

FOR REFERENCE ONLY

ANNUAL WORKING PLAN AND BUDGET 2008-09

**SARVA SHIKSHA ABHIYAN
(S.S.A)
EAST KHASI HILLS DISTRICT**

NUEPA DC



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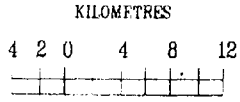
EDUCATION FOR ALL EDUCATION OF ALL

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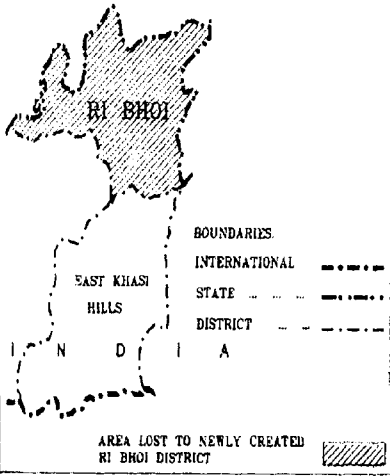
Chapter	Topics	Page No
I	Introduction	1-5
II	Demographic profile	6-8
III	Educational profile	9-16
IV	Planning Process	17-22
V	Progress Review & Targets	23-35
VI	Problem & Issues	36-42
VII	Strategies & Interventions	43-52
VIII	Special Focus Group	53-54
IX	Management Structure (MIS, REMs)	55-57
X	Budget Costing & Fund Flow	58-60
XI	Implementation Schedule	61
Annexures-1	Budget	
Annexures-2	Table 1-22	
Annexures-3	Sample of Habitation Planning	
Annexures-4	LIST OF 81 EGS CENTRES TO BE UPGRADE TO LP SCHOOL	

MEGHALAYA DISTRICT EAST KHASI HILLS

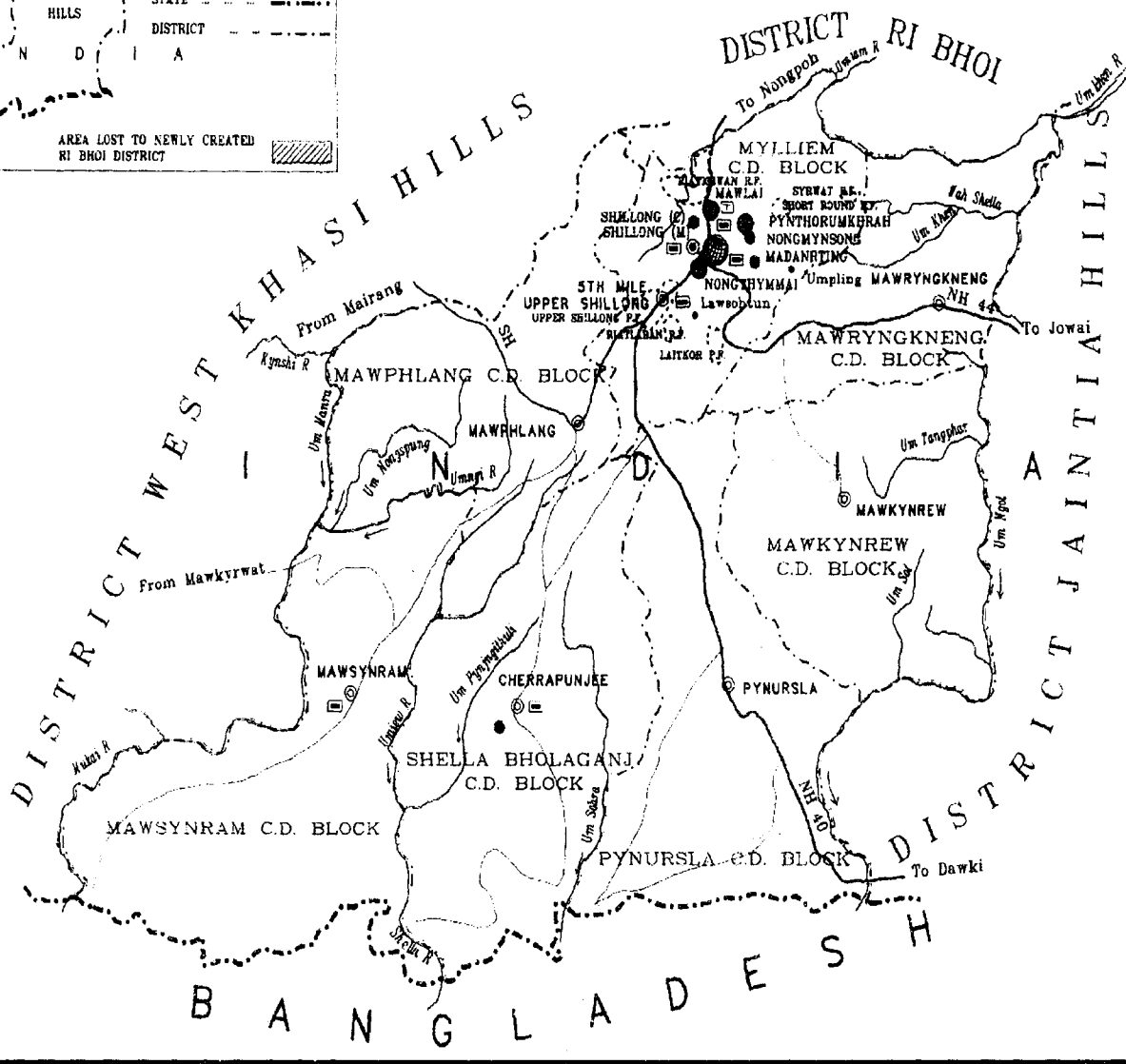
TOTAL AREA OF DISTRICT (IN SQ.KM)	2820.00
TOTAL POPULATION OF DISTRICT	660923
TOTAL NUMBER OF TOWNS IN DISTRICT	8
TOTAL NUMBER OF VILLAGES IN DISTRICT	962



DISTRICT EAST KHASI HILLS
CHANGE IN JURISDICTION 1991-2001
KILOMETRES
0 10 20 40



BOUNDARY, INTERNATIONAL	---
" DISTRICT	- - - - -
" C.D. BLOCK
" FOREST RESERVED WITH NAME	SHYWAY R.F.
" FOREST-PROTECTED WITH NAME	LAIKOR P.F.
HEADQUARTERS: STATE	★
" DISTRICT, C.D. BLOCK	⊙ ⊙
NATIONAL HIGHWAY	NH 40
STATE HIGHWAY	SH
IMPORTANT METALLED ROAD	---
RIVER AND STREAM	~~~~~
VILLAGE HAVING 5000 AND ABOVE POPULATION WITH NAME	Umpling
TOWNS WITH POPULATION SIZE AND CLASS I, III, IV	● ● ●
DEGREE COLLEGE AND TECHNICAL INSTITUTION	□ □



Chapter I

INTRODUCTION

1.1 Area and Location.

East Khasi Hills district is situated between the North Latitudes of 25.07° degrees and 25.41° degrees and between the Longitudes 91.21 degrees to 92.09 degrees covering a total area of 2748 Sq. Kms. Physical features of the District are divided as follows:

1. The hills and terrain of the Southern part of the District falls abruptly to an elevation of 150 meters (approx) to the plain of Bangladesh. The hills and ranges look like massive wall rising from the plains towards the North. The people living in these areas are called Wars. . The southern part of the belt received distinctly heavy rainfall and consists of largely of sterile grassland and sparse growth of trees called ka Ri-Sohra Cherrapunjee (Sohra) and Mawsynram, two places in the District receives the highest rainfall in the world.
2. In this part , ranges run parallel from east to west on the upper portion of the District is a highland area. The people living in this area are called the Khyntiam. The area occupied the highest peak in the State called the Shillong Peak with the height of 1965 meters from the sea level. Shillong Peak is situated on the Eastern part of Shillong, the capital of the State of Meghalaya. From the summit of the Shillong Peak a panoramic view of Jaintia Hills, West Khasi Hills, Ri-Bhoi District and parts of Assam and Bangladesh and Himalayas can be seen as the sentinel of the country. The average height of the Khasi highlands is 1000 meters. The Khasi highland starts from the very edge of the high escarpment overlooking the War areas and slopes gradually northwards to the Central range which at its highest point reaches altitudes of 1,700 meters approx.
3. The Northern portion of the district is bounded by the plains of Ri-Bhoi District gradually rising to the rolling grasslands of the Shillong plateau interspersed with river valleys.
4. To the East it is bounded by Jaintia Hills and towards the West it is the West Khasi Hills District.

1.2 Climate and Vegetation.

The climate of the District ranges from temperate temperature in the plateau region to the warmer tropical and sub-tropical pockets on the Northern and Southern region. The whole of the District is influenced by the South West Monsoon, which begin generally from May

continues till September. The weather is humid for the major portion of the year except for the relatively dry spell usually between December and March.

The typical tree of this region is the Khasi pine, *Pinus kesiya* which attains good size and birth. Timber of this tree is widely used for construction of houses and furnitures. The District is also rich in medicinal plants. There are varieties of Orchids and different species of Oak.

1.3 Rivers and Water Falls.

1. Almost all the major rivers of the District rise from the Shillong plateau and drain their waters either to Brahmaputra river in Assam or Surma in Bangladesh. The Umiam rivers rising from the North of Shillong Peak flows northward between Ri-Bhoi District and Karbi Anglong of Assam. The Umiam river rising from the west range of Shillong Peak flows past through Ri-Bhoi District until it reaches and joins the Umsning river. The Umiam Mawphlang is another river rising on the Southern slopes of the Shillong Peak near Pomlakrai village and crosses by Shillong Cherra road on an iron bridge at Umtyngar and emerges into the ravines of the eastern side of Mawphlang Bridge, and passes through Shella village until it reaches the Surma west of Chatak in Bangladesh. Near Mawphlang a Dam is constructed across the river for the greater Shillong Water Supply Schemes. Another beautiful river, the Umngot River rises from the eastern part of the Shillong Peak near Smit village. The river towards the South where it forms the demarcating boundary between the East Khasi Hills and Jaintia Hills District. It continues to flow through fine gorges via Dawki until it reach Surma valley in Bangladesh. At Dawki the river is crossed by a motor way suspension bridge in the Shillong Dawki road, connecting East Khasi Hills District with Jaintia Hills District in the border (War) area.

2. The terrain of Khasi Hills lends itself to the formation of magnificent waterfalls. Kshaid Nohsngithiang in Cherrapunjee, Kshaid Noh-ka-likai situated west of Mawmluh near Cherrapunjee, Kshaid Dain-thlen is situated to west of Noh-ka-likai. These are the beautiful falls connected with many legends of the Khasi people.

In and around Shillong there are waterfalls viz. Kshaid Umshyrpi (Beadon falls), Sunapani (Bishop's falls), Kshaid Umdiengpun (Elephant's falls) and Wei-tdem (Sweet falls).

The most significant physiographic features of the district is Meghalaya State capital Shillong which lies on a plateau interspersed with river valleys, then fall sharply in the southern portion forming deep gorges and ravine in Mawsynram and Shella-Bholaganj bordering Bangladesh. Shillong has been the capital of Assam since 1874 till 1972 when Meghalaya attained its statehood from erstwhile Assam. It is named after the "Shillong Peak" overlooking the city,

legend has it that it derived from 'U Shyllong', a supernatural half deity born of a virgin human mother. The City was founded by Col. Henry Hopkinson, commissioner of Assam in 1864. Today Shillong is renowned for being an educational hub of the North-East and it has been dubbed as a cosmopolitan city because of its cultural and social ethnicity. Shillong is in the World tourist map not only of picturesque beauty but of being the Rock Music Capital of India.

1.4 The People.

The Khasi, Jaintia, Bhoi, War collectively known as the Hynniewtrep people predominantly inhabit the district, also known to be one of the earliest ethnic group of settlers in the Indian sub continent, belonging to the Proto Austroloid Monkhmer race.

The social structure of the Khasis is a matrilineal society, descent is traced through the mother, but the father plays an important role in the material and social life of the family.

East Khasi Hills also has a sizeable population of neighboring tribal people, like the Mizos, Manipuris, Nagas, Tripuris, Arunachalis, Assamese and other non-tribal from Bengal, North India, South India etc. The culmination of such socio-cultural diversity led its locale to be more accommodating and adaptable to change in socio-economic environment.

1.5 Occupation.

Agriculture is the main occupation of the people residing in the suburbs of Shillong. People depend largely in nature and Government subsidies for farming, irrigation and crop cultivation. Major crop grown in this district are potatoes, rice, vegetables like cabbages, lettuce, radishes and fruits like oranges, pineapple, bananas. Farmers have also taken up enterprising ventures like tea, rubber plantation; jathropha cultivation, broom stick, ginger, betel nut and betel leaf are successful occupation and livelihood of the people.

In Shillong, Government profession is more popular, educated unemployed youth are gradually taken up new business venture and BPOs Companies are also opening up avenues for youth primarily because of their skills and flair in speaking English. Government and private contractors are also on the rise because of the infrastructural demands of the district. This District is economically sound to the fact that it is the transport and communication corridor of several states including Silchar (Assam), Mizoram and Tripura. The Look East Policy of the Central Government will be benefited by the District manifold. The vision of the Central Government in setting up RGIIIM in Shillong is with the expectation for preparing the economic and business management boom in this part of the country.

1.6 Religion.

East Khasi Hills population are mostly Christians, Khasis (Non-Christian), Hindus, Muslims, Sikhs who are the major religious faction. Christianity dominates the population both in Urban and Rural areas. Christian denominations includes Roman Catholic, Welsh Presbyterian, Baptist and others denomination.

1.7 Administrative Setup.

The Deputy Commissioner is the Administrative head of the District with it's headquarter at Shillong. Shillong is also the capital of the State of Meghalaya. The District is divided into two Civil Sub-Divisions. The two Sub-Divisions are Shillong Sardar Civil Sub-Division and the Sohra Civil Sub-Division. In the District there are eight Community & Rural Development Blocks Traditionally the District have the traditional institution called Syiemship (Kingdom). They have their own administrative and judiciary forms of Government as per the sixth schedule of the constitution of India. The grassroot traditional institution is the Village Dorbar headed by a Sirdar or Rangbah Shnong (Village elder). All the traditional Institutions discharge their responsibility in a pure democratic manner. All these traditional Institutions are under the Khasi Hills Autonomous District Council which was created under the 6th Schedule of the Constitution of India which safeguard the customs and culture of the indigenous tribal people. It has the power in managing the internal affairs relating to land rights, revenue, Forest, Tribal Customs, etc. It enjoys executive, legislative and judiciary on matter provided by the 6th Schedule of the Constitution.

Chapter II

DEMOGRAPHIC PROFILE OF THE DISTRICT

2.1 Introduction.

The population of the District as per census of 2001 is 660923 with a decadal growth of 22.8.

(The growth rate is calculated on the basis of the data available from the census 2001)

Population distribution in the District at Block level is as per the following Table 2.1 below.

Table: 2.1 Distribution of Population.

Sl. No.	Name of C & RD Block	Nos. of Households	Population		
			Male	Female	Total
1.	Mawphlang	9,492	27448	27993	55441
2.	Mawryngkneng	8,751	25152	24883	50035
3.	Mawynrew	5997	17076	17057	34133
4.	Mawsynram	8302	22974	22288	45262
5.	Pynursla	10,847	28040	28408	56448
6.	Shella-Bholaganj	10,762	27652	26731	54383
7.	Laitkroh				
8.	Myliem	71,416	185211	180010	365221
9.	Shillong				
Total		1,25,567	3,33,553	3,27,370	6,60,923

Source : Census of India 2001.

* Laitkroh C & RD Block is a newly created Block formed by taking some portion from Shella-Bholaganj and Pynursla Block. Shillong Municipality is included under Myliem urban population.

Table: 2.2 Basic Indicator.

Sl. No.	Name of the Blocks	BRC	CRC/URC	Villages	Habitations	Number of VEC
1.	Mawphlang	1	10	196	196	154
2.	Mawryngkneng	1	10	54	96	64
3.	Mawkynrew	1	10	60	95	65
4.	Mawsynram	1	10	156	170	127
5.	Pynursla	1	10	115	132	106
6.	Sheila Bholaganj	1	10	92	150	119
7.	Laitkroh	1	10	96	126	80
8	Mylliem	1	10	139	170	109
9.	Shillong		6	27	27	
TOTAL		8	80	935	1162	933

Sources : BRC 2007-08.

Out of 935 villages there are 1162 habitations and 933 VEC constituted out of which 229 VEC has not been form due to inaccessibility ,scattered population and lack of community interest.

Table: 2.3 Number of literates and literacy rate by sex.

Sl. No.	Blocks	Males	Females	% males	% females	Gap
1	Mawphlang	13306	14307	63.8	65.2	1.4
2	Mylliem	32950	28883	77.9	76.0	1.9
3	Mawryngkneng	11590	13128	59.1	67.3	8.2
4	Mawkynrew	6396	7630	48.2	57.2	9.0
5	Mawsynram	12216	10894	67.7	62.3	5.4
6	Sheila Bholaganj	15198	14293	69.4	67.9	1.5
7	Laitkroh					
8	Pynursla	14726	15008	66.2	66.0	0.2
9	Shillong MB	139205	133,165	90.6	84.5	6.1
	District	245587	237308	73.62	72.49	1.1

Source : Census 2001.

2.3 Literacy.

The literacy rate in East Khasi Hills District is 73.06% which is the highest in the State. Male literacy rate is 73.62% and the Female literacy rate is 72.49 %.

Table: 2.4 Percentage of Literacy, Rural/Urban-2001.

District	Rural	Urban
East Khasi Hills	76.05	87.65

Sources Census 2001.

East Khasi Hills is the most advance district in Meghalaya but the disparity of literacy in rural is clearly visible.

CHAPTER – III

EDUCATION PROFILE

3.1 INTRODUCTION.

East Khasi Hills district represents a mixture of two opposites. It has the highest rate of literacy among the seven districts at the same time it has back ward areas like Laitkroh which has a low literacy rate. In 1991 Census the total literacy rate was 64.57 and it rose to 76.1% in 2001. Shillong the District Headquarter as well the State Capital is the seat of academic excellence and can boast of many premier institutions.

3.2 EDUCATIONAL FACILITIES.

Access to educational facility in the district is better than many other backward districts. However there are many intra district variations in Access

Table 3.1 Access Ratio LPS.

Sl. No.	Blocks	No of Habitation	Covered by LPS/EGS	Access Ratio
1	Mawphlang	196	192	97.9
2	Mawryngkneng	96	93	96.8
3	Mawkynrew	95	92	96.8
4	Mawsynram	170	164	96.4
5	Pynursla	132	128	96.9
6	Shelia	150	148	98.6
7	Laitkroh	126	122	96.8
8	Mylliem	170	165	97
9	Shillong	27	27	100
Total	District	1162	1131	97.33

Source: BRC 2008.

Ratio. 97.3 % of the habitations had educational facility at primary level available within 1KM distance of the habitation. Several areas are remote and inaccessible, such villages have less population and the numbers of children enrolled in EGS centers are high and upgradation of these centers is proposed

From the above table it is strongly indicative that the accessibility of LP/EGS schools in East Khasi Hills has increased manifold.

Table 3.2 Net Access Ratio LP.

Si. No.	Blocks	No of Habitation	Covered by LPS	Access Ratio
1	Mawphlang	196	170	86.73
2	Mawryngkneng	96	78	81.25
3	Mawkynrew	95	84	88.42
4	Mawsynram	170	146	85.88
5	Pynursla	132	112	84.84
6	Shella	150	135	90
7	Laitkroh	126	108	85.71
8	Mylliem	170	165	97.05
9	Shillong	27	23	85.18
	Total	1162	1021	87.86

Source: BRC 2008.

The net access ratio for LPS is 87.86 % at Lower Primary Level. While Mylliem Blocks had highest Access Ratios Mawryngkneng and Pynursla had low coverage of schooling facility. Emphasis would be taken to increased the net accessibility ratio for LP school in such blocks.

Table 3.3 Schools per thousand (LP).

Si. No.	Blocks	Habitations	Population	Schools	School Per 1000
1	Mawphlang	196	64918	260	4.0
2	Mawryngkneng	96	58588	139	2.3
3	Mawkynrew	95	39968	140	3.5
4	Mawsynram	170	52999	187	3.5
5	Pynursla	132	66097	147	2.2
6	Shella	150	36274	140	3.8
7	Laitkroh	126	27405	107	3.9
8	Mylliem	170	114236	242	2.1
9	Shillong	27	313416	97	3.0
Total	District	1162	773901	1459	1.8

Source: BRC 2008.

