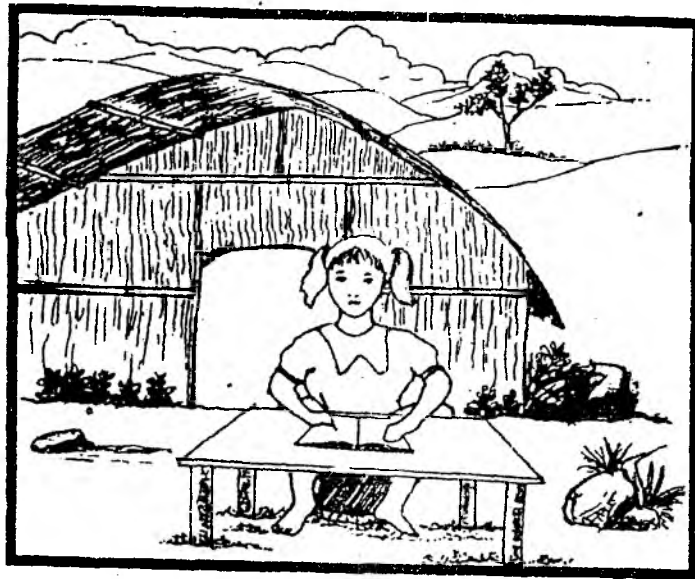


# SARVA SHIKSHA ABHIYAN

East Khasi Hills



District Elementary Education Plan

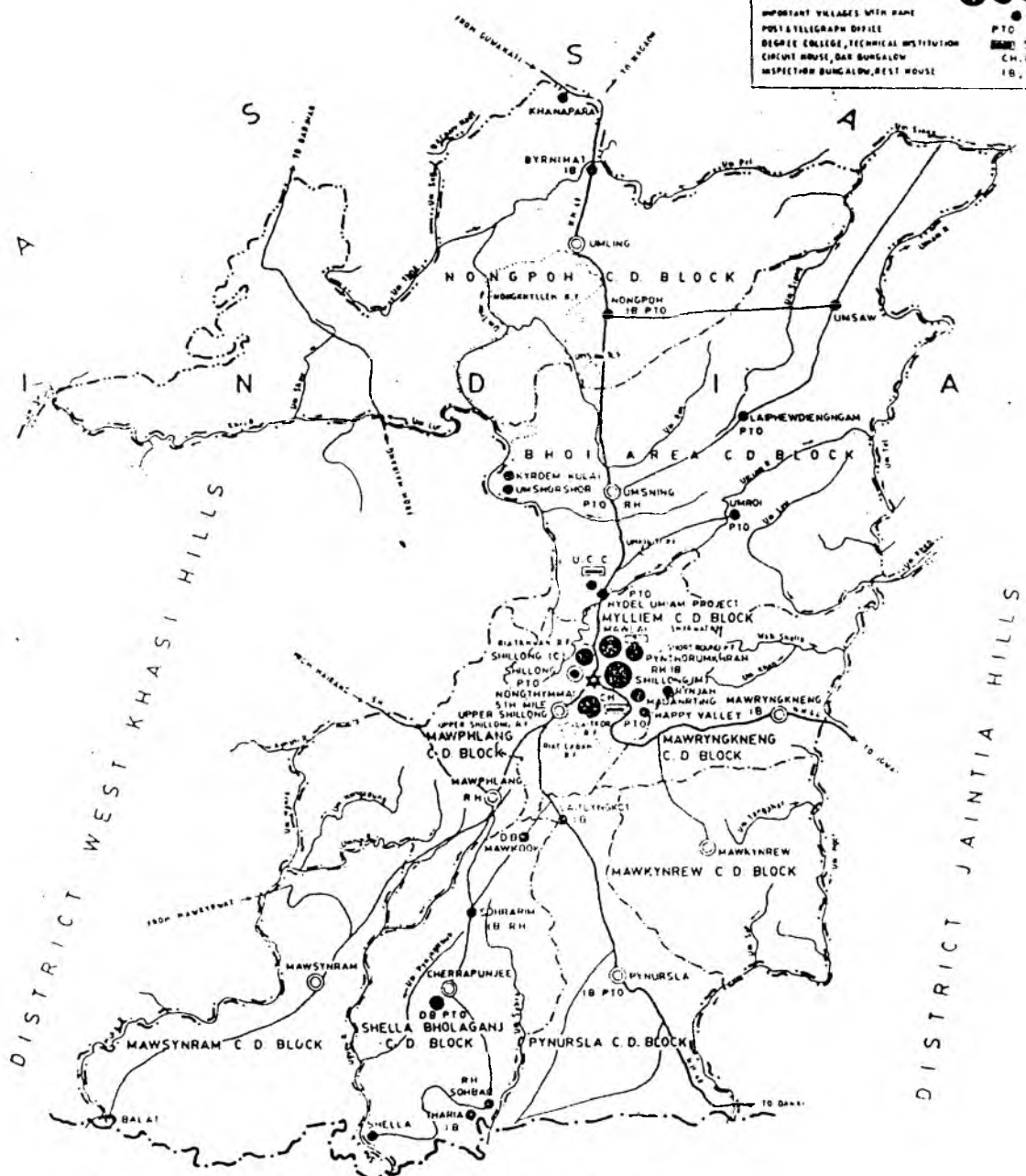
**EDUCATION DEPARTMENT**

**Meghalaya**

# MEGHALAYA DISTRICT EAST KHASI HILLS

Scale 1:250,000

BOUNDARY INTERNATIONAL	---
STATE	- - - -
DISTRICT	— — — —
C. D. BLOCK	— — — —
FOREST-RESERVED WITH NAME	▨
PROTECTED WITH NAME	▨
HEADQUARTERS: STATE	★
DISTRICT	⊙
C. D. BLOCK	○
NATIONAL HIGHWAY	==
STATE HIGHWAY	—
OTHER ROAD	- - -
RIVER AND STREAM	~~~~~
URBAN AREA WITH POPULATION SIZE-CLASS I, II, III, IV, V	● (various sizes)
IMPORTANT VILLAGES WITH NAME	●
POST & TELEGRAPH OFFICE	PTO
DEGREE COLLEGE, TECHNICAL INSTITUTION	□
CIRCUIT HOUSE, BAR BUNGALOW	▭
INSPECTOR BUNGALOW, REST HOUSE	IB, R-H



B A N G L A D E S H

## INDEX

<b>Chapter</b>	<b>Contents</b>	<b>Page No.</b>
I	East Khasi Hills District Profile	1-6
II	Educational Scenario	7-10
III	Planning Process	12-14
IV	Objectives-wise Interventions	15-17
V	Issues, Strategies and Activities	18-23
VI	Quality Issues in Elementary Education	24-27
VII	Quality Issues in Elementary Education	34-37
VIII	Coverage of special focus groups	38-42
IX	Research, Evaluation, Supervision and Monitoring	43-46
X	Implementation Arrangements	47-50
XI	Project Cost	51-60
XII	Annual working plan	61-60
XIII	Implementation Schedule	67-68

**CHAPTER I**  
**EAST KHASI HILLS DISTRICT**  
**District Profile**

**Area and Location**

The East Khasi Hills District covers a total area of 2748 Sq. Kms. It is situated between the North Latitudes of 25.15° degrees and 25.72° degrees and between the Longitudes 91.35° degrees to 92.13° degrees East. The Northern portion of the District bounded by plain of Ri-Bhoi District and Karbi Anglong District of Assam. It is gradually rising to rolling grasslands of Shillong plateau interspersed with river valleys, then falls sharply in the Southern portion forming deep gorges and ravines in Mawsynram and Shella Bholaganj C.D. Block. On the South it is bounded by Bangladesh, on the East by the Jaintia Hills District and on the West by the West Khasi Hills District. Geographically the District consist of :-

1. War area which lies in the Southern part of the District. It was so called because the hills and ranges in this portion 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.
2. The other part where ranges run parallel from east to west on the upper portion of the District is an 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 highland is 1000 meters. The Khasi highland starts from the very edge of the high escarpment overlooking the War area and slopes gradually northwards to the Central range which at its highest point reaches altitudes of 1,700 meters approx. The range acts as a rain barrier. The Southern part of the belt receive markedly heavy rainfall and consists 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. This was one of the factors that lead to the decision to transfer the erstwhile capital of Assam, Cherrapunjee to Shillong in 1864.  
  
The typical tree of this region is the Khasi pine, **Pinus Kesiya** which attains good size and girth. Timber of the 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.
3. 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 river rising from the North of Shillong peak flows northward between Ri-Bhoi District and Karbi Anlong of Assam. The Umiam river rising from the range West of Shillong peak flows past through Ri-Bhoi District until it reaches and join the Umsiang 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 river on 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 runs towards the South where it forms the demarcating boundary between the East Khasi Hills and the Jaintia Hills District. It continues to flow through fine gorges via Dawki until it reaches Surma Valley in Bangladesh. At Dawki this 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.

4. The terrain of Khasi Hills lends itself to the formation of magnificent waterfalls. The following are among the more well known waterfalls in the Khasi Hills:-
  - (a) Kshaid Nohsngi Thiang : It is a spread of many falls that can be seen to the east of Mawphlang 5kms from Cherrapunjee.
  - (b) Kshaid Noh-ka-likai situated west of Mawmluh near Cherrapunjee.
  - (c) Kshaid Daiñ-thlen : It is situated to the West of Noh-ka-likai.

These are the beautiful falls are connected with many legends of the Khasi people.

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

4. **Climate :-** 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 regions. The whole of the District is influenced by the South-West Monsoon, which begins 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.
5. **Resources :-** The District is rich in various kind of natural resources. The major mineral resources found in the District are coal, limestone, clay and glass-sand. Timber another major natural resource is also available and an area of 2205 sq; kms. is reported to be under forest: The Principal timber species are Sal, Champa, Gomini and Pine, While the broomstick, Thatch, agar, resin, gravel sand, boulder, cane and medicinal herbs and plants; Agriculture is the principal occupation in the rural areas and the major crop grown are potatoes, maize, ginger and paddy. The soil condition, altitude and climate are conducive for Horticulture products like oranges, bananas, plums, pears, and pine-apples etc.

Over the years, a large number of dairy units have come up in the District, particularly in Myllem Block and also in around Shillong city, Pigs rearing is also popular throughout the District.

6. **Infrastructure and Communication :-** The District is well connected by roads. The nearest rail head is at Guahati in Assam. The nearest airport is at Borjhan in Assam and only airstrip at Umroi in Ri-Bhoi District is about 31 Kms. away from Shillong.

**(a) Roads**

(i) Surfaced	: :	846 Kms.
(ii) Unsurfaced	: :	965 Kms.
<b>Total</b>	<b>: :</b>	<b>1811 Kms.</b>

**(b) Road Mileage by Class**

(i) National Highway	: :	210 Kms.
(ii) State Highway	: :	236 Kms.
(iii) Major District Roads	: :	273 Kms.
(iv) Other District Roads	: :	1093 Kms.
<b>Total</b>	<b>: :</b>	<b>1811 Kms.</b>

7. **KEY STATISTICS**

(i) **Agriculture**

Net areas sown	: :	40,065 Hectars
Area sown more than once	: :	10,745 Hectars
Total Cropped area	: :	50,800 Hectars
Net irrigated area	: :	6,000 Hectars

**Households Practising Jhum Cultivation**

Rural	: :	65,000 Nos.
Urban	: :	35,093 Nos.
<b>Total</b>	<b>: :</b>	<b>1,00,093 Nos</b>

**(ii) Veterinary Institution**

Hospitals	: :	1 No.
Stockman Centres	: :	14 Nos.
Dispensaries	: :	10 Nos.
A.I. Centres	: :	1 Nos.
Aids Centres	: :	13 Nos.

**(iii) Government Farms**

Cattle Farms	: :	1 Nos.
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**(iv) Livestock Population (1998)**

Cattle	:	1,17,000 Nos.
Buffaloes	:	4,000 Nos
Sheeps	:	6,000 Nos
Goats	:	54,000 Nos.
Pigs	:	1,02,000 Nos.
Horse and Ponies	:	1,000 Nos.

**(v) Fisheries**

No of fishseed farms	:	3 Nos.
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**(vi) Sericulture**

Sericulture Villages	:	117 Nos.
Families engaged in Sericulture	:	2243 Nos.
Weaving Training Centres	:	1 Nos.

**(vii) Co-Operation**

No. of societies	:	255 Nos.
Membership	:	25,338 Nos.

**(viii) Powers**

Nos. of Villages electrified	:	656 Nos.
Nos. of Towns electrified	:	7 Nos.

**(ix) Industries**

Registered factories under Factory Act	:	49 Nos.
Small scale Industries registered with Directorate of Industries.	:	1551 Nos.

