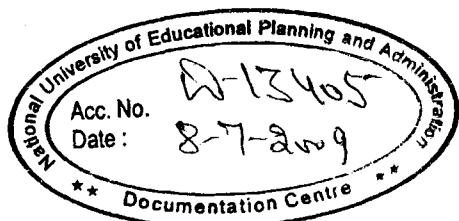
In Lower Dibang Valley District, 71 nos. of EGS Centres were approved for opening out of which 63 nos. are running and other 8 (eight) nos. are also in process for opening. The table shown below reflects the Blockwise and Sexwise enrolment of Children along with no. of EGS running in each block.

**TABLE NO. 23:**

Sl.No.	BLOCK	No. of EGS running	ENROLLEMENT			EGS running for 2 years or more
			Male	Female	Total	
1	HUNLI	15	160	149	309	Nil
2	ROING	31	510	453	963	3
3	DAMBUK	17	263	243	505	2
<b>Total</b>		<b>63</b>	<b>933</b>	<b>844</b>	<b>1777</b>	<b>5</b>

Source : EGS survey 2007-08.

The table no. 22 shows below the blockwise EGS Centre and sexwise and Centre wise enrolment of children studying in the session 2007-08.



**Blockwise names of EGS Centres, name of Volunteers, date of opening and sexwise enrolment**

**TABLE – 24**

BLOCK	Sl.No	Name of EGS centre	Opened on	ENROLMENT			Name of EGS Volunteers
				Male	Female	Total	
1	2	3	4	5	6	7	8
HUNLI	1	Adapowa	15.11.06	14	06	20	DIYO MILI
	2	Ebranli	15.11.06	12	10	22	TIKA MILI
	3	Asali	25.10.06	05	10	15	MANE METO
	4	Abrango	20.10.06	09	03	12	JIKO UMPEY
	5	Ethungo	01.12.06	07	05	12	ATHUKO METO
	6	87 KM	01.11.06	07	11	18	KIRON MISO
	7	Atingo	20.10.06	16	12	28	GOSI DELE
	8	65 KM	01.11.06	07	05	12	GUSO UMPEY
	9	Hunli Town ship	01.11.06	11	09	20	DOKO MISO
	10	Chuingo	13.04.06	10	15	25	WILOMI MISO
	11	Solungo	01.04.06	12	10	22	NALO MISO
	12	Taloni	25.10.06	13	15	28	LAMU KECHE
	13	Dochuli	25.10.06	07	08	15	SIMA MISO
	14	Runli	01.11.06	17	13	30	MUPI METO
	15	Desali township	01.11.06	13	17	30	RUMUTI KECHE
<b>TOTAL</b>				<b>160</b>	<b>149</b>	<b>309</b>	
ROING	1	Koronu 5 KM	20.10.06	20	12	32	BIRU SUBBA
	2	Alambro	07.11.06	13	03	16	RAJESH MIYU
	3	Bishmaknagar	01.10.06	15	05	20	SHASI MOHAN BORUAH
	4	2 KM Koronu	01.11.06	05	11	16	DICHI MEGA
	5	3 KM Koronu	01.11.06	09	08	17	SHELI MENA
	6	14 KM Anuboli	11.12.06	11	09	20	UKA MENDO
	7	Bolung North	13.02.07	18	12	30	ANUNG PERTIN
	8	Bolik	18.11.06	28	16	44	TIYAM PERME
	9	Katan	21.02.06	15	12	27	KAYIN TAYENG
	10	Tamul Bari	01.07.06	24	17	41	
	11	Jia West	15.11.06	17	27	44	IMI NGUSANG
	12	Holok Bari	20.02.06	11	04	15	JYOTI LIBANG
	13	Bolung South	13.02.07	10	13	23	SERENE PERTIN
	14	Baksek	07.02.07	19	26	45	GONE PERTIN
	15	Midland	09.11.06	06	09	15	OMEM PERME
	16	Gurung Basti	28.11.06	28	26	54	AJILU LINGGI
	17	Anchal Samiti Market	01.12.06	20	17	37	VEENA MELE
	18	Kebali 6 KM	14.11.06	11	06	17	MAYA MEME
	19	Gamgu	05.12.06	14	09	23	TITEL PERTIN
	20	Deopani	25.01.06	12	19	31	SIRIYA MIMI
	21	Simari – II	17.10.06	18	10	28	DEBA MENJO
	22	Simari – I	2005	18	14	32	IRANI TAYU
	23	Cheta	01.12.06	10	22	32	MAKHINDI MENA
	24	Mayu – II	14.11.06	16	12	28	UMI LINGGI
	25	Bom Godown	01.01.07	05	18	23	NELI PULU
	26	New Ezengo	01.03.07	19	15	34	EPI UMBREY
	27	Maselo	2005	13	28	41	BIBHUTI DUARAH
	28	Miuli Nagar	23.01.07	58	22	80	SIRIYA METO
	29	Abanli – II	22.01.07	14	14	28	NELA UMBREY
	30	Roing Tea Estate	12.10.06	22	15	37	RENU METO
	31	Tiwari Goan	2005	06	09	15	CHINA PULU
<b>TOTAL</b>				<b>507</b>	<b>509</b>	<b>1016</b>	
	1	Paglam – II	21.11.06	33	22	55	Kishore Morang
	2	Pagalm Check Gate	21.11.06	27	15	42	Jaya Morang
	3	Apum – II	18.10.06	13	15	28	Sunita Perme

2	3	4	5	6	7	8
4	Kaling – I	01.11.06	37	15	52	Aditya Kuli
5	14 KM Bomjir	01.11.06	22	15	37	Oding Pertin
6	Poblung	15.11.06	09	04	13	Toklak Tayeng
7	Yagrung	20.11.06	28	21	49	Kobik Pertin
8	GRAF DET	20.11.06	05	12	17	Alek Ratan Modi
9	Bizari – II	17.11.06	11	12	23	Tikyam Lego
10	Remi	17.11.06	08	07	15	Ameng Lego
11	Dambuk Old Market	20.11.06	06	09	15	Ameng Pertin
12	Sirang	20.11.06	13	28	41	Chita Linggi
13	Tapat	15.11.06	06	08	14	Minam Perme
14	Idu Parlat	17.11.06	17	24	41	Oni Modi
15	Yapgo	2005	17	24	41	Osar Apum
16	Kaling	2005	11	11	22	Golap Kutum
17	Kalek	01.01.07	5	13	18	Mamum Moyong
<b>TOTAL=</b>			<b>268</b>	<b>255</b>	<b>523</b>	

The table below reflects the required approval of amount for smooth running of the approved EGS centres for 2008-09 financial year as level I is running in this district.

**TABLE – 25**

Sl.No.	Total Enrolment	Approved Amount per Child	Total Amount
1	1777	Rs. 1535 /-	Rs. 27,27,695 /-

The enrolment of centres may be increased / enhanced in the coming year 2008-09. Projected enrolment for the next year has been shown Block wise in the table below :

**TABLE – 26**

Sl.No.	BLOCK	Projected Enrolment for 2008-09
1	HUNLI	309
2	ROING	1200
3	DAMBUK	675
<b>TOTAL</b>		<b>2184</b>

The expected amount shown above will be spent on various activities as shown in the table below :  
The total expenditure annually @ Rs. 1,535.00 per child for 1777 Children enrolled in EGS centres.

**TABLE - 27**

Sl.No.	Item	Quantity	Rate	Period	Amount
1	Honorarium to Education Volunteers	71	2500 /-	10 months	17,75,000 /-
2	TKM for learners	1777	150 /-	1 year	2,66,550 /-
3	TLM for centres	71	1500 /-	1 year	1,06,500 /-
4	Contingency Expenses	71	1000 /-	1 year	71,000 /-
5	Certification	1777		1 year	25,000/-
6	Community Mobilization	3 Block	20,000 /-	1 year	65,000 /-
7	Transportation of TLM to centres	3 Block (71 Centre)	22,000 – Roing 26,000 – Hunli 2964 – Dambuk	1 year	62,645 /-
8	Blockwise training to EGS EVs	3 Block	75,000 /-	1 year	2,25,000 /-
9	Utensils for EGS centres	71	1000 /-	1 year	71,000 /-
10	Monitoring and supervision	71			60,000 /-
<b>Total</b>					<b>27,27,695 /-</b>

The proposed expenditure shown in table 4 is justified and the amounts shown against each item is needed for smooth functioning of the activities of EGS. The districts EGS centres are situated in hard and difficult area for which transportation, supervision and monitoring are also difficult. The amount shown against each item is justified and properly calculated.

In case of upgradation of EGS centres which are running for 2 years or more than 2 years are not proposed to Primary Schools as in some there are less amount of Enrolment and same are covered by nearest Schools. Only Yagrung EGS centre is proposed for upgradation to Pry. School. Financial Target is shown in Civil Work Chapter No. XI.

**TABLE - 28**

Sl.No.	Name of EGS	BLOCK	Year of opening	ENROLMENT		
				Male	Female	Total
1	Maselo	ROING	2005	13	28	41
2	Tiwari Goan	ROING	2005	06	09	15
3	Simari – I	ROING	2005	18	14	22
4	Yapgo	DAMBUK	2005	24	17	41
5	Kaling – II	DAMBUK	2005	05	13	18
6	Yagrung	DAMBUK	2006	28	21	49

Maselo, Yapgo and Simari – I are located nearest to Primary Schools and therefore they are not being proposed for up gradation. Other are less than the necessary enrolment for up gradation of Primary Schools. Achievements of the EGS Children can be reflected after evaluation which will be taken place on March 2008.

**Unit-VII: BLOCK RESOURCE CENTRE:**

Block Resource Centre are established in 3 (three) blocks of the district in the places Roing, Dambuk and Hunli. Each resource centers has 3 (three) resource persons (BRP) with one Block Co-coordinator. The Resource persons are actively involving in providing academic guidance and ensuring the improvement of quality and other objectives of educations in each blocks as shown in *Table no. 8* at each Block Resource Centres.

The Block TA @ Rs. 500/- per BRC is quite insufficient. The BRPs are unable to do supervision, monitoring, organize of training and carry out visit/tour programmes within the block with this little amount. Due to the same the block supervision, monitoring and academic support system is hampered.

Hence, proposals are hereby placed for paying fixed TA @ Rs. 1000/- to the BRPs so that they can work with more zeal, enthusiasm and interest towards the improvement of block educational scenario.

Moreover, funds for BRCs connecting with internet networking with computers and computer operators may be approved. As BRCs have lot of office works to be done ranging from block management, organize of training and maintenance of accounts etc. as such an accountant-cum-office assistant may be sanctioned during the next session.

**TABLE NO.29: Table showing the No. of BRCC's/ BRP's in BRC that covered schools in district:**

Sl No	Block	No. of BRCC	No. of BRP's	Institutions covered	
				Schools	EGS
1	HUNLI	1	3	05	16
2	ROING	1	3	59	39
3	DAMBUK	1	3	20	16
	<b>TOTAL=</b>	<b>3</b>	<b>9</b>	<b>84</b>	<b>71</b>

**Unit-VIII: CLUSTER RESOURCE CENTRE :**

Each Block has also been divided into numbers of clusters. Each Cluster Resource Centers have been instituted with 2 (two) cluster Resource persons (CRP). The clusters resource persons are carrying out the activities for micro-planning by coordinating the schools located in the clusters and the community. The Cluster Resource Centers is functioning in the district is as shown below :-

**TABLE NO: 30 :Table showing the No. of CRCC's/CRP's in the Cluster-wise in blocks.**

Sl No	Block	Cluster	No. of CRCC's	No. CRP's
1	HUNLI	Desali	1	2
2	ROING	Meka, Bolung, Iduli, Koronu, Ezengo under Meka Urban (New approval)	1+1+1+1+1	2+2+2+2
3	DAMBUK	Bizari, Paglam	1+1	2+2
<b>Total=</b>			<b>07</b>	<b>14</b>

The Cluster fixed TA @ Rs. 200/- per CRC is quite insufficient taking into consideration the amount of works that is to be performed by CRCs in the clusters and habitations. In our districts the habitations are scattered. The distance between one habitation to another habitation in most of the cases are more than 7-8 Kms. The CRPs while going for duty have to walk on foot sometimes for days together.

Hence, proposals are hereby placed for paying fixed TA @ Rs. 800/- to the CRPs so that they can work with more zeal, enthusiasm and interest towards the improvement of block educational scenario.

**Unit-IX: ALTERNATIVE AND INNOVATIVE EDUCATION (A.I.E):**

A.I.E. is a component in SSA for out of School Children. In the district there are 716 out of School children of which each and everyone cannot be brought to mainstream through AIE in a year. The table below shows the total drops out School children blockwise and sexwise in the district.

**TABLE NO - 31**

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

**Name of District: LOWER DIBANG VALLEY**

	BLOCK	Drop Out									Grand Total of 6-14 age group		
		6-8 years			8-11 years			11-14 years			B	G	T
		B	G	T	B	G	T	B	G	T			
1	HUNLI	3	3	6	2	2	4	2	2	4	7	7	14
2	ROING	42	46	88	44	43	87	19	22	41	105	111	216
3	DAMBUK	23	24	47	16	24	40	4	7	11	43	55	98
	<b>Total</b>	<b>68</b>	<b>73</b>	<b>141</b>	<b>62</b>	<b>69</b>	<b>131</b>	<b>25</b>	<b>31</b>	<b>56</b>	<b>155</b>	<b>173</b>	<b>328</b>

Source : HSS 2007-08

Out of total out of School Children of the district plan has been prepared for 170 children for the year 2008-09. Table – 29 reflects the require approval of amount for smooth functioning of activities for out of School Children.

**TABLE NO- 32**

Sl.No.	Coverage Strategy	No. of drop out Children	Revised Rate	Total Amount
1	RBC	70	10,000 /-	7,00000 /-
2	NRBC	100	3000 /-	3,00000 /-
		170		<b>10, 00000/-</b>

The expected amount shown above will be spent on various activities as shown below :

Table – 30 & 31 reflects the total expenditure annually @Rs. 10,000 /- for 70 Children in RBC and Rs. 3000 /- per Child for 100 Children in NRBC.

**TABLE NO. – 33. RBC FOR 70 CHILDREN :**

1	2	3	4	5	6	7
SL. NO.	ITEM	QUANTITY	RATE	PERIOD	AMOUNT	Remarks
1	Honorarium to Para-teachers	5 x 2 = 10	3500 /-	6 months	2,10,000 /-	
2	Honorarium to contingency	2 x 2 = 4	1500 /-	6 months	36000 /-	
3	Stipend to Children	70	250 /-	6 months	1,05,000 /-	State Govt. norms.
4	TLM for learners	70	300 /-	6 months	21,000 /-	Once in 6 months
5	TLM for centres/teachers	5x2 = 10	2000 /-	6 months	20,000 /-	
6	Contingency Expenditure	2	15,000/-	6 months	30,000 /-	
7	Certification	70	-	6 months	10,000 /-	
8	Community mobilization	2 Block	30000 /-	6 months	60,000 /-	
9	Transportation TLM to centres	2 Centes	20,000 /-	6 months	40,000 /-	
10	Training of Para teachers	2 centres for 2 days	19,000 /-	6 months	38,000 /-	
11	Monitoring & Supervision	2 centres	25,000 /-	6 months	50,000 /-	
12	Utensils	2 centres	40,000 /-	6 months	80,000 /-	
<b>Total =</b>					<b>7,00000 /-</b>	

**TABLE – 34: NRBC for 100 Children**

Sl. No.	Item	Qty.	Rate	Period	Amount (in Rs.)
1	2	3	4	5	6
1	Honorarium to Para Teachers	9	3500 /-	6 months	1,89,000 /-
2	TLM for learners	100	250 /-	6 months	25,000 /-
3	TLM for teachers	9	1500 /-	6 months	13,500 /-
4	Contingency Expenditure	3	5900 /-	6 months	17,700 /-
5	Certification	100	-	6 months	5000 /-
6	Community Mobilization	3	10000 /-	6 months	20,000 /-
7	Transportation of TLM to centres	3	5000 /-	6 months	15,000 /-

1	2	3	4	5	6
8	Training of Para-teachers	3 centres for 2 days each	5000 /-	6 months	15,000 /-
9	Monitoring & supervision				
10	Preparation of text book for Bridge course				
11	Honorarium to contingency staff				
12	Stipend to Children				
<b>Total=</b>					<b>3,00,200 /-</b>

1. **Students Attending Classes from Assam:-** We have a good deal of students coming from neighboring state Assam preferring to learn English and Hindi at our Schools for their future purposes. Such students cannot be denied the constitutional rights despite of their belonging to other State as because it would tantamount to the violation of the Constitution and defeat the objective of universalization of education. The Schools where the above referred students come for learning are Paglam, Anpum, Keba of Dambuk Block and Rukmo, Kundil, Kangkong of Roing Block. The district will be needed with an additional fund for catering to the needs of such children.

**TABLE NO. 35: Table showing students coming from Assam:**

S/No	Block	Cluster	Place	Number		
				Boys	Girls	Total
1.	DAMBUK	Paglam	Paglam Gate	34	27	61
2.	ROING	Bolung	Kangkong	42	34	76
		Iduli	Rukmo	26	21	47
		Koronu	Mimi Ati	28	23	51
		Total=		<b>130</b>	<b>105</b>	<b>235</b>

**Proposals: - Additional classrooms or new primary schools may be approved in the mentioned places to cater to their needs. The detail estimate is worked out in the Costing and Budget.**

1. **Child Labour:-** With the enactment of Child labour bill in the parliament during the year 2007-08 any form child labour and engagement has become a punishable offence in the Indian penal Code. This bill becoming a law most of the shopkeepers, hoteliers, contractors have turned out the child laborer's from the fear of the law. As a result the condition of the children has become more deplorable and miserable. Their condition has become just that of devil and deep sea. Neither can they go to their old employer nor to their parental house due to prevailing utter poverty. To study is not a question but feeling their belly is a million dollar question for them. As such, it seems that opening of residential schools at the locations mentioned below is the only alternative left in order to bring back them to the School to read, write, learn skill enabling them to earn a bread of their own with dignity and self respect.

**TABLE NO. 36: Table showing Child labour in the District Block wise.**

S/No	Block	Child Labour			Coverage Strategy
		Male	Female	Total	
1	HUNLI	10	12	22	<i>A.I.E</i>
2	ROING	53	48	101	
3	DAMBUK	34	31	65	
<b>TOTAL=</b>		<b>134</b>	<b>118</b>	<b>188</b>	

**UNIT – X: (A) FREE TEXT BOOK :**

Universalization of enrolment retention of enrolled children and imparting quality education is the aims and objective of SSA. Text book are must in education. Under SSA Free Text Book provision is there for all students irrespective of Tribal or Non-Tribal.

**COST OF TEXT BOOK (ENROLLMENT OF GOVT. SCHOOLS ONLY)****TABLE NO : 37**

SINo	Activity	Total Enrollment	Cost of books @ set	Total Amount (Rs. In lakhs)
<b>PRIMARY</b>				
1	Free Text books	9045	150	13.56
<b>UPPER PRIMARY</b>				
1	VI	3330	150	4.99
<b>G/TOTAL=</b>				<b>18.55</b>

**(B) FREIGHT CHARGES FOR TEXT BOOK :**

As text books are to be sent to the respective Schools located at far-flung areas from the district head quarter it require adequate fund as transportation charges. The detail of the location of the Schools from district headquarter and Circle headquarter and its cost implication is worked out as shown below:

**TABLE NO. 38 : TABLE SHOWING DISTANCE OF SCHOOLS FROM DISTRICT HO.**

Sl.No.	Name of the School	Distance from the Dist. Headquarter (KM)	
1	2	3	4
1	HSS, Bolung	16	The Schools which are less than 1 KM distance from the District Headquarter are excluded.
2	HSS, Dambuk	45	
3	SS, Meka	05	
4	SS, Parbuk	18	
5	SS, Koronu	20	
6	SS, Desali	30	
7	SS, Bizari	60	
8	SS, Paglam	90	
9	MS, Rayeng	01	
10	MS, Jia	14	
11	MS, Bolik	16	
12	MS, Kangkong	20	
13	MS, Balek	10	
14	MS, Iduli	14	
15	MS, Abali	16	
16	MS, Mayu	02	
17	MS, Bomjir	42	
18	MS, Anpum	76	
19	MS, Hunli	90	
20	MS, Sirang-Poblung	46	
21	MS, Idili	16	
22	MS, Keba	87	
23	IVS, Chidu	14	
24	PS, Ezengo	01	
25	PS, Kebali	08	
26	PS, Midland	03	



1	2	3
27	PS, Asali	04
28	PS, Bolung	16
29	PS, Jia	14
30	PS, Emuli	17
31	PS, Kabang	18
32	PS, Intaya	03
33	PS, Mobang	17
34	PS, Abango	14
35	PS, Horupahar	17
36	PS, Malek	15
37	PS, Bismak Nagar	31
38	PS, Loklung	88
39	PS, Tapat	48
40	PS, New-Poblung	43
41	PS, Abango - II	16
42	PS, Remi	45
43	PS, Denlo	16
44	PS, Tolo Basti	18
45	PS, Sake Village	19
46	PS, Mimi Ati	21
47	PS, Koronu 5 KM	25
48	PS, New Koronu	21
49	PS, Paglam - Tinali	89
50	PS, Kaling - II	85
51	PS, Paglam - II	91
52	PS, Chanli	112
53	PS, Poblung - I	44
54	PS, Ithili	15
55	RS, New Elope	98
56	RS, Banggo	93
57	RS, Jammu Pani	98
58	RS, Injuno	16
59	RS, Bizari	60

There are such Schools in the district where road communication doesn't exit. In order to reach those Schools one has to walk on foot and carry the loads. The details of the location of such Schools are as shown below:

**TABLE NO. 39 : TABLE SHOWING CLUSTER WISE SCHOOLS LOCATED ON FOOT MARCH FROM NEAREST ROAD POINT :**

Sl. No.	Name of the Cluster	Name of the Schools	Distance from Dist. HQ	Distance from the main road point	Enrollment of the children Cl - I to V	Enrollment of the children Cl - VI to VIII	Remarks
1	Koronu	PS, Horopahar	18	4	4	80	
		PS, B/Nagar	32	28	28	35	
		PS, Mimi Ati	16	16	03	35	
		PS, Sake Basti	17	07	02	40	
		PS, Tolo Basti	20	07	03	62	
		PS, Koronu 5 KM	20	05	05	72	
2	Hunli	PS, New Elope	102	06	01	35	
		RS, Jamupani	99	9	09		

		SS, Desali	121	22	86	22	
		PS, Chanli	119	20	45		
3	Dambuk	PS, Kaling - II	36	51	13	0	

***An amount of Rs. 2, 00000 /- (Two lakhs) only is proposed as freight charge for the lifting of text book both through vehicle as well as head load charges.***

#### **UNIT XI:**

#### **DEPUTATION ALLOWANCE TO THE REGULAR STAFF DRAWN FROM THE STATE EDUCATION DEPARTMENT AS COORDINATORS/ACCOUNTANTS & OFFICE AISSTANTS AS PER EC MEETING APPROVAL:**

When the SSA was implemented in the District in the initial stage, staffs both teachers and officials from the State Education Department were drawn on the basis of their experience and competencies.

Today whatever achievement that has been accomplished is the outcome of the arrangement made as stated. The success of any organization and department are the cumulative effort and endeavor on the part of its officers, officials and staffs.

Before absorption to the SSA when they were in their previous post and position there was a fixed working hours from 9 AM to 4 PM. But, in the project work there is no time limitation. They are to work day in and day out. Out of the 24 hours they work for 14-15 hours a day including holidays and Sundays. The sole objective of putting those extra energy and pain was to make the dream and vision of the SSA come true.

By having these staffs work for the project the Society(SSA) is in twofold advantage –**(One)** got professional, experienced and competent man power.**(Two)** – no financial liability to be incurred to them as their salaries are being paid by the State Education Department. But, the person victimized and worst sufferers are the staffs as the health, family and the education of their children got drastically affected.

If the mission work of SSA would have been purely a voluntary and philanthropy in nature without any monetary involvement the staffs would have sacrificed the suffering and labour for the greater social and humanitarian cause. But, as it involves crores and crores of rupees coming from various sources hence there is no dearth of fund as such.

During recent EC meeting held in the Office Conference Hall of the Chief Secretary, Govt of Arunachal Pradesh, deputation allowance @ Rs. 4,500 for B and Rs. 4,000 for C class staffs was allowed as per the provision of Govt financial norm for both SPO and DPO level subject to availability of fund under management head.

Hence, as per the EC approval, following estimate is hereby worked out as per rate approved for final approval by the PAB. It is to mention that the amount as worked out amounting to Rs. 2, 94,000/- out of the Rs. 20, 00,000/- Management Cost comes to 14.7% seems to be quite reasonable. The management will be effective and proper if the managers are adequately paid and satisfied.

**TABLE NO 40: Table showing regular staff drawn from the Education Department in the SSA Project.**

S. No	Regular staff drawn from State Education Department	Post	Group	Rate approved by the EC	Duration	Amount
1	Sri E. Lego, DDSE	DPO	B	Rs.4,500/-	12 mnths	Rs.54,000
2	Sri R. Lego, APO	District Coordinator, AIE	C	Rs. 4000/-	12 mnths	Rs.48,000
3	Sri G.K Koch, J/T	District Coordinator, IED	C	Rs. 4000/-	12 mnths	Rs.48,000
4	Sri S.K Tamang, A/T	District Coordinator, EMIS	C	Rs. 4000/-	12 mnths	Rs.48,000
5	Sri M. Kar, UDC	Office Assistant	C	Rs. 4000/-	12 mnths	Rs.48,000
5	Sri D. Burathuki	Data Entry Operator	C	Rs. 4000/-	12 mnths	Rs.48,000
<b>Total=</b>						<b>Rs.2,94,000</b>

## CHAPTER-VI

### PROBLEMS & ISSUES

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*Unit:I:- Natural Calamities.*

*Unit:II:- Illiterate Parents.*

*Unit:III:- Early Marriage.*

*Unit:IV:- Sparsely & Scattered Population & Migration of People.*

*Unit:V:- Lack of Community Participation.*

*Unit:VI:- Lack of Communication.*

*Unit:VII:- Gender Gap.*

*Unit:VIII:- Infrastructure.*

*Unit:IX:- Retention and Dropout.*

*Unit:X:- Boarder Area Problems.*

*Unit:XI:- Problems in Survey.*

*Unit:XII:- Place of Teachers.*

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Lower Dibang Valley is a district which is full of hill and terrains and schools are placed in some areas which become unreachable in winter due to snowfall and summer due to heavy rainfall and flooded rivers & streams. The district is divided into three educational blocks namely Hunli, Roing and Dambuk blocks. The topographical condition debar the teachers from imparting quality education. Some of the common problems of the district are shown/ placed below:-

#### **Unit-I: NATURAL CALAMITIES :**

Nature is generous here with beautiful sceneries but it has some problems related to it. Summer and rainy season pours heavy rainfall which creates problems. In Hunli-Desali block landslide is a common occurrence in this season which led to blockade of roads which again lead to disruption of road communication and supply of most needed ration commodities for teachers and hostel boarders and TLM and TLE. Hunli is situated 90Km away from Roing becomes cut off from any kind of communication due to landslide and road blockade. Desali, the other part of this block, becomes totally an unreachable area during summer as most part of the road has been washed away by landslide. In case of Dambuk block and Koronu circle of Roing block have the same condition during summer and both areas become totally isolated, unreachable due to disrupted communication and life become difficult here. Flood disturbed these two areas and its effect continuity for six months which lead in keeping themselves away from the field of education.

#### **Unit-II: ILLITERATE PARENTS :**

Mostly parents are illiterate and as such they have less interest in education which reflects by the attendance and poor enrolment though the community is mobilized properly. Then, too, much more mobilization is needed.

#### **Unit-III: EARLY MARRIAGE :**

Early marriage is also a barrier for education in case of girl child. In the interior villages parents have tendency for early marriage of their daughter which debar most girl child from education. As such less importance is given on girl child education and mostly they are not enrolled in school and if they are enrolled then too no. of dropout are common.

#### **Unit-IV: SPARSELY & SCATTERED POPULATION AND MIGRATION OF PEOPLE:**

Some parts, specially the high altitudes, the district is thinly populated and population of those areas are not centralized in a village. Therefore, it is difficult to admit all the children in the schools. Specially, Desali, Hunli and Bhismanagar and some parts of Koronu circle are places from where all the educated people have migrated to town area which again lead to the deterioration of education as there is no one left to be example or goad the people towards education.

#### **Unit-V: LACK OF COMMUNITY PARTICIPATION :**

The village people were fully related with every activity of the school from construction to management. But it is being observed now that the community participation become less than before as they are made habituated of funding for everything when the state was union territory. They felt that school will be funded by Govt. and they have nothing to do with it. They separated them from school activities and now they are to be mobilized for full participation.

#### **Unit-VI: LACK OF TRANSPORT & COMMUNICATION :**

Most parts of the district has bad impact of nature on it's communication system. As most areas are flood affected and roads are disrupted, supply of textbooks, TLM and rations become difficult. Due to this even placement of teachers in the remote areas become difficult and hampers quality educational process in these area.

#### **Unit-VII: GENDER GAP:**

Girl's literacy rate increased than before but not as desired. Some parents now also have their negligence towards girls' education. Instead, they think that girls are meant only for household work. Parents and community are to be mobilized showing the importance of girls' education.

#### **Unit-VIII: INFRASTRUCTURE:**

School & hostel buildings, teacher quarters become damaged due to the flood in effected area. The furniture's are also become damaged with doors and windowpanes after every flood. Though some of them are repaired then too most of them are in need of repair.