In terms of Schools per thousand populations, the district had 1.8 schools per 1000 population. The concentration was highest in Mawphlang Block with 4 schools per thousand whereas, this is due to less population in the block compared to number of schools. Shillong city was the lowest number per thousand, this is due to the fact that LP schools in Shillong coexisted with secondary/higher secondary school.

Table 3.4 Access Ratio UPS.

Sl. No.	Blocks	No of Habitation	Covered by UPS	Access Ratio
1	Mawphlang	196	180	91.83
2	Mawryngkneng	96	33	34.37
3	Mawkynrew	95	58	61.05
4	Mawsynram	170	146	85.88
5	Pynursla	132	92	69.69
6	Shella	150	148	98.66
7	Laitkroh	126	50	39.68
8	Myllem	170	114	67.05
9	Shillong	27	27	100
	Total	1162	848	72.98

Source: BRC 2008.

The access Ratio to Upper Primary schools for the district is 72.98 Shillong and Shella having the best coverage while Mawryngkneng had the lowest coverage of 34.37%, followed by Laitkroh with 39.68%.

Table 3.5 UP Schools per thousand Population.

Sl. No.	Blocks	Habitation	Population	Schools	School/1000
1	Mawphlang	196	64918	69	1.0
2	Mawryngkneng	96	58588	64	1.0
3	Mawkynrew	95	39968	56	1.4
4	Mawsynram	170	52999	65	1.2
5	Pynursla	132	66097	53	0.8
6	Shella	150	36274	43	1.1
7	Laitkroh	126	27405	27	1.0
8	Myllem	170	114236	149	1.3
9	Shillong	27	313416	51	1.6
	Total	1162	773901	577	0.7

Source: BRC 2008.

Upper primary per thousand populations for the district was 0.7. While Mawkynrew and Myllem are having the highest number of schools per thousand i.e. 1.4 and 1.3 respectively. Pynursla figures the lowest number of schools per thousand .The district will emphasize on the need to increase the number of UP schools in these blocks with low access to education.

Table 3.6 .No. of Schools.

Category	Govt.	Aided	SSA schools	Private	Total
Primary	194	732	273	260	1459
UP	9	223	232	113	577
Total	203	955	505	373	2036

Sources: DISE 2007-08.

3.3 NUMBER OF SCHOOLS.

The total number of elementary schools in the district is 2036, the number of LP being 1459 and UP being 577. The ratio of Up to LP is 1: 2.5.

Table 3.7 Infrastructure Gaps.

	No. of Schools	Without Building	Dilapidated Condition	Drinking Water Facilities	Toilets	Access Ramp	Kitchen
Primary	1459	150	151	795	699	141	121
Upper Primary	577	85	64	213	229	30	0
Total	2036	235	215	1008	928	171	121

Source: BRC Report 2007-08.

There are still a number of schools that are functioning from rented building, community hall, thatch house, etc. In rural areas, schools are held in run down structure which poses great danger to children in times of natural calamities. One of the health concerns that prevail in schools is the toilet facilities which is deplorable and can cause hazardous effect. Schools and community as a whole are still unaware of inclusive education, hence, accessible facilities for PWDs is still a rare terminology. The infrastructure facilities are a problem area and prioritizing it, is the district objective in this current session.

3.4 PARTICIPATION.

The child population of the district is 111012, with 53587 boys and 57425 girls. During the last year this was reported as 171949. The figure was estimated by a crude method and this included a large portion of below 6 years population and above 14 years child population.

Table 3.8 Child Population.

Sl .No.	BRC/ Municipal Name	ALL COMMUNITIES (6-11 age group)					
		Rural			Total		
		B	G	T	B	G	T
1	Mawphlang	5651	5793	11444	5651	5793	11444
2	Mawryngkneng	3918	4118	8036	3918	4118	8036
3	Mawkynrew	2864	3015	5879	2864	3015	5879
4	Mawsynram	4769	4575	9344	4769	4575	9344
5	Pynursla	3653	3729	7382	3653	3729	7382
6	Sohra	2413	2260	4673	2413	2260	4673
7	Laitkroh	1842	1863	3705	1842	1863	3705
8	Mylliem	11677	11549	23226	11677	11549	23226
9	SMC	7617	8073	15690	7617	8073	15690
Total		36787	36902	73689	44404	44975	89379
	BRC/ Municipal Name	(11-14 age group)					
		Rural			Total		
		B	G	T	B	G	T
1	Mawphlang	1777	2220	3997	1777	2220	3997
2	Mawryngkneng	1544	2051	3595	1544	2051	3595
3	Mawkynrew	852	1423	2275	852	1423	2275
4	Mawsynram	1872	2011	3883	1872	2011	3883
5	Pynursla	1441	1649	3090	1441	1649	3090
6	Sohra	869	1291	2160	869	1291	2160
7	Laitkroh	756	1040	1796	756	1040	1796
8	Mylliem	7689	8838	16527	7689	8838	16527
9	SMC	7425	8282	15707	7425	8282	15707
Total		16800	20523	37323	24225	28805	53030
G Total		53587	57425	111012	68629	73780	142409

Table 3.9 Gross Enrolment Ratio (GER) - LP.

Sl. No.	Blocks	Child Population 6-11			Enrolment 6-11			GER		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Mawphlang	5651	5793	11444	5604	5758	11362	99.17	99.4	99.28
2	Mawryngkneng	3918	4118	8036	3881	4092	7973	99.06	99.37	99.22
3	Mawkynrew	2864	3015	5879	2829	2999	5828	98.78	99.47	99.13
4	Mawsynram	4769	4575	9344	4724	4541	9265	99.06	99.26	99.15
5	Pynursia	3653	3729	7382	3617	3706	7323	99.01	99.38	99.2
6	Shella	2413	2260	4673	2394	2246	4640	99.21	99.38	99.29
7	Laitkroh	1842	1863	3705	1823	1847	3670	98.97	99.14	99.06
8	Mylliem	11677	11549	23226	11604	11492	23096	99.37	99.51	99.44
9	Shillong	7617	8073	15690	7559	8028	15587	99.24	99.44	99.34
	Total	44404	44975	89379	44035	44709	88744	99.17	99.41	99.29

Source: BRC 2008.

The Gross Enrolment Ratio of the district as a whole is 99.29. The GER for Boys being 99.17 and girls 99.41, implying that participation of girls were better. The GPI for enrolment in primary stage is 1.02 approx. The GER was lowest for Laitkroh Block and Highest for Mylliem Block.

Table 3.10 Net Enrolment Ratio (NER) - LP.

Sl no	NER (PRY)	6-11Population			Enrolment			NER		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Mwphlang	5651	5793	11444	5604	5758	11362	77.35	77.53	77.43%
2	Mawryngkneng	3918	4118	8036	3881	4092	7973	77.26	77.51	77.37%
3	Mawkynrew	2864	3015	5879	2829	2999	5828	77.05	77.59	77.30%
4	Mawsynram	4769	4575	9344	4724	4541	9265	77.26	77.42	77.33%
5	Pynursia	3653	3729	7382	3617	3706	7323	77.23	77.52	77.36%
6	Shella	2413	2260	4673	2394	2246	4640	77.39	77.52	77.44%
7	Laitkroh	1842	1863	3705	1823	1847	3670	77.20	77.33	77.24%
8	Mylliem	11677	11549	23226	11604	11492	23096	77.51	77.62	77.55%
9	Shillong	7617	8073	15690	7559	8028	15587	77.41	77.57	77.48%
	Total	44404	44975	89379	44035	44709	88744	77.35	77.54	77.44%

Source: BRC 2008.

The Net Enrolment ratio was calculated at 77.44% at the district, for boys being 77.35% and for girls 77.54%. The lowest being Mawkynrew and highest Mylliem.

Table 3.11 Gross Enrolment Ratio (GER) – UP.

Sl. No.	Blocks	Child Pop 11-14			Enrolment 11-14			GER		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Mawphlang	1777	2220	3997	1736	2188	3924	97.7	98.6	98.2
2	Mawryngkneng	1544	2051	3595	1502	2020	3522	97.3	98.5	98.0
3	Mawkynrew	852	1423	2275	831	1406	2237	97.5	98.8	98.3
4	Mawsynram	1872	2011	3883	1829	1979	3808	97.7	98.4	98.1
5	Pynursla	1441	1649	3090	1404	1624	3028	97.4	98.5	98.0
6	Shella	869	1291	2160	853	1278	2131	98.2	99.0	98.7
7	Laitkroh	756	1040	1796	737	1027	1764	97.5	98.8	98.2
8	Mylliem	7689	8838	16527	7617	8777	16394	99.1	99.3	99.2
9	Shillong	7425	8282	15707	7367	8236	15603	99.2	99.4	99.3
	Total	24225	28805	53030	23876	28535	52411	98.6	99.1	98.8

Source: BRC 2008.

The GER at UP portrays a different picture. The GER at UP for the District stands at 98.8, with boys at 98.6 and girls at 99.1. Mawryngkneng and Pynursla are the lowest at 98.0 and Mylliem and Shillong among the highest at 99.2 & 99.3 respectively.

Table 3.12 Net Enrolment Ratio (NER) – UP.

Sl. No.	Blocks	11-14 Population			11-14 Enrolment			NER		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Mawphlang	1777	2220	3997	1736	2188	3924	76.20%	76.88%	76.54%
2	Mawryngkneng	1544	2051	3595	1502	2020	3522	75.88%	76.82%	76.35%
3	Mawkynrew	852	1423	2275	831	1406	2237	76.08%	77.07%	76.57%
4	Mawsynram	1872	2011	3883	1829	1979	3808	76.21%	76.76%	76.48%
5	Pynursla	1441	1649	3090	1404	1624	3028	76.00%	76.82%	76.41%
6	Shella	869	1291	2160	853	1278	2131	76.56%	77.21%	76.89%
7	Laitkroh	756	1040	1796	737	1027	1764	76.04%	77.03%	76.53%
8	Mylliem	7689	8838	16527	7617	8777	16394	77.27%	77.46%	77.37%
9	Shillong	7425	8282	15707	7367	8236	15603	77.39%	77.57%	77.48%
	Total	24225	28805	53030	23876	28535	52411	76.88%	77.27%	77.07%

Source: BRC 2008.

The Net Enrolment Ratio for UP at District was 77.07% For boys it was 76.88% and for girls 77.27%. The gap between boys and girls is due to the fact that bigger boys have to go for helping the family in earning a livelihood. Lack of interest on the part of the boys and social factors also contribute to the divide.

3.5 INTERNAL EFFICIENCY.

On the basis of a reconstructed Cohort method the following internal efficiency indicators were calculated:

- | | |
|-----------------------------|------------|
| 1. Input-Output Ratio: | 0.82 |
| 2. Input per Graduate; | 4.88 years |
| 3. Wastage Ratio: | 1.22 |
| 4. Wastage due to repeaters | 34.4 |
| 5. Wastage due to Drop Outs | 65.5 |

It is evident from the above that drop out is the single largest problem in the district. The significant drop out rate can be a result of lack of interest, earning compulsion, accessibility and family obligation. This trend of drop out will continue to persist as long as the infrastructural facilities are lacking behind, teaching and learning are conventional and tedious and the social attitude remains negative.

Chapter IV

PLANNING PROCESS

Sarva Shiksha Abhiyan is time bound programme for universalization of elementary education and since its achievement depends on the quality and the extent of community participation in planning, implementation and monitoring of its various aspects. So, planning at various levels has been taken up by the District.

Community participation and decentralized planning on need base of the district has been the distinctive feature of the SSA. It provides the district an opportunity to take up holistic planning to achieve universalization of elementary education (UEE). In keeping with the objectives of achieving the goals of UEE the district has been making an attempt to bridge all the gaps in the elementary education sector and to bring all children in the age group of 6-14 years to schools and provide quality education.

4.1 The AWP & B 2008-09 aims to achieve the following commitments:

- Zero single Teacher Schools.
- Systematic recording of student-teacher attendance.
- Specific programme for improving of reading, writing and language competencies, basic. mathematics in class I-VII with regular independent testing.
- Reaching accessibility to unserved habitations.

4.2 Expected outcomes of AWP & B 2008-09.

- 100% access to LP/UP.
- Universal enrolment and zero out of school children.
- Reduce drop out rate by 5% from previous year at elementary level.
- Share of girls in LP/UP to reflect in the district.
- Share of SC/ST Muslim children to reflect in the district.
- Achievement levels of class V & VIII by 20% above DISE data of 06-07.
- Enhance achievement levels of class V children by 20%.

4.3 Project Set up.

The first step towards achieving the objectives was to set up the management structure at various levels for the system to work. A three tier system with the VEC and SMCs in the village has been already constituted and planning process will be based on the recommendation of these set up. Cluster Resource committees at the sub block level and the Block Resource Committees at the Block level will implement the programme under SSA.

4.4 Village Level Team.

The Village Education Committee headed by the Local Durbar Headmen is formed in all villages and habitats. The members are selected from the local inhabitants, members of local durbar, women groups, PTA, Educated youth and teachers who are inclined towards progress of educational development. The VEC formulate habitation planning process by holding community meetings and their proposals are paramount to the planning process. The VEC after conducting the participatory meeting identifies problems and issues and offer vital information for activities to be intervened through the planning process.

4.5 Cluster Level Team.

In this level the CRC team comprising the Chairman, Secretary, members and Coordinator formulate the resolution and consolidate the same with spot verification. The said proposals are then approved by the cluster team and forwarded to the Block Resource Centre.

4.6 Block Resource Group.

This level forms the core group for the planning process of the areas which falls under the block jurisdiction. This group comprises of the Block Development Officer as the Chairman and the Block Mission Coordinator as member secretary and some members selected from various field having interest in upliftment of education. This group finalise the proposal and habitation planning of all VEC and CRC and further discussed and consolidate with spot verification on all project proposals.

4.7 The District level team has monthly Meetings to discuss important issues on the implementation of SSA Scheme. Problems at the District level were identified and formulations of Plans are taken up annually.

Members of District team consist of :-

Chairman	-	Deputy Commissioner of the District.
Vice-Chairman	-	Principal DIET.
Secretary	-	District Mission Co-ordinator.
Members	-	1. D.I. of School, Shillong. 2. D.I. of School, Sohra. 3. A.D.M. (DEV) East Khasi Hills.

In the district level, all training programme has been conducted by the DMC in collaboration with the DIET, DERT.

4.8 Block Level Team.

Within the Block level, BRCs and CRCs has been established and given continuous support to school teachers to improve quality education. Till date there are 8 BRCs in the Block level & including 80 Nos. CRCs. In Shillong Municipality, 6 URC have been constituted, for monitoring to more than 200 schools. It has been practiced that all the BRCs at the Block level are responsible for coordinating with the CRCs, VECs, teachers & village volunteers for surveying and assisting the village planning process. In fact, the BRCs, will be responsible for community mobilization in the village Drop-out, enrolment, achievement by coordinating with the teachers/MTA/Parents etc. They can also help in upgrading the existing LPS/UPS and school-less village to formulate plan for opening up of EGS, BTSC, Bridge-Course, remedial studies etc.

4.9 Habitation Level Team.

1. Cluster Resource Centre (CRC).
2. Village Education Committee (VEC).
3. School Managing Committee (SMC).

4.9.1 Cluster Resource Centres:

At the cluster level, the Co-ordinators will have the assistance of the BRCs/BRPs by arranging the VECs meeting at least once in a months, discuss their problems and issues and try to formulate plans for such issues to be forwarded to the CRC level and finally to the BRC level. Till date there are 80 CRCs and 6 URCs which have been constituted and approved in East Khasi Hills District for the year 2007-08.

4.9.2 Village Education Committee (VEC):

V.E.C. has been formed at the village level consisting of 6 members, out of which, two are women members and it is headed by the village Headman as the Chairman. These members monitor the Children Education through their active participation and support and steps are taken to ensure effective functioning of the school under its jurisdiction. VEC also initiate and support the CRC/BRC in collection of data since the Head teachers is one of the members of the VEC. Several o VEC are not functioning effectively in East Khasi Hills, they need to be addressed and strengthened, and it has been planned that during 2006-07, the VEC will co-ordinate with the teachers/MTA/PTA for addressing their problems, decides the plan/activities to be taken up in the cluster level..

Functions of the VEC:

- Organising periodic meetings.
- Maintaining Bank account and Cash book.
- Conducting the survey and maintenance and updating of the VER.
- Ensuring the enrolment and retention of the children in school.
- Mobilizing community resource.
- Networking with other agency.

4.10 Planning team.

Planning team at various levels viz. habitation cluster and block level have interacted with parents teachers and members of the community in the VEC and SMC meetings. These teams also review the functional aspects of schools. The RPs in the block have been monitoring and providing support to improve the professional practices in the schools. The planning process has been completed through several meeting of the VEC/SMC. CRC members with the BRCs. The habitation plans have been consolidated into the CRC plan after several consultative meetings. The CRC plans have similarly been consolidated into the block plan. Block plans

have been taken up for compilation of the district plan through various consultative meetings with the core team and the CRC coordinator.

The composition of the District team is as follows :

- Deputy Commissioner and Chairman District Teams.
- DMC/Jt. DMCs.
- Block Mission Coordinators / Programmed coordinator.
- Principal DIET.
- DSEO.
- PD DRDA/EE DRDA.
- District Social Welfare Officer.
- Co-opted members from CRCs.

At the Block level similar committees were constituted with BDO as Chairman. The BMC as member secretary, Resource person and representative from Health Departments, Social Welfare Department, Teachers both LP and UP and members of the community constitute the members of the committee.

4.11 The Process.

The bottom up approach for planning was adopted. The habitation based needs were examined in the habitation planning meetings and reviewed in the cluster plan was prepared. The cluster plan were consolidated into blocks plans and finally the block plans were consolidated into the district plans. This was done through several consultative meetings and planning exercises. Planning workshops were conducted in the district level to build up the capacity of the CRCs in Habitation Planning and school Mapping exercises. After compilation of the plan at the BRC, CRC levels two more workshops at the District level was organized. The CRCs also prepared a data based on the basic information of the habitation under their areas as indicated in the table 4.1.

4.12 The Outcome.

The main issues discussed in these meetings are access, Upgrading the EGS centres into formal school, free text books, habitation planning, school mapping and teacher training. While the habitations without schooling facility at different stages discussed the issue of opening school, B.T. S.C and Bridge Course, maintenance of school building and minor repair has been providing financial assistant of Rs. 5000/- per school of each blocks and infrastructure

gaps were the main focus for existing schools. The community awareness was encouraged for proper monitoring and regular meetings was emphasize. Participation of parents in meetings and other activities were discussed. The issued of expenditure in meetings and monitoring for the VEC were discussed. There were demands for grants for meeting the expenses of the VEC.

4.13 Data Base.

The VER records form the main source of input for the Data based for the district at the village level. Updating of the VER is undertaken every year. The school level data are collected through the DISE, EMIS and PMIS formats of which all these type of data are collected yearly and compiled in the CRC and BRC level. It has been observed that due to certain unavoidable circumstances such as inaccessibility, lack of man power, uninterested individuals and other social factors prevent data collector to compiled accurate information, this led to fissure in these data. The VER data are not kept up to date or to some extent absent of reliable information this discrepancies are mostly due to the level of literacy and understanding.

CHAPTER - V

PROGRESS OVERVIEW AND TARGETS

5.1 Introduction : Since the inception of 273 SSA LP schools and 232 Upper Primary Schools have been opened in the District. In all 546 LP and 928 UP teachers have been appointed in these schools. In order to improve the quality of teaching in the class room, teachers grant @ 500 per teacher is provided under SSA to all teachers. 5067 Teachers were provided with teachers grant during the year 2007-08. It is significant to note that the SSA programme has greatly enhance the progress of elementary education in East Khasi Hills District. This we can comprehend from the decrease of out of school children ,in 2007-08, East Khasi Hills has 3651 out of school children and in 2008-09, it has come down considerably to 1254. School accessibility, infrastructure, teacher's training are some key factors that contribute towards this improvement. Below are some tabular details of the status of the district in terms of accessibility.

5.2 Access.

Table 5.1 Habitation & Access (Primary).

District	Total no. of Habitation	Habitation covered by		Habitation without Primary/EGS	Habitation eligible for Primary School as per State Norms
		Primary	EGS		
East Khasi Hills	1162	1021	110	31	25

Source : DISE 2007-08.

