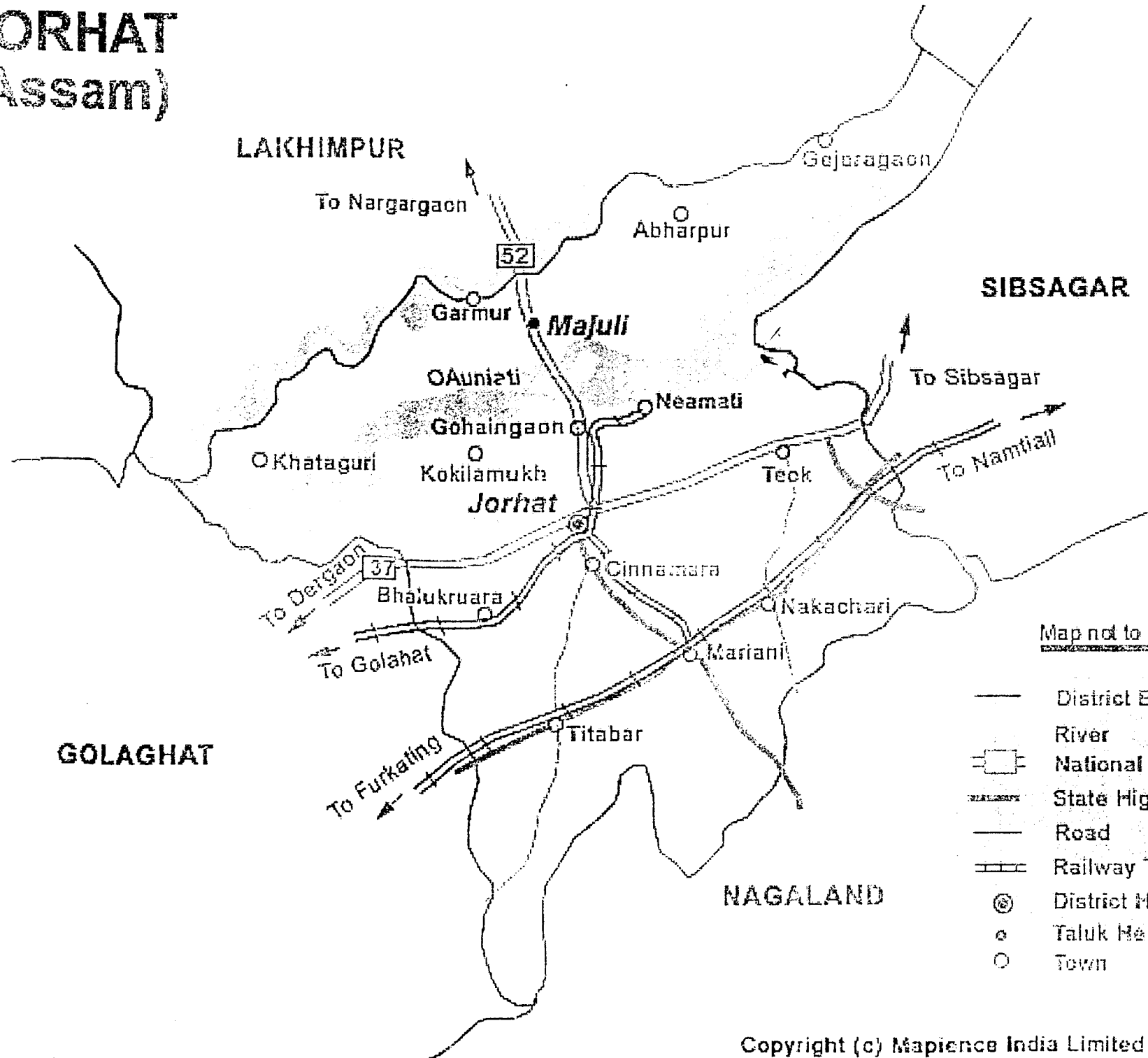


**DISTRICT ELEMENTARY  
EDUCATION PLAN  
2001-02**

District: Jorhat

**Axom Sarva Siksha Abhiyan Mission [ASSAM].**

# JORHAT (Assam)



Map not to Scale

- District Boundary
- River
- ▭ National Highway
- ▬ State Highway
- Road
- ▬▬ Railway Track
- ⊙ District Headquarter
- ⊙ Taluk Headquarter
- Town

## Jorhat District Elementary Education Plan 2001-02

### DISTRICT AT A GLANCE

Provisional Census-2001 Data

Number of literates by sex and literacy rates in 1991 and 2001

Literates			LiteracyRate					
			1991			2001		
Persons	Males	Females	Persons	Males	Females	Persons	Males	Females
689,414	384,685	304,729	66	73	57	78	83	73

Sex ratio and population density in 1991 and 2001

Sex ratio		Density	
1991	2001	1991	2001
913	903	306	354

Population by sex and decadal growth of population (during 1981 - 1991 and 1991-2001)

Population 2001			Decadal growth rate	
Persons	Males	Females	1981-1991	1991-2001
1,009,197	530,240	478,957	NA	15.84

Child population (0-6 years) by sex and their sex ratio

Child population in the age group 0-6			Sex ratio
Persons	Males	Females	(0-6 years)
124,293	65,395	58,898	901

Area and Administrative Unit	ITEM REF. YEAR	UNIT	Jorhat Subdivision	Majuli sub-division	Jorhat district
Total Geographical Area	1971	Sq. K.m.	1934.7	924.6	2859.3
Urban Area	1971	Sq. K.m.	65.4	Nil	65.4
Rural Area	1971	Sq. K.m.	1869.3	924.6	2793.9

### Jorhat District Elementary Education Plan 2001-02

Revenue Circle	1998	No	4	1	5
No of Towns					
Municipalities	1998	No	1	Nil	1
Town Committee	1998	No	1	Nil	1
Census Town	1991	No	1	Nil	1
Villages(Habitated)	1991	No	608	207	815
Villages(Un-habitated)	1991	No	15	37	52
Gaon Panchayat	95-96	No	91	20	111
Police Station	1998	No	7	3	10
Police Out Post	1998	No	14	3	17
Fire Station	1998	No	3	-	3
Assembly Constituency	1998	No	5	1	6
<b>EDUCATION</b>					
Primary Schools	1996	Nos	1126	425	1551
Middle Schools	1996	Nos	219	97	316
High School (Provincial)	1997	Nos	141	67	208
Higher Secondary Schools	1996	Nos	21	2	23
College	1996	Nos	11	3	14
Law College	1998	Nos	1	-	1
Engineering College	1998	Nos	1	-	1
Polytechnic College	1998	Nos	1	-	1
I.T.I	1998	Nos	1	-	1
Agriculture University	1998	Nos	1	-	1
Home Science College	1998	Nos	1	-	1
B. T. Coliege	1998	Nos	1	-	1
Homeopathic College	1998	Nos	1	-	1
<b>Medical &amp; Health</b>					
Civil Hospital	97-98	No	1	Nil	1
Other Hospitals	97-98	No	4	Nil	4
Primary Health Centres	97-98	No	6	1	7
Roral Hospitals	97-98	No	3	1	4
Mini Health Centres	97-98	No	15	4	19
State Govt. Sub-centres	97-98	No	14	1	15