- Schools are not well protected and well fenced. All schools have their own demarked area but not properly fenced with any kind of boundary wall. So, in some schools, the area of the schools are being encroached by the villagers as the schools have no proper boundary wall or fences.
- Due to lack of proper boundary wall or fences stray animals enters in the school boundaries and on the verandahs. They make the verandahs and school areas dirty which lead to daily disturbances in regular school activity.
- Some of the schools are located in the near vicinity of jungle areas where wild animal cause damage to school buildings.
- In some areas schools are situated in inter-state boundaries. It is most important in those areas to have boundary wall in those areas to earmark the boundaries so that the demarcation of the school area gets ensured.

#### **Unit-IX: RETENTION AND DROP-OUT:**

Literate parents encourage their children to acquire knowledge through education. Money adds ingredients to it. Illiteracy and poverty leads to less retention and increase in dropout. Special attention has to be given for retention and dropout and parents and community has to be mobilized for which good number of mobilization camps has to be held.

#### **Unit-X: BORDER AREA PROBLEMS:**

The district has a good length bordering Assam. The students from Assam come to study in the schools of Paglam, Mobang, Kebang at Dambuk Block and Bhishmaknagar, Rukmo, Iduli, Kangkong at Roing Block. These students cannot be shown in the village mapping but their presence in the schools is not negligible. Due to frequent movement of extremists and military in their search, teachers of these areas are disturbed mentally which influence them badly in imparting education in proper way and most of the teachers are afraid of staying in those places.

#### **Unit-XI: PROBLEMS IN SURVEY:**

Training for preparation of *MICRO-PLANNING* has been imparted to all parts of Lower Dibang Valley to many villagers & V.E.C members along-with teachers of all schools. But due to lack of full participation of villagers due to their illiteracy and lack of awareness, teachers are facing problems at the time of survey meant for *MICRO-PLANNING*. Some villagers are not cooperating properly with them. This may hampers in collecting accurate datas.

#### **Unit-XII: PLACEMENT OF TEACHERS (QUALITY ACHIEVEMENT):**

Teachers are not proportionately posted to all the schools. It is only because that some teacher's dislikes to be transferred from district headquarter showing health and education related problems of self and their family members. Good members of female teachers are here for a long time in and around Roing Township along-with some male teachers also. Whenever they are being transferred they try to stay in the same school by manipulating local leaders. Along with this, teachers are engaged in various non-academic activities like economical survey, census and election duty etc. which keep the teachers away from school for months. These lead to disruption in school administration and management and debars from achieving desired goal of quality education.

All these problems and issues mentioned above are the obstacles/ barriers which are to be removed as early as possible for which heads are to be put together for remedial steps.

## CHAPTER-VII

### STRATEGIES AND INTERVENTIONS

**Unit:I:- Problems Related to Access.**

**Unit:II:- Problems Related to Quality.**

**Unit:III:- Problems Relating to Retention.**

**Unit:IV:- Problems Relating to Community ownership.**

**Unit:V:- Type of Training to be conducted during 2007-08.**

After having survey work i.e. in relation to village and school mapping the problems in relation to various interventions have been identified Block, Cluster and Village-wise.

As the problem and issues of various villages and blocks have been known from the village and school mapping for solving the problems and issues. Various interventions have also been formulated through the discussions with the various involved persons.

The following are the problems and issues of various interventions and also the strategy for addressing/solving the problems:-

#### **Unit-I: PROBLEMS RELATED TO ACCESS:**

BLOCK	PROBLEMS	STRATEGY	INTERVENTION
HUNLI	<b>No. of teacher=35</b> <b>No. of T/Qtrs.=06</b> Requirements of T/Qtrs.-18 <b>Building for PS &amp; UPS:</b> 1. Existing rooms-13 2. Requirements-25	Through the Govt. funding under SSA. Construction will be monitored by the VEC supervision will be done by JE (Civil) SSA. Construction works to be done w.e.f. Aug 08 to Feb 09.	Civil Works
ROING	<b>No. of teacher=364</b> <b>No. of T/Qtrs.=53</b> Requirements of T/Qtrs.-53 <b>Building for PS &amp; UPS:</b> 1. Existing rooms-128 2. Requirements-50	-do- Construction through out the year.	-do-
DAMBUK	<b>No. of teacher=82</b> <b>No. of T/Qtrs.=21</b> Requirements of T/Qtrs.-21 <b>Building for PS &amp; UPS:</b> 1. Existing rooms-11 2. Requirements-34	-do- Construction during winter months only.	-do-

#### **Unit-II: PROBLEMS RELATED TO QUALITY:**

BLOCK	PROBLEMS	STRATEGY	INTERVENTION
1	2	3	4
HUNLI	1. Amount of TLM	1. Approved amount of Rs. 500/- is not sufficient for the teachers in Arunachal Pradesh as price of articles are higher here then any other places. So, it is to be enhanced upto Rs. 1000/-	Govt.
	2. Lack of infrastructure facilities such as road, water and electricity.	2. Construction, repairing and maintenance of roads, water and electrification.	Civil work

	2	3	4
	3. Ration commodities.	3. Essential ration commodities be supplied and stocked by the concerned department. During special cases such as landslide and blockade air sorties be operationalize.	Govt.
	4. Untimely supply of Books coupled with frequent change of course.	4. Timely supply of text books preferably at the beginning of the session.	Govt.
	5. Lack of parents guidance and support.	5. Motivation and Mobilization through VEC, PTA, MTA.	DPO/ BRP/ CRP
ROING	1. Presence and concentration of lady teachers. Teachers not willing to budge out from Roing township area.		Govt.
	2. Teachers involving themselves in politics and politician shelter.	1. Teachers should be mobilized and motivated not to indulge and refrain themselves form politics.	Officially
DAMBUK	1. Flood prone area. Also frequent change of course of river. The above mentioned reasons has caused to the washing away a part of school complex at Bizari and Paglam.	1. Alternative arrangements for the period during the flood times. Awareness campaign outside or through class-room teaching regarding friendly ecosystem.	Govt.

### Unit-III: PROBLEMS RELATING TO RETENTION:

BLOCK	STRATEGY	INTERVENTION
HUNLI	<ul style="list-style-type: none"> <li>❖ Motivation to the children and parents.</li> <li>❖ Training to teachers</li> <li>❖ Remedial classes.</li> <li>❖ Bridge course.</li> <li>❖ Non-residential Bridge course</li> </ul>	<ul style="list-style-type: none"> <li>-DPO/ BRC/ CRC/ VEC.</li> <li>-DRG/ DIET.</li> <li>-DPO/Teachers.</li> <li>-DPO/ BRC/ CRC.</li> <li>-DPO/ BRC/ CRC.</li> </ul>
ROING	<ul style="list-style-type: none"> <li>❖ Motivation to the children and parents.</li> <li>❖ Training to teachers.</li> <li>❖ Bridge course.</li> <li>❖ Non-residential Bridge course</li> </ul>	<ul style="list-style-type: none"> <li>-DPO/ BRC/ CRC/ VEC.</li> <li>-DRG/ DIET.</li> <li>-DPO/BRC/CRC.</li> <li>-DPO/ BRC/ CRC.</li> </ul>
DAMBUK	<ul style="list-style-type: none"> <li>❖ Motivation to the children and parents.</li> <li>❖ Training to teachers</li> <li>❖ Bridge course.</li> <li>❖ Non-residential Bridge course</li> </ul>	<ul style="list-style-type: none"> <li>-DPO/ BRC/ CRC/ VEC</li> <li>-DRG/ DIET</li> <li>-DPO/ BRC/ CRC</li> <li>-DPO/ BRC/ CRC.</li> </ul>

### Unit-IV: PROBLEMS RELATING TO COMMUNITY OWNERSHIP:

BLOCK	PROBLEMS	STRATEGY	INTERVENTION
1	2	3	4
HUNLI	<ul style="list-style-type: none"> <li>• Very less community participation and less attendance of community members in the meetings held.</li> <li>• Lack of interest in the school affairs particularly of rich people because they send there children to Private schools.</li> <li>• Schools seen as a source of income by way of contract.</li> </ul>	<ul style="list-style-type: none"> <li>• Continues mobilization and campaign need to be aroused.</li> <li>• They should be motivated to think that village school are there own and with there co-operation quality can be improved.</li> <li>• Motivation need to be done to make them realize that school is a source of education and enlightenment.</li> </ul>	<p>DPO/ BRC/ CRC/ VEC</p> <p>-do-</p> <p>Govt./ DPO/ BRC/ CRC/ VEC</p>



1	2	3	4
<b>ROING</b>	<ul style="list-style-type: none"> <li>• Though Roing is a well facilitated block but participation during meetings of various convergences the participation of community members.</li> <li>• Party differences making inroads in the schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Continues mobilization excise</li> <li>• Proper guidance and motivation.</li> </ul>	DPO/ BRC/ CRC/ VEC  Govt.
<b>DAMBUK</b>	<ul style="list-style-type: none"> <li>• During the micro-planning and IED training held at this Block in different venues less participation seen. It shows lack of interest and will.</li> </ul>	<ul style="list-style-type: none"> <li>• Continues mobilization excise</li> <li>• Proper guidance and motivation.</li> </ul>	DPO/ BRC/ CRC/ VEC  Govt.

**Unit-V: TYPE OF TRAINING TO BE CONDUCTED DURING 2008-09**

Sl no	Name of Training	Unit	Duration	Stage	Training Center	Level	Implementing schedule
1.	In service training of Primary Teachers.		20 days (4x5days)	4 stage	DIET	District	Training will be held at the beginning of the session.
2.	In service training of U/Primary Teachers.		20 days ( 10x2)	2 stage	DIET	District	July/August.
3.	In service training of HTs on School Management.		2 days	1 stage	DIET	District	August/Sept.
4	Training of BRP's and CRP's	33	7 day	1 stage	DIET	District	August
5	Training of Teachers on IED.	335	50 each 2 day	7 stage	DIET	District	Aug/Sept.
6	Training of new recruited Primary and U/Primary teachers.	133	30 day	1 stage	DIET	Dist.	August
7	Para Teacher training.	71	3 days	1 stage	DIET	Dist.	September
8	Training of community workers. (VEC)	300	2 days	11 stage	Hunli Block Dambuk Block Roing Block	BRC level	October
9	Training of RP/ MT for Bridge Course and EGS center.	5	15 days	1 stage	Itanagar	State	As proposed by state office.
10	Training of MTA	1200	1 day	10 stage	10 centers	Block	October/ November
11	Training of PTA	1200	1 day	10 stage	10 centers	Block	December
12	Training of Panchayat leaders with GB.	468	1 day	10 stage	10 centers	Block	April
13	Training on Quality education	335	3 day	7 stage	7 center	Block	October/ November
14	Training on DISE data/ MIS	333	2 day	7 stage		District	-do-
15	Trng. on co-curricular activities by PTL/ MT and Pratibha Khoj		7 days	6 stage	6 center	Cluster level	Nov/Dec/Jan
16	Training on AIDS and Drugs/ Mobilization campaign of students.	335	5 days	5 stage	5 center	Cluster level	Nov/ December
17	IGNOU training	264	60 day	9 stage	Regional IGNOU study center NLG.	State level	As proposed by state govt.

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## CHAPTER-VIII

### MANAGEMENT STRUCTURE

*Unit:I:- Management structure existing within the District.*

*Unit:II:- Monitoring Mechanism.*

*Unit:III:- Management Information System ( M.I.S)*

*Unit:IV:- Constitution of Resource Group*

*Unit: V:- D.I.S.E. Survey*

*Unit:VI:- Child Census and Household Survey.*

As spelt out in the SSA manual and norms with regards to management structure which is uniform throughout the country with a motto to develop and strengthen the appropriate structures at the lower levels for effective management, participation and implementation of the programs. The District Mission Lower Dibang Valley, Roing too has formed its management structure at the district level with deep thought and meticulous exercise.

The management structure existing and functioning currently at different levels of the district are stated below:-

#### **Unit-I: MANAGEMENT STRUCTURE EXISTING WITHIN THE DISTRICT:**

**OBJECTIVE:** - To implement, execute and review the progress of the programme and widen network with the participating agencies.

#### **1. DISTRICT LEVEL IMPLEMENTATION AUTHORITY:**

- |   |                       |
|---|-----------------------|
| 1. Deputy Commissioner-cum-District Project Director. | : - Chairman.         |
| 2. DDSE-cum-District Project Officer.                 | : - Member Secretary. |
| 3. DAEO   | : - Member.           |
| 4. DMO  | : - Member.           |
| 5. APO  | : - Member.           |
| 6. District Coordinator (SSA)                         | : - Member.           |
| 7. Co-ordinator DISE                                  | : - Member.           |
| 8. Co-ordinator IED                                   | : - Member.           |

**OBJECTIVE:** - To Provide academic supervision and on-site support the fixed level functionary, capacity building monitoring the actual implementation of various inter-media of the grass root level & providing information to the D.P.O office.

#### **2. BLOCK LEVEL MANAGEMENT STRUCTURE:**

- |                                    |                      |
|------------------------------------|----------------------|
| 1. SDO/EAC                         | :- Chairman.         |
| 2. BRCC/APO/ADEO                   | :- Member Secretary. |
| 2. Principal/HM                    | :- Member.           |
| 3. MO                              | :- Member.           |
| 4. Prominent public representative | :- Member.           |
| 5. NGO                             | :- Member.           |
| 6. Women's representative          | :- Member.           |
| 7. BRP                             | :- Member.           |

**OBJECTIVE:-** To ensure that the planning is done as per the adaptability of the local specific needs and monitor school level interventions and works towards community ownership of the school.

### **3. CLUSTER LEVEL MANAGEMENT STRUCTURE:**

- |         |                     |
|---------|---------------------|
| 1. CO   | :- Chairman         |
| 2. CRCC | :- Member Secretary |
| 3. HM   | :- Member           |
| 4. CRCC | :- Member           |
| 5. CRC  | :- Member           |
| 6. ASMs | :- Member           |

**OBJECTIVE:-** To ensure that the planning is done as per the adaptability of the local specific needs and monitor school level interventions and works towards community ownership of the school.

### **4. VILLAGE LEVEL MANAGEMENT STRUCTURE:**

- |                        |                      |
|------------------------|----------------------|
| 1. Chairman, VEC       | :- Chairman.         |
| 2. HM of the schools   | :- Member Secretary. |
| 3. Senior most Teacher | :- Member.           |
| 5. GPM/ ASM            | :- Member.           |
| 6. Anganwadi workers   | :- Member.           |
| 7. NGO                 | :- Member.           |
| 8. Health Assistant    | :- Member.           |

**OBJECTIVE:-** To prepare institutional planning according to the suitability of the local specific needs and monitor school interventions and shows the community ownership of the school.

### **Unit-II: MONITORING MECHANISM:**

Monitoring cells have been constituted at different level of the district for evaluating the progress and achievement of the various parameters- physical and academic such as *enrolment, dropout, retention, transition, quality education and access etc.* are regularly gauged and garnered; assessed and ascertained; supervised and monitored, finally suitable corrective and remedial inputs put into as per the need.

The district mission has its monitoring units/ cells at the various levels for carrying out the work efficiently and effectively since its formation.

#### **1. DISTRICT MONITORING CELL:**

##### **a). ACADEMIC:-**

- |                              |                    |
|------------------------------|--------------------|
| 1. Deputy Commissioner       | : Chairman.        |
| 2. DDSE                      | : Member Secretary |
| 3. DMO                       | : Member           |
| 4. District Coordinator(SSA) | : Member           |
| 5. ZPM, Chairman             | : Member           |
| 6. Principal DIET            | : Member           |
| 7. ADEO, Academic            | : Member           |

##### **b). CIVIL WORKS**

- |                               |          |
|-------------------------------|----------|
| 1. District Coordinator (SSA) | : Member |
| 2. JE (Civil) (SSA)           | : Member |
| 3. Accountant (SSA)           | : Member |

- **FREQUENCY OF VISITS:** - Twice in a month.

**PROPOSALS:-**

1. Adequate fund be sanctioned for TA/DA; Pol. Charge for monitoring duties at Block and Village Level.
2. Funds may also be sanctioned for organizing training in capacity building to the lower functionaries.

**2. BLOCK MONITORING CELL:**

1. SDO/ EAC :- Chairman
2. BRCC :- Member Secretary
3. Principal/ HM :- Member
4. BRCC :- Member
5. MO :- Member
6. ASM :- Member
7. AE (Civil) :- Member
8. AE (PHED) :- Member

- **FREQUENCY OF VISITS:** - Thrice in a month.

**PROPOSALS:-**

1. Sufficient funds may be sanctioned for TA/DA, Pol. Charge for the said duty at village level.
2. Funds may be sanctioned for office stationary.

**3. CLUSTER MONITORING CELL:**

1. CO :- Chairman
2. CRCC :- Member Secretary
3. HM :- Member
4. ASM :- Member
5. CRP :- Member

- **FREQUENCY OF VISITS:** - Thrice in a month.

**PROPOSALS:-**

1. Adequate funds may be sanctioned for TA/DA, Pol. Charge for the said duty at village level.
2. Funds may be sanctioned for office stationary.

**4. VILLAGE MONITORING CELL:**

1. Chairman VEC :- Chairman.
2. HM :- Member Secretary
3. CRCC :- Member
4. GPM, Chairman :- Member
5. Anganwadi workers:- Member
6. EGS Volunteers :- Member

- **FREQUENCY OF VISITS:** - Once in a week.

**PROPOSALS:-**

1. Funds may be sanctioned for TA/DA or heads under miscellaneous expenditure for attending VEC members on their visits to schools, and office stationary etc.

***NB:- To perform the above mentioned visits and for purchase of office stationary items, the requisition for funds has been placed and appended in the budget and costing chapter.***

### **Unit-III: MANAGEMENT INFORMATION SYSTEM ( M.I.S):**

A Management Information System (MIS) is a modern scientific, integrated and effective system through which information, knowledge and ideas of different functionaries are shared, radiated and, reciprocated in a two-way flow method operating simultaneously. The information received from the grass-root level by the Cluster Resource Persons are passed on immediately to the Block Resource Centres and finally to District Resource Centre and vice-versa.

Internet is the most important component of M.I.S; it is one of the effective and the quickest means of getting and passing information from one centre to another through available website or e-mail. It is also essential for sharing information between the centres. Through internet monitoring can also be done with less time and minimum expenditure. Therefore, all CRC and BRC are to be connected with internet facility.

Considering and regarding MIS to be most important and vital lifeline of the project. The District Planners have formed the system at the District, Block, Cluster and Village level along with some proposals thereto, for approval and sanction of funds to make the system effectively vibrating.

Under MIS, EMIS and PMIS are being operationalised in the District since few years back collecting various kinds of information relating to School as well as Project for the benefit of all. Despite of having poor or very less infrastructure as well as manpower available it is doing its best. Over the years it has provided and generated lot of information, made analytic reports and has disseminated it to block, cluster, School and village level. During the preparation of AWP & B it has been very useful to extract many kinds of reports and information.

#### **1. DISTRICT INFORMATION SYSTEM:**

**TABLE NO. 1**

<b>S.No</b>	<b>Name of the MIS Staff</b>	<b>Post Hold</b>	<b>Date of joining</b>	<b>Qualification</b>	<b>Training attended so far</b>
1	Sri S.K Tamang	Coordinator, DISE	1/01/2006	B.COM(Statistics) Diploma in Computer in Office Management Course	7 days DISE training at Ita.  3 days training on EMIS at NERIE Shillong
2	Sri D.K. Pradhan	Data Entry Operator	06/04/07	B.A Certificate Course in Office Management and Computer from Tata Info Tech	

<b>2. <u>BLOCK INFORMATION SYSTEM:</u></b>	Existing	Proposals
1. Block Resource Coordinator	1	-
2. Computers	-	6
3. Computer Room development	-	3
4. Computer Operator	-	3
5. IVth Grade Staff	1	2

**3. CLUSTER INFORMATION SYSTEM:**

1. Cluster Resource Centre Coordinator	7	-
2. Computers	-	7
3. Computer room development	-	7
4. Computer Operator	-	7
5. IVth Grade Staff	-	7

**4. VILLAGE INFORMATION SYSTEM:**

	Existing	Proposal
1. Chairman, VEC	63	-
2. Chairman, GPM	63	-
3. Cluster Resource Person	14	-
4. Teacher-in-Charge	55	-
5. Gaon Budha	55	-

**Unit-IV: CONSTITUTION OF RESOURCE GROUP:**

The District Mission, SSA Lower Dibang Valley District is Proud of having in its umbrella system a truly resourceful, learned, well experienced, enlightened and inspiring team of Resource

Group/ body kindled with dedication and missionary zeal for work. This district level team of Resource group can provide and promote sustainable support to the lower functionaries. It also guides and imparts training to BRPs, CRPs, Teachers, VEC members and Villagers time to time effectively.

The Resource group(s) of the district is putting there untiring efforts day and night towards the accomplishment of the objectives of SSA.

The three-tier Resource Group(s) working currently within the district are indicated as below:-

**1. DISTRICT RESOURCE GROUP:**

- |                                     |                     |
|-------------------------------------|---------------------|
| 1. DC-cum-District Project Director | :- Chairman         |
| 2. DDSE-cum-DPO (SSA)               | :- Member Secretary |
| 3. DMO                              | :- Member           |
| 4. Principal DIET                   | :- Member           |
| 5. Principal, HSS                   | :- Member           |
| 6. Senior Lecturer (DIET)           | :- Member           |
| 7. ZPM                              | :- Member           |
| 8. EE, PHED                         | :- Member           |
| 9. EE, Civil                        | :- Member           |
| 10. Jr. Lecturer (DIET)             | :- Member           |
| 11. NGO                             | :- Member           |

## **2. BLOCK RESOURCE GROUP:**

1. SDO/ EAC	:- Chairman
2. BRCC	:- Member Secretary
3. Principal/HM	:- Member
4. SR, Teacher	:- Member
5. MO	:- Member
6. AE, CIVIL	:- Member
7. AE, PHED	:- Member
8. ZPM	:- Member
9. BRP	:- Member

## **3. CLUSTER RESOURCE GROUP:**

1. CO	:- Chairman
2. CRCC	:- Member Secretary
3. GPM	:- Member
4. HM/ Teacher i/c	:- Member
5. Teachers	:- Member
6. JE (Civil)	:- Member
7. JE (PHED)	:- Member

**TABLE NO. 2 : Table showing requirement MIS Personnel in the District :**

SNo	MIS Staff	Qualification	Experience	Post	Cost implication
1	Data Entry Operator	Diploma in Computer course	1 year	02	Rs. 7150 x 12 x 2= Rs. 171600

**TABLE NO. 3 : Table showing infra structure available in the District under MIS:**

S.No	Particulars	Numbers existing
1	<b><u>Equipments:</u></b> 1. Desktop 2. Printer(Auto Laser) 3. Scanner 4. Fax Machine 5. Honda Generator	 01 01 01 01 01
2	<b><u>Furniture:</u></b> 1. Table 2. Chair 3. Almirah	 02 02 01

**TABLE NO. 4: Table showing infra structure proposed for the session 2008-09:**

S.No	Particulars	Requirement	Cost implications
1	<b>Equipments:</b> 1 Laptop 2 Desktop 3 Scanner 4 Xerox Copier Machine 5. Pen Drive (2 GB) 6. External Hard disc 7. CD Writer 8. RAM 9. Internet linking a. Non recurring b. Recurring	02 02 01 01 02 01 02 02 01	Rs. 45,000 x 2 = Rs. 90,000 Rs. 18,000 x 2 = Rs. 36,000 Rs. 8,000 x 1 = Rs. 8,000 Rs. 25,000 x 1 = Rs. 25,000 Rs. 1500 x 2 = Rs. 3,000 Rs. 2500 x 1 = Rs. 2,500 Rs. 3,000 x 2 = Rs. 6,000 Rs 2000 x 2 = Rs. 4,000 Rs. 1,000 x 1 = Rs. 1,000 Rs. 1,500 x 12= Rs. 18,000  <b>Rs. 1,93,500</b>
2	<b>Furniture:</b> 4. Table 5. Chair 6. Almirah	04 04 02	Rs.2,000 x 4 = Rs. 8,000 Rs. 1500 x 4 = Rs. 3,000 Rs. 2,500 x 2 =Rs 5,000  <b>Rs.16,000</b>
<b>Grand Total</b>			<b>Rs.193500 +Rs.16000= Rs. 2,09,500</b>

**4. TRAINING FOR FIELD STAFF:**

For the effective functioning of the EMIS/DISE in the District training of field staff is utmost important as they are the persons working at the grass root level feeding datas and information. A wrong or inflated or lesser furnish of data will lead to false planning and analysis. The detail of training activity planned to be undertaken is worked out as below:-

**TABLE NO. 5**

S.No	Cluster	Field staff	Number of days	Duration	Cost implication
1	2	3	4	5	6
1	Desali	CRCC	01	02	Stationery- Rs. 3000
		Teachers	10	02	Hire of equipments Rs. 5000
					Pol Charge Rs. 5000
					Refreshment Rs. 3000
					DA/Honorarium (trainees) Rs. 1400
					DA/Honorarium (for DRG) Rs. 3200



1	2	3	4	5	6	
2	Ezengo(New)	CRCC Teachers	01 15	02 02	Stationery- Hire of equipments Refreshment DA/Honorarium (trainees) DA/Honorarium (for DRG)	Rs. 3000 Rs. 5000 Rs. 3000 Rs. 2100 Rs. 3200
3	Meka	CRCC Teachers	01 15	02 02	Stationery- Hire of equipments Refreshment DA/Honorarium (trainees) DA/Honorarium (for DRG)	Rs. 3000 Rs. 5000 Rs. 3000 Rs. 2100 Rs. 3200
4	Bolung	CRCC Teachers	01 15	02 02	Stationery- Hire of equipments Refreshment DA/Honorarium (trainees) DA/Honorarium (for DRG)	Rs. 3000 Rs. 5000 Rs. 3000 Rs. 2100 Rs. 3200
5	Koronu	CRCC Teachers	01 15	02 02	Stationery- Hire of equipments Refreshment DA/Honorarium (trainees) DA/Honorarium (for DRG) Pol Charge	Rs. 3000 Rs. 5000 Rs. 3000 Rs. 2100 Rs. 3200 Rs. 3000
6.	Iduli	CRCC Teachers	01 15	02 02	Stationery- Hire of equipments Refreshment DA/Honorarium (trainees) DA/Honorarium (for DRG) Pol Charge	Rs. 3000 Rs. 5000 Rs. 3000 Rs. 2100 Rs. 3200 Rs. 3000

1	2	3	4	5	6	
7	Paglam	CRCC Teachers	01 15	02 02	Stationery- Hire of equipments Refreshment DA/Honorarium (trainees) DA/Honorarium (for DRG) Pol Charge	Rs. 3000 Rs. 5000 Rs. 3000 Rs. 2100 Rs. 3200 Rs. 5000
8	Bizari	CRCC Teachers	01 15	02 02	Stationery- Hire of equipments Refreshment DA/Honorarium (trainees) DA/Honorarium (for DRG) Pol Charge	Rs. 3000 Rs. 5000 Rs. 3000 Rs. 2100 Rs. 3200 Rs. 5000
<b>Grand Total=</b>					<b>Rs. 1,53,700</b>	

#### 5. TRAINING TO VECS AND HEAD TEACHERS

As the data and information are being obtained from the villages, habitations and households training to the VECs are very important as they can convince and motivate the villagers to cooperate with the enumerators and respond genuinely so that correct and realistic information is obtained.

**TABLE NO. 6**

Sl. No.	Cluster	VECS	Members	Head Teachers	Cost implications
1	Desali	10	10 (1 from each VEC)	10	Rs. 20,000
2	Ezengo(New)	12	12	12	Rs. 10,000
3	Meka	13	13	13	Rs. 10,000
4	Bolung	9	9	9	Rs. 14,000
5	Iduli	7	7	7	Rs. 15,000
6	Koronu	10	10	10	Rs. 16,000
7	Paglam	8	8	8	Rs. 17,000
8	Bizari	12	12	12	Rs. 20,000
<b>Grand total=</b>					<b>Rs. 1,22,000</b>

#### 6. HELD MANAGEMENT AND QUALITY CONTROL

In order to assess the quality of the EMIS works in the field such as data collection, household survey, field control measures such as 5% sample/validation check is very much essential. The detail estimate planned for the year 2008-09 is worked out as below:-

**TABLE NO. 7**

S, No	Cluster	5% validation & Sample checking	District, Block and Cluster Coordinators	Cost implications for payment of TA/DA/Honorarium
1	Desali	3	Cluster	Rs. 2,000
2	Ezengo(New)	4	Block	Rs. 2000
3	Meka	5	Cluster	Rs. 2000
4	Bolung	5	District	Rs. 5000
5	Iduli	4	District	Rs. 5000
6	Koronu	5	District	Rs. 6000
7	Paglam	5	Block	Rs.4000
8	Bizari	6	Cluster	Rs. 3000
<b>Grand Total=</b>				<b>Rs. 29,000</b>

**7. Household Survey:**

Conduct of Household Survey is an indispensable act for the actual collection of data visiting door to door for preparation of realistic. If data and information are taken from upper sources it may not give the true picture of the ground realities thereby misleading from the facts. The detail estimate for the conduct of household survey is worked out as below:

**TABLE NO. 8**

S, No	Data Capture Format	No of pages	No of Schools/Villages	Rate	Amount
1	SIS	8	91	2/-	Rs. 1456
2	Instructional manual	15	91	2/-	Rs.2730
3	PIS	5 pages has to given depending on the household	191(villages) 191	2/- 2/-	Rs. 1146 Rs.1910
4	NES	2 pages per village	191	2/-	Rs. 764
5	DOS	2 nos per village	191	2/-	Rs.764
6	Payment of TA/DA to the enumerators	11867(Households) x Rs. 3/- =			Rs.35601
<b>Total=</b>					<b>Rs.44,371</b>

**GRAND TOTAL= Rs. 5,58571 (excluding salary of proposed MIS personnel)**

**Unit-V: D.I.S.E SURVEY (District Information System for Education):**

Every year DISE survey has to be done so as to ascertain various information data's both for our purpose at the same time to be sent to NIEPA, New Delhi for evaluation, research and planning. As the habitations in our district are scattered some at high mountainous belts, some at flood ravaged and prone areas it becomes difficult on the enumerators and supervisors to visit these areas door to door within short period of time. They have to walk long distances by climbing the high mountains and crossing many rivulets

top reach to a habitation for collection of data's and such it involves lot of physical strain and stress. Under such, circumstances the fund earmarked approved under the head become quite insufficient. It acts as a stumbling block in the smooth and timely conduct of the same. As such, adequate fund may be sanctioned under D.I.S.E Survey head as per detail worked out in the Costing and budget in the following chapter.