It is a remarkable improvement in term of accessible education but there are still areas that are unserved and needs to be look upon. These habitation are without Primary education or EGS because of scattered population, difficult terrains and uninterested community members

Table 5.2 Habitation & Access (Upper Primary).

District	Total no. of Habitation	No. of habitation having UPS facility in 3km area	No. of eligible habitations for UPS as per State norms	No. of UPS eligible as per 2:1 ratio	No. of habitations to be covered as per recommendation this year
East Khasi Hillis	1162	848	109		

Source : DISE 2007-08.

Table 5.3 Status of EGS completed/completing two (2) years.

No. of EGS Sanction till 07-08	Total No. of EGS functioning	No. of EGS completed 2 Years	No. of EGS completing 2 years in 2008-09
110	110	110	110

Source : DISE 2007-08.

*EGS is a successful innovative programme under SSA. In this district, it is increasingly becoming a success story.

Table 5.4 Upgrading of EGS.

No. of EGS sanctioned till 2007-08	No. of EGS functioning			No. proposed for upgradation	No. of EGS to be continued	Reasons for not proposing for the balance	No. of EGS to be closed
	In the habitation eligible for PS	In habitation Not eligible for PS	Total				
110	88	22	110	81	29	Does not fulfill the norms and criteria for upgradation	-

Sources: DISE 2007-08.

*The above table clearly indicates the position of EGS in the District and out of the 81 proposed to be upgrade in this plan, 29 are to continue as they do not fulfill the norms and criteria. The Total No. of L.P. Schools taken up by SSA up to 2007 is 273 in Numbers, and the U.P. Schools is 232 Nos., where in, 546 L.P.S. teachers has been appointed and 928 teachers for the

U.P.S. TLM of Rs.10,000/- per L.P.S. and Rs.50,000/- per U.P.S. has been released to the School concerned including Teacher's Grant, School Grants etc. The SSA schools is mostly a child-friendly centers of learning and every attempt has been made to urge community participation in giving a face-lift to schools by providing water-supply, toilets, school grants, to make the schools look attractive and child-friendly.

Table 5.5 Out of School Children.

Age in years	In 2007-08		In 2008-09	
	B	G	B	G
6-10	891	574	369	266
11-14	1337	849	349	270
Total-6-14	2228	1423	718	536
	All	3651	ALL	1254

Sources : DISE 2007-08.

5.3 Out of School.

The out of school children in the district are 635 numbers in the age group of 6-11 years and 619 in the age group of 11-14, the total district out of school children is 1254.. The district in this current academic session proposed to enroll the out of school intensely through various interventions to be discussed in the other chapter.

Table 5.6 Progress & Mainstreaming.

Children enrolled in AI/bridges courses in 2007-08	Children proposed to be enrolled in AI/bridge courses in 2008-09
3651	1254

Source : DISE 2007-08.

*Children from AI/bridge courses are not mainstreamed during 2007-08 due to the fact that they are still in the initial part of the course.

Table 5.7 Strategy Proposed.

Age Group & Category of Children											
Never Enrolled						Drop Out					
6-10 years			11-14			6-10			11-14		
Strategies Proposed	Coverage Proposed	Gap	Strategies Proposed	Coverage Proposed	Gap	Strategies Proposed	Coverage Proposed	Gap	Strategies Proposed	Coverage Proposed	Gap
NRBC	321	Nil	NRBC	176	Nil	BTSC	438	Nil	BTSC	319	Nil

Source : DISE 2007-08.

The district proposed to mediate through intervention mentioned above, Since, majority of out of school children are due to inaccessibility and earning compulsion which are correlated, the NRBC strategy would be taken up simultaneously with mobile school .

Different strategies adopted for the out of school of school children are:

- Enrollment drives and awareness campaigns by the district along with eight BRCs and six URCs.
- Back to school camps/Bridges course
- Mobile School

Table 5.8 Enrolment under EGS and BTSC 2007-08.

Sl. No.	Name of the Block	No. of EGS centres	Enrolment	
			EGS	BTSC
1	Mawphiang	22	1062	187
2	Mawryngkneng	17	461	47
3	Mawkyntew	8	211	172
4	Mawsynram	18	872	224
5	Pynursla	15	561	131
6	Shella Bholaganj	12	430	276
7	Laitkroh	14	496	245
8	Mylliem (R)	NIL	NIL	535
	Mylliem (U)			
9	Shillong Municipal	4	114	130
Total		110	4207	1947

Source : BRC Reports.

Table 5.9 Information on Teachers (as on 31st December 2007).

Category	Sanctioned Post			Total
	Govt.	SSA	Aided	
PS	609	546	1822	2977
UP	89	928	880	1897
Total	698	1474	2702	4874

Source : DEME 2007-08.

5.4 Quality related Issues.

A. Curriculum.

Competency in teaching is the basis for quality improvement, in this respect, extensive training for teachers is a necessity. Apart from such intervention, curriculum content is a related issue for such progress that needs to inculcate into the teaching capacities of teachers that will embodied the local needs.

A revised curriculum design has been completed by the DERT and implementation is currently practice by M.B.O.S.E for this current academic session. Teacher has to be equipped for such change in the syllabus to prepare them of the new designed core areas.

B. Teacher's Training.

In Service Training:

The main objectives of providing In-service training to each elementary teacher are to :

- Orient them in goal, philosophy and strategy of SSA and raise their motivation level.
- Enable them to work in collaboration with parents, the community and VEC.
- Improve their knowledge of curriculum which they are required to teach.
- Improve their skills to teach curriculum areas in a more interesting, activity-based, joyful and effective manner, using suitable teaching aids.
- Improve their skill of evaluation and of identifying and helping slow learners.
- To help teachers in achieving Universal Elementary Education.

Table 5.11 Progress of In-service Teacher Training(During 2007-08).

Stage	Duration of training	Undertaken during vacation/s or, in working days	Total no. of In service teachers	Target no. of teachers (during 07-08)	Teachers trained (upto March end 2008)	% of Achievement
Primary	20 days	During vacation	4451	2700	2700	100
Upper Primary	20 days	-do-	2407	894	894	100

Source : DISE 2007-08.

* All 20 days programme in the district is carried out at the Block level with Resource Persons from DIET, BTC, experience teachers, BRPs, etc.

Table: 5.12 Progress of Induction Teacher Training(during 2007-08).

Stage	Duration of training (detailed break up)	Teachers recruited(up to end march 2008)	Teachers trained upto march 2008	% of Achievement
Primary	30 days	546	546	100%
Upper Primary	30 days	928	928	100%

Source : DMC 2007-08.

* Newly recruited teachers are given 30 days short term programme to prepare them for basic job entry expertise.

Table 5.13 Progress of Training of Untrained Teachers (during 2007-08)

Stage	Total no. of Untrained teachers	Target for 60 days training	Teachers trained during 2007-08	% of Achievement
Primary	2770	1888	882	46.7
Upper Primary	1616	1073	543	50.6

Source : DISE 2007-08.

* The progress of training teacher is steady, with an overall 48% achievement in 2007-08. This is primarily due to the lack of institutional support and accommodation.

5.5 Quality improvement.

A number of measures have been taken to strengthen the capacities of teachers and resource persons. These include training and development of TLM, modules, workshop etc.

Table 5.14 Information on the Training of Teachers in East Khasi Hills District

Category	Total No. of Teachers	No. of Teachers Trained	No. of Teachers not Trained	Total No. of Teacher Deputed for CPE
LP Schools	4451	1681	2770	882
UP Schools	2407	791	1616	543
Total	6858	2472	4386	1425

Source : DISE 2007-08.

Table 5.15 Target for Training.

Long Term	CPE	20 Days	Total
740	800	2856	4386

Several training targeted for the year 2008-09 through different courses i.e., 60 days training, 30 days training, 20 days training and CPE (IGNOU) would be carried out.

- **Training Modules** The district has a huge backlog of untrained teachers. The district has taken the fullest benefit of the CPE programmed under Distant education mode (IGNOU) and has sponsored 1425 teachers for the course. This training has been conducted in all the Eight BRC and Shillong Municipality URC counseling of the trainee was also conducted in these centers.

The following are the course content of the CPE

1. CPE 1 Teaching of Language.
2. CPE 2 Teaching of Mathematics.
3. CPE 3 Teaching of Environment Science.
4. CPE4 Understanding the Child.

There are other trainings which are being conducted at the District level and Block level arranged by the District SSA in collaboration with DIET and DERT. In order to formulate a practical, workable and successful training, a training module has been adopted and certain portions from the training packages of S.O.P.T. developed by N.C.E.R.T. has been adopted through a Khasi translated version done by the DERT/DIET.

The teachers training module prepared by the district was based on the following :-

- SSA framework.
- Out of school children enrolment and retention
- Drop out
- Community participation
- Absenteeism and methods for remedy
- Identification of CSWN and their inclusive Education
- Mid-Day Meal & school Health programmes
- Utilisation and accounting of teachers
- School & Maintenance Grants

Curricular area

Environmental science

Mathematics

Language

C.BRC/CRC.

Table 5.15 Information regarding BRC/CRC

Sl. No.	Resource Centre	Sanctioned	Functional	BRPs Sanctioned	BRPs in position
1	BRC	8	8	54	54
2	CRC	80	80	80	80
3	URC	6	6	6	6

Source: DMC 2007-08.

Block Resource Centre, Cluster Resource Centre and the Village Education Committee/School Managing Committee are the pivot of SSA programme implementation. The persistent for

quality falls on the effectiveness of these levels which includes comprehensive planning and execution. Failure of these levels and the consequences is palpable; therefore, it is inevitable to strengthen the function of these level for the efficient and effective programme implementation. Training and frequent instruction is required to all these level, monthly meetings are being held at all level where the agendas are mainly on access, enrolment, retention, quality improvement, infrastructures, teacher competencies, data collection and other issues concerning education. Apart from meetings, comprehensive training on issues related to SSA are also vital.

Table 5.16 Training of BRCs/CRCs

No. of Days training given to BRCs/CRCs in 2007-08 (in addition to training as master trainers for teachers training)	No. of days training proposed for 2008-09 (in addition to training as master trainers for teachers training)
Nil	1. BRPs-15days-Community Mobilisation, role and function ,etc./data collection and entry. 2. CRPs-15days-subject training in core areas. Monitoring and reporting of SSA/educational activities

* BRPs and CRPs in several BRCs lack the knowledge and expertise in comprehending the role and function of their position. In this respect, the district proposed to hold a 15 days comprehensive training of all SSA interventions, monitoring, evaluation, supervision and other academic support to school within their cluster.

D. Textbooks.

Target, Achievement & Proposal.

One of the main reasons for drop out in the rural areas was found to be poverty. Incentive schemes like mid day meal and free text books have been found to be very effective in ensuring the participation. Free text books and exercise books were distributed to all children in the district.

1,17,970 children in the Lower Primary and 50,328 in Upper Primary received free text books.



DISE Training in Mylliem Block



Teacher Training in Mawsynram Block

Table 5.17 Distribution of Textbooks.

Stage	Academic Session begins from	Month of distribution in 2007-08	Month of distribution in 2008-09
PS	February	February	February
UPS	February	February	February

*Textbooks distribution are timely distributed to all Blocks and CRCs level. Concerned School authority collects the same from BRC or CRC whichever is the arrangement of the BMC. In this current session textbook has been centralized and adopted the new State Board Education syllabus which are currently supplied to all LP/UP children from Government, Aided, SSA schools and the surplus are distributed to private schools.

E. Pupil Assessment Systems in States.

Table 5.18

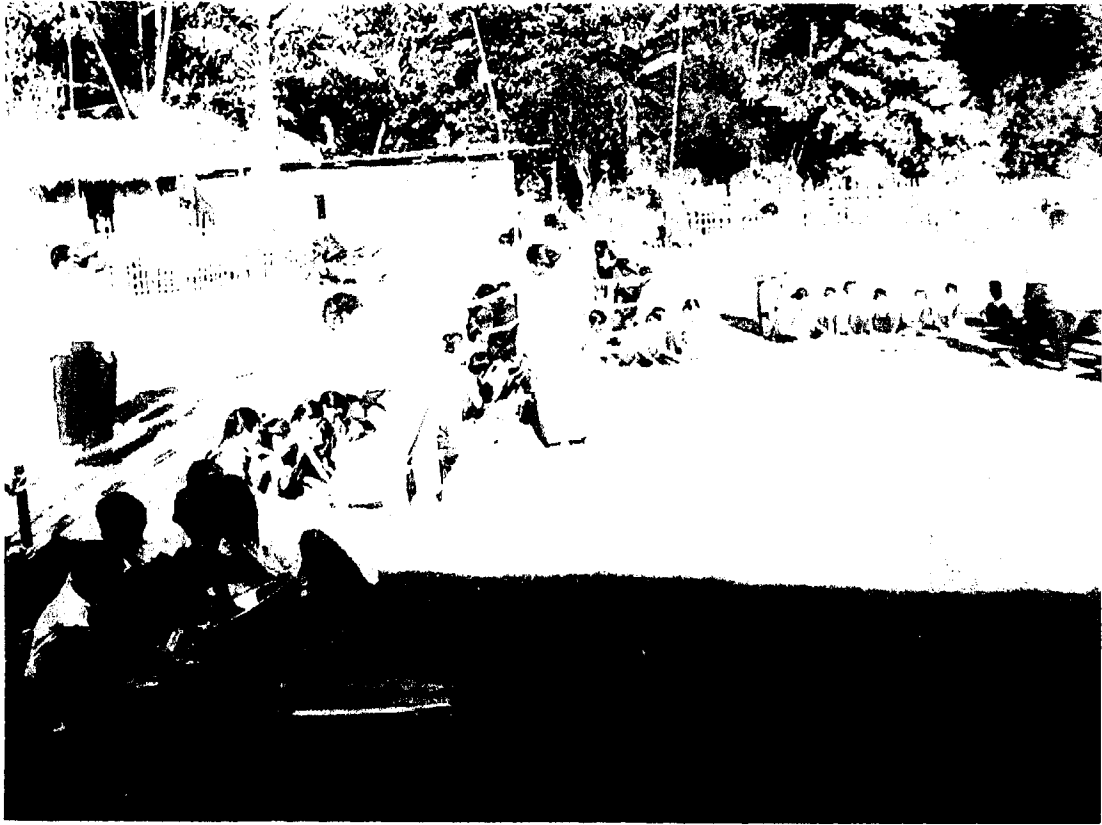
Stage	No. of tests in a year	Whether marking or grading system	No-detention from which class	Board Exam. At which class	Is there any report card?	Frequency of sharing with parents
PS	3	Marking	-	-	Yes	Thrice
UPS	3	-do-	-	-	Yes	Thrice

Sources: DI Office.

F. Teachers Learning Material (TLM).

TLM have been developed using the strategy of trying out different packages of learning. They have simplified the approach and attracted the interest of students. Each teacher is given an annual grant of Rs.500/- to purchase materials to develop TLM. Apart from these packages the teachers also use some locally available materials like cone, pebbles, wild fruits, grass, bamboo etc.

G. Training of Community leaders. The training of Community leaders are being conducted at the village level, CRC-level and BRC-level, arranged by the DMC in-collaboration with the DIET. In these training, the Community members are trained to conduct house-to house survey, collection of DATA about children in the age group of 3 to 14 years.



Mid Day Meal in Shella Bholaganj



Several methods were adopted to mobilise the Community Meetings with the VEC, Local NGOs, Youth groups and teachers. The priorities in all the programme in the Districts were the eradication of child-labour, protection of child-rights and enrolment of out-of-school children. Parents were convinced about the merits of schooling out-of-school children through mainstreaming strategies.

The Community were also trained the art of Micro-planning – which is of two crucial elements. (1) Village-based planning and (2) School-based planning.

H. Incentives.

➤ Mid Day Meal.

From the past experiences it is confirmed that incentives like mid day meal, free text books draw more children to school especially in rural areas. The mid day meal has in fact doubled the enrollment in some schools in the rural areas and semi urban during the last six years. The overall impact of the mid day meal has been positive in the district and the community after persuasion has helped in the implementation of the scheme. The implementation of the scheme has been streamlined and monitoring and supervision is being undertaken by the BRC, CRC, VEC and SMC members for the effective transaction of MDM.

➤ Free Text Books.

Free text books are distributed to the focus or target group in this current academic year 2008-09 and distribution is going on. Differences in syllabus followed by different schools are one of the major problems in the distribution of text books as the text books supplied by SSA are not in conformity with the school syllabus in 2007-08 session but this current MBOSE syllabus are being followed especially in Government schools and SSA schools.

I. Integrated Education for the Disable.

Children with Disability. The District Programme has provisions for children with special need and is working in collaboration with local NGOs. The VEC/BMC carries out door to door or school to school survey and list all disabled children. Since Sensitised programme has not been arranged in a proper manner for those involved in the survey works, so most of the survey conducted is only a preliminary identification. The total No. of CWSN is 1291 and Assessment Camp has been conducted by the "District Rehabilitation centres", East Khasi Hills, under leadership of Dr. V. Myrboh, Orthopaedics Surgeon. These children were given



CWSN Assessment Camp in Mawlai



CWSN Assessment Camp in Mawsynram

wheelchairs/spectacles/clutches/lens/Braille sets/hearing aids/special shoes etc. These aids and appliances has been received free of cost from the Composite Regional Centre (CRC), Guwahati, with the exceptional of spectacles and lens. The other CWSN were given free Medical Check-up, Medicines and operation by the DRCs.

In 2007-08, assessment camps for CWSN was carried out in all the block level in collaboration with the DRC and the total number of children assessed is 717.

5.6 Civil Works.

Infrastructure facilities is another very important mechanism to retain and invite a child to school, SSA buildings and structure are child friendly and from the last plan, provision has been made to accommodate CWSN by building ramps and accessible classroom.

For smooth implementation of Civil works and ensuring that there is adequate supervision and good quality of construction, East Khasi Hills have constituted a Civil work Sub-Committee consisting of the following members :-

1. Chairman BRC.
2. BMC (Block Mission Coordinator).
3. Asst. Engineer.
4. 2 Nos. of Junior Engineer (District and Block Junior Engineer)
5. Co-ordinator of the concern CRC.

Construction of any structure under SSA has been undertook by VEC/SMC members who received training on civil works from the Block engineer and district engineer.

Training has been conducted in 3 sessions. The 1st session has been taken up before starting the construction and the second and third session are conducted during execution of works (at site).

Table 5.20: Civil Works Sanctioned in East Khasi Hills till December 2007.

Sl. No.	Name of Building/Project	Fresh Approval for AWP & B 2006-07 Physical(unit)	Unit Cost (Rs. in lacs)	Completed Physical (unit)
1.	BRC Building	1	6.00	1
2.	New Primary Schools	103	2.25	103
3.	Additional Classrooms (Primary)	107	1.75	107
4.	Additional Classrooms(Upper Primary)	100	1.75	100

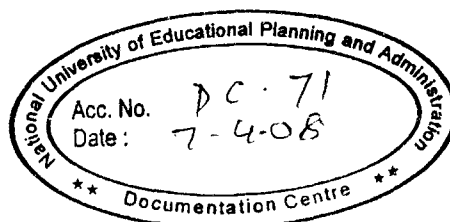
Source : DMC 2007-08.

Civil works is an important component under SSA and participation of community in all civil works activity will endure a sense of ownership. In the rural areas of East Khasi Hills, most of the school lacked proper infrastructures. So during this current year, the VEC will be allowed to choose any top priority school within their CRCs to choose or plan for their children's benefit e.g. construction of new LPs/Ups, given 1st preference to SSA schools which has recently been up-graded.

Construction of additional classroom, where the existing building is over crowded due to increase of enrolment, these schools buildings will be provided with the toilet facilities_and drinking water facilities_Boundary walls or barbed wire fencing for the safety of the children.

Table 5.21: Progress on Physical Target and Financial Outlays.

