

SARVA SHIKSHA ABHIYAN
DISTRICT ELEMENTARY EDUCATION PLAN



Department of Education
East Garo Hills
2001

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CHAPTER-1

DISTRICT PROFILE

1.1. Introduction

The East Garo Hills District, which came into being on 22nd of October 1976, was created by bifurcation of the Garo Hills District. Covers an area of 2603 Sq.Kms, it comprises 5 (five) T.D. Blocks namely Resubelpara, Dambo Rongjeng, Songsak, Kharkutta and Samanda Dev. Block and two municipalities.

As per 2001 census the district had 43,129 households in 909 villages and two urban centre of Williamnagar and Resubelpara. Total population of the district was 2,95,339 of which male population is 1,40,601 and female 1,37,154. The district had registered a decennial growth rate 38.29 between 1981 and 1991.

1.2 Location

The East Garo Hills district is situated between 25.25N and 26N latitudes and 90.20' E. & 91' E. Longitude. The Kamrup district and the Goalpara district of Assam bound the district on the North. In the South the South Garo Hills, and on the East the West Khasi Hills bounds the district. On the West lies West Garo Hills.

1.3 Topography

The district of East Garo Hills is comparatively lower in altitude to that the rest of Garo Hills. The Koasi Hills, (797 m), the Misi Kokdok Hills (996 m) the Mongre Hills (992 m), the Haslong Hills (1025 in) and the Papira (1129 m) are the hills known in the geography. The major rivers flowing to the North are the Dainring, the Manda, the Hdek and the Didrain or Jinari and that flowing to the South as the Simsang or Someswari.

The Hills gradually slope downwards to the north and meets the plains of Assam. The total area covered by forest in the district is 1,22,022 hec. Major portion of wetland lies along the areas bordering the Kamrup and the Goalpara districts of Assam in the North



The district enjoys moderate rainfall and humidity, generally warm in summer and moderately cold in winter. The average maximum temperature in summer months is 30.4° C and in winter months 25°C,

1.4 PEOPLE:

The population in East Garo hills district is pre-dominantly tribal. Out of 2,95,339 total population in the district there are only 133 Scheduled Castes and 19609 others. The main language spoken in the district is Garo. Agriculture is the main occupation of the people. The crops commonly grown are cotton, ginger, jute, chilly, potato, tobacco, mustard and fruits like betel nut, banana, citrus, pineapple and orange. The cereal grain crops commonly produced and consumed in the district are rice, wheat and maize. .

Table 1.1 Block wise no of habitations households and population

slno	blocks	No of Habitations	No of House holds	Population		
				Male	Female	Total
1	Williamnagar Urban	18	1500	11782	10755	22537
2	Samanda	134	4414	23041	20537	43578
3	Songsak	171	8148	20750	20661	41411
4	Rongjeng	170	7577	21727	20509	42236
5	Resubelpara	252	11079	33758	34995	86337
6	Resu Municipality	13	2607	8880	8704	17584
7	Kharkutta*	151	7804	20663	20993	41656
	Total	909	43129	140601	137154	295339

Source: District Census Office 2001

Garos form the majority of the population. Other major tribe inhabiting the district is the Rabha tribe. The Rabhas live in villages bordering Assam. The rural population was 2,58,215 and urban 40,121. Amongst the Blocks the most populated T.D. Block is Resu-Belpara Block, with a population of 86,337. Songsak is most sparingly populated block.

Table 1.2 Distribution of population as according to SC/ ST and others

	male	female	total	Percentage
				of total Pop
SC	73	60	133	0.05%
ST	130588	127425	258013	92.45%
Others	9940	9669	19609	7.50%

Source: House Hold Survey 2001

The density of population per Sq. Km. as per 1991 Census is 95 only and the sex ratio is registered at 958 females per 1,000 males.

Area in Sq Km	Number of Blocks	Number of Habitations	No of Towns	No of Wards	Density of Population
2603	7	909	2	31	113

Source : Dist Census Office 2001

Chapter II

EDUCATION PROFILE

2.1 Introduction.

The educational profile of the district exhibits a very diverse scenario. While the plains adjoining the border of Assam shows a high rate of literacy the backward hilly tracts show an opposite picture. There are places in the interiors of the district where educational facilities are yet to be made available.

2.2 Elementary education

The administrative control of elementary education in the district lies with the Deputy Inspector of schools Williamnagar and Resubelpara. The district has a total of 744 Lower primary schools out of which 477 are Government primary schools 133 are non-govt. LP schools getting govt. grants and 144 are newly permitted schools.

There are 1624 teachers in position in the LP schools of which 1128 are Government teachers and 496 non-Government teachers.

As on September 2000, the total number of children in these schools was 26036 in the Lower Primary schools of which 13541 were boys and 12495 were girls. The enrolment in Pre-primary classes was 26593.

The upper primary school numbers 103 of which 9 are Government Upper Primary and 94 are non-Government. Of the Non Government 20 are Deficit and rest ad-hoc schools.

There were 8700 students studying in the upper primary schools of which 13541 were boys and 4127 were girls.

Table 2.1 Education Institutions

sl	Block	LP	UP	Sec	Higher Sec	Total
1	Williamnagar Urban	10	12	7	1	30
2	Samanda	100	9	2		111
3	Songsak	151	14		5	170
4	Rongjeng	108	13	5	1	127
5	Resubelpara	256	42	11	2	312
6	Kharkutta*	148	13	8		169
	Total	774	103	33	9	919

Source: Education Deptt.

2.2. Secondary education/higher secondary and college education

There were 59 Secondary schools in the district for education up to class X. The enrolment in these schools was 7026. The number of Secondary schools was 3. Number of colleges were 3. The colleges were namely the Mendipather College Williamnagar College and Ramsang College. The District also has a Navodaya Vidyalaya which is situated at Williamnagar.

Table 2.2 Number of Educational Institutions Management wise

Type of management	Pre Pry	Pry	UP	Sec	HS	Total
Government	43	477	9	1	1	531
Local Body						
Private Aided		277	94	27	3	401
Private Unaided						
	43	744	103	28	4	922

Source: Edn Deptt.

2.3 Teachers Training

The main training institute is the DIET at Resubelpara which started functioning from 2001. The Basic Training Centre at Resubelpara is the only other teacher-training center in the district. The BIC trains about 60 teachers in a year. The intake capacity of the DIET is hundred which include both in service trainees and pre-service trainees.