**Industries estate nos. of enterprises**

1. Agricultural	:	1384 Nos.
2. Non-Agricultural	:	13573 Nos.
<b>Total</b>	<b>:</b>	<b>14957 Nos.</b>

**ADMINISTRATIVE SET UP**

The Deputy Commissioner is the Administrative head of the District with its headquarter at Shillong. Shillong is also the capital of the State of Meghalaya. The District is divided into two Civil Sub-Division. The two Sub-Divisions are the Shillong Sardar Civil Sub-Division and the Sohra Civil Sub-Division. In the District there are eight Community & Rural Development Blocks viz. Myllem, Mawphlang, Mawryngkneng, Mawsynram, Mawkynrew, Pynursla, Shella Bhologanj and Laitkroh Community & Rural Development

Blocks. The Civil Sub-Divisional Officers are the heads at the Sub-Divisional level and the Block Development Officers at Block level. The Development Departments like Agriculture, Animal Husbandary and Veterinary, Soil Conservation etc also have the District heads and similar structure extends upto the Block level where the Extension Officers are functioning at the Block Development Officers' Office. The Deputy Commissioner co-ordinates the developmental works of the various departments.

Traditionally the District is also having the traditional Institution called Syiemsships (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 Sirdar or Rangbah Shnong (Headman). All the traditional Institutions discharge their responsibilities in a pure democratic manner. All these traditional Institutions are under the Khasi Hills Autonomous District Council which was created under the 6<sup>th</sup> Schedule of the Constitution of India to safeguard the customs and culture of the indigeneous Tribal people. It has the power in managing, the internal affairs relating to land rights, Revenue, Forest, Tribal customs etc. It enjoyed executive, legislative and judiciary on matter provided by the 6<sup>th</sup> Schedule of the Constituion.

### **DEMOGRAPHIC PROFILE OF THE DISTRICT**

The population of the District as per census of 2001 is 660994 with a decadal growth of 22.8 (The growth rate is calculated on the basis of the data available from the Provisional Census Report 2001).

Population distribution in the District at Block level is as per the following Table - I. There are 15 Gram Sevaks in each Block.



**TABLE NO. - I, DISTRIBUTION OF POPULATION IN THE DISTRICT BLOCK WISE AND TOWN WISE**

Sl. No.	Name of CD Block/ Town/ District	Area in Kms.	No. of inha- bited Villages	Population		
				Total	Male	Female
1.	Mawphlang C&RD Block (R)	290	156	55617	27526	28091
2.	Mylliem C&RD Block (R)	407	97	98745	51611	47134
3.	Mawryngkneng C&RD Block (R)	293	61	49180	24583	24597
4.	Mawkynrew C&RD Block (R)	355	65	34122	17029	17093
5.	Mawsynram C&RD Block (R)	523	151	45003	22728	22275
6.	Shella-Bholaganj C&RD Block (R)	578	180	44013	22515	21498
7.	Pynursla C&RD Block (R)	505	144	56347	27862	28485
8.	* Laitkroh Block (R)	-	-	-	-	-
9.	Mawlai Town (U)	6.14	-	38241	18411	19830
10.	Nongthymmai Town (U)	2.93	-	34209	17015	17194
11.	Madanrting Town (U)	2.02	-	16700	8478	8222
12.	Shillong Municipal (U)	10.36	-	132876	66129	66747
13.	Shillong Cantonment (U)	1.84	-	12385	7069	5316
14.	PynthorUmkhrah (U)	2.11	-	22108	11387	10721
15.	Nongmynsong (U)	-	-	11362	5927	5435
16.	Cherrapunjee (U)	7.80	-	10086	4917	5169
<b>East Khasi Hills District</b>		-	-	660994	333187	327807
Rural				383027	193854	189173
Urban				277967	139333	138634

\* Laitkroh C&RD Block is a newly created Block formed by taking some portion from Shella-Bholaganj Block and Pynursla Block, population included in these Blocks

Sources :- District Census Office (East Khasi Hills District 2001)

**TABLE 1:1 : DISTRIBUTION OF HOUSEHOLDS AND POPULATION : BLOCK-WISE**

Sl.No	Name of C&RD Block	1991				2001			
		Total Nos. of Households	Population	Male	Female	Total Nos. of Households	Population	Male	Female
1.	Mawtyngkneng C&R.D Block	6326	35914	17973	17941	8673	49180	24583	24597
2.	Mylliem C&R.D Block	13140	70607	35897	34710	18388	98745	51611	47134
3.	Mawphlang C&R.D Block	7337	46685	23363	23322	8744	55617	27526	28091
4.	Mawkynrew C&R.D Block	5110	30170	15187	14983	5783	34122	17029	17093
5.	Shella-Bholaganj C&R.D Block	7736	38022	19461	18561	8963	44013	22515	21498
6.	Pynursla C&R.D Block	9405	47171	23480	23691	11246	56347	27862	28485
7.	Mawsynram C&R.D Block	7129	38194	19445	18749	8411	45003	22728	22275
8.	Laitkroh C&R.D Block	-	-	-	-	-	-	-	-
<b>Total</b>		<b>56182</b>	<b>306763</b>	<b>154806</b>	<b>151957</b>	<b>70208</b>	<b>383027</b>	<b>193854</b>	<b>189173</b>

- Laitkroh C&R.D. Block is a newly created Block formed by taking some portion from Shella-Bholaganj Block, Pynursla Block.  
Sources :- District Census Office (East Khasi Hills District 2001)

## CHAPTER II

# EDUCATIONAL SCENARIO

### 1. Introduction

Until the advent of the British at the turn of the 19<sup>th</sup> Century, The Khasis has no written script knowledge was handed over from one generation to another by the word of mouth. Till 1842 Khasi language was primarily a spoken language with a number of dialects. It was Thomas Jones, the first Welsh Presbyterian Missionary who came to Cherrapunjee in June 1841, who reduced spoken Khasi into a written language using the Roman Script. Early in 1842 Thomas Jones took the initiative to open schools in villages near Cherrapunjee. Accordingly the first mission school was built at Mawsmat (East Khaki Hills District).

### 2. Present Literacy Rate

In East Khaki Hills District the literacy rate is 74.7% which is the highest in the State. The male literacy rate is 74.89% and the female literacy rate is 74.58%.

#### Block-wise Literacy Rate

Pynursla C&RD Block is the highest literacy Block in the District which is 66.67% while the lowest literacy Block in the District is Mawkynrew Block which is 53.66%

Block-wise distribution of literacy rate is given in Table :2.1

Urban literacy distribution is as per Table 2.2 and that of the State and District is at Table 2.3

**Table: 2.1 Literacy Rate – CD Block-wise**

Sl.No	Name of C & RD Block	Literacy Rates		
		Total – Rural		
		Person	Male	Female
1.	Mawphlang CD Block	64.98	63.31	66.61
2.	Mylliem CD Block	64.04	60.39	68.07
3.	Mawrynkneng C.D. Block	63.36	58.81	67.87
4.	Mawkynrew CD Block	53.16	48.39	57.89
5.	Mawsynram CD Block	65.44	68.06	62.78
6.	Shella-Bholaganj CD Block	64.32	65.34	63.26
7.	Pynursla CD Block	66.67	66.37	66.96
*8.	Laitkroh CD Block	-	-	-

\* Laitkroh C&RD Block-newly created Block

Sources :- (East Khaki Hills District 2001) District Census Office.

**Table :2.2. Literacy Rates – Urban Areas  
Cities And Towns**

Sl.No	Name of City/ Towns	Literacy Rates		
		Total Urban		
		Person	Male	Female
1.	Mawlai	87.37	89.81	85.15
2.	Nongthymai	91.71	94.29	89.18
3.	Madarting	87.7	91.53	83.7
4.	Shillong Municipal	89.98	92.63	87.36
5.	Shillong Cantonment	84.32	87.41	80.06
6.	PynthorUmkhrah	83.12	87.64	78.29
7.	Nongmynsong	81.72	86.77	76.12
8.	Cherrapunjee	91.39	92.53	90.33

Source :- District Census Office (East Khasi Hills District 2001)

**Table :2.3 Literacy Rates In the State and District**

Name of State/District	Literacy Rates								
	Total			Rural			Urban		
	Person	Male	Female	Person	Male	Female	Person	Male	Female
1	2	3	4	5	6	7	8	9	10
Meghalaya	63.31	66.14	60.41	57.00	59.90	54.02	87.12	89.90	84.30
East Khasi Hills	74.74	74.89	74.58	63.72	61.88	65.60	88.65	91.50	85.79

Source - District Census Office, East Khasi Hills District (2001)

### 3. School Education

The School Education system in Meghalaya comprises 4 years in Primary Stage (Class I-IV) 3 years in Upper Primary Stage (Classes V-VII) 3 years of Secondary Stage (Classes VIII-X) and 2 years of Higher Secondary Stage (Classes XI-XII).

Normally a child enters formal schooling at the age of 6 and completed schooling by the age of 16+ years. In Meghalaya, School are run by State Government and by the private bodies as well Elementary Education falls under the purview of the Deputy Inspector of Schools while Secondary and Higher Secondary fall under the Inspector of Schools at District level.

### Access

About 85% of the rural population in the District possesses access to primary schooling facility within a walking distance of 1km. About 70% of the population have access to all Upper Primary and 30% have access to Secondary School within 3km of waking distance.

**Table 2:4, Types/Management wise institution**

Type/Management	Primary	Upper	Secondary	Higher Secondary	Total
Government	161	9	2	-	172
Private Aided	714	194	126	-	1034
Private Unaided	133	8	10	14	165
Total	1008	211	138	14	1371

Source: H.H.S.I. 2001

**Table 2:5 Block-wise Distribution of Education Institutions**

Sl. No.	Name of CD Block/Town	Primary	Upper Primary	Secondary	High Secondary	Total
1.	Mawphlang	160	26	10	1	197
2.	Mylliem	164	42	15	-	221
3.	Mawryngkneng	96	19	5	-	120
4.	Mawkyntrew	107	17	2	-	126
5.	Mawsynram	186	28	6	1	221
6.	Shella-Bholaganj	102	29	8	2	141
7.	Pynursla	131	28	9	1	169
8.	Shillong Municipality and cantonment	62	22	83	9	176
	Total	1008	211	138	14	1371

Source: HHSI 2001.

**Table 2:6, Age-Group-wise Population details (6-14 years)**

Sl.No.	Name of CD Block	Total Population	Enrolled	To be enrolled	Percentage to be enrolled
1.	Mawphlang	9546	7642	1904	19.94
2.	Mawryngkneng	7877	5822	2055	26.08
3.	Mawkyntrew	5800	4554	1246	21.48
4.	Mawsynram	8600	7165	1435	16.68
5.	Shella-Bholaganj	8114	8613	1265	16.4
6.	Pynursla	9878	8613	1265	12.8
7.	Mylliem including Urban Area	41770	37869	3901	9.33
	<b>Total</b>	<b>91585</b>	<b>78448</b>	<b>13137</b>	<b>14.34</b>

Source: H.H.S.I. 2001.

### Enrolment

The total number of children in the age group of 6-14 years enrolled is 78,448 and around 14.34% are yet to be enrolled in the District enrolment of class VIII in the District is around 7489. The literacy rate of the District is male 74.89% and female 74.58% and in urban area literacy rate is male 91.46% and female 85.63% respectively

#### Existing scheme for improvement of Elementary Education in the District

1. **Free Text-books:** The Government Meghalaya distributes free text-books to school going children from classes I to VII.
2. **Mid Day Meal Scheme:** The Government of Meghalaya has implemented the Prime Ministers Programme of Nutrition support to school going children of classes I to V. The scheme has improved the enrolment through out the state.
3. **Operation Black Board Scheme :** The State has implemented the O.B. scheme and provided additional teachers to single teacher schools, additional classrooms as well as T.L.M. to many schools
4. The Government of Meghalaya Provided scholarship to meritorious students after class IV and VII, Border subsidies, hostel subsidies are also given to students of border areas.

### **CHAPTER III**

## **PLANNING PROCESS**

Sarva Shiksha Abhiyan is a Holistic stride towards achieving the long cherished goal of Universalisation of Elementary Education (U.E.E.). Universalisation of Elementary Education still remain unfulfilled in spite of significant efforts made by the country to achieve Universal Elementary Education even after 50 years of independence. The basic reason could be absence of concentrated attempts to tackle the problem in a comprehensive way.

To achieve this goal the government has launched this new intervention in the form of Sarva Shiksha Abhiyan – A programme with a clear time frame for Universal of Elementary Education, a response to the demand for quality basic education and creation of opportunity for promoting social justice through basic education. Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the age group of 6-14 years by 2010 A.D. Another objective is to bridge social and gender gaps with the active participation of the Community in the management of the Schools.

Sarva Shiksha Abhiyan is a time to bound programme for Universalisation of Elementary Education, having the following aims and objectives.

- All Children in school, Education guarantee centre, alternative school, Back-to-school' camp by 2003
- All Children complete eight years of Primary Schooling by 2007.
- All Children complete eight years of Elementary Schooling by 2010.
- Focus an Elementary Education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary level by 2010.
- Universal retention by 2010.

### **PLANNING PROCESS**

The planning teams at various level viz. Habitation, Cluster Block and District level had interacted with teachers, parents and Community members in village Education and school Committee meetings. The Team also studied the functional aspects of schools and professional practices of teachers, participation of the Community etc, and identified the needs for the improvement of Elementary Education to achieve the national goal of U.E.E.

The achievement of Universalisation of Elementary Education will depend on the quality and the extent of community participation in planning, implementation and monitoring of its various aspects. Until

and unless community owns the Educational responsibility of the children, the Universalisation of Elementary Education cannot be realised in its true spirit.

During the micro-planning exercise, community has agreed to provide free land for opening of new schools and for construction of buildings. The implementation agency for construction of buildings/ civil works will be the school committees.