Sl No.	Activities	Fund released by SPD (in lacs)	Total expenditure	Unspent balance	Remarks
1	Salary –LP school	196.560	188.370	8.19	
2	-" O.B.	6.048	6.048	0	
3	-" U.P.S.	250.560	240.140	10.42	
4	Teachers Grant	25.335	25.335	0	
5	Teachers Training	13.104	13.104	0	
6	Community Leaders Training	3.361	3.361	0	
7	School Grant	33.080	33.080	0	
8	T.L.E.				
9	Innovation ECCE	15.000	15.000	0	
10	Free Text Book	252.447	252.447	0	
11	BRC.	28.520	27.410	1.11	
12	CRC	36.034	34.744	1.29	
13	EGS	49.980	49.980	0	
14	IED	14.388	14.388	0	
15	Research & Evaluation	16.540	16.540	0	
16	Civil Work/maintenance	449.900	227.025	222.875	
17	NPEGEL				
18	M.C. Honorary Consultancy Total MC				
19	Pre-project				
Total		1390.857	1146.972	243.885	



Chapter VI

Problems & Issues

6.1 Introduction

The Universalization of Elementary Education is the prime objective of SSA. The district has been able to increase access and participation to a great extent. However the problem to reach out of school children still remains a challenge for the district. Another area of concern which needs greater attention is the improvement of quality.

6.2 Access

The problem of access for the hard to reach out of school children is a major issue. These children mostly reside in small and scattered habitations which are not easily accessible. Another major concern is the social attitude towards elementary education where the district would mobilize awareness programme through community leadership training. This initiative is vital for the achievements of the programme since the habitation planning is the foundation of such intervention, basic knowledge and expertise of planning, implementation, monitoring and supervision are needed.

6.3 Enrolment.

Problems of Enrollment:

- Scattered habitation
- Uniform are not supplied to enrolled learners
- Overage
- Poverty
- Illiteracy

As discussed above the scattered habitation and population are some of the acute problem faced by the district in educational accessibility. Far flung villages with small size population pose a difficult situation for educational volunteers to reach out regularly and effectively.

Another vexed problem that the district encountered is the dropping out of children enrolled in the last session, this can be attributed to the unavailability of school uniform, which, even though school authorities permit such children to attend school, children feel out of place and some children even suffer inferiority complexes.

Overage children are enrolled in several classes this is due to the fact that most of these children are not prepared for classes against their age, this cavity leads to psychological problems.

The above problems are relatively due to poverty factor that led poor parents not to send all their children to schools. It is usually practice in rural areas that the elder or able daughter and son are given with the responsibility to take care of the siblings, household work and earning. Most of these parents are not of the view to send their children to school, the reason being the economic sustainability of such initiatives.

6.4 Retention

During the planning process it was observed that the retention issues was the most difficult to address than those of access.

Issues of retention were

- Lack of interest of students
- Teacher
- Uninteresting and unattractive classroom environment
- School curriculum
- Household obligation
- Professional support

Retaining the child in school is an annoying problem where the school authorities and the district stumble upon in every session. This can be accredited to the lack of interest of children, parents and community, teacher competencies is another major factor contributing to this problem, the back log of untrained and uncommitted teacher is huge. Lack of infrastructure facilities like classrooms, play ground, clean toilets, etc also contribute towards retention issues.

Monotonous classroom learning with irrelevant curriculum is also factors of retention issues, most children especially from rural areas find it immaterial and hard to digest or make connection with their social surrounding.

Professional support within the district is not lacking but more initiative is required from institutes such as DIET, BTC and other teacher education college in and around Shillong for training. So far IGNOU is the only institute that collaborates with the district apart from the DMC and BRC in academic support.

6.5 Quality issues.

The attempt of the plan will not only to ensure quality inputs but to sustain and improves the quality of education.

The issues that emerged in the area of quality improvement are as follows:

- Unqualified teachers.
- Lack of academic support group.
- Improved TLM.
- Monitoring and supervision.
- Improving infrastructural facilities.
- Relevant curriculum.
- Massive Awareness programme on implementation of SSA intervention.
- Strengthening VEC/CRC/BRC role and function.

6.6 Data.

Recording and usage of data at school level is very poor. Schools in the District are not keeping relevant and accurate records which are vital for DISE information. This is a major setback towards collecting and assimilating these data for analyzing with respect to comprehensive planning.

6.7 Civil Works.

Most of the rural schools consist of one room only, with temporary partition for Class I to Class IV. Besides this, they are unattractive, with broken windows, leaking tin roofs, no proper fencing, unhygienic etc. They lack the proper facilities like Toilet, Drinking Water Supply, Boundary wall, etc. And usually they are mostly the playing ground of all children from the village. There is no extra common room for teachers/ Headmaster. Most schools lack child friendly school environment, leading to drop outs.

These problems enabled the BRCs to take advantage of the situation and the VEC were empowered to plan and formulate schemes which will suits their children's needs and they were also empowered to select the list of schools within their jurisdiction on priority basis. Since covering all the Mushroom schools which comes into existence is quite impossible. VEC, CRC and BRC formulate plan with on spot inspection for prioritizing on need base.

6.8 Curriculum – Renewal Plan.

Development of Curriculum is a continuous process of evolving to suit the learning needs of children, more over it is the most direct way of promoting quality improvement. In East Khasi Hills the curriculum was designed by the DERT and implemented by MBOSE. Curriculum is competencies based and it has been currently revised for the 2008-09 academic session.

6.9 Development of Text Book.

Development of Text Books is the responsibility of the MBOSE. The Board usually develops them with the help of DERT. The school education board has recently revised the curriculum on the line of the National Curriculum Framework 2005. It has been observed that some schools use text-books recommended by the concerned SMC of the schools and not in accordance to the School education Board. In these school not following the prescribed syllabus, the children have to buy their own text books

6.10 Teaching Learning Materials.

Teachers grant of RS. 500 per teacher per year is provided under SSA for the purpose of purchasing & developing Teaching Learning Materials. This amount released directly by the District Mission Co-ordinator to the Deputy Inspector of schools for selection of teachers without a proper intervention of DIET / DERT to train the selected teachers for the said purpose. Mostly the ignorant teachers do not know how to utilized the amount allotted to them. Therefore, a close collaboration of the DIET/ DERT (given a stern authority by the State) with the DMC is required, to train the deserving teachers for developing TLM preferable using local available materials.

6.11 Monitoring of Quality Aspects.

The District specific monitoring system needs to be developed and put into place by the State authority in order to monitor the progress and access in schools. Therefore, it is expected that the State can developed some effective tools for monitoring system.

6.12 Resource Institution

Focus on strengthening the resource institutions like DIET/ DERT to conduct the training program for the BRCs & CRCs Staff including the District Resource Group is one of the priority of the District Plan. Since these Resource Groups are in direct contact with the Schools and

practicing teachers, they will be the main capacity building of the teachers and providing them on-site academic support.

6.13 Urban Deprived Children.

Planning for Urban deprived children is very difficult, since reliable data is not available, proper location of these children is a tough task and hence arrangement of AIE for them is quite difficult. Some NGOs have been working in Shillong Municipality, yet the coverage has been small compared to the size of the deprived Urban children. The plan proposes to take up a survey of the urban area for these children.

6.14 Unqualified Teachers.

One of the major problems of the district is under qualified and untrained teachers in rural areas. One of the reasons for unavailability of qualified and trained teacher to be deployed in rural areas is the low salary. The main problem of such backlog of under-qualified/ untrained teachers are:-

- Lack of stringent recruitment policy.
- Brain drain.
- Nepotism.
- Political affiliation.
- Teachers enter the profession more of circumstances rather than by choice.
- Uncommitted personnel/lack of enthusiasm.

6.15 Community participation.

- Illiterate parents.
- Financial issues.
- Poverty.
- Migration of children to town and only the illiterates remain in the village.
- Over age.
- Low attendance.
- Low achievements.
- Working children etc.

6.16 Issued Emerge Out Of Research Action.

In East Khasi Hills research and evaluation is in progress under the guidance of the Principal of DIET Sohra and it is anticipated that it would be completed within stipulated period but it is unfortunate to note that in accordance with SSA implementation programmes, the DIET plays a very important role in accessing academic support/research programme which their participation and support is sedated. It would greatly benefit the educational system in East Khasi Hills if the Institute lends their helping hand more ardently.

6.17 Teaching Learning materials including Text Book.

As discussed above, the curriculum which includes the text book, has been revised and from the feedback of several teachers it is satisfying to note that the present curriculum is more activities based and child friendly.

6.18 Unqualified Teachers.

The district authority has plan for 20 days training of teachers so that the learning of children will not be merely based on lecture method but on operational learning and reduced the number of dropout rate.

6.19 20 Days Teachers Training Module:

5 days on content based training, 2 days on IED, 4 days on ECCE, 12 days special training on school development & management, 1 day training on DISE, 4 days on subject specific (i) Language, (ii) Mathematics, (iii) Science, (iv) Environmental science and 2 days training on development, preparation and use of local specification.

Table 6.1 Intervention wise for BRP/DRP

Sl No	Activity	Responsibility	Months
1.	Training of the Block Resource persons and District Resource person	Master trainees DERT/DIET (District Level)	January 2008
2.	Training of 20 numbers of teachers both LP/ UPS	DRPs/ BRPs (BRC Level)	March 20 Days April 20 Days May 20 Days June 20 Days July 20 Days August 20 Days September 20 Days October 20 Days January 20 Days February 20 Days

Number of teachers to be covered in 10 months will be 3 numbers per BRC. Per month

During this current year training some vital aspects need to be focused upon utilising TLM activities based learning within the classroom and children's participation in classroom learning

6.20 Academic Resource Support Structure.

Teachers play a very important role in the improvement of quality in the classroom. Their competence depends greatly on their knowledge and skills in different subject areas. In addition teacher's attitude towards children, their motivation, interest, commitment and ability to interact with parents/community is extremely important especially in rural areas. So in order to meet the need of the teachers, "Training Modules" developed by NCERT, New Delhi has been translated to local language. During this current year, teachers training will be conducted at the BRC level as per academic calendar year for 20 days training (taking 20 numbers of teachers per BRC for 10 months

6.21 Role of Plan in ADEPTS (Advancement of Educational Performance through Teacher Support):-

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

- Formation of Committee wherein the members will be taken from all stakeholders.
- Translation of the performance standards into local language.
- Distribution of the performance standards to CRCc and BRCc.
- Inter District visits.

6.22 Financial Implications: Inter district under ADEPTS.

- TA/DA for @ 300 X 4 person X 4 day = 4800.
- Accommodation for 3 days @ 500 X 4 X 3 = 6000.

CHAPTER VII

STRATEGIES AND INTERVENTIONS

7.1 Introduction.

Having achieved the net access ratio of 87.86% for LPS and 68.5% for Upper Primary the attention need to be focused on quality issues. However the remaining habitations which are mostly remote, scattered and tiny in size would be taken adequate care through AIE interventions. The Upper primary net access ration need special emphasis in this current AWP&B and this could be achieved by upgrading eligible LP schools subject to adhering to state norm.

The objective of the plan is to achieved

1. Universal Access
2. Improve Participation
3. Increase Efficiency of the system
4. Overall Qualitative improvement

It also aims at zero single school teacher, attendance recording, reduce drop out rate by 5% from previous year at elementary level, achievement levels of class V & VIII by 20% above DISE data 2006-07 and enhance level of achievement of class V children by 20%.

7.2. THE STRATEGY.

Access.

As discusses in Chapter 2, the access ratio for UP schools at district was 72.98 with Mawryngkneng and Laitkroh having the lowest of 34.37% & 39.66% respectively. There are 1162 habitations with Upper Primary schools within 3km radius. Habitations without UP schools are 205. The Ratio of UP to LP in the district at present is 1:2.6. The Plan proposes to expand the Access ratio to 75%. This translates to upgradation of 100 LP to UP. Activity details in table.

The access ratio for LP schools at district was 87.86% with Mawryngkneng at the lowest of 81.2.5%. There are 31 habitation without schooling facilities of which 25 were eligible for LPS. In all 62 habitations are without schooling facilities, 56 were eligible and 6 is not eligible. The plan proposes to increase the access ratio to 100% i.e., cover 62 habitations with schooling facilities either through formal schools or AIE.

Table : 7.1 Increasing Access Ratio at UP to 75%.

Strategy	Activity	Resource
Upgradation	Identification of eligible Habitations	CRC/BRC
	Sensitization of the Community	CRC/BRC
	Selection of location	VEC/SMC
	Selection of Teachers	DMC/DIET
	Training of Master Trainers	DMC/DIET/BRC
	Training of teachers	DMC/DIET/BRC
	TLE	DMC
	Admission of students	Headmaster
	Monitoring	CRC/BRC/VEC

Table 7.2. Upgradation of EGS.

Strategy	Activity	Resource
Upgradation of EGS	Identification of eligible Centres	CRC/BRC
	Sensitization of the Community	CRC/BRC
	Selection of Teachers	VEC/SMC
	Training of Master Trainers	BRC/DMC/DIET
	Training of teachers	DMC/DIET/BRC
	TLE	DMC
	Monitoring	CRC/BRC/VEC

Table:7.3 Increasing Access Ratio at LP to 100%.

A. Opening of New Schools/AIE Centres.

Strategy	Activity	Resource	
Opening of new schools/AIE Centres	Identification of eligible Habitations. And listing of details of children	CRC	
	Revalidation	BMC	
	Sensitization of the Community	BMC/CRC	
	Selection of Teachers	VEC	
	Training of Master Trainers	DMC	
	Training of teachers	DMC	
	TLE	DMC	
	Monitoring	BRC/CRC	

7.3 Alternative Innovative Education (AIE).

Mobile Schools.

Objective:

The District has peculiar problem of accessibility. The habitations are scattered and very small in size. The problem is compounded with the hilly terrain. Some blocks which are situated towards the South Eastern side of the State have steep gorges sloping towards the south. The topology of the place makes accessibility a difficult issue.

Many habitations located in these hilly tracts are very small, the population being far less than 100. The issue of providing access to these habitations becomes very difficult. Normal schools and EGS cannot be opened as number of children is very small. The only alternative for these 'last mile' children is Alternative and Innovative Education.

Strategy.

Keeping the children in view a design of a model has been drawn up for implementation in these locations.

- The School will be meant for those habitations without schools.
- A group of 3-4 habitations will be covered by one volunteer for minimum 10 children.
- The habitations should be within 3 kms radius
- The volunteer will move from one habitation to another according to a pre determined schedule.
- A Guide over a number of EVs
- Each child will get a minimum instruction time per week
- The text content will be determined by the District
- An evaluation system of the learners' achievements will be decided
- Tests will be designed for the different levels
- These will be reviewed by the CRCs in regular intervals.
- Kits will be designed for the EVs
- Honorarium to be linked with predetermined parameters.

Table 7.3 Opening of Mobile Schools.

Strategy	Activity	Resource
Mobile Schools	Creation of task force	CRC
	Preparation of Condensed material	BMC
	Workshop on development of Kits	BMC/CRC
	Framing of test/ evaluation tools	VEC
	Framing of test/ evaluation tools	DMC
	Identification of children	DMC
	Grouping of Children and need assessment	DMC

Inclusive Education for Disabled (IED).

The district programme has a provision for children with special need and is working in collaboration with local NGO. The preliminary identification for CWSN is surveyed by the VEC/CBR/Teachers from different Block Level. The total Numbers surveyed by VEC/CBR/Teacher is 1199 out of 1199 nos. CWSN assessed exceeded from 1199 to 1442.13 camps has been conducted during 2007 in different level by the DDRC civil hospital EKH district. Total No. identified as CWSN is 717 are being provided with disabilities certificate .Out of which 182 has been provided with aids and appliances. These children were given spectacles , hearing aids, correctives device, orthotic prosthetic devices, mobility aids etc. With regards to teachers training for IE, the total number of teacher trained on IE through 20 days is 3594. Teachers Training through 3-6 days are 63 nos. and teacher trained through 45-90 days are 9nos.

Table: 7.4 Details of CWSN 2007.

Sl. No.	Name of Block	HI	VI	OR	MR	LD	MD	Total
1	Mawryngkneng	10	28	37	9	1	2	87
2	Laitkroh	3	15	19	3	1	4	45
3	Sohra	12	7	19	8	2	-	48

4	Pynursla	17	29	19	4	1	-	70
5	Mylliem	24	107	39	12	9	-	191
6	Mawkynrew	17	29	20	6	3	2	77
7	Mawsynram	6	31	16	5	-	-	58
8	Mawphlang	5	16	20	6	-	-	47
9	Shillong Municipal	2	72	11	9	-	-	94
	Total	96	334	200	62	17	8	717

Source : District Co-ordinator IED Report.

Details of aid and appliances provided are given below:

1. Spectacles-108
2. Correctives Devices-36
3. Mobility Aids-21
4. Orthotic Prosthetic-2
5. Hearing Aids-15

Total-----182

During the current year of 2007-08.The number of CWSN preliminary identified are :

Table: 7.5 CWSN East Khasi Hills District as per DISE compilation 2007-08.

Sl. No.	Block Name	No. of CWSN
1	Mawphlang	121
2	Mylliem	182
3	Mawryngkneng	165
4	Mawkynrew	173
5	Mawsynram	154
6	Sohra	111
7	Pynursla	143
8	Laitkroh	110
9	Shillong Municipal	132
	Total	1291

Strategy.

Activities Proposed under IED for 2008-09 are:-

- Assessment Camp/Distribution of aids and appliances
- Appointment of Resource Teacher
- Strengthening of BRCs
- Awareness of White-cane Day and World Deaf Day
- One Day Workshop on IE for Local Heads
- Sensitization of CWSN parents
- Barriers free access
- Teachers Training through foundation course

7.4 BRCs/CRCs.

8 BRCs have been set-up in East Khasi Hills District. They are responsible for co-ordinating the CRCs, VECs, teachers, village volunteers etc. It is a great necessity to strengthen and improve their functioning. Since training of teachers will from this current year be conducted at the BRC level, the new BRC building need to be provided with infrastructure (furniture) and computers for smooth running of the centre. Moreover computer Education, need to be introduced & imparted for teachers first then it can be taken up in every UPS in the latter years.

7.5 Civil Works.

Most of the rural school in East Khasi Hills lack the essential infrastructure, like Toilet, Drinking water facilities, furniture, additional classroom, proper fencing and electrification. Through SSA, 132 nos. of LPs, 8 nos. of BRCs building 40 nos. of UPS, addl. Classroom-LP-107/UP-100 and 7 nos. of CRCs have been constructed including 84 nos. of toilets and 404 nos. of Drinking water facilities. Regarding water facilities an amount of Rs.15,000/- has been fixed which is quite sufficient for schools, with nearby sources, or PHE pipe lines, but for some schools situated at a hill top, with no source from PHE, the plan proposed " Rain-harvesting" scheme, which will be sufficient for an amount of approximately Rs.25,000/- to Rs.30,000/- is also proposed for providing innovative means to harvest water to school with limited access to PHE water facility.

Table 7.6 Proposal on Civil Works 2008-2009.

Sl. No.	Name of construction	Target Physical(unit) 2007-08	Unit Cost (Rs in lacs)	Total (Rs in lacs)
1	CRC Building	39	2.00	78.00
2	New LPS Building	141	2.50	352.50
3	New UPS Building	117	2.50	292.50
4	Additional Classroom LPS	200	1.75	350.00
5	Additional classroom UPS	200	1.75	350.00
6	Boundary wall	18	.50	9.00
7	Kitchen Shed	200	0.25	50.00
8	Ramps	100	.10	10.00
9	External activity areas e.g See-saw, Swings etc	50	.25	12.50
10	Repair LPS	100	0.05	5.00
11	Repair UPS	100	0.05	5.00
GRAND TOTAL				1514.50

7.6 Early Childhood Care and Education (ECCE).

In East Hills, ECCE or Pre-Primary school is attached to Primary schools which lack the provision necessary for the young child to develop in the promotion of social, emotional, cognitive and physical development. But those schools, attached with the aganwadi centres have all the facilities needed for basic education. So the plan proposed to set-up 100 ECCE centres where they will be supplied with furniture, equipment and TLM, fit for the young toddler. Table below indicate the ECCE status and fresh proposal for 2008-09.

Table 7.7 Information and proposal for ECCE.

Sl. No.	Area-wise	Existing ECCE	Newly Proposed
1	East Khasi Hills	106	50
2	Sohra	26	10
3	Shillong	80	40

Source : D.I. Office, Shillong.

7.7 Education Guarantee Scheme.

The EGS centre has contributed a great deal in bringing down the number of out of school children. There are 113 centers in the District where the enrollment of children is 6446 in numbers. These children have been provided access to primary education. These centres have been open up in unserved habitation with a total population of hundred and eighty plus. The Education Volunteer (EVs) were given 30 days training before they start the centre. All EGS centres have to freedom to determine the timings, holidays and academic calendar within a brought requirement of 200 days of academic transaction in a year.