Table 2.3 Block wise lists of Educational Institutions

	Blocks	LP	UP	Sec	HS	Total
1	Williamnagar Urban	10	12	7	1	30
2	Samanda	100	9	2		111
3	Songsak	151	14	5		170
4	Rongjeng	108	13	5	1	127
5	Resubelpara	221	42	7		261
6	Resu Municipality	35	10	4	2	51
7	Kharkutta*	148	13	8		169
	Total	774	103	33	9	919

Source : Edn Deptt

Table 2.4 Habitation with and without schools and their %

	Habitation total	Habitation with school	Habitation without Sc	% of Habit Covered	% Habitation uncovered
1 Williamnagar Urban	18	14	4	77.7	22.3
2 Samanda	137	98	39	71.53	28.47
3 Songsak	171	151	43	88.33	22.16
4 Rongjeng	170	108	62	63.52	36.48
5 Resubelpara	252	224	28	88.88	11.12
6 Resu Municipality	13	13			
7 Kharkutta*	131	117	14	89.31	10.69
Total	909	725	190	79.75	20.25

*Newly Opened block

(Source Household Survey 2001)

Of the five blocks Kharkutta has the highest coverage of schools with only about 10% villages uncovered by schools. On the other hand Rongjeng is having the maximum number of uncovered villages

Table 2.5. Number of Students Block-wise

Sl	Block	LP			UP		
		Boys	girls	total	Boys	girls	Total
1	Williamnagar (Urban)	1342	1194	2536	705	664	1369
2	Samanda	1613	1482	3095	402	337	739
3	Songsak	2244	2031	4275	619	522	1141
4	Rongjeng	4755	4141	8896	1136	1077	2213
5	Resubelpara	3587	3647	7234	1711	1527	3238
6	Resu Municipality	1333	1252	2585	228	169	397
7	Kharkutta*	3113	2705	5818	664	542	1206
	Total	17987	16452	34439	5465	4838	10303

Source; House Hold Survey 2001

The total number of enrolled children in the LP level is 34,439 and in the upper primary level is 10,303. This enrolment also account for a huge number of underage and overage children. While in classes I and II there are a big number of under age children who often repeat the class, in the upper classes there are a number of over age children

Table 2.7 Child population Block wise

	Habitation	No of	Pop	Child Pop	Child Pop
	total	households		0-6 yrs	6-14 yrs
1 Williamnagar Urban	18	1500	22537	2470	3164
2 Samanda	134	4414	43578	3619	2983
3 Songsak	171	8148	41411	5452	5569
4 Rongjeng	170	7577	42236	5629	5579
5 Resubelpara	252	11079	86337	18149	18240
6 Resu Municipality	13	2607	17584	2303	3618
7 Kharkutta*	151	7805	41656	3399	5497
Total	909	43130	295339	41021	44650

Source: Household Survey 2001

2.4 LITERACY

The over all the literacy rate of the district as per 1991 census was 48.3% with male literacy rate of 54.69% and female literacy rate 41.70%. Resubelpara with 55.86% occupies the first position in respect of literacy. The block-wise population by sex and literacy are shown in the tables given below,

Table 2. Literacy Rates

	Male	Female	Total
Population	14064	137154	295339
Literacy rates	67.39	55.74	61.7

Census 2001

CHAPTER- III

PLANING PROCESS

Universalization of Elementary Education had been the one of the priority of the educationists in modern India. It was felt there was an urgent need to improve the education scenario both in terms of quality and quantity. Yet the objective of UEE has not been achieved. SSA is an attempt to achieve the national objective of achieving UEE. The basis of SSA will be the District Elementary Education Plan (DEEP), which is to be formulated, based on the Participatory micro planning. This is a centrally sponsored programme launched on basis of Partnership with State and will be implemented in a Mission mode. The goals of UEE are as follows.

- Universal access of elementary education.
- Universal Enrollment of children in elementary education
- Universal retention of children enrolled in Elementary Education.
- Universal achievement of children in elementary education system.

Planning Process: -

In the process of preparation of the plan micro planning was done involving the community at large. A District Planning Team was constituted with the Deputy Commissioner as the Chairman and the DI of Schools as the secretary.

The Block level education officers were trained in the principles of micro planning through workshops and seminars and trainings.

The Core group consisted of the following

Chairman:	Deputy Commissioner
Vice Chairman:	Principal DIET
Secretary:	DI of Schools Williamnagar
Members:	DI of Schools Resubelpara
	SI of Schools (All)
	SEO/LSEO
	DSS

To achieve the objectives of SSA a ten year perspective plan has been prepared It is prepared on the basis of micro planning which ensured community participation at the micro levels i e, Village and habitation levels. The strategy included a door to door survey aiming at:

- The assessment of current education facilities and the needs of gaps
- Assessment of the number of children (6-14 Years),
- Enrollment status

- Out of School Children.
- Assessment of Infrastructure facilities

The desired outcomes of the survey was

- Creation of a database of education systems.
- Preparation of VER and village education plan.
- Identification of area specific priority.
- Community mobilisation.
- Assessment of pupil teacher ratio and teachers qualification.
- Assessment of physical facilities available.

This was done with the help of tools developed by state resource group. These tools were printed and circulated to conduct the survey. The following activities were conducted during the process.

Block Education Officers were imparted training about SSA by DRG. Block resource persons trained the Master Trainers (MTs) for one day. The MTs in their turn trained all teachers about SSA. These functionaries performed the survey at the village level.

'Hai Skulchi re.na' (Lets go to school) Camp were organized at block level. This was done to to encourage the out of school children to get to school. Door to door survey: Surveyors went door to door in village and urban areas collecting information and data on the SSA formats. There were three schedules

1. House hold Schedule
2. Intermediate Schedule
3. School schedule

Village Education Councils and Schools Management Committees were formed in all the villages. The VEC and SMC members were trained. These members motivated the parents to send their, children to school. In course of the survey the Village Education Register (VER): Village education register is database contains most of the educational information related to a village especially of target groups. Every village will have a VER, which would be updated every year.

Collection and compilation: Surveyors went from door to door to collect information. Information based data compiled at village level VER prepared in every village is the basis of this information. Village education plan has been prepared. These data was again compiled at cluster level, on the basis of which Cluster Education plan was prepared.

This data was again compiled at block level. Block Education Plan was prepared on the basis of this compiled data. The District Elementary Education Plan was compiled at district level from all the block education plans District core group prepared District perspective plan on the basis of Block education plans.

CHAPTER IV

OBJECTIVE-WISE INTERVENTIONS

After thorough interaction with teachers, parents and community members in Village Education Council and School Committee meetings and assessing the actual school situation the needs for improvement were identified.