#### **Unit-VI: CHILD CENSUS AND HOUSEHOLD SURVEY:**

The Child Census Survey which is important survey ought to be done every year to assess and track the child's progress and for extraction of various information for Annual Planning and Budget every year. Hence, adequate funds may be approved under this head for the smooth, easy and early conduct of the same.

During this year 06-07 the fund approved was too less due to which the same was done with great difficulty. From the experience that we have learnt during this year tells us that once the fund is not sufficiently approved it becomes very difficult for re appropriation moreover, its divergent will have its direct impact on the other intervention for which it is approved.

Hence, considering it to be of much importance as all our planning depends on it it may be given a due thought and justice may be done in the next budget please. The detail of the estimate is worked out in the Costing and budgeting.

In order to carry out the above activities properly effectively and within stipulated time frame following activities are mandatory. Hence, fund for the following may be adequately approved.

- Training to BRPs/ CRPs.
- Training to Teachers/ enumerator.
- Meeting with the PRIs & VEC Members.
- PLA in the habitations.
- Format development/ Modification & Printing of format.
- Conduct of survey.
- Supervision/ Random check at all levels.
- Compilation at village/ habitation/ CRC/ BRC/ DPO level.

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## CHAPTER-IX

### CONVERSION, CO-ORDINATION AND LINKAGES

*Unit:-I:- Medical Department.*

*Unit:-II:- P.H.E.D.*

*Unit:III:- Forest Department*

*Unit:IV:- District Planning Office Department.*

*Unit:V:- I.C.D.S Department.*

*Unit: VI:- D.R.D.A.*

A District Level Co-ordination meeting has been organized with various departments like Medical, Public Health Engineering , Forest, District Planning Office, ICDS, District Rural Development Agency, etc. and discussed on various linkages programmes on education and programmes under different schemes both Centrally and State sponsors.

After thorough discussion, all the linkages departments have shared their views to initiate to take up the projects. Data's provided during the co-ordination meetings are furnished and depicted below:-

#### **Unit-I: MEDICAL DEPARTMENT:**

The Medical department has already launched a programme for children called '*Health Card*' a centrally sponsored scheme emphasizing for health caring of all School going children. However, the concerned department has not confirmed as to the numbers of children those who have been checked up.

Under National Programme for control of Blindness, they have conducted eye check programme covering School Student aged between 10 years to 14 years belonging to refractive error specially from the below poverty line family.

Under Reproductive and Child Health Care (RCH) Programme, it immunized School children aged between 5 to 16 years with DT& TT injections.

And under National Aids Control Programme the concerned department has carried out Aids Education Programme in Schools by organizing training to Teachers and Students along with Health Education Programme is also imparted.

Above reports are received from District Medical Officer, Roing. Under SSA Programme, the Micro-Planning has been conducted to trace out different category of disabled in the age group from 0-14 years for inclusive education with other normal students .As per survey, it has detected the following disabled children which are shown in table:

**TABLE NO. 1 : Table showing physically challenged children block-wise.**

District	PHYSICALLY CHALLENGED CHILDREN								
	Cerebral Palsy	Mental Retardation	Hearing Impairment	Learning disability	Visual Impairment	Autism	Locomotor Impairment	Multiple Disability	Total
LDVALLEY	20	31	20	NIL	286	357	00	00	00

*Sources:-DPO, SSA 2006-07*

Above traced out disabled in different category are required to be motivated and mobilized to make these children get enrolled .Necessary appliances and devices are needed to supply after thorough check up by Medical Boards which is reflected in the Budgeting.

## Unit-II- PUBLIC HEALTH ENGINEERING DEPARTMENT:

A centrally sponsored Programme under Water Supply and Sanitation is launched by the PHED, which are shown in the table: 1 and 2 both achievement and progress made and targets projected.

**TABLE NO. 2**

**Table Showing number of Schools covered under Sanitation and Water facilities Programme:**

Sanitation and water facilitated Schools				No. of School Projected			
Nos. of Primary school	Nos. of MS	Nos. of SS	Nos. of HSS	PS	MS	SS	HSS
21 Nos	12 Nos	06 Nos	04 Nos (including JNV)	03	-	01	-
Progress in Schools							
PS	MS	SS	HSS				
02	-	-	-				

*Sources:- As per PHED, Roing.*

**TABLE NO. 3**

**Table Showing List of Schools covered under T.S.L Programmes (Toilets)**

TYPE OF SCHOOLS				REMARKS
PS	MS	SS	HSS	
13	05	03	-	-

*Sources:-PHED, Department.*

## Unit-III: FOREST DEPARTMENT:

The forest department has launched a centrally sponsored scheme named 'National Green Corps (Eco-Clubs) during 2007-08. The main objective of the scheme is to spread environmental awareness for protection and improvement of environment to the students and teachers in Schools. The numbers of Eco-Clubs formed in both government schools and private schools in the district are shown below:-

**TABLE NO. 4 :Table Showing number of eco-club formed.**

No. of School in the district		No. of Eco-Clubs formed	No. of Schools
Govt.	Pvt.		
48	08	100	Data not received

*Sources:-As per DFO (T), Roing.*

## Unit-IV: DISTRICT PLANNING OFFICE (DC):

The District Planning Officer unit under the administration of Deputy Commissioner, Roing implements development activities programme from different schemes/plans both centrally and state for upliftment and supporting the infrastructures development in district and border areas. The data furnished by the department during the 2006-07 are shown in the table:-

**TABLE NO. 5****Table showing projects completed.**

Name of Programmes/ Schemes	Type of projects completed with nos.	No. of projects undertaken
MLALAD FUND	1. Bachelors Barrack 1 no. 2. Security Fence 2 nos. 3. Electrification 3 nos. 4. Primary School Building 1no. 5. School Repairing 1 no. 6. Kitchen (Boys Hostel)1 no. 7. Playground 1 no.	Data not yet received.
BOARDER AREA DEVELOPMENT(CSS)	1. Toilets 4 nos. 2. Extension of School Building 1 no. 3. Toilets at Teachers Quarter 5 nos.	
MPLADS	Classroom – 1 no.	Data not received.

**Unit-V: I.C.D.S PROJECT DEPARTMENT (DAMBUK- ROING):**

The department of Social Welfare has already launched the project on Integrated Child Development Scheme especially below 4 years of children in rural areas to bring them under the fold of education system through play way methods and really prepare them to get enrolled in the Primary class henceforth.

The District has 3 ICDS Block namely Hunli, Roing and Dambuk. These 3 blocks maintains separate records of its activities under one Office Child Development Project Office (CDPO). Following datas are submitted by CDPO's of the three blocks which is shown in the below table:-

**TABLE NO. 6****Table Showing Nos. of Anganwadi Centers in CD Block and Enrollments 2007 -08**

Sl.No	Block	Nos. of Anganwadi centres	Enrolment		
			Boys	Girls	Total
1.	HUNLI	8	43	56	99
2.	ROING	54	576	671	1247
3.	DAMBUK	46	258	314	572
	<b>TOTAL=</b>	<b>108</b>	<b>877</b>	<b>1041</b>	<b>1918</b>

**Sources:- Department of ICDS, Roing.****Unit-VI: DISTRICT RURAL DEVELOPMENT AGENCY (DRDA) DEPARTMENT:**

The District Rural Development Agency (DRDA) mainly emphasize for rural developmental activities, roads, water lifting tanks, buildings.

The concerned department has already geared up many projects under Centrally Sponsored Schemes and came up with positive sights. Many villages are now linked with one village to another. Many villages are facilitated with water lifting tanks as well as buildings constructed.

**TABLE NO. 7: The table showing nos. of activities undertaken in CD Blocks.**

**I. ROING-KORONU CD BLOCK:**

Sl No	Name of the project	Physical
1	Repair & Maintenance of Primary School at Midland	Completed
2	Providing of CGI sheet for New Abali School.	-do-
3	C/O 04 (four) nos. Toilets Boys Hostel at Roing.	-do-
4	Repair and Maintenance of Primary School at Malek.	-do-
5	C/O Toilets for Girls and Boys at Bolung HS School.	-do-
6	Repair & Maintenance of school building at Emuli	-do-
7	Repair & Maintenance of Primary school at Idili	-do-
8	C/O Playground at Mayu Middle School.	-do-
9	C/O Security Fencing at Ezengo Primary School.	-do-

**II. DAMBUK-PAGLAM CD BLOCK:**

Sl No	Name of the project	Physical
1	C/O (One) Class-room at Dambuk	Completed
2	Repairing of School roofing at Poblung	-do-
3	Repairing of Primary School at Sirang.	-do-
4	Improvement of School Playground at Bizari.	-do-
5	C/O Rural Link Road from village to Banggo Primary School.	-do-
6	C/O of School Playground at Paglam-C	-do-

**III. HUNLI-DESALI CD BLOCK:**

Sl No	Name of the project	Physical
1	C/O Kitchen for Girls Hostel at Hunli.	Completed
2	Supply of Furniture for Community Hall at Brinli	-do-

---END---



## CHAPTER-X

### CIVIL WORKS

*Unit:I:- Introduction.*

*Unit:II:- Identification of SSA framework.*

*Unit:III:- Details of Existing Infrastructure.*

*Unit:IV:- Minor Repairing of School buildings.*

*Unit:V:- Major Repair.*

*Unit:VI:- Hostels in existing Govt. UPS.*

*Unit:VII:- Required Infrastructure plan*

*Unit:VIII:- Infrastructure proposed under SSA.*

#### **Unit-I: INTRODUCTION:**

The civil works component is the building blocks under the *Sarva Shiksha Abhiyan*. As it is worth mentioning that civil works provide roof to the education, access to children, and also helps in their retention, both of which are important objectives of the SSA. Provision of infrastructure for Resource Centers at Sub-district levels helps in creating academic support, which acts as a catalyst towards quality improvement.

#### **Unit-II: IDENTIFICATION OF SSA FRAMEWORK:**

The SSA framework has laid down the norms for the Civil Works components. In looking to the same scenario, the civil works component that needs to be executing in the state like Arunachal Pradesh is topography dependent to which especial considerations has to given. In particular, Lower Dibang Valley District is divided into 3(three) belts namely easy belt, Medium belt and hard belt. Easy belt covering the Roing Block, Medium belt covering the Dambuk Block and Hard belt covering the Hunli Block. Therefore, particular parameters for the civil works under these 3 (three) belts are to be recognized and considered to which the flexibility in the fund flow for the civil works becomes necessary accordingly to the belt wise demand.

#### **Unit-III: DETAILS OF EXISTING INFRASTRUCTURE (2007-08):**

The details of existing civil works under SSA in Lower Dibang Valley District, Roing are reflected in the table. As per AWP&B 2007-08 the proposed physical and financial targets was **Rs.720.35 lakhs**, out of which **Rs.78.62 lakhs** and **Rs. 0.81 lakhs** under major repair head was sanctioned as per PAB approval 2007-08 and the District Mission has received **Rs. 37.88 lakhs** only till date as shown in the **Table 1**.

**TABLE NO. 1:** Table showing existing infrastructure under SSA indicating the respective amount sanctioned/received along with the name of construction agency.

Sl. No.	ITEM	Unit cost (in lakhs)	Phy.	Fin. (in lakhs)	Amount sanctioned/ received as per AWP&B 2007-08	Amount deposited to VEC	Construction agency (VEC)
1	2	3	4	5	6	7	8
1	Pry. School building	0	0	0	0	0	VEC
2	U/Primary School building	6.53	4	26.12	Fund not received till date	When received	do
3	Residential school building	0	0	0	0	0	

1	2	3	4	5	6	7	8
4	Additional Classroom	2.02	25	50.50	37.88	37.88	do
5	Drinking water facilities	0	0	0	0	0	
6	Toilet (Girls & Boys)	0	0	0	0	0	
7	BRC building	0	0	0	0	0	
8	CRC building	2	1	2.00	Fund not received till date	When received	do
9	Boundary Wall	0	0	0	0	0	
10	Building less (Primary)	0	0	0	0	0	
11	Building less (Upper Pry.)	0	0	0	0	0	
12	Dilapidated (Primary)	0	0	0	0	0	
13	Dilapidated (U/Primary)	0	0	0	0	0	
14	Electrification (PS/UPS)	0	0	0	0	0	
15	Major Repair	0.81	1	0.81	0	0	do
	<b>Total =</b>		<b>31</b>	<b>79.43</b>	<b>37.88</b>	<b>37.88</b>	

#### Unit-IV: MINOR REPAIRING OF SCHOOL BUILDINGS:

It is a known fact that any living or non-living things do suffer wear and tear and depreciation due to the effect of the natural factors such as heat and humidity. These factors lead to the physical as well as chemical changes in the material, texture, consistency and colour. As such in order to boost the life of the building repairing and maintenance works time to time is vital.

Such types of works are also being done by other departments such as D.P.O through MLALADS, M/LADS funds. During the last two financial years many such works were undertaken at various Schools of the District which is reflected in the Chapter- Convergence and Linkages. Regretfully, during this financial year no such report or list as to the works proposed to be undertaken is submitted or intimated to the office till date.

It is needless to mention that we can't afford to wait, expect whether the other Departments does undertake or not. We had to put and prepare our Plan, Budget and Estimation to ensure the longevity and safety of the buildings. Later on if found to be overlapping and coinciding, the same fund can be diverted to other purposeful heads.

The words maintenance and repair reflects the need of fund flow. Thereafter, maintenance and repair are not restricted themselves in shape and size and hence the fund flow may get varied accordingly. Maintenance and repair may be in the form of minor and major to which the execution of civil works needs legal consideration and the flexibility in the fund flow becomes inevitable.

The SSA framework has laid down norms for maintenance and repair of school buildings. According to the norms, **Rs. 5000/- (Five Thousand)** is allotted per Primary school per year and **Rs. 10000/- (Ten Thousands)** for Upper Primary School. It is dying hard to mention that the execution and management of civil works with this amount becomes handicapped. In other words, any work may not be able to undertaken to his end. In connection, the District Mission deposits the allotted fund to the concerned VEC's account for the execution at their disposal. In addition, it is seen that the VEC's do not execute the work in accordance to the guidelines. Hence, these funds may be booked under **CORPUS FUND** for the proper workability. The detail proposals for minor repairing are reflected in the Table- 2 :

**TABLE NO.2: The Table showing the proposals for Maintenance and Repairing during 2008-09 in block wise as shown below:-**

Sl. No	Block	Name of Items	Targets for 2008-09		
			Physical	Unit Cost	Finance
1	Roing	1. School Building.	12	1.50*	18.00
		2. Toilets.	08	0.20	1.60
		3. Security fencing.	07	0.96*	6.72
		4. Electrification.	06	0.40*	2.40
2	Hunli	1. School Building	04	1.50*	6.00
		2. Toilets.	06	0.20	1.20
		3. Security fencing.	03	0.96*	2.88
		4. Electrification.	01	0.40*	0.40
3	Dambuk	1. School Building	08	1.50*	12.00
		2. Toilets.	09	0.20	1.80
		3. Security fencing.	07	0.96*	6.72
		4. Electrification.	13	0.40*	5.20
<b>Total=</b>					<b>64.92</b>

**\*Proposed unit cost.**

**Unit-V: MAJOR REPAIR:**

Requirements related to the civil works reflect the need of huge fund flow in any forms. As per the revised norms (Annexure-III) in formulating the AWP&B 2008-09, Rs. 150 Crores is learnt to be available per year under SSA to be spent on the said head. The inclusion of this sub-head under civil works would serve many purposes like attaining the universalization of access. The detail proposals of school constructed more than 10 (Ten) years for Major head are shown in the Table No. 2. The unit cost and financial targets are reflected in Auditing and Budgeting Chapters of AWP&B 2008-09. Proposed estimate for major repair is reflected at annexure

**TABLE NO. - 3: Table showing the proposals for Major Repair (Schools constructed last 10 years) in priority basis.**

Sl.No.	Name of the Block.	Name of the School with year of establishment.	Estimated Cost.
<b>PRIMARY SCHOOLS</b>			
1.	ROING BLOCK	PS, JIA (1991).	As per the estimate enclosed in the annexure – D
2.	ROING BLOCK	PS, B/NAGAR (1969).	
3.	ROING BLOCK	PS, DENLO (1988).	
4.	ROING BLOCK	PS, MIDLAND (1993).	
5.	ROING BLOCK	PS, CHIDU (1950).	
6.	ROING BLOCK	PS, ITHILI (1981).	
7.	ROING BLOCK	PS, HARUPAHAR (1996).	
8.	ROING BLOCK	PS, EZENGO (1993).	
9.	ROING BLOCK	PS KEBALI (1991).	
10.	ROING BLOCK	PS, NEW COLONEY (1988).	
11.	ROING BLOCK	PS. ABANGO (1973).	
12.	ROING BLOCK	PS, IDULI (1981).	
<b>UPPER PRIMARY SCHOOLS</b>			
1.	HUNLI BLOCK	SS, DESALI (1964).	-do-
2.	ROING BLOCK	MS, BALEK (1978).	
3.	HUNLI BLOCK	MS, HUNLI (1964).	
4.	ROING BLOCK	SS, MEKA (1977).	
5.	ROING BLOCK	MS, KANGKONG (1977).	

6.	ROING BLOCK	MS, JIA (1963).
7.	ROING BLOCK	MS, YIBUK (1978).
8.	ROING BLOCK	SS, PARBUK (1963).
9.	ROING BLOCK	MS, CHETA (1979).
10.	ROING BLOCK	MS, MAYU (1979).
11.	ROING BLOCK	MS, ABALI (1981).
12.	ROING BLOCK	MS, BOLIK (1978).
13.	DAMBUK BLOCK	HSS, DAMBUK (1949).
14.	ROING BLOCK	HSS, BOLUNG (1948).
15.	ROING BLOCK	HSS, ROING (1957).
16.	ROING BLOCK	MS, ABALI (1981).

The Estimate along with Photographs in accordance with guidelines and PWD norms are given below:

**UNDER MAJOR REPAIR HEAD**  
**ABSTRACT COST OF ORIGINAL ESTIMATE**  
**(C.P.W.D. Code, Para 330-332)**

*ANNEXURE- D*  
(Page 1 to 4)

Sl.No.	Detail of items	Quantity (Unit)	Rate (Rs.)	Per (Unit)	Amount (Rs.)
1.	Dismantling wood work of sectional area 40 sq.cm and above wrought, framed and fixed in frames, other frames and trusses including stacking the material within 50m lead.	11.25	224.00	Cu m	2520.00
2.	Dismantling doors, windows and c/w (steel or wood) shutters i/c chowkhats, architrave, hold fasts etc complete and stacking within 50m lead	171.36	47.50	Sq.m	8139.60
3.	Taking out doors, windows and c/w shutters (steel or wood) i/c stacking within 50m lead. b).of area beyond 3sqm.	171.36	17.70	Sq m	3033.072
4.	Dismantling dry brick pitching in floors drains etc i/c stacking of serviceable materials and disposal of unserviceable materials within 50m lead.	554.40	113.10	Sq.m	62702.64
5.	Dismantling cement, asbestos, celotax or other ceiling or partition hard board partition wall i/c stacking of serviceable materials and disposal of unserviceable materials within 50m lead.	403.20	5.30	Sq.m	2136.96
6.	Repairs to plaster in patches of 2.50 sq.m and under i/c cutting the patch to proper shape and preparing and plastering the surface of the walls complete i/c disposal of rubbish to the dumping ground within 50m lead. a).with cement mortar 1:4 (1 cement: 4 fine sand)	192.00	85.60	Sq.m	16435.20
7.	Fixing door chowkhats in existing opening i/c embedding chowkhats in floor, cutting masonry for hold fast, embedding hold fast in cement concrete blocks with cement concrete (1:3:6)	12.60	262.00	Sq.m	3301.20
8.	Fixing window chowkhats in existing openings i/c cutting masonry for hold fasts in cement concrete blocks with cement mortar (1:3:6)	84.48	165.00	Sq.m	13939.20
9.	Fixing c/w chowkhats in existing openings i/c cutting masonry for hold fast, embedding hold fast in cement concrete blocks with cement concrete(1:3:6).	28.16	108.70	Sq.m	3060.992

Sl.No.	Detail of items	Quantity (Unit)	Rate (Rs.)	Per (Unit)	Amount (Rs.)
10.	Supplying and fixing glass panes with putty and nails i/c removal of broken glass panes where necessary. a). Glass panes 3mm thick and area 0.1 sq.m each.	6.375	484.40	Sq.m	3088.05
11	Supplying and fixing glass panes with wooden fillets i/c removal of broken glass panes and old wooden fillets wherever necessary but excluding cost of wooden fillets. a). Glass panes 3mm thick and area 1 sq.m each.	2.295	643.30	Sq.m	1476.374
12.	Supplying and fixing new wooden fillets wherever necessary. a). 1 <sup>st</sup> class wood fillets.	33.00	8.30	Sq.m	273.90
13.	Raking out joints in lime or cement mortar and preparing the surface for repainting or replastering i/c disposal of rubbish to the dumping ground within 50m lead.	208.00	6.20	Sq.m	1289.60
14.	White washing with lime on new work (two or more coats) to give an even shade.	382.50	4.50	Sq.m	1721.25
15.	White washing with lime on old work to give an even shade. a) in two or more coats.	382.50	4.90	Sq.m	1874.25
16.	White washing with whiting on new work (three or more coats) to give an even shade.	382.50	7.40	Sq.m	2830.50
17.	White washing with whiting on old work (three or more coats) to give an even shade.	382.50	5.10	Sq.m	1950.75
18.	Applying primer coat with ready mixed pink primer of approved brand and manufacture on wood work complete.	112.25	21.50	Sq.m	2413.375
19.	Painting two or more coats(excluding priming coat) with superior ready mixed paint for wood work of approved brand and manufacture in all shades on new work to give an even shades	94.60	33.90	Sq.m	3206.940
					1,35,393.853
20.	Add 45% cost index over item No. 1 to 19				60,927.234
					1,96,321.087
21.	Add 3% as contingency charges				5889.632
					2,02,210.719

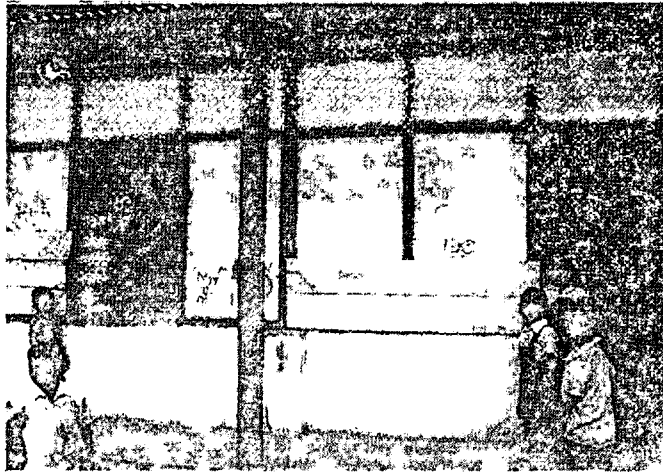
**Say Rs.2, 00,000/-  
Rupees (Two lakhs) only.**

**DETAILS OF MEASUREMENT**  
**(C.P.W.D. Code, Para 330-332)**

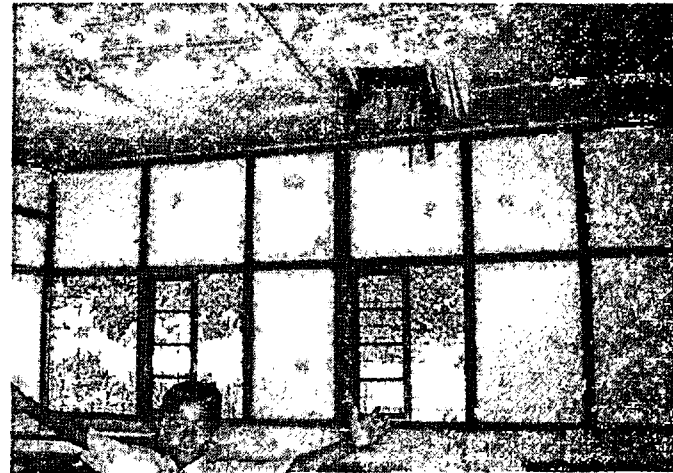
Sl. No.	Detail of Items	Rate (Rs.)	Nos.	L (Mtr.)	B (Mtr.)	H (Mtr.)	Qty.
1.	Dismantling wood work of sectional area 40 sq.cm. and above wrought, framed and fixed in frames, other frames and trusses including Stacking the material within 50m lead.	224	10	2.5	0.45	-	11.25 Cu.m
2.	Dismantling doors, windows and c/w (steel or wood) shutters i/c chowkhats, architrave, hold fasts etc complete and stacking within 50m lead.	47.50	68	1.2	-	2.1	171.36 Sq.m
3.	Taking out doors, windows and c/w shutters (steel or wood) i/c stacking within 50m lead. b).of area beyond 3sqm.	17.70	68	1.2	-	2.1	171.36 Sq.m
4.	Dismantling dry brick pitching in floors drains etc i/c stacking of serviceable materials and disposal of unserviceable materials within 50m lead.	113.10	3	11	8	2.1	554.40 Cu.m
5.	Dismantling cement, asbestos, celotax or other ceiling or partition hard board partition wall i/c stacking of serviceable materials and disposal of unserviceable materials within 50m lead.	5.30	3	8.50	7.50	-	403.20 Sq.m
6.	Repairs to plaster in patches of 2.50 sq.m and under i/c cutting the patch to proper shape and preparing and plastering the surface of the walls complete i/c disposal of rubbish to the dumping ground within 50m lead. a).with cement mortar 1:4 (1 cement: 4 fine sand)	85.60	4	8.00	6.00	-	192.00 Sq.m
7.	Fixing door chowkhats in existing opening i/c embedding chowkhats in floor, cutting masonry for hold fast, embedding hold fast in cement concrete blocks with cement concrete (1:3:6).	262.00	5	1.2	-	2.10	12.60 Sq.m
8.	Fixing window chowkhats in existing openings i/c cutting masonry for hold fasts in cement concrete blocks with cement mortar (1:3:6).	165.00	64	1.10	-	1.2	84.48 Sq.m
9.	Fixing c/w chowkhats in existing openings i/c cutting masonry for hold fast, embedding hold fast in cement concrete blocks with cement concrete(1:3:6).	108.70	32	1.10	-	0.80	28.16 Sq.m

Sl. No.	Detail of Items	Rate (Rs.)	Nos.	L (Mtr.)	B (Mtr.)	H (Mtr.)	Qty.
10	Supplying and fixing glass panes with putty and nails i/c removal of broken glass panes where necessary a). Glass panes 3mm thick and area 0.1 sq.m each.	484.40	10	0.85	0.75	-	6.375 Sq.m
11.	Supplying and fixing glass panes with wooden fillets i/c removal of broken glass panes and old wooden fillets wherever necessary but excluding cost of wooden fillets. a). Glass panes 3mm thick and area 1 sq.m each.	643.30	6	0.85	0.75	-	2.295 Sq.m
12.	Supplying and fixing new wooden fillets wherever necessary. a). 1 <sup>st</sup> class wood fillets.	8.30	25	1.2	1.1	-	33.00 Sq.m
13.	Raking out joints in lime or cement mortar and preparing the surface for repainting or replastering i/c disposal of rubbish to the dumping ground within 50m lead.	6.20	4	8.00	6.50	-	208.00 Sq.m
14.	White washing with lime on new work (two or more coats) to give an even shade.	4.50	6	8.50	7.50	-	382.50 Sq.m
15.	White washing with lime on old work to give an even shade. a). in two or more coats.	4.90	6	8.50	7.50	-	382.50 Sq.m
16.	White washing with whiting on new work (three or more coats) to give an even shade.	7.40	6	8.50	7.50	-	382.50 Sq.m
17.	White washing with whiting on old work (three or more coats) to give an even shade.	5.10	6	8.50	7.50	-	382.50 Sq.m
18.	Applying primer coat with ready mixed pink primer of approved brand and manufacture on wood work complete.	21.50	5	5.50	4.30	-	118.25 Sq.m
19.	Painting two or more coats(excluding priming coat) with superior ready mixed paint for wood work of approved brand and manufacture in all shades on new work to give an even shades.	33.90	4	5.50	4.30	-	94.60 Sq.m

THE PICTURE SHOWING THE MAJOR REPAIR OF THE SCHOOL BUILDINGS.



Middle School, Kangkong



Middle School, Hunli



Secondary School, Yibuk-Rayang



Secondary School, Balek



## Unit- VI: HOSTELS IN AN EXISTING GOVT. UPPER PRIMARY SCHOOLS:

As per the data received from the recent village and school mapping, it has come to the notice that there has been leap in the enrollment drive covering the poor and needy children. To provide access and education to these growing up youth, the provision of Hostels in an existing Government School per Block may approve. Target for Hostels are shown in the Table No. 4.