The qualification inputs of an EGS centre are at par with the formal school system in the level of education provided is equivalent to primary school.

At present East Khasi Hills has upgraded 103 EGS centers to formal school because of the increased in the enrolment of children and fulfilling all the norms required. In this current session the East Khasi Hills intend to upgrade 81 EGS centres.

Table 7.8 : Number Primary schools.

Sl. No.	Block	Primary Schools/ Primary Section in UPS or Secondary School			
		Govt.	Govt. aided	SSA Schools	Total
1	Mawphlang	40	118	33	191
2	Mawryngkneng	12	75	32	119
3	Mawkynrew	14	86	32	132
4	Mawsynram	47	96	34	177
5	Pynursla	23	97	36	156
6	Shella Bholaganj	30	51	34	115
7	Laitkroh	4	9	32	45
8	Mylliem	24	133	35	192
9	Shillong Municipal	0	67	5	72
	Total	194	132	273	1199

Source : BRC Report 2008.

Schools.

The number of Government school is 194 and Govt. aided is 132 and SSA Schools is 273 in numbers and total up to 1199, These numbers are based on the information from the Directorate of Elementary and Mass Education, Govt. of Meghalaya, the number differ from that of the BRC information since the BRC take the collection of schools belonging to private institution and individual bodies.

Table 7.9 Promotion, Repetition and Drop out rate.

Sl. No.	Blocks	Promotion Rate	Rep Rate	Drop Out Rate
1	Mawphlang	81.74	0.13	18.14
2	Mawryngkneng	84.36	7.15	8.49
3	Mawkynrew	85.67	4.96	9.36
4	Mawsynram	88.65	0.05	11.29
5	Pynursla	82.47	6.63	10.90
6	Sheila	96.13	0.47	0.00
7	Laitkroh	80.25	11.88	7.87
8	Mylliem	92.26	7.34	0.00
9	Shillong	99.45	6.78	0.00
Total		89.68	5.23	5.07

In all, the district has a reasonable promotion and repetition rate with Shillong, Sheila and Mylliem are upfront whereas Laitkroh Block figure is lower than the rest of the blocks in the district. The drop out rate is substantial with Mawphlang figure is the highest among all the blocks.

The ratio of Upper Primary to Primary schools is **1: 2.8**.

7.8 Quality Improvement.

There is still an obvious rate of drop out in the East Khasi Hills and the reasons varies from sibling care to earning compulsion. The most remarkable reasons which need urgent attention is the drop out rate due to academic environment for eg. School environment, curriculum, teacher competencies, unplanned school system, faulty management of school administration, etc.

Strategies.

Some strategies to meet such challenges are as follows:-

- Improving infrastructure (such as child friendly campus) clean and healthy
- Constructive and activity based curriculum which stress on social link. Annual curriculum evaluation.
- Teacher recruitment more stringent.
- In service Teacher Training necessity for every teacher once in every 5 years.
- Pre Service Teacher Training to be made compulsory
- Active community participation in school planning and management
- Streamlining the School planning strategy with Govt. guidelines
- School Managing Committee to elect educated, responsible and eager members with expertise in different field

7.9 TEACHER EDUCATION IN THE DISTRICT.

Sohra (Cherrapunjee) is the seat of Teacher Education since the British rule. In 1897 the Normal Training School started training of teachers at Elementary level by the missionaries of the Presbyterian Church later known as the Cherra Training Centre which presently trained the Primary School Teachers. The Government Normal Training School at Sohra was established by the Government of Assam in the year 1968. This Institute trained the Upper Primary Schoolteachers. The Basic Training Centre was established in the year 1940 by Margaret Barr of the Unitarian Church at Malki, Shillong, where, it imparts training to the Primary School Teachers. The District Institute of Education and Training, Sohra was established in the year 2000. It trained the teachers of U.P. & L.P. deputed by the Government from the Primary & Upper Primary Schools of the District and from other Districts of the State (West Khasi Hills & Ri Bhoi District). It also trained the Pre service student whose minimum qualification is HSSLC. As per Memorandum of Understanding between the Government of India and the Government of Meghalaya, establishment of DIET at Sohra was an upgradation of the NTS, Sohra, Modalities of full integration of NTS Sohra with DIET, Sohra is under the preparation by the Education Department, Government of Meghalaya. DIET, Government NTS and BTC are under the administration and Management of the Education Department, Government of Meghalaya. The Cherra Teacher Training Centre is under the management of the Khasi Jaintia Presbyterian Assembly. This Institute received grant in aid from the State Government.

Chapter VIII

SPECIAL FOCUSS GROUP

Urban Deprived Children

8.1 Introduction

Regarding urban deprived children the district plans to set up more ECCE centre apart from EGS centre. Some EGS centre in urban areas should be covered under innovation. The first step towards helping the under deprived children is to create awareness among the community about these problems faced by these special focus groups. Identification and mapping of these children is necessary so as to set up centres where needed. Counselling of parent of these children and selection and training of educational volunteer is another important steps to be taken. Vocational streams can also be added to these centres.

8.2 Children with Special Needs (CWSN).

East Khasi Hills has adopted a zero rejection policy in the enrolment of CWSN in ail Normal Schools, with the exception of the Multiple Cerebral Palsy and Totally Blind children, since the training needs of a regular school teacher are not being adequately met. It is advisable for the State Govt. to enroll such CWSN in a Special school where all teachers are well-trained in this field and they will be able to select appropriate teaching methods and adjust the pace or style of teaching.

8.3 Girls Education.

In East Khasi Hills the system of school education is mostly co- education whereas the literacy rate of the female is much more higher than male. The district run only 4 centres of Girls education in Urban areas only in collaboration with NGOs namely :

Centres	NGOs	Enrolment (6-14)
1. Laitumkhrah run by	Catholic Women Evening School	20.
2. Jaiaw run by	Women Alliance	20.
3. Mawprem run by	Seng Samla Mawprem	20.
4. Laban run by	Laban Catholic Women Evening School	20.

8.4 Early childhood care and Education.

In East Khasi Hills District, ECCE (3-6 years) popularly known as Pre-Primary school is attached to mostly all primary schools. This makes children's adjustment in school easier, enhances children's attendances, facilities for working parents and increases admission in class I. It is also convenient for parents to send their wards to school along with their brothers/sisters. So that the young siblings will have better adjustment and be happy to go to school.

This year more ECCE centres will be provided and play-way method would be introduced in such centres. Its main aim is to provide learning environment for the promotion of social, emotional, cognitive and physical development of the child.

To achieve this goal co-ordination between ECCE centre and Primary schools in term of training, location linkage with the VECs/CRCs/BRCs is quite essential.

Beside this, special training conducted by the Social Welfare Department will be arranged for the successful implementation of the scheme.

Daily activities :

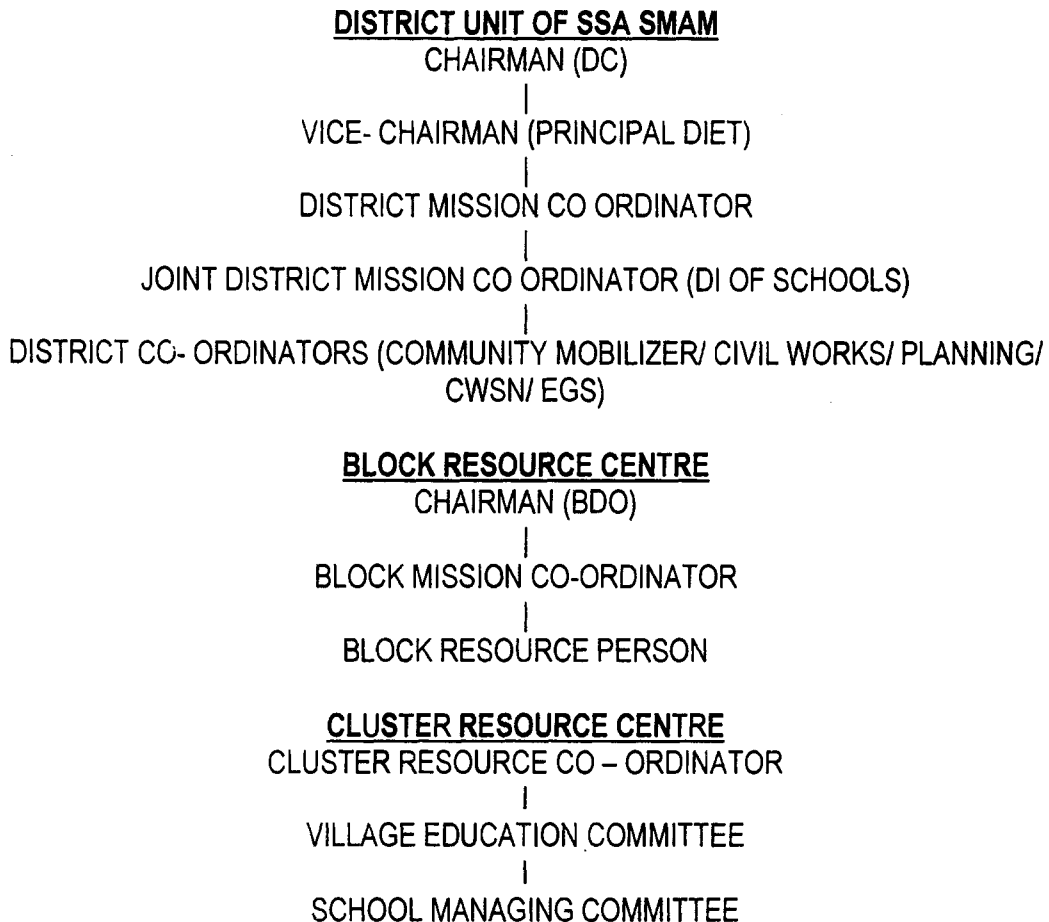
1. Supplementary Nutrition.
2. Pre-school Education.
3. outdoor play-free play.
4. Indoor activities – free painting, Drawing, songs, clay works etc.

CHAPTER IX

Management Structures (MIS), Research Evaluation, Monitoring and Supervision

The Management information system has been set in East Khasi Hills District to provide important information for DISE, assistance in the preparation of the perspective and Annual Work Plan and Budget. The Programmer and Data Operators have been sent for training and they have also conducted training at the BRCs and CRCs level to familiarise all the teachers with the variety of formats, especially the DISE forms, since the EMIS, PMIS and the DISE originate from the school level vide VEC to the CRC and forwarded to the BRC for compilation and finally to the District & State.

The following is the hierarchy of the East Khasi Hills Administration (SSA) :



DISTRICT PROJECT MANAGEMENT TEAM

DISTRICT UNIT OF SSASMAM

CHAIRMAN (DC)

VICE-CHAIRMAN (PRINCIPAL DIET)

DISTRICT MISSION COORDINATOR

Jt. DMC (Shella Bholaganj)

DEO

Two Jr. Accountant

Jt. DMC (Shillong)

DEO

Two Jr. Accountant

BMC LAITKROH

6 BRPs

10 CRCs

VECs

BMC SHELLA BHOLAGANJ

6 BRPs

10 CRCs

VECs

BMC PYNURSLA

6 BRPs

10 CRCs

VECs

BMC MAWRYNGKNENG

6 BRPs

10 CRCs

VECs

BMC MAWKYNREW

6 BRPs

10 CRCs

VECs

BMC MYLLIEM

6 BRPs

10 CRCs

VECs

BMC MAWPHLANG

6 BRPs

10 CRCs

VECs

BMC MAWSYNRAM

6 BRPs

10 CRCs

VECs

SHILLONG MUNICIPALITY

6 BRPs

10 CRCs

VECs

SR ACCOUNTANT

PEON

COORDINATOR MOBILISER

JR. ENGINER (CIVIL)

PROGRAMMER CUM ANALYST

COORDINATOR CSWN

Two DEO

CASHIER

List of BPRs

Sl. No	Name
	MYLLIEM BLOCK
1	SMTI. L. SOHTUN
2	SMTI. L. B.B RYNJAH
3	SMTI. M PATHAW
4	SMTI. C SUNN
5	SMTI. A KHARPHULI
6	SHRI. S.R SYNREM
	MAWKYNREW BLOCK
1	SHRI. W.S LYNSHING
2	SHRI. D LYNSHING
3	SMTI. B PYNGROPE
4	SHRI. W KHARUMNUID
5	SHRI. L KHONGJOH
6	SHRI. S NONGPUNG
	PYNURSLA BLOCK
1	SHRI. D K KHONGLAM
2	SHRI. REMINGSTONE MARBANIANG
3	SHRI. J NONGKHLAW
4	SMTI. B RYNGKSAI
5	SHRI. S S KHONGSNGI
6	SMTI. S KHONGSDAM
	MAWSYNRAM BLOCK
1	SHRI. C A SYIEMLIEH
2	SHRI. F LYNGDOH
3	SMTI. E KHARCHANDY
4	SMTI. L SHANGPLIANG
5	SMTI. MEDAMERI SHANGPLIANG
6	SMTI. S SHANGPLIANG
	MAWRYNGKNENG BLOCK
1	SHRI. RILANGLIN KHARBYNGNGAR
2	SMTI. WINDINORA NONGDHAR
3	SHRI. B MUTHOH
4	SHRI. JONATHAN KHONGLAH
5	SHRI. I NONGRUM
6	SMTI. B WANKHAR
	MAWPHLANG BLOCK
1	SMTI. PYNBIANGLIN SOHLANG
2	SMTI. HOSILINDA SUNN
3	SHRI. KRODING SAD
4	SHRI. MELASIUS JARAIN
5	SHRI. PYNSHAIBOR JYRWA
6	SHRI. PYNHUNLANG MARWEIN
	KHARARSHNING-LAITKROH BLOCK
1	P NONGRUM
2	N DKHAR
3	N LYNGDOH
4	L WANSWETT
5	W WANSWETT

6	I NONGKYNRIH
	SHELLA BHOLAGANJ BLOCK
1	SMTI. BARI LYNGWA
2	SMTI. S IANGJUH
3	SMTI. A BYNNUD
4	SHRI. K SYIEM
5	SHRI. W SHYNGWAN
6	SMTI. B MALNGIANG .
	SMC
1	SHRI. S MAWBLEI
2	SHRI. K KHARKONGOR
3	SHRI. M BASAIAWMOIT
4	SHRI. K RANI
5	REV. J R RYNJAH
6	SHRI. R THAM

1.2 Management Information System is an important component of planning and implementation of SSA. The plan proposes to set up Education Management Information System in the district which would include the following :

- A complete database on basic information like infrastructure facilities. TLM, furniture equipment.
- Name wise school children list (6 to 14).
- Teachers information.
- Village information.
- Progress in terms of project activities.
- DISE.

1.3 Objectives of MIS.

- To create comprehensive database on elementary education for planning and reviewed every year
- To monitor enrollment and retention
- To monitor performance and implementation

1.4 Inputs.

- Provision for computers and peripherals
- Provision for data entry operators and programmer
- Training of MIS staff
- Printing of data entry format
- Networking and internet facilities

1.5 Research and Evaluation.

Research.

Researches on different aspects of elementary education will be sponsored to guide the future activities of the SSA for UEE. Research under the project will be a guiding force for taking up of various new initiatives for realizing the objectives of UEE. Small scale Pilot Projects for the implementation of programmes on enlarging issues will be taken up as follows:

- Mainstreaming of out of school children
- Improvement of Achievement levels
 - a. Language.
 - b. Mathematics.
 - c. Environmental study.

- Disabled children's education
- Education of focused groups like Sc, ST Girls, ECE and Minorities, etc.
- Progress of EGS and Development of Curriculum

Evaluation Aspect.

Evaluation on the following aspects will be taken up for various interventions and their impact.

Progress in term of achievement of SSA objectives through participatory community evaluation.

Inputs.

- Capacity building of the field staff.
- Pupil achievement survey.
- Orientation to community management structure for participatory evaluation.

1.6 Supervision & Monitoring.

BRC and CRC has been put in place for academic support , monitoring and supervision for status report in terms of achievement in competencies and progress of the programme.

Proposal for REMs can be divided as follows:

Research & Evaluation	Unit (Rs.)	No. of Schools	Amount
Rs.200(District) x 2036	0.0020	2036	4.072
Rs 100(BRC) x 2036	0.0010	2036	2.036
Rs.100(CRC) x 2036	0.0010	2036	2.036
Rs.600(VEC) x 2036	0.0060	2036	12.216
Total			20.36

Chapter X

Budgeting, Costing and fund flows

Proposed Annual Working Plan and Budget for 2008-09.

1. Primary :

- a. Continue to pay the salary of 546 LPS teachers under SSA. Rs. 3000 per teacher, per month for 12 months.
- b. Provide TLM of Rs.20,000 per LPS for 81 LPS.

2. Upper Primary :

Continue to pay the salary of Up-grading Ups teachers 928 teachers at Rs.3000 each for 12 months.

- a. New proposal for up-grading 129 nos. UPS. 516 teachers at Rs.3000 each for 12 months.
- b. Provide TLM of Rs. 50,000 per UPS for 150 UPS.

3. School grant:

- a. School grant for 1255 nos. of schools at Rs. 2000 per school.
- b. Teachers grant for 6970 teachers at Rs. 500 per teacher annually.

4. Training of existing & new teachers (LP&UP) :

- 3264 teachers (20 days training) at Rs100 per day.

5. Training of Community leaders:

- 3735 nos. at Rs.30 per day for 2 days.

6. Research, Supervision, Monitoring and Evaluation :

- 1868 nos. of schools @ Rs.1000/- per school at the District level.

7. BRC/CRC :

- Contingency grant for 8 BRCs and 86 CRCs @ Rs20,000/pa
- 90 staffs for BRC, transferred from UPS schools and filled up by fresh teachers at the rate of Rs.3000 per month.
- Teaching learning materials of Rs. 5000/- per BRC and 86 CRCs Rs. 1000/-.
- TE/OC to 8 BRCs Rs.750 per month and 86 CRCs Rs.250 per month.

8. **Management cost** – 6% of the Total Plan Outlay would be utilize for Maintenance of MIS, Purchasing computer for BRCs, purchasing LCD Projectors, consultancy cost, pre-project cost.

9. Proposal on Civil Works 2008-2009.

Sl. No.	Name of construction	Target Physical(unit) 2007-08	Unit Cost (Rs in lacs)	Total (Rs in lacs)
1	CRC Building	39	2.00	78.00
2	New LPS Building	141	2.50	352.50
3	New UPS Building	117	2.50	292.50
4	Additional Classroom LPS	200	1.75	350.00
5	Additional classroom UPS	200	1.75	350.00
6	Boundary wall	18	.50	9.00
7	Kitchen Shed	200	0.25	50.00
8	Ramps	100	.10	10.00
9	External activity areas e.g See-saw, Swings etc	50	.25	12.50
10	Repair LPS	100	0.05	5.00
11	Repair UPS	100	0.05	5.00
GRAND TOTAL				1514.50

10. Text Book as per enrolment (LPs/Ups) students at Rs. 150 per child for LP and Rs.250 per child.

11. EGS.

- 81 existing EGS centres proposed to be upgraded into LPS.
- 360 Remedial Education and 40 nos. of Bridge –Course.