The key indicators like access, enrolment, retention and quality, with special reference to equity (area specific), strategies have been formulated to achieve the set goals of hundred percent enrolment retention and ultimately Universalization of elementary education. Following strategies were formulated for the district:

I. Access

One of the main problems with the district was lack of access. Giving easy access to the places without such facilities by establishing new schools or EGS Centre was planned. In places alternate schooling facilities or Innovative schooling for the children who dropped out or never attended schools but were in the age group of 6-14 was planned. All school-less habitations or district where were to be provided with schooling facilities within a radius of 1 km.

Table 4.1 Access LP

Sl	Blocks	Population Slabs			
		200+	150+	100+	Below 100
1	Williamnagar	1	3	0	0
2	Samanda	6	2	11	31
3	Songsak	13	11	9	39
4	Rongjeng	15	6	17	23
5	Resubelpara	6	9	21	21
6	Resu Municipality				
7	Kharkutta	9	6	18	
		60	37	76	114

Source: Household survey 2001

The lack of upper primary classes in most of the villages was responsible for girls leaving studies after class V. A number of primary schools needed to be upgraded to upper primary schools to provide access to upper primary schools especially girl children. Most of the Girl children stop going to school after class IV as the parents do not want to send them to other habitations for upper primary education. 233 Lower primary schools are proposed to be upgraded to Upper primary schools in the plan.

Table 4.2 Access UP

	Habitation	Habitation	Habitation
	total	with UPSchool	without UPS
1Williamnagar Urban	18	4	6
2Samanda	137	9	128
3Songsak	171	14	157
4Rongjeng	170	13	157
5Resubelpara	252	42	210
6Resu Municipality	13	8	5
7Kharkutta*	151	13	139
Total	909	103	802

*Newly Opened block
Household Survey 2001

2. Enrolment and retention

The plan proposes to conduct campaigns involving youth, School Committees, VEC and other self-help groups. It proposes to sensitize the community on the rights of the child and hopes to convince the parents/employers with regards to child labour so that they are able to join the schools.

1. Conduct of long-term residential bridge camps for mainstreaming of school children.
2. Conduct of non-residential bridge courses, transitional schools and Back-to-school programmes at habitation level for mainstreaming dropouts and never-enrolled children, with community participation and ownership.
3. Improving of teacher-pupil ratio by positioning regular teachers/volunteers/ rationalizing teachers units

Assistance to the School Committees for mobilisation and monitoring the children for continuous schooling and mainstreaming children in various age groups simultaneously through Alternate schooling strategies.

3. Early child care and education

Opening of ECCE (Early Child Care Education) centres for the children in the age group of 3 — 5 yrs and to do away with the problem of over crowding in class I with under aged children and as well as relieving the girl children from sibling care and help for their continuous education.

Block Resource Centres (BRCs) would be established along with Block Resource Team with 3 Block Resource Persons (BRP) to assist Block Educational Officer for monitoring and supervision of project initiatives.

In the sub block level, Cluster Resource Centres would be created, one for every 10 to 15 schools for professional exchange among teachers.

Strengthening of BRCs by way of providing infrastructure facilities viz. Building, Furniture, Equipment and contingencies on a recurring basis

Strengthening of Cluster Centres by providing a TLM grant of Rs. 2000/- per annum., and convening monitoring meeting with teachers for professional exchange.

Strengthening of DIETs, which monitor the academic activities of schools and take up various capacity building programmes for teachers.

e. Other initiatives would include :Conduct of Pupil Achievement Survey, Conduct of Academic convention with interested teachers to build up quality concerns & building teacher networking, exposure visits, Library facilities at DIET, BRC, Video library facilities at BRC and action Research programme by the teachers.

6. Improvement of infrastructure facilities

In a backward district like East Garo Hills the Infrastructure facility is very much lacking and many of the problems of education arise from this problem. To tackle this problem it was decided that support to the schools would be provided in form of the following. Issues of infrastructure development is closely linked with that of quality. Therefore a special focus has been given on the development of infrastructure facilities.

1. Construction of buildings for New schools.
2. Construction of Additional Classrooms in the existing schools.
3. Maintenance & repair of school buildings and equipments like furniture.
4. Provision of separate toilets for boys and girls to the Primary and Upper Primary schools.
5. Construction of buildings for all the Block Resource Centres proposed to be established.
6. Constructing school boundary fencing.

Fixing student-wise accountability on the part of the teachers. School Committee members and youth activists for the schooling of out of school children, regular attendance and retention.

Special drive for discouraging repetitions in the classes, an encouragement for regular transition of pupils from one class to another.

4. Monitoring and supervision

Lack of proper Monitoring was identified as one of the major problems. Keeping it in view it was decided that a suitable mechanism be developed so that it can be improved. The community, especially the Mother Teacher Associations would be involved to monitor the development of the school as well as the attendance and retention.

Assessment of disability by conduct of camps at Block Level. About 4-5 % children do not have access to school as the schools are not equipped to teach the disabled children. Attempts would be made in the plan to ensure that the disabled children are identified and their needs assessed and they are provided Integrated Education. The plan also proposes to supply of Aids & appliances to disabled children through convergence

5. Special intervention for special education

Ignorance on the part of the parents many of whom are illiterates was identified as one of the major problems. Thus the need for orientation of these parents as well as the community members was stressed. Awareness campaigns and orientation to school committee members/ field visits to successful practices has been proposed in the plan.

6. Quality initiatives

The quality issues have been given a very important place in the plan. The plan proposes the following as per the SSA norms:

- a. Orientation /training to teachers for improved classroom practices.
- b. Provision of Grants viz., School Grants, Teacher Grants and Grants to Cluster Resource Centres, school complexes in the Blocks.
- c. Providing TLM (Teaching Learning Material) to the Primary as well as Upper Primary Schools.
- d. Strengthening monitoring and supervision of Primary and Upper Primary Schools,

In an effort to strengthen the monitoring and supervision as well as on the job support to teachers Block and District Resource Groups would be constituted. These groups would provide on job support to the teachers and would be responsible for the implementation of the project.

CHAPTER V

The GOALS

Sarva Shiksha Abhiyan is a programme with clear time frame for universalization of elementary education, a response to the demand for quality basic education and creation of opportunity for promoting social justice through basic education.

Sarva Siksha Abhiyan is to provide useful and relevant elementary education for all children in the district of East Garo Hills in the age group of 6-14 years by 2010 A.D. There is also another objective to bridge social and gender gaps with the active participation of the community in the management of schools.

Objectives of Sarva Siksha Abhiyan

- 1 All children in school, Education Guarantee Centre, Alternate School, Back to School' camps by 2003.
- 2 All children complete five years of primary schooling by 2007.
- 3 All children complete eight years of elementary schooling by 2010.
- 4 Focus on elementary education of satisfactory quality with emphasis on education for life
- 5 Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010
- 6 Universal retention by 2010.

