Achievements made during 2001 - 02 to 2010 - 2011
under Sarva Shiksha Abhiyan Programme in Tripura

Children playing in school during recess

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SSA Rajya Mission, Tripura,
Education (School) Department,
Government of Tripura

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Abbreviations

ABL	Activity Based Learning
Addl.	Additional
BALA	Building As a Learning Aid
BAS	Baseline Assessment Survey
BLEC	Block Level Education Committee
BRC	Block Resource Centre
BRG	Block Resource Group
BRP	Block Resource Person
CA	Chartered Accountant
CAL	Computer Aided Learning
CETE	Certificate in Elementary Teacher Education
CPE	Certificate in Primary Education
CRC	Cluster Resource Centre
CRG	Cluster Resource Group
CRP	Cluster Resource Person
CWSN	Children with Special Needs
DDRC	District Disability Rehabilitation Centre
Deptt.	Department
DIET	District Institute for Education & Training
DISE	District Information System for Education
DLEC	District Level Education Committee
DM	District Magistrate
DoNER	Department for Development of North-Eastern Region, Government of India
DPC	District Project Coordinator
DPO	District Project Office
DR	Dropout Rate
DRG	District Resource Group
Dy.	Deputy
EBB	Educationally Backward Block
Ed. CIL	Educational Consultants India Limited
EE&L	Elementary Education and Literacy
EGS	Education Guarantee Scheme
EMIS	Educational Management Information System
EVS	Environmental Science
Fin.	Financial
GER	Gross Enrolment Ratio
GoI	Government of India
Govt.	Government
GPI	Gender Parity Index
GT	Graduate Teacher
HBE	Home-Based Education
HS	Higher Secondary
IE	Inclusive Education
JB	Junior Basic
JS	Joint Secretary
KGBV	Kasturba Gandhi Balika Vidyalaya
KM	Kilometre
LEP	Learning Enhancement Programme
MAS	Mid-term Assessment Survey

MC	Municipal Council
MCS	Model Cluster School
MHRD	Ministry of Human Resource Development
MTA	Mother Teacher Association
NA	Not Applicable / Not Available
NCERT	National Council for Educational Research and Training
NER	Net Enrolment Ratio
NGO	Non-Government Organisation
NIMH	National Institute for Mentally Handicapped
NP	Nagar Panchayat
NPEGEL	National Programme for Education of Girls at Elementary Level
OBB	Operation Black Board
OBC	Other Backward Communities
OoSC	Out-of-School Children
PR	Promotion Rate
PRI	Panchayati Raj Institutions
Pry / Pry.	Primary
PTR	Pupil-Teacher Ratio
RCI	Rehabilitation Council of India
RM	Religious Minority
RTE Act	Right to Education Act, [Right of Children to Free & Compulsory Education Act, 2009]
SB	Senior Basic
SC	Scheduled Caste
SCERT	State Council for Educational Research and Training
SDP	School Development Plan
SMC	School Management Committee
SPD	State Project Director
SPO	State Project Office
Sq. Km.	Square Kilometre
SRG	State Resource Group
SSA	Sarva Shiksha Abhiyan
ST	Scheduled Tribe
TLE	Teaching Learning Equipment
TLM	Teaching Learning Material
TR	Transition Rate
TTAADC / ADC	Tripura Tribal Areas Autonomous District Council
U. Pry	Upper Primary
UEE	Universalisation of Elementary Education
UGT	Under-Graduate Teacher
URC	Urban Resource Centre
VEC	Village Education Committee

Tapan Chakraborty,
Minister,
Education (School) Department
Government of Tripura

MESSAGE

I am delighted to know that, like previous years, Sarva Shiksha Abhiyan Rajya Mission, Tripura, is going to bring out a booklet containing its achievements made during 2001 – 02 to 2010 – 11.

It is a fact that Sarva Shiksha Abhiyan has achieved many milestones in the field of Universalisation of Elementary Education in the State. Therefore, it is important to record all the important progresses and achievements made in the field of Elementary Education. I hope that this document will successfully serve the purpose.

I also hope that Sarva Shiksha Abhiyan Rajya Mission, Tripura, will achieve the goal of Universalisation of Elementary Education in our State.

[Tapan Chakraborty]

Banamali Sinha, IAS,
Principal Secretary
Education (School) Department
Government of Tripura

MESSAGE

Sarva Shiksha Abhiyan is one of the very important flagship programmes being implemented in our State very successfully. Since the programme is being implemented for last 10 years, documentation of all relevant data is very important for record as well as future reference. Thus, the initiative taken by the Rajya Mission Office to publish the Booklet containing progress upto 2010 – 11 is highly appreciated.

I am fully confident that this Booklet will be of great use to all concerned.

14.6.2011

[Banamali Sinha]

Karuna Nidhan Debbarma, IAS,
State Project Director,
Government of Tripura

MESSAGE

Sarva Shiksha Abhiyan is now synonymous with Right to Education and SSA Rajya Mission is going to publish a booklet on the achievements of this important programme upto 2010 – 11 at the level of elementary education.

I hope our effort of recording the progress made by the SSA Rajya Mission will be of immense help to all, particularly to the educationists and educational administrators, involved in elementary education's universalisation.

[Karuna Nidhan Debbarma]

INDEX

CHAPTER	CONTENTS	PAGES
Chapter-I	Preface	
Chapter-II	Planning	
Chapter-III	Implementation	
Chapter-IV	Management and Monitoring	
Chapter-V	Financial Matters	
Chapter-VI	Access to Education	
Chapter-VII	Identification and Enrolment of Out-of-School Children	
Chapter-VIII	Retention of Children	
Chapter-IX	Education of Children With Special Needs under Inclusive Education Programme	
Chapter-X	Improvement of Girls' Education	
Chapter-XI	Improvement of Quality of Education	
Chapter-XII	Community Leaders' Training	
Chapter-XIII	Civil Works	
Chapter-XIV	Research and Evaluation Works Carried Out	
Chapter-XV	Status of Elementary Education in the State against Various Indicators	
Chapter-XVI	Cumulative Achievement at a glance	

Chapter I: Preface

SARVA SHIKSHA ABHIYAN is the biggest ever flagship programme being implemented in the entire country with the objective of Universalising Elementary Education (UEE) by bringing all children in the age group of 6-14 years under the ambit of primary schooling, expanding schooling facility to all inaccessible un-served habitations, creating new school infrastructure and renovating / improving infrastructure of existing schools. Ultimately, this time bound programme aims at achieving the goal by providing education of satisfactory quality to the children for improving their human capabilities adequately, so that they may stand on their own and lead a successful life of prestige in the practical world of hazards. In conformity with other States and Union Territories of the country the programme was launched in the state in 2001–02.

During the course of its implementation in our state, SSA has gone a long way in bringing about a sea change in the educational profile of the state by way of enrolling out-of-school children and retaining them in the schooling system, effecting a sharp, tangible decline in drop-out rates, increase in transition rate, bridging gender and social gaps, training and motivating teachers to deliver education more effectively, involving community people in the education system, and so on.

Besides, a large number of assets have been created to facilitate the progress of education. Building of new educational infrastructure and renovating of the existing infrastructure, recruitment of capable human resource and enhancing their capabilities are to name only a few among many.

Introduction of the Right of Children to Free and Compulsory Education Act, 2009

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 was passed by the Parliament of India in August, 2009 and after receiving Presidential assent immediately thereafter, it was notified for implementation on April 1, 2010. The 86th Amendment that provides children of India, in the age group of 6 to 14 years, a fundamental right to free and compulsory education was simultaneously notified the same day. These were momentous events, even though the inclusion of the critical age group of 0 to 6 years, and 14 to 18 years remains an unfulfilled agenda.

In the present phase of SSA, it is mandatory to ensure that the approach and strategies for universalising elementary education are in conformity with the rights perspective mandated under the RTE Act.

Salient Features of the RTE Act, 2009

The RTE Act, 2009 provides for:

- The right of children to free and compulsory education till *completion* of elementary education in a neighbourhood school.
- It clarifies that ***'compulsory education'*** means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. ***'Free'*** means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
- It makes provisions for a non-admitted child to be admitted to an age appropriate class.
- It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.
- It lays down the norms and standards relating *inter alia* to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.
- It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.
- It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.
- It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition,
- It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centered learning.