12. Integrated Education for Disabled children- Rs.1200 per child for 1291nos.

13. Exposure trip for teachers BRPs, CRPs etc to neighbouring states Rs.1,50,000

14. Up-grading EGS centres, Rs.3000 per teacher for 162 teachers.

ANNEXURE - I
BUDGET 2008-09

Name of District : East Khasi Hills

Rs. in Lakhs

Sl. No.	Activities	AWP&B 2007-08			Achievement		Proposal for 2008-09				Remarks
		Unit Cost	Phy.	Fin	Phy	Fin	Spill Over		Fresh		
							Phy	Fin	Phy	Fin	
1	New Schools										
1.01	Upgradation of EGS to PS								81		
1.02	PS								31		
1.03	UPS								129		
	Sub Total								241		
2	New Teachers Salary										
2.01	Primary Teachers (Regular)								224	80.64	
2.02	Upper Primary Teachers (Regular)								516	185.76	
	Teachers Salary (Recurring)										
2.03	Primary Teachers (Regular)	0.36	546	196.560	546	188.370			546	196.56	
2.04	UP Teachers (Regular) GOI	0.36	696	250.560	696	240.140			928	334.08	
2.05	Teachers under OBB	0.216	28	6.048	28	6.048			28	6.05	
	Sub Total			453.168		434.558				803.09	
3	Teachers Grant										
3.01	Primary Teachers		5067	25.335	5067	25.335			5807	29.04	
3.02	Upper Primary Teachers										
	Sub Total			25.335		25.335				29.04	
4	Block Resource Centre										
4.01	Salary of Resource Persons		74	26.640	74	25.530			90	32.40	
4.02	Furniture Grant								1	1.00	
4.03	Contingency Grant		8	1.000	8	1.000			9	1.80	
4.04	Meeting, TA		8	0.480	8	0.480			9	0.07	
4.05	TLM Grant		8	0.400	8	0.400			9	0.45	
	Sub Total			28.520		27.410				35.72	
5	Cluster Resource Centres										
5.01	Salary of Resource Persons		86	30.960	86	29.670			90	32.40	
5.02	Furniture Grant								4	0.40	
5.03	Contingency Grant		86	2.150	86	2.150			90	2.70	
5.04	Meeting, TA		86	2.064	86	2.064			90	3.24	
5.05	TLM Grant		86	0.860	86	0.860			90	0.90	
	Other (26 addl. CRCs)										
	Sub Total			36.034		34.744				39.64	
6	Teachers Training										
6.01	In-service - 20 days (@Rs. 70)		936	13.104	936	13.104			2846	56.92	
6.02	Induction training for Newly Recruit Trained Teachers								740	22.20	
6.03	Refresher Course- Untrained Techers										
6.04	Distance Education		870	26.361				26.361	800	24.24	
6.05	Other (DRG/BRG/CRG)										
6.06	Spill over			51.930		51.930					
	Sub Total			91.395		65.034		26.361		103.36	
	Interventions for out of School Children										
7.01	EGS Centre @ Rs. 1535/- per child per year		3256	49.980	3256	49.980			4207	64.58	
7.02	Cost of running of EGS Centres to be upgraded to PS in 6 months								81		
7.03	Residential Bridge Course / School @ Rs. 6000/-										
7.04	NRBC @ Rs. 3000/- per learner for 9 months course		1961	44.123	1961	44.123			497	134.19	
7.05	Back to School Camps per learner for 6 months (New) @ Rs. 3000/- per year		1690	25.350	1690	25.350			757	136.26	
7.06	Existing BTSC @ Rs. 3000/- per annum for 6 months										
7.07	AIE Centre @ Rs. 3000/- per annum for a period of 6 months										
7.08	Others										
	Sub Total			119.453		119.453				335.03	

ANNEXURE - I
BUDGET 2008-09

Name of District : East Khasi Hills

Rs. in Lakhs

Sl. No.	Activities	AWP&B 2007-08			Achievement		Proposal for 2008-09				Remarks
		Unit Cost	Phy.	Fin	Phy	Fin	Spill Over		Fresh		
							Phy	Fin	Phy	Fin	
8	Remedial Teaching										
8.01	Remedial Teaching								3651	109.53	
	Sub Total										
9	Free Text Book										
9.01	Free Text Book (P)		117970	176.955	117970	176.955			#####	157.25	
9.02	Free Text Book (UP)		50328	75.492	50328	75.492			35583	88.96	
	Sub Total			252.447		252.447				246.21	
10	Interventions for CWSN (IED)										
10.01	Inclusive Education		1199	14.388	1199	14.388			1291	15.49	
	Sub Total			14.388		14.388				15.49	
11	Civil Works										
11.01	CRC		40	80.000		40.000		40.000	39	68.00	
11.02	Primary School (new)								141	317.25	
11.03	Upper Primary (new)		70	315.000		157.500		157.500	117	204.75	
11.04	Additional Class Room		29	50.750		25.375		25.375	400	700.00	
11.05	Spill over			4.150		4.150					
	Sub Total			449.900		227.025		222.875		1290.00	
12	Teaching Learning Equipment										
12.01	TLE - New Primary								112	22.40	
12.02	TLE - New Upper Primary								129	64.50	
12.03	UPS not covered under OBB										
12.04	Spill over			16.400		16.400					
	Sub Total			16.400		16.400				86.90	
13	Maintenance Grant										
13.01	Maintenance		1452	72.600				72.600	1904	95.20	
	Sub Total			72.600				72.600		95.20	
14	School Grant										
14.01	Primary School								1904	95.20	
14.02	Upper Primary School		1654	33.080	1654	33.080					
	Sub Total			33.080		33.080				95.20	
15	Research & Evaluation										
15.01	Research & Evaluation		1654	16.540	1654	16.540			1904	19.04	
	Sub Total			16.540		16.540				19.04	
16	Management & MIS										
16.01	Management & MIS			65.000		60.000		5.000		65.00	
	Sub Total			65.000		60.000		5.000		65.00	
17	Innovative Activity										
17.01	ECCE			15.000		15.000				15.00	
17.02	Girls Education										
17.03	SC / ST			15.000				15.000		15.00	
17.04	Computer Education			15.000				15.000		15.00	
17.05	Others										
17.06	Spill over			15.000		15.000					
	Sub Total			60.000		30.000		30.000		45.00	
18	Community Training										
18.01	Community Training			3.361		3.361			3732	2.24	
	Sub Total			3.361		3.361				2.24	
	Total of SSA (Districts)			1737.621		1359.775		356.836			
19	Interest & Other Receipts										
20	Balance with Blocks										
	Grand Total			1737.621		1359.775		356.836		3415.69	

POPULATION

Name of District: **East Khasi Hills**

S. No	Block/ Municipal Zone	Population all community						Total Population All Community			Population								Population Density	Sex Ratio							
		Urban			Rural			Male	Female	Total	SC				ST						Minority						
		Male	Female	Total	Male	Female	Total				Male	Female	Total	% to total pop	Male	Female	Total	% to total pop			Male	Female	Total	% to total pop			
1	Mawphlang				27448	27993	55441	27448	27993	55441					28170	26150	54320										
2	Myllem	134497	133165	267662	50714	46845	97559	185211	180010	365221	902	754	1656		110892	119870	230762										
3	Mawryngkneng				25152	24883	50035	25152	24883	50035	2		2		22921	24981	47902										
4	Mawknrew				17076	17057	34133	17076	17057	34133					16069	17985	34054										
5	Mawsynram				22974	22288	45262	22974	22288	45262	104	80	184		20483	21989	42472										
6	Shella-Bholaganj & Laitkroh	4938	5148	10086	22714	21583	44297	27652	26731	54383	188	297	485		23755	22942	46697										
7	Pynursla				28040	28408	56448	28040	28408	56448	2	3	5		27098	28847	55945										

Source: Census of India

Year: 2001

LITERACY RATE

Name of District : East Khasi Hills

Sl. No	Block/ Municipal Zone	Literacy Rate											Rural Female Literacy Rate	
		All Communities			SC			ST			Minority			
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female		Total
1	Mawphlang	27,448	27,993	55,441				62.30%	65.20%	63.75%				65.20%
2	Mylliem	50,714	46,845	97,559				79.60%	76%	77.80%				76%
3	Mawryngkneng	25,152	24,883	50,035				59.10%	67.30%	63.20%				67.30%
4	Mawkynrew	17,076	17,057	34,133				48.20%	57.20%	52.70%				57.20%
5	Mawsynram	22,974	22,288	45,262				67.70%	62.30%	65.00%				62.30%
6	Shella Bholaganj	27,652	26,731	54,383				69.40%	67.30%	68.35%				67.30%
7	Laitkroh													
8	Pynursla	28,040	28,408	56,448				66.20%	66%	66.10%				66%
9	Shillong MB	134,497	133,165	267,662				90.60%	84.50%	87.55%				
	District	333,553	327,370	660,923				77.30%	74.80%	76.05%				65.90%

District Literacy Rate	Area	Population		Literacy rate %	
		Males	Females	Males	Females
East Khasi Hills	Rural	194,118	189,057	66.80%	66.90%
	Urban	139,435	138,313	90.60%	84.70%
	Total	333,553	327,370	77.30%	74.80%

Average Literacy rate of both Males & Females : 76.05%

Source : Census 2001

BASIC ADMINISTRATIVE INDICATORS

Name of District: East Khasi Hills

S. No.	Block/ Municipal Zone	No. of Educational Blocks (if any)	No. of BRC/UBRCs*	No. of CRCs	No. of villages/ Wards*	No. of Panchayats
1	Mawphlang	N.A	1	10	196	N.A
2	Mawryngkneng	N.A	1	10	54	N.A
3	Mawkynrew	N.A	1	10	60	N.A
4	Mawsynram	N.A	1	10	156	N.A
5	Pynursla	N.A	1	10	115	N.A
6	Shella Bholaganj	N.A	1	10	92	N.A
7	Khatarshnong-Laitkroh	N.A	1	10	96	N.A
8	Mylliem	N.A	1	10	139	N.A
9	Shillong (Muni.)	N.A	NIL	6	27	N.A
	Total		8	86	935	

* For Urban Areas

Source : BRC Report

Year : 2007-08

Name of District:

East Khasi Hills

S. No.	Block/ Municipal Zone	Total No. of Habitations	Habitations Covered by		Habitations without Primary Schools / EGS	Habitations Eligible for PS as per state norms	Habitations not eligible PS but eligible for EGS	Habitations not eligible for PS/EGS
			PS	EGS				
1	Mawphlang	196	170	22	4	3	0	1
2	Mawryngkneng	96	78	15	3	2	0	1
3	Mawkynrew	95	84	8	3	3	0	0
4	Mawsynram	170	146	18	6	4	0	2
5	Pynursla	132	112	16	4	3	0	1
6	Shella Bholaganj	150	135	13	2	2	0	0
7	Khatarshnong-Laitkroh	126	108	14	4	3	0	1
8	Mylliem	170	165	0	5	5	0	0
9	Shillong Municipal	27	23	4		0		
	TOTAL	1162	1021	110	31	25	0	6

Source: BRC Report

Year : 2007-08

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

HABITATIONS AND ACCESS (UPPER PRIMARY)

S. No.	Block/ Municipal Zone	Total No. of Habitations	No. of Habitations		No. of eligible schoolless habitations for UPS as per distance and population norms	No. of Primary Schools (Govt. & Govt. Aided)	No. of Upper Primary Schools (Govt. & Govt. Aided)	Ratio of Primary and Upper Primary Schools	No. of UPS eligible for PS-2010	Gap in UPS
			PS	EGS						
1	Mawphlang	196	180	8	8	209	60	3:1	104	44
2	Mawryngkneng	96	33	39	24	122	46	3:1	61	15
3	Mawkynrew	95	58	25	12	115	48	2:1	57	9
4	Mawsynram	170	146	16	8	172	61	3:1	66	5
5	Pynursla	132	92	32	8	134	53	3:1	67	14
6	Shella Bholaganj	150	148	2	Nil	86	19	5:1	43	24
7	Khatarshnong-Laitkroh	126	50	61	15	107	27	4:1	54	27
8	Mylliem	170	114	22	34	169	92	2:1	84	-8
9	Shillong Municipal	27	27	NIL	NIL	64	33	2:01	32	-1
	TOTAL	1162	848	205	109	1178	439	3:1	568	129

Source: BRC Report

Year: 2007-08

Name of District

S.No	BRC/ Municipal Name	ALL COMMUNITIES (6-11 age group)									SC (6-11 age group)									ST (6-11 age group)									MINORITY (6-11 age group)											
		Urban			Rural			Total			Urban			Rural			Total			Urban			Rural			Total			Urban			Rural			Total					
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T			
1	Mawphiang				5651	5793	11444	5651	5793	11444										5651	5793	11444	5651	5793	11444															
2	Mawryngkneng				3918	4118	8036	3918	4118	8036										3918	4118	8036	3918	4118	8036															
3	Mawkyrnrew				2864	3015	5879	2864	3015	5879										2864	3015	5879	2864	3015	5879															
4	Mawsynram				4769	4575	9344	4769	4575	9344										4769	4575	9344	4769	4575	9344															
5	Pynursia				3653	3729	7382	3653	3729	7382										3653	3729	7382	3653	3729	7382															
6	Sohra				2413	2260	4673	2413	2260	4673										2413	2260	4673	2413	2260	4673															
7	Laitkroh				1842	1863	3705	1842	1863	3705										1842	1863	3705	1842	1863	3705															
8	Mylliem				11677	11549	23226	11677	11549	23226	71	286	357				71	286	357	10041	9727	19768	10041	9727	19768															
9	SMC	7617	8073	15690				7617	8073	15690	93	82	175				93	82	175	4534	4890	9424	4534	4890	9424															
	Total	7617	8073	15690	36787	36902	73689	44404	44975	89379	164	368	532	0	0	0	164	368	532	14575	14617	29192	25110	25353	50463	39685	39970	79655	133	340	473	0	0	0	133	340	473			

Table 5A

S.No	CRC/URC Name	ALL COMMUNITIES									SC									ST									MINORITY											
		Urban			Rural			Total			Urban			Rural			Total			Urban			Rural			Total			Urban			Rural			Total					
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T			
1	Mawphiang				1777	2220	3997	1777	2220	3997										1777	2220	3997	1777	2220	3997															
2	Mawryngkneng				1544	2051	3595	1544	2051	3595										1544	2051	3595	1544	2051	3595															
3	Mawkyrnrew				852	1423	2275	852	1423	2275										852	1423	2275	852	1423	2275															
4	Mawsynram				1872	2011	3883	1872	2011	3883										1872	2011	3883	1872	2011	3883															
5	Pynursia				1441	1649	3090	1441	1649	3090										1441	1649	3090	1441	1649	3090															
6	Sohra				869	1291	2160	869	1291	2160										869	1291	2160	869	1291	2160															
7	Laitkroh				756	1040	1796	756	1040	1796										756	1040	1796	756	1040	1796															
8	Mylliem				7689	8838	16527	7689	8838	16527				189	168	357	489	168	657				6518	7568	14086	6518	7568	14086												
9	SMC	7425	8282	15707				7425	8282	15707	273	291	564				273	291	564	4946	5378	10324	4946	5378	10324															
	Total	7425	8282	15707	16800	20523	37323	24225	28805	53030	273	291	564	189	168	357	762	459	1221	4946	5378	10324	15629	19253	34882	20575	24631	38032	60	39	99	8	196	204	68	235	303			
	Grand Total	15042	16355	31397	53587	57425	111012	68629	73780	142409	437	659	1096	189	168	357	926	827	1753	19521	19995	39516	40739	44606	85345	60260	64601	117867	193	379	572	8	196	204	201	575	776			

Source: DISE 2007-08

Table 5B

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

Name of District :

S.No.	CRC/URC Name	Enrolment (6-11 age group)											Out of School Children (6-11 age group)																
		All Communities			SC			ST			Minority			All Communities				SC			ST			Minority					
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	% of Child Pop.	B	G	T	% of SC Child Pop.	B	G	T	% of ST Child Pop.	B	G	T	% of Minor Child Pop.
1	Mawphiang	5604	5758	11362				5604	5758	11362				47	35	82	0.72							47	35	82			
2	Mawryngkneng	3881	4082	7973				3881	4082	7973				37	26	63	0.76							37	26	63			
3	Mawkyntrew	2829	2999	5828				2829	2999	5828				35	16	51	0.87							35	16	51			
4	Mawsynram	4724	4541	9265				4724	4541	9265				45	34	79	0.85							45	34	79			
5	Pynursla	3617	3706	7323				3617	3706	7323				36	23	59	0.80							36	23	59			
6	Sohra	2394	2246	4640				2394	2246	4640				19	14	33	0.82							19	14	33			
7	Lalkroh	1823	1847	3670				1823	1847	3670				19	16	35	0.94							19	16	35			
8	Myllem	11604	11482	23086	89	137	236	9983	9683	19666	89	137	236	73	57	130	0.56	15	13	28	4.27	58	44	102	0.53				
9	SMC	7559	8028	15587	453	416	871	4492	4860	9352	453	416	871	58	45	103	0.66	16	15	31	3.44	42	30	72	0.77				
Total		44035	44709	88744	552	555	1107	39347	39732	79079	133	340	473	369	268	635	6.98	31	28	59	7.71	338	238	576	1.30				

S.No.	BRC/ Municipal Name	Enrolment (11-14 age group)											Out of School Children (11-14 age group)																
		All Communities			SC			ST			Minority			All Communities				SC			ST			Minority					
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	% of Child Pop.	B	G	T	% of SC Child Pop.	B	G	T	% of ST Child Pop.	B	G	T	% of Minor Child Pop.
1	Mawphiang	1736	2188	3924				1736	2188	3924				41	32	73	1.83												
2	Mawryngkneng	1502	2020	3522				1502	2020	3522				42	31	73	2.04												
3	Mawkyntrew	831	1406	2237				831	1406	2237				21	17	38	1.67												
4	Mawsynram	1829	1979	3808				1829	1979	3808				43	32	75	1.93												
5	Pynursla	1404	1624	3028				1404	1624	3028				37	25	62	2.01												
6	Sohra	853	1278	2131				853	1278	2131				16	13	29	1.82												
7	Lalkroh	737	1027	1764				737	1027	1764				19	13	32	1.78												
8	Myllem	7817	8777	16594	164	147	311	6471	7628	13999	164	147	311	72	61	133	0.81	25	21	46	12.89	47	40	87	0.82				
9	SMC	7367	8238	15605	250	272	522	4911	5351	10262	250	272	522	58	46	104	0.87	23	19	42	7.45	35	27	62	0.62				
Total		23876	28535	52411	414	419	833	20274	24401	44675	88	235	363	340	270	619	14.55	48	40	88	20.33	82	67	149	1.24				
G. Total		67911	73244	141155	966	974	1940	59621	64133	123754	201	575	776	718	536	1254	21.53	79	68	147	28.04	420	305	725	2.54				

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

Source : DISE 2007-08

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

Name of District **East Khasi Hills**

S.No.	Block/ Municipal Zone	Status & Age wise Break-up of Out of School Children																				
		Never Enrolled									Drop Out									Grand Total of 6-14 age Group		
		6-8 years			8-11 years			11-14 years			6-8 years			8-11 years			11-14 years					
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	Mawphlang	7	4	11	13	10	23	12	11	23	9	7	16	16	14	30	31	21	52	88	67	155
2	Mawryngkneng	11	7	18	9	6	15	16	6	22	13	12	25	12	13	25	18	13	31	79	57	136
3	Mawkyntew	6	6	12	5	4	9	13	7	20	9	5	14	14	6	18	9	7	16	56	33	89
4	Mawsynram	9	11	20	11	6	17	15	12	27	18	16	34	13	11	24	22	10	32	88	66	154
5	Pynursla	12	5	17	17	6	23	8	5	13	12	10	22	16	16	32	8	6	14	73	48	121
6	Shella Bholaganj	5	3	8	6	5	11	7	3	10	5	6	11	3	3	6	9	7	16	35	27	62
7	Laitkroh	8	5	13	3	2	5	5	2	7	6	3	9	7	10	17	9	7	16	38	29	67
8	Mylliem	17	19	36	19	16	35	21	8	29	29	25	54	27	20	47	32	30	62	145	118	263
9	Shillong Municipal	7	9	16	16	16	32	18	7	25	11	8	19	19	16	35	45	35	80	116	91	207
	Total	82	69	151	99	71	170	115	61	176	112	92	204	127	109	234	183	136	319	718	536	1254

Source : BRC Report

Year : 2007-08

Name of District**East Khasi Hills**

S. No.	Block/ Municipal Zone	No. of out of school children as per household survey	No of out of school children with reason							
			Lack of Interest	Lack of Access	Household Work	Migration	Earning Compulsion	Failure	Socio Cultural Reasons	Non-flexibility in School Timing and System of School
1	Mawphlang	155	40	30	53	3	25	4		
2	Mawryngkneng	136	32	8	36	1	59			
3	Mawkynrew	89	5	5	15		20	22		22
4	Mawsynram	154	7	94	29	6	18			
5	Pynursla	121	16	40	12	3	47	3		
6	Shella Bholaganj	62	16	15	17	2	10	2		
7	Laitkroh	67	21	21	10	4	11	0		
8	Mylliem	263	27	179	30	6	19	2		
9	Shillong Municipal	207	34	108	25	14	21	5		
	Total	1,254	198	500	227	39	230	38		22