STRATEGIES :

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

- a. Child related: Access, Enrollment and Retention, Quality Issues, Coverage of Special focus group, Out of School Children.
- b. Management related: Monitoring and Supervision.
- c. Civil Works Related: Improving school infrastructure facilities etc.

As the result of micro planning exercise conducted in all the habitations of the 5 Blocks and two municipal areas for active involvement of community, teachers for which suitable interventions were planned at habitation level which are analyzed at Block and as well as district and thus formulated District Elementary Education Plan as follows.

ACCESS

One of the main objectives of SSA is to ensure that all children in the age group 6-14 are in a formal school or Education Guarantee Centre or an Alternative School or Back to School Camp by 2003. To realize this objective the primary education facilities are to be provided to all the children within a walking distance of 1 KM and the most urgent need is to ensure the access and first priority of the district is to ensure access to the children of all the sections by way of providing new formal primary schools, Alternative Schools based on the norms. In the hilly area habitations are scattered. The habitations are covered with thick forests, streams and hills and with difficult land terrain. The small size of the habitations also makes the work more challenging. There were a number of habitations yet to be covered in respect of providing primary schools. Rivers and streams, which swell up during the monsoons, deep forests infested with wild animals, lack of road communication all added to the problem of access

It was proposed that wherever a formal school or a EGS center was not viable the children were to be brought to Back to school camps. Summer camps and Bridge courses (residential and non residential) were to cover all villages where a formal school or an EGS center cannot be opened. Alternate Schooling facility was to be provided to the out of school children specially those in difficult situations. Strategy for deployment of teachers from the nearest school or local volunteers to teach the students of these uncovered habitations on the convenience of the learners is to be adopted in the plan. It was suggested that projects /schemes be invited from NGOs in the field of education for working in this area. It was observed that to make the scheme effective a condense course and related TLM be prepared for all levels. The DIETS and SCERT may be entrusted the work it was suggested.

To meet the needs in all the schools and the centers a huge number of teachers would be required. The plan proposes to meet the requirements by a team of Para-teachers who would be trained intensively before and during the assignment.

New Primary Schools

It is proposed to open formal primary schools in school less habitations where the population is 200 and above along with provisions for posting of two teachers as per the norms. The plan has identified 50 such habitations where the population is more than 200 and without school.

It is also proposed to provide buildings to all these 50 new primary schools. The plan proposes to establish EGS centres where a formal school cannot be established. During the micro-planning exercise, community has agreed to provide free land for opening of new schools and for the construction of the buildings (around 3 bighas for each school). The implementation agency for the construction of buildings / civil works will be the School Committees.

Table 5.1 Proposed schools and teacher requirements

No. of Regular Schools proposed in School less habitations	No. of Teachers (@2 per school)
50	100

(HHSI 2001)

Table 5.2 Block wise distribution of New Regular Schools

Block	New LPS proposed
1 Williamnagar Urban	1
2 Samanda	6
3 Songsak	13
4 Rongjeng	15
5 Resubelpara	6
6 Resu Municipality	0
7 Kharkutta*	9
Total	50

*Newly Opened block

Up gradation of Primary Schools

During the participatory planning exercise it was observed that in many habitations children were discontinued their studies after completion of Class V in their habitation because of non-availability of upper primary school facilities in their habitation or nearby habitation with in the radius of 3 kms. In many habitations it was resolved in the VEC for the up-gradation of existing primary schools in to Upper Primary School for the continuity of their children education. Keeping in view the low pupil strength 148 primary schools are proposed for up-gradation into Upper Primary School

Teacher requirements

As per the norms 4 teachers are required for upper primary sections including science and Hindi teacher. Therefore 4 teachers are proposed for each of the upgraded upper primary school.

Infrastructure

No school has adequate classrooms to run the Upper Primary sections Therefore two additional classrooms are proposed for each upgraded upper primary school.

Table 5.3 Number of schools to be upgraded

Number of LPS to be upgraded	Teachers needed
148	592

Table 5.4 Access - Upgradation of Primary to Upper Primary School Blockwise

	Block	LPS to be upgraded
1	Williamnagar Urban	0
2	Samanda	23
3	Songsak	34
4	Rongjeng	23
5	Resubelpara	30
6	Resu Municipality	2
7	Kharkutta*	36
	Total	148

*Newly Opened block

CHAPTER – VI

QUALITY ISSUES IN ELEMENTARY EDUCATION

The framework of Sarva Shiksha Abhiyan puts a special emphasis on the quality issues of elementary education and aims at a substantial improvement of the quality of elementary education. Keeping it in view the district plan has taken a comprehensive approach to the issues of quality. The emphasis shall be on a 'substantial improvement' of the quality of essential level of learning. Improvement of infrastructure and support services, opportunity time, teacher competencies, curriculum and monitoring and supervision has been given a special attention.

The plan aims at making the education child centered and will make an attempt to improve the class room situation more attractive and make learning joyful for the child. The education has to be relevant to the real life situations.

Following are the strategies for taking various initiatives under pedagogy and teacher training.

1. Community Participation

Quality issues have been one of main focus of the entire planning process. The planning teams at various levels i.e., District, Block, Habitation interacted with parents and community members on the aspects of quality education and pupil achievement during planning process.

During the interaction the parents expressed that the textbooks needed a proper review. There were a lot of people who stated that the present curriculum should be reviewed and a proper gradation of learning skills should be worked out. The plan proposes to examine the textbooks and conduct various workshops to restructure the grades of learning at various classes.

2. Change in class room situation

In a number of meetings parents observed that children often disliked schools as they were treated with strict discipline with restricted movements. Punishments, beating heavy homework & assignments during and after school hours, less interaction between peers, no interactive material, with limited pupil teacher interaction are some of the happenings in the classrooms which discourages pupil's initiative and their participation.

The classroom situation has to be made more interesting to attract and retain students in the class. Loving care can motivate the children for their full participation in learning process and for their continuation in the school. A special bond between the teacher and the taught has to be established in the classroom environment. Therefore necessary orientation will be planned to the teachers comprising these aspects. Training modules would be prepared in training the teachers in these techniques.

3. Retention

Due to poor economic conditions and lack of literacy full participation in the school and related activities from the parents and community is lacking. Teachers often punish students for incomplete homework, not having adequate notebooks, pencils and other teaching learning material. This discourages the children from going to schools and promotes absenteeism and finally resulting in the dropout.

