

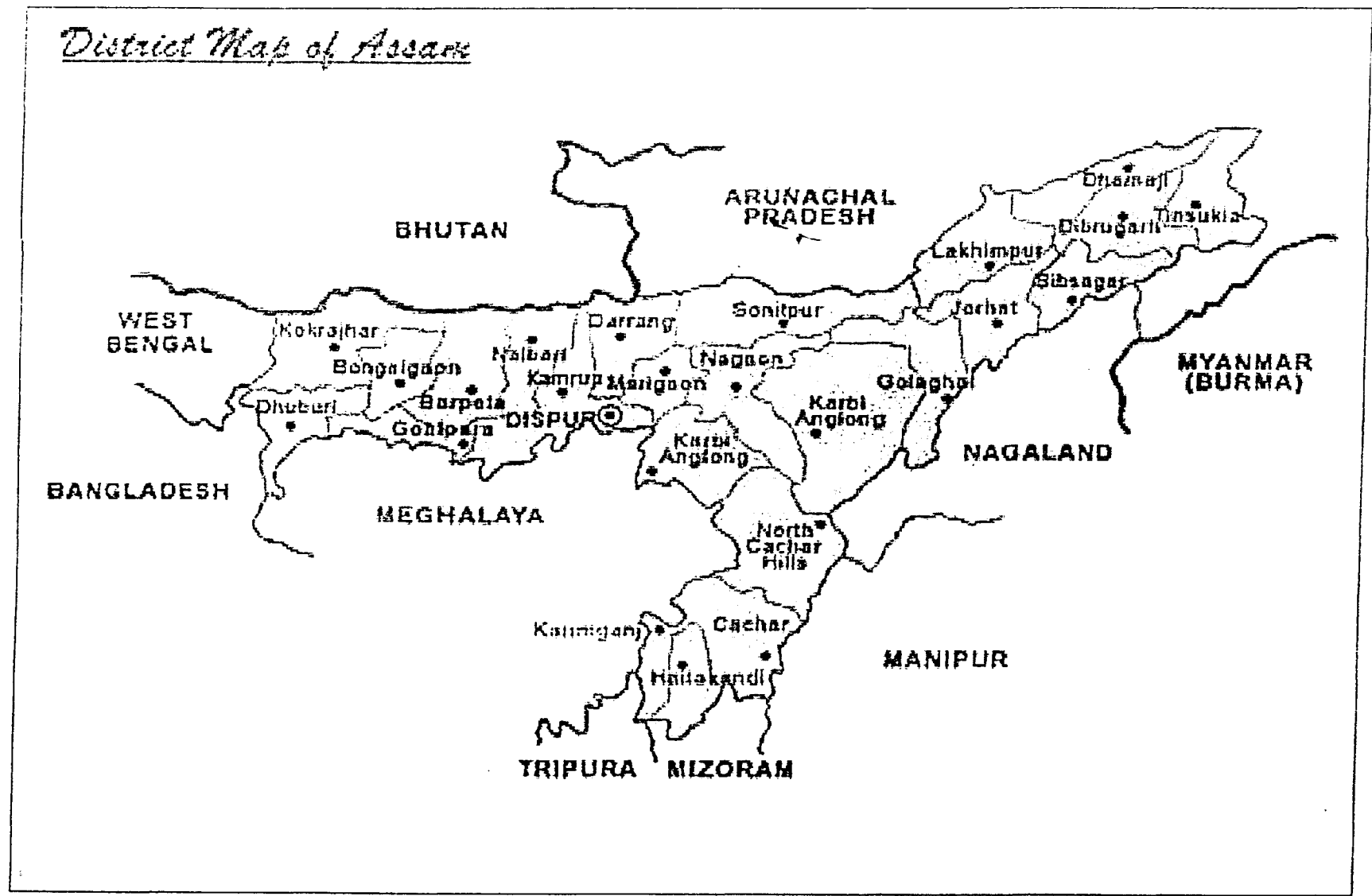
**DISTRICT ELEMENTARY
EDUCATION PLAN
2001-02**

State Component

Axom Sarva Siksha Abhiyan Mission [ASSAM].

DISTRICT ELEMENTARY EDUCATION PLAN 2001-02
STATE COMPONENT

District Map of Assam



Assam, the land of hills and valleys, the land of the mighty river Brahmaputra, the land of Mother Goddess Kamakhya, lies in the northeastern corner of India.

Assam is a land of about 2.6 Crore people situated in the northeast corner of India. The principal language of Assam is Assamese although a large number of other languages are spoken. Assam comprises an area of 78,523 square kilometers (30,318 square miles). Except for a narrow corridor running through the foothills of the Himalayas that connects the state with West Bengal, Assam is almost entirely isolated from India. The capital of Assam, is Dispur, a suburb of Guwahati in 1972.

The name "Assam" is derived from the term "Asom" which, in Sanskrit, refers to unequal or unrivalled. The uneven topography of the land, full of hills, plains and rivers might, therefore, have contributed to her name. The Mongolian Ahom dynasty, which had ruled Assam for more than six hundred years, might also be the cause for her name.

Assam is a land with an illustrious recorded history going back to the 4th century BC. Assam was an independent kingdom throughout all of history till the end of the first quarter of the 19th century when the British conquered the kingdom and annexed it to British India. The current state capital of Assam, Guwahati, known in ancient time as Pragjyotishpura or The Eastern City of Light, was the capital of Kamrup, which finds frequent mention in the Great Hindu Epic Mahabharata and other Sanskrit volumes and historical lores.

Assam's economy is based on agriculture and oil. Assam produces a significant part of the total tea production of the world. Assam produces more than half of India's petroleum.

The humidity that is brought into Assam by the southwest monsoons, which shower an average annual rainfall of 120 inches or more on the great Brahmaputra valley and the surrounding region, also create spectacular sunsets during most of the year. The monsoons are Assam's life blood; creating a bio-diversity that can compete with the equatorial rain-forests and painting the region with a thousand shades of green.

SELECTED STATISTICS

Educational Institutions

Category	Total Number	Total Enrolment	Number of Teachers	Teacher-Student Ratio
Pre-Primary School	199	11840	-	-
Primary School	33236	3827015	86934	35
Elementary School	8019	1205843	59154	22
Secondary School	3915	555761	64905	15
Senior Secondary School	599	129137	18665	24
Pre Degree /Junior College	76	168702	-	-
Board of Intermediate / Secondary Education	2	-	-	-
Degree College	265	171012	-	-
	(Arts/Sc./Com.)	(BA/BSc/BCom)		
Engg.College	2	3457	-	-
		(B.E./B.Sc./B.Arch.)		
Professional College	-	-	-	-
Medical College	6	2415	-	-
		(M.B.B.S)		
All University	5	10647	-	-
		(MA/MSc/MCom.)		
		409		
		(Ph.D/D.Phil/D.Sc)		
Central University	-	-	-	-
State university	-	-	-	-
Deemed University	-	-	-	-
Institution of National Importance	1	-	-	-
Research Institution	-	-	-	-
Teacher Training College	24	2507	-	-
		(B.Ed./B.T.)		
Teacher Training School	1	94	-	-
Polytechnic Institutes	8	4473	-	-
Technical /Industrial/Arts&Craft School	32	4468	-	-

DISTRICT ELEMENTARY EDUCATION PLAN 2001-02
STATE COMPONENT

Education Budget

	Figures in Rupees Crores				
	1996-97	1997-98	1998-99	1999-2000	2000-2001
Total Education Budget (Centre & State) (Revenue Account)		4628.36			
Budgeted Expenditure (Revenue Account) (Education & Training)		1340.18			
Per Capita Budgeted Expenditure		525.56			
Percentage of Budgeted Expn.on Education to Total Budget		28.96			

Educational Schemes Funded by the Union Govt.