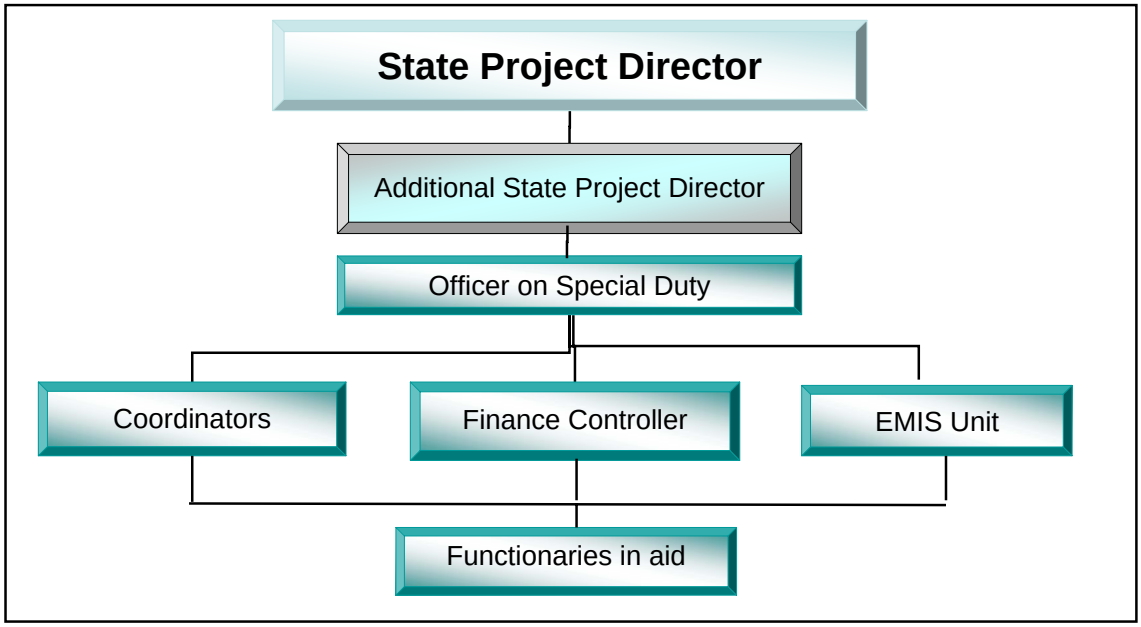
The following steps have already been taken in the State for implementation of the Right to Education Act, 2009:

- Constitution of State Advisory Council with the hon'ble Minister, School Education Department, as Chairman.
- Declaring SCERT as the Academic Authority.
- Instructions issued for constitution of School Management Committees at the elementary level.
- Orders issued banning private tuitions, collection of capitation fee
- Orders issued prohibiting physical punishment and mental harassment to children.
- Identification of neighborhood schools by the Inspector of Schools.

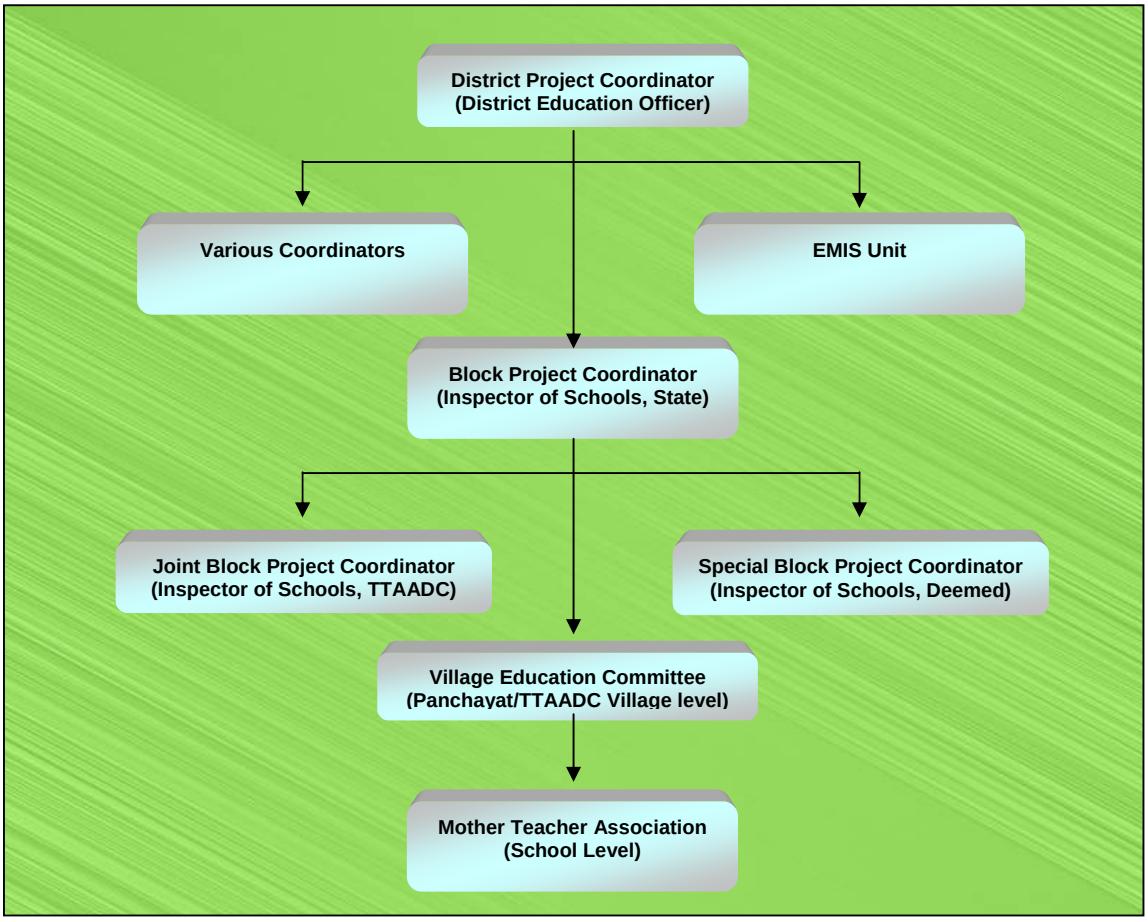
Smt. Anshu Vaish, Secretary, SE&L, MHRD, Government of India, attending a cultural programme at Town Hall, Agartala, during her visit to Tripura from 13th to 15th May, 2011.

Organisational Set-up

State Level



District & Block Levels



Basic Information about Tripura

Area	10,491.69 sq. km
Population (2001 Census)	31,99,203
Population (2011 Census – Provisional)	36,71,032
Districts	4
Zilla Parishads	4
Zilla Parishad Members	82
Sub-Divisions	17
Blocks	40
Municipal Council Area	1
No. of Municipal Council Wards	35
Autonomous District Council	1
TTAADC Members	30
TTAADC Villages	527
Revenue Circles	31
Tehsils	183
Revenue Moujas	874
Panchayat Samitis	23
No. of Panchayat Samity Members	299
Gaon Panchayats	511
No. of Gaon Panchayat Members	5295
Nagar Panchayats	15
Habitations	7829
Households	6,99,116 (as in 2010)

- **Population, Birth Rate, Sex Ratio, Density**

The district-wise population of the State by sex and share of communities are presented in the following table:

District	Population:			SC	% of total	ST	% of total
	Male	Female	Total				
Dhalai	159095	148773	307868	49817	16.20	166326	54.00
North	302946	287967	590913	82902	14.00	150500	25.50
South	394605	372835	767440	127307	16.60	289519	37.70
West	785579	747403	1532982	295698	19.30	387081	25.30
State	**1642225**	**1556978**	**3199203**	**555724**	**17.40**	**993426**	**31.10**

Source: Census 2001

Birth Rate (2005) per 1000 population: 16.0
Death Rate (2005) per 1000 population: 5.7
Natural Growth Rate (2005) per 1000 population: 10.3
Density of Population: 304 per Sq. Km. (350 as per provisional data of Census - 2011)