Therefore teachers need to be oriented thoroughly on this subject of pupils' retention. A teacher must know about the back ground of the students and have a friendly approach towards his students. A teacher who is well acquainted with the family background of students, and takes interest towards their regular attendance, retention can be quite encouraging. There is a need to create an atmosphere of improved home-school contacts. The plan proposes to sensitize the teachers in these aspects through orientation.

Curricular approaches

Discussions during the planning process had revealed that the present curriculum promoted rote learning and gave less importance to life skills. The elementary education became increasingly textbook centered and teacher centered. Children are overburdened with more textual material. Teaching process used by teachers prompted students to memorise and reproduce in the examination. The skills of comprehension on the part of the children is all most missing. This hampers the growth and development of the creativity and thinking potential of the children. The students lack originality, self-expression and imagination.

Stress will be given more on building the innate abilities viz. thinking, reasoning, imagination, observation, estimation, comprehension, questioning, synthesis, analysis, evaluation etc. Content of various school subjects have not been used as a media to develop these abilities. The textbooks as well as pupil assessment procedures would be re-examined. The component of development of children's innate abilities through available textual material and other interactive material will be taken up and teachers will be oriented having this as one of component in teacher training programmes.

Teacher training

Orientation of the teachers, both in-service and as well as newly recruited will be taken up in a big way. Accordingly a 5-day training programme will be organized for the regular teachers and a 10-day orientation programme to be conducted to the freshly recruited teachers as per the financial norms of SSA. The training will be conducted in a cascade mode viz., training of District Resource Group (DRG) by State Resource Group (SRG) which intern trains the Block Resource Group (BRG) and this BRG ultimately trains the teachers at block level / cluster level.

CHAPTER VII

COVERAGE OF SPECIAL FOCUS GROUPS

Sarva Shiksha Abhiyan objectives spell out special interventions for special focus groups like the girl child, SC and ST children and children in difficult situations. It aims to bridge the gender gap.

Girls' education:

In spite of the fact that the Garo society is matrilineal gender gaps still exists. The literacy rates of the female population is yet much below that of the males. Girls comprise a major part of the out of school children. Early marriages, helping the parents at home, health care are some of the factors responsible for this. The plan proposes to mainstream the girl child, which is one of the main objective of SSA.

The Plan recognises the need for special effort to bring the out-of-school girls especially from disadvantaged sections to school.

Following strategies will be followed to achieve the ends.

1. Mobilisation of the community through Women groups.
2. Meetings to discussions issues and rights of the girl child.
3. Organise back to school camps.
4. Conduct residential camps for adolescent girls.
5. Conduct Alternate schools / Innovative schools for girls.
6. Monitoring the attendance of the girl children.
7. Monitoring school children specially girls through alternative system.
8. Special attention to backward areas.
9. Develop a forum of women teachers.
10. Improve classroom environment (Toilets/Teachers orientation).

One of the significant intervention is the establishment of ECCE centers where ICDS centers do not exist by assisting the NGOs. The plan also proposes to strengthen the pre-school component of the ICDS center by providing TLM and training the ICDS workers. The plan will attempt at convergence with the Social welfare department of the state in this direction.

DISABLED CHILDREN

The village education register would identify the disabled children in the village. An assessment of various disabilities would be undertaken and different needs would be taken care of.

The plan proposes to identify the special needs of such children. Special camps would be organized for assessment of disability and modes would be worked out for mainstreaming and integration of such students in mainstream schools.

The Plan also would seek to

1. Development of TLM
2. Resource support through special Resource persons
3. Convergence with other department working for the disabled
4. Conduct of Training for teachers for disabled children
5. Provide aids and appliances to the needy and attempt convergence with Ministry of Social Justice and Empowerment and State Welfare Department.

Chapter - VIII

RESEARCH, EVALUATION, SUPERVISION AND MONITORING

Project Evaluation constant supervision and monitoring and research forms an important component of project management. The success of the project in the field and its progress in achieving of the objectives will be evaluated at regular intervals. Evaluation of following aspects will be taken up during the project.

Functional aspects of various initiatives and their impact

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

INPUTS:

1. Capacity building of the field staff
2. Conduct of pupil achievement surveys
3. Orientation to community management structures for participatory evaluation.

SUPERVISION AND MONITORING

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

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

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

MANAGEMENT INFORMATION SYSTEM (MIS)

The MIS is an important component of planning and implementation of SSA. The plan proposes to set up Education Management Information System in the district, which would include a complete database on basic information like infrastructure facilities, TLM Furniture equipment, name wise school children list (5-14), Teachers information, Village information and progress in term of project activities

The objectives of MIS will be to create comprehensive database on elementary education for planning and review every year to monitor enrollment and retention and to monitor performance of the teachers students and other functionaries as well as to monitor the implementation of project

INPUTS

Inputs to be provided for the MIS would include

1. Provisions for computers and peripherals
2. Provisions for dataentry operators (3) and Programme
3. Training of MIS staff
4. Printing of Data entry formats
5. Networking and internet facilities

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

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

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

Diagnostic studies of the identified areas would be conducted.

INPUTS:

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

Chapter IX

PROJECT COST-SARVA SHIKSHA ABHIYAN WEST GARO HILLS

INTERVENTION WISE BUDGET ESTIMATES -EAST GARO HILLS

sl	Item	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	total
1	Project Mangement	7.28	5.62	5.52	5.52	5.42	5.52	5.52	5.62	5.52	51.54
2	Planning and Management	22.15	10.79	11.05	12.55	11.05	11.05	12.55	11.05	11.05	113.85
3	Research and Evaluation	13.00	7.00	8.00	7.00	8.00	12.00	8.00	7.00	12.00	82.00
4	Community Mobilization	10.90	10.90	2.90	2.90	2.90	2.90	2.90	2.90	2.90	42.10
5	Access & Alternate	187.58	266.90	266.90	267.40	266.90	266.90	267.40	266.90	266.90	2323.82
6	Civil Work	549.00	533.00	377.00	182.50	182.50	52.57	10.00	10.00	10.00	1907.25
7	School improvement	102.51	80.01	77.71	77.71	77.21	77.21	77.21	77.21	77.21	724.26
8	Education for Focus Groups										
	a. Education for Girl Child	56.50	56.50	56.50	56.50	56.50	16.50	16.50	16.50	16.50	348.50
	b. ECCE	29.65	29.65	29.65	29.65	29.65	29.65	29.65	29.65	29.65	266.85
	c. Special Education	4.64	3.96	3.96	3.96	3.96	3.96	3.96	3.96	3.96	35.64
9	Distance Education	9.60	2.60	2.60	2.60	2.60	2.60	2.60	2.60	2.60	33.40
	Total	992.81	1006.93	841.79	648.29	646.69	480.86	436.29	433.39	438.29	5926.21