Figures in Rupees Lakh

Schemes	Cumulative Unspent Funds (As on 1.4.1999)
Operation Blackboard	2692.99
Teacher Education	376.31
Non-Formal education	280.33
District Primary Education Programme	1441.00
Vocational Education	460.59
Computer Literacy & Studies in Schools	83.70
Integrated Education for Disabled Children	13.00
Education Technology	131.37
Promotion of Science In Schools	1056.07
Appointment of Teachers	0.00
Modernisation of Madarasa Education	156.24
Development of Sanskrit	0.00
Area Intensive Programme	58.50
Special Programme for Adult Education	438.85
	Total 7188.95

**DISTRICT ELEMENTARY EDUCATION PLAN 2001-02
STATE COMPONENT**

ABSTRACT OF CENSUS 2001

Population and growth rate

Persons	Males	Females	Percentage decadal growth rate	
			1971-91	1991-2001
26638407	13787799	12850608	+53.26	+18.85

Sex-ratio

Number of females per 1000 males	
1991	2001
923	932

Population density per sq. km.

Population density per sq. km	
1991	2001
286	340

Population in the age group of 0-6

Persons	Males	Females
4350248	2215104	2135144

No. of Literate

Persons	Males	Females
14327540	8324077	6003463

Literacy Rates

Persons	Males	Females
64.28	71.93	56.03

Literacy Rates By Sex

Persons		Males		Females	
1991	2001	1991	2001	1991	2001
52.89	64.28	61.87	71.93	43.03	56.03

ISSUES OF PRIMARY EDUCATION IN ASSAM

In pursuance of the spirit of constitution, Assam along with rest of the country has made remarkable strides in the expansion of primary education during post independence period. Spectacular hike has been witnessed from mere 11172 primary schools in 1951 to 33236 primary schools in 1998 registering a three-fold increase. Similarly, enrollment at primary stage has escalated more than five times from 6.26 lacs in 1951 to 32.44 lacs in 1998. The expenditure for primary education has also increased from 5070.29 lacs in 1981-82 to 34429.14 lacs in 1993-94.

Despite this phenomenal expansion some systemic issues handicap the primary education in Assam. It is true that there are myriad of problems besetting the primary education scenario in the state. It will be pertinent to mention a few of them:

Inadequate number of teachers: Ideal situation demands that there should be at least four teachers and one Head Master in each and every LP School; but in Assam we do not have more than 10-12% of LP Schools having four or more teachers. There are 86735 teachers for 33236 schools resulting a very low schoolteacher ratio of 2.61.

Uneven Distribution and lack of rationalisation of teachers: It is more than evident that as far as nine DPEP districts are concerned, approximately 15% schools continue to be single teacher school. This is in spite of the fact that we claim to have made each and every LP school two-teacher school under Operation Black Board.

It is further manifest that out 60% LP Schools are functioning either with one or two teachers or with unmanageably high teacher-student ratio.

In nine DPEP districts 18% schools are manned by one teacher.

Poor quality of teachers: It was reported in the education Reforms Commission, 1995 that merit was under mind in the matter of appointment of LP School teachers. From the sample survey of 17 sub-divisions conducted by the Commission it has been found that during the period of 1990-91 to 1993-94, appointment of 2454 LP School teachers were made in those sub-divisions. Out of this, 22 were graduates, 239 were PU/Higher Secondary passed and 2193 were HSLC passed. Out of 2193 HSLC passed candidates, only 32 had passed in 1st division and 96 in 2nd division and 2065 in 3rd division. Many of these 3rd divisioners had passed in Compartmental Examination. This is a very dismal picture as per as the quality of the teachers selected and appointed is concerned.

In Assam, the system of pre-service training is not there. Our in-service training programmes are not adequate. As of 1998 there are 24040 untrained teachers in the primary schools of Assam. Quality of education our children is getting, therefore, has been a major area of concern.

DISTRICT ELEMENTARY EDUCATION PLAN 2001-02 STATE COMPONENT

Poor state of teaching-learning materials: Government of Assam has a policy of supply of free textbooks to the students of primary schools. Various kinds of teaching-learning materials were provided under Operation Blackboard. Even then the situation is far from satisfactory. Most of the materials supplied under OBB have become out of use. Large numbers of schools are still without even blackboards. Teachers are not in a position to procure or develop teaching aids, essential for joyful and activity-based teaching-learning process.

Lack of supervision and monitoring: If we go to the rural areas the biggest complaint that is received from the common people is teacher absenteeism. Teachers are not regular. Very few of them are punctual. And an impression seems to be gaining that nothing can be done about it. The education department functionaries like DI, BEEO, and SI of schools are not visiting schools as scheduled or programmed.

Poor Infrastructural facilities: You are the best persons to know as to how many of our primary schools have good buildings with adequate space, toilet and drinking water facilities. As far DPEP districts are concerned there are 65% schools still running in buildings unfit and inadequate to house an L.P. School, 87% schools are without toilets. And 44% schools are without drinking water facilities.

Further, even if we claim that each every revenue village has been provided with primary school, there are still a substantial number of habitations, which have no primary school within a radius of one kilometer. In nine DPEP districts there is 1002 nos. of revenue villages, which have no primary school.

Poor attendance & high Dropout rate : Because of all the factors mentioned above and for a variety of other socio-economic reasons, attendance of children in schools is seldom more than 40% to 50% of the enrollment.

Dropout and stagnation scenario of Assam is also very dismal. According to the Ministry of Human Resource Development's publication entitled Education for All, 1993 the total dropout rate at primary stage in Assam is 55.12% as compared to 21.41% in Tamil Nadu, 38.19% in Maharashtra and 47.93% in all India level. This dropout ratio does not take into account repeaters and children who enter the system after Class I. This high dropout rate is a matter of grave concern to the State. To add to this is the problem of non-enrolled children of the age group 6-9 years to the extent of 33.37%. Then again the gross enrolment ratio of 84.97% for the state as against 102.74 at all India level also presents a dismal picture of primary education in the State.