**TABLE NO.4: Showing the proposal for Hostels in Existing Government Upper Primary Schools During the year 2008-09.**

Sl. No.	Name of the Block.	Name of the School.	Amount (in lakhs).
1.	Hunli Block	Govt. Middle School, Hunli.	20.00
2.	Roing Block	Govt. Middle School, Abali.	20.00
3.	Dambuk Block	Govt. Middle School, Bomjir.	20.00
4.	<i>Total</i>		<i>60.00</i>

## Unit-VII: REQUIRED INFRASTRUCTURE PLAN:

Requirement related to the civil works reflect the need of huge fund flow in any forms. It is also learnt that there is a provision of providing teacher quarter in Arunachal Pradesh. Besides, there is a huge need of teacher qtrs. specially in remote Schools, Additional classrooms, Toilets (Boys/Girls), Electrification, Drinking water facility, Boundary walls, Furniture's for UPS as reflected in the table shown according to the belt wise demand. The unit cost and financial targets is reflected in the Auditing and Budgeting Chapters of AWP&B 2008-09.

**TABLE NO 5: Requirement of Civil Work showing the physical targets 2008-09 for PS/UPS.**

### **(A) Additional Classrooms**

Sl. No.	Block	Additional Classroom					
		Primary			Upper Primary		
		Physical	Unit cost	Finance	Physical	Unit cost	Finance
1	Roing	40	2.02	80.80	20	2.02	40.40
2	Hunli	12	2.02	24.24	05	2.02	10.10
3	Dambuk	26	2.02	52.52	08	2.02	16.16
<i>G/Total=</i>		<i>78</i>		<i>157.56</i>	<i>33</i>		<i>66.66</i>

### **JUSTIFICATIONS:-**

Due to the cumulative effect of the various schemes undertaken under SSA along with community mobilization being geared up the enrolment in the Schools have experienced a leap at all the places especially in Primary sections.

Most of the classes particularly in Roing Block have swelled up having students in single classes in between 70-80 forcing the School authority to make 3-4 sections as per the norm of 1: 40 students to keep the size of the class manageable for better classroom transaction. In other words, there is need of accommodating rooms in the form of additional classrooms attached to the existing School building.

If on one hand, it is expected/desired that the enrolment should go up with various inputs while on the other hand if adequate access facilities are not provided/arranged accordingly it will go against the accomplishment of SSA objectives and goals.

Hence, proposals for additional classrooms are hereby put forwarded for approval please on the basis on acute need of the school and children.

**TABLE NO 5(B) Electrification**

Sl No	Block	Electrification					
		Primary			Upper Primary		
		Physical	Unit cost	Finance	Physical	Unit cost	Finance
1	Roing	16	0.40*	6.4	9	0.40*	3.6
2	Hunli	3	0.40*	1.2	3	0.40*	1.2
3	Dambuk	8	0.40*	3.2	8	0.40*	3.2
<b>G/Total=</b>		<b>27</b>		<b>10.8</b>	<b>15</b>		<b>8.0</b>

\* **Proposed unit cost**

**JUSTIFICATION:-**

Electrification is a vital and a primary necessarily for one and all in the context of present era of mass info – tech boom. School is a no exception to it taking into consideration the lighting, fittings, fixtures and such other associative activities with the electricity. As with the advent of modern technologies in the education and pedagogical aspects such as projectors, slides, and computers, its importance is tremendously being felt and required.

It is to mention herewith that considering its importance during last year too in the AWP&B-2007-08 the proposals were incorporated but to no avail. Not a single case was considered. Hence, again this year it is being proposed for approval in the larger interest of the School and its long lasting benefit to the students.

**TABLE NO 5 (C) :Toilets**

Block	Toilets											
	Primary			Primary			Upper Primary			Upper Primary		
	Boys			Girls			Boys			Girls		
	Phy	Unit cost	Fin.	Phy.	Unit cost	Fin.	Phy	Unit cost	Fin.	Phy.	Unit cost	Fin.
Roing	16	0.20	3.20	20	0.20	4.00	14	0.20	2.80	15	0.20	3.00
Hunli	2	0.20	0.40	2	0.20	0.40	2	0.20	0.40	1	0.20	0.20
Dambuk	7	0.20	1.40	6	0.20	1.20	6	0.20	1.20	6	0.20	1.20
<b>Total=</b>	<b>25</b>		<b>5.00</b>	<b>28</b>		<b>5.60</b>	<b>22</b>		<b>4.40</b>	<b>22</b>		<b>4.40</b>

**JUSTIFICATION:-**

Availability of good and clean toilets in the School with separate provisions for boys' and girls' is a determining factor, which do attract and encourages the children to come to School. A dirty or having no toilets in the Schools without separate provisions does repulse the students from the Schools. The worst affected are the girl children who shy by nature reflects in the form of initially absenteeism and later transforming into drop outs.

Due to School toilets frequently used by many students one after another it is not properly washed or watered which causes urinals and toilets jammed paving the way for the breeding of germs and foul smell around the School.

Hence, adequate fund as estimated, worked out for water supply available with tank provision to ensure availability of water stock may be approved and given a due consideration please. The urinal drains also need to be covered with cemented plates. The drainage outlets also need to be taken outside of the campus so as to rule out breeding of germs and foul smells.

**TABLE NO 5 (D) : Boundary wall/ Security fencing**

Sl No	Block	Boundary wall/ Security fencing					
		Primary			Upper Primary		
		Physical	Unit cost	Finance	Physical	Unit cost	Finance
1	Roing	12	5.00	60.00	8	5.00	40.00
2	Hunli	3	5.00	15.00	2	5.00	10.00
3	Dambuk	4	5.00	20.00	3	5.00	15.00
<b>G/Total=</b>		<b>19</b>		<b>95.00</b>	<b>13</b>		<b>65.00</b>

**JUSTIFICATION:-**

Due to land becoming more and scarce now-a-days the Schools have become an easy target for the land encroachers and grabbers. In many instances, they have constructed structures inside the School compound. Later on with the help of V.E.Cs and community these were settled. But in few cases it becomes impossible due to party politics and influential status.

In the schools, which are located in the near vicinity of the jungles there, is a fear of wild animals entering into the schools. Its cause a kind of fear psychosis in the minds of students which reflected in there studies and performance. The stray domestic animals like, cows, goats and pigs do enter into the school dropping litters here and there thus polluted schools. If boundary walls had been there such incidents would have been nipped at the bud. Moreover, the students too cannot concentrate in studies in an open and free environment due to disturbances caused by the intruders and passersby.

Hence, construction of boundary walls is of utmost importance, as it will safeguard the School instilling amongst the students and teachers a feeling of security and protectiveness just that of chest bone cage protecting delicate internal organs of the body.

**TABLE NO 5 (E) : Drinking water facilities**

Sl No	Block	Drinking Water facilities					
		Primary			Upper Primary		
		Physical	Unit cost	Finance	Physical	Unit cost	Finance
1	Roing	18	0.15	2.70	10	0.15	1.50
2	Hunli	2	0.15	0.30	2	0.15	0.30
3	Dambuk	5	0.15	0.75	5	0.15	0.75
<b>G/Total=</b>		<b>25</b>		<b>3.75</b>	<b>17</b>		<b>2.55</b>

**JUSTIFICATION:-**

Water is a basic essence of all living creatures. The combination of tiny atoms of hydrogen and Oxygen is a wonderful and a miraculous gift of the nature to all of us. The children by age are more agile and active as they play, hop, jump and run in the Schools along with the studies. This causes a loss of water content from their body which needs to be replenished by way of drinking water. Students' bring and carry water bottles from their houses to add load to their already overburdened bulging bags with books.

Today's children are overburdened from their very tender age right from KG classes both physical and mental. Physical because of the weight of their bags and mental because of instilling a sense of fierce battle of competition in them either by parents at home or by the School. The innocence and tender mind and body are sandwiched in between the two. The water borne diseases are common to with todays era of living for which special care has to be taken. Therefore, drinking water facility has to be pumped out and stand out of the most needed head for approval.

Hence, if at Schools safe and clean drinking water is provided or arranged by way of water taps for washing hands and face after urinal and defecation and aqua guards made available for drinking water it will cause a great help to them and will certainly bring cheers and smiles on the innocence faces. After all, it is the nation who smiles when a child smiles.

**TABLE NO 5 (F) Teacher Quarters**

Sl No	Block	Teachers Quarter					
		Primary			Upper Primary		
		Physical	Unit cost	Finance	Physical	Unit cost	Finance
1	Roing	25	5.50*	137.50	28	5.50*	154.00
2	Hunli	8	5.50*	44.00	10	5.50*	55.00
3	Dambuk	12	5.50*	66.00	18	5.50*	99.00
<b>G/Total=</b>		<b>45</b>		<b>247.50</b>	<b>56</b>		<b>308.00</b>

\* **Proposed unit cost**

**JUSTIFICATION:-**

It is not understood as why it is said that teachers' quarters is not allowed under SSA. To us it seems equally important component instrumental for augmentation of retention, transition and quality dimensions. Having teachers quarters located in the close vicinity of the school compound will ensure and enhance discipline, punctuality, cleanliness and safeguard the school building and its assets.

The damaged of the school building by the miscreants quite often can be checked if teachers' quarters do exist near the school compound. It will also enhanced the efficiency level of the teachers as it will help them to indirectly save a certain amount of money which otherwise would have gone out of the their pocket for the payment of rental charges @ the rate of Rs. 1000-1500 per month for accommodations.

The teachers having no other sources of income are forced to take tuitions and other economic activities to supplement their income. If quarters are provided to them such diverging, energy and time invested in the mentioned activities can be converged towards academic improvement and refueling for the quest of learning. The ultimate beneficiaries out of such discourse will be the students.

Moreover, teachers leaving in one common environment will lead to generations of constructive discussions, sharing, learning and enrichment in each others subject purview. On the contrary, teachers living in different places hardly interact amongst them selves thus the level of knowledge in them decreases as they get hardly any time and opportunity for the same due to various socio-economical backgrounds in the families and surroundings.

Hence, construction of low cost teachers quarters/barrack may please be given a rethought for sanction of fund. If consider it is expected that it will go a long way by acting as a catalyst in academic reaction with positive resultants coming out and very less or no residue.

**TABLE NO. 5 (G) FURNITURE**

**PROPOSALS OF FURNITURE FOR EXISTING GOVT.UPS:**

Sl.No.	Name of the Block.	Number of Schools.	Enrollment.	Qty.	Rate.
1.	Hunli Block	02	402	201	500.00
2.	Roing Block	14	11306	5653	500.00
3.	Dambuk Block	05	3138	1569	500.00
4.	<i>Total</i>	<i>21</i>	<i>14846</i>	<i>7423</i>	

Amount details are reflected in the Costing and Budgeting of AWP&B 2008-09.

## JUSTIFICATION:-

Due to less number of furniture available in the class rooms in ratio with the children. 3-4 children are forced to sit in a single bench resulting in jostling, cross-talking gossiping and create nuisance and disturbances.

It acts as an impediment in the smooth and calm classroom transaction and effective management of the classroom. It leads to poor concentration and paying attention to the studies reflecting in low grades.

As such adequate fund for the making of furniture as per the strength of the students as worked out may please be sanctioned during the next budget.

## Unit-VIII: INFRASTRUCTURE PROPOSED UNDER SSA:

As per the data received from the recent village and school survey, it has come to the notice that there has been leap in the enrolment drive. It is also seen that, the children from various villages are facing access problems, quality education and hence the approval of New Primary School building stands genuine.

Moreover, the classrooms of the existing Primary School are too small and congested to accommodate 60-70 students in a single room. Therefore, the up gradation of the existed Primary School stands demanding. Such problems can be sorted out by only providing additional classrooms. The proposed infrastructure is shown in the table given below:-

**TABLE NO 6: Table showing the proposed infrastructure under SSA.**

Sl.No	Name of Works	Target for 2008-09		
		Physical	Unit cost (in lakhs)	Finance (in lakhs)
1	New Primary School a).Upgradation of EGS Centre at Yagrung	01	5.50	5.50
2	Upper Primary School a). IV School, Chidu.	01	6.53	6.53
3	New EGS centre	Nil	Nil	Nil
4	Bridge Course Centre	Nil	Nil	Nil
5	Hostels for Bridge Course Centre ( both Boys and Girls)	Nil	Nil	Nil
6	Residential School	Nil	Nil	Nil
7	Construction of Ramp	37	0.25*	9.25
8	Kitchen for Mid-Day-Meal	Nil	Nil	Nil
9	Playground	Nil	Nil	Nil
10	<b>Total</b>			<b>21.28</b>

\* **Proposed unit cost**

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**LOWER DIBANG VALLEY DISTRICT**  
**SARVA SHIKSHA ABHYJAN (SSA )**  
**Annual / Work Plan and Budget (AWP & B) 2008 - 09**

Name of District : Lower Dibang Valley

SI No	Activity	2007 - 08								Proposal for 2008 - 09				Total Proposal Fin
		PAB Approval		Achievement				Committed		Spill Over	Fresh Proposal			
		Phy	Fin	Phy	Fin	Phy (%)	Fin (%)	Phy	Fin	Fin	Unit Cost	Phy	Fin	
<b>1</b>	<b>New Schools Opening</b>													
1.01	Upgradation of EGS to PS					#DIV/0!	#DIV/0!					1	0	0
1.02	New PS					#DIV/0!	#DIV/0!						0	0
1.03	Upgraded/New UPS	4	0	4	0	100%	#DIV/0!					1	0	0
1.04	Residential Elementary School					#DIV/0!	#DIV/0!							
	<b>Sub-Total=</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>0</b>							<b>2</b>		
<b>2</b>	<b>New Teachers Salary</b>													
2.01	Primary Teachers ( Regular )					#DIV/0!	#DIV/0!				0.072	3	2	1.728
2.02	Primary Teachers(Para)					#DIV/0!	#DIV/0!						0	0
2.03	UPS Teacher ( Regular )	12	5.10	0	0.00	0%	0%	12	1.2		0.085	7	3	0.26
2.04	UPS Teacher ( Para )					#DIV/0!	#DIV/0!						0	0
2.05	UPS Teacher - Headmaster					#DIV/0!	#DIV/0!						0	0
	<b>Add Teacher against PTR</b>													
2.06	New Addl Teacher - PS (Regular)					#DIV/0!	#DIV/0!						0	0
2.07	New Addl Teacher - PS (para)					#DIV/0!	#DIV/0!						0	0
2.08	New Addl Teacher - UPS (Regular)					#DIV/0!	#DIV/0!						0	0
2.09	New Addl Teachers - UPS ( Para )					#DIV/0!	#DIV/0!						0	0
2.1	Teachers under OBB					#DIV/0!	#DIV/0!						0	0
2.11	New Others					#DIV/0!	#DIV/0!						0	0
	<b>Teacher Salary ( Recuring )</b>													
2.12	Pry Teacher ( Regular )	70	68.48	70	50.4	100%	74%	70	10.08		0.072	82	<b>70.848</b>	70.848
2.13	Pry Teacher ( Para )					#DIV/0!	#DIV/0!						0	0
2.14	UPS Teachers ( Regular )	57	58.14	57	48.45	100%	83%	57	9.69		0.085	69	<b>70.38</b>	70.38
2.15	UPS Teacher ( Para )					#DIV/0!	#DIV/0!						0	0
2.16	UPS Teacher - Headmaster					#DIV/0!	#DIV/0!						0	0
2.17	Addl Teachers - PS (Regular)					#DIV/0!	#DIV/0!						0	0
2.18	Addl Teachers - PS (Para)					#DIV/0!	#DIV/0!						0	0
2.19	Addl Teachers - UPS ( Reg )					#DIV/0!	#DIV/0!						0	0
2.2	Addl Teachers - UPS (Para)					#DIV/0!	#DIV/0!						0	0
2.21	Teachers under OBB					#DIV/0!	#DIV/0!						0	0
2.22	Others ( Recuring )					#DIV/0!	#DIV/0!						0	0
	<b>Sub Total =</b>	<b>139</b>	<b>131.72</b>	<b>127</b>	<b>98.9</b>							<b>156</b>	<b>143.211</b>	<b>143.211</b>
<b>3</b>	<b>Teachers Grant</b>					#DIV/0!	#DIV/0!							
3.01	Pry Teachers	294	1.47	294	1.47	100%	100%	-			0.005	343	<b>1.72</b>	1.72
3.02	UPS Teacher	177	0.89	177	0.89	100%	100%	-			0.005	177	<b>0.89</b>	0.89
	<b>Sub Total=</b>	<b>471</b>	<b>2.36</b>	<b>471</b>	<b>2.36</b>	<b>100%</b>	<b>100%</b>					<b>520</b>	<b>2.60</b>	<b>2.60</b>

4	<b>Block Resource Centre ( BRC/UBRC)</b>													
4.01	Salary of Resource Persons	9	9.18	9	9.18	100%	100%					9	0	0
4.02	Furniture Grant					#DIV/0!	#DIV/0!	-					0	0
4.03	Contingency Grant	3	0.38	3	0.38	100%	100%	-		0.20		3	0.6	0.6
4.04	Meeting TA	3	0.18	3	0.18	100%	100%	-		0.075		3	0.225	0.225
4.05	TLM Grant	3	0.15	3	0.15	100%	100%	-		0.05		3	0.15	0.15
	<b>Sub Total=</b>	<b>18</b>	<b>9.89</b>	<b>18</b>	<b>9.89</b>							<b>18</b>	<b>0.975</b>	<b>0.975</b>
5	<b>Cluster Resource Centre</b>													
5.01	Salary of Resource Persons	14	12.10	14	12.10	100%	100%	-				14	0	
5.02	Furniture Grant	0	0	0	0	#DIV/0!	#DIV/0!	-					0.70	0.70
5.03	Contingency Grant	7	0.18	7	0.18	100%	100%	-		0.03		8	0.24	0.24
5.04	Meeting TA	7	0.17	7	0.17	100%	100%	-		0.003		8	0.024	0.024
5.05	TLM Grant	7	0.07	7	0.17	100%	243%	-		0.01		8	0.08	0.08
	<b>Sub Total=</b>	<b>35</b>	<b>12.52</b>	<b>35</b>	<b>12.82</b>							<b>38</b>	<b>1.04</b>	<b>1.04</b>
6	<b>Teachers Training</b>													
6.01	(a) Inservice Teachers Training (BRC Level)	185	2.59			0%	0%	185	2.59	0.001		520	0.52	0.52
	(b) Inservice Teachers Training (CRC Level)									0.0005		520	0.26	0.26
6.02	Induction Training for Newly Recruited Trained Teachers	12	0.25			0%	0%	12	0.25	0.03		5	0.15	0.15
6.03	Training for untrained Teachers	-203	8.53			0%	0%	203	8.53	0.06		368	22.08	22.08
6.04	Others (DRG/BRG/CRG)	33	0			0%	#DIV/0!	-	-	-	-	-	-	#VALUE!
6.05	Distance Education					#DIV/0!	#DIV/0!	-	-	-	-	-	-	-
6.06	Other 30 days para teachers	150	3.15					150	3.15	0.03		63	1.89	1.89
	<b>Sub Total=</b>	<b>583</b>	<b>14.52</b>					<b>550</b>	<b>11.93</b>			<b>1476</b>	<b>24.90</b>	<b>24.90</b>
7	<b>Intervention for Out of School Children</b>													
7.01	EGS Centre (P)	1964	30.15	1777	6.04	90%	20%	1777	21.24	0.01535		1777	27.28	27.28
7.02	EGS Centre (UP)					#DIV/0!	#DIV/0!						0	0
7.03	Residential Bridge Course	254	17.27			0%	0%	254	17.27	0.10		70	7.00	7.00
7.04	Non-Residential Bridge Course					#DIV/0!	#DIV/0!			0.03		100	3.00	3.00
7.05	Back to School					#DIV/0!	#DIV/0!						0	0
7.06	Mobile Schools					#DIV/0!	#DIV/0!						0	0
7.07	Madarsa/Maktab					#DIV/0!	#DIV/0!						0	0
7.08	AIE Centre	797	23.91			0%	0%	797	23.91	0.030		392	11.76	11.76
7.09	Others					#DIV/0!	#DIV/0!						0	0
	<b>Sub Total=</b>	<b>3015</b>	<b>71.33</b>	<b>1777</b>	<b>6.04</b>	<b>59%</b>	<b>8%</b>	<b>2828</b>	<b>62.42</b>			<b>2339</b>	<b>49.04</b>	<b>49.04</b>
8	<b>Remedial Teaching</b>												49.8	#VALUE!
8.01	Remedial Teaching	633	3.17			0%	0%	633	3.17	0.0085		500	4.25	4.25
	<b>Sub Total=</b>	<b>633</b>	<b>3.17</b>			<b>0%</b>	<b>0%</b>	<b>633</b>	<b>3.17</b>			<b>500</b>	<b>4.25</b>	<b>4.25</b>
9	<b>Free Textbook</b>													
9.01	Free Textbook ( Pry)	7186	10.78			0%	0%	7186	10.78	0.00150		9045	13.57	13.57
9.02	Free Textbook (UPS)	3268	4.90			0%	0%	3268	4.90	0.00250		3330	8.33	8.33
	<b>Sub Total=</b>	<b>10454</b>	<b>15.68</b>			<b>0%</b>	<b>0%</b>	<b>10454</b>	<b>15.68</b>			<b>12375</b>	<b>21.89</b>	<b>21.89</b>

10	<b>Intervention fontion for CWSN ( IED)</b>												
10.01	Inclusive Education	204	1.43			0%	0%	204	1.43	0.012	204	23.35	23.35
	<b>Sub Total=</b>	<b>204</b>	<b>1.43</b>			<b>0%</b>	<b>0%</b>	<b>204</b>	<b>1.43</b>		<b>204</b>	<b>23.35</b>	<b>0</b>
11	<b>Civil Works</b>												
11.01	BRC					#DIV/0!	#DIV/0!					0	0
11.02	CRC	1	2.00			0%	0%	1	2.00			0	0
11.03	Pry School New					#DIV/0!	#DIV/0!			5.525	1	5.525	5.525
11.04	Upper Pry School (New)					#DIV/0!	#DIV/0!			6.53	1	6.53	6.53
11.05	Building less (Pry)					#DIV/0!	#DIV/0!					0	0
11.06	Building less (Upper Pry)					#DIV/0!	#DIV/0!					0	0
11.07	Dilapidated Bldg (Pry )					#DIV/0!	#DIV/0!					0	0
11.08	Dilapidated Bldg (Upper Pry )					#DIV/0!	#DIV/0!					0	0
11.09	Addl Classroom	25	50.50	25	37.9	100%	75%	25	12.62	2.02	111	224.22	224.22
11.10	Toilet/Urinals					#DIV/0!	#DIV/0!					0.00	
11.11	Separate Girls Toilet					#DIV/0!	#DIV/0!						
11.12	Drinking Water facility					#DIV/0!	#DIV/0!					0.00	
11.13	Boundary Wall					#DIV/0!	#DIV/0!			5.00	32	160.00	160.00
11.14	Separation Wall					#DIV/0!	#DIV/0!					0	0
11.15	Electrification					#DIV/0!	#DIV/0!			0.40	42	16.80	16.80
11.16	Headmasters Rooms					#DIV/0!	#DIV/0!					0	0
11.17	Child Friendly Elements					#DIV/0!	#DIV/0!					0	0
11.18	Kitchen Shed					#DIV/0!	#DIV/0!					0	0
11.19	Residential Hostel					#DIV/0!	#DIV/0!					0	0
11.20	Major Repairs Pry	1	0.81	1	0.81	100%	81%			0.81	12	9.72	9.72
11.21	Major Repairs Upper Pry					#DIV/0!	#DIV/0!			0.81	16	12.96	12.96
11.22	Residential Elementary School					#DIV/0!	#DIV/0!					0	0
11.23	Hostel in existing UPS									20.00	3	60.00	60.00
11.24	Barrier free Ramps									0.25	37	9.25	9.25
11.25	UPS (PS-Upgradation)	4	26.12					4	26.12				
11.26	Minor Repairing												
	<b>Sub Total=</b>	<b>31</b>	<b>79.43</b>	<b>26</b>	<b>38.7</b>	<b>84%</b>	<b>49%</b>	<b>30</b>	<b>40.74</b>		<b>255</b>	<b>435.8</b>	<b>435.8</b>
12	<b>Furniture for Govt UPS</b>												
12.01	No of Children					#DIV/0!	#DIV/0!			0.050	3747	187.35	187.35
	<b>Sub Total=</b>					<b>#DIV/0!</b>	<b>#DIV/0!</b>				<b>3747</b>	<b>187.35</b>	<b>187.35</b>
13	<b>Teaching Learning Equipment</b>												
13.01	TLE - New Pry					#DIV/0!	#DIV/0!			0.20	1	0.20	0.20
13.02	TLE- Upper Pry and Residential School	4	2.00			0%	0%	4	2.00	0.50	1	0.50	0.50
13.03	Others					#DIV/0!	#DIV/0!					0	0
	<b>Sub Total=</b>	<b>4</b>	<b>2.00</b>			<b>0%</b>	<b>0%</b>	<b>4</b>	<b>2.00</b>		<b>2</b>	<b>0.70</b>	<b>0.70</b>
14	<b>Maintenance Grant</b>												
14.01	Maintenance Grant for PS	116	5.80	116	5.80	100%	100%			0.075	62	4.65	4.65
14.02	Maintenance Grant for UPS									0.075	29	2.18	2.18
	<b>Sub Total=</b>	<b>116</b>	<b>5.80</b>	<b>116</b>	<b>5.80</b>	<b>100%</b>	<b>100%</b>				<b>91</b>	<b>6.83</b>	<b>6.83</b>
15	<b>School Grant</b>												



15.01	Pry School	57	1.62	81	1.62	142%	100%			0.050.075	62	4.65	4.65
15.02	Upper Pry School	28	0.70	35	0.70	125%	100%			0.070.075	29	2.18	2.18
	<b>Sub Total=</b>	<b>85</b>	<b>2.32</b>	<b>116</b>	<b>2.32</b>	<b>136%</b>	<b>100%</b>				<b>91</b>	<b>6.83</b>	<b>6.83</b>
16	<b>Research &amp; Evaluation</b>					#DIV/0!	#DIV/0!						
16.01	Research & Evaluation	116	1.16			0%	0%	116	1.16	0.015	64	0.96	0.96
16.02	Learning Enhencement Programme for Classes I to III											6.95	6.95
16.03	REMS											1.35	1.35
	<b>Sub Total=</b>	<b>116</b>	<b>1.16</b>			<b>0%</b>	<b>0%</b>	<b>116</b>	<b>1.16</b>		<b>64</b>	<b>9.26</b>	<b>9.26</b>
17	<b>Management &amp; Quality</b>												
17.01	Management & MIS	1	20.00	1	7.23	100%	36%	1	12.48		1	20.00	20.00
17.02	Learning Enhencement Programme (LEP)					#DIV/0!	#DIV/0!			0.02584	688	17.78	17.78
17.03	MIS			1	0.30						1	5.59	5.59
	<b>Sub Total=</b>	<b>1</b>	<b>20.00</b>	<b>2</b>	<b>7.53</b>	<b>200%</b>	<b>38%</b>	<b>1</b>	<b>12.48</b>		<b>690</b>	<b>43.37</b>	<b>43.37</b>
18	<b>Innovative Activity</b>												
18.01	ECCE	55	7.43	54	3.64	98%	49%	54	3.79	0.014	54	5.40	5.40
18.02	Girls Education	1	2.00			0%	0%	1	2.00	2.00	20	40.00	40.00
18.03	SC/ST					#DIV/0!	#DIV/0!					0	0
18.04	Computer Education (CAL)	7	10.17			0%	0%	7	10.17		7	10.17	10.17
18.05	Pratibha Khoj	1	4.00			0%	0%	1	4.00		1	5.00	5.00
18.06	Kits for Students	4785	7.18	4785	7.18	100%	100%			0.0150	8500	12.750	12.75
18.07	Others (Expense of Student of Residential School					#DIV/0!	#DIV/0!					0	0
18.08	Stipends for RS									0.00275	250	0.6875	0.6875
18.09	Eng. Sc. & Maths teachers special training & TLM											20.105	20.105
	<b>Sub Total=</b>	<b>4849</b>	<b>30.78</b>	<b>4839</b>	<b>10.8</b>	<b>100%</b>	<b>35%</b>	<b>63</b>	<b>19.96</b>		<b>8832</b>	<b>94.11</b>	<b>94.11</b>
19	<b>Community Training</b>												
19.01	Community Training					#DIV/0!	#DIV/0!				173	5.00	5.00
	<b>Sub Total=</b>					<b>#DIV/0!</b>	<b>#DIV/0!</b>				<b>173</b>	<b>5.00</b>	<b>5.00</b>
20	<b>State Component</b>					#DIV/0!	#DIV/0!						0
20.01	Management					#DIV/0!	#DIV/0!						0
20.02	REMS					#DIV/0!	#DIV/0!						0
20.03	SIEMAT					#DIV/0!	#DIV/0!						0
	<b>Sub -Total=</b>					<b>#DIV/0!</b>	<b>#DIV/0!</b>						0
21	<b>Hole-in-the-wall</b>												0
21.01	Hole-in-the-wall	1	0.25					1	0.25		1	0.25	0.25
21.02	Games Articles									0.05	66	3.30	3.30
	<b>Sub -Total=</b>	<b>1</b>	<b>0.25</b>					<b>1</b>	<b>0.25</b>		<b>67</b>	<b>3.55</b>	<b>3.55</b>
	<b>State SSA Total</b>											<b>1064.005</b>	<b>1064.005</b>
22	<b>NPEGEL</b>	1	2.11	1	1.69	100%	80%	1	0.42		1	8.17	8.17
	<b>a) Sweeper-cum-Mali</b>									0.015	2	0.36	0.36
	<b>Sub -Total=</b>	<b>1</b>	<b>2.11</b>	<b>1</b>	<b>1.69</b>			<b>1</b>	<b>0.42</b>		<b>3</b>	<b>8.53</b>	<b>8.53</b>
23	<b>KGBV</b>					#DIV/0!	#DIV/0!						0