PROPOSED BUDGET FOR 9 YEARS -2001-10 FOR EAST GARO HILLS MEGHALAYA

A Project Management

sl	Item	Unit cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total		
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	
1	Furniture for DPO	1.00	1	1.00																	1	1.00	
2	Equipment for DPO	4.00	1	4.00																		4.00	
3	Hiring of vehicles		1	0.18	1	0.72	1	0.72	1	0.72	1	0.72	1	0.72	1	0.72	1	0.72	1	0.72	1	0.72	5.94
4	Salary of DPO Staff	0.04	5	0.60	5	2.40	5	2.40	5	2.40	5	2.40	5	2.40	5	2.40	5	2.40	5	2.40	5	2.40	19.80
5	DPO Consumables			1.00		1.00		1.00		1.00		1.00		1.00		1.00		1.00		1.00		1.00	9.00
6	TA/DA for DPO	0.10		0.30		1.20		1.20		1.20		1.20		1.20		1.20		1.20		1.20		1.20	9.90
7	Maintenance (eqpt)			0.10		0.20		0.10		0.20		0.10		0.20		0.10		0.20		0.10		0.10	1.30
8	Consultants	0.10		0.10		0.10		0.10							0.10		0.10		0.10		0.10		0.60
	Total			7.28		5.62		5.52		5.52		5.42		5.52		5.52		5.62		5.52		5.52	51.54

B Planning and Management

sl	Item	Unit cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total		
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	
1	Planning Exercise		1	7	7.00	7	7.00	7	7.00	7	7.00	7	7.00	7	7.00	7	7.00	7	7.00	7	7.00	7	63.00
2	Training of BRP			28	0.10	28	0.10																0.20
3	Orientation of the BRP			28	0.40	28	0.40	28	0.40	28	0.40	28	0.40	28	0.40	28	0.40	28	0.40	28	0.40	28	3.60
3	Orientation of the CRP			100	1.50				100	1.50				100	1.50						100		4.50
4	Furniture grant BRC		1	7	7.00																		7.00
5	Furniture grant CRC	0.1	25	2.50																			25.00
6	Contingency for BRC	0.125	7	0.90	7	0.90	7	0.90	7	0.90	7	0.90	7	0.90	7	0.90	7	0.90	7	0.90	7	0.90	8.40
7	Contingency for CRC	0.025	25	0.75	25	0.75	25	0.75	25	0.75	25	0.75	25	0.75	25	0.75	25	0.75	25	0.75	25	0.75	6.75
8	Exposure Visits			2.00		2.00		2.00		2.00		2.00		2.00		2.00		2.00		2.00		2.00	18.00
	Total			22.15		10.79		11.05		12.55		11.05		11.05		12.55		11.05		11.05		11.05	113.85

E. Access

sl	Item	Unit cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
1	Bridge Course (Res)	8	5	40.00	5	40.00	5	40.00	5	40.00	5	40.00	5	40.00	5	40.00	5	40.00	5	40.00	5	360.00
2	Induction Training for AS voluntary Trs	0.001	50	0.50					50	0.50					50	0.50					50	1.50
3	Induction Training for new trs	0.001	680	0.68																	720	0.72
4	Recurrent training	0.001		1.00		1.00		1.00		1.00		1.00		1.00		1.00		1.00		1.00		9.00
5	Training of BRP in AS V induction		35	0.35	35	0.35	35	0.35	35	0.35	35	0.35	35	0.35	35	0.35	35	0.35	35	0.35	35	3.15
6	Salary for new LP Trs	0.02	100	4.50	100	18.00	100	18.00	100	18.00	100	18.00	100	18.00	100	18.00	100	18.00	100	18.00	100	148.50
7	Salary for new UP Trs	0.03	580	43.50	580	174.00	580	174.00	580	174.00	580	174.00	580	174.00	580	174.00	580	174.00	580	174.00	580	1435.50
8	TLM Grant for Bridge course	0.01	5	0.05	5	0.05	5	0.05	5	0.05	5	0.05	5	0.05	5	0.05	5	0.05	5	0.05	5	0.45
9	TLE for New UPS	0.5	145	72.50																	145	72.50
10	AS teachers Honarium	0.01	50	1.50	50	6.00	50	6.00	50	6.00	50	6.00	50	6.00	50	6.00	50	6.00	50	6.00	50	49.50
11	EGSVolunteers	0.01	50	1.50	50	6.00	50	6.00	50	6.00	50	6.00	50	6.00	50	6.00	50	6.00	50	6.00	50	49.50
12	Teachers Grant	0.02	1000	20.00	1000	20.00	1000	20.00	1000	20.00	1000	20.00	1000	20.00	1000	20.00	1000	20.00	1000	20.00	1000	180.00
13	Shed/rent for AS	0.005	50	1.50	50	1.50	50	1.50	50	1.50	50	1.50	50	1.50	50	1.50	50	1.50	50	1.50	50	13.50
	Total			187.58		266.90		266.90		267.40		266.90		266.90		267.40		266.90		266.90		2323.82

F. Civil work

sl	Item	Unit cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
1	Addl Classroom	0.75	200	150.00	200	150.00	200	150.00	200	150.00	200	150.00	27	20.25							1027	770.25
2	Building for schools without building (LP)	1.5	50	75.00	50	75.00	50	75.00													150	225.00
3	Building for schools without building (LP)	2.5	50	75.00	50	75.00															100	150.00
4	Const. BRC	6	4	24.00	3	18.00															7	42.00
5	Const CRC	2	15	30.00	10	20.00															25	50.00
6	Building New LP	1.5	25	37.50	25	37.50															50	75.00
7	Building new UP	2.5	50	125.00	50	125.00	48	120.00													148	370.00
8	Repair grants	0.05	200	10.00	200	10.00	200	10.00	200	10.00	200	10.00	200	10.00							1200	60.00
9	Toilets Facility	0.25	50	12.50	50	12.50	50	12.50	50	12.50	50	12.50	50	12.50							300	75.00
10	Boundary walls	0.2	50	10.00	50	10.00	50	10.00	50	10.00	50	10.00	50	10.00	50	10.00	50	10.00	50	10.00	450	90.00
	Total			549.00		533.00		377.50		182.50		182.50		52.75		10.00		10.00		10.00		1907.25