ISSUES OF UPPER PRIMARY EDUCATION IN ASSAM

A diagnostic study was conducted for assessing the status of Upper Primary Education by DPEP Assam in the year 2001. The study gives an over status of upper primary education in the state as a whole and Morigaon district in particular. The remarks regarding opinions of stake holders and prevailing district conditions though for Morigaon district but can be generalized to great extent for the state of Assam as whole. An abstract of the study is given below for having an over all situational analysis of the status of Upper Primary Education.

The Educational Scenario in Assam – An Overview

The last two decades witness a tremendous expansion in all sectors of education as could be seen from the tables below

Table No. 1 showing growth of schools during 1981-82 to 1998-99

SCHOOLS	1981-82	1986-87	1991-92	1993-94	1998-99
Primary	22723	26170	30145	30145	31888
Middle	4080	5108	6729	6729	8019
Secondary	2064	2230	3085	3072	3277
Higher Secondary	163	363	367	502	-

Source : Report of The Education Reforms Commission, Assam, January, 1995, Directorate of Elementary Education,

Table No. 2 showing increase of teachers during 1981-82 to 1998-99

TEACHERS	1981-82	1986-87	1991-92	1993-94	1998-99
Primary	50304	60000	70134	70134	86735
Middle	29209	33807	39243	39243	59154
Secondary	21192	23924	36192	31408	-
Higher Secondary	5508	10818	14650	16111	-

Source : Report of The Education Reforms Commission, Assam, January, 1995, Directorate of Elementary Education,

Table No. 3 showing increase of enrolment during 1981-82 to 1998-99

ENROLMENT	1981-82	1986-87	1991-92	1993-94	1998-99
Primary	17,04,000	22,77,202	29,72,32	32,15,000	3298011
Middle	6,91,000	9,14,975	11,34,231	12,55,000	1406818
Secondary	5,17,822	6,38,482	8,50,882	8,92,862	
Higher Secondary	1,20,530	2,23,397	2,63,474	4,61,576	

Source : Report of The Education Reforms Commission, Assam, January, 1995, Directorate of Elementary Education,

**DISTRICT ELEMENTARY EDUCATION PLAN 2001-02
STATE COMPONENT**

Table No. 4 showing Teacher – Pupils Ratio in Elementary schools in Assam

TEACHERS	1997-72	1981-82	1991-92	1992-93	1998-99
Primary	44.66	35.31	40.07	44.74	38.02
Middle	21.21	23.66	35.96	38.48	

Source : Perspective Plan, DPEP, Govt. of Assam, April 7, 1994

Table No. 5 showing Expenditure on Elementary and Secondary Education during 1981-82 to 1993-94

Year	TOTAL EXPENDITURE (Both Plan & Non-Plan) (Rs. In Lacs)		Total
	Elementary	Secondary	
1981-82	5,070.29	3,449.37	8,520.66
1986-87	18,547.61	6,073.39	24,621.00
1991-92	24,585.70	15,415.45	40,001.15
1993-94	34,429.14	19,361.66	53,790.80

Source : Report of The Education Reforms Commission, Assam, January, 1995.

Apart from the quantitative leaps as manifested in the foregoing tables, there have also been significant developments in other spheres designed to bring about an overall improvement of education in the State during the past decades. As per Kothari Commission's recommendations (1964-66), all the States and Union Territories started uniform strategies for educational reform and reconstruction. But unfortunately "the general formulations incorporated in the 1968 policy did not, however, get translated into a detailed strategy of implementation, accompanied by the assignment of specific responsibilities and financial and organizational support". In order to achieve the desired goal of educational reconstruction, the National Policy on Education (NEP) 1986 and Programme of Action (POA) 1986/1992 have been formulated and there are being implemented with new vigour and urgency.

Obviously, therefore, the present system of education in our state has been the result of continuous review and reconstruction in tune with the emerging national consensus and pattern. The priorities set in the national agenda have constantly been reflected in all educational programmes undertaken by the State.

The Centrally Sponsored Schemes like Operation Black Board, Adult and Non- Formal Education, Vocational education, teacher Education being implemented in the State bear testimony to this. The implementation of centrally sponsored externally aided scheme the District Primary Education Programme (DPEP) has provided valuable and field-tested guidelines for achieving the elusive goal of UPE within the stipulated timeframe.

DISTRICT ELEMENTARY EDUCATION PLAN 2001-02 STATE COMPONENT

Commensurate with the rapid growth and expansion of education at all levels, the administrative set-up of education was first reorganized by creating as many as 5 (five) new Directorates viz. Directorate of Higher Education (DHE), Directorate of Secondary Education (DSE), Directorate of elementary Education, State Council for Educational Research and Training (SCERT), Directorate of Adult and Non Formal Education, out of the erstwhile Directorate of Public Instruction. Secondly, the introduction of decentralization in the entire planning process since 1986 along with formation of Sub-Divisional Planning and Development Councils below the district level has added dimension to the educational scenario of the State. This has led to integration of the process of educational planning into the mainstream development plans at district and sub-divisional level and is going to help the Education Department to adopt modern management approach for educational development at the grass root level.

Undoubtedly, these are some of the major development took place during the past decades indicative of a healthy educational trend.

State Policy & Guidelines

Structure of Upper Primary Education:

The National Policy of Education 1986 and POA 1992 recommends a common structure of 5+3+2 for the first ten years of schooling throughout the country with first five years of primary and next three years of upper primary together constituting the elementary stage. However, this structure has not been followed in Assam. In case of Assam the primary education comprises of four years of schooling viz. class-I to IV and upper primary education comprises of three years of schooling viz. class-V-VII.

Types of Schools:

Upper primary education is provided in following types of schools, which cover different stages of school education.

- | | |
|-----------------------------------|------------------------------|
| 1. Middle Vernacular Schools (MV) | : Class-I-VII |
| 2. Middle English School (ME) | : Class-V-VII |
| 3. Middle English Madrasa (MEM) | : Class-V-VII |
| 4. Senior Basic Schools (Sr.B) | : Class-V-VII |
| 5. High English Schools (HS) | : Class-V-X/VIII-X |
| 6. High Madrasa (HM) | : Class-V-X |
| 7. Higher Secondary Schools (HSS) | : Class-V-XII/VIII-XII/I-XII |
| 8. Senior Madrasa (Sr.M) | : Class-V-XII |

**DISTRICT ELEMENTARY EDUCATION PLAN 2001-02
STATE COMPONENT**

Criteria for setting up of upper primary schools:

Except the senior basic schools all other schools have been set up by the community with the permission of the Govt. The Govt. either recognizes and gives grant to or takes over a school already set up by the community subject to the fulfillment of the conditions framed by the govt.

Areas of State Control:

In Case of aided schools the state authorities exercise full control over the following major areas:

1. Recruitment of teachers
2. Service conditions of teachers
3. Curriculum
4. Textbooks
5. Admission of Pupils
6. Policy for promotion to next class.

In case of unaided schools except curriculum rest responsibilities are with the school management authorities.