Source: BRC ReportYear: 2007-08

COVERAGE OF OUT OF SCHOOL CHILDREN UNDER DIFFERENT STRATEGIES

Name of the District		<i>East Khasi Hills</i>							
Sl. No.	Block/ Municipal Zone	No. of Out of School Children as per HBS	No. of Out of Schol Children proposed to be covered under different strategies in the Current Year						
			Mainstreaming	EGS	NRBC	RBC	Madarsa/ Makhtah	Innovation	Others
1	Mawphlang	155			57			98	
2	Mawryngkneng	136			55			81	
3	Mawkynrew	89			41			48	
4	Mawsynram	154			64			90	
5	Pynursla	121			53			68	
6	Shella Bholaganj	62			29			33	
7	Laitkroh	67			25			42	
8	Mylliem	263			100			163	
9	Shillong Municipal	207			73			134	
Total		1254			497			757	

CONTINUING CENTERS FROM PREVIOUS YEAR

Sl. No.	Block/ Municipal Zone	No. of Children Continuing in			
		Class	Level	Level	Level
1	Mawphlang	1062	175	187	362
2	Mawryngkneng	461	308	47	355
3	Mawkynrew	211	266	172	438
4	Mawsynram	872	303	224	527
5	Pynursla	561	155	131	286
6	Shella Bholaganj	430	30	276	306
7	Laitkroh	496	129	245	374
8	Mylliem	NIL	285	535	820
9	Shillong Municipal	114	53	130	183
	Total	4,207	1,704	1,947	3,651

Source: BRC Report, Year 2007-08

GER, NER, Cohort Drop Out and Overall Repetation

Name of District		<i>East Khasi Hills</i>							
S.No.	Block/ Municipal Zone	Children of 6-10 age group				Children of 11-14 age group			
		GER	NER	Cohort Dropout	Overall Repetition	GER	NER	Cohort Dropout	Overall Repetition
1	Mawphlang	99.28%	77.43%	18.11%	0.13%	98.17%	76.58%	29.17%	0.00%
2	Mawryngkneng	99.21%	77.37%	7.90%	7.15%	97.96%	76.43%	27.82%	6.48%
3	Mawkyntew	99.13%	77.30%	8.34%	4.96%	98.32%	76.70%	26.50%	4.14%
4	Mawsynram	99.15%	77.33%	12.65%	0.05%	98.06%	76.48%	18.69%	0.00%
5	Pynursla	99.20%	77.36%	10.87%	6.63%	98.97%	76.44%	37.63%	7.57%
6	Shella Bholaganj	99.29%	77.44%	4.16%	0.47%	98.65%	76.94%	34.42%	0.10%
7	Laitkroh	99.05%	77.24%	8.33%	11.88%	99.71%	77.78%	10.83%	14.73%
8	Mylliem	99.44%	77.55%	0.56%	7.34%	98.59%	76.89%	11.75%	8.03%
9	Shillong Municipal	99.34%	77.48%	4.16%	6.78%	99.33%	77.48%	3.36%	10.52%
	District Total	99.29%	77.44%	8.34%	5.23%	98.83%	77.08	22.24%	7.25%

Cohort Dropout of the District 22%

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

Source: DISE, Year 2007-08

COMPLETION RATE, PRIMARY GRADUATES AND TRANSITION RATE**Name of District*****East Khasi Hills***

S.No.	Block/ Municipal Zone	Completion Rate	No. of primary graduates	Transition Rate from primary to upper primary
1	Mawphlang	81.74%	1301	74.48
2	Mawryngkneng	84.36%	1187	88.37
3	Mawkynrew	85.67%	841	90.66
4	Mawsynram	88.65%	1196	91.65
5	Pynursla	82.47%	1134	88.41
6	Shella Bholaganj	96.13%	798	99.45
7	Laitkroh	80.25%	602	98.08
8	Myllem	92.26%	4442	85.21
9	Shillong Municipal	99.45%	3662	97.42
	Total	89.68%	15163	90.41%

Source Disse Year : 2007-08

EGS AND UPGRADATION

S.No.	Block/ Municipal Zone	No. of EGS Center	Enrolment	No. of EGS centers remaining after 7 years	No. of EGS centers proposed to be upgraded in current year	Remaining Centres	Reason for not upgrading
1	Mawphlang	22	1062	22	17	5	<i>Low Enrolment & does not fulfill the norms & criteria</i>
2	Mawryngkneng	17	461	17	16	1	<i>Low Enrolment & does not fulfill the norms & criteria</i>
3	Mawkyntew	8	211	8	8	NIL	
4	Mawsynram	18	872	18	16	2	<i>Low Enrolment & does not fulfill the norms & criteria</i>
5	Pynursla	15	561	15	11	4	<i>Low Enrolment & does not fulfill the norms & criteria</i>
6	Shella Bholaganj	12	430	12	3	9	<i>Low Enrolment & does not fulfill the norms & criteria</i>
7	Laitkroh	14	496	14	10	4	<i>Low Enrolment & does not fulfill the norms & criteria</i>
8	Mylliem	NIL	NIL	NIL	NIL	NIL	
9	Shillong Municipal	4	114	4	NIL	4	<i>Low Enrolment & does not fulfill the norms & criteria</i>
	TOTAL	110	4207	110	81	29	

Source: BRC 2007-08

SCHOOLS (PRIMARY)

Name of District

East Khasi Hills

S. No	Block/ Municipal Zone	Primary Schools/ Primary Section in UPS or Secondary School				Upper Primary Schools/ Upper Primary Section in Secondary School				Total				Total No. of Schools		
		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	Mawphlang	73	118	40	0	231	32	29	8	0	69	105	147	48	0	300
2	Mawryngkneng	44	75	15	0	134	31	19	14	0	64	75	94	29	0	198
3	Mawkyntrew	46	86	20	0	152	27	21	8	0	56	73	107	28	0	208
4	Mawsynram	81	96	24	0	201	29	30	6	0	65	110	126	30	0	266
5	Pynursla	59	97	14	0	170	30	22	1	0	53	89	119	15	0	223
6	Shella Bholaganj	64	51	20	0	135	23	18	3	0	44	87	69	23	0	179
7	Laitkroh	36	9	31	0	76	16	11	0	0	27	52	20	31	0	103
8	Myllem	59	133	68	0	260	41	51	56	0	148	100	184	124	0	408
9	Shillong Municipal	5	87	28	0	100	12	22	17	0	51	17	89	45	0	151
	Total	467	732	260	0	1459	241	223	113	0	577	708	955	373	0	2036

Source : BRC: Year : 2007-08

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

Name of District

East Khasi Hills

S.No.	Block/ Municipal Zone	Teachers in Government Schools			Teachers in Government Aided			Total no. of Teachers	% of Female Teachers
		Primary Alone	Primary + Middle	Primary + Secondary	Primary Alone	Primary + Middle	Primary + Secondary		
1	Mawphlang	131			252	248		706	70%
2	Mawryngkneng	43			225	104		372	72%
3	Mawkynrew	42			259	184		485	68%
4	Mawsynram	128			252	235		615	65%
5	Pynursla	72			275	0		347	64%
6	Shella Bholaganj	61			162	89		312	68%
7	Laitkroh	9			85	0		94	64%
8	Mylliem	123			439	82		644	68%
9	Shillong Municipal	0			419	134		553	68%
	Total	609			2368	1076	0	4128	67%

Source BRC REPORT, Year 2007-08

REQUIREMENT OF ADDITIONAL TEACHER (PRIMARY)

Name of District

East Khasi Hills

S.No	Block/ Municipal Zone	Students Enrolment in Govt. Primary	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
				Govt. Primary	Govt. Aided	Govt. Unaided	Govt. Aided	Govt. Unaided	Govt. Unaided				
1	Mawphlang	4,043	1:21	131	66	197	131	66	197	1:21	1:21		
2	Mawryngkneng	1,002	1:10	43	66	109	43	66	109	1:10	1:10		
3	Mawkynrew	1,919	1:17	42	64	106	42	64	106	1:17	1:17		
4	Mawsynram	4,450	1:22	128	68	196	128	68	196	1:22	1:22		
5	Pynursla	2,159	1:17	72	70	142	72	70	142	1:17	1:17		
6	Shella Bholaganj	3,398	1:25	61	68	129	61	68	129	1:25	1:25		
7	Laitkroh	1,085	1:11	9	64	73	9	64	73	1:11	1:11		
8	Mylliem	2,057	1:12	123	68	191	123	68	191	1:12	1:12		
9	Shillong Municipal	205	1:20	0	10	10	0	10	10	1:20	1:20		
	Total	19576	1:17	609	546	1153	609	546	1153	1:17	1:17		

Source BRC REPORT, Year 2007-08

Name of District		East Khasi Hills				Total No. of Teachers	% of Female Teachers
S.No.	Block/ Municipal Zone	Teachers in Government Schools		Teachers in Government Aided Schools			
		Upper Primary	Upper Primary + Secondary	Upper Primary	Upper Primary + Secondary		
1	Mawphlang	18		221		239	68.00%
2	Mawryngkneng	21		193		214	76.00%
3	Mawkyntew			184		184	60.00%
4	Mawsynram	8		235		243	63.00%
5	Pynursla	6		225		231	58.00%
6	Shella Bholaganj			173		173	68.00%
7	Laitkroh			64		64	64.00%
8	Myllem	13		376		389	70.00%
9	Shillong Municipal	23		137		160	90.00%
	Total	89		1808		1897	61.00%

Source DMC Year - 2007-08

REQUIREMENT OF ADDITIONAL TEACHER

Name of District		East Khasi Hills												
S.No.	Block/ Municipal Zone	Students Enrolment in Govt. Upper Primary Schools & SSA School	Entitlement of Teachers at 1:40 Ratio	Teachers in Upper Primary Schools						PTR w.r.t. Sanctioned Posts	PTR w.r.t. Working Posts	UP Schools after		Gross Entitlement of Addl. Teachers for Upper Primary
												Single teacher School	Schools with 2 Teacher	
1	Mawphlang	1082		18	120	136	18	120	136	1:7	1:7			
2	Mawryngkneng	1766		21	116	137	21	116	137	1:13	1:13			
3	Mawkyntew	838			108	108		108	108	1:13	1:13			
4	Mawsynram	1036		8	116	124	8	116	124	1:8	1:8			
5	Pynursla	1297		6	120	126	6	120	126	1:10	1:10			
6	Shella Bholaganj	572			84	84		84	84	1:7	1:7			
7	Laitkroh	431			64	64		64	64	1:7	1:7			
8	Myllem	1908		13	160	173	13	160	173	1:11	1:11			
9	Shillong Municipal	687		23	40	63	23	40	63	1:10	1:10			
	Total	9617		89	928	1015	89	928	1015	1:10	1:10			

Source DMC Year - 2007-08

TRAINED AND UNTRAINED TEACHERS

Name of District : *East Khasi Hills*

S.No	Block/ Municipal Zone	Primary teachers							Upper Primary Teachers						
		Working Teachers (Govt. & Govt Aided only)	Trained*	%age	Untrained			%age	Working Teachers (Govt. & Govt Aided only)	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	Mawphlang	688	193	28%	32	463	495	71.95	319	67	21%	12	240	252	75%
2	Mawryngkneng	530	313	59%	100	117	217	40.94	188	102	54%	35	51	86	27%
3	Mawkyntrew	407	128	31%	21	258	279	68.55	185	35	19%	11	139	150	75%
4	Mawsynram	343	183	53%	27	133	160	46.65	213	58	27%	24	131	155	62%
5	Pynursla	347	109	31%	18	220	238	68.59	231	68	29%	10	153	163	66%
6	Shella Bholaganj	246	153	62%	18	75	93	37.80	169	82	49%	13	74	87	44%
7	Laitkroh	360	104	29%	104	152	256	71.11	115	75	65%	16	24	40	21%
8	Myllem	1101	199	18%	57	845	902	81.93	827	207	25%	65	555	620	67%
9	Shillong Municipal	429	299	70%	70	60	130	30.30	160	97	61%	35	28	63	18%
Total		4451	1681	38%	447	2323	2770	62.23	2407	791	33%	221	1395	1616	58%

* Trained as per NCTE guidelines

Source BRC & CPE Report 2007-08

Existing School Infrastructure

Sl	Block/ Municipal Zone	Category	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	Mawphlang	Pry	261	30	2				194	179	179	12	5	10	12
		UPS	68	18				16	54	41	41		3	10	
2	Mawryngkneng	Pry	142	40	40	308	308	29	93	68	10	5	28	40	5
		UPS	61												
3	Mawsynram	Pry	148	8	6	59	61	1	61	66		13	9	2	13
		UPS	56	19	2	9	10	5	10	15			6	2	
4	Mawkynrew	Pry	195	16	31	165	78	20	75	33		15	9	16	10
		UPS	64	23	12	53	15	8	8	13	2		3	8	
5	Pymursla	Pry	147	13	10	102	46		86	53	2	13	5	10	13
		UPS	53	14	2	32	11	1	15	21	1		2	6	
6	Shella Bholaganj	Pry	137	33	18	129	32		59	37	1	12	3	25	1
		UPS	45	11	4	43	14	6	11	10	2		3	12	
7	Laitkroh	Pry	145	10	13	37	60	0	56	36	0	12			12
		UPS													
8	Myllem	Pry	250		26	142	208	31	141	159	10	47	59	69	12
		UPS	150		42	88	125	49	95	95	10	30	51	53	
9	Shillong Municipal	Pry	69		5	17	52	44	30	68	50	12	68	40	43
		UPS	35		2	6	28	34	20	34	18		34	27	
DIST. TOTAL		Pry	1494	150	151	959	845	125	795	699	252	141	186	212	121
		UPS	532	85	64	231	203	119	213	229	74	30	102	118	0

Source: BRC Year - 2007-08

Note :

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

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

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

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

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

Provision for kitchen is only required for primary schools.

Information on Govt. Upper Primary Schools Without Furniture

Name of District:

S.No.	BRC/ Municipal Name	Total No. of Govt. UPS + SSA	No. of UPS Sanctioned under SSA Since 2001	UPS provided TLE under SSA as non OBB Schools since 2001	Balance UPS (6=3-4-5)	No. of Govt. UPS + SSA without Furniture (Out of Col. 6)	Enrolment in these Govt. UPS + SSA
1	2	3	4	5	6	7	8
1	Mawphlang	32	30	30	2	2	104
2	Mawryngkneng	31	29	29	2	2	130
3	Mawkynew	27	27	27			
4	Mawsynram	30	29	29	1	1	92
5	Pynursla	31	30	30	1	1	150
6	Sohra	21	21	21			
7	Laitkroh	16	16	16			
8	Myliem	41	40	40	1	1	81
9	SMC	12	10	10	2	2	156
	Total	241	232	232	9	9	713

Source BRC REPORT, Year 2007-08

CHILDREN WITH SPECIAL NEED (CWSN)

Name of District: *East Khasi Hills*

S.No.	Block/ Municipal Zone	No. of CWSN Identified	No. of CWSN Enrolled in Schools	No. of CWSN Enrolled through HBB	No. of CWSN Enrolled through HBB	No. of HBB centres/units to be implemented	No. of Schools proposed to be made barrier free
1	Mawphlang	121	121			1	15
2	Mawryngkneng	165	165			1	19
3	Mawkyntrew	173	173			1	20
4	Mawsynram	154	154			1	16
5	Pynursla	143	143			1	14
6	Shella Bholaganj	111	111			1	12
7	Laitkroh	110	110			1	12
8	Myllem	182	182			1	22
9	Shillong Municipal	132	132			1	18
	Total	1291	1291			9	148

*** Home Based Education**

Source _____ DISE 2007-08

Number of schools with 3 and more than 3 classrooms

Name of District: *East Khasi Hills*

Sl. No.	Block/ Municipal Zone	Number of Government schools having upto 3 classrooms	Number of Government schools having more than 3 classrooms
1	Mawphlang	34	18
2	Mawryngkneng	7	8
3	Mawkynrew	5	8
4	Mawsynram	18	5
5	Pynursla	20	2
6	Shella Bholaganj	9	
7	Laitkroh	6	
8	Mylliem	9	
9	Shillong Municipal		73
	Total	108	114

Source :DISE

Year : 2007-08

Information regarding Resource Persons for BRC/UBRC/CRC

Name of District		<i>East Khasi Hills</i>				
S.No.	Block/Municipal Zone	No. of Schools	No. of eligible BRC	No. of BRCs proposed by the BRC	No. of BRCs approved by the DEEP (in terms of No. of BRCs) (in terms of DEEP Data)	No. of BRCs eligible under SSA
1	Mawphlang	329	20	6	N.A	20
2	Mawryngkneng	203	20	6	N.A	20
3	Mawkyntrew	196	20	6	N.A	20
4	Mawsynram	252	20	6	N.A	20
5	Pynursla	200	20	6	N.A	20
6	Shella Bholaganj	183	20	6	N.A	20
7	Laitkroh	134	20	6	N.A	20
8	Mylliem	391	20	6	N.A	20
9	Shillong Municipal	148	20		N.A	20
	Total	2036	180	48		180

Source BRC Report, Year : 2007-08

COMPUTER AIDED LEARNING (CAL)

Name of District : *East Khasi Hills*

S.No.	Block/Municipal Zone	No. of Govt. PS-schools	Schools covered under CAL	No. of Beneficiaries	No. of Teachers trained on CAL	No. of Schools to be covered this year
1	Mawphlang	2	2	2	4	59
2	Mawryngkneng	2	2	2	4	48
3	Mawkynrew		2	2	4	48
4	Mawsynram	1	6	6	12	59
5	Pynursla	1	1	1	2	52
6	Shella Bholaganj		1	1	2	39
7	Laitkroh		1	1	2	27
8	Mylliem	1	8	8	16	91
9	Shillong Municipal	2	10	10	20	32
	Total	9	33	33	66	455

Source *BRC Report, Year 2007-08*

FINANCIAL POSITION

(For State Only)

S.No.	Year	Approved Onlay	Govt Share	SHP Share	Approved Capital		SHP Share of Approved Capital	SHP Share of Total Share	Expenditure	SHP Share of Expenditure Approved Onlay
					of Govt	of SHP				

Source _____, Year _____

List of BPRs

Sl. No	Name
	MYLLIEM BLOCK
1	SMTI. L. SOHTUN
2	SMTI. L. B.B RYNJAH
3	SMTI. M PATHAW
4	SMTI. C SUNN
5	SMTI. A KHARPHULI
6	SHRI. S.R SYNREM
	MAWKYNREW BLOCK
1	SHRI. W.S LYNSHING
2	SHRI. D LYNSHING
3	SMTI. B PYNGROPE
4	SHRI. W KHARUMNUID
5	SHRI. L KHONGJOH
6	SHRI. S NONGPUNG
	PYNURSLA BLOCK
1	SHRI. D K KHONGLAM
2	SHRI. REMINGSTONE MARBANIANG
3	SHRI. J NONGKHLAW
4	SMTI. B RYNGKSAI
5	SHRI. S S KHONGSNGI
6	SMTI. S KHONGSDAM
	MAWSYNRAM BLOCK
1	SHRI. C A SYIEMLIEH
2	SHRI. F LYNGDOH
3	SMTI. E KHARCHANDY
4	SMTI. L SHANGPLIANG
5	SMTI. MEDAMERI SHANGPLIANG
6	SMTI. S SHANGPLIANG
	MAWRYNGKNENG BLOCK
1	SHRI. RILANGLIN KHARBYNGNGAR
2	SMTI. WINDINORA NONGDHAR
3	SHRI. B MUTHOH
4	SHRI. JONATHAN KHONGLAH
5	SHRI. I NONGRUM
6	SMTI. B WANKHAR
	MAWPHLANG BLOCK
1	SMTI. PYNBIANGLIN SOHLANG
2	SMTI. HOSILINDA SUNN
3	SHRI. KRODING SAD
4	SHRI. MELASIOUS JARAIN
5	SHRI. PYNSHAIBOR JYRWA
6	SHRI. PYNHUNLANG MARWEIN

	KHARARSHNING-LAITKROH BLOCK
1	P NONGRUM
2	N DKHAR
3	N LYNGDOH
4	L WANSWETT
5	W WANSWETT
6	I NONGKYNRIH
	SHELLA BHOLAGANJ BLOCK
1	SMTI. BARI LYNGWA
2	SMTI. S IANGJUH
3	SMTI. A BYNNUD
4	SHRI. K SYIEM
5	SHRI. W SHYNGWAN
6	SMTI. B MALNGIANG
	SMC
1	SHRI. S MAWBLEI
2	SHRI. K KHARKONGOR
3	SHRI J. NONGBRI(Temp)
4	SHRI. K RANI
5	REV. J R RYNJAH
6	SHRI. R THAM

SARVA SHIKSHA ABHIYAN (SSA)

NONGTYNGUR CLUSTER RESOURCE CENTRE

NONGTYNGUR.