G. Pedagogy and school improvement

Sl	Item	Unit cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
1	Multi Gr. Tr Training	0.001	2000	2.00	2000	2.00	2000	2.00	2000	2.00	2000	2.00	2000	2.00	2000	2.00	2000	2.00	2000	2.00	2000	18.00
2	Training og BRPs	0.1	21	2.10	21	2.10																4.20
3	Training of DRG		10	0.20	10	0.20																0.40
4	TLM grant	0.01	873	8.73	873	8.73	873	8.73	873	8.73	873	8.73	873	8.73	873	8.73	873	8.73	873	8.73	873	78.57
5	School grant	0.02	873	17.48	873	17.48	873	17.48	873	17.48	873	17.48	873	17.48	873	17.48	873	17.48	873	17.48	873	157.14
6	TLE grant (new)	0.1	50	5.00																		50
7	CRC Grant	0.02	25	0.50	25	0.50	25	0.50	25	0.50	25	0.50	25	0.50	25	0.50	25	0.50	25	0.50	25	4.50
8	Furniture for BRC	1	7	7.00																		7
9	Equipment for BRC	1.5	7	10.50																		7
10	Exposure Visit	0.02	25	0.50	25	0.50	25	0.50	25	0.50	25	0.50	25	0.50	25	0.50	25	0.50	25	0.50	25	4.50
11	Review meetings	0.005	600	3.00	600	3.00	600	3.00	600	3.00	600	3.00	600	3.00	600	3.00	600	3.00	600	3.00	600	27.00
12	Repair grants	0.05	873	43.65	873	43.65	873	43.65	873	43.65	873	43.65	873	43.65	873	43.65	873	43.65	873	43.65	873	392.85
13	Books BRC Lib		7	1.40	7	1.40	7	1.40	7	1.40	7	1.40	7	1.40	7	1.40	7	1.40	7	1.40	7	12.60
14	Printing of Modules		1	0.50	1	0.50	1	0.50	1	0.50											1	2.00
	Total			102.51		80.01		77.71		77.71		77.21		77.21		77.21		77.21		77.21		724.26

H. Education of focus group

Sl	Item	Unit cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
A. Education of Girl Child																						
1	Bridge Course (Res)	8.00	5	40.00	5	40.00	5	40.00	5	40.00	5	40.00										200.00
2	Workshop/Gender issue	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	9.00
3	Printing of Modules		7	0.50	7	0.50	7	0.50	7	0.50	7	0.50	7	0.50	7	0.50	7	0.50	7	0.50	7	4.50
4	Innov. Project	15.00	1	15.00	1	15.00	1	15.00	1	15.00	1	15.00	1	15.00	1	15.00	1	15.00	1	15.00	1	135.00
	Sub Total			56.50		56.50		56.50		56.50		56.50		16.50		16.50		16.50		16.50		348.50
B. Early Childhood Education																						
1	Induction Trg ECCE	0.007	200	1.40	200	1.40	200	1.40	200	1.40	200	1.40	200	1.40	200	1.40	200	1.40	200	1.40	200	12.60
2	Training of MTA	0.003	1000	3.00	1000	3.00	1000	3.00	1000	3.00	1000	3.00	1000	3.00	1000	3.00	1000	3.00	1000	3.00	1000	27.00
3	Training of BRP on ECCE	0.007	35	0.25	35	0.25	35	0.25	35	0.25	35	0.25	35	0.25	35	0.25	35	0.25	35	0.25	35	2.25
4	TLM for ECCE	0.01	200	0.20	200	0.20	200	0.20	200	0.20	200	0.20	200	0.20	200	0.20	200	0.20	200	0.20	200	1.80
5	Honourarium for ECCE worker	0.007	200	16.8	200	16.8	200	16.8	200	16.8	200	16.8	200	16.8	200	16.8	200	16.8	200	16.8	200	151.2
6	Aw Honorarium	0.004	200	8.00	200	8.00	200	8.00	200	8.00	200	8.00	200	8.00	200	8.00	200	8.00	200	8.00	200	72.00
	Sub Total			29.65		29.65		29.65		29.65		29.65		29.65		29.65		29.65		29.65		266.85

H. Education of focus group (cont..)

H. Education of focus group (cont..)

sl	Item	Unit cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
c.Children with Special Educaion Needs																						
1	TLM for Sp. Edn	0.01	7	0.07	7	0.07	7	0.07	7	0.07	7	0.07	7	0.07	7	0.07	7	0.07	7	0.07	7	0.63
2	IED training BRC		28	0.50	28	0.50	28	0.50	28	0.50	28	0.50	28	0.50	28	0.50	28	0.50	28	0.50	28	4.50
3	IED Assess- Camp	0.01	7	0.07	7	0.07	7	0.07	7	0.07	7	0.07	7	0.07	7	0.07	7	0.07	7	0.07	7	0.63
4	Res. Persons	0.04	3	0.12	3	0.12	3	0.12	3	0.12	3	0.12	3	0.12	3	0.12	3	0.12	3	0.12	3	1.08
	Honourarium																					
5	Salary of Volunteers	0.015	200	3.00	200	3.00	200	3.00	200	3.00	200	3.00	200	3.00	200	3.00	200	3.00	200	3.00	200	27.00
6	Training for Vol	0.001	200	0.20	200	0.20	200	0.20	200	0.20	200	0.20	200	0.20	200	0.20	200	0.20	200	0.20	200	1.80
	Sub Total			3.96		3.96		3.96		3.96		3.96		3.96		3.96		3.96		3.96		35.64

I.Distance Education Programme

sl	Item	Unit cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
1	Equip for BRC	1	7	7.00																		7.00
2	Maintenance of Tvetc	0.045	45	0.45	45	0.45	45	0.45	45	0.45	45	0.45	45	0.45	45	0.45	45	0.45	45	0.45	45	4.05
3	Workshop Dist Edn	1	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	9.00
4	Cassette	0.045	45	0.45	45	0.45	45	0.45	45	0.45	45	0.45	45	0.45	45	0.45	45	0.45	45	0.45	45	4.05
5	Video library(BRC)	0.1	7	0.70	7	0.70	7	0.70	7	0.70	7	0.70	7	0.70	7	0.70	7	0.70	7	0.70	7	6.30
	TOTAL			9.60		2.60		2.60		2.60		2.60		2.60		2.60		2.60		2.60		30.40

Chapter X

ANNUAL WORKING PLAN AND BUDGET FOR 2001-2002 EAST GARO HILLS

A Project Management

sl	Item	Unit cost	2001-02	
			Phy	Fin
1	Furniture for DPO	1.00	1	1.00
2	Equipment for DPO	4.00	1	4.00
3	Hiring of vehicles		1	0.18
4	Salary of DPO Staff	0.04	5	0.60
5	DPO Consumables			1.00
6	TA/DA for DPO	0.10		0.30
7	Maintenance(eqpt)			0.10
8	Consultants	0.10		0.10
	Total			7.28