School Days:

School days are prescribed by the SEBA through the Annual Academic calendar. The school days prescribed for ME, MV, Senior Basic Schools, ME Madrasas, High Schools, High Madrasas, and Middle 7& Secondary stage of Higher Secondary Schools of the state of Assam for the academic year 2000 is given below:

Months	No. of working days			Total	No. of holidays	Total No. of days
	No. of Instructional days	No. of Examination days	No. of days for other school programme			
January	17	-	4	21	10	31
Feb.	23	-	-	23	6	29
March	24	-	-	24	7	31
April	21	-	-	21	9	30
May	23	-	-	23	8	31
June	18	6	-	24	6	30
Juiy	-	-	-	-	31	31

**DISTRICT ELEMENTARY EDUCATION PLAN 2001-02
STATE COMPONENT**

August	24	-	-	24	7	31
Sept.	26	-	-	26	4	30
October	18	-	-	18	13	31
Nov.	19	4	1	24	6	30
Dec.	-	2	22	24	7	31
TOTAL	198	35	19	252	114	366

Source : Memo No. SE3A/AB/SR/10/S5(PT-I)38/70517-2S dated the 20th December 1999.

Curriculum:

Framing and Prescription:

In Assam, the Board of Secondary Education (SEBA) is responsible for framing and prescribing of the curriculum for upper primary & secondary education. There are various sub-committees for looking after different aspects. The Curriculum and Syllabus committee is one of those. The present committee was constituted on 27-10-97 under clause 22(i) of the Assam Secondary Education Act 1961 (Assam Act XXV of 1961) with following members:

1. The Chairman,
2. The Vice-Chairman,
3. The Secretary,
4. Dr. K. G. Bhattacharyya
5. Prof. A.C. Goswami
6. The Principal, Banikanta College of Teachers' Education, Guwahati.
7. President, Assam High School Teachers' Association,
8. President, Assam Madhyamik Sikshak aru Karmachari Santha
9. Sri Satyendra Choudhury, H/M Cachar High School.
10. The Headmistress Sarojuni Devi Uccha Balika Vidyalaya.
11. President, All Assam ME. School Teachers' Association.
12. The Supdt. S.A.B High Madrassa.
13. Sri M.R.Lahari, Retd. Principal, Govt B.T. College, Kckrajhar.
14. Academic Officers, SEBA.

The present syllabus was prescribed in 1987-88. However, the curriculum for Senior Madrasa is framed by the Madrasa Education Board a separate cell set up under the Director of Secondary Education, which is headed by Deputy Director of Secondary Education.

DISTRICT ELEMENTARY EDUCATION PLAN 2001-02 STATE COMPONENT

The present curriculum is under revision. The revised curriculum will be introduced in a phased manner from the academic year 2001.

During 1998-99, a series of workshops on preparation and revision of syllabuses were organized by the SEBA. The following syllabuses were revised in these workshops.

- a) General Mathematics: From Class-V to X
- b) General Science : From Class V-X
- c) Advance Mathematics: From Class IX-X

Curricular areas and subject areas:

The curricular and subject areas followed for class-V-VII in Assam is as below:

Sl. No.	Subject	Details
1	First Language	Any one of the following languages Assamese, Bengali, Hindi, Bodo, Urdu, Manipuri, Nepali, Khasi, Garo & Mizo. OR Any two of the following languages: English, Assamese, Bengali, Hindi, Bodo, Manipuri, Gurumukhi, Santal, Ao, Angami
2.	Second Language	English
3.	Third Language	(1) Hindi 1 for those whose first language is not Hindi, (2) Any one of : Assamese, Bengali, Bodo, Manipuri
4.	General Science	
5.	General Mathematics	
6.	Social Studies	
7.	Drawing	
8.	Physical and health education	To be assessed in grades
9.	Art Education	
10.	Work Experience	

**In ME & High Madrasa the Arabic is a compulsory subject having 200 marks. However, in High & Higher secondary school Arabic is taught as an optional subject carrying hundred marks. In Senior Madrasa's Arabic is compulsory subject having 450 marks which includes 200 marks of urdu language. The science and social studies in Senior Madrasa's are for 50 marks only.*

A subject Experts Committee meeting on Social Studies was held in the Board on the 12th August 1997, recommended that the subject Social Studies be termed as Social Sciences, which will comprise of the following distinct components:

**DISTRICT ELEMENTARY EDUCATION PLAN 2001-02
STATE COMPONENT**

<i>Component 1</i>	<i>Geography</i>	<i>From V to X</i>
<i>Component 2</i>	<i>History</i>	<i>From V to X</i>
<i>Component 3</i>	<i>Civics</i>	<i>From V to X</i>
<i>Component 4</i>	<i>Economics</i>	<i>In IX to X</i>

The recommendations were discussed in a joint meeting of the Academic and Curriculum & Syllabus Committees and finally approved by the Board for implementation. It was suggested that course on Social Science could be implemented from the academic session of 2000. The weightage proposed for the components is as follows.

Classes V to VII	History 40%
	Geography 40%
	Civics 20%
Classes IX - X	History (35%) And Civics (15%) total -50%
	Geography (35%) and Eco.(15%) Total-50%

Allocation of time:

All institutions are required to prepare their own routine by following SEBA's model routine supplied along with the academic calendar. The model routine also provides subject wise allotment of weekly periods and routine for the unit tests.

Major Subject wise Time (in hours -minutes) allocation per week as per the model routine is as below:

<u>Subjects</u>	<u>Number of periods per week</u>	<u>Hours/minutes allocated per week</u>
Scholastic Area		
Language-I	7 periods	4 hours 25 minutes
Language-2	8 periods	4 hours 25 minutes
Language-3	3 periods	4 hours 25 minutes
Mathematics	6 periods	4 hours
General Science	6 periods	4 hours
Social Studies	6 periods	4 hours
Drawing	1 period	35 minutes
Non-scholastic area		
Work Experience	2 periods	1 hour 20 minutes
Games & Sports	2 periods	1 hour 20 minutes
Literary & Cultural activities	2 periods	1 hour 20 minutes

Teachers:

Selection, Appointment and Deployment of teachers:

The teachers of govt. schools for upper primary section are selected at district level. The Management Committee of the local body/ private schools selects teachers at their own level. The teachers are selected through interview. The teachers are deployed from a panel of teachers selected for appointment by the District Elementary Education Officer in case of ME, MV & ME and by the Inspector of Schools in case of High & High Madrasas..

Assessing and feeling teachers' vacancies:

Recruitment in govt. schools takes place generally once in a year. The prescribed time lag between vacancy and appointment is about six months. There is no provision for filling up of an unanticipated vacancy.

Teacher qualification and work load:

The minimum required qualification for teachers of upper primary section is Higher Secondary School Leaving Certificate. However, the state of Assam has made provision for one science graduate teacher for teaching science at upper primary level. There is no provision for relaxation of essential qualification.