<b>Model -1</b>														
(a) KGBV (Recurring & Non-Recurring)	1	10.00	1	10.5			1	0.42					21.25	21.25
(b) KGBV (Recurring)													12.815	12.815
<b>Sub -Total=</b>	<b>1</b>	<b>10.00</b>	<b>1</b>	<b>10.5</b>			<b>1</b>	<b>0.42</b>					<b>34.065</b>	<b>34.065</b>
<b>Model - 2</b>														
(a) KGBV (Recurring & Non-Recurring)														
(b) KGBV (Recurring)													1	169.710
<b>Sub -Total=</b>													<b>1</b>	<b>169.710</b>
<b>Grand Total</b>														<b>169.710</b>

TABLE NO. 1

## DATA ON POPULATION

NAME OF THE DISTRICT :- LOWER DIBANG VALLEY

SI No	Block Name	TOTAL POPULATION						TOTAL POPULATION ALL COMMUNITY			Population of special category						Density of Population	Sex Ration	
		URBAN			RURAL			M	F	Total	Scheduled Caste			Scheduled Tribe					
		M	F	T	M	F	T				M	F	Total	% age to the total population	M	F			Total
1	HUNLI	0	0	0	146	171	317	146	171	317	Not Available in the census							857	
2	ROING	3556	2809	6365	1524	1205	2729	5080	4014	9094	Not Available in the census							846	
3	DAMBUK	0	0	0	1509	1328	2837	1509	1328	2837	Not Available in the census							876	
<b>TOTAL=</b>		<b>3556</b>	<b>2809</b>	<b>6365</b>	<b>3179</b>	<b>2704</b>	<b>5883</b>	<b>6735</b>	<b>5513</b>	<b>12248</b>								13	<b>860</b>

Source: Statistic Department, Year:2008

TABLE NO. 2

## LITERACY RATES

NAME OF THE DISTRICT :- LOWER DIBANG VALLEY

SI No.	Name of the Block	LITERACY RATE IN PERCENTAGE									Rural Female Literacy Rate
		All Communities			Others			ST			
		Male	Female	Total	Male	Female	Total	Male	Female	Total	
1	HUNLI	61.7%	38.2%								36.1%
2	ROING	64.8%	47.3%		DATA NOT AVAILABLE						35.25%
3	DAMBUK	64.2%	40.3%								40.32%
<b>TOTAL=</b>		<b>63.6</b>	<b>41.94</b>	<b>52.76</b>							<b>37.22</b>

Source:-Census 2001

TABLE NO. 3

## BASIC ADMINISTRATIVE INDICATORS

NAME OF THE DISTRICT :- LOWER DIBANG VALLEY

SI No	Name of Block	No. of Educational Blocks, if any	No. of BRC'S	No. of CRC'S	No. of Villages	No. of Panchayats
1	HUNLI	HUNLI	1	1	51	51
2	ROING	ROING	1	5	83	83
3	DAMBUK	DAMBUK	1	2	25	25
		3	<b>TOTAL</b>	<b>3</b>	<b>8</b>	<b>159</b>
					<b>159</b>	<b>159</b>

*NB:- Villages and Panchayats are coterminus.*

TABLE NO. 4

## HABITATIONS AND ACCESS (PRIMARY)

Name of District: LOWER DIBANG VALLEY DISTRICT

S. No.	Block	Total No. of Habitations	Habitations Covered by		Habitations without Primary Schools / EGS	Habitations Eligible for PS as per state norms	Habitations not eligible PS but eligible for EGS	Habitations not Eligible for PS/EGS
			Primary School	EGS				
1	HUNLI	51	5	15	31	1	0	0
2	ROING	83	49	34	0	4	5	0
3	DAMBUK	25	18	14	-7	2	2	0
	TOTAL	159	72	63	24	7	7	0

Source:HSS 2008-09

*Note : The Habitations shown as access less in Block are actually not access less as most of the habitation are abandoned and in rest of the habitations Pre-Primary and Community Centres are run by ICDS Deptt.*

## HABITATIONS AND ACCESS (UPPER PRIMARY)

S. No.	Block	Total No. of Habitations	No. of Habitations having UPS facility in 3 KM Area	No. of Habitations without UPS facility in 3 KM area	No. of eligible schoolless habitations for UPS as per distance and population norms	No. of Primary Schools (Govt. & Govt. Aided)	No. of Upper Primary School (Govt. & Govt. Aided)	Primary and Upper Primary Ratio	No. of UPS eligible as per 2:1 ratio	Gap in UPS
1	HUNLI	51	4	0	0	5	4	1:1	0	0
2	ROING	83	12	0	0	50	21	2:1	0	0
3	DAMBUK	25	18	0	0	18	9	2:1	0	0
	TOTAL	159	34	0	0	73	34	5:3	0	0

Source: Household Survey 2008-09

TABLE NO. 5

## CHILD POPULATION OF 6 - 14 AGE GROUP

NAME OF THE DISTRICT : LOWER DIBANG VALLEY

Sl No.	Name of Block	Child population (6-11) age group All Community									Child population (6-11) age group Others									Child population (6-11) age group S/T								
		Urban			Rural			Total			Urban			Rural			Total			Urban			Rural			TOTAL		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	HUNLI	0	0	0	116	177	293	116	177	293	0	0	0	21	47	68	21	47	68	0	0	0	95	130	225	95	130	225
2	ROING	1635	1291	2926	2482	2083	4565	4117	3374	7491	1062	568	1630	1341	937	2278	2403	1505	3908	573	723	1296	1141	1146	2287	1714	1869	3583
3	DAMBUK	0	0	0	966	871	1837	966	871	1837	0	0	0	377	330	707	377	330	707	0	0	0	589	541	1130	589	541	1130
	<b>TOTAL</b>	<b>1635</b>	<b>1291</b>	<b>2926</b>	<b>3564</b>	<b>3131</b>	<b>6695</b>	<b>5199</b>	<b>4422</b>	<b>9621</b>	<b>1062</b>	<b>568</b>	<b>1630</b>	<b>1739</b>	<b>1314</b>	<b>3053</b>	<b>2801</b>	<b>1882</b>	<b>4683</b>	<b>573</b>	<b>723</b>	<b>1296</b>	<b>1825</b>	<b>1817</b>	<b>3642</b>	<b>2398</b>	<b>2540</b>	<b>4938</b>

Sl No.	Name of Block	Child population (11-14) age group All Community									Child population (11-14) age group Others									Child population (11-14) age group S/T								
		Urban			Rural			Total			Urban			Rural			Total			Urban			Rural			TOTAL		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	HUNLI	0	0	0	24	26	50	24	26	50	0	0	0	8	7	15	8	7	15	0	0	0	16	19	35	16	19	35
2	ROING	619	555	1174	985	748	1733	1604	1303	2907	262	229	491	427	362	789	689	591	1280	357	326	683	558	386	944	915	712	1627
3	DAMBUK	0	0	0	279	234	513	279	234	513	0	0	0	131	127	258	131	127	258	0	0	0	148	107	255	148	107	255
	<b>TOTAL</b>	<b>619</b>	<b>555</b>	<b>1174</b>	<b>1288</b>	<b>1008</b>	<b>2296</b>	<b>1907</b>	<b>1563</b>	<b>3470</b>	<b>262</b>	<b>229</b>	<b>491</b>	<b>566</b>	<b>496</b>	<b>1062</b>	<b>828</b>	<b>725</b>	<b>1553</b>	<b>357</b>	<b>326</b>	<b>683</b>	<b>722</b>	<b>512</b>	<b>1234</b>	<b>1079</b>	<b>838</b>	<b>1917</b>

Source: HHS 2008-09

TABLE NO. 6

## ENROLLEMENT AND OUT OF SCHOOL CHILDREN

NAME OF THE DISTRICT : LOWER DIBANG VALLEY

SI No	Block	Enrollement (6-11 age group)											Out of school children (6-11 age group)									% child pop.			
		All communities			Others			ST			Total			All communities			% child Pop.	Others			% child Pop.		ST		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	Pop.	M	F	T	Pop.		M	F	T
1	HUNLI	103	164	267	15	43	58	88	121	108	103	164	267	13	13	26	8.9	6	4	10	14.7	7	9	16	7.1
2	ROING	3938	3188	7126	1851	1690	3541	2087	1498	3585	3938	3188	7126	179	186	365	4.9	113	116	229	5.9	66	70	136	3.8
3	DAMBUK	880	772	1652	326	263	589	554	509	1063	880	772	1652	86	99	185	10.1	51	67	118	16.7	35	32	67	5.9
	<b>TOTAL</b>	<b>4921</b>	<b>4124</b>	<b>9045</b>	<b>2192</b>	<b>1996</b>	<b>4188</b>	<b>2729</b>	<b>2128</b>	<b>4857</b>	<b>4921</b>	<b>4124</b>	<b>9045</b>	<b>278</b>	<b>298</b>	<b>576</b>	<b>23.9</b>	<b>170</b>	<b>187</b>	<b>357</b>	<b>37.3</b>	<b>108</b>	<b>111</b>	<b>219</b>	<b>16.8</b>

SI No	Block	Enrollement (11-14 age group)											Out of school children (11-14 age group)									% child pop.			
		All communities			Others			ST			Total			All communities			% child Pop.	Others			% child Pop.		ST		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	Pop.	M	F	T	Pop.		M	F	T
1	HUNLI	20	20	40	8	5	13	12	15	27	20	20	40	4	6	10	20.0	0	2	2	13.3	4	4	8	22.86
2	ROING	1561	1243	2804	656	547	1203	905	696	1601	1561	1243	2804	43	60	103	3.5	33	46	79	6.2	10	14	24	1.48
3	DAMBIK	269	217	486	126	96	222	143	121	264	269	217	486	10	17	27	5.3	5	8	13	5.0	5	9	14	5.49
	<b>TOTAL</b>	<b>1850</b>	<b>1480</b>	<b>3330</b>	<b>790</b>	<b>648</b>	<b>1438</b>	<b>1060</b>	<b>832</b>	<b>1892</b>	<b>1850</b>	<b>1480</b>	<b>3330</b>	<b>57</b>	<b>83</b>	<b>140</b>	<b>28.8</b>	<b>38</b>	<b>56</b>	<b>94</b>	<b>24.5</b>	<b>19</b>	<b>27</b>	<b>46</b>	<b>29.83</b>

Source: HHS 2008-09

\* Enrollement including Govt. &amp; Private schools.



TABLE NO. 7

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

Name of District

S.No	Block	Status & Age wise Break-up of Out of School Children																				
											Drop Out									Grand Total of 6-14 age Group		
		6-8 years			8-11 years			11-14 years			6-8 years			8-11 years			11-14 years					
B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T		
1	HUNLI	5	4	9	3	4	7	2	4	6	3	3	6	2	2	4	2	2	4	17	15	32
2	ROING	48	49	97	45	48	93	24	38	62	42	46	88	44	43	87	19	22	41	222	246	468
3	DAMBUK	25	26	51	22	25	47	6	10	16	23	24	47	16	24	40	4	7	11	96	116	212
	<b>Total</b>	<b>78</b>	<b>79</b>	<b>157</b>	<b>70</b>	<b>77</b>	<b>147</b>	<b>32</b>	<b>52</b>	<b>84</b>	<b>68</b>	<b>73</b>	<b>141</b>	<b>62</b>	<b>69</b>	<b>131</b>	<b>25</b>	<b>31</b>	<b>56</b>	<b>335</b>	<b>381</b>	<b>716</b>

Source : HSS 2008-09

**Note :** 681 OSC's were of the session 2007-08. Due to non receipt of fund under AiE no activity could be taken up to main stream them. Hence, the data is carried over to this session for coverage.

135 OSC's are of this current session 2008-09.

TABLE NO. 8

## NUMBER OF OUT OF SCHOOL CHILDREN WITH REASONS

NAME OF THE DISTRICT : LOWER DIBANG VALLEY

SI No	Block	No. of out of school children as per household survey	No of out of school children with reason								
			Lack of Interest	Lack of Access	Household Work	Migration	Earning Compulsion	Failure	Socio Cultural Reasons	Non-flexibility in School Timing and System of School	Others
1	HUNLI	36	2	2	7	3	17	2	3	0	0
2	ROING	468	6	0	154	32	172	11	93	0	0
3	DAMBUK	212	10	0	89	24	44	9	36	0	0
	<b>TOTAL</b>	<b>716</b>	<b>18</b>	<b>2</b>	<b>250</b>	<b>59</b>	<b>233</b>	<b>22</b>	<b>132</b>	<b>0</b>	<b>0</b>

Source: HSS 2008-09

TABLE NO. 9 A

## COVERAGE OF OUT OF SCHOOL CHILDREN UNDER DIFFERENT STRATEGIES

Name of the District

S. No.	Block	No. of Out of School Children as per HHS	No. of Out of Schol Children propoed to be covered under different strategies in the Current Year						
			Mainstreaming	EGS	NRBC	RBC	Madarsa/ Makhtab	Innovation	Others
1	HUNLI	36	0	0	5	8	0	23	0
2	ROING	468	95	0	75	22	0	276	0
3	DAMBUK	212	59	0	20	40	0	93	0
Total		716	154	0	100	70	0	392	0

Source: HSS 2008-09

## CONTINUING CENTERS FROM PREVIOUS YEAR

9-03

S.NO.	Block/ Municipal Zone	No. of Children Continuing in					Total
		EGS	RBC	NRBC	Madarsa/ Makatab	Other	
1	HUNLI	309	0	0	0	0	0
2	ROING	963	0	0	0	0	0
3	DAMBUK	505	0	0	0	0	0
	Total	1777	0	0	0	0	0

Source: HSS 2006-07

TABLE NO. 10

## DATA ON GER, NER; COHORT DROP OUT AND OVERALL REPETITION RATES

NAME OF THE DISTRICT : LOWER DIBANG VALLEY

SI NO.	Name of Block	Children of 6-11 age group				Children of 11-14 age group			
		GER	NER	Cohort drop out	Over all Repetition	GER	NER	Cohort drop out	Over all Repetition
1	HUNLI	85.12	68.38	NA	NA	88.74	81.74	NA	NA
2	ROING	95.03	82.02	NA	NA	98.01	94.02	NA	NA
3	DAMBUK	92.22	83.55	NA	NA	95.22	93.21	NA	NA
	<b>TOTAL=</b>	<b>90.79</b>	<b>77.98</b>	<b>NA</b>	<b>NA</b>	<b>93.99</b>	<b>89.66</b>	<b>NA</b>	<b>NA</b>

Source: DDSE, Office 2008-09.

TABLE NO. 11

## DATA ON COMPLETION RATES, PRIMARY GRADUATES AND TRANSITION RATE

NAME OF THE DISTRICT : LOWER DIBANG VALLEY

SI No.	Block Name	Completion Rate	No. of Pry. Graduates	Transition rate from Primary to U/Pry.
1	HUNLI	100	23	63
2	ROING	100	958	58
3	DAMBUK	100	220	100
	<b>TOTAL=</b>	<b>100</b>	<b>1201</b>	<b>74</b>

*Source: DDSE, Office Roing, 2008-09*

TABLE NO. 12

## E.G.S AND UPGRADATION

S.No.	Block	No. of EGS Center	Enrolment	No. of EGS centers running for 2 or more than 2 years	No. of EGS centers proposed to be up graded in current year	Remaining Centres	Reason for not upgrading
1	HUNLI	15	309	15	0	15	less enrollment/ covered by existing school
2	ROING	34	963	34	0	34	
3	DAMBUK	14	505	14	1( Yagrung EGS centre)	13	
	TOTAL=	63	1777	63	1	62	

Source: HSS, 2008-09

TABLE NO. 13

## DATA ON SCHOOLS

Name of District: LOWER DIBANG VALLEY

SL. No	Block	Primary Schools/ Primary Section in UPS or Secondary School					Upper Primary Schools/ Upper Primary Section in Secondary School					Total			
		Govt. including local bodies	Govt. aided	Unaided Private		Total	Govt. including local bodies	Govt. aided	Unaided Private		Total	Govt. including local bodies	Govt. aided	Unaided Private	
				Recognized	Unrecognized				Recognized	Unrecognized				Recognized	Unrecognized
1	HUNLI	6	0	0	0	6	4	0	0	0	4	10	0	0	0
2	ROING	40	3	8	0	51	17	3	3	0	23	57	6	11	0
3	DAMBUK	16	0	1	0	17	8	0	0	0	8	24	0	1	0
	<b>TOTAL=</b>	<b>62</b>	<b>3</b>	<b>9</b>	<b>0</b>	<b>74</b>	<b>29</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>35</b>	<b>91</b>	<b>6</b>	<b>12</b>	<b>0</b>

Source: DDSE, Office, Roing 2008-09

TABLE NO. 14

## TEACHERS (PRIMARY SCHOOL/PRIMARY SECTION)

Name of District

S.No	Block	Teachers in Government Schools			Teachers in Government Aided Schools			Total no. of Teachers	% of Female Teachers
		Primary Alone	Primary + Middle	Primary + Secondary	Primary Alone	Primary + Middle	Primary + Secondary		
1	HUNLI	5	8	7	8	0	0	28	42%
2	ROING	119	86	34	0	0	15	254	62%
3	DAMBUK	37	38	26	0	0	0	101	45%
	<b>Total</b>	<b>161</b>	<b>132</b>	<b>67</b>	<b>8</b>	<b>0</b>	<b>15</b>	<b>383</b>	<b>50%</b>

Source : DPO,SSA 2006-07

## REQUIREMENT OF ADDITIONAL TEACHER (PRIMARY)

Name of District

S.No	Block	Students Enrolment in Govt. Pry Schools	Entitlement of Teachers at 1:40 ratio	Teachers in Primary Schools						PTR w.r.t. Sanctioned Posts	PTR w.r.t. Working Posts	Single Teacher Schools after Rationalization	Gross Entitlement of Addl. Teachers for Primary
				By State			Under SSA						
				By State	Under SSA	Total	By State	Under SSA	Total				
1	HUNLI	267	7	NA	14	14	5	14	19	NA	0	0	0
2	ROING	7126	178	NA	44	44	201	44	245	NA	0	0	0
3	DAMBUK	1652	41	NA	24	24	75	24	99	NA	0	0	0
	<b>Total</b>	<b>9045</b>	<b>226</b>	<b>NA</b>	<b>82</b>	<b>82</b>	<b>281</b>	<b>82</b>	<b>363</b>	<b>NA</b>	<b>0</b>	<b>0</b>	<b>0</b>

Note : 23 teachers shown are of 8 KGBV teachers of Hunli &amp; 15 VKV teachers.

Source : DPO,SSA 2008-09



TABLE NO. 15

## DATAS ON TEACHERS

## (UPPER PRIMARY SCHOOL/UPPER PRIMARY SECTION)

Name of District: Lower Dibang Valley

S.No	Block	Teachers in Government Schools		Teachers in Government Aided		Total No. of Teachers	% of Female Teachers	Total No. of Teachers	% of Female Teachers
		Upper Primary	Upper Primary + Secondary	Upper Primary	Upper Primary + Secondary				
1	HUNLI	7	7	0	0	14	0%	0	0%
2	ROING	77	31	0	0	108	49%	0	49%
3	DAMBUK	17	21	0	0	38	14%	0	14%
	Total	101	59	0	0	160	63%	0	63%

Source : DPO,SSA 2006-07

## REQUIREMENT OF ADDITIONAL TEACHER

S.No	Block	Teachers in Upper Primary Schools												
		Students Enrolment in Govt. Upper Primary Schools	Entitlement of Teachers at 1:40 Ratio	Employed/Posts			Vacancy			PTR w.r.t. Sanctioned Posts	PTR w.r.t. Working Posts	UP Schools after Rationalization		Gross Entitlement of Addl. Teachers for Upper Primary
				State	Under SSA	Total	State	Under SSA	Total			Single teacher School	Schools with 2 Teacher	
1	HUNLI	40	1	NA	9	9	0	9	9	NA	0	0	0	0
2	ROING	2804	70	NA	37	37	72	37	109	NA	0	0	0	0
3	DAMBUK	486	12	NA	19	19	20	19	39	NA	0	0	0	0
	Total	3330	83	NA	65	65	92	65	157	NA	0	0	0	0

Source : DPO,SSA 2008-09

Note : There are more two teachers in all the UP Schools' after retionalization.

TABLE NO. 16

## TRAINED AND UNTRAINED TEACHERS

S.No	Block	Primary teachers							Upper Primary Teachers						
		Working Teachers	Trained*	%age	Untrained			%age	Working Teachers	Trained	%age	Untrained			%age
					Those who have received 60 days training	Those who have not received 60 days training	Total					Those who have received 60 days training	Those who have not received 60 days training	Total	
1	HUNLI	20	3	15.00	0	17	17	85	14	10	71	0	4	4	29
2	ROING	239	50	21.00	0	189	189	79	108	56	52	0	52	52	48
3	DAMBUK	101	14	14.00	0	87	87	86	38	19	50	0	19	19	50
	Total=	360	67	19	0	293	293	81	160	85	53	0	75	75	47

Source : DPO,SSA 2007-08

TABLE NO. 17

## EXISTING SCHOOL INFRASTRUCTURE

SI No	Block		Total no. of schools	No of schools without own building	No of schools in dilapidated condition	Total no of pucca classrooms	No of repairable classrooms	No of UPS with HM room	No of schools with D/water facility	No of schools with Toilet facility	No of schools with Girls toilet	No of schools with access ramp	No of schools with Boundary Wall	No of schools with playground	No of schools with Kitchen for mid day meal
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	HUNLI	Pry	1	0	1	3	2	0	1	2	1	0	0	1	0
		UPS	5	0	2	5	3	2	2	0	0	0	0	1	0
2	ROING	Pry	25	1	15	30	22	0	28	11	7	2	11	13	3
		UPS	16	0	12	50	38	18	21	13	14	3	13	18	7
3	DAMBUK	Pry	9	1	5	14	9	0	7	6	3	1	6	2	1
		UPS	8	0	5	20	13	7	4	3	2	0	2	4	0
	TOTAL	Pry	35	2	21	47	33	0	36	19	11	3	17	16	4
		UPS	29	0	19	75	54	27	27	16	16	3	15	23	7

Source : DPO,SSA 20 2008-09 The Schools shown above excludes Govt aided, Pvt & Central Schools.

TABLE NO. 18

## INFORMATION ON GOVT. UPPER PRIMARY SCHOOLS WITHOUT FURNITURE

Name of District : Lower Dibang Valley.

Sl.No.	Block/Municipai Zone	Total No. of Govt. UPS	No. of UPS sanctioned under SSA Since 2001	UPS provided TLE under SSA as non OBB School Since 2001	Balance UPS (6=3-4-5)	No. of Govt. UPS without Furniture (Out of Col. 6)	Enrolment in these Govt. UPS
1	2	3	4	5	6	7	8
1	HUNLI	2	2	Nil	Nil	Nil	0
2	ROING	14	5	Nil	9	9	3474
3	DAMBUK	5	4	Nil	1	1	273
	<b>Total=</b>	<b>21</b>	<b>11</b>	<b>Nil</b>	<b>10</b>	<b>10</b>	<b>3747</b>

Source: DPO, OFFICE 2008-09

TABLE NO. 19

## DATAS ON CHILDREN WITH SPECIAL NEED (CWSN)

Name of District:

S.No.	Block/ Municipal Zone	No. of CWSN Identified	No. of CWSN enrolled in Schools	No. of CWSN Proposed to cover through EGS	No. of CWSN Proposed to cover through HBE*	NO. of Resource teachers to be appointed	No. of Schools proposed to be made barrier free
1	HUNLI	31	31	0	0	1	7
2	ROING	274	274	0	0	5	57
3	DAMBUK	52	52	0	0	2	22
	<b>Total</b>	<b>357</b>	<b>357</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>86</b>

Source: DPO, OFFICE 2008-09

**TABLE NO. 20****Number of schools with 3 and more than 3 classrooms****Name of District: LOWER DIBANG VALLEY DISTRICT, ROING**

Sl. No.	Block	Number of Government schools having upto 3 classrooms	Number of Government schools having more than 3 classrooms
1	HUNLI	5	4
2	ROING	19	18
3	DAMBUK	11	7
	<b>Total</b>	<b>35</b>	<b>29</b>

**Source: DPO, OFFICE 2008-09**

TABLE NO. 21

## Information Regarding Resource Persons for BRC/UBRC/CRC

S.No.	Block	No. of Schools	No. of Eligible BRPs	No. of BRPs proposed by the state	No. of BRP Posts sanctioned during DPEP & being funded by state (In case of DPEP Distt.)	No. of BRPs eligible under SSA
1	HUNLI	56	3	3	NIL	3
2	ROING	41	3	3	NIL	3
3	DAMBUK	17	3	3	NIL	3
	Total	63-64	9	9	NIL	9

Source: DPO, SSA 2008-09

TABLE NO. 22

## COMPUTER AIDED LEARNING (CAL)

S.No.	Block	No. of Govt. UP Schools	Schools covered under CAL	No. of Beneficiaries	No. of teachers trained on CAL	No. of Schools to be covered this year
1	HUNLI	2	0	0	0	0
2	ROING	16	7	1050	18	2
3	DAMBUK	7	0	0	0	0
	<b>Total</b>	<b>25</b>	<b>7</b>	<b>1050</b>	<b>18</b>	<b>2</b>

Source: DPO, SSA 2008-09



TABLE NO. 23

## FINANCIAL POSITION

S.No	Year	Approved Outlay	GOI Share	State Share	Amount Released		State Share due as per GOI release	Shortfall/ excess in state Share	Expenditure	% of Expenditure against Approved Outlay	% of Expenditure against Receipt
					GOI	State					
1	2008-09	416.01	374.44	41.60	192.894				139.17769	33.4	100%

**SARVA SHIKSHA ABHIYAN  
LOWER DIBANG VALLEY DISTRICT  
ARUNACHAL PRADESH**

**Achievment made under Major Approved item since inception**

Sl. No.	Item	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
		Phy.	Achiev.	Phy.	Achiev.	Phy.	Achiev.	Phy.	Achiev.	Phy	Achiev.	Phy	Achiev	Phy	Achiev
1	Teacher Grant	0	0	0	0	0	0	314	148	549	590	361	361	471	471
2	School Grant	0	0	0	0	0	0	63	15	79	79	109	109	116	116
3	Repair & Maintenance	0	0	0	0	32	20	63	15	0	0	109	109	116	116
4	EGS/AIE Centres	0	0	0	0	5	0	40	40	71	4	67	67	1964	1964
5	ECCE	0	0	0	0	0	0	0	0	0	0	55	55	0	0
6	Teacher to Pry. School	0	0	0	0	0	0	20	15	0	0	68	68	0	0
7	Teachers to UP Scool	0	0	0	0	0	0	5	5	0	0	65	65	0	0
8	5 days in service training	0	0	0	0	0	0	0	0	322	322	0	0	0	0
9	Teachers training (20 days)	0	0	0	0	0	0	0	0	0	0	185	185	0	0
10	Induction training (30 days))	0	0	0	0	0	0	25	25	227	36	0	0	0	0
11	30 days untrained training	0	0	0	0	141	93	0	0	12	12	0	0	0	0
12	Trg. for parateachers(30 days)	0	0	0	0	0	0	45	45	91	91	150	150	0	0
13	Trg-distance mode(IGNOU)	0	0	0	0	27	27	150	0	0	0	254	254	0	0
14	Pry. school building	0	0	1	0	3	3	3	1	0	0	11	11	0	0
15	U/Pry. school building	0	0	0	0	0	0	0	0	0	0	4	4	4	4
16	Residential school bidg.	0	0	0	0	5	0	0	0	0	0	4	4	0	0
17	Additional classroom	0	0	4	0	6	3	0	0	0	0	50	50	25	In progress
18	Drinking water facilities	9	0	1	0	25	25	12	4	0	0	0	0	0	0
19	Toilet for Boys & Girls	0	0	0	0	0	0	12	3	0	0	0	0	0	0
20	BRC Building	0	0	0	0	1	0	2	0	0	3	2	0	0	0
21	CRC Building	0	0	0	0	1	0	0	0	0	7	2	0	1	Committed
22	Boundary Wall	0	0	0	0	0	0	0	0	0	0	0	0	0	0
23	Electrification	0	0	0	0	0	0	0	0	0	0	0	0	0	0
24	Bldg.less/ Dilapidated Pry.	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25	Bldg.less/ Dilapidated U/Pry.	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Sl. No.	Item	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
		Phy.	Achiev.	Phy.	Achiev.	Phy.	Achiev.	Phy.	Achiev.	Phy	Achiev.	Phy	Achiev	Phy	Achiev
26	Building Less (Primary)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
27	Building less (U/Primary)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
28	Dilapidated(Primary)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
29	Dilapidated (U/Primary)	0	0	0	0	0	0	0	0	0	0	3	3	0	0
30	TLE-Primary	0	0	0	0	6	6	0	1	0	0	12	13	0	0
31	TLE-U/Primary	0	0	0	0	0	0	0	0	0	0	0	0	4	4
32	TLE-Residential Schools	0	0	0	0	0	0	0	0	0	0	1	1	0	0
33	TLE -UP not cvd. under OBB	0	0	0	0	0	0	0	0	0	0	0	0	0	0
34	Computer Aided Learning	0	0	0	0	0	0	0	10	7	7	0	0	7	7
35	Education on the Wheel	0	0	0	0	0	0	0	0	0	0	0	0	0	0
36	Hole in the Wall	0	0	0	0	0	0	0	0	0	0	1	1	1	1
37	Primary School opened	0	0	6	0	0	0	0	0	0	0	11	11	0	0
38	Upper Primary School opened	0	0	0	0	0	0	0	0	0	0	4	4	4	committed
39	Residential School opened	0	0	0	0	5	0	0	0	0	0	4	2	0	0
40	NPEGEL Centre opened	0	0	0	0	0	0	0	0	0	0	0	0	1	1
41	NPEGEL enrolment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
42	KGBV Centre opened	0	0	0	0	0	0	0	0	0	0	1	1	0	0
43	KGBV enrolment	0	0	0	0	0	0	0	0	0	0	50	50	0	0
44	EGS To Primary School	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45	Upgradation of Pry to UPS	0	0	0	0	0	0	0	0	0	0	4	4	4	4
46	Enrolment in Primary	0	0	0	0	0	0	0	0	0	0	0	0	0	0
46	Enrolment in Upper Primary	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**PROPOSAL FOR A.I.E CENTRES IN LIEU OF E.G.S**

**Annexure-I**

Sl. No	BLOCK	Proposed for New A.I.E Centers				Total Habitation
		Habitation	Boys	Girls	Total	
1.	HUNLI	Proposal not taken				0
2.	ROING	Koriya	15	11	26	05
		Machiano	35	14	49	
		Iduli-I	15	6	21	
		Rukmo-II	14	12	26	
		Ahom pukuri	14	14	28	
3.	DAMBUK	Wokil Basti	18	9	27	02
		Bomjir 5 Km	22	11	33	
		<b>TOTAL=</b>	<b>133</b>	<b>77</b>	<b>210</b>	<b>07</b>

**E.G.S CENTRES FOR UP-GRADATION TO PRIMARY SCHOOL FOR FINANCIAL YEAR 2008-09.**

**Annexure-II**

BLOCK	Proposed Places for Primary School	Number
HUNLI	Proposal not taken	0
ROING	Proposal not taken	0
DAMBUK	Upgradation of Yagrung EGS Centre.	1
	<b>Total=</b>	<b>1</b>

**PROPOSAL FOR UPGRADATION OF PRIMARY SCHOOL UPTO UPPER PRIMARY SCHOOL.**

**Annexure-III**

BLOCK	Proposed Primary School for up-gradation to Upper Primary
HUNLI	Proposal not undertaken
ROING	1 (IV School, Chidu)
DAMBUK	Proposal not undertaken

**ANNEXURE-IV****LIST OF SCHOOLS CONSTRUCTED MORE THAN 10 (TEN) YEAR FOR MAJOR REPAIR**

Sl.No.	Name of the Block.	Name of the School with year of establishment.	Estimated Cost.
<b>PRIMARY SCHOOLS</b>			
1.	ROING BLOCK	PS, JIA (1991).	As per the estimate enclosed in the annexure D in Civil Work Chapter
2.	ROING BLOCK	PS, B/NAGAR (1969).	
3.	ROING BLOCK	PS, DENLO (1988).	
4.	ROING BLOCK	PS, MIDLAND (1993).	
5.	ROING BLOCK	PS, CHIDU (1950).	
6.	ROING BLOCK	PS, ITHILI (1981).	
7.	ROING BLOCK	PS, HARUPAHAR (1996).	
8.	ROING BLOCK	PS, EZENGO (1993).	
9.	ROING BLOCK	PS KEBALI (1991).	
10.	ROING BLOCK	PS, NEW COLONEY (1988).	
11.	ROING BLOCK	PS. ABANGO (1973).	
12.	ROING BLOCK	PS, IDULI (1981).	
<b>UPPER PRIMARY SCHOOLS</b>			
1.	HUNLI BLOCK	SS, DESALI (1964).	-do-
2.	ROING BLOCK	MS, BALEK (1978).	
3.	HUNLI BLOCK	MS, HUNLI (1964).	
4.	ROING BLOCK	SS, MEKA (1977).	
5.	ROING BLOCK	MS, KANGKONG (1977).	
6.	ROING BLOCK	MS, JIA (1963).	
7.	ROING BLOCK	MS, YIBUK (1978).	
8.	ROING BLOCK	SS, PARBUK (1963).	
9.	ROING BLOCK	MS, CHETA (1979).	
10.	ROING BLOCK	MS, MAYU (1979).	
11.	ROING BLOCK	MS, ABALI (1981).	
12.	ROING BLOCK	MS, BOLIK (1978).	
13.	DAMBUK BLOCK	HSS, DAMBUK (1949).	
14.	ROING BLOCK	HSS, BOLUNG (1948).	
15.	ROING BLOCK	HSS, ROING (1957).	
16.	ROING BLOCK	MS, ABALI (1981).	