B Planning and Management

sl	Item	Unit cost	2001-02	
			Phy	Fin
1	Planning Exercise	1	7	7.00
2	Training of BRP		28	0.10
3	Orientation of the BRP		28	0.40
3	Orientation of the CRP		100	1.50
4	Furniture grant BRC	1	7	7.00
5	Furniture grant CRC	0.1	25	2.50
6	Contingency for BRC	0.125	7	0.90
7	Contingency for CRC	0.025	25	0.75
8	Exposure Visits			2.00
	Total			22.15

C. Research Evaluation Monitoring and supervision

sl	Item	Unit	2001-02	
		cost	Phy	Fin
1	Action Research	0.05	20	1.00
2	Class room based research		20	1.00
3	Orientation on Research & Evaluation			0.50
4	Achievement Survey			0.50
5	Baseline study			1.00
6	MIS Equipments		1	5.00
7	MIS operation and Maintenance	0.5	1	0.50
8	Consumables and Peripherals	0.5		0.50
9	Academic Monitoring by DIET	1		1.00
10	Academic Monitoring by BRP			2.00
	Total			13.00

D. Community Mobilization and participation

sl	Item	Unit	2001-02	
		cost	Phy	Fin
1	Orientation of VEC		900	1.00
2	Cluster level Melas	0.25	25	6.25
3	Block Level Camps	0.25	7	1.75
4	Community Mobilization at habitation level		900	1.00
5	Campaign material and TA	0-001	900	0.90
	Total			10.90

E. Access

sl	Item	Unit	2001-02	
		cost	Phy	Fin
1	BridgeCourse(Res)	8	5	40.00
2	Induction Training for AS voluntary Trs	0.001	50	0.50
3	Induction Training for new trs	0.001	680	0.68
4	Recurrenttraining	0.001		1.00
5	Training of BRP in AS V induction		35	0.35
6	Salary for new LP Trs	0.02	100	4.50
7	Salary for new UP Trs	0.03	580	43.50
8	TLM Grant for Bridge course	0.01	5	0.05
9	TLE for New UPS	0.5	145	72.50
10	AS teachers Honararium	0.01	50	1.50
11	EGSVolunters	0.01	50	1.50
12	Teachers Grant	0.02	1000	20.00
13	Shed/rent for AS	0.005	50	1.50
	Total			187.58

F. Civil work

sl	Item	Unit	2001-02	
		cost	Phy	Fin
1	Addl. Classroom	0.75	200	150.00
2	Building for schools without building (LP)	1.5	50	75.00
3	Building for schools without building(UP)	2.5	50	75.00
4	Const. BRC	6	4	24.00
5	Const CRC	2	15	30.00
6	Building New LP	1.5	25	37.50
7	Building fnew UP	2.5	50	125.00
8	Repair grants	0.05	200	10.00
9	Toiets Facility	0.25	50	12.50
10	Boundary walls	0.2	50	10.00
	Total			549.00

G. Pedagogy and school improvement

sl	Item	Unit	2001-02	
		cost	Phy	Fin
1	Multi Gr. Tr Training	0.001	2000	2.00
2	Training og BRPs	0.1	21	2.10
3	Training of DRG		10	0.20
4	TLM grant	0.01	873	8.73
5	School grant	0.02	873	17.43
6	TLE grant (new)	0.1	50	5.00
7	CRC Grant	0.02	25	0.50
8	Furniture for BRC	1	7	7.00
9	Equipment for BRC	1.5	7	10.50
10	Exposure Visit	0.02	25	0.50
11	Review meetings	0.005	600	3.00
12	Repair grants	0.05	873	43.65
13	Books BRC Lib		7	1.40
14	Printing of Modules		1	0.50
	Total			102.51

H. Education of focus group

sl	Item	Unit	2001-02	
		cost	Phy	Fin

A. Education of Girl Child

1	Bridge Course (Res)	8.00	5	40.00
2	Workshop Gender issue	1.00	1	1.00
3	Printing of Modules		7	0.50
4	Innov. Project	15.00	1	15.00
	Sub Total			56.50

B. Early Childhood Education

1	Induction Trg ECCE	0.007	200	1.40
2	Training of MTA	0.003	1000	3.00
3	Training of BRP on ECCE	0.007	35	0.25
4	TLM for ECCE	0.01	200	0.20
5	Honourarium for ECCE worker	0.007	200	16.8
6	Aw Honorarium	0.004	200	8.00
	Sub Total			29.65

II. Education of focus group (cont..)

sl	Item	Unit	2001-02	
		cost	Phy	Fin
c.Children with Special Educaion Needs				
1	TLM for Sp. Edn	0.01	7	0.07
2	IED training BRC		28	0.50
3	IED Assess- Camp	0.01	7	0.07
4	Res. Persons	0.04	3	0.12
	Honourarium			
5	Salary of Volunteers	0.015	200	3.00
6	Training for Vol	0.001	200	0.20
	Sub Total			3.96

I.Distance Education Programme

sl	Item	Unit	2001-02	
		cost	Phy	Fin
1	Equip for BRC	1	7	7.00
2	Mainatenance of Tvetc	0.005	45	0.45
3	Workshop Dist Edn	1	1	1.00
4	Cassette	0.005	45	0.45
5	Video library(BRC)	0.1	7	0.70
	TOTAL			9.60

CHAPTER - XI
IMPLEMENTATION SCHEDULE

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

Access & alternate schooling

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

Civil work

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

Pedagogy and school improvement

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

Education of focus group

	A. Education of Girl Child			
62	Residential bridge course			
63	Gender issue workshop			
64	Printing of Modules			
65	Innovative project			
	B. Early Childhood Education			
66	Induction Training ECCE			
67	Training of Mothers Assn Mmbers			
68	Training of BRP etc on ECCE			
69	TLM for ECCE			
70	Honourarium for ECCE worker			
71	Awc Honorarium			
	C. Children with Special Educaion Needs			
72	TLM for special Education			
73	IED training for BRC			
74	IED Assessment camp			
75	Resource Persons Honourarium			
76	Salary for Volunteers			
77	Training for Volunteers			

Distance Education Programme

78	Purchase of Equipments for BRC			
79	Mainatnance of TV and VCD			
80	Distance Education Workshop			
81	Procurement of CDs			
82	Video library for BRC			

SCAN

Sarva Shiksha Abhiyan

**SOUTH GARO HILLS
BAGHMARA**

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DISTRICT ELEMENTARY EDUCATION PLAN

DEPARTMENT OF EDUCATION

SOUTH GARO HILLS