The teachers at upper primary level are required to teach for 27 hours per week. The teachers of the govt. schools also perform various duties outside the school and outside the school hours such as census, election duties, and different survey work, work during natural calamities. Most of these duties are occasional though they involve long hours of work for a number of days.

Teacher Requirement and Teacher Pupil Ratio:

The minimum number of teachers required for upper primary section is five. The prescribed state norm of PTR is 30:1. The actual PTR is lower than the prescribed ratio in urban areas and higher in rural areas.

In-Service Training of Teachers:

The provision for in-service training of the teachers of upper primary schools is very inadequate in Assam. Short courses are being conducted by DIETs, Normal School at district level and by State Council of Educational Research & Training (SCERT), State Institute Education (SIE), State Institute of Science Education (SISE), English Language Teaching Institute (ELTI) and SEBA at state level. However, the coverage and frequency is very low. There is no provision for professional growth of the teachers.

**DISTRICT ELEMENTARY EDUCATION PLAN 2001-02
STATE COMPONENT**

Textbooks:

The textbook is the single most important and indispensable instructional material for education at upper primary stage. The state govt. prescribed text books are taught at this stage. SEBA invites individual authors for submission of Manuscripts of textbooks. A high-level experts committee approves the manuscripts before giving for printing to ASTPPC. In-house review is done for post publication review, updating and correcting.

The textbooks of Senior Madrasa's are prescribed by Madrasa Board. The books are not printed by the ASTPPC and also not available in the state for commercial sale. The concerned Madaras's form outside the state mainly from Delhi procures these, UP and Calcutta.

The provision of supply of free textbooks continuing since last few years have been discontinued from the academic year 2000. At present the textbooks are being supplied at subsidized rate.

Materials for teachers:

No specific materials like teachers handbook, scheme book etc. is provided in Assam.

Teaching aids and equipment:

The status of the availability of teaching aids and equipment is given below:

Generally available	Generally not available
Maps Charts	Science kits
Globe	Sports goods
	Art Material
	Musical Instrument
	Maths Teaching Aids
	Radio
	Cassette Player
	Television
	Slide Projector
	Overhead projector

**DISTRICT ELEMENTARY EDUCATION PLAN 2001-02
STATE COMPONENT**

Infrastructural facilities:

The status of the availability of infrastructural facilities is given below:

Generally available	Generally not available
Play Ground	Science Room/lab Library Art Room Music room

Evaluation and Examination System:

a. Evaluation of Pupils in the Scholastic area:

Evaluation in the scholastic area consists of five Unit Tests, the Half-yearly Examination and the Annual Examination. The teachers divide the course in a subject into 7 (seven) different Teaching Units. One Unit Test is held after completing Teaching Units 1,2,3,5 and 6. Unit 4 is the Annual Examination. Three Unit Tests are held before the Half-yearly Examination and two after the Half-yearly Examination. The Half-yearly Examination covers the first four Teaching Units and the Annual Examination covers the entire course for the year.

For Unit Tests, the distribution of marks according to types of questions are shown in the table given below:

Long Answer or Essay type questions	Short Answer type questions	Very -short Answer type questions	Objective type questions	Total Marks
1 question for 5 marks 5 = 5	5 questions (2 marks for each) 5 x 2 = 10 marks	4 questions (1 mark for each) 4 X 1 = 4 marks	1 question for 1 mark 1 = 1 mark	20 marks

For Half-yearly and Annual Examination full marks per subject will be 100 (one hundred). Distribution of marks according to type of questions in each subject is as follows:

Long Answer or Essay type questions of 5 to 8 marks each	Short Answer type questions of 2 to 4 marks each	Very -short Answer type questions of 1 mark each	Objective type questions of 1 mark each
30% approx.	50% approx.	15% approx.	5% approx.

DISTRICT ELEMENTARY EDUCATION PLAN 2001-02
STATE COMPONENT

Note:

- The distribution of marks in Unit Tests, the half yearly and the Annual Examination according to the types of questions given above, are only models. If necessary, minor adjustments of marks may be made by the schools.
- The question paper in a particular subject in a test/examination should include every important teaching point of the course that has been covered so that pupils cannot form the habit of selective reading.
- Questions in a question paper on language subjects should test knowledge, understanding (comprehension) and skills of expression and in other subjects, questions should be set in order to test the pupils' knowledge, understanding capacity for application and skill.

b. Evaluation of Pupils in the Non-scholastic Area:

The non-scholastic area comprises the following components:

- a. **Work Experience:** WE programmes include activities such as gardening, bamboo work, woodwork, tailoring, knitting, embroidery, paper work, claymodelling, etc. Plantation, beautification of school campus and other activities, which are relevant to introduce the students to the world of work, should be organised under WE Programmes.
- b. **Games and Sports:** The school will provide facilities for popular and important games like football, volleyball, tennis, cricket, etc. and sports like athletics, throws, jumps, swimming, etc. Scouts and Guide, yoga, drill, etc. may also be considered part of the non-scholastic activities in this area.
- c. **Literary and Cultural Activities:** this area of non-scholastic activity will include debating, creative writing, quiz, and recitation. Drawing, painting, dramatics, music, dancing etc.
- d. **General conduct:** Qualities like discipline, punctuality, regularity, cleanliness sense of responsibility, self-reliance, diligence, initiative, leadership. Courage, determination, co-operation, civic consciousness, tolerance, honesty, good manners, spirit of social service, interest, attitude, kindness, patriotism, forgiveness, truthfulness, non-violence have been grouped under the head General Conduct, which may be assessed without particular reference to any specific activity. The conduct of the students inside and outside the school should be observed by the teachers to rate the general conduct of the students. They may be observed in the classroom, playground, general assembly, while dealing with seniors, juniors, peer groups, the opposite sex, etc.
 - i. There will be three assessments in an academic year for non-scholastic activities. In the non-scholastic area, students are to be evaluated in terms of grades and not in terms of marks. The grades should be as follows.

A = Excellent, B = Good, C = Average, D = Fair, E = Poor

**DISTRICT ELEMENTARY EDUCATION PLAN 2001-02
STATE COMPONENT**

1. Remedial teaching:

Remedial teaching should constitute an important part of the teaching-learning process; every teacher is expected to have identified the weaknesses of the pupils in the subject concerned on the basis of his/her performance in the Unit Tests and other previous examinations. Accordingly every teacher should undertake intensive remedial teaching after every Unit Test as well as after the Half-yearly and Annual Examinations.

For effective remedial teaching, teachers should analyse the various kinds of errors both linguistic and conceptual, committed by a pupil and use proper methods of teaching so that the errors may not recur.

5. Procedure for promotion of students to the next higher class:

Eligibility of students for promotion to the next higher class shall be decided by taking into consideration the marks secured in the five Unit Tests, the Half-yearly Examination and the Annual Examination as follows:

- i. 20% of the Unit Test marks
- ii. 30% of the Half-yearly Examination marks, and
- iii. 50% of the Annual Examination marks Pass marks in each subject-30%.