# **SUB-PLAN BUDGET**

**FOR**

**N.P.E.G.E.L**

**(UNDER SSA)**

**2008-09**

**LOWER DIBANG VALLEY DISTRICT**

**ARUNACHAL PRADESH**

**ROING**

## I N D E X

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## CHAPTER-I

### DISTRICT PROFILE

**LOWER DIBANG VALLEY DISTRICT** is located in the eastern part of Arunachal Pradesh and located at the longitude of 95° N to 15° E and latitude between 37° N to 33° N. It is bounded by the following districts of the state, Assam and touched the international boundary :-

1. *On the East* :- Lohit District and small part of Mc Mohan line between India and China.
2. *On the West* :- East Siang and Upper Siang Districts.
3. *On the North* :- Dibang Valley District.
4. *On the South* :- Tinsukia District of Assam.

The District has a total area of 3900 sq. kms. having 3 (three) administrative blocks at Roing, Hunli and Dambuk and again each blocks are divided into circles administered by circle officers. Roing is the district headquarter.

The major tribes of the district are the Idu-Mishmi and Adi-Padam's who constituted the majority part of the population besides these, there are other tribes like Digaru-Mishmi, Galos, Mishings and non-locals of the district constitutes the population.

Topographically, the district is divided into two parts namely the mountains and plains. These mountains and plains, has lush green forests that makes to cause heavy rainfalls creating innumerable streams, rivers flowing down the steep gorges, valleys and finally emerged out of the mountains and entered into plains. It caused floods during the monsoon seasons, which disrupts the communication system from rest of the country. The annual rainfall is 3891.49 mm per annum and experiences cold climate in the mountains and hot & humid in the plains. Communication and transportation system in the district is a major problem that hindrances for scattng education due to foods, landsides, blockades and inaccessible habitations.

It has a total population of 50,438 persons as per census of 2001, of which male are 27,173 and female are 23,265 with an density of 13 persons per sq. kms. Out of this population, the urban area has 10,106 person while 40,332 person are concentrates in rural areas. The population, literacy rate and growth rate with block-wise is shown in table no.1.

Table No. 1 Showing block-wise population, literacy rate and growth rate as per 2001 census.

Name of Block	POPULATION			LITERACY RATE	GROWTH RATE
	M	F	T		
HUNLI	999	853	1852	40.23 %	} 41.37
ROING	20,673	17,470	38,143	51.79 %	
DAMBUK	5561	4942	10,443	41.59 %	
TOTAL=	27,173	23,265	50,438	49.36 %	



## CHAPTER - II

### DISTRICT EDUCATIONAL PROFILE.

The Education Department in the district is headed by Dy. Director (School Education) and assisted by other officers/officials in planning, development, academic, establishment & others matters with the following designated as:-

1. District Adult Education Officer. (DAEO).
2. Asst. District Education Officer. (ADEO).
3. Asst. Project Officer. (APO).
4. District Training & Organizer. (S&G) DTO.
5. Upper Divisional Clerk. (UDC).
6. Lower Divisional Clerk. (LDC).

The District is divided into 3 (Three) Educational Blocks Namely- Hunli, Roing, Dambuk Educational Blocks and each block is looking after by either an Assistant District Education Officer (ADEO) or Assistant Project Officer (APO) for official correspondences and education matters.

The various educational institutions functioning in the district- Government, Private, Government aided, Central etc. are shown in the table no. 2

**TABLE NO. 1** Showing the educational institutions in the Districts.

Sl. No	Name of Institution	No. of institution functioning (Govt./ Privates/ Central)	Under SSA
1.	District Institute of Education Training (DIET)	01	
2.	Industrial Training Institution (ITI)	01	
3.	Govt. Hr. Secondary Schools	03	
4.	Govt. Secondary Schools	06	
5.	Govt. Middle Schools	13	
6.	Govt. Primary Schools	25	2
7.	Govt. I.V. Schools	01	
8.	Govt. Community Schools	20	5
9.	Jawahar Navodaya Vidyalaya (JNV)	01	
10.	Vivekananda Kendriya Vidyalaya (VKV)	01	
11.	Other Private Schools	06	
12.	Kendriya Vidyalaya	01	
13.	Aganwadi Centre	54	
14.	E.G.S. Centre	63	63
15.	ECCE Centre	54	54
	Total=	249	123

**Source:- DDSE, Roing Year 2008**

The Block-wise schools distribution in the district are not uniform due to reasons like that some blocks are comprised of big villages, with dense population while others have thin population with scattered inhabitants. The literacy rates of educated persons are also different from each blocks which are shown in table no. 2 and 3.

**TABLE NO. 2. Showing the block-wise Educational Institutions :-**

Block	Types of Institutions							
	C/S	ECCE	I.V	Primary	U/Primary	Secondary	Hr. Secondary	Residential School (SSA)
HUNLI	10	10	0	01	01	01	0	2
ROING	09	30	01	28	13	06	04	1
DAMBUK	01	14	0	8	04	02	01	2
TOTAL=	20	54	01	37	18	9	05	5

Source : DDSE, Roing Year 2008

**TABLE NO. 3 Showing block-wise population and literacy percentage**

Block	Population			Percentage of Literacy		
	M	F	T	M	F	T
HUNLI	999	853	1852	50.43 %	28.78 %	40.23 %
ROING	20673	17470	38143	59.20 %	43.02 %	51.79 %
DAMBUK	5501	4942	10443	50.52 %	31.65 %	41.59 %
TOTAL=	27173	23265	50438	57.24 %	40.16 %	49.36 %

Source: Census -2001

The age-group population in the district varies from block to block and the district has record of population of the all the age-group from 0-6 yrs, 6-11 years and 11-14 years of school going children, drop-out children and never gone children which is about 4411, out of these children 2345 are girls children which is more than boys. The block-wise population of age-group with drop out of school children are shown in table No. 4.

**TABLE NO. 4. Showing block-wise age-group populations and drop out/out of school children.**

Block	Population in Age group						Out of School		
	6-11 yrs.			11-14 yrs.			Boys	Girls	Total
	M	F	T	M	F	T			
HUNLI	116	177	293	24	26	50	17	19	36
ROING	4117	3374	7491	1604	1303	2907	222	246	468
DAMBUK	966	871	1837	279	234	513	96	116	212
TOTAL=	5199	4422	9621	1907	1563	3470	335	381	716

Source: DISE 2007-08

**TABLE NO. 5. Block-wise population with literate population literate percentage and gender gap.**

Block	Population			Literate population			Literate percentage			Gender gap
	M	F	T	M	F	T	M	F	T	
HUNLI	999	853	1852	709	360	1069	50.43	28.78	40.23	21.65 %
ROING	20673	17470	38143	12238	7515	19753	59.20	43.02	51.79	16.18 %
DAMBUK	5501	4942	10443	2779	2564	4343	50.52	31.65	41.59	18.87 %
TOTAL=	27173	23265	50438	15726	9439	25165	57.24	40.16	49.36	17.08 %

Source: Census – 2001.

**TABLE NO. 6. Showing block-wise enrolment of children in pre-primary, primary and upper primary schools.**

Block	ENROLMENT								
	I-V			VI-VII			Total		
	B	G	T	B	G	T	B	G	T
HUNLI	103	164	267	20	20	40	123	184	307
ROING	3938	3188	7126	1561	1243	2804	5499	4431	9930
DAMBUK	880	772	1652	269	217	486	1149	989	2138
TOTAL=	4921	4124	9045	1850	1480	3330	6771	5604	12375

*Source: DISE, Roing Year 2007*

## CHAPTER - III

### ESTABLISHMENT OF N.P.E.G.E.L (GIRLS RESIDENTIAL SCHOOL)

The District Managing Level Committee of SSA has been proposed to established the N.P.E.G.E.L, a Residential School for Elementary Education to girls where Gender gap of female is high as per provision of Govt. of India under SSA scheme.

Lower Dibang Valley District is educationally a backward district comparison to other districts of the state due to un-access, scattered locations with small population, diverse climate, communication gap, etc. that creates hindrances for spread of education, therefore, still a large numbers of inhabitants are school-less. Establishment of such schools in the district will be a beneficial to its local population specially to girls children.

Before the establishment of the school, the District Gender Unit of SSA will follow all the norms / criteria's of guidelines and abide by it considering only the Educationally Backward Blocks (EBBs) of the district. Therefore, the District Gender Unit (SSA) has marked 1(one) blocks where the Residential Schools could be open after careful observation that comes under Educationally Backward Block (EBBs) Namely- Roing Block.

The Roing block is selected for opening NPEGEL centres on the following reasons.

**1. Roing Block** : - It is located in the South Central part of the district, with mountainous topography, in some part of it scattered population of tribal people, some school-less habitations where female gender gap is higher then the national average of 21.65 % comparison to other blocks of the district. The place for which is projected/ selected for opening NPEGEL, is an accessless site to where girls from all direction come. If the sub-plan budget is approved for the opening of the girls residential school.

**TABLE NO. 1.** Showing the selected site for NPEGEL.

Education Block	Site / Place proposed
ROING	MEKA 7 KM

## CHAPTER – IV

### DISTRICT IMPLEMENTATION COMMITTEE FOR NPEGL.

To implement the scheme of N.P.E.G.E.L in the district, it will follow and abide all the norms as prescribed for constitution of committee at district level, sub-district/block level, cluster level and village level. These committees at various level will activate for formation of core teams, baseline assessments, block & village mapping, social assessments, plans preparation for village & block, formation of MTA's PTA's for participation in the programme.

A 'District Gender Unit' has been formed in the district for implementing the NPEGL a residential school for girls. It consists of District Gender Co-ordinator, resource persons, supporting staff and NGOs will coordinate supervise and monitor all aspect of the components at district level will provide resources and training support by networking with local administration, other administration, other institutions & NGO's in the district.

The different levels of committees constituted in district are shown below:-

**1. District Level Committee:-** A 'District Gender Co-ordination committee is formed to ensure the implementation and monitoring of the gender component of SSA. The members will meet twice in a year and the committee will consist of the 10 members:-

- |     |                       |              |
|-----|-----------------------|--------------|
| 1.  | DC-cum-DPD            | :- Chairman  |
| 2.  | DDSE-cum-DPO          | :- Secretary |
| 3.  | District Coordinator  | :- Member    |
| 4.  | CDPO                  | :- Member    |
| 5.  | MTA                   | :- -do-      |
| 6.  | SHG (Women)           | :- -do-      |
| 7.  | Women Welfare Society | :- -do-      |
| 8.  | ICDS                  | :- -do-      |
| 9.  | PRI                   | :- -do-      |
| 10. | Lady Teacher (JT)     | :- -do-      |

**2. Sub District unit/Block level committee:-** A sub-district or Block Gender Unit committee will constituting of 8 members:-

- |    |                   |             |
|----|-------------------|-------------|
| 1. | S.P.O/E.A.C       | :- Chairman |
| 2. | A.D.E.O/A.P.O     | :- Member   |
| 3. | B.R.C.C           | :- -do-     |
| 4. | Lady Teacher (JT) | :- -do-     |
| 5. | M.T.A's           | :- -do-     |
| 6. | C.D.P.O           | :- -do-     |
| 7. | N.G.O's (lady)    | :- -do-     |
| 8. | P.R.I (Lady)      | :- -do-     |

**3. Village Level Committee :-** The village level committee is consist the following persons as member:-

- |    |                                |                     |
|----|--------------------------------|---------------------|
| 1. | HM                             | :- Chairman         |
| 2. | CRCC                           | :- Member secretary |
| 3. | VEC                            | :- Member           |
| 4. | PRI (lady)                     | :- ,,               |
| 5. | Women Health Worker/Aganwadi:- | ,,                  |

## **Unit:-1 MONITORING & SUPERVISION OF PLAN**

In case of monitoring and supervision of plan under NPEGEL in the district will be the same as provided in guidelines. The committee formed at District, Block and village levels will carry out the activities for girls education, training of core team for girls education, training of core team, baseline assessment of district and block, village mapping, social assignment, plan for blocks & village, facilitation advocacy and communications activities formation/mobilizations of MTAs, PTAs & other group for implementation of scheme.

The District level gender unit will prepare the sub-plan for NPEGEL specially for 'Girls Education component' the committee shall also prepare and give full supports to academic and curriculum activities, and other materials to the institutions as per norms provided in the scheme incorporating with State and National level Committees.

## **Unit:-2 FUNCTION OF GENDER UNIT**

- Organizing sensitization camps for women.
- Capacity building of women functionaries at various levels.
- Enhancement of enrolment, retention and achievement levels of girls.
- Planning and implementation of various girl's education intervention NPEGEL Schools.

Besides, the gender unit committees at various levels, a District Resource Group will form at District level, as a implementing committee. The District Resource Group is constituted consisting of following:-

- |                                     |                      |
|-------------------------------------|----------------------|
| 1. Additional Deputy Commissioner   | :- Chairman.         |
| 2. Joint Director (Academic)        | :- Member.           |
| 3. Dy. Director of School Education | :- Member Secretary. |
| 4. Dy. Director, ICDS               | :- Member.           |
| 5. The Principal, DIET              | :- Member.           |
| 6. A lady teacher nominated by DDSE | :- Member.           |
| 7. A lady social activities         | :- Member.           |
| 8. District President/ Zilla        | :- Member.           |
| 9. Vice-President/ ZPM (Women)      | :- Member.           |

## CHAPTER - V

### STRATEGIES FOR NPEGEL

#### I. COMMUNITY MOBILIZATION :

The Model Cluster School has 5 villages situated in a distance of about 10 kms. from one another. Community Mobilization will be carried out to all these villages for creating awareness and ensuring community support for successful implementation of the scheme. The following activities will be carried out during the process of community mobilization:

S/No.	Activity	Schedule	Unit cost	Amount
1.	Meeting with community and formation MTA/MA in each village.	June	Rs. 1500/-	Rs. 7500.00
2.	MIS stationeries.	May	Rs. 2500/-	Rs. 2500.00
3.	T.A. D.A. for enumerators for identification of out of school girls, dropouts, working girls, marginal groups, low attendance and low achievement girls.	June	Rs. 6000/-	Rs. 6000.00
<b>Total</b>				<b>Rs. 10,000.00</b>

#### II: TEACHER AWARD:

To encourage the teachers for greater participation towards girls education a provision for teachers will be awarded in kinds. The performances of teachers will be evaluated on the basis of enrolment of girls child, average attendance of girls, various competition organized cluster level and the teachers self attendance in the school. The following activities will be undertaken in this interventions:

Sl.No.	Particulars	Number of Teacher	Rate	Amount in kind
1	Award to the best Teacher	2	2500.00	5000.00

#### III: TEACHER TRAINING:

For sensitizing the teachers towards gender education, training will be organized for 20 teachers of the model cluster. Besides the teachers the gender unit at the district as well as the block will be trained for gender sensitization. The following activities are propose for this interventions:

S/No.	Particulars	Schedule	Unit cost	Amount
1.	Training of gender unit at DIET comprising 11 for district & 5 for blocks for 5 days.	May	Rs.350/-	Rs.5600.00
2.	Training of teachers for 10 days in BRC.	July	Rs.700/-	Rs.14000.00
3.	Stationeries for training at DIET.	-	Rs.5000/-	Rs.5000.00
4.	Refreshment for training at DIET	May	Rs.60/-	Rs.3600.00
5.	Stationeries for training at BRC.	July	Rs.12000/-	Rs.12000.00
6.	Refreshment for training at BRC.	July	Rs.12000/-	Rs.12000.00
7.	T.A. for Resource Persons for training at District Level.	May	Rs.6000/-	Rs.12000.00
8.	T.A. for Resource Persons for training at BRC.	July	Rs.4000/-	Rs.12000.00
9.	Hiring of vehicle for training at BRC.	July	Rs.1000/-	Rs.3800.00
<b>Total</b>				<b>Rs.80000.00</b>

**IV: INCENTIVES TO GIRLS:**

Besides free text books, incentives like stationeries, workbooks, slates & pencils and escorts will be provided to the girls provided that fund provisions are available.

Sl.No.	Nos. of Girls	Rate	Amount
1	50	150 /-	<b>7,500.00</b>

**V: STUDENTS EVALUATION REMEDIAL TEACHING / BRIDGE COURSE / ALTERNATIVE SCHOOLS.**

1	Students evaluation	Rs. 50 x 50 x 10 (Girls)	Rs. 2,5000 /-
2.	Remedial Teaching	Rs. 150 x 50 x 10	Rs. 7,5000 /-
3	Bridge Course	Rs. 500 x 20 x 6	Rs. 60,000 /-
<b>Total=</b>			<b>Rs. 1,37,500 /-</b>

**VI: LEARNING THROUGH OPEN SCHOOL :**

1	Admission Fee (20 Girls)	20 x 800	Rs. 16,000 /-
2.	Opening up of specially designed learning centre	5 (Subjects) x 1000 x 3 (Months)	Rs. 15,000/-
3	Procurement of TLE for subject Teacher		Rs. 10,000 /-
4	Procurement of TLM for 20 Girls		Rs. 9,000 /-
<b>Total=</b>			<b>Rs. 50,000 /-</b>

**VII: ADDITIONAL INCENTIVES :**

1	Slate	50 Nos.	Rate Rs. 20	Rs. 1000.00
2.	Pen	50 Nos.	Rs. 10	Rs. 500.00
3	Pencil	50 Nos.	Rs. 3	Rs. 150.00
4	Geometry Box	50 Nos.	Rs. 80	Rs. 4000.00
5	Sketch Pen	50 Nos.	Rs. 35	Rs. 1750.00
<b>Total=</b>				<b>Rs. 7,400 /-</b>

**Total = Rs. 179900.00**

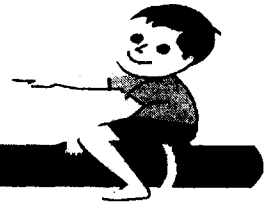
**5 % for monitoring and Supervision = Rs.8995**

**Grand Total proposed budget for existing MCS for the year 2008-09 = Rs.188895.00**





**Sarva Shiksha Abhiyan**



Read All, Progress All

**ANNUAL WORK PLAN AND BUDGET, 2008-09**

**KASTURBA GANDHI BALIKA VIDYALAYA**  
**HUNLI**

**RUN BY**  
**ABRALOW MEMORIAL MULTI-PURPOSE SOCIETY,**  
**HUNLI ( NGO )**  
**LOWER DIBANG VALLEY DISTRICT**  
**ARUNACHAL PRADESH**

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## I. BRIEF REPORT OF THE DISTRICT:

The present District of Lower Dibang Valley was carved out from the previous undivided Dibang valley District in the year 1999 considering the Hunli block as a demarcating/buffer zone. The areas lying north of it come under Dibang Valley retaining its previous name. The areas including Hunli lying south acquired the name of Lower Dibang Valley the new District. Roing become the new District HQ located/situated on the foothill plains. Roing which had been a camp-District HQ during erstwhile undivided district inherited many important government Office buildings and infra structures to its advantage. Its location in the central point too proved to be a boon for the purpose of effective administrative management and development.

Geographically, it can be identified to be located on the longitude of 15 E to 95 W and latitude in between 33 N to 37 S. It is bounded by the following Districts and States.

1. On the east: - Lohit District, Arunachal Pradesh.
2. On the west: - East Siang and Upper Siang Districts, Arunachal Pradesh.
3. On the north :- Dibang Valley District,(A.P)
4. On the south: - Tinsukia District of Assam.

The district has a total area of 3900 sq Kms having 3(three) administrative as well as academic blocks at Roing, Hunli and Dambuk. The general administration is looked after and managed by Sub Divisional Officers and Circle Officers and educational administration and management by Block Resource Coordinators/BRPs and CRPs.

Topographically the district can be divided into two distinctive parts one highlands comprising of high and lofty mountainous ranges and another foothill and low lying plains. Several big rivers do originate from these mountains which flow down to plains draining the region. During heavy rainfall these rivers get flooded and often disrupt the normal transport and communication creating havoc to the day to day life of the people.

The annual rainfall is 3891.49 mm per annum. It has a total population of 50,438 persons as per 2001 Census, of which 27173 male and 23265 are female with a density of 13 persons per sq km.

**TABLE NO. 1. Showing Block-wise population, literacy rate as per 2001 census**

Name of the Block	Population			Literacy Rate	Growth Rate
	M	F	T		
Hunli	999	853	1852	40.23%	41.37
Roing	20673	17470	38143	51.79%	
Dambuk	5561	4942	10443	41.59%	
Total	27173	23265	50438		

## 2. **(I) LOCATION OF THE SCHOOL:-**

The KGBV School, Hunli is located in the Hunli administrative as well as academic Block which is considered to be Educationally Backward Block(EBB) as the literacy as well as gender gap is quite low than the national average. The campus of the School is located at 2 Kms of walking distance from the NH-52 (National Highway).

### **DESCRIPTION OF THE SCHOOL LOCATION:-**

1. Total area : - 20,000 Sq feet.
2. To the north : - PWD road.
3. To the south : - wasteland.
4. To the east : - Football ground-cum-Playground.
5. To the west : - hillock.

The School is well placed and suitably located in the sense that it is neither too far away from the road and township nor too close or in the vicinity. The disturbance of vehicles' rattle and pedestrians' gossip and murmur does have no affect on the Schools cool and serene environment. In case of transportation and transshipment of goods it can be done easily through the approach road linking the National Highway.

Fortunately the School has a big playground to its east for keeping the children physically fit and sound paving the way for mental healthiness. To its south the School has vast wasteland for future extension and School development. In the west it has beautiful bewitching and panoramic picturesque lush green forest adding beauty and colour to the School.

## **II. EDUCATIONAL SCENARIO OF THE BLOCK:**

The Hunli Block where the present KGBV is opened is spread over an area of 1694 Sq Km. It predominantly consists of high mountains, gorges, deep valleys criss-crossed by numerous swift flowing rivers. It has 30 (thirty) villages spread and scattered in difficult topographical terrain. The minimum distance between one village to another (in most of the cases) are more than 10 kms apart through dense forest and mountain passes. Due to its location peculiarities far away from District administrative centres both during erstwhile Dibang Valley Head Quartered at Anini and present Lower Dibang Valley Head Quartered at Roing remained isolated and uncared for due to various geo-topographical and socio-political reasons. As a result, it remained under deprivation and aloof from various development and developmental activities. It had its direct impact on the educational status and scenario grinding axe upon the most vulnerable section i.e to the girls' status and education.

**TABLE NO. 2. Showing numbers of educational institutions functioning in the block.**

S/No	Name of the institution	Numbers	Owned/run by
1	Primary School	01	State Education Department
2	Middle School	01	do
3	Secondary School	01	do
4	Community Schools	14	do
5	KGBV	01	AMMS(NGO)
	<b>Total =</b>	<b>18</b>	

So far as population is concerned the block does not have much population which indeed is a healthy trend in comparisons to other parts of the blocks and States. Hence, the issues and problems associated to population increase/explosion are unheard of in this region.

It never means that the educational development, motivation and management part of duty are an easy task. Rather, it is a hard nut to crack, due to villages/habitations scattered in large mountainous area/tract. It has a unique and a typical existence of one or two houses comprising a single village or habitation.

Despite of their having less household or population they cannot be denied access to education or opening of School, simply on the reason of not fulfilling the permissible criterion with that of other part of the country. If so, it will go contrary to the direction of universalisation of elementary education and shall defeat the very purpose. Modus operandi has to be worked rather evolved out unlike the formulas applicable to plains by giving flexibility to the norms.

**TABLE NO. 3. :Table showing population with literate population, percentage and gender gap**

Block	Population			Literate Population			Literate percentage			Gender Gap
	M	F	T	M	F	T	M	F	T	
Hunli	999	859	1852	709	360	1069	50.43	28.78	40.23	21.65%

Source: Census, 2001.

### 3 A BRIEF DISCUSSION REGARDING THE ACTIVITIES OF THE NGO:-

The NGO, AMMS, Hunli is deeply involved in the upliftment, of the socio-educational scenario much before its association and inception of KGBV. The date of its involvement in the field can be traced back to year 2003 through host of activities and agendas undertaken time to time. To mention few of them are:-

1. Career Awareness programme on 26th of January, 2003.



*Project Director, DRDA Roing at the Career Awareness Programme*

2. Government Schemes Awareness Programme relating to poverty alleviation available under various government and non-government organizations.



*Public awareness programmes in various village*



*Awareness among women Self Help Groups (SHG)*

3. Organized Awareness-cum-Vaccination camp to dreaded vector borne diseases control under NRHM
4. Farmers training programme on medicinal plants with Herbs for Better Health (HBH), Roing. AMMS members actively involved in this programme.