**Jorhat District Elementary Education Plan 2001-02**

State Dispensaries	97-98	No	8	4	12
Family Welfare Centres	97-98	No	103	37	140
No. of Vilages with Drinking Water Facility(Deep Tubewell)	95-96	No	165	16	181
Agriculture					
Land Utilization(provisional)					
Total cropped area	97-98	Hect.	-	-	166276
Net area shown	97-98	Hect.	-	-	120940
land upto non-agri uses	97-98	Hect.	-	-	81627
Barren & uncultivable	1997-98	Hect.	-	-	21060
Permanent pastures and other grazing lands	1997-98	Hect.	-	-	4406
Land under misc tree crops & groves exculded in net area	1997-98	Hect.	-	-	9364
Cultivable waste land	1997-98	'''	-	-	7910
Area irrigated	1995-96	'''	2708	224	2932
Reserved forest area	1997-98	Sq. K.M.	272	Nil	272
Proposed unreserved forest area	1997-98	Sq. K.M.	Nil	Nil	Nil
Non Surveyed forest	1997-98	Sq. K.M.	No	Nil	Nil
Forest Production					
Timber	1997-98	Cu Mts	130.778	Nil	130.778
Plywood	1997-98	Cu Mts	Nil	Nil	Nil
Other Wood	1997-98	Cu Mts	22.705	Nil	22.705
Straw	1997-98	1000	800	Nil	800
Social Forestry Area	1995-96	Hect.	16.00	25.00	41.00
Social Forestry Area on Road	1995-96	K.m.	0.50	Nil	0.50
Registered Industry	1995-96	No	59	13	72
Industrial Estate	1995-96	No	1	Nil	1
No of sheds under Industrial Estate	1995-96	No	29	Nil	29
Commercial State	1995-96	No	2	1	3
Shed under commercial Estate	1995-96	No	6	4	10
Total Sheds	1995-96	No	35	4	39
No. of Tea Estate	1995	No	101	Nil	101
Tea Production	1995	K.G.	18801753	Nil	18801753

**Jorhat District Elementary Education Plan 2001-02**

Registered Beel	1997-98	No	9	17	26
Un Registered Beel	1997-98	No	17	90	107
Schedule Commercial Bank	1996	No	61	8	69
No. of Bank in Rural Area	1996	Rs. in Lakh	41	8	49
Regional Bank	1996	No	N.A.	N.A.	16
No of Co-operative Societies	1995-96	No	634	133	767

Jorhat District Elementary Education Plan 2001-02

**ABSTRACT OF CENSUS 2001**

**Population and growth rate**

Persons	Males	Females	Percentage decadal growth rate	
			1971-91	1991-2001
1009197	530240	478957	33.10	15.84

**Sex-ratio**

Number of females per 1000 males	
1991	2001
913	903

**Population density per sq. km.**

1991	2001
306	354

**Population in the age group of 0-6**

Persons	Males	Females
124293	65395	58898

**No. of Literate**

Persons	Males	Females
689414	384685	304729

**Literacy Rates**

Persons	Males	Females
77.91	82.76	72.54

**Literacy Rates By Sex**

Persons		Males		Females	
1991	2001	1991	2001	1991	2001
65.51	77.91	73.29	82.76	56.88	72.54

## Jorhat District Elementary Education Plan 2001-02

### JORHAT DISTRICT PROFILE

Established as the new capital in the closing years of the 18th century by the decaying and declining Tunkhungia Ahom dynasty, Jorhat as the name signifies, was just a couple(Jor) of marts(Hut). From these two parallel marts namely Chowkihut and Macharhut which lay on the Eastern and the western banks of the river Bhogdoi, Jorhat today has grown into a thriving cosmopolitan town with a strong sense of character and identity . It is the best laid out town in upper Assam with broad roads, cutting each other at right angles. The Variety and heterogeneity of the town population, specially its business community - comprising of Punjabis , Biharis, Marowaries, Bengalies and even odd South Indian is something commendable . Yet each person , irrespective of his place of origin , who has made Jorhat his home is staunchly loyal to his adopted home and fully identifies with it . Urban , polite and polished behaviour is the distinguishing features of an average Jorhat man .

Jorhat is located between the Brahmaputra on the north and Nagaland on the south at 26 degree 46 minutes north latitude and 96 degree 16 minutes longitude in the central part of Brahmaputra valley.

Earlier Jorhat was sub-division of undivided Sibsagar district. In 1983 Jorhat was carved out of Sibsagar district . The present Jorhat district consists of two(2) sub-divisions namely Jorhat and Majuli .The district is divided into 5 revenue circles and 8 development blocks . The area of the district is 2851 Sq. Km. and population is 871206(as per 1991 census ). The population comprises predominantly of Hindus and Muslims .Jorhat is the first fully literate district in Assam .

Last capital of proud Ahom rulers, celebrated for its Vaishnavite cultural centers in the world's biggest riverine island 'Majuli', rich in Tea and Timber, nature lovers' paradise, Jorhat is a strategically located district of *Assam in the North Eastern part of India.*

Located in sleek green upper Brahmaputra valley with a silver stream gleaming its way through it almost like a snake, it is a dream land "The gods aspired to die" . When spring comes, this slender valley bursts into a veritable riot of magic al colours with a variety of flowers blossoming from end to

Majuli situated in the district is the world's biggest riverine island and a principal place of pilgrimage for the Vaishnavites of Assam since the Ahom days. There are several Satras of Vaishnava religious creed. Of these holy seats, Auniati, Daksinpath, Garamur and Kamlabari are the four most prominent. What is of special importance is its satra establishment, consisting of separate structures, built for different purposes.

Considerable progress has been noted in the trading sector following the independence of India . Jorhat was head quarter of trade in undivided Sibsagar district. Several factors viz. direct connection with Calcutta by air, proximity to a suitable river



## **FINDINGS OF BASELINE STUDY**

A Base Line Study was conducted by DIET, Titabor in the Jorhat district. UNICEF Calcutta Office sponsored the study. The study was expected to provide inputs on:

- Achievement levels of students in the last but one year of the primary schools cycle i.e. class IV students recently promoted from class III, and achievement level of students after the first year of schooling i.e. class II students in the subjects of language and mathematics.
- Existing classroom transactions in the district and teaching learning processes
- Patterns of enrolment and attendance in schools
- Availability of teachers and their capacity
- Availability of school facilities available and needed, in the schools
- Mapping dropouts and ascertaining the cause of dropout from schools,
- Evaluating the extent of community participation in the school systems and suggesting measures of enhancing this.

With due acknowledgement to the UNICEF and Ms. Randeep Kaur, the major findings of the study along with some basic statistical data is given below for understanding the status of primary education in the district.

### **Achievement levels for class IV students**

Achievement levels of children in class 4 languages are low and stood at 21.85 % Girls achievement in language was higher at 24.26 % while boys achievement stood at 19.93 % for the district of Jorhat across the sampled schools.

Average Achievement levels of the district for class IV students in Mathematics stood at 33.83%. Across the two blocks it was noticed that the average achievement of students stood at 28.86% in Titabor and 38.80% in Central Jorhat Block. This shows that as compared to Titabor, Central Jorhat Block's achievement levels are higher by approximately 10% especially in the field of Mathematics.

### **Achievement levels for class II students**

Total Achievement levels for language of children in class II of the two blocks of the district stood 23.93%. Across the two blocks it was noticed that the average achievement of students stood at 21.76% in Titabor block and 26.09 % in Central Jorhat Block. This shows that as compared to Titabor, Central Jorhat Block's achievement levels are higher by approximately 6% especially in the field of language.