No. SSA/N/CRC/ROS/2008-09/2

*Dated Nongtyngur,
The 8th January, 2008*

To,

**I BLOCK MISSION CO-ORDINATOR, (SSA)
B.R.C. PYNURSLA**

Subject : *Ban mang jingiarap (grant) ia ki jingdonkam ki skul hapoh 2008-09.*

Madam,

Halor ka phang ba la kdew haneng, na ka bynta ka jingtip jong phi, nga phah hangne ia ka list jingdonkam ki Skul hapoh ka Nongtyngur C.R.C. bad la kyrpad ia phi b^h phi nsgewbha bn pynioh jingiarap hapoh kane a snem 2008-09.

Bad kita ki long kumne :-

1. **Ban ithuh bad pynrung ha ka List ia ki Un-Aided Schools ki ba la ki i shaphrang i.e.**
 - (i) Ka Rimassar U.P. School (Estd 2006).
 - (ii) Ka Border Area L.P. School ha shmong Thai (Estd. 2006).
Shmong Thai (Estd. 2006).
 - (iii) Church of God L.P. School Riwai (Estd, 2007).
2. **Ban upgrade L.P. School ia ki E.G.S. Centre i.e.**
 - (i) Lam jingshai E.GS Centre.
 - (ii) Lyngkhong E.G.S. Centre
 - (iii) Rimai E.GS.
3. **New School Building ia ki U.P. School thymmai (SSA) i.e.**
 - (i) Ka Seng Khasi U.P. School, Nohwet
 - (ii) Ka Nongeitniang, U.P. School.
 - (iii) Ka Lympung Shyrngan U.P. School.
4. **Ban pynioh Toilet ia kine ki skul.**
 - (i) Ka Rimassar L.P. School
 - (ii) Ka Lyngkhat Khuri Presbyterian L.P. School.
 - (iii) Ka St. Philip RCLP School, Nongtyngur
 - (iv) CNI U.P. School, Mawlynnong.
5. **Ban pynioh umdih Drinking Water ia kine ki skul.**
 - (i) C.N.I. U.P. School, Mawlynnong.
 - (ii) Seng Khasi U.P. School, Nohwet.

6. **Ban pynioh Extension building ia kine :-**

- (i) Ka Rimassar L.P. School
- (ii) Ka Lyngkhat Khuri Presbyterian L.P. School
- (iii) Ka C.N.I. U.P. School, Mawlynnong

7. **Completion of School building :**

Ban mang jingiarap ia kine ki skul ba kin lah ban pyndep ia ka ingskul bym lah pyndep tang da ka Rs. 1.50 lakh (under NLCPR) ba la ioh lyngba ka Office U Dy. Inspector of Schools, Shillong kita ki long kine :

- (i) Rev. Ollinsingh Memorial L.P. School.
- (ii) Rev. Wolley Memorial L.P. School, Nongkyndah.

8. **Ban pynioh Compulors Room ia kine ki skul kiba lah don lypa ki nonghikai ba la dep ioh Training Computer. i.e.**

- (i) C.N.I. U.P. School Mawlynnong
- (ii) Nongtyngur Presbyterian U.P. School
- (iii) Nohwet U.P. School.

9. **Kitchen Room :**

Ban ai jingiarap kamra shet jingbam Mid-day Meal ia baroh ki L.P. Schools.
Ka List ki Shnong bad ki Skul la Suhlang hangne ba phin tip.
Sngewnguh shibun ia ka jingpyrkhat ba sbun jong phi.

Uba burom ia phi

(M.S. MAJAW)
CO-ORDINATOR
NONGTYNGUR C.R.C.
*Co ordinator,
Nongtyngur SSA., CAG.,
Nongtyngur C.R.C. Resource Centre
Pynursla & R.D. Block
East Khasi hills*

Note :

1. Ka CNI U.P. School, Mawlynnong ka la don Existing building ba ar kamra ba la ioh lyngba u Local MLA.
2. Hadien ba la ia syllok bad u Local MLA bad Chairman ka C & R.D. Block Pynursla, la sngewthuh ba
 - (i) Ka Lumwahniai R.C. U.P. School la dep mang jingiarap School building Rs. 2,00,000/-
 - (ii) Ia ka Nongsohphan R.C.L.P. School ruh kumba Rs, 4,00,000/-
 - (iii) Ia ki E.G.S. Centre baroh ruh la dep mang jingiarap School Building.
 - (iv) Kiwei kiwei ki Skul kiba la dep ioh School Building bad kiwei ki jingiarap, ym shym la pynrung shuh ha kane ka List.
3. (i) Ka Nongeitniang U.P. School, ka dang long skul ha Community Hall.
(ii) Ka Seng Khasi U.P. School, Nohwet ha ka Hall jong ka Seng Khasi.
(iii) Ka Lympung Shyrngan U.P. School, ka dang ia pynlong lang ha Building L.P. School.

(M.S. MAJAW)
CO-ORDINATOR
NONGTYNGUR C.R.C.

APPENDIX- A
VILLAGE/ POPULATION 2006- 07

Sl. No	Name of the village	No. of Household	Total Population	Children Population Under group age				Total children Attended School 4-14 yrs	Drop out/ out of School 4-14yrs	BT. SC	TLC/PLP
				0-3 yrs	4-5 yrs	6-14 yrs	Total 0-14 yrs				
1	2	3	4	5	6	7	8	9	10	11	12
1	NOHWET	264	1454	126	107	355	588	462	6	2	2
2	NONGSOHPHAN	74	405	38	20	89	147	109			
3	RIWAI	86	472	55	38	117	210	145			1
4	LYMPUNGSHYRNGAN	48	221	18	21	76	115	97			1
5	THIEBSKAI	21	96	12	5	22	39	27			
6	NONGTHYMMAI KYNDIAR	27	92	9	11	25	45	36			
7	LYNGKHONG	26	92	11	9	34	54	43			
8	RIMAI	19	105	18	8	32	58	40			
9	MAWLYNNONG	82	384	12	23	109	144	132	5	1	
10	NONGEITNIANG	78	303	39	21	68	128	89			
11	LYMPUNGSNIANG	3	21	5	3	4	12	7			
12	LYNGKHAT KHURI	34	144	28	10	14	52	44			
13	NONGTYNGUR	298	1584	101	114	402	617	516	3	2	1
14	NONGKYNDIAH	42	188	21	13	55	89	68			
15	NASHAIN	26	102	18	11	30	59	41			
16	RIMASSAR	63	258	30	18	49	97	57			
17	LUMWAHNAI	78	353	36	27	95	158	122	5	1	1
18	MYNRIENG	3	12			2	2	2			
19	NONGKHAIWUI	3	9	2	1		3	1			
20	THAI	17	57	6	8	20	34	28			
21	PYRJAT	3	11	1	1	1	3	2			
22	LUMPYNGAD	3	9			1	1	1			
TOTAL		1298	6372	586	469	1600	2655	2069	19	6	6

Sd/-
M.S Ma jaw
Co-ordinator
Nongtyngur CRC; SSA

APPENDIX – B

LIST OF SCHOOLS DURING 2007 Under Nongtyngur Cluster Resource Centre (SSA)

Sl. No	Name of Schools and type of system	Enrollment			No. of teachers					Toilet Yes/No	Drinking Water Yes/No	Type of Building	Elec tric Yes/ No
		B	G	T	M	F	T	Tr	Un-Tr				
1	2	3	4	5	6	7	8	9	10	11	12	13	14
A – GOV'T. SCHOOL													
1.	Govt. L.P. School, Nohwet	37	41	78	2	1	3	1	2	No	Yes	RCC	No
2.	Govt. L.P. School, Nongitniang	63	62	125	2	1	3	1	2	Yes	Yes	RCC	No
3.	Govt. L.P. School, Riwai	26	22	48	0	2	2	0	2	Yes	Yes	RCC	No
B – DEFICIT SCHOOL-4 (FOUR)													
4.	Nongtyngur, Pres L.P. School	48	57	105	2	1	3	1	2	Yes	Yes	RCC	No
5.	C.N.I. L.P. School, Mawlynnong	58	50	108	2	0	2	2	0	Yes	Yes	RCC	No
6.	RCLP, Nongsophan	50	60	110	1	2	3	0	3	No	Yes	No	No
7.	Lyngkhat Khuri Pres L.P. School	16	8	24	1	1	2	0	2	No	Yes	RCC	No
C – IMPROVED SCHOOL-2 (TWO)													
8.	Nongtyngur Pres U.P. School	36	39	75	1	3	4	2	2	Yes	Yes	RCC	No
9.	Nohwet U.P. School	22	44	66	3	1	4	2	2	No	No	RCC	No
D – ADHOC SCHOOL-4 (FOUR)													
10.	Raid Lyngkhat Sec.School, Nongtyngur	42	66	108	3	2	5	2	3	No	No	RCC	No
11.	Rev. Olimsingh Memo. L.P. School, Nongtyngur	26	30	56	1	1	2	0	2	Yes	Yes	RCC	No
12.	Rimassar L.P. School	32	33	65	0	2	2	1	1	No	Yes	RCC	No
13.	Nohwet Pres. L.P. School	43	41	84	1	3	4	1	3	Yes	Yes	RCC	No
E – SSA SCHOOL-6 UPS + 9LPS= 15 (FIFTEEN)													
4.	Cedar L.P. School, Nongtyngur	86	53	139	0	2	2	0	2	No	Yes	RCC	Yes
5.	Cedar U.P. School, Nongtyngur	35	32	67	1	3	4	0	4	No	Yes	RCC	Yes
6.	St.Philip RCLP, Nongtyngur	32	31	63	1	2	3	0	3	No	Yes	RCC	No
7.	RCLP. School, Lumwahniai	40	48	88	0	4	4	1	3	No	Yes	RCC	No
8.	Rev.Wolley Memo L.P. School, Nongkyndah	30	40	70	1	1	2	0	2	No	Yes	RCC	No
9.	RCUP School, Lumwahniai	9	7	16	1	3	4	0	4	No	No	No	No

..... (2)

Sl. No	Name of Schools and type of system	Enrollment..			No. of teachers					Toilet Yes/No	Drinking Water Yes/No	Type of Building	Elec tric Yes/ No
		B	G	T	M	F	T	Tr	Un-Tr				
1	2	3	4	5	6	7	8	9	10	11	12	13	14
10.	UP School, Nongeitniang	13	16	29	3	1	4	0	4	No	No	No	No
11.	Lympungshyrngan L.P. School	40	50	90	2	0	2	0	2	No	Yes	RCC	No
12.	Lympungshyrngan U.P. School	7	9	16	1	3	4	0	4	No	No	No	No
13.	Seng Khasi L.P. School, Nongthymmai (Kyndiar)	12	13	25	1	1	2	0	2	No	No	RCC	No
14.	Seng Khasi L.P. School, Thiepskai	11	16	27	1	1	2	0	2	No	No	RCC	No
15.	Seng Khasi L.P. School, Nohwet	67	60	127	2	1	3	0	3	No	Yes	RCC	No
16.	Seng Khasi U.P. School, Nohwet	25	25	50	4	0	4	1	3	No	No	RCC	Yes
17.	Rairiat Aijingshai L.P. School, Nohwet	42	48	90	1	2	3	0	3	No	Yes	RCC	No
18.	CNI U.P. School. Mawlynnong	17	11	28	0	4	4	0	4	No	No	No	No
F - E.G.S. CENTRE-3 (THREE)													
	Nashain E.G.S. Nashain	22	19	41	0	1	1	0	1	No	No	RCC	No
	Lyngkhong E.G.S. Lyngkhong	17	21	38	0	1	1	0	1	No	No	No	No
	Rimai E.G.S. Rimai	8	15	23	1	0	1	0	1	No	No	No	No
G - PVT. UNAIDED SCHOOLS (FIVE)													
	Border Area Sec. School, Nohwet	17	18	35	2	3	5	0	5	No	No	No	No
	Rimassar U.P. School	11	13	24	2	2	4	0	4	No	No	No	No
	Border L.P. School, Thai	9	14	23	0	1	1	0	1	No	No	No	No
	Church of god L.P. School, Riwai	18	21	39	0	2	2	0	2	No	No	No	No
	Rairiat Aijingshai U.P. School, Nohwet	7	8	15	2	0	2	0	2	No	No	No	No
	TOTAL	1074	1141	2215	45	58	103	15	88				

Sd/- M.S. Majaw
Co-ordinator
Nongtyngur CRC
(SSA)

LIST OF 81 EGS CENTRES TO BE UPGRADE TO LP SCHOOL

SL. NO	NAME OF EGS CENTRES	ENROLMENT	DISTANCE FROM NEAREST SCHOOL
	MAWPHLANG		
1	Bangla Sohphia (EGS Centre)	58	5
2	Lad-Umrisain (EGS Centre)	36	2
3	Lumpersara (EGS Centre)	33	2
4	Laitlulong (EGS Centre)	27	1
5	Laitmawhing (EGS Centre)	66	1
6	Laitnongrem (EGS Centre)	80	2
7	Mawreng Kharsahnoh (EGS Centre)	26	2
8	Mawria Kharmgoi (EGS Centre)	52	1
9	Mysain (EGS Centre)	37	2
10	Nongbah Sohiong (EGS Centre)	44	2
11	Nonglum Weilyngkut (EGS)	38	2
12	Pyndeng Mawphlang (EGS Centre)	54	2
13	Ranab Domlyngkut (EGS Centre)	37	1
14	Rani Bitaw (EGS Centre)	41	2
15	Seng Khasi lapdkhar (EGS centre)	50	1
16	Sohksar (EGS Centre)	100	1
17	Thain Thynroh (EGS Centre)	40	1
18	Wahsohsit (EGS Cente)	45	2
	MAWRYNGKNENG		
19	SOHLAPER	35	3
20	NONGTHYMMAI JAROIT	11	1
21	KHAPUD DIENGPASOH	20	1
22	NONGMADAN , SMIT	40	1
23	SAITDNGIEM , UMPHRUP	23	1
24	A.W THOMAS KUT	26	1
25	MAW-U-SAM	31	2
26	KHONGSHNONG	25	2
27	NONGDAWAH , THADAN	21	1
28	JARAIN, LAMLyer	28	2
29	SENGKHASI DIENGPASOH, MAWIONG	31	1
30	MAWRANG, MAWPYRSHONG	30	2
31	KYNTON-U-MON	25	1
32	JAROIT PRES	40	1
33	UNITARIAN KUT	29	1

MAWSYNRAM BLOCK			
34	UMLEW NAYAPARA	73	2
35	THAKURMAW	64	2
36	RYNGKU SKONG	51	2
37	RAMPNA, NONGMADAN	40	2
38	UMLANGMAR	48	2
39	RYNGSKI	27	1
40	ST FRANCIS, MAWRAPAT	16	1
41	NONGDISIAR	75	1
42	KANDAPARA	82	2
43	PYNDENDAKNI	80	2
44	UMLYNTER	39	2
45	WEILOI MAWLYNNU	36	2
46	NONGRIWAH	42	2
47	UMNONGRIM	35	1
48	TYRSAD UMKSEH, SENGKHASI	91	2
49	PYNDENBORSORA	25	3
MAWKYNREW			
50	SYNIASIA	20	1
51	LUMPHANBLANG	23	2
52	MAWKLIR	22	2
53	NONGKRUIIN	32	1
54	JASIER, LAITKYRHONG	22	1
55	DIENGLIENG, NENGSHNONG	29	1
56	MAWDAN THANGSNING	18	1
57	MARY'S GARDEN JONGKSHA.	45	1
PYNURSLA			
58	WAHSKHONG	20	2
59	SAITWAIT	31	2
60	WAHUMLEIN	27	1
61	NASHAIN	18	4
62	WAHJAREM, MAWSHUN	16	3
63	RNGAIN	12	2
64	LAITSHUTHIM	71	4
65	RYNGKEW	109	2
66	MASSAR	30	1
67	POMSHUTIA SHAINAM RC	53	1
68	KYNTON SA-IR	26	4
LAITKROH			
69	SDER	42	2
70	MADAN FOOTBALL	56	1
71	WAHSHOHA	21	2
72	RYMMAI	55	2
73	LAITTHEMLANGSAH	30	1
74	UMMLUH	40	4
75	J.S. MEMORIAL, IEWSHILLONG	84	1
76	MAWSHKEN	36	2
77	SENGKHASI LYNKGYNSHIEH	53	1
SHELLA BHOLAGANJ			
78	MAWMLUH	40	2
79	LUMMURI	38	1
80	WAHDIENSAW	19	2
81	SUKTIA RC	32	1

Fact Sheet (to be annexed with Minutes)

DISTRICT : East Khasi Hills.
No. of Districts/Blocks : 8 Blocks.
Total Population : 6,60923 (Census 2001).

Child Population : a. 6-11Years : 89,379. b. 11-14 Years : 53030.

% of Children passing with 60% : Boys : Girls : Total:

Educational Indicators

Enrolment I-V			Enrolment VI-VIII			Enrolment I-VIII		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
44035	44709	88744	23876	28535	52411	67911	73244	141155

GER			NER			Drop-Out Rate			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PS			99.29%			77.44%			8.34%
UPS			98.83%			77.08%			22.24%

Attendance Rate			Completion Rate			Transition Rate (Class V to VI)		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
		97.05%			89.68%			90.41%

		Target for 2007-08	Target Achieved	Target for 2008-09
1.	Out of School Children	3651	3651	1254
2.	Drop-Out	23%	1%	22%
3.	Attendance Rate	100%	97.05%	100%
4.	Achievement level	20%	20%	20%
5.	UPE Index			
6.	No. of Single teacher school			
7.	No. of schools with TR>50	Nil	Nil	Nil
8.	No. of buildingless schools	202	132	235
9.	No. of disabled children to be enrolled	1199	100%	1291

Proposals for 2008-09.

New Primary Schools (Including Upgradation)		
Sanctioned till 2007-08	Opened till date	Proposal 2008-09
273	273	81
Upgradation of PS to UPS		
Sanctioned till 2007-08	Opened till date	Proposal 2008-09
232	232	129

EGS						
Approved till 2007-08		Centers running as on March 2007		Centers to be upgraded to PS	Continuing Centers proposed for 2008-09	Centers proposed to be closed
Centers	Children	Centers	Children			
213	6556	110	4207	81	29	NIL

Sub-District Structures	
No. of BRCs	8
No. of URCs	NIL
No. of CRCs	86
Resource Persons	54

Teachers under SSA				
	Sanctioned till 2007-08	In position	Proposed 2008-09	
			Against new Schools	Additional teachers
PS	546	546	162	
UPS	928	928	516	

Teacher Training			
Type of training	Progress for last year		Approval
	No. of Teachers	Duration of the training	
a. In service	3594	20 days	
b. New recruits	1474	30 days	
c. Untrained	4386	20 days & 30 days	
Total	9454		

Interventions for Out of School Children		
Strategy	No. of Centers	No. of Children
1. EGS	0	0
2. Residential Bridge Course	0	0
3. Non-Residential Bridge Course	55	497
4. Flexi Schools	0	0
5. Drop in centers	0	0
6. Remedial Teaching	360	3651
7. Other (<i>specify</i>) back to school	85	757
8. Direct admission	-	-

IED	
No. of Children identified	No. of Children to be enrolled
1291	1291

Civil Works

	Sanctioned till 2007-08	Achievement till date	Approval for 2008-09
CRC	40	50%	-
School Building	70	50%	-
Additional Classrooms	29	50%	-
Drinking Water	-	-	-
Toilets	-	-	-
Major Repairs	-	-	-

REMS

	No. of research studies carried out during 2007-08	No. of research studies proposed for 2008-09
Research	2	2

Innovations**ECCE**

Progress for 2007-08		Proposal for 2008-09	
No. of Centers	No. of Children	No. of Centers	No. of Children
106	8147	100	2000

Girls Education

Progress for 2007-08	Proposal for 2008-09
4 centres	6 centres

SC/ST

Financial Progress for 2007-08	Financial Proposal for 2008-09
-	-

CAL

Progress for 2007-08		Proposal for 2008-09	
No. of Schools covered	No. of Children covered	No. of Schools to be covered	No. of Children to be covered
33	1905	455	9100

Community Mobilization

	Progress	Approval
No. of VECs	933	933
No. of SMCs/PTA/MTA		
No. of community members to be trained	3732	-

NUEPA DC



DC71