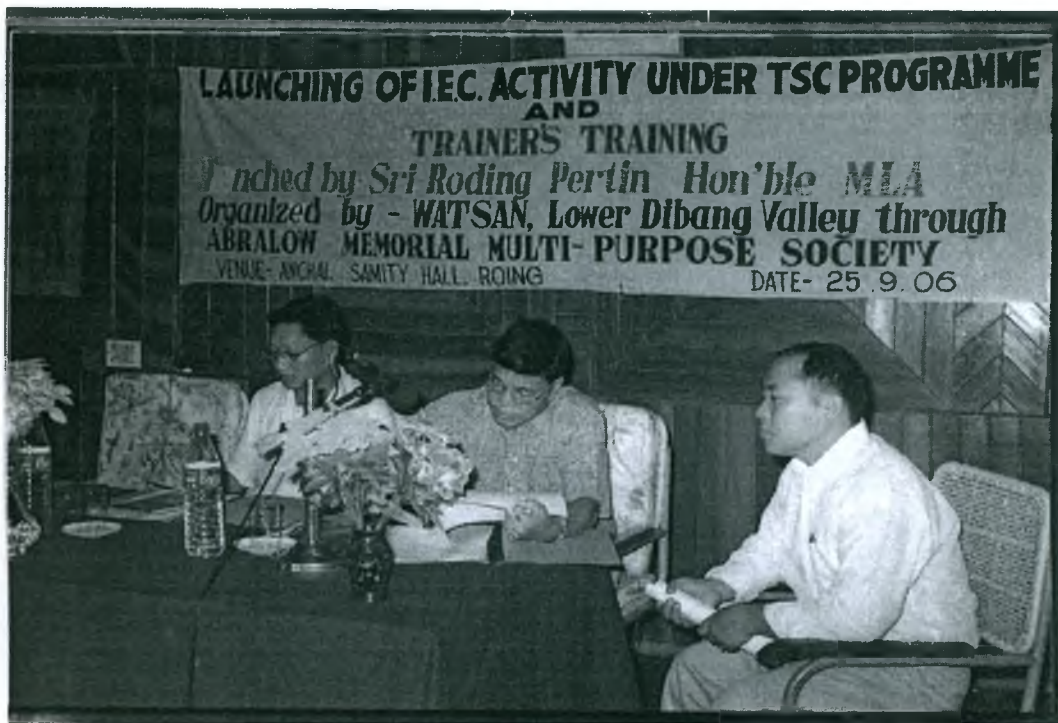


*Dr K Haridarshan Jt Director FRLHT from Bangalore delivering speech on the occasion.*



*AMMS member displaying the medicinal plant*

5. Conducted Total Sanitation Health Programme on the various venues of the block under the umbrella of WATSAN Committee.



*Shri Roding Pertin Hon'ble MLA, Shri Bida Gadi DC LDV, Shri Kripa Pertin EE PHED at the launching of IEC activity on 25<sup>th</sup> September at Anchal Samity Hall, Roing*



*Cleanliness drive at various villages by AMMS*





*33 teachers from various schools imparted training on sanitation programme*



*Sanitation programme at New Abali by AMMS with the school teachers actively participating in the campaign*



*Sanitation drive outside the campus of Archaeological Survey of India Office at Bhismagnagar*



*AMMS member with the scouts & guides during the cleanliness drive conducted at the Ita fort ruins in Bhismagnagar*

*AMMS sanitation programme published in Roing Times issue of 30<sup>th</sup> Sept 2006*



*Village level programme in Koronu*

6. Conducted mobilization and door to door contact Programme regarding girls' education and enrolment at the various venues of block during the month of October, 2005.

**Preparatory camps**



*(pics: Students selection in process in various villages)*

7. AMMS is successfully running a KGBV at Hunli for 50 girls' by providing them the most possible quality education as per SSA norms by making a proper blend of academic progress as well life skill.

**Temporary Buildings for the school and Hostel**



*Anchal Samity Hall used for hostel accommodation*



*RWD staging hut used as academic hall*



*Students from Class I of KGBV school, Hunli*

**The list of dignitaries who visited the school up till now is as follows:--**

- a) His Excellency the Lt. Governor UT of Pondichery Shri Mukut Mithi on 26th October'06
- b) Sri Moto Nyori, DDSE (Planning) Director of School Education, Govt of Arunachal Pradesh Itanagar Shri M.Rina, District Project Officer, SSA District Mission Roing and Shri R.K .Mahota, Coordinator (Pedagogy), SSA Rajya Mission, Itanagar on dated 5th November'06
- c) Smt. Jarjum Ete, Chairperson Arunachal Pradesh State Commission for Women (APSCW) Government of Arunachal Pradesh accompanied by members Smt Gumi Ete and Smt Lomti Riba on dated 20th December'06.

The news paper clippings in support with regard to the above are reproduced as documentary evidence please.



*Mote Nyori DDSE Planning, RK Mehta Pedagogy Itanagar and M Rina DDSE Roing with teachers and students of KGBV School (5 Nov 2006).*

**Vocational Training and co-curricular activities**



*Students engaged in co curricular activities*



*Students engaged in co curricular activities*



*KGBV school teachers*

## **Mithi visits KGBV**

**HUNLI, Oct 23:** Pondicherry Lt. Governor Mukut Mithi has visited the lone girls residential school- Kasturba Gandhi Balika Vidyalaya (KGBV), Hunli in Lower Dibang Valley district yesterday.

Addressing a felicitation function, Mithi said, "educating female child leads to the education of the whole family in future. An educated mother can bring changes in the family besides participating in developmental activities, he said while expressing satisfaction over the smooth running of the school. He also appreciated the dedicated and sincere service of the school principal, teachers and other staff. Govt officials, panchayat leaders and public leaders were also attended the felicitation function.

Earlier, Komini Meto, secretary of the Abralow Memorial Multipurpose Society (AMMS), which is running the school, highlighted the purpose of opening the school under Sarva Shiksha Abhiyan Rajya Mission. The NGO is also engaged in various other social welfare programmes, according to an AMMS release.



# Collective efforts needed to eradicate social evils: SCW

From Our Correspondent

**ROING, Dec 21:** In its continued efforts to bring mass awareness among the people about social evils like child marriage, polygamy and various other matrimonial problems which are prevailing in the state, Arunachal Pradesh State Commission for Women (APSCW) in collaboration with Lower Dibang Valley district administration and social welfare department organized a seminar here at Anchal Samiti Hall recently.

Addressing the seminar, APSCW chairman Jarjum Ete exhorted the law enforcing authority to play a vital role in eradicating the evil practices and ensuring justice to the victims of child marriage. She also stressed on collective efforts of all sections of the society to bring awareness on women rights. "We need accountability, sensitivity and devotion of all to fight back deep

rooted social stigma", she added

While appreciating Kurung Kumey district and session judge Repo Ronya for banning child marriage, Ete observed that investigation should be made on reported self-immolation cases in Dibang Valley district to find out the causes of taking such extreme steps.

Pointing out the prevailing tribal customs and age-old practices, advocate Matame Linggi observed, "until we bring reform in our social system, the situation against women is hardly going to be changed.

ADC Duly Kumduk also spoke on the occasion and highly appreciated SCW for bringing awareness across the state about women rights and evil practices.

Various NGOs, self help groups, heads of the department, panchayat members, district mahila committee, and general public participated in the seminar.

The Commission comprising its members Gumri Ringu and Lomte Riba also paid a visit to the lone girls residential school of the district -- Kasturba Gandhi Balika Vidyalaya (KGBV) at Hunli and later left for Anini.

Speaking on the felicitation function at KGBV, Ete said, "women empowerment can be possible by imparting quality education in grassroot level". She also called upon the Abralow Memorial Multipurpose Society (AMMS), which runs the school, to set an example in promoting quality education to the girls from marginalized families.

Briefing about the aim and objectives of such schools, AMMS secretary Komini Meto said that KGBV aimed at reducing the gender gap in literacy with more participation of girls in elementary education, particularly in remote areas, an AMMS release added.

*News clippings published in Arunachal Times*  
**APSCW Chairperson visits KGBV Hunli**



***Jarjum Ete greets students of KGBV School***

“ Women empowerment can be possible by imparting quality education in the grassroots level” commented .Smt. Jarjum Ete, Chairperson, Arunachal Pradesh State Commission for Women (APSCW) during a felicitation and visit to the lone girls residential school in the Lower Dibang valley District, Kasturba Gandhi Balika Vidyalaya,(KGBV) Hunli on 20th December 2006.She further suggested Shri Komini Meto, Secretary, Abralow Memorial Multipurpose Society (AMMS) NGO based in Lower Dibang valley, which is running the lone girl’s residential school, to set an example in promoting quality education to the girls from marginalised families. The latter in turn informed the gathering that the KGBV is a new scheme approved by Govt of India with a view to bridge the gender gap in literacy in the Educationally Backward Blocks (EBB), where the female literacy is less than the National average and gender gap in the literacy is greater than the National average. He further elaborated that there existed a wide gap in the literacy rate in different blocks greater than the national average. It is an irony that the male child gets priority in education whereas female child is engaged in household chores. The Sarva Shiksha Abhiyan(SSA) visualised this problem and aims to bridge the gender gap in literacy at the primary stage Thus ,the KGBV is one of the intervention under girls education, which aims to bridge the gender gap in literacy with more participation of girls in elementary education particularly in the Educationally Backward Blocks, he added,

Later, drawing satisfaction from the manner in which the school was running since its opening on June 11 2006, the Chairperson, APSCW congratulated the Headmistress-in-charge, teachers and other staffs of the school. She further advised and hoped that the organization would achieve the excellence in running the school and come out as the best in the state. The chairperson was followed by Smt.Gumri Ringu and Smt.Lomte Riba.Smt.Jarjum Ete and members of APSCW are on a tour of Districts of Arunachal Pradesh for giving awareness on empowerment of women. The Chairperson and the guests were received by little kids in their traditional attire, which drew the attention of many with awe and appreciation. The colourful cultural presentations held the audience spell bound. The function was attended by Public, Panchayats members Government officials headed by T.Miso SDO, Hunli Sub-Division.

**Dignitaries visits KGBV Hunli**

Hunli, Nov 5: On an inspectional visit shri Mote Nyori DDSE (planning), M Rina DDSE, Lower Dibang Valley and Shri RK Mahato, pedagogy coordinator on behalf of SPD Office SSA Rajya Mission Itanagar along with other Block Resource Persons drew satisfaction regarding the pace of progress, quality dimensions and accounts transparency in the lone girl’s school Kasturba Gandhi Balika Vidyalaya. The school is run by Abralow Memorial Multipurpose Society (AMMS) sponsored under SSA Rajya Mission Govt. of India. The school is opened with a view to bridge the gender gap in literacy. Shri Nyori showered appreciation on the teaching staffs for their excellent and dedicated service to the school. He further guided the staffs to adopt child centered approach in teaching in the classroom activities, according to KGBV release by the Headmistress-in-charge Ms Sumila Linggi.

*(Above News items published in Roing Times)*



*Mithi in a reception by the students of Kasturba Gandhi Valika Vidyalaya, Hunli during his visit on 22 Oct last.*

### **Mithi visited KGBV, Hunli**

Roing, Oct 26: "Education of female child in future leads to the education of the whole family" commented by Sh Mukut Mithi, Lt Governor of Puduchery during his recently concluded visit to Kasturba Gandhi Balika Vidyalaya, Hunli on Oct 22<sup>nd</sup> last.

A felicitation programme was arranged in honour of His Excellency while he visited the lone girls' residential school, Hunli. In his address Sh Mukut Mithi., the Lt. Governor of Puduchery congratulated the Principal, teachers and other staff of the school who are dedicatedly working in this school since June 10<sup>th</sup> 2006

Highlighting the purpose for opening of the school Sh Komini Meto, Secretary, AMMS revealed that

*Contd P-3, Col-1*

**Mithi visited** *Contd fm P-1, Col-1,* the school is sponsored Sarva Shiksha Abhiyan Rajya Mission, Govt of India. The school is run by a local NGO namely Abralow Memorial Multipurpose Society based in Hunli, LDV District. He further said that Kasturba Gandhi Balika Vidyalaya is a new scheme approved by Govt of India with a view to bridge the gender gap in literacy in the educationally backward Blocks where the female literacy is less than national average and gender gap in literacy is greater than the national average. The Sarva Sikshya Abhiyan visualizes this and aims to bridge the gender gap in literacy at the primary stage, he said.

*News clippings published in Roing Times*



*Mithi with the KGBV students*

**7. Report on based of 2007-2008 achievement for the Kasturba Gandhi Balika Vidyalaya Hunli**





**KGBV STUDENT HUNLI**

# THE ROING TIMES

APSCW Visit Hunli

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Blast in Rajdhani Express  
in Assam, 5 killed

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Advance Christmas  
celebrated FFA

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WEEKLY NEWS LETTER

VOL II ISSUE 50

SUNDAY, Dec 16 2007

4 PAGES

Rs 5 ONLY

## ETE SAYS: Provide the lamp of knowledge to your girl child.

Hunli 7Dec: State Women's Commission headed by Chairperson Smt Jarjum Ete associated by Mrs Bipa Hosai and Sri T.Miso SIDO Hunli, Mrs Permoo CO Hunli, and Sri Jogan BIDO Hunli paid a visit on a chilly day of 1<sup>st</sup> of Dec 2007 to the lone KGBV School unctoning in the District at Hunli located at about 90 Km away from Roing District HQ and 3000 metres above the sea level to inaugurate the KGBV School building (new construction) at Hunli.

The purpose of the visit was also to take in tock the functioning of the School and to have first hand information of the condition of girl children studying and residing in the hosrel. This was Ete's second visit to the Vidyalaya, the first one being on 20 Dec 2006



Smt Jarjum Ete inaugurates the KGBV building. In her speech she stressed upon the need of imparting quality education to broaden mental outlook and aptitude of the children and also to ace the future challenges with dignity and honour.

Meanwhile she drew satisfaction on the management for imparting the best possible quality education for all round development of the girls. "Educating girls/women is educating a whole family", she quoted. "Rapid development of the society cannot take place if women folks are deprived of education and kept out of the decision making and participatory process", she reiterated. "Indeed this school is the best among all other KGBVs coming in the State", she complimented.

She was shocked and was in total dismay when informed by the interacting teachers of the pay and stipend irregularities due to non-release of fund. "This is a serious lapse and matter of deep concern" she lambasted, "the Commission takes the matter very seriously and will leave no stone unturned on the path to see how, why and where the lapses have occurred." Thereafter, she interacted with the Officers/Officials/Public of Hunli and appealed everybody to lend helping hands in running the School smoothly as it is a matter of providing justice and basic fundamental rights to the girl children, who are the most vulnerable section of the society. Inaugurating and dedicating the newly constructed School building to the public she appreciated the quality of the building and expressed her hopes that it will serve the cause to the fullest extent for which it has been constructed.

She mentioned that the commission is committed to bring qualitative education to the poor girl children at any and every cost and assured the NGO all possible help from the Commission and further added that she will appraise the facts before Honble Chief Minister for necessary solution. The second speaker Madam Hosai with overwhelming joy commented, "To see School of this kind functioning in a remote place of high altitude like Hunli was out of my expectation". "I, during my tenure as Deputy State Project Director, Itanagar, visited many districts and saw many schools and their buildings that came up under SSA but I did not find one as good as this School building along with such quality education being imparted in the School" remarked Sri E. Lego, DISE-cum-DPO, SSA, Roing. He appealed the public to have a sense of ownership and community participation for the protection and uplift of the School. General Secretary Abralow Memorial Multipurpose Society, (NGO) Sri Konum Meto threw light on the plight of the children and teachers caused by not getting fund for six months altogether and confessed that the only motivating factor that is inspiring him to run the School despite of all odds is for the sake of the humanitarian cause having concerns for the fate and future of the 50 girl children admitted and chosen from economically poor families.



DISE E. Lego at KGBV Hunli. Otherwise the School would have been closed quite before due to acute fund crunch inflicted by State Govt. The NGO is under mountains of debts to be paid to various shopkeepers and parties.



From right SIDO Hunli T.Miso, Mrs Bipa Hosai and Smt Jarjum Ete

Going vocal Sri Meto went saying, "It is only because of the reputation and fame of the NGO that the various debtors are still silent." Sri Chilliko Meto, Anchal Chairman Hunli-Deasli requested the Chairman, APWSC to continue in putting the umbrella of love, sympathy and kindness towards the School as it caters to the need of very poor and destitute girl children of the block. The following day i.e., on 12<sup>th</sup> Dec 07 Smt Ete left for Tezu for Public hearing on PRI.

THURSDAY, NOVEMBER 29, 2007

A WEEKLY NEWSJOURNAL PUBLISHED FROM ROING

# VERACITY

VOL 1 NO 3

<http://roingnews.blogspot.com>

4 PAGES, Rs 5

INTAYA PUBLIC  
SCHOOL CELEBRATES  
FOUNDATION DAY

/3/

PANGSAU PASS  
WINTER FESTIVAL

2007

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## 'KGBV Hunli, a light in the darkness'

Roing, Nov 24: "It is amazing to see the high standard of school and its student in such a remote part of the district", commented Laeta Umbrey, MLA, 43rd Roing constituency on his second visit to Kasturba Gandhi Balika Vidyalaya, Hunli, the lone residential girls school in Lower Dibang Valley.

He was on a one day visit to Hunli and was accompanied by Ex Engg PWD Jummo Geiyi, Tamune Miso S.D.O.Hunli, Chiliko Meto, Chairperson Anchal Samiti, Hunli Circle and host of Public leaders.

The KGBV at Hunli is run by Abralow Memorial Multipurpose Society (AMMS) with 50 students on roll and is sponsored under SSA scheme.

Further, he exhorted teaching staff to keep up the teaching spirit being posted at remote place. The KGBV at Hunli is a light in the darkness, he said while observing the low literacy rate in the region. Expressing his happiness he wished

*Continued in page 3*

### 'KGBV Hunli, a light in the darkness'

*Continued from page 1*

the organizers, the teaching staffs and the students to keep up the good work.

Allured by the innocence of the school kids, he donated an amount to the school as a token of love. Meanwhile the students of KGBV presented the guest with colourful cultural programme.

While on his visit to Hunli, he also met the villagers and chalked out strategy to carry out the work for Hunli-Desali road. Going by the demand of the people, the department in its meeting with the Ethun Valley Development Committee, decided to implement the project through work orders.

# THE ROING TIMES

GIRLS CHILD

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TEENAGERS TAKE BULLYING  
TO THE INTERNET

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AWARENESS CAMPAIGN BY  
GAON BURAH  
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## **KASTURBA GANDHI BALIKA VIDYALAYA GIRLS SCHOOL CELEBRATE THE TEACHER'S DAY**

Hunli 5 Sep: Sri D.N. Dahat OC 62 RCC Hunli joined the teacher's day celebration as the chief guest at KGBV Hunli along with the headmaster of Hunli ME School as the guest of honour. A splendid display of traditional dances and comic performances by the student's enthralled the assembled audience.

The OC speaking on the occasion, expressed wonder at the laudable way an NGO was running a school. He also blessed the students. The celebration was attended by Miss Sumila Linggi headmistress, KGBV and her KGBV teacher associates among others.

## **MLA Visits KGBV**

Roing 25 Nov: 'It is amazing to see high standard of school and students in such a remote part of the district.' Commented Sri Laeta Umbrey, MLA, 43<sup>rd</sup> Roing Constituency on **Kasturba Gandhi Balika Vidyalaya** during his visit to the school. Sri Jummo Geiyi, E E, PWD, Sri Tamune Miso, SDO, Hunli, Sri Chiliko Meto, Chairperson, Anchal Samiti, Hunli accompanied Sri Umbrey with the visit. Kasturba Gandhi Balika Vidyalaya is the lone residential girls' school in Lower Dibang Valley under SSA scheme run by **Abralow Memorial Multipurpose Society**. Sri Umbrey exhorted the teaching staff to continue with the same spirit so that remote Hunli and its neighbouring regions would be illuminated by the lamp of knowledge. While expressing his happiness he wished the organizers, the teaching staff and the students to keep up the spirit and maintain the tempo and donated some cash amount to the school as a token of his love. Meanwhile, the students of KGBV presented a colourful cultural programme. RT



# KGBV wins laurels for quality education

**HUNLI, Dec. 14:** Arunachal Pradesh State Commission for Women chairman Jarjum Ete has lauded Kasturba Gandhi Balika Vidyalaya (KGBV) here for imparting quality education for all round development of the girl children.

Ete, who visited the school with a host of district officers on 11 December, said that educating a girl amounts to educating a whole family and reiterated, "Rapid development of the society cannot take place if womenfolk are deprived of education and left out of the decision making and participatory process."



This lone KGBV of the district is the best among all others in the state, she complimented after inaugurating the new school building. Quality education alone would broaden their mental outlook and aptitude and prepare them to face the future challenges with dignity and honour, she added.

Expressing her dismay over irregularities in payment and stipends due to non-release of fund, she said such lapse and assured to look into the fact who, why and

where the lapses happened.

While interacting with the local denizens, she appealed to them to extend their support in smooth running of the school to facilitate girl's education, a fundamental right guaranteed by the Constitution. The commission is committed to bring qualitative education to the poor girl child at all cost, she said, and assured to apprise the state chief minister of various problems.

Overwhelmed with the school functioning, Bipra Hosai said, "To see a school of this kind functioning in the remote high altitude place like Hunli was beyond my expectation".

"I have visited many districts and saw many buildings coming up under the SSA, but, I did not find a school building as good this as well as quality education being imparted," remarked Lower Dibang Valley DDSE-cum-DPO E. The people owe a moral responsibility to protect the school through community participation, he advocated.

Komim Meto, general secretary, Abralow Memorial Multi-purpose

*Contd. P.3*

## KGBV wins laurels for quality...

*Contd. P.1*

Society (AMMS), running the school, threw light on the plight of the children and teachers for not getting fund for the last six months. He said despite all odd, serving the cause of humanity and providing education to 50 girl child chosen from

economically poor families was the sole motivating factor.

The school would have been closed quite time back due to acute fund crunch inflicted by state government, but 'bad time never lasts long' spirit helped the institution get going, he

said.

Hunli-Desali anchal samity chairman Chilliko Meto pleaded APSCW chairman sought her support for the school which has been catering to the needy, very poor and destitute girl children of the block.

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8 PAGES

NAHARLAGUN SATURDAY 15 DECEMBER 2007

# ARUNACHAL FRONT

The Newspaper With A Difference

Published from Itanagar

# The Dawnlit Post

## Educating women is to educate whole family: Ete

ROING, Dec 13

"Educating girl/women is educating a whole family," stated the Arunachal Pradesh State Commission for Women (APSCW) chairperson Jarjum Ete adding that rapid development of the society cannot take place if women-folk are deprived of education and kept out of the decision making and participatory process.

She told this while inaugurating the newly constructed KGBV school building at Hunli.

The purpose of the visit was also to take stock of the functioning and to have first hand information of the condition of girl children studying and residing in the hostel.

This is her second visit to the Vidyaiya, as earlier visit by her was during the month of December last year.

She was accompanied by hosts of district officers on her visit to the lone KGBV school functioning in the Lower Dibang Valley district at Hunli, located around 90 Kms away from Roing and

chilly day on December 11 last.

Ete also stressed upon the need of imparting quality education to broaden their mental outlook and aptitude and also to face



the future challenges with dignity and honour.

Meanwhile, Ete expressed satisfaction over the management for imparting best possible education for all round development for the cause of girl child's education.

Claiming the school was the best among all other KGBVs in the state, Ete expressed shock when informed by the teachers about the pay irregularities and also stipends due to non release of fund.

She termed it as a serious lapse and matter of deep concern, adding that the Commission takes the matter very seriously and will leave no stone

happened.

She further interacted with the officers, staff and public of Hunli and appealed to all for lending a helping hand in running the school smoothly as it is a matter of providing justice and basic fundamental rights to the girl children, who are the most vulnerable section of the society.

Dedicating the newly constructed school building to the public, she appreciated the quality of the building and expressed hope that it will serve the cause for which it was constructed.

The APSCW is committed to bring qualitative education to the poor girl child at all cost, she said and assured the NGO all possible help from the Commission and further added that she will appraise about the facts to the chief minister for necessary solution.

Madam Hosai, who accompanied Ete was overwhelmed with joy to see the school of this kind functioning in the remote high altitude place like Hunli. I had visited many districts and saw many buildings that came up under SSA during my tenure as deputy SPD but did not find one as good as this school building ever along with the quality of education being imparted to

The UDSE cum DPO, SSA, Roing, E. Lego appealed to the public to have a sense of ownership and community participation for the protection and upliftment of the school.

The AMMS general secretary Komini Meto threw light on the plight of the children and teachers for not getting fund for six months and confessed that the only motivating factor that is inspiring him to run the school despite all odds is for the sake of humanitarian cause of the 50 girl child admitted and chosen from economically poor families.

The school would have been closed long back due to acute fund crunch, Meto said adding that the NGO is running under debt to be paid in various shopkeepers and parties. "It is only because of the reputation and fame of the NGO that the various debtors are still silent," he told the gathering.

Chilliko Meto, Anech chairman of Hunli-Desali requested the chairman, APSCW to continue her love, sympathy and kindness towards the school as it caters to the need of very poor and destitute girl children of the block.

Later, the APSCW chairper-

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ICLS APPEALS

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PROMISE MADE:STOP AIDS

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WEEKLY NEWS LETTER

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## VISIT OF STATE WOMEN COMMISSION TO KGBV, HUNLI

Hunli 26 Dec: Accepting the invitation of the School Management Committee KGBV, Hunli with profound delight, Smt Jarjum Ete Chairperson State Commission for Women's has consented to fly down on 11 Dec 2007 at Roing heading for Hunli to inaugurate the KGBV Residential School building. During her visit she will also take in stock the functioning and condition of girls children studying and residing in the hostel as per official communiqué release to Deputy Commissioner Roing. This is the second visit of Smt Ete Chairmen APSCW to the Vidyalaya.

The first one was undertaken during the month of Dec 20 2006. The School Management Committee is indeed indebted to her for having a soft corner and deep concern for the cause of girls education particularly for those who are socially and economically backward and neglected. The School Committee is optimistic that her visit will act as a mile stone on the path of bringing gender parity, and upliftment of the girl child. It will further act as a catalyst and moral booster to School in particular and the whole community in general.

## NGOs Should Directly Correspond to Planning Commission: Dr Syeda

Roing 5 Dec: Planning Commission of India sent its woman member Dr (Mrs) Sayeda Hameed to inspect the problems and prospects of Arunachal Pradesh with special reference to Dibang Valley Districts which at present is experiencing a commotion due to the proposed Dam Projects. Keeping in concern the development aspects of the women and children in the District, she paid visits to different institutions and held talks with officials and NGOs. Surprisingly there was only one doctor to receive her where



Dr (Mrs) Sayeda Hameed in a reception by P.Hosai DC Roing. She visited the District Hospital at Anini. She inspected the deteriorating condition of the hospital led by the only doctor present there. She had to hear the highlighted problems of the shortage of senior teachers in the Govt Higher Sec School, Anini. While discussing with NGOs, she specially came across the "Light in Darkness" at Hunli i.e. Kasturba Gandhi Balika Vidyalaya, residential girls' school run by the NGO Abiralow Memorial Multipurpose Society. She took special interest in the schooling of tribal girls and assured to recommend the much required fund and stipend and communication problems of KGBV to higher levels. She said that NGOs may directly write to the Planning Commission mentioning the problems faced in implementing the Govt programmes. She was impressed during her visit to the Handicraft and Craft centre of Roing and suggested the involvement of the traditional designs with NIFT designers. She inspected the medical facilities provided by NRHM in Lower Dibang Valley through formal discussions with DRCHO.

8. AMMS will shortly launched a water quality and monitoring & surveillance mission 2008-2009 which is financed by CCDU Itanagar under the Rajiv Drinking Water mission
9. National Environmental Awareness Programme (NEAC) will also start on before March of this year.

**V. THE NUMBER OF AGE GROUP CHILDREN OF THE 6-14 AVAILABLE IN THE LOCATION:-**

As per the survey conducted by us during the month of November, 2006 going around the different location of the block which proved to be most strenuous and tedious due to the fact that the climate was too harsh during the winter month. Temperature falls down to 10 C coupled with heavy snowfall.

**TABLE NO.4:- Table showing total child population in the age group 6-14.**

Block	AGE 6-10							11-14						
	GEN		ST		TOTAL			GEN		ST		TOTAL		
	B	G	B	G	B	G	T	B	G	B	G	B	G	T
Hunli	21	47	95	130	116	177	293	8	7	16	19	24	26	50

**VI THE ENROLLMENT POSITION OF CLASS I-VIII IN THE BLOCK**

The total numbers of enrolment position of children available in the various school of the block is as below:-

**TABLE NO.5 : Table showing total enrolment of the children of class I-VIII**

Block	6 - 10						11-14					
	All communities			ST			All communities			ST		
	B	G	T	B	G	T	B	G	T	B	G	T
Hunli	15	43	58	88	121	209	20	20	40	12	15	270

**VII THE CURRENT OUT OF SCHOOL CHILDREN IN THE VILLAGE**

Due to various factors some of which are described in the earlier headings the populations remain low and controlled. The recent initiative by the central government awarding peace packages to the States were: there is no law and order problems is indeed a laudable effort in the right time and right direction. The States where there is law and order problem the Center as well as State Government had to pay/bear huge amount of money for the security reasons along with its negative impact on the development and private investment

Down on the same line, the State where the population is high numbers of problems and issues are arising and brewing up due to which the State and Central Government had to bear a lot of financial implication Hence, the State/blocks/habitation and communities which have controlled and less population should also be rewarded instead of being punished.

Many schemes and projects which are population and data demanding should be given relaxation and exemption for the justification cited above also considering typical geo-topographical constraints and bottlenecks.

**TABBLE NO.6 : Table showing number of Out of School children in the locality.**

Bloock	6-10		11-13		Total 6-13	
	Boys	Girls	Boys	Girls	Boys	Girls
Hunli	09	16	04	02	13	18

### VIII THE ACHIEVEMENT MADE SO FAR UNDER KGBV

Since the functioning of KGBV at Hunli under AMMS it has done a good deal of task within a short span of time. The AMMS is committed and dedicated for the cause of upliftment, enlightenment, empowerment of the poorest of the poor section of the society through its multidimensional socio-educative and informative programmes. The inertia and energy to do and serve for the cause of the society is inbuilt intrinsically and inherited in the blood due to most of the members belonging to the locality.

Some of the activities undertaken by the organization are as enlisted below:-

11. 50 (fifty) girls identified as drop out due to poverty at home were first bridge up them were put in the school as residential borders so as to ensure their academic continuity per excellence.
22. Apart from their normal academic curricula being taught by hand of dedicated and qualified teachers recruited thought written interviews and merit are doing their best in imparting the qualitative education to the children following the states syllabus and course.
33. They are also being given the skill of life areas such as knitting, tailoring and handicraft by engaging the locally available experts. The NGO is planning to take up and exploit this aspect in a big way, in order to. equip the children with practical life skill along with academic excellence so that they may not have to depend on Govt white collar jobs alone

We are planning to introduce and open many areas of vocational courses for the benefit of the children and do urge the society and also GOI to kindly approve the plan by allocating sufficient fund as shown in the estimate and budget please.