Continuous and Comprehensive Evaluation (CCE):

SEBA has decided to extend the scheme of continuous and comprehensive evaluation (CCE), which had been introduced in class IX, and X in 1996 to the lower classes i.e. from class V onwards to class-X from the academic session 1998.

The CCE scheme consists of two basic components, namely, evaluation of pupils in the scholastic area (i.e. the area of teaching and learning of prescribed courses in various subjects) and evaluation of pupils in the non-scholastic area (i.e. the areas of work-experience, games and sports, literacy and cultural activities and general conduct).

CCE Records:

All Schools/Madrasas will maintain records of CCE (i.e. records of Unit Test, Half-yearly Examinations & Annual Examinations in the scholastic area and periodic evaluation in the non-scholastic area) for every individual student in the school.

DISTRICT ELEMENTARY EDUCATION PLAN 2001-02 STATE COMPONENT

School/Madrassa authorities should provide for printed cards/folders for maintaining the records of school-based evaluation in both scholastic and non-scholastic areas in respect of students of classes V to IX. A model format of SERC's for classes V to IX is given in annexure-II. SERCs will be signed by parents/guardians after the Half-yearly and Annual Examination.

Scholarship Examination:

Provisions have been made for scholarship examination both at the end of primary and upper primary level.

Each district has Examination Boards for conduct of examination. The examination board sets the question papers.

Inspection and Supervision:

Due to a very large number of schools under the jurisdiction of the inspecting officers the mechanism of inspection and supervision is stated to be not much effective and regular.

There are only two persons viz. Inspector of Schools and Asstt. Inspector of Schools who are responsible for the supervision of the all High Schools, High Madrasas, Higher Secondary Schools and Senior Madrasas.

Each district is having one District Elementary Education Officer, 1-3 Deputy Inspector of Schools, 4-10 Block Elementary Education Officers, 10-30 Sub-Inspectors' of Schools who are responsible for the supervision of all Lower and Upper Primary Schools whose number ranges from 1000- 3000 schools.

Role of community:

In Assam it is community, which opens schools, which are subsequently taken over by the govt. till the adoption of the schools by the govt. the community manages the school affairs. However, the school community linkages become weak after the govt. intervention and taking over of the schools.

Major Issues and Problems:

Structure:

The national policy with regard to the structure of Upper primary stage is unambiguous. The common structure recommended in the national policy for this stage covering (Classes- VI-VIII) was expected to be adopted by all the states by 1995. This was not been achieved in Assam.

DISTRICT ELEMENTARY EDUCATION PLAN 2001-02 STATE COMPONENT

Administrative Issues:

Upper Primary Education is being provided in Middle English (ME) Schools, Middle Vernacular (MV) Schools, High Schools and Higher Secondary Schools, ME, High & Senior Madrasa. The ME, MEM & MV schools are under the administrative control of the DEEO, While the High, Higher secondary and High and Senior Madrasas are under the administrative control of the Inspector of Schools. Two levels of administrative control for same kind of set up some times create confusion. Besides inadequate number of supervisory staffs for a large number of schools also acts as hindrance for ensuring maintenance of discipline and quality at school level.

Another administrative issues at school level arise in the schools where upper primary section is attached with high/ higher secondary schools. The head teachers tend to give more attention to the higher classes causing hindrance to the development of upper primary section.

School Days and School Hours:

Large number school days are lost every year due to various reasons one being the frequent strikes by different organizations and natural calamities. In High and Higher secondary schools a good number of working days are used for holding different types examinations.

Some teachers opined that due to the loss of instructional days and late start of the session (actually starts from April) complete syllabus could not be covered in many cases. They also opined that due to the faulty teacher deployment policy and very bad transportation, some teachers fail to attend school in time.

Curriculum & text book:

The report of The Education Reforms Commission Assam, January 1995 has highlighted many areas of concern regarding curriculum, which are yet to be addressed.

Interestingly none of the schools visited has a copy of the curriculum and syllabus. The teachers opined that they consider all the lessons of the textbook as curriculum and syllabus.

Members of the teachers' association opined that their role in farming the curriculum, syllabus and textbook is symbolic. The teachers expressed that they have not played any role in the development of the textbook.

DISTRICT ELEMENTARY EDUCATION PLAN 2001-02
STATE COMPONENT

Teachers:

Inadequate coverage of in-service teachers training and no system of professional growth of the teachers is the major issue to be addressed urgently.

Anomalies in appointment and deployment is also an issue needs to be addressed at highest level.

Instructional Materials:

Almost no provision of instructional materials is an issue to be looked into in detail. Materials other than textbooks need to be produced both for the teachers and the students.

Aids, equipment and Infrastructural facilities:

The poor status of the aids, equipment and the infrastructural facilities need to be addressed properly.

Provision of Groups with Special Needs:

There is no special provision for the groups with special needs. This needs to be made as a constitutional mandate.

Inspection and supervision:

Due to lack of supervisory staffs and no provision for mobility (vehicle for supervisory staffs) this became a gray area to be addressed with utmost priority. The schools visited have not been supervised for many years.

Role of community:

Some teachers termed the managing committee as " Building" committee as its existence come to light only if the school receives a grant for construction.

How to enhance the involvement and participation of the community in managing education is a major issue, which merits serious consideration.

DISTRICT ELEMENTARY EDUCATION PLAN 2001-02 STATE COMPONENT

Non-disbursement of scholarship:

There is a system of giving cash award to the students who succeed in the scholarship examination at the end of the lower primary and upper primary cycle for next three years. But the amount of award has not been disbursed for last four years. According to the teachers this has badly affected the competitive spirit of the students.

Role of SCERT:

The role of SCERT at present is limited to the holding of scholarship examination needs to be increased. Especially SCERT should be involved in the matters related to the development of curriculum, syllabus & textbooks.

Role of DIET:

There is no defined role of DIET to be performed in case of Upper Primary schools. The DIET should be involved as a nodal agency for the pedagogical interventions at upper primary level.

Role of the Teachers' Association:

The meeting with the representatives of the teachers' association has revealed following facts:

- The present role of the teachers' association is limited to the level of raising the demands of teachers at higher level.
- The associations feel that their role in the development of the curriculum, syllabus and textbook is merely symbolic. The associations have a desire to perform more active role.
- The association observed that irregular payment of teachers, faulty recruitment and deployment of teachers act as decisive factors for demoralizing the teachers.
- There is no scope for the teachers for skill up-gradation due to non-availability of teaching aid and in-service training of the teachers.

Management of schools by the Head Teacher:

There is no provision of the training of Head Teachers on planning and management. The teachers met felt the need of such training.

DISTRICT ELEMENTARY EDUCATION PLAN 2001-02 STATE COMPONENT

Sarva Siksha Abhiyan (SSA):

Learning from DPEP and other programmes for primary education has led to the formulation of the Sarva Siksha Abhiyan (SSA), which seeks to build upon the strengths of DPEP, while also improving certain aspects. The SSA seeks to promote the process of de-centralised, district based planning which have proved successful in DPEP, and at the same time bring about greater integration with regular administrative machinery and foster more holistic planning. It also emphasizes institutional development.