- **Literacy Rate – Male and Female (as per Census – 2001)**

District	Male	Female	Total	Gender Gap
Dhalai	70.20	51.00	60.90	19.20
North	80.00	65.60	73.00	14.40
South	78.90	60.30	69.00	18.60
West	84.60	69.60	77.30	15.00
Tripura	**81.00**	**64.90**	**73.20**	**16.10**

- **Literacy – SC and ST (as per Census – 2001)**

Caste	Male	Female	Total
Scheduled Caste	81.9	67.2	74.7
Scheduled Tribe	68.0	44.6	58.5

Literates and literacy rates by sex: 2011

Literates			Literacy rate (%)			
Total	**Male**	**Female**	**Total**	**Male**	**Female**	**Gender Gap**
28,31,742	15,15,973	13,15,769	87.75	92.18	83.15	9.03

Source: Census 2011 (Provisional data)

- **Schools in the State**

Primary Schools (I - V)

District	School Education Department	Tribal Welfare Department	Department of Sports	Social Welfare & Social Education Departmnet	TTAADC	S. C. Welfare Departmnet	Private Aided	Central Government Aided	Private Un- aided	**Total**	Government	Government + Government Aided
Dhalai	59	1	0	0	446	0	0	1	6	**513**	506	506
North	162	1	0	0	189	0	1	0	16	**369**	352	353
South	211	1	0	0	406	0	0	0	7	**625**	618	618
West	328	0	0	1	431	0	9	0	30	**799**	760	769
Total	**760**	**3**	**0**	**1**	**1472**	**0**	**10**	**1**	**59**	**2306**	**2236**	**2246**

Upper Primary Schools (I - VIII)

District	School Education Department	Tribal Welfare Department	Department of Sports	Social Welfare & Social Education Departmnet	TTAADC	S. C. Welfare Departmnet	Private Aided	Central Government Aided	Private Un- aided	**Total**	Government	Government + Government Aided
Dhalai	111	0	0	0	137	0	0	0	1	**249**	248	248
North	144	1	0	1	92	0	0	1	5	**244**	238	238
South	345	1	0	0	0	0	0	0	3	**349**	346	346
West	416	0	0	0	0	1	4	1	9	**431**	417	421
Total	**1016**	**2**	**0**	**1**	**229**	**1**	**4**	**2**	**18**	**1273**	**1249**	**1253**

High Schools (I - X)

District	School Education Department	Tribal Welfare Department	Department of Sports	Social Welfare & Social Education Departmnet	TTAADC	S. C. Welfare Departmnet	Private Aided	Central Government Aided	Private Un- aided	**Total**	Government	Government + Government Aided
Dhalai	47	0	0	0	0	0	0	0	3	**50**	47	47
North	86	0	0	0	0	0	1	0	8	**95**	86	87
South	152	1	0	0	0	0	1	1	9	**164**	153	154
West	217	1	0	0	0	0	4	0	16	**238**	218	222
Total	**502**	**2**	**0**	**0**	**0**	**0**	**6**	**1**	**36**	**547**	**504**	**510**

Higher Secondary Schools (I - XII)

District	School Education Department	Tribal Welfare Department	Department of Sports	Social Welfare & Social Education Departmnet	TTAADC	S. C. Welfare Departmnet	Private Aided	Central Government Aided	Private Un- aided	**Total**	Government	Government + Government Aided
Dhalai	24	0	0	0	0	0	1	1	1	**27**	24	25
North	55	0	0	0	0	0	5	2	0	**62**	55	60
South	75	0	0	0	0	0	3	1	0	**79**	75	78
West	131	0	1	2	1	0	19	4	11	**169**	135	154
Total	**285**	**0**	**1**	**2**	**1**	**0**	**28**	**8**	**12**	**337**	**289**	**317**

Total Schools

District	School Education Department	Tribal Welfare Department	Department of Sports	Social Welfare & Social Education Departmnet	TTAADC	S. C. Welfare Departmnet	Private Aided	Central Government Aided	Private Un- aided	**Total**	Government	Government + Government Aided
Dhalai	241	1	0	0	583	0	1	2	11	**839**	825	826
North	447	2	0	1	281	0	7	3	29	**770**	731	738
South	783	3	0	0	406	0	4	2	19	**1217**	1192	1196
West	1092	1	1	3	432	1	36	5	66	**1637**	1530	1566
Total	**2563**	**7**	**1**	**4**	**1702**	**1**	**48**	**12**	**125**	**4463**	**4278**	**4326**

Source : *Statistics Section, Directorate of School Education, Government of Tripura*

Sl. No.	**District**	**No. of Maqtab / Madarsa, Recognised by State Madarsa Board**	**No. of Unrecognised Maqtab / Madarsa**
(1)	Dhalai	1	0
(2)	North	36	9
(3)	South	11	0
(4)	West	93	0
Total		141	9

Source : *HHS, 2010*

- **Enrolment**

Stage	Total	Girls	SC	ST
Primary (I-V)	394418	193071	73265	168162
Middle (VI-VIII)	215680	105964	46702	74285
TOTAL (Elementary)	**610098**	**299035**	**119967**	**242447**

Source: DISE 2010

- **Coverage of Habitations in regard to access to education:**

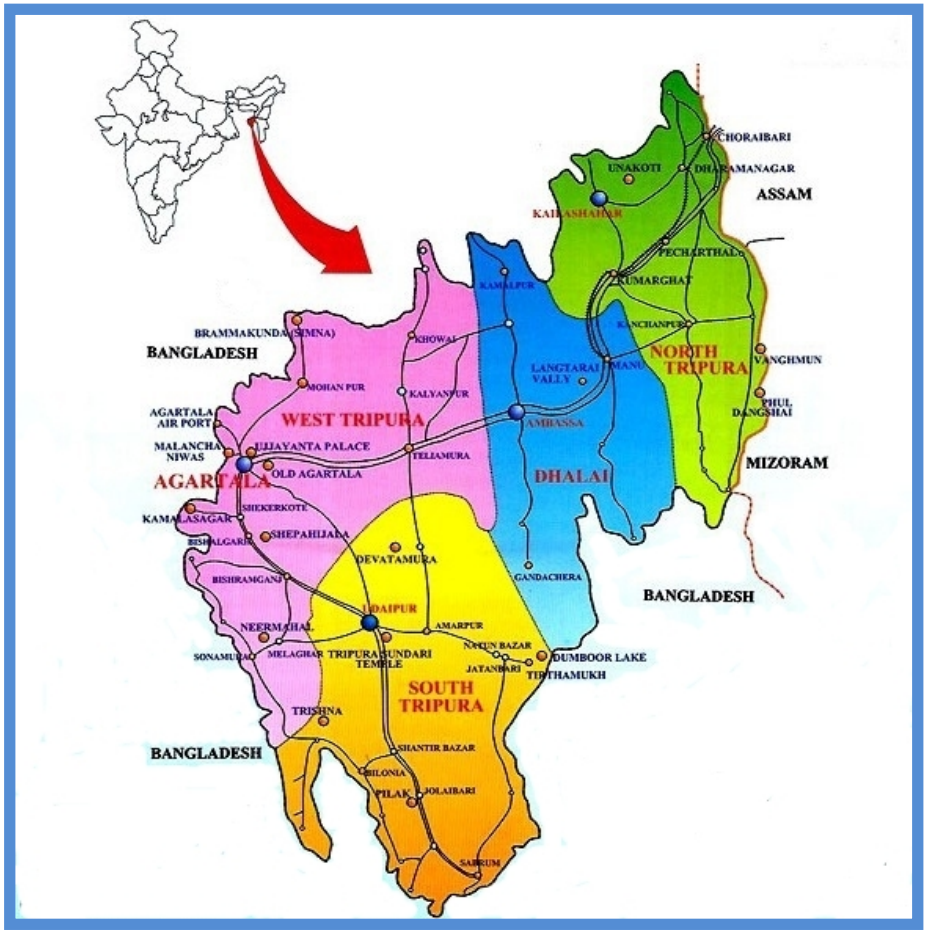
Primary schooling:

- Total Habitations: 7829
- Habitations covered by Primary Schools up to 2010-11: 7211
- Habitations to be covered during 2011-12: 0
- Habitations to be covered up to 2011-12: 7211
- Habitations which may remain uncovered after 2011-12: 618

Upper Primary schooling:

- Total Habitations: 7829
- Habitations covered by Upper Primary Schools up to 2010-11: 7272
- Habitations to be covered during 2011-12: 0
- Habitations to be covered up to 2011-12: 7272
- Habitations which may remain uncovered after 2011-12: 557

Source: District Micro Planning



Chapter II: Planning

Introduction:

SARVA SHIKSHA ABHIYAN is being implemented in the State since 2001 – 02 based on the Annual Work Plan & Budget, which is formulated by consolidating the District Elementary Education plans. The District plans are prepared basing on the Block plans, which reflect and replicate local specific educational needs contained in the Village Education Plans. A Village Education plan is formulated listing all the educational needs of all habitations constituting the village. Here, a habitation is considered as a unit of educational planning. Recently, as per the provisions of the RTE Act, 2009, the Directorate of School Education, Government of Tripura has issued instruction to prepare a School Development Plan (SDP) to every school under its control. Thus, the school has become the unit of educational planning.