41. The academic performances of the children are also improving for better. The examination test conducted by the school do reveals and bring testimony to it .But it is too early expect a dramatic change within so short period of time. The Headmaster of the school is a learned and dedicated one who remains available round the clock in the school. It gives a lot of impetus and moral Phillip to the teaching staff to work up to their best.

With the dynamic evolvment of the NGO; timely help and cooperation from BRPs Hunli encouragement and suggestion of the District SSA Mission, Roing and last but not the least the

support and cooperation from the community it is assured and ensured that with the passage of time the qualitative graph is sure to climb up and up.

55. As a matter of great pride and privilege to the school in particular and to AMMS in general recently host of dignitaries/officers visited the lone KGBV School at Hunli. They were immensely impressed and satisfied with the performance, learning level, state of physical and mental health and overall management of the school.
66. Due to the able and apt managerial skill and having a good rapport with the community we have arranged a SPT building having sufficient rooms and security from RWD department and Anchal Samittee Hall on a temporary basis till the construction of School building is not done. the children are kept in a good comfort in these harsh and chilly winter months.
77. Although the road and communication do get cut off during rainy as well as winter months due heavy snowfall. The NGO has stocked sufficient ration commodities and fuel so that the students may not suffer and studies hampered due to the natural calamity.
83. Formed School Management Committee, MTA (Mother Teacher association) in the School for effective management and interaction with the community. The Mother' Day is observed in a big way in the School in a celebrity manner and grandeur inviting all the mothers' of the children.

**The structure of the School Management Committee is as enlisted below:-**

- I. Chairman : - Sri Chilliko Meto, Anchal Chairman, Hunli-Desali Anchal Sammittee.
- II. Member secretary : - Miss Sumila Lingi, Headmistress, KGBV, Hunli.
- III. Member : -Sri Komini Meto, NGO representative.
- IV. Member : -Smt. Mili Dele, GPM, Brinli.
- V. Member : - Smt. Rimi Mega, Teacher, KGBV.
- VI. Member : - Sri Buke Miso, Head (GB), Hunli.

9. Conducted Out of School Children survey in the villages along with preparatory camps with the parents to convince and motivate them to send their wards specially the girls' child to KGBV for quality education and making them realize that "educating a girl child i.e (mother) is educating a whole family"
10. Conducted I.E.C under Total Sanitary Campaign in the locality in collaboration with the WATSAN committee.
11. Conducted Malaria Eradication and awareness campaign in the locality in collaboration with the health department.

**IX ACTIVITIES PROPOSED FOR THE NEW YEAR:-**

The AMMS, Hunli after the identification of Out of the School children in the locality and having done the preparatory camps organized in order to convince, motivate and obtain consent from the parents

have found that most of the girl children remained out of the School system due to utter poverty in the family.

They are engaged in the household for the sibling care, to lend a helping hand like a fetch of water, fodder, fuel and domestication of animals.

AMMS is of the opinion and strong conviction that if the girl children are really to be given an opportunity and thrust enabling them to come forward shaking out age old tradition and system towards the unfolding and flourish of social, financial, political, intellectual and spiritual horizons along with the emancipation and empowerment their education is must.

Napoleon was quoted to have said "Give me good mother- I will give you a good nation' it is only through girls/women involvement that a long lasting peace, progress and prosperity are possible. Male alone cannot bring about a change in the society. History is full of examples where civilization and empire did prosper and at the same time perish where women were involved and not involved. In the present time also we see many countries where democracy and popular voice of the people are crushed and trampled down and dictatorship imposed for the sake of male chauvinism, sadism and despotism.

In order to encompass, assimilate and giving a practical shape to the ideals mentioned above the AMMS have planned and proposed the following projects for implementation if the Society and GOI do allocate funds in the next budget as asked for.

**The new projects are:-**

1. 50 (fifty) more girls be approved to be given enrolled in KGBV in the new session after bridging done properly providing them hostel facilities as without residential facility they will not be able to continue their studies due to poverty factor. As such, KGBV module III may kindly be approved for accommodating 100 girls with the necessary financial approval please.
2. The amount of 15 lakhs ceiling for School building construction is quite inadequate in the sense that the rates in this hilly part of region is not similar to that of plain area. Moreover, the men and materials are not sufficiently available in this region. They are to be brought and procured from the plain region paying higher rate and transportation cost.

This explanation can be lucidly illustrated by citing an example that a building which can be constructed in Delhi at 15 lakhs can be constructed at 20 lakhs in the plain area of Arunachal Pradesh, the same building will cost 30 lakhs in the hilly region like in Hunli if the pattern, specification, size and quality is not compromised.

Hence, additional fund for School building construction may be allocated keeping in view the cost escalation factor.

**3. PROVISION OF FUND FOR THE CONSTRUCTION OF TEACHERS' QUARTER:-**

Due to non-availability of teachers' quarter in the hired SPT building and also not feasible for its construction within the 15 lakhs fund along with School building most of the teachers' are forced to stay outside the School. Few teachers' who stay in the School too live under very miserable condition managing somehow. The teachers' come from outside reach School often late. Moreover, when they reach School they are found to be exhausted due to up and down and zig zag path which is common sight in a hilly road. They cannot prepare their lesson plan properly and in a manner desirable hampering in the classroom transaction. It also results in the School discipline, punctuality and quality dimension.

If there would have been teachers' quarter in the vicinity of School compound it will certainly improve the education scenario in a more better and desirable way. Most of the teachers recruited are from the outside due to non-availability of the same from the locality. To part with Rs.700/- to 1000/- per month as a rent is a big thing for a teacher having no other alternative sources of income. If quarters would have been there allowing them to save this amount of money every month it will have given a satisfaction and solace thus, rising their efficiency. As such, funds be kindly allocated for the construction of at least 8 (eight) teachers' quarter during budget please.

#### **4. PROVISION OF SECURITY FENCING AROUND THE SCHOOL COMPOUND:**

For the sake of security and protection of the girls' borders residing in the hostel there is a need of constructing high, strong and secure fencing with a strong iron grided gate. The need of the same is essential particularly at night to keep away the unwanted trespassers, visitors and also wild animals. Hence, funds be allocated for its early construction to rule out any eventualities as per the estimate worked out in the following chapter.

#### **5. ENHANCEMENT OF FUNDS UNDER THE HEADS SUCH AS FURNITURE, KITCHEN EQUIPMENTS, TLM, TLE, BEDDING, STATIONERY ETC:**

As in this place there is no dealer or big shop having all sorts of materials we have to go down to Roing (District HQ) 90 Kms or to Tinsukia (Assam) for the float of tender and procurement of articles. The suppliers are reluctant to transport the goods due to high transportation cost and risk involved. As a result, the goods do not reach in time and in right proportion. Its resultant effect can be well understood. As such, the funds under the heads mentioned may kindly be enhanced considering the geo-topographical location please.

#### **6. FUNDS FOR PURCHASE OF AMBULANCE OR HIRE OF VEHICLE:**

In Hunli there is a small Primary Health Centre run by State Government. The stock of medicine in the health centre is negligible. The doctor too remains out of the station most of the time due to non-availability of facilities that can or ought to be provided to the patients. In case of medical check up of the children we have to take them down to Roing (district HQ) 90 Kms.

In case of emergency they have to be rushed to Dibrugarh (Assam, Medical College) for treatment. To get vehicle at the time of need is also a great problem here as very few vehicles do ply and get available. If some children get serious at night there is no way out for us except to leave for destiny.

Hence purchase of vehicle as an ambulance is inevitable. Adequate fund be allocated for the same so that future eventualities can be nipped at bud well in time.

#### **7. PROVISION FOR PURCHASING /HIRING OF VEHICLE FOR TAKING CHILDREN FOR EXCURSION OUT DOOR TOUR ONCE IN A MONTH:-**

As remaining confined only to school without outer interaction and exposure will result in the loss of interest and curiosity in the children due to monotonous and repetition of same routine day and day out. As such, in order to, shake of monotony and infuse in them a sense of variety, colour and charm they need to be taken outside of the school once in a month to places like natural spot, historical places, visiting some other nearby KGBV for interaction and sharing. Such educative tour will immensely benefit the children in revitalizing in them to rededicate in their studies with a renewed vigor and vitality.

As such, funds be allocated/sanctioned for the purchase of School or adequate funds may please be placed for the purchase or hire of vehicle. The vehicle so purchased will be an asset for the Society as well as GOI.

#### **8. FUND FOR THE VOCATIONAL TRAINING EQUIPMENTS AND MATERIALS:-**

As already mentioned in the earlier chapter the AMMS is determined to embark on this arena in a big way to benefit and equip the children with practical life skills. In case of not getting the jobs they can easily earn their lively hood. The Chinese saying in this regard seems to be aptly befitting at it says that "while you bring up a child without teaching any skill – you are bringing up a thief" meaning thereby a child brought up without any skill learned will land up in stealing or theft, if he /she will not get any job for living.



The AMMS has planned to set up vocational courses for the following trades in the school which will be imparted along with the academe classes:-

- a Tailoring
- b Knitting
- c Carpet Making
- d Chalk making
- e noodles making
- f Pickle making
- g Dairy and animal rearing

Hence, adequate funds be approved for the purchase of the equipments and materials along with funds for payment of salary/honorarium to the experts.

9. **FUNDS FOR PURCHASE OF MUSICAL AND SPORTS INSTRUMENT AND ITEMS:-**

It is understood that the development of cognitive domain only is not a proper way of harnessing human potentials. Efforts have to be done to develop the psycho-motor domain too. Today, a good sports man, musician, dancer, artist, singer earn more money and respect than an engineer, a doctor or an IAS officer. During national and international events they bring laurel for the country making the tricolour float for the pride of the nation. Who knows in these little kids lie tomorrows Sania Mirza, P.T Usha, Kalpana Chawla, Baichendripal, Lata Mangeskar and Ashwarya Rai.

If forum and avenues for their proper development is not provided at an early age how can we expect of a national and international champion all of a sudden. Hence, AMMS has planned to open this faculties in the school so that young talents (diamonds) are discovered, cleaned, polished shined, chiseled finally transform it into a glittering and sparkling gem to be a covet for every eye and heart.

10. **FUNDS FOR PLAY GROUND DEVELOPMENT FOR PHYSICAL ACTIVITIES:-**

The availability of play ground to the west of the school is already mentioned in the earlier chapter. It is to mention here with that although the play ground is available it has to be leveled down and developed properly as there are lot of unevenness on the ground. Lot of earth cutting and bolder eviction are to be done by engaging bulldozer as well as manually. The NGO has planned to have many sports items such gymnastic, hockey, badminton, cricket, table tennis and lawn tennis etc.

11. **FUNDS FOR THE PURCHASE OF COMPUTERS AND ITS ACCESSORIES FOR COMPUTER EDUCATION**

Today is a computer and high info-tech era. Knowledge of computer has become an inevitable part of day today life. The children cannot and should not be kept aloof and isolation from the same. Today world is recognizing software and hard ware technology and technocrats produced from our soil. They are earning lot of foreign exchange for the nation at the same time earning handsome money for themselves through employment

The AMMS has planned and proposed to impart computer education to the children so as to make them a perfect person with all the weapons ready for the battle of practical life ahead. If these are not provided and facilitated to the children of hilly region tomorrow they will find themselves far behind in the competition with the children of other areas. It will result in the building of frustration, lack of confidence, seclusion and isolation. All these are the repulsive forces towards the development of society and nation.

A nation can not afford to sit in comfort by just having few states and places developed. Even a small part left undeveloped and unattended will prove to be a sore on the eye one day. To cite few examples are Ireland in England; Jaffna in Sri Lanka and disintegration of soviet Russia is vivid to all of us. The planners have to have a rational plan encompassing, incorporating and assimilating one and all irrespective of highlands or lowlands; resource abounding places or less resource available places, race; religion or caste or community.

**12. CONSTRUCTION OF KUCCHHA APPROACH ROAD TO SCHOOL AS PACCKA/METALLED ROAD:-**

The approach road linking the school with the NH and Hunli town is a kucchha and un metalled one having lot of unevenness due to ditches, big boulders and small stream on the way. The vehicle finds great difficulty in reaching up to the school while transporting goods and materials in the school. During rainy season the condition becomes worst. Even walking on foot becomes difficult in those months. Hence, adequate funds may kindly be allocated to the NGO for the construction of metalled road by leveling the road with bulldozer, building of culverts over the streams and finally black topping of the road. It will make school accessible in all the season.

**13. FUNDS FOR EXPOSURE VISIT TO NEAR BY KGBV SCHOOLS, HISTORICAL AND SCIENTIFIC IMPORTANT PLACES:-**

Sufficient fund may please be given under this head because exposure and educative visits to the above mentioned places will go a long way in enhancing their knowledge and motivational level. Sometimes learning by seeing and comprehending are more effective than class room teaching.

**14. FUNDS FOR MEETING THE EXPENDITURE INCURRED TO THE VISITING DIGNITORIES:-**

Many dignitaries do visit the school as a part of their supervision and inspection duty. When they come to school we have to organize meeting, refreshment and sometime has to provide vehicle facilities to the visiting officers. As such funds may also be given under this head.

**15. FUNDS FOR PAYMENT TO THE CHARTERED ACCOUNTANTS FOR ACCOUNTS VERIFICATION AND CERTIFICATION:-**

Funds may be given under the head mentioned above as CA and accounts officials will have to be called from Tinsukia (Assam) for the verification and certification of the accounts. They will have to be paid fees, TA/ DA during their stay at Hunli and back to Tinsukia (Assam).

**16. FUNDS FOR PREPARATION OF AWP & B AND THE 2007-08:-**

The preparation of AWP & B requires a lot of exercise. As it is an important document hence meticulous care and attention has to be taken for its planning, preparation, drafting and finally printing. First of all, meeting of the NGO members and school SMC have to be done. There after printing of formats for survey such as populations, enrolments and drop out are to be developed and get it printed. Thereafter, training to the staff/members conducting survey will have to be given by inviting the experts from DPO, SSA, Roing. It will be followed by survey/data collection door to door and school. It has to be compiled and get printed in order to support the proposal justification. Having done and completed the above steps, drafting of AWP & B and printing out are to be done to make it a book let. Then it has to be submitted to the DPO, SSA, Roing for checking and onward submission to the State and GOI with recommendation for final approval.

## THE LOCATION OF THE SCHOOL SITE



### The proposed site overview

Description of the School location

1. Total area : 20,000 sq feet
2. To the north : PWD road
3. To the south : Wasteland
4. To the east : Playground and Middle School Hunli
5. To the west : Hilly terrain



**Quarterly Fund Flow and expenditure Statement of KGBV -Hunli**

**District: Lower Dibang Valley Arunachal Pradesh -HUNLI**

Quarter Ending: June, July, August, September, October, November and December  
2006- 2007

Annexure-I

SOURCE & APPLICATION						
	Opening Balance					
	1.As per DPO					
	2.As per NGO's	12,81,882.09				
	3.Advance Out standing					
	Total Opening Balance					
	Source (Receipt)	Nil				
A	Funds received from DPO SSA Roing	3,96,000				
B	Interest	31,460.26				
C	Others	Nil				
	<b>Total Receipt</b>	<b>17,09,342.35</b>				
	<b>Non-Recurring Expenditure</b>	Unit Cost	Ph.	Financial	Expenditure	<b>Un spend balance</b>
1	Building		01	15,00,000	12,75,460	NIL
2	Furniture/Kitchen equipment		01	2,50,000	NIL	NIL
3	TLE/TLM		01	3,00,000	NIL	NIL
4	Bedding		01	38,000	NIL	NIL
	Total		01	<b>20,88,000</b>	<b>12,75,460</b>	
	<b>Recurring Expenditure</b>					
1	Maintenance per girl student @ Rs 750 P/month		01	4,50,000	1,71,200	NIL
2	Stipend for girl student@ Rs.50 P/month		01	30,000	NIL	NIL
3	Course books, stationary and other Educational		01	30,000	NIL	NIL
4	Examination Fee		01	10,000	NIL	NIL
5	Salaries		01	6,49,000		
	1 Warden cum teacher (01)		01		36,000	NIL
	2 Full time teachers (04)		01		1,36,000	NIL
	3 Part time teachers (03)		01		42,000	NIL
	4 Accountant		01		NIL	NIL
	5 Assistant		01		NIL	NIL
	6 Peon/chowkider/cook (02)		01		10,800	NIL
	<b>TOTAL -RECURRING</b>		01		<b>3,96,000</b>	
6	Vocational training/specific skill training		01	30,000	NIL	NIL
7	Electricity/water charges		01	30,000	NIL	NIL
8	Medical care/Contingencies @Rs 750 P/Child		01	38,000	NIL	NIL
9	Miscellaneous including maintenance		01	35,000	NIL	NIL
10	Preparatory camps		01	10,000	NIL	NIL
11	PTA/School functions		01	10,000	NIL	NIL
	<b>Total- Expenditure</b>		01	<b>13,13,000</b>	<b>16,71,460</b>	
	Grand Total			<b>34,01,000</b>		
	Closing Balance					
	1.As per DPO					
	2.As per NGO's	31,460.26				
	Total Closing Balance	<b>31,460.26</b>				

**Quarterly Fund Flow and expenditure Statement of KGBV -Hunli**

**District: Lower Dibang Valley Arunachal Pradesh -Hunli**

Quarter Ending: June, July, August, September and October 2007-2008

Annexure-I

<b>SOURCE &amp; APPLICATION</b>						
	Opening Balance					
	1.As per DPO					
	2.As per NGO's					
	3.Advance Out standing					
	Total Opening Balance					
	Source (Receipt)					
A	Funds received from SPD Itanager					
B	Interest					
C	Others					
	<b>Total Receipt</b>					
	<b>Non-Recurring Expenditure</b>	Unit Cost	Ph.	Financial	Expenditure	<b>Un spend balance</b>
1	Building		01	15,00,000	12,75,460	NIL
2	Furniture/Kitchen equipment		01	2,50,000	NIL	NIL
3	TLE/TLM		01	3,00,000	NIL	NIL
4	Bedding		01	38,000	NIL	NIL
	<b>Total</b>		01	<b>20,88,000</b>	<b>12,75,460</b>	
	<b>Recurring Expenditure</b>					
1	Maintenance per girl student @ Rs 750 P/month		01	4,50,000	1,71,200	NIL
2	Stipend for girl student@ Rs.50 P/month		01	30,000	NIL	NIL
3	Course books, stationary and other Educational		01	30,000	NIL	NIL
4	Examination Fee		01	10,000	NIL	NIL
5	Salaries		01	6,49,000		
	1 Warden cum teacher (01)		01		36,000	NIL
	2 Full time teachers (04)		01		1,36,000	NIL
	3 Part time teachers (03)		01		42,000	NIL
	4 Accountant		01		NIL	NIL
	5 Assistant		01		NIL	NIL
	6 Peon/chowkider/cook (02)		01		10,800	NIL
	<b>TOTAL -RECURRING</b>		01		<b>3,96,000</b>	
6	Vocational training/specific skill training		01	30,000	NIL	NIL
7	Electricity/water charges		01	30,000	NIL	NIL
8	Medical care/Contingencies @Rs 750 P/Child		01	38,000	NIL	NIL
9	Miscellaneous including maintenance		01	35,000	NIL	NIL
10	Preparatory camps		01	10,000	NIL	NIL
11	PTA/School functions		01	10,000	NIL	NIL
	<b>Total- Expenditure</b>		01	<b>13,13,000</b>	<b>16,71,460</b>	
	<b>Grand Total</b>			<b>34,01,000</b>		
	Closing Balance					
	1.As per DPO					
	2.As per NGO's					
	Total Closing Balance					

**COSTING OF AWP & B:-  
FINANCIAL ESTIMATE FOR KGBV RESIDENTIAL SCHOOL**

**NON RECURRING COST**

SL NO	ITEMS OF EXPENDITURE	COST ESTIMATE FOR NEW UPPER PRIMARY SCHOOL (FOR 100 GIRLS)	COST ESTIMATE FOR EXISTING UPPER PRIMARY SCHOOL (FOR 50 GIRLS)
1	2	3 (in lakhs)	4 (in lakhs)
1	Building	20.00	15.00
2	Furniture/equipment including kitchen item	2.50	2.50
3	TLM	3.00	3.00
4	Bedding	0.75	0.75
	<b>TOTAL</b>	<b>26.25</b>	<b>21.25</b>

**RECURRING COST PER ANNUM**

SL NO	ITEMS OF EXPENDITURE	COST ESTIMATE FOR NEW UPPER PRIMARY SCHOOL (FOR 100 GIRLS)	COST ESTIMATE FOR EXISTING UPPER PRIMARY SCHOOL (FOR 50 GIRLS)
1	2	3	4
1	Maintenance per trainee per month @ Rs 750/-	9.00	4.50
2	Stipend for trainees @ Rs 50/- per month	0.50	0.30
3	Course books/stationery/educational materials @ Rs 50/- month	0.60	0.30
4	Examination fee	0.01	Nil
5	Salary		
	a) Warden cum teacher -01		
	b) Full time teacher -04		
	c) Part time teacher -03		
	d) Support staff	6.49	6.49
	(Accountant/assistant/peon/chowkidar/cook -02		
6	Vocational training and specific skills training	0.40	0.30
7	Electricity and water charges	0.50	Nil
8	Medical care/contingency @ Rs 750/- per child	0.75	0.38
9	Misc including maintenance	0.40	0.35
10	Preparatory camps	0.15	0.10
11	PTAs/school functions	0.15	0.10
	<b>TOTAL</b>	<b>19.05</b>	<b>12.815</b>

**ADDITIONAL FUNDS PROPOSED FOR APPROVAL**

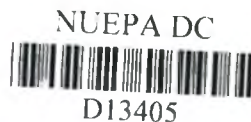
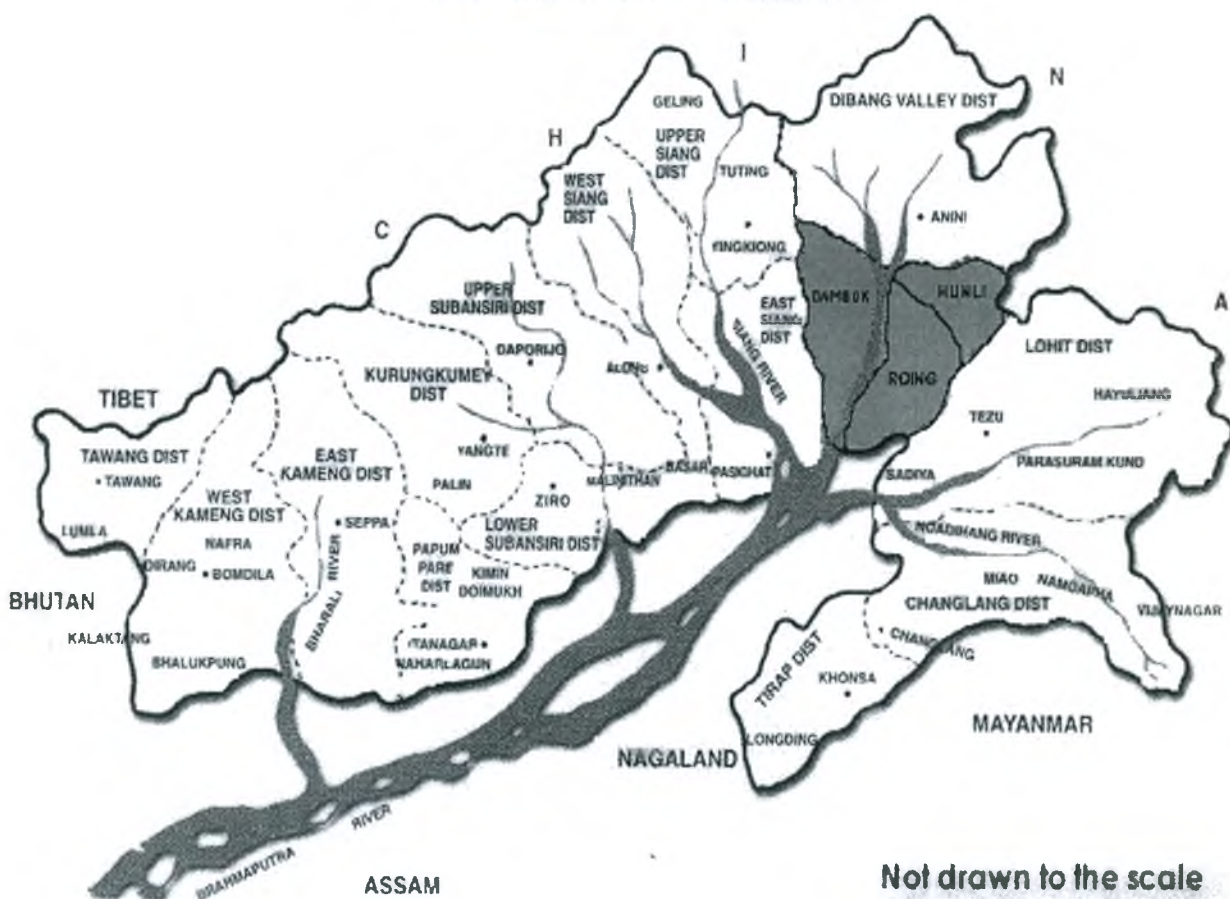
S.NO.	HEADS OF EXPENDATURE	COST ESTIMATED (in lacs)	AMOUNT (in lacs)	
1	Non recurring and recurring expenditure for 100 Upper Primary girls (new proposal)	I) 26.25	I) 26.25	
		II) 19.05	II) 19.05	
		<b>S/Total =45.30</b>	<b>45.30</b>	
2.	Additional fund for school bldg const	15.00	15.00	
		<b>S/Total =15.00</b>	<b>15.00</b>	
3.	Teachers quarter ( 4.00 x 8)	32.00	32.00	
		<b>S/Total= 32.00</b>	<b>32.00</b>	
4.	Concrete security wall with iron gate	3.00	3.00	
		<b>S/Total=3.00</b>	<b>3.00</b>	
5.	Addl fund for Purchase of furniture/kitchen Equipment/TLM/Bedding etc.	3.00	3.00	
		<b>S/Total=3.00</b>	<b>3.00</b>	
6.	Ambulance/Hire of Vehicle			
		I) purchase of vehicle	4.00	4.00
		II) POL charges	0.50	0.50
		III) Maintenance	0.30	0.30
		IV) Salary of Driver 0.04x12	7.48	7.48
	<b>S/Total=5.28</b>	<b>5.28</b>		
7.	Purchase of school Bus/Hire of vehicle			
		I) Cost of School/bus	6.00	6.00
		II) POL charge	0.50	0.50
		III) Maintenance	0.50	0.50
		IV) Salary of driver (0.04 x12)	0.48	0.48
	<b>S/Total=7.48</b>	<b>7.48</b>		
8.	Vocational training			
		I) Sewing machine (50x 0.03)	1.50	1.50
		II) Knitting machine (50x0.06)	3.00	3.00
		III) Carpet making machine (50x0.10)	5.00	5.00
		IV) Candle making machine (50x 0.10)	5.00	5.00
		V) Chalk making machine (10x0.20)	2.00	2.00
		VI) Noodle making machine(10x.0.10)	1.00	1.00
		VII) Raw materials for above	3.00	3.00
		VIII) salary/honorarium to the experts	3.00	3.00
		IX) Electricity, water and other charges	0.50	1.00
	<b>S/Total=24.00</b>	<b>24.00</b>		

9. .	Dairy and cattle rearing		
	I) Milch cattle (Hybrid)10x0.20	2.00	2.00
	II) Const of sheeds 10x0.10	<b>1.00</b>	<b>1.00</b>
	III) Salary for workers (3 x 0.015 x12	0.54	0.54
	IV) fodder (10 x 0.02 x 12)	2.40	2.40
	V) Vet charges (10 x 0.03x12)	3.60	3.60
	VI) Electricity and water charges	0.20	0.20
		<b>S/Total =9.74</b>	<b>9.74</b>
10. .	Sports and musical	5.00	5.00
		<b>S/Total=5.00</b>	<b>5.00</b>
11. .	Play ground development	3.00	3.00
		<b>S/Total=3.00</b>	<b>3.00</b>
12. .	Computer education	10.00	10.00
		<b>S/Total=10.00</b>	<b>10.00</b>
13. .	Const of pucca approach road to school	2.00	2.00
		<b>S/Total=2.00</b>	<b>2.00</b>
14.	Exposure visit to other KGBV, Historical And scientific important places	0.50	0.50
		<b>S/Total=0.50</b>	<b>0.50</b>
15.	Audit fee		
	I) Fee to the CA/auditors (0.05)	0.05	0.05
	II) Boarding charges ( 0.03)	0.03	0.03
	III) Traveling charges (0.03.)	0.03	0.03
		<b>S/Total=0.11</b>	<b>0.11</b>
16.	For meeting visiting officers expenditure	0.10	0.10
		<b>S/Total=0.10</b>	<b>0.10</b>
17.	Preparation of AWP&B		
	I) Meeting of NGO	0.02	0.02
	II) meeting of school authority and staff	0.02	0.02
	III) meeting of school management committee	0.02	0.02
	IV) Printing of formats for survey	0.03	0.03
	V) Trng to data collectors	0.03	0.03
	VI) Hono to DPO staff	0.02	0.02
	VII) Hono to data collectors	0.02	0.02
	VIII) Stationery/drafting/printing of AWP & B	0.04	0.04
		<b>S/Total=0.20</b>	<b>0.20</b>
	<b>GRAND TOTAL =</b>	<b>169.71</b>	<b>169.71</b>

**(One Crore Sixty Nine Lakhs Seventy One Thousands Only)**



# MAP OF ARUNACHAL PRADESH



Lower Dibang Valley District : Roing