SSA will cover the districts of country before the end of IXth plan. All existing DPEP districts will come under the SSA and proposal for vertical expansion to the upper primary stage will be considered for financing under the SSA, as part of District Elementary Education Plan (DEEPs).

The vision Statement of SSA is:

The Sarva Siksha Abhiyan, a people's movement for education for all, will provide useful and relevant elementary education of satisfactory quality for all by 2010, bridging all social and gender gaps, with the active participation of the community in the affairs of the schools.

The goals of SSA are as follows:

1. All children in school, Education Guarantee Centre, Alternative Schools, 'Back to School' camp by 2003.
2. All children complete five years of schooling by 2007;
3. All children complete eight years of schooling by 2010;
4. Quality elementary education for all by 2010;
5. Bridge all gender and social category gaps by 2010.
6. Universal retention by 2010.

The major components of SSA are as follows:

- Planning and management reform
- School improvement, including pedagogical renewal
- Community Mobilisation
- Alternative and non-formal education
- Data management.
- Special focus groups
- Financial management.

DISTRICT ELEMENTARY EDUCATION PLAN 2001-02 STATE COMPONENT

PROPOSED IMPLEMENTATION STRUCTURE FOR IMPLEMENTATION OF SARVA SIKSHA ABHIYAN (SSA)

The Government of Assam has constituted a State Level Registered Society named Axom Sarva Siksha Abhiyan Mission (A.S.S.A.M) Assam for implementation of SSA . Following the SSA frame works it has been proposed to modify and integrate the existing DPEP State Society with A.S.A.M to meet the needs of JEE. Keeping in view the sustainability and nature of works to be carried out under SSA, it has been decided that the services of the State Project Office Personnel of DPEP will be utilised at state level for implementation of SSA. However, necessary modification/re-structuring the present management structure of DPEP at state project office will be carried out.

At present state project office is being manned by one State Project Director who is assisted by four units viz. Programme Unit, Accounts Unit, Administrative Unit and Civil Works Unit.

The programme unit is again having some cells for different functional areas. These are:

- I. Planning,
- II. Supervision & Monitoring (S&M),
- III. Management Information System (MIS),
- IV. Research & Evaluation (R&E)
- V. Community Participation (CP),
- VI. Special Focus Group (SFEG) and
- VII. Media.
- VIII. Teacher Training,
- IX. Distance Education,
- X. Early Childhood Education & Girls Education (ECE &GE),
- XI. Non- Formal & Alternative Education (NFE & AS), (EGS & AIE)
- XII. Integrated Education for Disabled Children (IEDC),

It is proposed to keep all the cells and increases their strength as per requirement and volume of works since the proposed SSA, EGS & AIE will require the services of all these cells. The services of Planning, S&M, MIS, CP, R&E, SFG, Media will have to be there for over all management of any scheme. However the capacities of the units in terms of manpower and skill may have to be re-assessed and accordingly enhanced. The need of other units will also be there for meeting the goals of SSA, EGS & AIE in a mission mode. The strength of other three units viz. Administration, Accounts and Civil works will be increased with the start of the implementation of SSA since the volume of works will be increased in many fold.

To strengthen these units additional recruitments would be made after proper assessment. For the time being the services the existing staffs of DPEP along with SCERT, and DEE staffs will be utilised. While selecting additional personnel preference

DISTRICT ELEMENTARY EDUCATION PLAN 2001-02 STATE COMPONENT

would be given to the existing experienced, and motivated staffs of training institutes and other relevant government departments and institutions.

To keep close co-ordination and association with Education Department the Director of Elementary Education (DEE) and State Council of Educational Research and Training have been designated as Associate Mission Director. The DEE will be responsible for over all administration and co-ordination with all district. The Director SCERT will be the nodal person to oversee the academic aspects of the programme.

STRATEGY AND PLAN OF ACTION

The state plan has been prepared to support the district plan. The focus of the state plan is the development and orientation of State Resource Group of all functional areas, orientation of district level resource persons as a part of cascade model of training decided to be adopted. To support and monitor the plan implementation at district level provisions has been made under all components. Strengthening of MIS at State Level and assisting districts for setting up of MIS at district level is another major focus area. Construction of SIEMAT Building is a major activity at state level. The component was not approved under DPEP. Convergence with ICDS at state level has been planned to support district in this direction. Development of materials in all functional areas to assist the districts has been planned. Minimum recurrent management expenses have also been planned.

DISTRICT ELEMENTARY EDUCATION PLAN

2001-02

STATE COMPONENT

CODE	COMPONENT/ACTIVITY/SUB ACTIVITY	Physical target	Unit of measure	Unit cost	Total cost	Remarks
A	PROJECT MANAGEMENT					
A.1	Salary for officer	5	per month	1.50000	7.50	60% of the total requirement for five months
A.2	Salary for staff	5	per month	1.30000	6.50	60% of the total requirement for five months
A.3	Consultants		Lumpsum		1.00	For additional specific assignments
A.4	Office Expenses	5	months	0.50000	2.50	
A.5	Sitting Arrangement		Lumpsum		5.00	
A.6	T. A. & D. A. for D. P. O.	5	months	0.05000	0.25	Only for Accounts & Administrative Personnels
A.7	Telephone and Fax charge	5	months	0.10000	0.50	
A.8	Hiring of vehicles		Lumpsum		1.00	
A.9	P.O.L & Maintenance of Vehicle	5	months	0.10000	0.50	
A.10	Payment of audit fees		Lumpsum		0.10	
A.11	Installation of Telephone	2		0.30000	0.60	
A.12	Equipment				6.00	2 xerox machine, 1 EPBAX
A.13	Furniture				3.00	
	Component Total				34.45	
B	ENVIRONMENT BUILDING, MEDIA, PUBLICITY And DOCUMENTATION					
B.1	Development, Orientation, Meetings of State Resource Group				0.50	
B.2	Training of district level RPs	138	per person per day	0.00300	4.14	per block one RP, concerned DPO, one DIET faculty
B.3	Documentation		Lumpsum		0.20	
B.4	Media & Publicity		Lumpsum		1.00	
B.5	Development and printing of materials		Lumpsum		1.00	
B.6	Publication of News Letter	56000		0.00007	3.92	2 issues of DPEP news letter AHBAN will be distributed for all teachers
B.7	Supervision & Monitoring including field visit	14	districts	0.10000	1.40	
	Component Total				12.16	
C.	SCERT					
C.1	Pedagogical Support activities			Lumpsum	1.00	
C.2	Consutancy arrangements				1.00	
C.3	Office Expenses	5	months	0.05000	0.25	
C.4	Supervision & Monitoring including field visit	14	districts	0.10000	1.40	
C.5	Development and printing of materials		Lumpsum		1.00	