1. Features of SSA Planning:

- It is a micro planning, which lists local specific educational needs.
- Community participation in planning at the micro level.
- A Habitation is considered as a unit of planning.
- Planning Core Teams formulate plans at different levels starting from Village to State levels.
- Plans are appraised by experts at all levels.
- Needs of Habitations formulate Village Plan, Village Plans constitute Block Plan and Block Plans are consolidated as District Elementary Education Plan. Likewise, District Elementary Education Plans help formulate the State Annual Work Plan and Budget.
- Annual Work Plan and Budget is broadly based on the State and District Perspective Plans.
- Perspective Plans are dynamic in nature and act as blueprint for achieving the goal of Universal Elementary Education within the timeframe of SSA in the context of the specific situations of the districts.
- Perspective Plan of a District actually forms the basis for placing demand for additional financial resources.
- Annual Work Plan and Budget spells out the activities, its implementation schedule and the financial resource required for a particular year.

2. Sources of Data required for planning:

i. Household Survey / Child Census:

Annual Household Survey / Child Census provides various core information regarding target group children (6-14 years). The information that are collected through this exercise include, total child population, quantum of children attending school, number of children remaining out-of-school including details about the children with special needs. All these data basically help formulate plan and undertake interventions to cater to the educational needs of the children – both in school and out of school. Going a step further from the National Norms, the entire exercise of Household Survey is accomplished every year in our State in collaboration with and active participation of teachers, parents, stakeholders, PRI members, educationists and the administrators working in education at different stages.

ii. District Information System for Education (DISE):

The voluminous clusters of data found out from District Information System for Education (DISE) are the core foundation, depending on which, the entire planning exercise is accomplished. Through this exercise, gamut of school data are collected from all categories and types of schools managed by the State Govt., Central Govt., recognised, aided and unaided schools. All these data thus collected are compiled, analysed, verified, and consolidated from micro to macro levels in an upward filtration method and subsequently disseminated in the reverse manner i.e. from macro to micro levels at the implementation phase. The School Report Cards as emerged and generated out of this scientific system in respect of each and every school thus covered are transmitted to all concerned with a direction to use this wonderful product as profile of the school to go ahead in the right direction of universalisation of elementary education.

iii. Cohort Study:

Cohort study is conducted in all government primary schools (I-V) and upper primary schools (I-VIII). The five-year cycle is taken into consideration for primary level schools and eight years cycle for upper primary level schools. The objective of the Cohort study is primarily to study the internal efficiency of the schools in terms of completion rate, repetition rate and transition rate. In this historic analysis system, the dropout rates both in the primary and upper primary schools are also computed. The study has also been helpful in devising strategies to reduce repetition and dropout rates and improve completion and transition rates. The schoolteachers are engaged to carry out the entire analytical exercise in synergy and under supervision of Head teacher of each school. The analytical report thus collected from each school

gets compiled and consolidated gradually at all higher stages like CRC, BRC, District Project Office and lastly in the office of the State Project Director. The findings of the Cohort study are shared with all the field level functionaries as well as with other Departments of the State Government so as to make enable all concerned to take up appropriate and adequate measures in order to overcome the hard spot areas. Different Departments like Social Welfare & Social Education, Rural Development, SC, OBC & RM Welfare, Tribal Welfare, Information Technology, Health & Family Welfare, Manpower & Labour, Panchayats etc. are consulted for making feasible convergence and synergy wherever necessary.

3. Planning Process:

In Tripura, the District Elementary Education Plan under SSA Mission is prepared in a decentralized and participatory manner. The core planning teams are formed at village, Block, District and State levels. As envisaged in the SSA framework, the 'bottom-up' approach of planning has been adopted to analyse the problems and issues and address them appropriately.

The State Core Planning Team takes care of planning for municipality areas as well. The State Core Planning Team consists of Director of School Education, Addl. State Project Director, Officer on Special Duty, Planning Co-ordinator, Finance Controller, State EMIS Co-ordinator, State Co-ordinators of Alternative Schooling, Inclusive Education, Civil Works, Teacher Training, Pedagogy, Dy. Director of SCERT, System Analyst and Principal of DIETs.

Similarly, the Village, Block and District level core planning teams are also constituted for formulation of Elementary Education Plan at different levels. At the school level, the School Management Committee (SMC), formed under the provisions of the RTE Act, has been empowered to prepare the school-level plan, namely, the SDP.

The state planning team primarily prepares a schedule for carrying out the entire planning process in the districts. Meetings and Workshops are organised at the State Level for orientation of district functionaries involved in planning process.

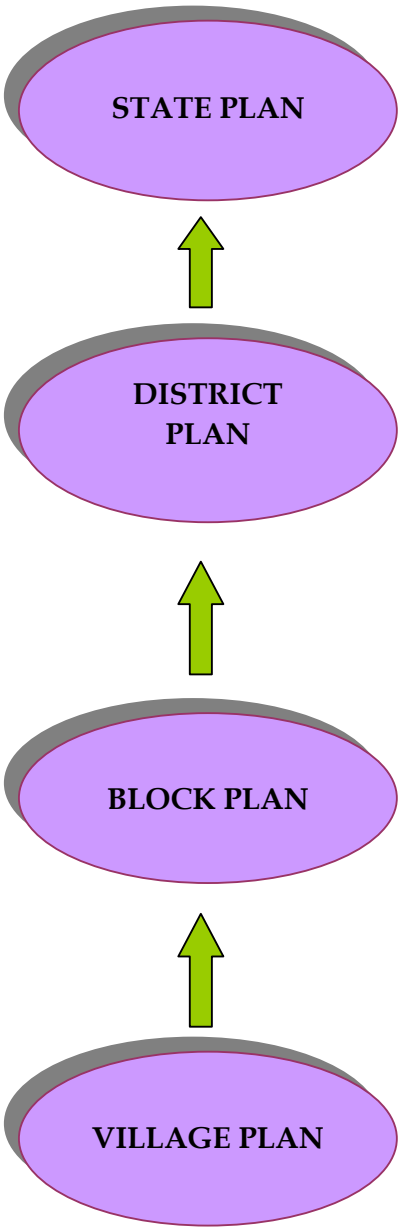
The District Planning Team, in turn, organises Workshops etc. for capacity building of Block personnel associated with plan formulation.

Block Planners, in turn, sensitise the Village Level SSA functionaries to prepare Village Plan, replicating the local specific educational needs of the Habitations.

Village Education Committee appraises and accords approval to Village Education Plan. Village Education Plans are placed before Block Level Education Committee, for obtaining approval. All Block Plans are consolidated at the District Level to ultimately formulate the District Elementary Education Plan, that is, Annual Work

Plan and Budget. It is placed before District Level Education Committee for approval. District Elementary Education Plans are consolidated at the State Level as State Annual Work Plan and Budget. The Executive Committee finally accords approval to the State Annual Work Plan and Budget, which is subsequently submitted to the Ministry of Human Resource Development, Department of School Education & Literacy, Government of India. At the National Level, the Technical Support Group, Educational Consultants India Limited, a Govt. of India Enterprise, in fine, examines, evaluates, appraises and accords approval to the State Annual Work Plan and Budget. Based on the approved outlay of fund, State and Central Governments release their matching shares to implement the programme through different interventions.