Viewed across categories of boys and girls, achievement levels are almost at par with boys achieving 23.51 % and girls achieving 24.34 %.

Achievement levels of class 2 children in Mathematics shows that boys average achievement level stood at 37.32 % and girls' achievement level stood at 37.20 %. Viewed at this level the gender gap is almost negligible between boys and girls achievement.

Between the blocks of Central Jorhat and Titabor, the average achievement level shows that children of Central Jorhat outperform (41.07 %) children in Titabor block (33.44 %) for both boys and girls.

Within the blocks girls in Central Jorhat outperform boys. Girl's achievement in percentage stood at 43.85 % as compared to boys at 28.30 % in Central Jorhat block.

On the other hand girls performed poorly as compared to boys in Titabor block. Boy's achievement levels stood at 37.34 %, while girls stood at 30.55 %.

The above results show that achievement levels are much below expectation and do not reach the bench marks of the minimum levels of learning.

Much effort needs to be put into teachers training and supervision of schools to ensure that teachers transact classes in a manner that is interesting to the child.

At the same time remedial teaching and continuous comprehensive evaluation must be stressed to better understand children's weaknesses.

**School Facilities-** The study shows that schools in surveyed sample need a lot of support to build and maintain infrastructure facilities of schools .12.5% of schools have Kaccha Buildings and 75% of schools surveyed have Kaccha floors which cause problems for students.

A large percent of schools 42.5% do not have a boundary wall. And 85% of schools do not have drinking water facilities. With regard to toilet facilities 32.5% of schools do not have toilet facilities and only 10% of schools have separate facilities for girls.

25% of schools do not have a blackboard in the classroom and need immediate interventions. Data also points that there is a direct link between schools with good facilities and the enrolment in schools.

**Drop outs-** As per the house-to-house survey, the tea garden areas and the areas with a high density of Scheduled Castes (SC) population had a large number of dropouts. In tea garden (TG) areas and areas where there were other scheduled tribes (ST) the maximum number of dropouts were found. Here the girl child showed the highest tendency to dropout. Reasons are high birth rates in the areas that put economic pressure on the parent to educate the children. This is not affordable due to the hidden costs of education. As a consequence the girl child showed a tendency to drop out because of this and the added pressure of household work and sibling care.

Data shows maximum percent of dropouts have dropped out from class I and II –72.7%. Only 16.3% have dropped out when they were enrolled in Class IV and 10.9% when they were enrolled in class III. Thus the rate of drop out needs to be reduced at class II levels and I.

Family occupational structure-Most of the dropouts came from families where the head of the family is a daily wage earner in the tea garden sector. Families follow this where the parents or at least the father is working in the agriculture sector. As the data gathered during fieldwork points out, the economic conditions of the dropout family do not appear to be sound. This is as stated above a contributing factor for children dropping out.

Educational family background shows, a large percentage of dropouts pupils, in the district were from families having illiterate mothers. This corroborates research studies that show where the mother is educated there is a tendency in the family to value education and consequently create an atmosphere where the chances of drop out will be less.

Further data shows that most of the dropout's pupil's fathers' have primary school education and 22.5% families have fathers who have a high school education. This has implications for any government programme that is stressing high literacy rates and universalising elementary education.

### **Community Participation-**

Analysis of the survey results show that in 35% of schools, there is a high interaction between the members of the community and the teacher. Teachers in such schools are active members of the community and have a high interaction rate with the community. The teachers often hold discussions with community members on how to further develop and improve the school.

Communities are conscious of the inadequate facilities available in the schools. However they have not been able to organize themselves with regard to providing facilities in schools. Similarly political leaders as well as other groups are conscious of the need to provide support to schools, but this has not been done on a sustained and systematic basis.

### Teachers Profile

Teachers Profile shows that female teachers are 41.74% of the sample of teachers. There is a gender gap in terms of teacher recruitment, which needs to be addressed. This is especially relevant in those areas where there is a high demand for the teacher in the school to be female.

Analysis of data shows that the majority of teachers belong to the general castes and Other Backward castes. This seems to point to the fact that teacher recruitment is dependant on the existing power structure of castes and their position in society. The general population without saying is naturally the dominant one in terms of numbers and the OBC's have traditionally enjoyed positions of power in Assamese society.

Educational qualification of 39.08% teachers is HSLC pass or the equivalent of class X. Educational qualification of 57.04 % teachers is that of higher secondary School or equivalent to Class XII. Teachers with higher qualification like BA are rare and comprise only 3.88% of the total sample of teachers. Viewed as percentage 37.86% teachers are untrained in the sample.

### Classroom Observation-

Data shows out of the 40 schools surveyed 25% of the schools surveyed did not have a blackboard. 30% schools out sampled schools possess only a single blackboard. 27.5% of schools have two black boards and 45% of schools have 3 blackboards and above. However the blackboard was viewed as an instrument of teaching rather than learning. The teacher had a monopoly on the usage of the blackboard and children hardly used it, or were rarely called upon to use the board to aid their own learning process.

Out of the sampled schools it was seen that in 37.5 % school the majority of students did not have textbooks. 57.5% of sampled schools have a limited number of TLM like 2 or 3 charts, maps, a globe, blackboards, Science and Math's kit box. 42.5% of schools do not have any TLM. Schools reporting usage of these aids were very few in number.

The classroom observation shows that teaching processes in the classroom are largely teacher centric. There are hardly any teachers who adopt child centric teaching processes. Class work is teacher directed and there was hardly any evidence of peer learning or group learning. Availability of teaching learning equipment is low and usage even less so.

Teacher preparation in class is inadequate and pace of the teacher while teaching is inadequate. Across the schools surveyed it was found homework was given in 72.5 % schools in the district. Out of these schools homework was checked in 27.5 %. Schools. Thus homework of children across 45 % of schools is not checked.

In the survey it was noticed that 75 % of schools observed had a multi-grade situation, which has serious implications for the learning levels of children.

### Some Statistical Data of the Study

#### Block profile Titabor Enrolment of different categories in the block

Class	Year	Boys GEN	Boys SC	Boys CT	Boys OBC	Boys TG	Boys Total	Girls GEN	Girls SC	Girls ST	Girls OBC	Girls TG	Girls Total	Grand Total
I	1999	87	83	193	351	246	960	93	72	174	301	196	836	1796
I	2000	98	97	208	368	257	1028	105	83	188	312	207	895	1923
II	1999	97	131	374	654	433	1789	173	129	323	544	302	1471	3260
II	2000	202	139	387	667	442	1837	189	138	334	557	311	1529	3366
III	1999	164	105	351	582	403	1605	160	109	293	484	297	1343	2948
III	2000	172	113	363	598	414	1660	171	121	305	499	309	1405	3065
IV	1999	181	101	330	536	362	1510	138	116	258	483	279	1274	2784
IV	2000	194	112	342	550	374	1572	149	125	270	495	290	1329	2901
A	1999	77	60	184	333	211	865	72	47	149	280	169	717	1582
A	2000	84	71	197	346	223	921	83	59	162	291	182	777	1698