In the District the pre-project activities have been started, the community can plan and participate in the process of implementation of the plan for the improvement of education in the habitation.

### **FORMATION OF CORE GROUPS ON PLANNING**

#### **District core group :**

- District Planning Officer.
- Project Officer (D.R.D.A.)
- Principal D.I.E.T.
- Principal N.T.S.
- Lecturers D.I.E.T.
- Principal B.T.C.
- District Social Education Officer/District Adult Education Officer
- District Social Welfare Officer
- Deputy Education Officer.

#### **Block-level Core Group :**

- The Block-level Core group consist of :
- The Block Development Officer
- Deputy Education Officer at Block Level
- Block Resource person
- Selected school committee Chair persons
- NGOs.
- Selected headmasters and teachers
- Selected self group Presidents/Secretary



**Habitation-level Core group consist of the following persons :**

- Headmaster of primary/upper primary school
- School Committee chairman/Headman
- Youth group members
- Some members from self-help groups
- Aganwadi worker/community/health worker
- E.G.S. Valunteer.

**Development of database-conduct of family survey :**

The accurate details of children who are in school and out of school and the particulars of out of school children i.e. the nature of work they are involve with, along with other family background is very much necessary for planning U.E.E. This can form the basis to workout various strategies for schooling to out of school children i.e. never enrolled and dropped out simultaneously in the age group of 6-14 years.

Therefore, household survey was conducted through out the District and required informations was collected in a performa titled as basic information to capture the information of children aged 0-15 years (family wise and habitation wise) in every school catchment area. The information is pertained to children education viz. Enrolment, institution where studying, reasons for out of school children nature of the handicap if any, social status, in addition to capturing children' family background.

## **CHAPTER IV**

### **OBJECTIVES-WISE INTERVENTIONS**

To achieve the objectives of Sarva Shiksha Abhiyan (U.E.E.), the planning teams at various level namely- Habitation, Cluster Block and District level had interacted with teachers, parents, and community members in village education council and school committee meetings. The team also studied the functional aspects of schools and professional practices of teachers, participation of the community etc, and identified the needs for the improvement in elementary education.

Strategies to achieve the objectives of Sarva Shiksha Abhiyan have been formulate keeping in view the status of Educational Scenario on the key performance indicators viz. Access, retention and quality, with special reference to equity (area specific).

#### **ACCESS**

Many habitations or area have been no access to primary schooling facilities within a distance of 1 km. Therefore, Expanding access by way of establishing new schools in all the school less habitations like formal primary schools, E.G.S. centres and alternative schools.

To Provide access to Upper Primary Schools for children who dropped out after completion of Class IV in their native habitation where parents are reluctant to send them to other distance habitations for Upper Primary Education. Therefore, some existing primary schools are proposed to be upgraded to Upper Primary Schools.

#### **ENROLMENT AND RETENTION**

The plan proposes to conduct campaigns involving youth, school committee, V.E.C.S. and other self-help groups. It proposes to sensitising the community on child rights and hopes to convince the parents, employers for relieving the children from work and let them join the schools.

- Conduct of long-term residential bridge Camps for mainstreaming of school children.
- Conduct of non-residential bridge courses, transitional schools and Back-to-school programme at habitation level for mainstreaming dropouts and never enrolled children, with community participation and ownership.
- Improving of teacher, pupil ratio by positioning regular teachers/volunteers/nationalising teachers units.
- Assistant to the school Committee for mobilisation and as well as monitoring the children for continuous schooling and mainstreaming children in various age group simultaneously through alternate schooling strategies.
- Opening of E.G.S. Centre for the children in the age group of 3-5 years and to do away with the problem of over crowding in class 1 with under age children from sibling care and help for their continuous education.

- Fixing ward-wise accountability on the part of the teachers, school committee members and Youth activists for the schooling of out of school children, regular attendance and retention.
- Special drive for discouraging repetitions in the classes and encouragement regular transition of pupil from one class to another.
- Developing close monitoring mechanisms.
- Assessment of disability by conduct of Camps at block level.
- Supply of Aids and appliances to disabled children through convergence.
- Special intervention for special education
- Conduct of awareness campaigns and orientation to School Committee members field visits to successful practices.

#### QUALITY INITIATIVES

- Orientation training to teachers for improved classroom practices.
- Provision of grants viz., School grant, teacher grants and grants to cluster resource centres and school complexes in the Blocks.
- Providing T.L.M. to the Primary as well as Upper Primary Schools.
- Strengthening monitoring and supervision of Primary and Upper Primary Schools
- Constitution of Block and District Resource Groups to provide on job support to the teachers and for their implementation.
- Establishing of Block Resource Centres (B.R.Cs) along with formation of Block Resource Team with 3 Block Resource Persons (B.R.P.) who assist Block Education Officer for monitoring and supervision of project initiatives.
- Establishment of cluster Resource Centres (Sub-Block Structures like CRCs-One for every 10 to 15 schools for professional exchange among teachers.
- Strengthening of B.R.Cs by way of providing infrastructure facilities viz. Buildings, furniture, equipment and contingencies on a recurring basis.
- Strengthening of cluster centres by providing a T.L.M grant of Rs. 2000/- per annum and convening monitoring meeting with teachers for professional exchange.
- Strengthening of D.I.E. Ts which monitor the academic activities of schools and take up various capacity building programmes for teachers.
- Conduct of pupil achievement survey.

- Conduct of Academic convention with interested teachers to build up quality concerns and building teacher networking.
- Conduct of exposure visits.
- Library facilities at B.R.C.
- Action Research programme by the practitioner.

#### **IMPROVEMENT OF INFRASTRUCTURE FACILITIES**

Construction of buildings to New Schools.

Construction of Additional Classrooms to the existing schools.

Maintenance and repair of school buildings.

Provision of toilets, drinking water to the Primary and Upper Primary Schools.

Construction of buildings to all the Block Resource Centres proposed to be established.

Construction of school boundary fencing.

## **Chapter V**

# **Issues, Strategies and Activities**

The important aspects of UEE to be address under SSA are as follows :

- Access
- Enrolment and retention.
- Quality Issues
- Coverage of Special towns group, out of school children
- Monitoring and supervision.
- Improving school infrastructure facilities etc,

The major issues that are emerged as a result of micro planning exercise conducted in all the habitation of the 7 Blocks for active involvement of Community, teachers for which suitable interventions were planned at habitation level which are lyzed at Block and a well as district and thus formulates District Elementary Education Plan as follows :

### **Access**

One of the main objectives of SSA is to ensure that all children in the age group 6-14 are in formal school or education guarantee Centre or alternative school or Back-to-school Camp by 2003. To realise this objective the Primary education facilities are to be provided to all the children within a walking distance of 1 kms.. The most urgent need and first priority of the District is to ensure access to the children of all sections by way of providing new formal primary schools, Alternative schools based on the norms. The District is a hilly area, habitations are scattered and far in the remote areas. The habitations are covered with forest, streams and hills with difficult level terrain. The small size of the habitation also wakes the work more challenging. There were a number of habitations yet to be covered in respect of providing primary schools. Due to heavy rainfall during monsoon, rivers and streams swell up, lack of road communication all added to the problem of access.

It was proposed that whenever a formal school or EGS Centre was not viable the children were to be brought to Back-to-school Camps. Summer Camps Bridge Courses both residential and non-residential were to cover all villages where a formal school or an EGS Centre cannot be opened. Alternate Schooling facility was to be provided to the out of school children specially those in difficult situations. Strategy for development of teachers from the nearest school or local volunteers to teach the students of these uncovered habitations on the convenience of the learners is to be adopted in the plan. It was suggested that projects/schemes be invited from NGO in the field of education for working in this area. It was observed that to make the schemes effective a condence course and related TLM be prepared for all level. The DEITs and SCERT may be entrusted the work it was suggested.

### New Primary Schools

It was proposed to open formal primary schools in school less habitation where the population is 200 and above along with provisions for posting of two teachers as per the norms.

It is also proposed to provide buildings to all new primary schools. The plan proposes to establish EGS Centres where a formal school cannot be established.

### Community Contribution

During the micro-planning exercise, community has agreed to provide free level for opening of new schools and for the contribution of the buildings (around 3 bighas for each school). The implementation agency for the construction of buildings/civil works will be the school Committees

#### Table Proposed Schools and Teachers Requirements :

No. of Regular Schools proposed in School less habitation	No. of Teachers required @ 2 per school
116	232

Source –HHSI 2001

### Blockwise Distribution of New Regular School

Table

Sl.No	Name of C.D. Block	Primary Schools	Teachers
1.	Mawphlang	20	40
2.	Mylleim	19	38
3.	Mawryngkneng	13	26
4.	Mawkynrew	17	34
5.	Masynram	16	32
6.	Shella-Bholaganj	21	42
7.	Pynursla	10	20
8.	Laitkroh	-	-

(Source – HHSI 2001)

### Up-gradation of Primary Schools to Upper Primary Schools

It was observed that in many habitations children were unable to continue their studies after passing class V because of non-availability of Upper Primary facilities in their habitation or nearby habitation with in 3 kms. It was decided that some of the existing Primary Schools be Up-graded to Upper Primary Schools depending upon the pupil strength.

Primary Schools are proposed to be up-graded to Upper Primary Schools.

### Teacher Requirement

As per the norms 4 teachers are required for Upper Primary sections including Science and Hindi teacher.

Therefore, 4 teachers are proposed for each of the up-graded Upper Primary School.

### Infrastructure

As no School has adequate classrooms to run the Upper Primary Sections, Two additional classroom are proposed for each up-graded Upper Primary School.

**Table Number of Schools to be up-graded**

No. of Primary Schools To be up-graded	No. of teachers requires			No. of Classroom
	Asst. Teacher	Science	Hindi	
130	260	130	130	260

**Table – Access – Upgraded of Primary to Upper Primary School Block-wise**

Sl.No.	Name of C.D Block	Primary School To be up-graded	No. of Teachers Required			Total
			Asstt. Teacher	Science Teacher	Hindi Teacher	
1.	Mawphlang	25	50	25	25	100
2.	Mylleim	15	30	15	15	60
3.	Mawryngkneng	15	30	15	15	60
4.	Mawkynrew	15	30	15	15	60
5.	Mawsynram	25	50	25	25	100
6.	Shella-Bholaganj	20	40	20	20	80
7.	Pynursla	15	30	15	15	80
8.	Laitkroh	-	-	-	-	-

### Enrolment and Retention

Efforts of mass enrolment have failed due to high drop out rates. Further most of the children have to discontinue their studies after completion of V grade in the Primary School of their native habitation since there is no access for Upper Primary Schooling facilities in the same habitations or nearby.

## **Interventions for enrolment and Retention**

The plan proposes to provide additional teachers to the existing primary schools. In the District the teacher pupil Ratio is 1:22. It was felt that there is a need for more teachers in the single teacher schools. School survey revealed the requirement of 165 regular teachers to the existing single teacher Primary Schools. There was also a need for adequate teachers for schools with high enrolment. There was a need for re-allocation of teachers units.

### **Provision of Additional classroom**

School survey revealed that most of the Primary Schools in the project blocks posses two rooms on an average. All the 5 grades are adjusted in the available two classrooms by temporary partitions, which are over crowded. As per SSA norms a room for every teacher in primary and Upper primary school, in addition to a room for Head Master in Upper Primary School is worked out to create meaningful classroom atmosphere.

**Table Requirement of Addl. Classrooms**

Total No. of teachers In Primary and Upper Primary	Total no. of Classroom available	Additional requirement of Classroom
3618	3170	448

### **Free Textbooks**

The plan has proposed supply of free textbooks to all Primary School children belonging to various groups, to encourage them for regular schooling. With regard to Upper Primary Schools the children belonging to economically backward classes may be provided with free textbooks

### **Maintenance and Repair of School Buildings**

During Planning Process, the VECs resolved to take up repairs works of existing school buildings Viz. Repairs of wall, roof, floor, doors and window etc. The VECs further resolved to contribute 10% the amount towards the purpose. This will provide much security to the school in terms of protection to the equipment and library books etc.

### **Mainstreaming of out school children**

Special initiative will be taken up to see that all children in the category of child labour like domestic help, cowherd are brought to school through alternative school system/residential bridge courses SSA is an effort to universal Elementary Education through Community participation.

The major focus will be on the out of school children who are never enrolled, dropped out, irregular students etc. The planning process reveals that there are around 19600 out of school children in the proposed 8 Blocks including drop outs.



## **Strategies for Mainstreaming**

- (a) Campaign and Community Mobilisation against child labour and education issues in all the habitations.**

### **Objectives**

- (i) To Involve Community i.e. parents, local Youth, School committees, Sirdars, Headmen, Mothers union and self-help group for the cause of children education.
- (ii) To Strengthen existing government schools through school Managing Committees and VEC
- (iii) To sensitize on right of the chils and education issues.
- (iv) To increase their Commitment towards the children and the school.

### **Major Inputs**

1. Exposure visits for members of school Managing Committee, VEC and Youth groups.
2. Training of the members of school Committees and Sirdars and Headmen.
3. Convening meetings, discussions on issues of child labour, right of the child, school drop out, teachers position and accomodation.
4. Mobilise fund for the school through local efforts.