PLANNING PROCESS



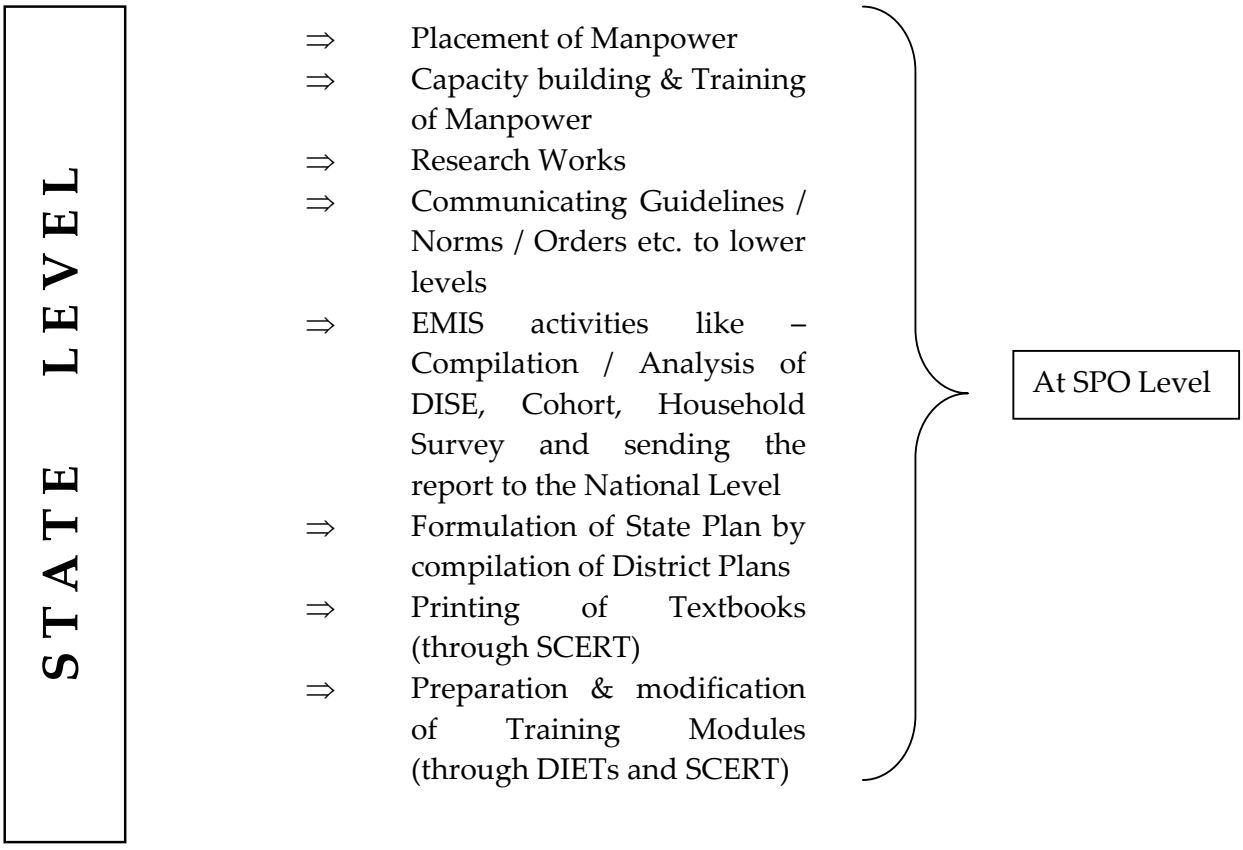
ABSTRACT OF YEAR WISE FUND SANCTIONED AND UTILIZED – 2001-02 TO 2010-11:

(In Lakh Rupees)

Year	Proposed Budget	Approved outlay	Fund released				Total fund available	Fund utilized	Closing Balance
			Opening Balance	Central Share	State Share	DoNER / Others			
2001-02	NA	1047.95	NA	445.37	15.00	-	460.37	389.44	70.93
2002-03	2046.28	1963.32	70.93	1162.18	555.00	-	1788.11	495.72	1292.39
2003-04	4012.89	5116.95	1292.39	2752.39	563.44	-	4608.22	4598.22	10.00
2004-05	7223.50	6305.54	10.00	3850.92	1838.59	-	5699.51	5416.81	282.70
2005-06	10399.11	9611.33	282.70	7955.77	944.99	951.76	10135.22	8705.71	1429.51
2006-07	10153.22	9085.15	1429.51	5461.41	728.19	1521.15	9140.26	8946.23	194.03
2007-08	13501.42	4832.34	194.03	4178.49	241.62	2.41	4616.55	4329.99	286.56
2008-09	14669.73	7468.92	286.56	6464.12	940.84	-	7691.52	7032.71	658.81
2009-10	12819.60	11172.50	658.81	7473.00	969.83	-	9101.64	8403.55	698.09
2010-11	28885.37	20121.96	698.09	17121.48	1288.20	400.00 (13th FC Award)	19507.77	19473.80	33.97
TOTAL	**103711.12**	**76725.96**	**4923.02**	**56865.13**	**8085.70**	**2875.32**	**72749.17**	**67792.18**	-

Chapter III: Implementation

ELEMENTARY Education Programme of SSA is implemented based on micro District Elementary Plan formulated every year, reflecting the infrastructural and pedagogical needs of schools and habitations concerned. Lot of activities are taken up as a part of implementation of SSA Programme at different levels like – preparation and distribution of textbooks, carrying research studies, conducting teacher-training programmes, opening & up-grading of primary schools, engagement of teachers, execution of civil construction and other school-based activities.



DISTRICT LEVEL

- ⇒ Placement of Manpower
- ⇒ Capacity building & Training of Manpower
- ⇒ Conducting research studies
- ⇒ Downward transmission of all Guidelines / Norms / Orders etc. to lower levels
- ⇒ EMIS activities like – Compilation of DISE, Cohort, Household Survey and sending the report to the State Level
- ⇒ Formulation of District Plan by compilation of Block Plans
- ⇒ Coordinating with various Departments for augmenting inputs / assistance
- ⇒ Conducting Induction Teacher Training (through DIETs)

At DPO Level

BLOCK LEVEL

- ⇒ Orientation teacher training
- ⇒ Community leaders' training
- ⇒ Distribution of textbooks to schools
- ⇒ Engagement of manpower
- ⇒ Engagement of teachers
- ⇒ Constitution of construction committees for each unit of civil works
- ⇒ Enrolment of Out-of-School Children
- ⇒ Implementation of Alternative Schooling
- ⇒ Implementation of Inclusive Education (through IE Nodal Schools)
- ⇒ Consolidation & Compilation of EMIS data like – DISE, Cohort, Household Survey and sending the report to the District Level
- ⇒ Conducting training programmes on EMIS activities
- ⇒ Formulation of Block Plan by compilation of Village Plans
- ⇒ Conducting training programmes on Plan preparation
- ⇒ Opening & up-gradation of Primary Schools
- ⇒ Implementation of activities relating to improvement of quality of education

VILLAGE LEVEL

- ⇒ Data collection & compilation through EMIS
- ⇒ Opening & up-gradation of Primary Schools
- ⇒ Implementation of Inclusive Education
- ⇒ Implementation of Alternative Schooling
- ⇒ Execution of Civil Works
- ⇒ Maintenance and updating of Village Education Register
- ⇒ Tracking of enrolled children
- ⇒ Implementation of Vidyalaya Cholo Abhiyan for enrolment of Out-of-School Children
- ⇒ Tracking of mainstreamed children
- ⇒ Implementation of remedial teaching
- ⇒ Holding meetings of Village Education Committee
- ⇒ Maintaining resolutions of VEC meetings
- ⇒ Solving minor problems related to programme implementation
- ⇒ Formulation of Village Plans

SCHOOL LEVEL

- ⇒ Providing Data for EMIS
- ⇒ Utilisation of School Grant, Teacher Grant, Repair Grant
- ⇒ Distribution of free textbooks to students
- ⇒ Implementation of pedagogical activities
- ⇒ Maintaining synergy with community people
- ⇒ Establishing community ownership of education
- ⇒ Looking after education of Children with Special Needs
- ⇒ Holding meetings of Mother Teacher Association
- ⇒ Maintaining resolutions of MTA meetings
- ⇒ Solving minor problems related to programme implementation

Convergence with other Departments

For successful implementation of SSA Programme, the State Implementing Society arranges convergence with various other departments of the State Government and other institutions / missions / bodies etc. Some of these convergences are:-

- Procurement of construction materials for various construction works, undertaken by SSA through the Store of Rural Development Department of the State Government.