#### Block profile Central Jorhat Enrolment of different categories in the block

Class	Year	Boys GEN	Boys SC	Boys ST	Boys OBC	Boys TG	Boys TOT	Girls GEN	Girls SC	Girls ST	Girls OBC	Girls TG	Girls Total	Grand Total
I	1999	369	103	100	552	357	1481	340	90	88	507	266	1292	2773
I	2000	249	98	107	378	370	1202	278	95	87	287	278	1125	2327
II	1999	277	96	95	415	380	1263	260	92	83	389	251	1075	2338
II	2000	318	74	88	424	403	1307	354	87	71	467	274	1253	2560
III	1999	269	88	91	403	241	1092	230	95	77	343	159	904	1996
III	2000	297	79	79	397	264	1116	308	85	67	401	182	1043	2159
IV	1999	268	68	61	399	183	979	223	68	52	332	118	793	1772
IV	2000	257	65	79	343	206	950	254	63	49	334	141	841	1791
A	1999	238	121	105	356	527	1347	211	106	93	316	435	1161	2508
A	2000	379	130	88	447	537	1581	326	116	106	416	446	1410	2991

**Table showing School Educational Institutions Availability in both blocks**

Block	L.P. school	Middle	High	College	Any Other
Titabor	223	47	32	3	H.S.S. 8
Central Jorhat	221	35			

**Table showing Location of the schools in the blocks of central Jorhat and Titabor**

	Titabor	Central Jorhat
SC/ST LP	114	32
SC/ST ME/MV	27	2
Tea Garden LP	17	45
Tea Garden ME/MV	-	1
General area LP	92	141
General area ME/MV	20	32
Total LP	223	221
Total ME/MV	47	35

**Table showing Condition of schools in the blocks of central Jorhat and Titabor**

Block	Pucca	Kaccha	Temporary	Rented House	Public Building	Electrification
Titabor	181	42	-	-	-	-
Central Jorhat	134	87	-	-	-	-

**Table showing Teacher availability in LP schools in the two Blocks of central Jorhat and Titabor**

Block	Titabor	Central Jorhat
Male General	97	90
Female general	34	64
Male SC	19	20
Female SC	9	13
Male ST	58	24
Female ST	17	3
Male OBC	112	154

Block	Titabor	Central Jorhat
Female OBC	67	119
Male TG	15	11
Female TG	5	3
Male Total	301	299
Female Total	132	202
Total	433	501

**Table showing Trained/untrained L.P. School Teachers across the blocks of Titabor and Central Jorhat**

Block	Male		Female		Total	
	Trained	Untrained	Trained	Untrained	Trained	Untrained
Titabor Block	269	29	113	22	382	51
Central Jorhat	197	102	146	56	343	158

**Repetition rates**

**Table showing highest no of repetition in 5 Schools out of the sample study of 40 schools in Jorhat.**

Name of School	Total Enrolment in the year	Repetitions across classes I-IV					
		Year	Class -I	Class-II	Class-III	Class -IV	Total
Rajori Bagan Prathamik Vidyal	1998 80	1998	9	10	5	2	26
	1999 97	1999	24	7	7	1	39
	2000 98	2000	23	9	10	3	45
Sereli Sarkari Nimna Buniadi Vidyalaya	1998 70	1998	6	5	8		19
	1999 88	1999	18	9	3		30
	2000 87	2000	10	9	2		21
Dafalating Tea Garden Prathamik Vidyalaya	1998 119	1998	15	-	16		31
	1999 108	1999	7	3	2		12
	2000 112	2000	10	9	2		23
Chungi Varua Prathamik	1998 117	1998	15	17	3	0	35
	1999 98	1999	2	10	3	2	17

Vidyalaya	2000 96	2000	1	11	14	0	26
No.488 Gorajan	1998 122	1998	28	2	0	0	30
Prathamik	1999 90	1999	6	6	2	2	16
Vidyalaya P.O.	2000 74	2000	3	1	2	0	6
Titabar							

**Comment:**

In the above table Rajori Bagan Prathamik Vidyalaya, Dafalating Tea Garden Prathamik Vidyalaya, Vhungi Varua Prathamik Vidyalaya under Tea Garden Area and need to be given special attention for improving quality of learning.

**Repetition rates**

**Table showing lowest number of repeaters in 5 schools out of the sample study of 40 schools.**

Name of School	Total Enrolment in the year		Repetitions across classes I-IV					Total
	Year	Total	Year	Class -I	Class-II	Class-III	Class -IV	
Gohaingaon Sarkari Nimna Buniadi Vidyalaya	1998	34	1998	1	0	1		2
	1999	37	1999	0	0	0		0
	2000	32	2000	0	3	1		4
Namchungi Prathamik Vidyalaya	1998	39	1998	3	2	0		5
	1999	41	1999	1	2	1		4
	2000	40	2000	0	0	1		2
Bhumuraguri Missing Prathamik Vidyalaya	1998	28	1998	4	1			5
	1999	20	1999	1	1			2
	2000	20	2000	2	1			3
Diphalu Prathamik Vidyalaya Central Jorhat Block.	1998	71	1998	13	3	-	-	16
	1999	68	1999	2	1	1	3	7
	2000	65	2000	-		-	-	-
No.345 Alengi Kashujan Prathamik Vidyalaya P.O.Chakial, Titabar	1998	85	1998		0	-	-	-
	1999	88	1999		2	-	5	7
	2000	86	2000		3	1	5	9

**Comment: -**



*In the above table the schools, which have a high preponderance of students from General, OBC categories, the number of repeaters is low and correspondingly a high achievement level is seen.*

**Status of school buildings –  
In numbers based on the sample survey of 40 schools**

Blocks of Jorhat district	Number of schools surveyed	Building Pucca	Building Kaccha
Central Block	20	15	5
Titabor	20	20	-
Total	40	35	4

**Table showing Number of schools with kaccha floor and Pucca Floor**

Blocks of Jorhat district	Number of schools surveyed	Floor Pucca	Floor kaccha
Central Block	20	8	12
Titabor	20	2	18
Total	40	10	20

**Table shows schools that are affected by outside noise and free from outside noise**

Categories	Jorhat	Titabor Block	Central Jorhat Block
Schools observed	40	20	20
Affected by noise	8	3	5
Free from Noise	32	15	17

**Table showing Availability of furniture in schools surveyed**

Furniture available in schools	Furniture not available
15	25

### Availability of Blackboard

**In three schools area under Central block, there was no blackboard, these schools need immediate interventions**

1. Balijan Santipur L.P. School,
2. Kakodonga No. 7 Primary School,
3. No. 374 Dholarsatra Primary school

**Five other schools possess only a single blackboard for all four classes and need interventions from UNICEF/GOA**

1. Rojoi Bagan primary school,
2. Bhomoraguri L.P. School
3. Missing Chapori School,
4. No. 673 Japongguri Primary School,
5. Jajimukh Khutipara L.P. School,
6. Sagunpara L.P. School.

**Table showing Availability of TLM in Schools**

Block	Number of schools having TLM	Percent	Number of schools not having TLM	Percent
Central Jorhat	14	70	6	30
Titabor	9	45	11	55
Total	23	57.5	17	42.5

**List of Flood affected schools where the school cannot be used because the water covers the school during the seasonal floods in the area.**

1. 124 Hatigarh Metali Medhi Prathamik Vidyalaya.
2. Namani Bor Mathauri Prathamik Vidyalaya.
3. 673 No Japang gaon Primary school
4. No 283 Chungi Prathamik vidyalaya.
5. No. 14 Kabadanga Primary Vidyalaya

## Jorhat District Elementary Education Plan 2001-02

### The Implementation Structure :

There will be a District Board of Education (DBE). It will play an advisory role and formulate broad policies and guidelines. The DBE will be headed by Deputy Commissioner/Chief Executive Officer of Zila Parishad of the District. The District Project Co-ordinator (DPC) will be the member secretary. It will have its meeting once in each quarter and review the progress and suggest measures for improvement.