During the planning process, out of school children were identified along with the nature of work they are involved in. Further negotiation have been made with parents and as well as Community on the schooling of the children. Based on the database, it is proposed to take up campaigns in the habitations to relieve child labour by involving the following groups in the habitations.

- Youth activists
- School Committee Members
- Self-help groups
- Sirdars and Headmen
- School headmasters and teachers
- NGOs.

With massive Community support several methods of mobilization are to be adopted for creating a visibility for the agenda of protection of child rights. Some of them are as follows :-

- Holding of public meetings, vallyes, marchers, utilizing every public function to highlight the child rights issues.
- Conference with Sirdars, Headmen, members of VECs, Women's groups, youth group and NGOs.
- Induction of teachers through trainings, provision of support structures in the villages.
- Street dramas, child-to-child campaigns and use of children as resource persons.

- Support to school Committees for mobilization and for campaign.

The village groups will take up the programme and generate an atmosphere in the habitations to discourage child labour. The Community will be convinced for sending all children to full time formal day schools. The parents and employers will be convinced for the schooling of the out of school children (Child labour) through main streaming strategies. Further necessary assistance will be given to school committees to take up mobilization in the habitation against child labour and for their mainstreaming.

### Objective

The objectives of the intervention are as follows :-

- To withdraw all children in the age group of 9-14 years (target group-children in wage employment such as domestic help, daily wage earners, agricultural labours, goat herds and cowherd.
- To Mainstream the children by providing access to formal education.

#### Major inputs.

- Motivation Centres
- Residential education Camps for 150 girls and 150 boys at any given point of time.
- Mobilization and campaigns-support to school committees.

#### (b) Conduct of Non-residential courses for mainstreaming of out of school children

It is proposed to conduct non-residential bridge course in the habitation where there are 10 and more out of school children. The courses will provide basic education two period of 3-6 months and help mainstreaming the children in near by school depending upon the age and performance. The local volunteer identified by school Committee for the purpose of mobilisation will be conducting these bridge course camps for mainstreaming of children. Necessary training and other material support will be provided to the volunteer in addition to provision of TLM and textbooks to the children.

#### (c) Residential Bridge Courses

Residential bridge courses would aim at preparing the out of school children to be students and also help them to gain confidence to go to classes according to their age. The camps not only convert the children but also prepare the parents, teachers and community at large into accepting the fact that children ought to be in schools. The camps also serve the purpose of mobilization, training and resource needs of the programme. They demonstrate the effectiveness of the arguments in child labour and related issues. It will serve as a continuous process of community mobilization and mainstreaming of the out of school children. The children who were never enrolled in the age group of 10-14 years would be given preference.

#### Major outputs

- At least 400 children in the age group of 9-14 years are to be drawn from work and sent to school
- Camps utilised as mobilization and campaign Centres.
- Trained teachers to carry out the programme

## CHAPTER VI

# QUALITY ISSUES IN ELEMENTARY EDUCATION

### Pedagogy and Teacher Training

The focus of entire pedagogy process is the child. The needs of the children and their development process requirements will form the basis for providing classroom learning experiences for the children. Top priority will be given to basic skill of language and arithmetic and providing child friendly environment in the classrooms.

The plan aims at bringing a major shift in the present system of making the education child centred. Following are the strategies for taking various initiative under pedagogy and teacher training.

#### PARENT AND COMMUNITY PERCEPTION ON QUALITY EDUCATION

The planning team at various level i.e. District, Block, Habitation interacted with parents and Community members on the aspects of quality education and pupil achievement during the planning process. They expressed that the textbook, needed proper review and the present curriculum should be reviewed and proper gradation of learning skills should be worked out.

These perceptions will be taken into consideration by developing the appropriate strategies by development of quality pupil outcome.

Some of the concerns in the contemporary field practice which need to be addressed, is as follows

#### (a) Pedagogy of affection :

It is observed with children sometimes hated schools as they are treated with strict discipline with restricted movement, using of cane, practice of homework and assignments during and after school hours, less interaction between peers, no interactive material with limited pupil teacher interaction are some of the happenings in the classrooms which discourages pupil initiative and their participation.

The basic pedagogy, which can create vibrant classrooms, more interesting to attract and retain students in the class, is the pedagogy of affection. Children should be treated with tenderness, love, affection and care, which alone can motivate the children for their full participation in learning process and for their continuation in the school. Therefore necessary orientation will be planned to the teachers comprising their aspects.

#### (b). Pedagogy of Retention

Majority of the children in the District especially in the rural areas are first generation literates, whose family background is not very encouraging for their full participation in the school and in other related activities students are often punished or reprimanded by the teachers for incomplete homework, not having adequate notebooks, papers and other teaching and learning material. This discourages the children from going to schools and leads to absenteeism and eventually resulting in the dropout.

Therefore teachers need to be oriented thoroughly on the subject of pupils retention vis-à-vis his family background. A teacher who is well acquainted with the family background of students and takes interest towards their regular attendance, retention can be quite encouraging. An atmosphere will be created in the school for improved home-school contact. The plan proposes to sensitize the teachers in these aspects through orientation.

**(c) Curricular approaches – The model of providing information Vs. developing the abilities among the children.**

The elementary education become increasingly text-book centred and teacher centred. Children are overburdened with more textual material with more and more information added in repeated textbook revisions. The model of conveying of textual information by the teachers and memorisation of concepts and content matter without much comprehension on the part of the children is evident in almost all the schools. This hardly helps the growth and development of the creativity and thinking potential of the children. There is no scope for originality, self-expression and imagination on the part of the pupil in the process of knowledge generation.

The profile of the child such as his innate abilities Viz., thinking, reasoning, imagination, observation, estimation, comprehensive questioning, synthesis, analysis, evaluation etc. are totally neglected. Content of various school subjects have not been seen as a media to develop these abilities. The textbooks as well as pupil assessment procedures would be re-examined.

Therefore in teachers training programme the component of development of children innate abilities through available textual material will be taken up and teachers will be oriented having this as one of the component in training of teachers.

**(d) Academic conventions – Net Working and Linkages.**

Teachers will be encouraged to adopt and work further on methodology that they think results in the improvement of pupil achievement and build up teacher momentum for a quality change in classrooms and pupil output by providing necessary support from S.S.A.

Therefore, it is proposed to encourage some of the interesting teachers who comes forward to implement improved practices in schools for the development of competencies and abilities of the children. The changes will be implemented in classrooms as perceived by the teachers and these initiatives will be propagated to other schools by way of discussions, deliberations and field visits etc.

Following are the initiatives proposed to be taken up

- Language improvement programme.
- Mathematics improvement programme.
- Science improvement programme.

**(e) Quality Teaching and learning-teacher training**

It is proposed to orient all the teachers both in-service and as well as newly recruited. Accordingly a five-day training programme will be organised for the regular teachers and a 10-day orientation programme to be conducted to the freshly recruited teacher as per the financial norms of S.S.A. The training will be conducted in a cascade mode Viz., training of District Resource group (D.R.C.) by state Resource Group (S.R.G.) which in term trains the Block Resource Group (B.R.G.) and the B.R.G. ultimately trains the teachers at Block-level/Cluster-level

**TABLE : QUALITY-TRAINING**

Sl.No.	Block Name	No. of School	No. of Teachers
1.	Mawphlang	186	461
2.	Myllem	206	825
3.	Mawryngkneng	115	308
4.	Mawkynrew	124	300
5.	Mawsynram	214	360
6.	Shella-Bholaganj	131	428
7.	Pynursla	159	428
8.	Shillong-Municipal (Urban)	84	508

**(f) In a Child Centred Education System, T.L.M. is a very important constituent. Attempt will be made to provide sufficient aid to develop T.L.M. basing on the locally available resources Workshop and training is proposed for the teachers both for Primary and Upper Primary Schools for T.L.M. development. The plan also proposes to provide teacher grant of Rs. 500/- to every teacher annually for development of T.L.M. The plan also proposes one time T.L.M. grant of Rs. 20,000/- to the newly opened schools and an amount of Rs. 5000/- to the existing schools as per S.S.A. norm.**

**(g) Monitoring and Evaluation**

Monitoring and evaluation forms a very important component of S.S.A. It stressed a Community based monitoring system. Resource Persons will as classroom process observers to record changes in classroom practices. External monitoring team will make random visits to the schools and their impression will be discussed in various levels.

**CLUSTER RESOURCE CENTRES**

Cluster Resource Centre are proposed for 10-15 schools depending on the locality and population. These Centres would provide on the job professional help to the teachers and would monitor the functioning of the schools. Cluster Centres will hold monthly meeting of the teachers which will discuss various issues. A senior teacher from the Upper Primary School will act as the co-ordinator of the Cluster Resource Centre.

**Inputs**

- Provision of building.
- Provision of furniture.
- Provision of equipment.
- Provision for contingency grants.

**Black Resource Centre**

To cater to the professional requirement of the Primary School teachers, it is proposed that Block Resource Centre be established at the Block level. The B.R.C. would be provided with three Block Resource Persons (B.R.Ps.) for providing continuous on job support to Primary teachers and conduct in service training programme at Block level. The Block Education Officer (B.E.O.) and the Block Resource Persons will work as a team to improve the quality of classroom teaching. The head quarter of the B.R.C. would be provided with pucca building for conducting the training. The B.E.Os. will function from this building

**Inputs**

- Provision of building.
- Provision of furniture.
- Provision of equipment.
- Provision for Library Books, Video Library.
- Provision for contingency grants
- Provision for capacity building of B.R.C. staff through orientation, expansive visits

**Functional Aspects**

All the schools will be divided among the three Block Resource Persons (B.R.P.). Each B.R.P. will visit the schools once in a forth-night and monitor the attendance of the pupils ad teachers and observe the classroom transaction and provide necessary guidance. Each B.R.P. will record his impression on the Academic guidance register. Each B.R.C. will maintain Block Profile, school profile, stock register, school monitoring return, enrolment returns, enrolment and retention.

## CHAPTER V

### ISSUES, STRATEGIES AND ACTIVITIES

The important aspects of UEE to be address under SSA are as follows :

- Access
- Enrolment and retention.
- Quality Issues
- Coverage of Special towns group, out of school children
- Monitoring and supervision.
- Improving school infrastructure facilities etc,

The major issues that are emerged as a result of micro planning exercise conducted in all the habitation of the 7 Blocks for active involvement of Community, teachers for which suitable interventions were planned at habitation level which are lyzed at Block and a well as district and thus formulates District Elementary Education Plan as follows :

#### **Access**

One of the main objectives of SSA is to ensure that all children in the age group 6-14 are in formal school or education guarantee Centre or alternative school or Back-to-school Camp by 2003. To realise this objective the Primary education facilities are to be provided to all the children within a walking distance of 1 kms.. The most urgent need and first priority of the District is to ensure access to the children of all sections by way of providing new formal primary schools, Alternative schools based on the norms. The District is a hilly area, habitations are scattered and far in the remote areas. The habitations are covered with forest, streams and hills with difficult level terrain. The small size of the habitation also wakes the work more challenging. There were a number of habitations yet to be covered in respect of providing primary schools. Due to heavy rainfall during monsoon, rivers and streams swell up, lack of road communication all added to the problem of access.

It was proposed that whenever a formal school or EGS Centre was not viable the children were to be brought to Back-to-school Camps. Summer Camps Bridge Courses both residential and non-residential were to cover all villages where a formal school or an EGS Centre cannot be opened. Alternate Schooling facility was to be provided to the out of school children specially those in difficult situations. Strategy for development of teachers from the nearest school or local volunteers to teach the students of these uncovered habitations on the convenience of the learners is to be adopted in the plan. It was suggested that projects/schemes be invited from NGO in the field of education for working in this area. It was observed that to make the schemes effective a condence course and related TLM be prepared for all level. The DEITs and SCERT may be entrusted the work it was suggested.

## New Primary Schools

It was proposed to open formal primary schools in school less habitation where the population is 200 and above along with provisions for posting of two teachers as per the norms.

It is also proposed to provide buildings to all new primary schools. The plan proposes to establish EGS Centres where a formal school cannot be established.

## Community Contribution

During the micro-planning exercise, community has agreed to provide free level for opening of new schools and for the contribution of the buildings (around 3 bighas for each school). The implementation agency for the construction of buildings/civil works will be the school Committees

**Table : Proposed Schools and Teachers Requirements**

No. of Regular Schools proposed in School less habitation	No. of Teachers required @ 2 per school
116	232

Source – H.H.S.I. 2001

## Blockwise Distribution of New Regular School

Table

Sl.No.	Name of C.D. Block	Primary Schools	Teachers
1.	Mawphlang	20	40
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## UP-GRADATION OF PRIMARY SCHOOLS TO UPPER PRIMARY SCHOOLS

It was observed that in many habitations children were unable to continue their studies after passing class V because of non-availability of Upper Primary facilities in their habitation or nearby habitation within 3 kms. It was decided that some of the existing Primary Schools be Up-graded to Upper Primary Schools depending upon the pupil strength.

Primary Schools are proposed to be up-graded to Upper Primary Schools.



## Teacher Requirement

As per the norms 4 teachers are required for Upper Primary sections including Science and Hindi teacher.

Therefore, 4 teachers are proposed for each of the up-graded Upper Primary School.