- The State Public Works Department (Drinking Water and Sanitation) is providing drinking water sources and toilets in each school of the State. The target for covering all schools of the State is by September, 2012.

- National Rural Health Mission in association with the State Health Department will conduct health check-up programme in all school during 2011 – 12.

- The State Social Welfare and Social Education Department, through its Anganwadi Workers, has helped SSA to enroll 45,888 children of 6 years of age in the formal schools of the neighbourhood during the month of January, 2011.

- The District Disability Rehabilitation Centre (DDRC) is helping SSA in assessing the requirements of aids and appliances for the CWSN in the age group of 6 – 14 years.

An assessment camp conducted by DDRC

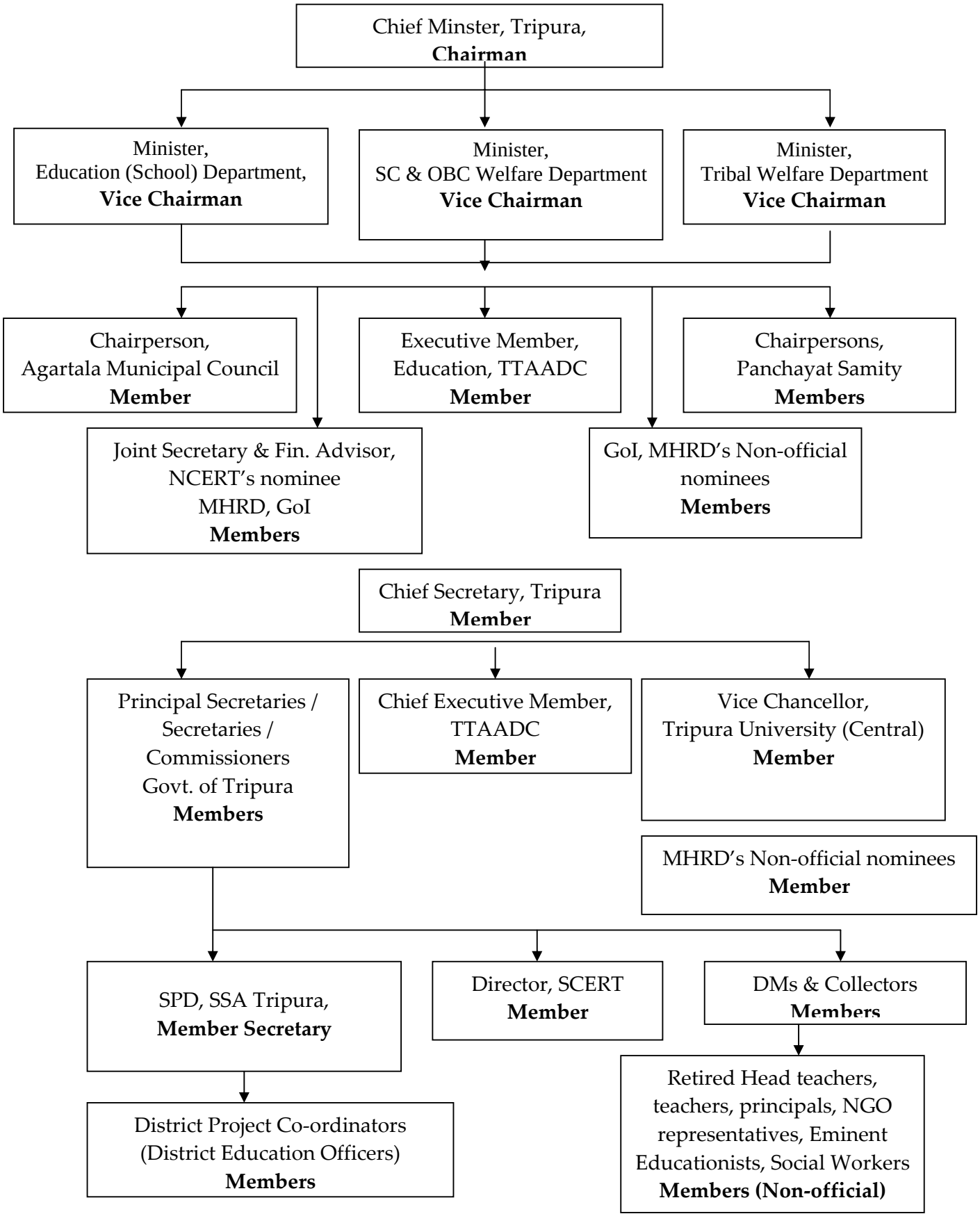
Chapter IV: Management and Monitoring

IN SSA programme, well-thought policies and decisions are adopted in the ***General Governing Body*** constituted with the Honourable Chief Minister as Chairman. This policy-making body paves ways for smooth implementation of the programme in the teeth of any bottlenecks and challenges that emerge in the course. Also, the enlightened ideas and thoughts of the members of the General Body enrich the outlook of the functionaries to reach out to the out-reached.

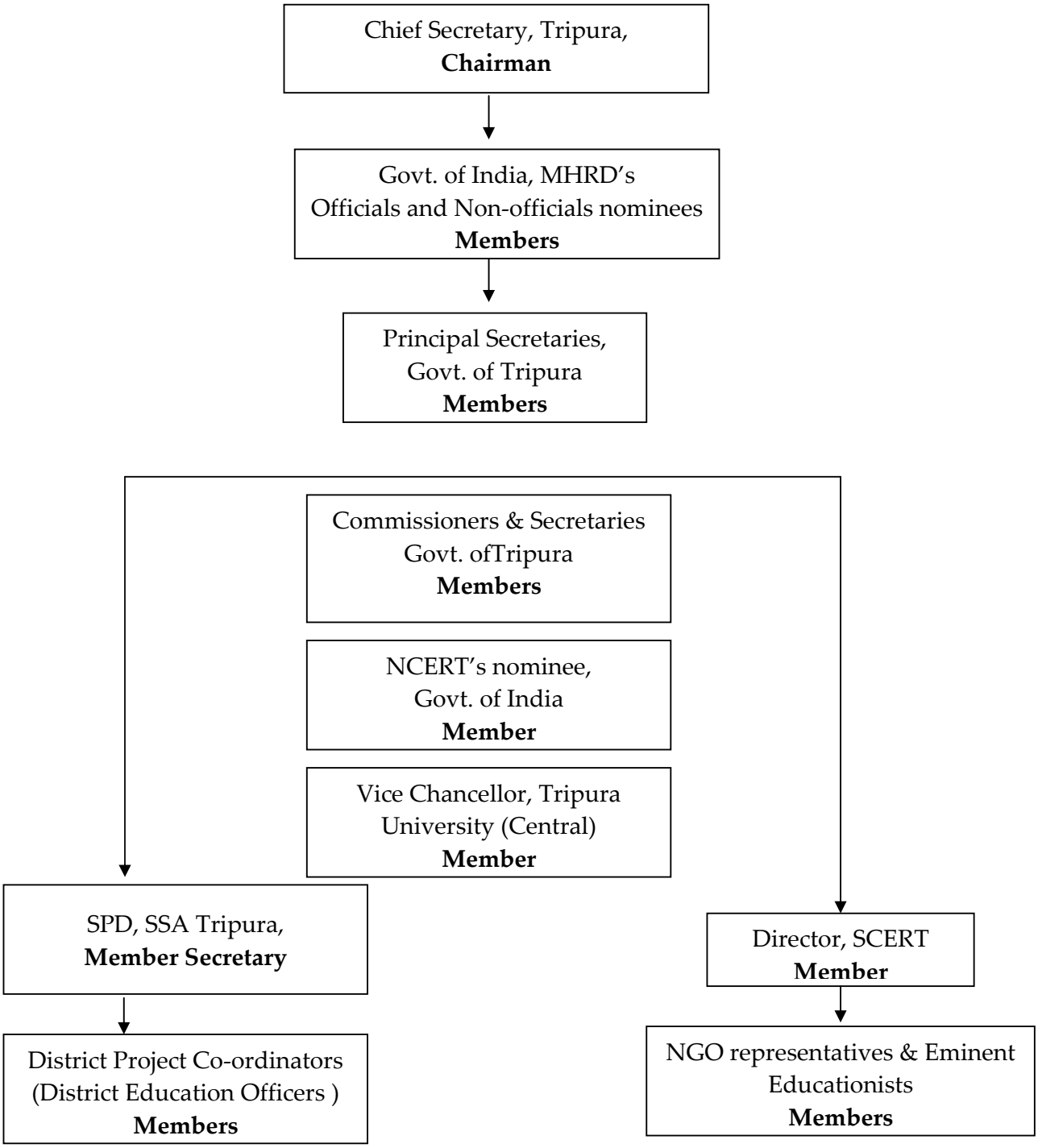
The ***Executive Committee***, with the Chief Secretary at the helm, reviews and evaluates the pace of progress of programme implementation at different levels of Management. Policies adopted by the General Body are executed and materialized by the Executive Committee through management structure constituted right from State to School levels.