To oversee the day to day functioning of the project implementation there will be a committee named District Advisory Committee (DAC) headed by Deputy commissioner of the district. The District Project Co-ordinator (DPC) will be the member secretary. The committee will hold its meeting once in a month to monitor and review the project implementation.

A district Project Office (DPO) will be setup for implementation of the project in mission mode. The District Elementary Education officer (DEO) /Inspector of Schools will act as chief executive officer and designated as District Project Coordinator (DPC). The principal DIET will act as District Academic Officer (DAO). The Sadar DI will act as Associate District Project Co-ordinator. There will be five district Programme officer to assist the DPC and DAO for implementation of activity pertaining to different functional areas viz.: Community Participation, Teacher Training, Early Child Education and Girls Education, Education Guarantee Scheme and Alternative Innovative Education. While selecting the functional area in charges preference will be given to the personal of training institutes.

To oversee the implementation Block Level Education Committee would be formed.

At block level Block Resource Center (BRC) would be setup in each Educational block (Both Rural and Urban). The BRC will be headed by Block Elementary Education Officers (BEEO). In case of urban blocks where there is no BEEO the Deputy Inspector of Schools (DI) head the BPC. The head of the BRC will be designated as Block Project Coordinator (BPC). The BPC will be assisted by three Block Academic Officer (BAO). One BAO will be responsible for pedagogy of all functional areas, one for Education Guarantee Scheme and Alternative Innovative Education and one for special focus group viz. Girls, weaker sections etc.

To provide specific support to the Upper Primary Schools a Zonal Resource Center (ZRC) would be set up in each Panchayat. The Principal/Headmaster of the school where in ZRC will be located would act as ex-officio Zonal Resource Center Coordinator (ZRCC). Five RPs expert in different subject would be selected to assist the ZRC.

At cluster level Cluster Resource Centre (CRC) will be setup. CRC will comprise of 10-15 primary schools. The number of schools would depend on geographical location as maximum distance for a school under a CRC will be 7 Km. The CRC will be headed by a primary/Middle school teacher having minimum 7 years of teaching experience.

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At village level Village Education Committee (VEC) already constituted by Govt. of Assam will be the implementing authority. The VEC will be responsible for construction works except SRC building and DIET hostel , school infrastructure grant , Teaching Learning Equipment Grant ,management of ECE , EGS & AIE and Village Level environment building and promotional activities. The VEC will see that all school going age group children attend school and complete at least 7 years of schooling. At school level School Managing Committee (MC) is already there. The MC would be represented in the VEC and MC would report to the VEC regarding school related activities.

## Jorhat District Elementary Education Plan 2001-02

### COMPONENT WISE STRATEGIES AND PLAN OF ACTION:

#### A. PROJECT MANAGEMENT

A district Project Office (DPO) will be setup for implementation of the project in mission mode. The District Elementary Education officer (DEO) /Inspector of Schools will act as chief executive officer and designated as District Project Coordinator (DPC). The principal DIET will act as District Academic Officer (DAO). The Sadar DI will act as Associate District Project Co-ordinator. There will be five district Programme officer to assist the DPC and DAO for implementation of activity pertaining to different functional areas viz.: Community Participation, Teacher Training , Early Child Education and Girls Education, Education Guarantee Scheme and Alternative Innovative Education.

The tentative management structure at district level is given below

Disprict Project Co-ordinator	1
District Academic Officer	1
Associate District Project Co-ordinator	1
District Programme Officer	5 (TT, CP, IED, ECE &GE, EGS & AIE)
Finance & Accounts Officer	1
Junior Accounts Officer	1
District Project Engineer	1
UDA	1
LDA cum Typist	2
Cashier	1
Stenographer	1
Receptionist cum typist	1
Junior Engineers	One for DPO and one each for each block
Grade IV	3

In addition to the staff mentioned above, provision for furniture equipment office contingency, rent and vehicles hire etc. are also made as per minimum requirements for the remaining period of the financial year. It has been proposed to utilise hired vehicle instead of purchase of vehicle.

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### B. ENVIRONMENT BUILDING, MEDIA & PUBLICITY

For creation of viable environment to launch the project minimum provisions for organising camps at village level has been proposed. For media and publicity it has been proposed to utilise the mass media like print, audio and video in a limited scale initially. Provisions has also been kept for conduct of Sishu Mela at all schools for felicitating the parent's and children's participation

### C. BLOCK RESOURCE CENTRE

Block Resource Centre made functional under DPEP has gained recognition as vital Centre of teacher-training and community-oriented activities and has given a real boost to the school support activities. So it is proposed to setup BRC in all urban (DI Area) and rural blocks to transform the classrooms into child-centric and activity-based teaching-learning centres and teachers into dynamic and innovative practitioners of child-friendly new teaching-learning approaches

The BRC would function as mini DIET at each block for imparting intensive in-service training to the teachers. Apart from these the BRC will also impart training to VEC members, CRCCs and AS personnel.

Provision for selection workshop, monthly recurring expenses and establishment costs have been proposed.

### D. CLUSTER RESOURCE CENTRE

To ensure vigour, dynamic, intensive and quality for the school-support and community mobilisation efforts it is proposed to constitute CRCs at sub-cluster level. A CRC is the grassroots level vital agency for delivering of new inputs to elementary education through training of teachers as well as meeting, supervision etc. It is a sub block level forum for innovation, practice of new ideas on pedagogy. There will be one CRCC for 10-15 schools. The number of schools would depend on the geographical location. It would be seen that the distance of all the schools under particular CRC is within a radius of 5-7 KM maximum. Provision for selection workshop, monthly recurring expenses and establishment costs have been proposed.

For providing support to the upper primary schools it has been proposed to create Zonal Resource Centre (ZRC) at Panchayat Level. In each Panchayat one Zonal Resource centre would be made functional. No permanent positions would be created for ZRC. The HT/Principal of the school wherein the ZRC would be located would act as Zonal Resource Centre Co-ordinator (ZRCC). To assist the ZRC co-ordinator there would be 5 RPs experts in different subject area. Besides assisting the ZRCC in conducting monthly meeting the RPs would also visit schools for providing on site support. Provisions for development of ZRC and recurrent expenses for meeting, field visits etc. has been kept.

## Jorhat District Elementary Education Plan 2001-02

### **E. INSTITUTIONAL CAPACITY BUILDING (DIET), BTC, Normal Schools**

DIET would be the nodal agency for overseeing the pedagogical renewal process. Steps would be initiated for institutional development and capacity building of DIET, BTC, Normal schools.

Provisions for some recurrent expenses and mobility support for supervision by DIET has been proposed.

### **F. SCHOOLING FACILITIES**

It is proposed to provide school infrastructure grant and teaching aid grant for all primary and middle schools. Provision for Teaching Learning equipment grant for Upper Primary schools has also been proposed. It has been decided to implement the schemes directly through VEC.

### **G. TEACHER TRAINING AND MOTIVATION**

For qualitative improvement development of resource persons and training of teachers would be the main focus.