## Infrastructure

As no School has adequate classrooms to run the Upper Primary Sections, Two additional classroom are proposed for each up-graded Upper Primary School.

**Table, Number of Schools to be Up-Graded**

No. of Primary Schools To be up-graded	No. of teachers requires			No. of Classroom
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**Table – Access – Upgraded of Primary to Upper Primary School Block-wise**

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4.	Mawkyurew	15	30	15	15	60
5.	Mawsynram	25	50	25	25	100
6.	Shella-Bholaganj	20	40	20	20	80
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## Enrolment and Retention

Efforts of mass enrolment have failed due to high drop out rates. Further most of the children have to discontinue their studies after completion of V grade in the Primary School of their native habitation since there is no access for Upper Primary Schooling facilities in the same habitations or nearby.

## Interventions for enrolment and Retention

The plan proposes to provide additional teachers to the existing primary schools. In the District the teacher pupil Ratio is 1:22. It was felt that there is a need for more teachers in the single teacher schools. School survey revealed the requirement of 165 regular teachers to the existing single teacher Primary Schools. There was also a need for adequate teachers for schools with high enrolment. There was a need for re-allocation of teachers units.

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## Maintenance and Repair of School Buildings

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Special initiative will be taken up to see that all children in the category of child labour like domestic help, cowherd are brought to school through alternative school system/residential bridge courses SSA is an effort to universal Elementary Education through Community participation.

The major focus will be on the out of school children who are never enrolled, dropped out, irregular students etc. The planning process reveals that there are around 19600 out of school children in the proposed 8 Blocks including drop outs.

## **Strategies for Mainstreaming**

(a) Campaign and Community Mobilisation against child labour and education issues in all the habitations.

### **Objectives**

- (i) To Involve Community i.e. parents, local Youth, School committees, Sirdars, Headmen, Mothers union and self-help group for the cause of children education.
- (ii) To Strengthen existing government schools through school Managing Committees and VEC
- (iii) To sensitize on right of the chils and education issues.
- (iv) To increase their Commitment towards the children and the school.

### **Major Inputs**

1. Exposure visits for members of school Managing Committee, VEC and Youth groups.
2. Training of the members of school Committees and Sirdars and Headmen.
3. Convening meetings, discussions on issues of child labour, right of the child, school drop out, teachers position and accomodation.
4. Mobilise fund for the school through local efforts.

During the planning process, out of school children were identified along with the nature of work they are involved in. Further negotiation have been made with parents and as well as Community on the schooling of the children. Based on the database, it is proposed to take up campaigns in the habitations to relieve child labour by involving the following groups in the habitations.

- Youth activists
- School Committee Members
- Self-help groups
- Sirdars and Headmen
- School headmasters and teachers
- NGOs.

With massive Community support several methods of mobilization are to be adopted for creating a visibility for the agenda of protection of child rights. Some of them are as follows :-

- Holding of public meetings, vallyes, marchers, utilizing every public function to highlight the child rights issues
- Conference with Sirdars, Headmen, members of VECs, Women's groups, youth group and NGOs.
- Induction of teachers through trainings, provision of support structures in the villages.
- Street dramas, child-to-child campaigns and use of children as resource persons.
- Support to school Committees for mobilization and for campaign.

The village groups will take up the programme and generate an atmosphere in the habitations to discourage child labour. The Community will be convinced for sending all children to full time formal day schools. The parents and employers will be convinced for the schooling of the out of school children (Child labour) through main streaming strategies. Further necessary assistance will be given to school committees to take up mobilization in the habitation against child labour and for their mainstreaming.

### **Objective**

The objectives of the intervention are as follows :-

- (i) To withdraw all children in the age group of 9-14 years (target group-children in wage employment such as domestic help, daily wage earners, agricultural labours, goat herds and cowherd.
- (ii) To Mainstream the children by providing access to formal education.

### **Major inputs.**

- (i) Motivation Centres
  - (ii) Residential education Camps for 150 girls and 150 boys at any given point of time.
  - (iii) Mobilization and campaigns-support to school committees.
- (b) Conduct of Non-residential courses for mainstreaming of out of school children

It is proposed to conduct non-residential bridge course in the habitation where there are 10 and more out of school children. The courses will provide basic education two period of 3-6 months and help mainstreaming the children in near by school depending upon the age and performance. The local volunteer identified by school Committee for the purpose of mobilisation will be conducting these bridge course camps for mainstreaming of children. Necessary training and other material support will be provided to the volunteer in addition to provision of TLM and textbooks to the children.

### **(c) Residential Bridge Courses**

Residential bridge courses would aim at preparing the out of school children to be students and also help them to gain confidence to go to classes according to their age. The camps not only convert the children but also prepare the parents, teachers and community at large into accepting the fact that children ought to be in schools. The camps also serve the purpose of mobilization, training and resource needs of the programme. They demonstrate the effectiveness of the arguments in child labour and related issues. It will serve as a continuous process of community mobilization and mainstreaming of the out of school children. The children who were never enrolled in the age group of 10-14 years would be given preference.

### **Major outputs**

- (i) At least 400 children in the age group of 9-14 years are to be drawn from work and sent to school
- (ii) Camps utilised as mobilization and campaign Centres.
- (iii) Trained teachers to carry out the programme.

## **Chapter VI**

# **Quality Issues in Elementary Education**

### **Pedagogy and Teacher Training**

The focus of entire pedagogy process is the child. The needs of the children and their development process requirements will form the basis for providing classroom learning experiences for the children. Top priority will be given to basic skill of language and arithmetic and providing child friendly environment in the classrooms.

The plan aims at bringing a major shift in the present system of making the education child centred. Following are the strategies for taking various initiative under pedagogy and teacher training.

### **Parent and Community Perception on Quality Education**

The planning team at various level i.e. District, Block, Habitation interacted with parents and Community members on the aspects of quality education and pupil achievement during the planning process. They expressed that the textbook, needed proper review and the present curriculum should be reviewed and proper gradation of leaving skills should be worked out.

These perceptions will be taken into consideration by developing the appropriate strategies by development of quality pupil outcome.

Some of the concerns in the contemporary field practice which need to be addressed, is as follows

(a) It is observed with children sometimes hated schools as they are treated with strict discipline with restricted movement, using of come, practice of homework and assignments during and after school hours, less interaction between peers, no interactive material with limited pupil teacher interaction are some of the happenings in the classrooms which discourages pupil initiative and their participation.

The basic pedagogy, which can create vibrant classrooms, more interesting to attract and retain students in the class, is the pedagogy of affection. Children should be treated with tenderness, love, affection and care, which alone can motivate the children for their full participation in learning process and for their continuation in the school. Therefore necessary orientation will be planned to the teachers comprising their aspects.

(b). Pedagogy of Retention

Majority of the children in the District especially in the rural areas are first generation literates, whose family background is not very encouraging for their full participation in the school and in other related activities students are often punish or reprimand by the teachers for incomplete homework, not having adequate notebooks, panels and other teaching and learning material. This discourages the children from going to schools and leads to absenteeism and eventually resulting in the dropout.

Therefore teachers need to be oriented thoroughly on the subject of pupils retention vis-à-vis his family background. A teacher who is well acquainted with the family background of students and takes interest towards their regular attendance, retention can be quite encouraging. An atmosphere will be created in the school for improved home-school contact. The plan proposes to sensitize the teachers in these aspects through orientation.

**(b) Curricular approaches** – The model of providing information Vs. developing the abilities among the children.

The elementary education become increasingly text-book centred and teacher centred. Children are overburdened with more textual material with more and more information added in repeated textbook revisions. The model of conveying of textual information by the teachers and memorisation of concepts and content matter without much comprehension on the part of the children is evident in almost all the schools. This hardly helps the growth and development of the creativity and thinking potential of the children. There is no scope for originality, self-expression and imagination on the part of the pupil in the process of knowledge generation.

The profile of the child such as his innate abilities Viz., thinking, reasoning, imagination, observation, estimation, comprehensive questioning, synthesis, analysis, evaluation etc. are totally neglected. Content of various school subjects have not been seen as a media to develop these abilities. The textbooks as well as pupil assessment procedures would be re-examined.

Therefore in teachers training programme the component of development of children innate abilities through available textual material will be taken up and teachers will be oriented having this as one of the component in training of teachers.

**(c) Academic conventions – Net Working and Linkages.**

Teachers will be encouraged to adopt and work further on methodology that they think results in the improvement of pupil achievement and build up teacher momentum for a quality change in classrooms and pupil output by providing necessary support from S.S.A.

Therefore, it is proposed to encourage some of the interesting teachers who comes forward to implement improved practices in schools for the development of competencies and abilities of the children. The changes will be implemented in classrooms as perceived by the teachers and these initiatives will be propagated to other schools by way of discussions, deliberations and field visits etc.

Following are the initiatives proposed to be taken up

- Language improvement programme.
- Mathematics improvement programme.
- Science improvement programme.

**(d) Quality Teaching and learning-teacher training**

It is proposed to orient all the teachers both in-service and as well as newly recruited. Accordingly a five-day training programme will be organised for the regular teachers and a 10-day orientation programme to be conducted to the freshly recruited teacher as per the financial norms of S.S.A. The training will be conducted in a cascade mode Viz., training of District Resource group (D.R.C.) by state Resource Group (S.R.G.) which in turn trains the Block Resource Group (B.R.G.) and the B.R.G. ultimately trains the teachers at Block-level/Cluster-level

**Table : Quality-Training**

Sl.No.	Block Name	No. of School	No. of Training
1.	Mawphlang	186	461
2.	Myllem	206	825
3.	Mawryngkneng	115	308
4.	Mawkynrew	124	300
5.	Mawsynram	214	360
6.	Shella-Bholaganj	131	428
7.	Pynursla	159	428
8.	Shillong-Municipal (Urban)	84	508

**(e) In a child centred Education system, T.L.M. is a very important constituent.** Attempt will be made to provide sufficient aid to develop T.L.M. basing on the locally available resources Workshop and training is proposed for the teachers both for Primary and Upper Primary Schools for T.L.M. development. The plan also proposes to provide teacher grant of Rs. 500/- to every teacher annually for development of T.L.M. The plan also proposes one time T.L.M. grant of Rs. 20,000/- to the newly opened schools and an amount of Rs. 5000/- to the existing schools as per S.S.A. norm.

**(f) Monitoring and Evaluation**

Monitoring and evaluation forms a very important component of S.S.A. It stressed a Community based monitoring system. Resource Persons will as classroom process observers to record changes in classroom practices. External Monitoring team will make random visits to the schools and their impression will be discussed in various levels.

**Cluster Resource Centres**

Cluster Resource Centre are proposed for 10-15 schools depending on the locality and population. These Centres would provide on the job professional help to the teachers and would monitor the functioning of the schools. Cluster Centres will hold monthly meeting of the teachers which will discuss various issues. A senior teacher from the Upper Primary School will act as the co-ordinator of the Cluster Resource Centre.

**Inputs**

- Provision of building.
- Provision of furniture.
- Provision of equipment.
- Provision for contingency grants.

**Black Resource Centre**

To cater to the professional requirement of the Primary School teachers, it is proposed that Block Resource Centre be established at the Block level. The B.R.C. would be provided with three Block Resource Persons (B.R.Ps.) for providing continuous on job support to Primary teachers and conduct in service training programme at Block level. The Block Education Officer (B.E.O.) and the Block Resource Persons will work as a team to improve the quality of classroom teaching. The head quarter of the B.R.C. would be provided with pucca building for conducting the training. The B.E.Os. will function from this building.

**Inputs**

- Provision of building.
- Provision of furniture.
- Provision of equipment.
- Provision for Library Books, Video Library.
- Provision for contingency grants
- Provision for capacity building of B.R.C. staff through orientation, expansive visits

**Functional Aspects**

All the schools will be divided among the three block Resource Persons (B.R.P.). Each B.R.P. will visit the schools once in a forth-night and monitor the attendance of the pupils ad teachers and observe the classroom transaction and provide necessary guidance. Each B.R.P. will record his impression on the Academic guidance register. Each B.R.C. will maintain Block Profile, School profile, stock register, School Monitoring return, enrolment returns, enrolment and retention.



## **Chapter VII**

# **Coverage of special focus groups**

### **Girls Education**

Although the female literacy rate is at per of higher than male in almost all the Blocks in the District yet girls comprise part of the out school children. The majority of the population is predominantly matrilineal society. Some of the factors responsible for girls drop out/ out of school are – early marriages, helping the parents at home or in the fields, health care etc. The plan proposes to mainstream the girls child which is one of the main objective of SSA.

The plan recognised the need for special effort to bring the out-of –school girls especially from disadvantaged sections to school.

#### **Following strategies will be followed to achieve the ends.**

- Mobilization of the community through women groups.
- Meetings to discuss issues and right of the girl child.
- Organise back to school camps.
- Conduct residential camps for adolescent girls.
- Conduct alternate schools/innovative schools for girls.
- Monitoring school children specially girl through alternative system.
- Special attention to backward areas.
- Develop a forum of women teachers.
- Improve classroom environment (toilets/teachers orientation)

### **Early Childhood care and Education (ECCE)**

Early childhood care and education is an important component of SSA . It is an effort toward school readiness of the children in the age group of 3-5 years. It is also a support service to the working women of the disadvantaged sections of the society.