Meeting of General Body of SSA

Structure of General Body, SSA Tripura



Structure of Executive Committee



The State Project Director is the administrative head of the SSA Programme. A number of Coordinators, Financial Controller, System Analyst, Accounts Officer, Programmer and Auditors are directly involved in management and implementation of the programme at the State Level under control of the Additional State Project Director. A big body of ministerial staff and other take instrumental role in the State Project Office. There is convergence and coordination with different Departments and Institutions like – Rural Development Department, Health Department, Panchayat Department, Tripura Board of Secondary Education, State Council of Educational Research and Training, District Institute of Education & Training. District Magistrate & Collector, being the Chairman of District Level Education Committee, is the head of management and implementation of the Programme at the District Level; District Project Coordinator (District Education Officer) takes the executive role in implementation and management of the programme in collaboration with Coordinators and EMIS personnel. Apart from this, there is a team of functionaries for performing official tasks. Similarly, at the Block Level, the Chairman of Panchayat Samiti / Block Advisory Committee of TTAADC heads the management and monitoring structure. Block Project Coordinator (Inspector of Schools, State) and Joint Block Project Coordinator (Inspector of Schools, TTAADC) are the stakeholders. Members of Block Level Education Committee, which include PRI Members, educationists, NGO and Teacher Representatives are directly involved in the areas of programme implementation and monitoring.

In actuality, members of Village Education Committee at the Panchayat Level take the pivotal role in programme implementation and monitoring. The Panchayat Pradhan / Chairman of TTAADC Village Committee is the Head of the VEC, while; one of the Head Teachers of the locality holds the responsibilities of the Secretary.

Mother Teacher Association implements and manages the programme at the School level in collaboration with the Teachers, Parents and the Community. One of the parents (preferably, a mother) tops the MTA with the Head Teacher of the School as Secretary.

The School Management Committee (SMC) is responsible for management and monitoring of the activities of the school. In the State, an SMC consists of 9 to 15 members, depending on the roll strength of the school. 50% of the members of the committee are women. The structure of the SMC is as follows:

- 75% of the members are from parents / guardians of children. Proportionate representations of the parents / guardians belonging to disadvantaged groups and weaker sections in the SMC are ensured.
- The remaining 25% of the members are from:
    - $^1/_{3^{rd}}$ of the members are from the elected members of the Local Authority.
    - $^1/_{3^{rd}}$ of the members are from the teachers of the school.
    - And $^1/_{3^{rd}}$ of the members are from local educationists / children in the school, as decided by the parents in the committee.

Chapter V: Financial Matters

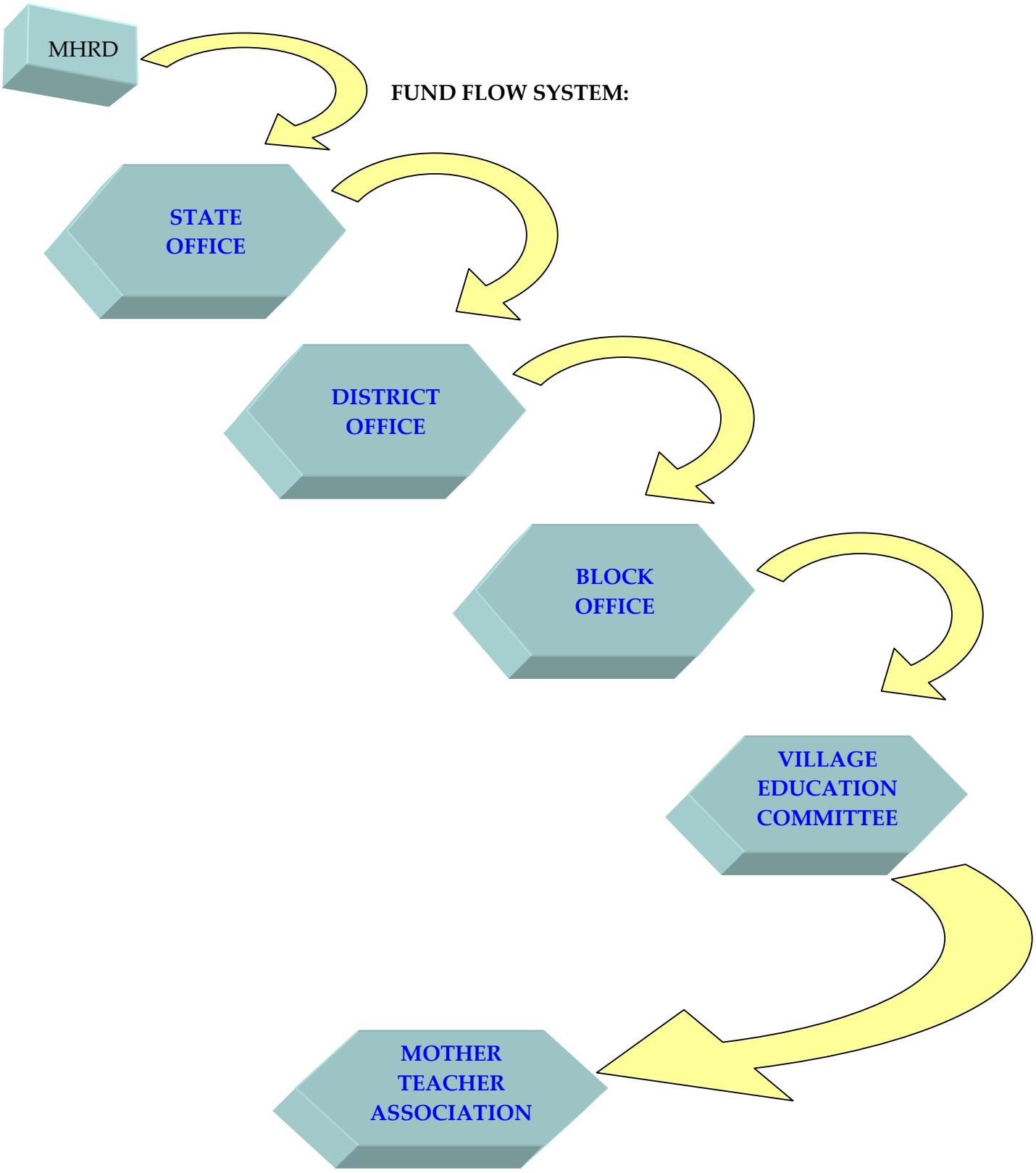
SARVA SHIKSHA ABHIYAN State Mission has adopted all the guidelines and norms laid down in the Financial Management and Procurement of the Ministry of Human Resource Development, Govt. of India.