1. Development of resource persons need careful planning and a systematic approach to ensure the formation of a band of committed, resource group.
2. The visioning exercises need to be conducted at various levels for grasping the objectives of DPEP and one's role in it.
3. The Administrative officers like DIs; BEEOs SIs can play a vital role in materialising the scheme in the grassroots level.
4. The involvement of VEC must be ensured from the very beginning by inviting their suggestion in the actual intervention strategy.
5. The use of self- instructional training package in the training programme reduces the chance of transmission loss and dependence on resource persons.
6. The project personnel, teachers need to be empowered time and often through approach / discussion papers. The distance mode of education can go into a big way for enriching their professional status.
7. The children's involvement in almost all the areas of pedagogic intervention is very crucial for overall achievement.
8. All the Resource persons need to have first hand experience of actual classroom teaching.
9. The Resource Institutions like DIET, BRC are required to play a definite role as teacher training institute. The direct involvement of BRCC and DIET personnel in the teacher training seems to be very effective.

## Jorhat District Elementary Education Plan 2001-02

10. The monthly teacher meeting in the cluster level plays a significant role in improving classroom transaction. It can solve problems like non-use of T/L material in classroom situation, teachers' absenteeism, irregular attendance of teachers / students and lack of community involvement and continuous evaluation.

Following areas will be considered:

- The development of a Resource team in the district
- Identification of proper strategy for empowerment of Resource team.
- Need based teacher training package
- Integrated approach for effectiveness of classroom transaction

### Training of resource persons: Strategy and Provisions:

The RPs will be provided self- instructional training packages for understanding their role. More over, 5 selected persons from every district will be invited to state level workshops for visioning exercises. Another strategy is to help them to attend residential camp while attending training of H / Ts and Mass Teachers training (school readiness programme). This intensive participation will give each of them opportunity to gauge the actual status of their ability and ways for further development.

As a part of strategy the DRG will first receive massive 7 day training on school readiness package. The CRCCs & CRGs will receive a 10-day orientation programme on the same.

The main aim of teachers training in to bring coherence between principles (method) classroom transaction teacher training and textbooks (materials). The focus is to help teacher build confidence in them, awareness regarding their role and continuity of purpose. The focus in the first two years will be on development of teachers' ability but at the same time attempts will be made to ensure students participation in the school activities. The monthly teachers meeting will serve as a powerful institution of upgrading teacher's professional growth through new teaching practices in terms of evaluation sheet. The monthly teacher meeting must prepare list of activities subject wise for the coming month and also fix the amount to be spent out of the grant (Rs. 500/-) for the same. This meeting will also review the status material prepared in the last month specially the actual use in the classroom. The teachers will get ample opportunity every year to go through two rounds of Mass teachers training, intensive training in the BRC and DIET and regular training in monthly meeting. The plan has been conceived as over all intervention in all the 7 key areas: curriculum, method, materials, textbooks, teacher training, Supervision and evaluation. The review workshop will be conducted at DIET / DPO level for assessing the school effectiveness. Survey programmes will be launched for identifying the actual status of the problem. This will be followed by a workshop on data analysis. The results / findings of this survey will be shared with the teachers.

Supervision strategy would be framed on the experience of DPEP districts. Regular ARG support structure will be maintained more over, special support campaign will be conducted involving DIs / BEOs / SIS Etc. after each teacher training is over.



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The district people (teachers, CRCCs,) will be given sufficient scope for visiting the DPEP district and sharing with others. In the same way selected teachers, RPs will be sent to visit outside projects time & often.

### **H. EDUCATION GURANTEE SCHEME AND ALTERNATIVE INNOVATIVE EDUCATION (EGS&AIE)**

The plan for EGS & AIE would be drawn after the completion of the on going House to House Educational Survey and micro-planning process.

### **I. EARLY CHILDHOOD EDUCATION**

Strengthening of ICDS would be thrust area of this component. Instead of setting up of ECE centres in the areas wherein ICDS centres exist, it would be attempted to support and strengthen those ICDS centres by way of training, incorporation educational inputs etc.

However, in Non-ICDS habitations ECE centres would be opened. The plan for setting up of ECE centres would be drawn after the completion of the on going House to House Educational Survey and micro-planning process.

### **J. GIRLS EDUCATION**

For enhancement of the girls education it has been proposed to organise 10 promotional campaigns would be organised in each block in the identified pockets having problems in girls education.

### **K. COMMUNITY PARTICIPATION/VILLAGE EDUCATION COMMITTEE**

The Govt. of Assam has already constituted VECs in all the villages. VECs would be strengthened by incorporating Panchayat representatives, members of School Managing Committee, Parent representatives of IED children etc. All the Panchayat members of the VEC area would be the VEC members. Besides there will be an Education Sub-committee in each Panchayat.

VEC shall be the most powerful tool for bringing about a positive change in the school environment. VECs would be implementing agency for school grant, TLE grant, and civil works, running ECE, EGS & AIE schemes. Besides the village level other interventions viz. EB campaign, Community participation activities would also be implemented through the VECs.

Training of VEC members has been planned. To activate the VEC provisions for monthly meeting of VEC has been kept. Besides for ensuring community participation in school development process it has been proposed to conduct drop out prevention and retention drive in every village through VEC.

## Jorhat District Elementary Education Plan 2001-02

### **L. MANAGEMENT INFORMATION SYSTEM (MIS)**

In order to systematically monitor the progress in providing elementary education of acceptable standard for all, a computerised Management information system (MIS) has been proposed at DPO so that the flow of information from the School / CRC 's to the district level run smoothly. As the present system of collecting data is time consuming and likely to have manual errors, therefore it is necessary to have computerisation of MIS at primary & upper primary level. It will be covering the following aspects.

- Planning
- Monitoring of implementation of Different activities
- Educational aspect
- Project parameter (Financial & Physical)
- Regular school statistics
- Evaluation / Assessment studies.
- Project scheduling, implementation and flow of resource.

The MIS will provide inputs to the Planners for need based target oriented area specific planning. Provisions for staff and setting up of MIS have been kept.

### **M. ACTION RESEARCH AND EVALUATION**

Due to limited time period the proposal for this component would be made under next financial year.

### **N. INNOVATION**

For carrying out innovative activities a lumpsum amount of Rs.50000/- has been proposed.

Induction training and also to provide books and journals to the educational functionaries.

### **P. DISTANCE EDUCATION**

The actual programmes under this component would be launched under next financial year. For development of the district to launch distance education programme it has been proposed to provided equipment and accessories to the DIET, BTC, and blocks for conducting tele conferencing programme. Provisions have also been made for development of Self Instructional materials.

## Jorhat District Elementary Education Plan 2001-02

### **Q. INTEGRATED EDUCATION FOR DISABLED CHILDREN**

The field level activities would be started from next financial year. However as a beginning it has been proposed to conduct awareness campaigns at block levels.

### **R. CIVIL WORKS**

Except construction of BRC building and DIET hostel all other constructions would be implemented by the Village Education Committee.

Provisions for minimum civil works, which can be completed/started within the financial year, have been kept. Detailed civil works plan would be drawn after completion of micro planning and collection of EMIS data.