The plan process to strengthen pre-school component of ICDS (Aganwadies Centres) and to set up ECCE Centres where ICDS Centres are non existent

**Table Block-wise Aganwadies Centres and Proposed ECECs**

Sl.No.	Name of Block	Aganwadies existing	ECCE proposed
1.	Mawphlang	52	25
2.	Mylliem	102	20
3.	Mawryngkneng	47	25
4.	Mawkynrew	35	25
5.	Mawsynram	54	25
6.	Shella-Bholaganj	69	25
7.	Pynursla	65	20
8.	Slum area Shillong Urban	-	6

**Inputs under ECEC**

- Establishment of new ECEC Centres in habitations where ever ICDS Aganwadies are not in existence
- Assisting Voluntary organisations for conduct ECEC Centres.
- Strengthening of Pre-school component of ICDS by way of convergence and to provide a stimulating environment for the children through strengthening of training and TLM component.
- Running the ECEs and Aganwadies in school premises during school hours under the supervision of Headmasters.

**Disable Children**

The plan proposes to generate a database on the disable children and monitor every child and provide the necessary support

**The plan proposes the following**

- Identification of special needs
- Assessment of disability through special camps.
- Mainstreaming of disabled children into special schools.
- Integration of disabled children into mainstream school.
- Development of TLM.
- Resource support through special resource persons.
- Convergence with other department working for the disabled Viz. Health, Social Welfare etc.
- Conduct of Training
- Supply of aids and appliances.

The district is proud to have some schools for the disabled children and orphanage run by NGOs. The plan proposes to give assistance to these organisations.

## **Chapter VIII**

# **Research, Evaluation, Supervision and Monitoring**

## **Research**

Research 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 realising the objectives of UEE. Small scale Pilot Project for the implementation of Programmes on enlarging issues will be taken up as follows :

- (1) Mainstreaming of out of school children.
- (2) Improvement of Pupil abilities in the
  - a. Language
  - b. Arithmetic
- (3) Creating interesting classrooms
- (4) Disabled children's Education
- (5) Networking of Teachers
- (6) Education of focused group like SC, ST,. Girls, ECE and Minorities etc.

Further, teachers will be encouraged to take up action researches to solve necessary problems faced in their day-to-day professional practice. Training programmes will be conducted for the field staff i.e., BEOs, BRPs, Teachers, DIET Staff, DRG and BRG groups.

Diagnostic studies of the identified areas would be conducted.

### **Inputs :**

- Sponsoring research studies/pilot programmes.
- Conduct of school mapping and micro planning exercises
- Provision of travel grant and honorarium for the personal involved in researches & innovations.

### **Evaluation Aspects**

The impact of the project in the field in terms of the progress in achieving of the objectives laid down under SSA, in terms of indicators of implementation and progress and evaluating these at regular intervals as well as consolidation of various initiatives both in terms of process and as well as outcome. Evaluation of following aspects will be taken up during the project.

Functional aspects of various initiatives and their impact

- Progress in terms of achievement of objectives of SSA
- Participatory evaluation through community participation
- Conduct of pupil achievement surveys i.e., base line and mid term surveys

**Inputs :**

- Capacity building of the field staff
- Conduct of pupil achievement surveys
- Orientation of community management structures for participatory evaluation.

**Supervision and Monitoring**

It is proposed to strengthen the DEITs and constitution of Block Resource Centres and teacher centres in addition to community based management structures for providing effective professional support to the schools.

The entire focus of monitoring and supervision would be the child. Therefore knowing - the status of the child in terms of achievement of competencies/abilities will be the starting point and, the entire process will be back mapped to the availability and efficiency of teachers and their professional practice and other conditions of schools and out side schools respectively.

- DIET staff will take up Academic Monitoring of schools and provide on job support/training to the teachers of Primary and Upper Primary schools
- District Resource Group will also visit the schools and track the progress of various schools
- The proposed structure of the Block Resource Centres with three Block Resource Persons along with the Block Education Officer will monitor the school and class room practices in addition to providing job supports.
- Capacity Building of the Community level bodies and leaders like the SC, VEC Nokmas and motivation to own the school and monitor the school.

**Management Information System (MIS)**

The MIS is an important component of planning and implementation of SSA. The plan process 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 (5-14)
- Teachers information
- Village information
- Progress in term of project activities

**Objectives of MIS**

- To create comprehensive database on elementary education for planning and review every year
- To monitor enrolment and retention
- To monitor performance
- To monitor the implementation of project

**Inputs**

- Provisions for computer and peripherals
- Provisions for dataentry operators (3) and programmer
- Training of MIS staff
- Printing of Data entry formats
- Networking and internet facilities

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- Training of MIS staff
- Printing of Data entry formats
- Networking and internet facilities

## **Chapter IX**

### **Improving School infrastructure Facilities**

#### **Civil Works**

One of the striking problems faced by the existing school is the lack of proper building and other infrastructure. The schools are without minimum required building/classrooms and other infrastructure facilities like compound wall, toilets, storage facilities etc. The deplorable conditions of the school can hardly attract a child and provide the stimulating climate congenial to education. Over crowded classrooms, inadequate classrooms, running multiple classes simultaneously in single classrooms/with two teachers etc, Majority school do not possess proper space for storage and also security for the available audiovisual equipment and other TLM.

The expenditure on school buildings and other infrastructure facilities will be a onetime expenditure so that concentration will be focused on other quality aspects in subsequent years.

#### **Execution of Civil Works**

Community Participation will be the means for undertaking Civil works in the improvement of school facilities. The school Committees will be given the responsibility of undertaking construction work of new school buildings and any other construction works.

#### **Community Contribution**

In addition to the execution of civil works the community would also provide the following:

1. Provide land for any project
2. Support for providing locally available material for building
3. Monitoring and quality control
4. Provide a matching grant for each school for repair and maintenance

The plan proposes new school building to 116 formal primary schools in habitations without schools in order to provide access to all children in the age group 6-14 years.

These schools will have two rooms and a veranda. An estimated amount of 2.2 lakh is proposed for each building

#### **Additional Class rooms**

According to norms of SSA every LP School have at least two teachers and two class rooms. It was found that about 448 schools needed additional class rooms as per the norm. Plan proposes 448 additional classrooms to be constructed at an estimated cost of 1.2 lakh each



### **Construction of the BRC**

The Block Resource Centres would serve as support structures for the implementation of the SSA. The success of the BRCs have been adequately proved in all the DPEP district. It is proposed to have BRC in all the Eight Blocks and one Urban Area. It is proposed to provide building to 9 BRC at an estimated cost of Rs. 6.00 Lakhs each.

### **Maintenance and Repairs of School Building**

It is proposed to provide building repair and maintenance grant @ 5000/- to all the existing schools. The plan also proposes to provide toilet facility to all the schools in phased manner. The schools are also to be provided with boundary fencings to make the place more protected.

## **Chapter X**

# **Implementation Arrangements**

### **Organisation Responsible for implementation of the project**

The District Unit of the State Society for SSA will be responsible for the planning and implementation and monitoring of the District Elementary Education Planas outlined in the project document. The state Society has a general council and an Executive Committee with defined powers functions and responsibilities. The different agencies responsible at the different levels are as follows:

**Village level :** School Committee/Village Education Committee

**Block Level :** Block Education Committee/Block Resource Centre

**District Level :** District Education Committees/DIET

#### **Village Level:**

Village level management structure Viz., School Committees have been suggested consisting of five members out of which, two are women members and one Chairman who are the parents of the children attending the school. In addition to school Committees, Village Education Committees have been suggested under the chairmanship of Sordar/Rangbah Shnong with the representatives of the members of the School Committees under the Sordar/Rangbah Shnong and other members to look after school matters and monitor the children education through their active participation and support.

Following are the functions of various committees at village level with reference to executing project components:

#### **(a) School Committees (SCs)**

SC takes a lead role in executing all types of civil works at habitation level, The SCs shall identify and provide the free land to few schools and invite other contributions on cash and kind from the community.

- Participate in the preparation of habitation Education plan
- SC members prepare village social map to record un-enrolled and dropped out children and other resources.
- Takes responsibility for mobilizing community and parents to sensitize them on the issues of child labour and their educational issues and support the school on proving the infrastructure facilities by contributing in terms of cash, kind, service
- Manage the school education fund school development.
- Ensure enrolment and retention of all the children.
- Monitor ECCE.
- Arrange for the services of local person as teachers or instructors when there is a need.

## **VEC**

The VEC will take steps to ensure effective functioning of the schools under its control.

The Committee will maintain a different funds generated through donations, taxes to serve as resource base for the schools.

Monitor the efforts of UEE.

## **Block Level**

The Block is proposed to be the basic unit for immediate monitoring and control of the schools.

- The Block Resource Centres BRC is the alternative structure proposed to look after the training of the teachers and other functionaries at the Block Level.
- BRPs visit the schools regularly to monitor the attendance as well as provide professional support.
- Monitor all type of SSA grants and its utilization
- Conduct training programme at Block level.

## **Block Education Committee will be an executive committee for controlling the schools under the Block.**

- It will undertake evaluation of performances.
- Prepare the Block Education plan and monitor its implementation.

## **District Level**

District Education Committee shall undertake the annual evaluation of the performance of the school and prepare annual budget and operate district Education fund. It will review all the initiatives under the UEE and monitor the progress and achievements.

## **District Education Committee**

The District Education Committee will be responsible for annual evaluation of the performance of the schools and prepare annual budget and operate District fund. It will be the body to review all initiative of UEE and monitor the progress and achieving the UEE in scheduled time.

## **District Institute of Education and Training**

DIET will provide the academic and professional support to the teachers and persons at the Block level. It will function for achieving the following:

- (1) As academic Resource Centre in the field of Elementary Education
- (2) Training of BRPs and teachers in key areas like pedagogy, Community mobilization and other class room interactions.
- (3) Develop district specific strategies for training

The District Institutes of Education & Training will provide all types of professional support.

## **Participatory Arrangements**

To ensure participation of stakeholders including parents and community at large the participation of the community has been designed in implementing the schemes. The arrangements are to give a sense of ownership to the community.

### **Planning**

- The school committees will conduct all type of surveys for village information and prepare school register and village register.
- School committee and the VEC will involve in all planning activity for the habitation education plan
- Mother Associations act as linkage group.
- Major resources are identified by the villagers.

### **Implementation**

- The school Committee is the implementing agency for all civil works
- SC takes responsibility for drop out and identify special need students
- Mother Association take responsibility for running the ECCE.

### **Monitoring**

- SC monitoring the utilization of grants and progress of civil works of the school
- SC monitors the efforts of releasing all types of child labour and send them to Bridge course
- SC monitors attendance.

## **Project Management**

The project management will operate at the District level only at all the other levels the parents and members of the community will be involved in all the efforts to achieve the goal of UEE. All the functional groups will interact with each other toward the achievement of the project objectives.

Accountability will be the motto of the functionaries. The functionaries will be accountable to the assigned tasks as per project goals. The project will aim at very high degree of effectiveness and efficiency in attaining the goals and utilizing all the resources.

### **Working strategies of the management**

The head quarter of the project will be at Shillong and function from the Office of the District Social Education Officer. The DSEO will be the District Project Co-ordinator. He will be assisted by an Addl. District Project Co-ordinator appointed by the Education Department of Government of Meghalaya. The Addl. DPC will have the powers and responsibility to carry out the various initiatives of the UEE in consultation with the DPC and the Deputy Commissioner who is the Ex-Officio Chairman of the SSA.

## **Functional Aspects of DPO**

- Development of Annual Plan and budget in decentralized participatory mode
- Implementation of all the intervention and monitoring
- Publication of reports and newsletter etc.

## **Flow of fund**

**The Process of fund following will be as follows**

- Fund from state Society to DC Ex-Officio Chairman of SSA by account payee cheque or draft
- All fund from the DPO to executive agencies will be through account payee drafts or cheques
- Accounts will be maintained as per statutory requirements of societies.
- Statutory audit every year by auditor appointed by the Executive Committee.
- Annual audit by chartered Accountant.

## **General**

Expenditure Payments will be sanctioned by competent authority, subject to budget provision within approved work plan. In all payments rules and procedures will be followed.

Bank transaction will be made through authorized signatories.