**DISTRICT ELEMENTARY EDUCATION PLAN
2001-02
STATE COMPONENT**

CODE	COMPONENT/ACTIVITY/SUB ACTIVITY	Physical target	Unit of measure	Unit cost	Total cost	Remarks
C.6	Review Meeting	4	months	0.05000	0.20	with DIET
	Component Total				4.85	
D	SIEMT					
D.1	Capacity Building				1.00	
D.2	Meeting/ Semeinar/ Sharing W/S				1.00	
	Component Total				2.00	
E	TEACHERS TRAINING					
E.1	Development, Orientation, Meetings of State Resource Group				0.50	
E.2	Training of district level RPs	138	per person per day	0.00300	4.14	per block one RP, concerned DPO, one DIET faculty
E.3	Meeting/ Semeinar/ Sharing W/S		Lumpsum		0.50	
E.4	Development and printing of materials		Lumsum		1.00	
E.5	Supervision & Monitoring including field visit	14	districts	0.10000	1.40	
	Component Total				7.54	
H	EDUCATION GURANTEEE SCHEME AND ALTERNATIVE INNOVATIVE EDUCATION (EGS&AIE)					
H.1	Development, Orientation, Meetings of State Resource Group				0.50	
H.2	Convergence with NGOs				0.50	
H.3	Meeting/ Semeinar/ Sharing W/S		Lumpsum		0.50	
H.4	Development and printing of materials		Lumsum		1.00	
H.5	Supervision & Monitoring including field visit	14	districts	0.10000	1.40	
	Component Total				3.90	
I	EARLY CHILDHOOD EDUCATION					
I.1	Development, Orientation, Meetings of State Resource Group				0.50	
I.2	Convergence with ICDS				1.00	
I.3	Meeting/ Semeinar/ Sharing W/S		Lumpsum		0.50	
I.4	Development and printing of materials		Lumsum		1.00	
I.5	Supervision & Monitoring including field visit	14	districts	0.10000	1.40	
	Component Total				4.40	
J	GIRLS EDUCATION					

**DISTRICT ELEMENTARY EDUCATION PLAN
2001-02
STATE COMPONENT**

CODE	COMPONENT/ACTIVITY/SUB ACTIVITY	Physical target	Unit of measure	Unit cost	Total cost	Remarks
J.1	Development, Orientation, Meetings of State Resource Group				0.50	
J.2	Meeting/ Semeinar/ Sharing W/S		Lumpsum		0.50	
J.3	Development and printing of materials		Lumsum		1.00	
J.4	Supervision & Monitoring including field visit	14	districts	0.10000	1.40	
	Component Total				3.40	
K	COMMUNITY PARTICIPATION					
K.1	Development, Orientation, Meetings of State Resource Group				0.50	
K.2	Training of district level RPs	138	per person per day	0.00300	4.14	per block one RP, concerned DPO, one DIET faculty
K.3	Meeting/ Semeinar/ Sharing W/S		Lumpsum		0.50	
K.4	Development and printing of materials		Lumsum		1.00	
K.5	Supervision & Monitoring including field visit	14	districts	0.10000	1.40	
	Component Total				7.54	
L	MANAGEMENT INFORMATION SYSTEM (MIS)					
L.1	Salary for Systems Analysts & Programmers	5	Per Person per Month	0.11000	2.75	Provision for 60% of the existing DPEP Staffs including two new programmers
L.2	Salary for Data Entry Operator	8	Per Person per Month	0.06000	2.40	Provision for 60% of the existing DPEP Staffs including four new DEOs
L.3	T/DA		Lumsum		0.20	
L.4	Purchase of Computer equipments & Accessories		Lumsum		6.00	
L.5	Air Conditioner	2	Per Set	0.40000	0.80	
L.6	Vaccuum cleaner	1	Per Set		0.07	
L.7	Purchase furniture		Lumsum		1.00	
L.8	Purchase of consumable	5	Months	0.20000	1.00	
L.9	Training of District MIS Personnel on EMIS data collection	42	Per Person per Day	0.00300	1.26	
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	0.05000	0.25	
L.13	Preparation of DEEP 2002-03	14	districts	0.10000	1.40	
L.14	Supervision	14	districts	0.10000	1.40	
L.15	Printing of Formats		Lumsum		0.10	

DISTRICT ELEMENTARY EDUCATION PLAN
2001-02
STATE COMPONENT

CODE	COMPONENT/ACTIVITY/SUB ACTIVITY	Physical target	Unit of measure	Unit cost	Total cost	Remarks
L.16	Meeting/ Semeinar/ Sharing W/S		Lumsum		0.50	
L.17	Trainig of MIS Personnel		Lumsum		1.00	
L.18	Purchase of books		Lumsum		0.20	
	Component Total				21.69	
M	RESAERCH & EVALUATION					
M.1	Development and printing of materials		Lumsum		1.00	
M.2	Baseline Study	14	districts	1.50000	21.00	
	Component Total				22.00	
N	INNOVATION					
N.1	Innovative Activities				1.00	
	Component Total				1.00	
O	SPECIAL FOCUS GROUP					
O.1	Development, Orientation, Meetings of State Resource Group				0.50	
O.2	Training of district level RPs	138	per person per day	0.00300	4.14	per block one RP, concerned DPO, one DIET faculty
O.3	Meeting/ Semeinar/ Sharing W/S		Lumsum		0.50	
O.4	Supervision & Monitoring including fie:d visit	14	districts	0.10000	1.40	
O.5	Development and printing of materials		Lumsum		1.00	
	Component Total				7.54	
P	DISTANCE EDUCATION					
P.1	Development, Orientation, Meetings of State Resource Group				0.50	
P.2	Training of district level RPs	138	per person per day	0.00300	4.14	per block one RP, concerned DPO, one DIET faculty
P.3	Meeting/ Semeinar/ Sharing W/S		Lumsum		0.50	
P.4	Supervision & Monitoring including fie:d visit	14	districts	0.10000	1.40	
P.5	Development and printing of materials		Lumsum		1.00	
	Component Total				7.54	
Q	INCLUSIVE EDUCATION FOR DISABLED CHILDREN					
Q.1	Development, Orientation, Meetings of State Resource Group				0.50	
Q.2	Training of district level RPs	138	per person per day	0.00300	4.14	per block one RP, concerned DPO, one DIET faculty
Q.3	Meeting/ Semeinar/ Sharing W/S		Lumsum		0.50	

DISTRICT ELEMENTARY EDUCATION PLAN
2001-02
STATE COMPONENT

CODE	COMPONENT/ACTIVITY/SUB ACTIVITY	Physical target	Unit of measure	Unit cost	Total cost	Remarks
Q.4	Supervision & Monitoring including field visit	14	districts	0.10000	1.40	
Q.5	Development and printing of materials		Lumsum		1.00	
	Component Total				7.54	
R	CIVIL WORKS					
R.1	Construction of SIEMAT Building				120.00	
	Component Total				120.00	
	Grand Total				267.55	