**DISTRICT ELEMENTARY EDUCATION PLAN  
2001-02  
DISTRICT: JORHAT**

CODE	COMPONENT/ACTIVITY/SUB ACTIVITY	Physical target	Unit of measure	Unit cost	Total cost	Remarks
A	<b>PROJECT MANAGEMENT</b>					
A.1	Salary for officer	8	per persons per month	0.10000	4.00	5 DPO, DPE, FAO, JAO ( 1 each) for five months
A.2	Salary for staff	20	per persons per month	0.06000	6.00	JE 1 in each block and 1 in DPO, 1- SA, 1- Acctt., 1 -Cashier, 1-UDA, 1- RA, 1- Steno, 1- LDA , 1-Typist, 1- Night Chowkider, 3-Gr.IV
A.3	Office Expenses	5	months	0.15000	0.75	
A.4	T. A. & D. A. for D. P. O.	5	months	0.05000	0.25	
A.5	Rent & Taxes	5	months	0.15000	0.75	
A.6	Telephone and Fax charge	5	months	0.05000	0.25	
A.7	Hireing of vehicles	3	vehicles	0.10000	1.20	Per Month @Rs 10000/- Per Vehicle For 4 Months
A.8	P.O.L & Maintenance of Vehicle	5	months	0.10000	0.50	
A.9	Payment of audit fees		Lumsum		0.10	
A.10	Installation of Telephone	2		0.30000	0.60	
A.11	Equipment				5.00	Duplicating m/c, Wall Clock, Camera, Electronic Type writer, TV/VCR, Gen Set, White board, PA System. EPBAX, Safe, Fire Extinguisher, Tape Recorder, Alkon Board, CHP, Water filter with stand
A.12	Furniture				5.00	Tables, Chairs Book Shelves, File Cabinets & Furniture for Conference Hall
	<b>Component Total</b>				<b>24.40</b>	
B	<b>ENVIRONMENT BUILDING, MEDIA And DOCUMENTATION</b>					
B.1	Organisation of Environment building campaigns	798	villages	0.01000	7.98	
B.2	Organistaion of Sishumela	2204	schools	0.00500	11.02	All LP & UP schools
B.3	Books & Journals				0.20000	Lumsum
B.4	Monthly meeting of DAC	5	months	0.02000	0.10	
B.5	Quarterly meeting of DBE	2	meetings	0.05000	0.10	
B.6	Special Support Programmes For Majuli		Lumpsum		1.00	
B.7	Media & Publicity		Lumpsum	0.50000	0.50	
	<b>Component Total</b>				<b>20.90</b>	
C.	<b>BLOCK RESOURCE CENTER</b>					
C.1	Selection W/S for BAO	1	W/S	0.15000	0.15	one w/s at district level for two day and state level activities

**DISTRICT ELEMENTARY EDUCATION PLAN**

**2001-02**

**DISTRICT: JORHAT**

CODE	COMPONENT/ACTIVITY/SUB ACTIVITY	Physical target	Unit of measure	Unit cost	Total cost	Remarks
C.2	Salary of BAO & Supporting Staff	8	BRCs	0.37000	11.84	3 BAO (0.10, Acctt. Cum Clerk(0.04); Grade IV(0.03). Total 4 per BRC
C.3	House Rent	8	BRCs	0.02500	0.80	For 4 months
C.4	Office Expenses	8	BRCs	0.04167	0.33	For 4 months
C.5	T. A. & D. A.	8	BRCs	0.02000	0.64	For BEEO, SI & BRG members
C.6	Expenses for Fortnightly Meeting	64	Meetings	0.00300	0.19	For 4 months
C.7	Telephone installation	8	BRCs	0.03000	0.24	
C.8	Telephone Rent	8	BRCs	0.00500	0.16	For 4 months
C.9	Office Equipment	8	BRCs	5.00000	40.00	Including Computer & Accessories
C.10	Office Furniture	8	BRCs	1.00000	8.00	
C.11	BLEC Meeting	32	Meetings	0.00500	0.16	4 meetings during 4 months in each block
C.12	Documentation	8	BRCs	0.05000	0.40	
C.13	Training of BAO & ABAO	16	Persons	0.00500	0.08	Two Days Orientation Programme At District Level
C.14	Supervision & Monitoring	8	BRCs	0.10000	3.20	Each BPC will hire vehicle for 10 days in a month for VEC, school & CRC visit for four months
	<b>Component Total</b>				<b>66.20</b>	
D	<b>CLUSTER RESOURCE CENTRE</b>					
D.1	Selection W/S for CRCC	8	W/S	0.10000	0.80	one w/s per block for two day and state level activities
D.2	Salary of CRCC	176	persons	0.07000	49.31	On an average one CRCC per 10 LPS for four months
D.3	Monthly meeting with teachers	176	CRC	0.00200	1.41	Per CRC Rs.200/- per meeting for four meetings
D.4	Conveyance allowance for CRCC	176	per person per month	0.00300	2.11	for four months
D.5	Selection W/S for Zonal Resource Persons (ZRP)	8	W/S	0.10000	0.80	One Zonal Resource Centre for providing support to the upper primary schools would be set up at Panchayat level. Besides the ZRC co-ordinator there will be 5 RPs in each ZRC experts in different subjects
D.6	Monthly meeting at Zonal Resource Centre	111	ZRC	0.00500	2.22	Per month .@ Rs.500 for 4 months
D.7	Conveyance allowance for ZRP	555	ZRPs	0.00500	11.10	Per month .@ Rs.500 per RP for 4 months. Five RPs In Each ZRC
D.8	Office expence for CRC	176	months	0.00200	1.41	Per month Rs.200/- per CRC for four months
D.9	Office expense for Zonal Resource Centre	111	months	0.00200	0.89	Per month Rs.200/- per CRC for four months
D.10	Furniture for CRC	176	per CRC	0.10000	17.31	
D.11	Equipment for CRC	176	Per CRC	0.50000	88.05	
D.12	Furniture for ZRC	111	per ZRC	0.10000	11.10	

**DISTRICT ELEMENTARY EDUCATION PLAN**

2001-02

DISTRICT: JORHAT

CODE	COMPONENT/ACTIVITY/SUB ACTIVITY	Physical target	Unit of measure	Unit cost	Total cost	Remarks
D.13	Equipment for ZRC	111	Per ZRC	0.50000	55.50	
D.14	School visit allowance for ZRP	555	ZRC	0.00500	11.10	@Rs.60 per day per ZRP for 10 day in each month for four months
D.15	Special allowance for ZRC co-ordinator	111	ZRPs	0.01000	4.44	@Rs.1000/- per month per ZRCC for four months
	<b>Component Total</b>				<b>257.85</b>	
<b>E</b>	<b>INSTITUTIONAL CAPACITY BUILDING (DIET &amp; BTC)</b>					
E.1	Hiring of Vehicle	1	Vehicle	0.10000	0.40	Per Month @Rs 10000/- Per Vehicle For 4 Months
E.2	P.O.L & Maintenance	5	Months	0.05000	0.25	
E.3	Telephone charge	5	Months	0.05000	0.25	
E.4	Office Expenses	5	Months	0.01500	0.08	
E.5	Books/Journals			0.50000	0.50	
E.6	T. A. & D.A SSA related works	5	Months	0.02500	0.13	
E.7	Monthly Meeting of DLRG	5	Months	0.02500	0.13	
E.8	School Supervision and support Programme by DLRG	5	Months	0.01000	0.05	
E.9	Documentation				0.10	
	<b>Component Total</b>				<b>1.88</b>	
<b>F</b>	<b>SCHOOLING FACILITIES</b>					
F.1	Teaching Aid Grant to Teachers	7724	Per Teacher	0.00500	38.62	For all middle & LP school teachers @Rs.500/- per teacher
F.2	School infrastructural grant	2204	Per School	0.02000	44.08	For all middle & LP school @Rs.2000/- per school
F.3	TLE Grants to Upper Primary Schools	443	Per School	0.50000	221.50	
F.4	Grants For Girls, SC/ST Children	101702	Per Child	0.00150	152.55	
	<b>Component Total</b>				<b>456.75</b>	
<b>G</b>	<b>TEACHERS TRAINING</b>					
G.1	12 day training of Primary School Teachers					
G.1.1	Training of block level RPs at district	56	per person per day	0.00150	0.84	6 RPs including BAO from each block for 10 day
G.1.2	Training of Cluster level RPs at Block	352	per person per day	0.00100	3.52	2 RPs from each cluster for 10 Day
G.1.3	Training of LP School teachers at cluster	4819	per person per day	0.00050	28.91	All teachers for 12 day
G.2	6 day training of Upper Primary School Teachers					
G.2.1	Training of block level RPs at district	48	per person per day	0.00150	0.72	5 RPs including BAO from each block
G.2.2	Training of Zonal level RPs at block	555	per person per day	0.00100	5.55	5 RPs from each zone for 10 day
G.2.3	Training of teachers at Zonal level	4600	per person per day	0.00050	27.60	All teachers for 12 day