**CHAPTER XI**  
**PROJECT - SARVA SHIKSHA ABHIYAN EAST KHASI HILLS MEGHALAYA**  
**INTERVENTIONWISE BUDGET ESTIMATES**

*Fig : In Lakh*

Sl.No.	Item	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	Total
A.	Project Management	72.54	30.04	28.04	28.04	28.04	28.04	28.04	28.04	28.04	298.86
B.	Planning & Management	24.88	21.88	15.78	15.78	15.78	15.78	15.78	15.78	15.78	157.22
C.	Research & Evaluation	13.00	7.00	13.00	7.00	13.00	7.00	13.00	7.00	13.00	93.00
D.	Community Mobilisation	12.50	12.50	12.50	12.50	12.50	12.50	12.50	12.50	12.50	112.50
E.	Access & Alternative	506.25	439.73	439.73	440.53	439.73	439.73	440.53	439.73	439.73	4025.69
F.	Civil Work	394.00	394.00	394.00	181.00	106.00	31.00	31.00	31.00	31.00	1593.00
G	School improvement Education for focus groups	<del>125.87</del>	<del>112.87</del>	<del>95.37</del>	<del>95.37</del>	<del>95.27</del>	<del>95.37</del>	<del>95.37</del>	<del>95.37</del>	<del>95.37</del>	<del>906.33</del>
H	(a) End. for Girl child	97.00	97.00	97.00	97.00	97.00	97.00	97.00	97.00	97.00	873.00
	(b) ECCE	10.17	10.17	10.17	10.17	10.17	10.17	10.17	10.17	10.17	91.53
	(c) Special Education	4.64	4.64	4.40	4.40	4.40	4.40	4.40	4.40	4.40	40.08
I	Distance Education	11.80	2.80	2.80	2.80	2.80	2.80	2.80	2.80	2.80	34.20
	<b>Total</b>	<b>1272.65</b>	<b>1132.63</b>	<b>1112.79</b>	<b>894.59</b>	<b>824.79</b>	<b>743.79</b>	<b>750.59</b>	<b>743.79</b>	<b>749.79</b>	<b>8225.41</b>

51

**Chapter - XI**

**PROPOSED BUDGET FOR 9 YEARS -2001-10 FOR East Khasi Hills, Meghalaya**

**INTERVENTION NAME : A.Project Management**

Sl	Item	Unit cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total	
			Physic	Financial	Physic	Financial	Physic	Financial	Physic	Financial	Physic	Financial	Physic	Financial	Physic	Financial	Physic	Financial	Physic	Financial	Physic	Financial
1	Furniture for DPO	1.00	1	1.00	1	1.00															1	2.00
2	Equipment for DPO	4.00	1	3.00	1	1.00															1	4.00
3	Purchase of Vehicle	4.5	9	40.50																	9	40.50
4	Salary of DPO Staff		10	15.00	10	15.00	10	15.00	10	15.00	10	15.00	10	15.00	10	15.00	10	15.00	10	15.00	10	135.00
5	Salary of DPO Staff	0.04	18	8.64	18	8.64	18	8.64	18	8.64	18	8.64	18	8.64	18	8.64	18	8.64	18	8.64	18	77.76
6	DPO consumables		1	2.00	1	2.00	1	2.00	1	2.00	1	2.00	1	2.00	1	2.00	1	2.00	1	2.00	4	18.00
7	TA DA	0.10	12	1.20	12	1.20	12	1.20	12	1.20	12	1.20	12	1.20	12	1.20	12	1.20	12	1.20	12	10.8
8	Maintenance of equipment etc		1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	9.00
9	Consultants	0.10	2	0.20	2	0.20	2	0.20	2	0.20	2	0.20	2	0.20	2	0.20	2	0.20	2	0.20	2	1.80
	<b>Total</b>			<b>72.54</b>		<b>30.04</b>		<b>28.04</b>		<b>28.04</b>		<b>28.04</b>		<b>28.04</b>		<b>28.04</b>		<b>28.04</b>		<b>28.04</b>		<b>298.06</b>

52

**INTERVENTION NAME: B Planning and Management**

Sl	Item	Unit cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total		
			Physic	Financia	Physic	Financia	Physic	Financia	Physic	Financia	Physic	Financia	Physic	Financia	Physic	Financia	Physic	Financia	Physic	Financia	Physic	Financia	
1	Planning Exercise	1.00	9	0.90	9	0.90	9	0.90	9	0.90	9	0.90	9	0.90	9	0.90	9	0.90	9	0.90	9	0.90	8.10
2	Framing of BRP on school Mapping and micro planning		36	0.10	36	0.10																	36 0.20
3	Orientation of the BRP		36	0.50	36	0.50	36	0.50	36	0.50	36	0.50	36	0.50	36	0.50	36	0.50	36	0.50	36	0.50	36 4.50
3	Orientation of the CRP		100	1.50																			100 1.50
4	Furniture grant BRC	1.00	5	5.00	4	4.00																	9 9.00
5	Furniture grant CRC	0.1	25	2.50	20	2.00																	45 4.50
6	Contingency for BRC	0.125	9	11.25	9	11.25	9	11.25	9	11.25	9	11.25	9	11.25	9	11.25	9	11.25	9	11.25	9	11.25	101.25
7	Contingency for CRC	0.25	45	1.13	45	1.13	45	1.13	45	1.13	45	1.13	45	1.13	45	1.13	45	1.13	45	1.13	45	1.13	10.17
8	Exposure Visits			2.00		2.00		2.00		2.00		2.00		2.00		2.00		2.00		2.00		2.00	18.00
	Total			24.88		21.88		15.78		15.78		15.78		15.78		15.78		15.78		15.78		15.78	157.22

53



**INTERVENTION NAME: C.Research Evaluation Monitoring and supervision**

sl	Item	Unit cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total			
			Physic	Financia	Physic	Financia	Physic	Financia	Physic	Financia	Physic	Financia	Physic	Financia	Physic	Financia	Physic	Financia	Physic	Financia	Physic	Financia	Physic	Financia
1	Action Research	0.50	20	1.00	20	1.00	20	1.00	20	1.00	20	1.00	20	1.00	20	1.00	20	1.00	20	1.00	20	1.00	20	9.00
2	Small scale Class room based research		20	1.00	20	1.00	20	1.00	20	1.00	20	1.00	20	1.00	20	1.00	20	1.00	20	1.00	20	1.00	20	9.00
3	Orientation on Research and Evaluation			0.50		0.50		0.50		0.50		0.50		0.50		0.50		0.50		0.50		0.50		4.50
4	Achievement Survey			0.50		0.50		0.50		0.50		0.50		0.50		0.50		0.50		0.50		0.50		4.50
5	Baseline study			1.00		1.00		1.00		1.00		1.00		1.00		1.00		1.00		1.00		1.00		5.00
6	MIS Equipments		1	5.00			1	5.00			1	5.00			1	5.00			1	5.00		1	5.00	25.00
7	MIS operation and Maintenance	0.500	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	4.50
8	Consumables and Peripherals	0.500	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	4.50
9	Academic Monitoring by DIET	1.000	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	9.00
10	Academic Monitoring by BRP		27	2.00	27	2.00	27	2.00	27	2.00	27	2.00	27	2.00	27	2.00	27	2.00	27	2.00	27	2.00	27	18.00
<b>Total</b>				<b>13.00</b>		<b>7.00</b>		<b>13.00</b>		<b>7.00</b>		<b>13.00</b>		<b>7.00</b>		<b>13.00</b>		<b>7.00</b>		<b>13.00</b>		<b>7.00</b>		<b>93.00</b>

54

**INTERVENTION NAME: D. Community Mobilization and participation**

Sl	Item	Unit	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total		
			Physi	Financia	Physi	Financia	Physi	Financia	Physi	Financia	Physi	Financia	Physi	Financia	Physi	Financia	Physi	Financia	Physi	Financia	Physi	Financia	Physi
1	Orientation of SEC members		1500	2.00	1500	2.00	1500	2.00	1500	2.00	1500	2.00	1500	2.00	1500	2.00	1500	2.00	1500	2.00	1500	2.00	18.00
2	Cluster level melas	0.25	8	2.00	8	2.00	8	2.00	8	2.00	8	2.00	8	2.00	8	2.00	8	2.00	8	2.00	8	2.00	18.00
3	Block Level camps	0.25	8	2.00	8	2.00	8	2.00	8	2.00	8	2.00	8	2.00	8	2.00	8	2.00	8	2.00	8	2.00	18.00
4	Community Mobilization at habitation level		1500	5.00	1500	5.00	1500	5.00	1500	5.00	1500	5.00	1500	5.00	1500	5.00	1500	5.00	1500	5.00	1500	5.00	45.00
5	Campaign materi and TA	0.1	1500	1.50	1500	1.50	1500	1.50	1500	1.50	1500	1.50	1500	1.50	1500	1.50	1500	1.50	1500	1.50	1500	1.50	13.50
<b>Total</b>			12.50		12.50		12.50		12.50		12.50		12.50		12.50		12.50		12.50		112.50		

55

**INTERVENTION NAME : E ACCESS AND ALTERNATIVE SCHOOLING**

Sl. No.	Item	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1.	Residential Bridge Course	8.00	10	80.00	10	80.00	10	80.00	10	80.00	10	80.00	10	80.00	10	80.00	10	80.00	10	80.00	90	720.00
2.	Induction of Trg. for As Vols Trs and Bridge course Vol.	0.001	80	0.80					80	0.80					80	0.80					80	2.40
3.	Induction Trg for new Trs	0.001	720	0.72																	720	0.72
4.	Recurrent Training	0.001		1.00		1.00		1.00		1.00		1.00		1.00		1.00		1.00		1.00		9.00
5.	Trg of BRC in ASV induction		50	0.50	50	0.50	50	0.50	50	0.50	50	0.50	50	0.50	50	0.50	50	0.50	50	0.50	50	4.50
6.	Salary for new (L.P.)	0.020	232	55.68	232	55.68	232	55.68	232	55.68	232	55.68	232	55.68	232	55.68	232	55.68	232	55.68	232	501.12
7.	Salary for new (U.P)	0.03	520	187.2	520	187.2	520	187.2	520	187.2	520	187.2	520	187.2	520	187.2	520	187.2	520	187.2	520	1684.80
8.	TLM grant for Bridge course	0.01	10	0.10	10	0.10	10	0.10	10	0.10	10	0.10	10	0.10	10	0.10	10	0.10	10	0.10	10	0.90
9.	TLE for new UP	0.50	130	65.00																	130	65.00
10.	AS teachers honorarium	0.01	250	30.00	250	30.00	250	30.00	250	30.00	250	30.00	250	30.00	250	30.00	250	30.00	250	30.00	250	270.00
11.	Volunteers	0.10	50	60.00	50	60.00	50	60.00	50	60.00	50	60.00	50	60.00	50	60.00	50	60.00	50	60.00	50	540.00
12.	Shed rent for AS	0.005	250	1.25	250	1.25	250	1.25	250	1.25	250	1.25	250	1.25	250	1.25	250	1.25	250	1.25	250	11.25
13.	Teachers grant	0.02	1200	24.00	1200	24.00	1200	24.00	1200	24.00	1200	24.00	1200	24.00	1200	24.00	1200	24.00	1200	24.00	12.00	216.00
<b>Total</b>				506.25		439.73		439.73		440.53		439.73		439.73		440.53		439.73		439.73		4025.69

**INTERVENTION NAME : F CIVIL WORK**

Sl. No	Item	Unit cost	2001-02		2002-03		2003-04		2004 - 05		2005 - 06		2006 - 07		2007 - 08		2008 - 09		2009 - 10		Total	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1.	Additional Classroom	0.75	100	75.00	100	75.00	100	75.00	100	75.00	100	75.00									500	375.00
2.	Building for school without building (L.P.)	1.50	30	45.00	30	45.00	30	45.00													90	135.00
3.	Building for school without building (U.P.)	2.50	30	75.00	30	75.00	30	75.00													90	225.00
4.	Block Resource Centre	6.00	3	18.00	3	18.00	3	18.00													9	54.00
5.	Cluster Re. Centre	2.00	15	30.00	15	30.00	15	30.00													45	90.00
6.	Building for new schools (L.P.)	1.50	30	45.00	30	45.00	30	45.00													90	135.00
7.	Buildings for new schools (U.P.)	2.50	30	75.00	30	75.00	30	75.00	30	75.00											120	300.00
8.	Toilets Facility	0.25	100	25.00	100	25.00	100	25.00	100	25.00	100	25.00	100	25.00	100	25.00	100	25.00	100	25.00	900	225.00
9.	Boundary Walls/ Fencing	0.20	30	6.00	30	6.00	30	6.00	30	6.00	30	6.00	30	6.00	30	6.00	30	6.00	30	6.00	270	54.00
	<b>Total</b>			394.00		394.00		394.00		181.00		106.00		31.00		31.00		31.00		31.00		1593.00

54

**INTERVENTION NAME G.Pedagogy and school improvement**

sl	Item	Unit cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total	
			Physi	Financial	Physi	Financial	Physi	Financial	Physi	Financial	Physi	Financial	Physi	Financial	Physi	Financial	Physi	Financial	Physi	Financial	Physi	Financial
1	Tr Training Multiple level	0.00	2215	2.22	2215	2.22	2215	2.22	2215	2.22	2215	2.22	2215	2.22	2215	2.22	2215	2.22	2215	2.22	2215	19.98
2	Training og BRP's		35	0.10	35	0.10	35	0.10	35	0.10	35	0.10	35	0.10	35	0.10	35	0.10	35	0.10	35	0.90
3	Training of DRG		25	0.20	25	0.20	25	0.20	25	0.20	25	0.20	25	0.20	25	0.20	25	0.20	25	0.20	25	1.80
4	TLM grant for Schools	0.01	2500	12.50	2500	12.50	2500	12.50	2500	12.50	2500	12.50	2500	12.50	2500	12.50	2500	12.50	2500	12.50	2500	112.50
5	School grant	0.02	1300	26.00	1300	26.00	1300	26.00	1300	26.00	1300	26.00	1300	26.00	1300	26.00	1300	26.00	1300	26.00	1300	234.00
6	TLE grant to new schools	0.10	120	12.00																		120 12.00
7	CRC Grant	0.02	45	0.90	45	0.90	45	0.90	45	0.90	45	0.90	45	0.90	45	0.90	45	0.90	45	0.90	45	8.10
8	Furniture for BRC		9	5.00	9	4.00																9 9.00
9	Equipment for BRC	1.50	9	13.50	9	13.50																9 27.00
10	Exposure Visit to DRC BRC	0.02	50	1.00	50	1.00	50	1.00	50	1.00	50	1.00	50	1.00	50	1.00	50	1.00	50	1.00	50	9.00
11	Review meetings	0.005	90	0.45	90	0.45	90	0.45	90	0.45	90	0.45	90	0.45	90	0.45	90	0.45	90	0.45	90	4.05
12	Repair grants	0.050	1000	50.00	1000	50.00	1000	50.00	1000	50.00	1000	50.00	1000	50.00	1000	50.00	1000	50.00	1000	50.00	1000	450.00
13	Library Books for BRC		9	1.00	9	1.00	9	1.00	9	1.00	9	1.00	9	1.00	9	1.00	9	1.00	9	1.00	9	9.00
14	Printing of Modules		9	1.00	9	1.00	9	1.00	9	1.00	9	1.00	9	1.00	9	1.00	9	1.00	9	1.00	9	9.00
Total				25.87		112.87		95.37		95.37		95.37		95.37		95.37		95.37		95.37		906.33