**DISTRICT ELEMENTARY EDUCATION PLAN  
2001-02  
DISTRICT: JORHAT**

CODE	COMPONENT/ACTIVITY/SUB ACTIVITY	Physical target	Unit of measure	Unit cost	Total cost	Remarks
	<i>Component Total</i>				67.15	
<b>H</b>	<b>EDUCATION GURANTEE SCHEME AND ALTERNATIVE INNOVATIVE EDUCATION (EGS&amp;AIE)</b>					
					0.00	The plan would be drawn after the completion of the on going House to House Educational Survey and micro-planning process.
	<i>Component Total</i>				0.00	
<b>I</b>	<b>EARLY CHILDHOOD EDUCATION</b>					
I.1	Support to ICDS Centers		lumsun		1.00	The plan would be drawn after the completion of the on going House to House Educational Survey and micro-planning process.
	<i>Component Total</i>				1.00	
<b>J</b>	<b>GIRLS EDUCATION</b>					
J.1	Special campaign for enhancement of girls participation	80	camps	0.05000	4.00	
	<i>Component Total</i>				4.00	
<b>K</b>	<b>COMMUNITY PARTICIPATION</b>					
K.1	Monthly meeting of VEC	798	per meeting/per month	0.00200	1.60	@ Rs.400/- per year per VEC. Rs.200/- for present four months
K.2	Conduct of drop-out prevention and retention drive	798	villages	0.00500	3.99	
K.3	3 day Training of VEC members					
K.4	Training of block level RPs at district	64	per person per day	0.00150	0.296	RPs including BAO and BPC from each block for 3 day
K.5	Training of Cluster level RPs at Block	352	per person per day	0.00100	1.06	2 RPs from each cluster for 3 days
K.6	Training of members at cluster	6384	per person per day	0.00030	3.83	On an average 8 members per VEC for two days
	<i>Component Total</i>				10.76	
<b>L</b>	<b>MANAGEMENT INFORMATION SYSTEM (MIS)</b>					
L.1	Salary for Programmer	1	Per Person per Month	0.07000	0.35	
L.2	Salary for Data Entry Operator	2	Per Person per Month	0.05000	0.50	
L.3	TA/DA		Lumsun	0.10000	0.10	
L.4	Purchase of Computer equipments & Accessories		Lumsun		6.00	5 Computers-3 for MIS Unit, 1-For DPC, 1- For Programme Unit, Laser Printer-1, Scanner-1, Modem-1, Inkjet Printers 2. LAN Accessories, UPS-600VA 2 Nos, 2KVA-1 Nos

**DISTRICT ELEMENTARY EDUCATION PLAN**

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DISTRICT: JORHAT

CODE	COMPONENT/ACTIVITY/SUB ACTIVITY	Physical target	Unit of measure	Unit cost	Total cost	Remarks
L.5	Air Conditioner	2	Per Set	0.40000	0.80	1-for MIS, 1-for DPC
L.6	Vacuum cleaner	1	Per Set		0.07	
L.7	Purchase furniture		Lumsum		1.00	
L.8	Purchase of consumable	5	Months	0.10000	0.50	
L.9	Training of CRCC & HTs on EMIS data collection	2338.1	Per Person per Day	0.00100	2.40	
L.10	Site maintenance (including Air conditioner)		Lumsum		1.00	
L.11	Telephone installation including internet connections				0.36	
L.12	Telephone charge	5	Per Month	0.01000	0.05	
L.13	Preparation of DEEP 2002-03	9	Lumsum	0.05000	0.45	Lumsum @Rs 5000/- per block+ Rs 5000 for District Level Planning
L.14	Supervision		Lumsum		0.10	
L.15	Printing of EMIS Formats	2433.1	Copies	0.00010	0.25	
L.16	Meeting/ Semeinar/ Sharing W/S		Lumsum		0.50	
L.17	Trainig of MIS Personnel		Lumsum		0.50	
L.18	Purchase of books		Lumsum		0.20	
	<b>Component Total</b>				<b>15.13</b>	
<b>M</b>	<b>ACTION RESAERCH &amp; EVALUATION</b>					
M.1	Study On Enrolment & Dropout		Lumsum		1.50	
	<b>Component Total</b>				<b>1.50</b>	
<b>N</b>	<b>INNOVATION</b>					
N.1	innovative Activities				0.50	
	<b>Component Total</b>				<b>0.50</b>	
<b>O</b>	<b>SPECIAL FOCUS GROUP</b>					
M.1	Special campaign for enhancement of hardest to reach group children's participation	80	camps	0.05000	4.00	
	<b>Component Total</b>				<b>4.00</b>	
<b>P</b>	<b>DISTANCE EDUCATION</b>					
M.1	Equipment and accessories for Tee conferencing programmes at DIET and all BRC	9	sets	0.75000	6.75	
M.2	Development of Self Instructional materials			0.50000	0.50	
	<b>Component Total</b>				<b>7.25</b>	
<b>Q</b>	<b>INCLUSIVE EDUCATION FOR DISABLED CHILDREN</b>					



DISTRICT ELEMENTARY EDUCATION PLAN  
2001-02  
DISTRICT: JORHAT

CODE	COMPONENT/ACTIVITY/SUB ACTIVITY	Physical target	Unit of measure	Unit cost	Total cost	Remarks
M.1	Awarness campaign	8	blocks	0.10000	0.80	
	<i>Component Total</i>				<i>0.80</i>	
R	<b>CIVIL WORKS</b>					
K.1	Reparing of school building	160	schools	0.05000	8.00	
K.2	Construction of Additional classroom/CRC	160	classrooms	1.30000	208.00	
K.3	Construction of 70 Bedded Hostel For DIET	1	Building	15.50000	15.50	
K.4	Construction Of Existing School Buildings	40	Building	2.50000	100.00	
K.5	Drinking water facilities	80	tube wel	0.07000	5.60	
K.6	Toilets	80	Numbers	0.20000	16.00	
	<i>Component Total</i>				<b>353.10</b>	
	<i>Grand Total</i>				<b>1293.15</b>	