52

INTERVENTION NAME:H.Education of focus group

s	Item	Unit cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total		
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
A. Education of Girl Child																							
1	Residential Bridge course	80.00	1	80.00	1	80.00	1	80.00	1	80.00	1	80.00	1	80.00	1	80.00	1	80.00	1	80.00	1	80.00	720.00
2	Gender issue Workshop	9.00	1	9.00	1	9.00	1	9.00	1	9.00	1	9.00	1	9.00	1	9.00	1	9.00	1	9.00	1	9.00	9.00
3	Printing of Modules	9.00	9	81.00	9	81.00	9	81.00	9	81.00	9	81.00	9	81.00	9	81.00	9	81.00	9	81.00	9	81.00	9.00
4	Innov. Project for girls edn	15.00	1	15.00	1	15.00	1	15.00	1	15.00	1	15.00	1	15.00	1	15.00	1	15.00	1	15.00	1	15.00	135.00
Sub Total				97.00		97.00		97.00		97.00		97.00		97.00		97.00		97.00		97.00		97.00	873.00
B. Early Childhood Education																							
1	Induction Trg of ECCE	0.007	320	2.24	320	2.24	320	2.24	320	2.24	320	2.24	320	2.24	320	2.24	320	2.24	320	2.24	320	2.24	20.16
2	Traning of Mother Ass	0.003	320	0.96	320	0.96	320	0.96	320	0.96	320	0.96	320	0.96	320	0.96	320	0.96	320	0.96	320	0.96	8.64
3	Traning of BRP on ECCE	0.007	36	0.25	36	0.25	36	0.25	36	0.25	36	0.25	36	0.25	36	0.25	36	0.25	36	0.25	36	0.25	2.25
4	FLM for ECCE	0.010	320	3.20	320	3.20	320	3.20	320	3.20	320	3.20	320	3.20	320	3.20	320	3.20	320	3.20	320	3.20	28.80
5	Honourarium for ECCE worker	0.007	320	2.24	320	2.24	320	2.24	320	2.24	320	2.24	320	2.24	320	2.24	320	2.24	320	2.24	320	2.24	20.16
6	Awc Honourarium	0.004	320	1.28	320	1.28	320	1.28	320	1.28	320	1.28	320	1.28	320	1.28	320	1.28	320	1.28	320	1.28	11.52
Sub Total				10.17		10.17		10.17		10.17		10.17		10.17		10.17		10.17		10.17		10.17	91.53

59



**A. Project Management**

sl	Item	Unit cost	2001-02	
			Physical	Financial
1	Furniture for DPO	1.00	1	1.00
2	Equipment for DPO	4.00	1	3.00
3	Purchase of vehicles	4.50	9	40.50
4	Salary of DPO Staff		10	15.00
5	Salary of Block Resource Persons	0.04	18	8.64
6	DPO Consumables		1	2.00
7	TA/DA	0.10	12	1.2
8	Maintenance of equipment etc		1	1.00
9	Consultants	0.10	2	0.2
	<b>Sub Total</b>			<b>72.54</b>

**B. Planning and Management**

1	Planning Exercise	1.00	9	0.90
2	Training of BRP on school mapping and micro planning		36	6.12
3	Orientation of the BRP		36	0.54
3	Orientation of the CRP		100	1.50
4	Furniture grant BRC	1.00	5	5.00
5	Furniture grant CRC	0.1	25	2.50
6	Contingency for BRC	0.125	9	11.25
7	Contingency for CRC	0.025	45	1.13
8	Exposure Visits			2.00
	<b>Sub Total</b>			<b>24.88</b>



**C. Research Evaluation Monitoring and supervision**

1	Action Research	0.05	20	1.00
2	Small scale class room based research		20	1.00
3	Orientation on research and evaluation			0.50
4	Achievement Survey			0.50
5	Baseline study			1.00
6	MIS Equipments		1	5.00
7	MIS operation and Maintenance	0.50	1	0.50
8	Consumables and peripherals	0.50	1	0.50
9	Academic Monitoring by DIET	1.00	1	1.00
10	Academic Monitoring By BRP and CRP		27	2.00
	<b>Sub Total</b>			<b>13.00</b>

**D. Community Mobilization and participation**

1	Orientation of SEC members		1500	2.00
2	Cluster level Melas	0.25	8	2.00
3	Block Level camps	0.25	8	2.00
4	Community mobilization at Habitation level		1500	5.00
5	Campaign material and TA	0.10	1500	1.50
	<b>Sub Total</b>			<b>12.50</b>

**E. Access & alternate schooling**

1	Residential Bridge course	8.000	10	80.00
2	Induction Training for AS voluntary Trs and Bridge course Volunteers	0.001	80	0.80
3	Induction Training for new trs	0.001	720	0.72
4	Recurrent training	0.001		
5	Training of BRP in AS V induction		50	0.50
6	Salary for new LP Trs	0.020	232	55.68

7	Salary for new UP Trs	0.03	520	187.20
8	TLM Grant for Bridge course	0.01	10	0.10
9	TLE for New Ups	0.50	130	65.00
10	AS teachers honourarium	0.01	250	30.00
11	Volunters	0.10	50	60.00
12	Teachers Grant	0.02	1200	24.00
13	Shed/rent for AS	0.005	250	1.25
	<b>Sub Total</b>			<b>506.25</b>

**F. CIVIL WORK**

1	additional Classroom	0.75	100	75.00
2	Building for schools without building (LP)	1.50	30	45.00
3	Building for schools without building(UP)	2.50	30	75.00
4	Block Resource Centre	6.00	3	18.00
5	Cluster Resouce Centre	2.00	15	30.00
6	Building for new schools (LP)	1.50	30	45.00
7	Building for new schools (UP)	2.50	30	75.00
8	Toiets Facility	0.25	100	25.00
9	Boundary walls	0.20	30	6.00
	<b>Sub Total</b>			<b>394.00</b>

64

**G. PEDAGOGY AND SCHOOL IMPROVEMENT**

sl	Item	cost	Physical	Financial
1	Tr Training Multiple level	0.00	2215	2.22
2	Training og BRPs		35	0.7
3	Training of DRG		25	0.25
4	TLM grant for Schools	0.01	2500	12.5
5	School grant	0.02	1300	26.00
6	TLE grant to new schools	0.10	120	12.00
7	CRC Grant	0.02	45	0.9
8	Furniture for BRC		5	5.00
9	Equipment for BRC	1.50	9	13.50
10	Exposure Visit to DRC/BRC	0.02	50	1.00
11	Review meetings	0.005	90	0.45
12	Repair grants	0.050	1000	50.00
13	Library Books for BRC		9	1.00
14	Printing of Modules		9	1.00
	<b>SubTotal</b>			<b>125.87</b>

## H. Education of focus group

sl	Item	Unit cost	2001-02	
			Physical	Financial
A. Education of Girl Child				
1	Residential Bridge course	8.00	10	80.00
2	Gender issue Workshop		1	1.00
3	Printing of Modules		9	1.00
4	Innov. Project for girls edn	15.00	1	15.00
				97.00
B. Early Childhood Education				
1	Induction Training of ECCE	0.007	320	2.24
2	Training of Mother Ass Member	0.003	320	0.96
3	Training of BRP etc on ECCE	0.007	36	0.25
4	TLM for ECCE	0.01	320	3.20
5	Honourarium for ECCE worker	0.007	320	2.24
6	Awc Honorarium	0.004	320	1.28
	Sub Total			10.17
C. Children with Special Education Needs				
1	TLM for Special Edn	0.010	9	0.09
2	IED training for BRC		36	0.50
3	IED Assessment Camp	0.010	9	0.09
4	Res. Persons Honourarium	0.040	3	0.12
5	Salary of IT for Special Edn	0.015	240	3.60
6	Tr. For Itinerant teacher	0.001	240	0.24
	Sub Total			4.64

**I.Distance Education Programme**

1	Purchase of Equip for BRC	1.00	9	9.00
2	Maintenance of TV and VCP	0.01	45	0.45
3	Distance Education Workshop	1.00	1	1.00
4	Procurement of cassette	0.01	45	0.45
5	Video library BRC	0.10	9	0.90
<b>Sub total</b>				<b>11.80</b>

**Grand Total****1272.65**

**CHAPTER - XIII**  
**IMPLEMENTATION SCHEDULE**

ITEM	Oct	Nov	Dec	Jan	Feb	March
<b>PROJECT MANAGEMENT</b>						
1 Furniture for DPO	✓					
2 Equipment for DPO	✓	✓				
3 Purchase of vehicles		✓				
4 Salary of DPO Staff	✓	✓	✓	✓	✓	✓
5 Salary for BRP			✓	✓	✓	✓
5 DPO Consumables			✓		✓	
6 TA/DA	✓	✓	✓	✓	✓	✓
7 Maintenance of Equipments				✓		
8 Consultants				✓	✓	✓
<b>Planning and Management</b>						
9 Planning Exercise	✓	✓	✓	✓	✓	✓
10 Training of BRP on microplanning		✓	✓			
11 Orientation of the BRP		✓				
12 Orientation of the CRP			✓			
13 Furniture grant for BRC		✓				
14 Furniture grant for CRC		✓				
15 Contingency for BRC			✓	✓	✓	✓
16 Contingency for CRC				✓		
17 Exposure Visits		✓		✓		✓
<b>Research Evaluation</b>						
18 Action Research				✓	✓	✓
19 Small class room base research					✓	✓
20 Orientation on Research & Evaluation			✓		✓	
21 Achievement Survey				✓	✓	✓
22 Baseline study				✓	✓	✓
23 MIS Equipments		✓	✓			
24 MIS operation and maintenance				✓	✓	
25 Consumables and peripherals		✓	✓	✓	✓	
26 Academic Monitoring by DIET		✓	✓	✓	✓	✓
27 Academic Monitoring by BRP	✓	✓	✓	✓	✓	✓
<b>Community mobilization at habitation level</b>						
28 Orientation of SEC members		✓		✓		✓
29 Cluster level Melas			✓	✓		
30 Block Level camps		✓	✓			
31 Community mobilization at habitation level		✓		✓		
32 Campaign material and TA	✓	✓	✓	✓	✓	✓

## Access &amp; alternate schooling

28	Residential Bridge course				✓		✓
29	Induction Training AS/ Bridge Course vol.			✓			
30	Induction Training new Trs		✓				
31	Recurrent training	✓				✓	
32	Training of BRP in AS Vol Induction						
33	Salary for new LP Trs	✓	✓	✓	✓	✓	✓
34	Salary for new UPTrs	✓	✓	✓	✓	✓	✓
35	TLM Grant for per centre of Bridge course	✓	✓				
36	TLE to Newly opened UPS	✓	✓				
37	EGS/AS teachers Honourarium	✓	✓	✓	✓	✓	✓
38	Volunteers	✓	✓	✓	✓	✓	✓
39	Teachers grant	✓					
40	Shed/rent for EGS/AS	✓	✓	✓	✓	✓	✓

## Civil work

39	Additional class room				✓	✓	✓
40	Building for schools without building lp			✓	✓	✓	✓
41	Building for schools without building up				✓	✓	✓
42	Block Resource centre		✓	✓	✓		
43	Cluster Resource centre		✓	✓	✓		
44	Building for new LPs			✓	✓	✓	✓
45	Building for new Ups			✓	✓	✓	✓
46	Toilets			✓	✓	✓	✓
47	Boundary walls				✓	✓	✓

## Pedagogy and school improvement

48	Tr Training multiple level	✓	✓		✓	✓	
49	Training og BRPs		✓				
50	Training of DRG	✓					
51	TLM grant schools		✓	✓	✓		
52	School grant			✓		✓	
53	TLE grant to new schols LP		✓	✓			
54	CRC grant	✓	✓	✓	✓	✓	✓
55	Furniture for BRC		✓	✓			
56	Equipment for BRC			✓	✓		
57	Exposure Visit DRG and BRG		✓		✓		✓
58	Review meetings	✓	✓	✓	✓	✓	✓
59	Repair grants			✓	✓	✓	✓
60	Library Books for BRC				✓	✓	✓
61	Printing of Modules				✓		✓