FUND SHARING PATTERN:

Sharing pattern of SSA fund is given below:-

Year	Central Share	State Share
2001-02	85%	15%
2002-03	75%	25%
2003-04	75%	25%
2004-05	75%	25%
2005-06	75%	25%
2006-07	75%	25%
2007-08	90%	10%
2008-09	90%	10%
2009-10	90%	10%
2010-11	90%	10%

FUND FLOW SYSTEM:



Year-wise approved outlay, receipt of fund, utilisation and balance:

[Rs. In lakh]

Component	Approved Outlay	Fund Released				Expenditure Incurred	Balance
		Central	State	DoNER/ Others	Total		
Year: 2001-02							
SSA	1047.95	445.37	15.00	0.00	460.37	389.44	70.93
Year: 2002-03							
SSA	1654.98	1162.18	555.00	0.00	1717.18	495.72	1292.39
OBB	308.34	0.00	0.00	0.00	0.00	0.00	0.00
Total	**1963.32**	**1162.18**	**555**.00	**0.00**	**1717.18**	**495.72**	**1292.39**
Year: 2003-04							
SSA	5116.95	2752.39	563.44	0.00	3315.83	4598.22	10.00
Year: 2004-05							
SSA	6255.74	3832.25	1831.57	0.00	5663.82	5391.92	281.90
NPEGEL	6.40	2.40	1.60	0.00	4.00	3.20	0.80
KGBV	43.40	16.27	5.42	0.00	21.69	21.69	0.00
Total	**6305.54**	**3850.92**	**1838.59**	**0.00**	**5689.51**	**5416.81**	**282.70**
Year: 2005-06							
SSA	9428.15	7932.92	942.74	947.19	9822.85	8675.24	1429.51
NPEGEL	7.98	6.58	0.08	1.32	7.98	8.78	0.00
KGBV	175.2	16.27	2.17	3.25	21.69	21.69	0.00
Total	**9611.33**	**7955.77**	**944.99**	**951.76**	**9852.52**	**8705.71**	**1429.51**
Year: 2006-07							
SSA	9053.08	5305.96	707.46	1492.47	7505.89	8741.37	194.03
0.00NPEGEL	32.07	24.05	3.21	2.40	29.66	29.66	0.00
KGBV	0.00	131.4	17.52	26.28	175.2	175.2	0.00
Total	**9085.15**	**5461.41**	**728.19**	**1521.15**	**7710.75**	**8946.23**	**194.03**
Year: 2007-08							
SSA	4792.87	4142.96	237.68	0.00	4380.64	4288.11	286.56
NPEGEL	3.64	3.28	0.36	2.41	6.05	6.05	0.00
KGBV	35.83	32.25	3.58	0.00	35.83	35.83	0.00
Total	**4832.34**	**4178.49**	**241.62**	**2.41**	**4422.52**	**4329.99**	**286.56**
Year: 2008-09							
SSA	7373.9	6378.61	931.33	0.00	7309.94	6937.69	658.81
NPEGEL	3.67	3.30	0.37	0.00	3.67	3.67	0.00
KGBV	91.35	82.21	9.14	0.00	91.35	91.35	0.00
Total	**7468.92**	**6464.12**	**940.84**	**0.00**	**7404.96**	**7032.71**	**658.81**
Year: 2009-10							
SSA	11077.06	7377.56	969.83	0.00	8347.39	8308.11	698.09
NPEGEL	4.12	4.12	0.00	0.00	4.12	4.12	0.00
KGBV	91.32	91.32	0.00	0.00	91.32	91.32	0.00
Total	**11172.5**	**7473**	**969.83**	**0.00**	**8442.83**	**8403.55**	**698.09**
Year: 2010-11							
SSA	19868.38	16893.26	1262.85	400.00	18556.11	19220.23	33.97
NPEGEL	4.45	4.00	0.44	0.00	4.44	4.44	0.00
KGBV	249.13	224.22	24.91	0.00	249.13	249.13	0.00
Total	**20121.96**	**17121.48**	**1288.2**	**400.00**	**18809.68**	**19473.80**	**33.97**
Cumulative	**76725.96**	**56865.13**	**8085.70**	**2875.32**	**67826.15**	**67792.18**	**--**

Till now, an amount of ` 56865.13 lakh has been received as Central Share, while the receipt on account of State share is ` 8085.70 lakh. The State Government has released all the due State shares till now. The total fund received till now is ` 67826.15 lakh and the total expenditure is ` 67792.18 lakh. It is also to be mentioned here that during the year 2010-11, ` 400.00 lakh has been received as 13th Finance Commission Award.

Accounting

Complete accounts in respect of the monitory transactions of the State Implementation Society in the Headquarters office as well as in the subordinate offices such as District level, Block level, BRC level, CRC level, VEC level and MTA are maintained in the same manner as required in a State Government office. However, the "double entry method based on mercantile system" of accounting are followed under SSA.

The following books of accounts and registers are maintained by the society.

a) Cash Book,
b) Ledger
c) Register of advances
d) Register of bank draft received
e) Cheque issue register
f) Bank pass book / bank statement
g) Bill Register
h) Stock Register
i) Assets Register
j) Bank reconciliation statement
k) Despatch Register
l) File Register

Any other books and accounts which may be consider necessary for the day to day work of the society shall also be maintained with the approval of the State Project Director.

The maintenance of the accounts of the programme are governed by the principle that no expenditure is incurred by the society which is repugnant to the objectives of the programme and every item of expenditure which is incurred is in accordance with the prescribed procedures of financial propriety.

Internal Control and Internal Audit

Internal Control

In SSA Internal control is a process effective by the management of implementing agencies and other personnel designed to provide reasonable assurance that the objectives of the programme are being achieved in the areas of (a) Effectiveness and

efficiency of operations, (b) Reliability of financial and operation reporting and, (c) compliance with the provision of SSA frame work and other orders issued from time to time. Monitoring and supervision of the implementation of the programme and internal audit are the main control exercises in internal control.

Supervision and monitoring

Monitoring has to be a continuous with both programme implementation and outcome indicators required to be monitored on a regular basis in SSA the process of monitoring are as under:

A) Joint Review by Govt. of India, State Govt. and external funding agencies.
B) Community based monitoring with full transparency.
C) Continuous visit to fill by coordinators, Resource Persons and suggestions for improvement.
D) State specific responsibility to research and resource institutions for supervision, Monitoring, evaluation and research.
E) Community ownership for word/village/school level implementation.
F) Statement of expenditure of in each school to be a public document (social audit).
G) Mandatory implementation of many activities of VEC.
H) Habitation based planning.

Internal Audit

Internal audit is a control that functions by examining and evaluating the adequacy and effectiveness and other controls throughout the organizations. The internal audit activities include all payment audit as well as independent appraisals of the financial, operational and control activities of the programme. The responsibilities of the internal auditor include reporting on the adequacy of internal controls, the accuracy and propriety of transactions, the extent to which assess are counted for the safe guarded and the level compliance of with SSA financial and state Govt. procedures.

The State Implementing Society has introduced proper internal audit system by constituting its own internal audit unit that visits different materializing units for concurrent audits throughout the year and strengthens internal checks. This in-house audit system also ensures proper utilization of fund approved in the AWP&B.

The internal audit of District Project Offices and sub district units selected on a percentage basis are conducted so as to cover all districts and sub districts units at least once in three years to ensure in the internal audit that the prescribed accounting system including regular bank reconciliation is strictly followed by all.

Audit by the Chartered Account Firm (Statutory Audit)

The State Implementing Society registered under the Societies Registration Act. 1860 (21 of 1860) is responsible for the maintenance of proper accounts and other relevant records, as well as preparing annual accounts comprising the receipts and payments accounts and statement of liabilities in such a form as prescribed by the Registrar of Societies in keeping with the Rules in force under the said Act.

The CA Firm for conducting the audit of SSA, NPEGEL and KGBV are selected from the C & AG/ State AG's empanelled list.

Statutory Audit / CA Audit has been completed upto 2009-10.

Audit by the comptroller and Auditor General of India

The account of the society are also subjected to the provision of controller and Auditor General of India (duties, powers and conditions of service) Act., 1971 as amended from time to time.

Audit by Institute of Public Auditors of India

Institute of Public Auditors of India was appointed by Ministry of Human Resource Development to conduct financial review and monitor progress of SSA in Tripura.

Audit by Directorate of Audit, Govt. of Tripura

Audit by Directorate of Audit, Govt. of Tripura was appointed by the State Government to conduct financial review of SSA in the state of Tripura.

Chapter VI: Access to Education

Opening of Lower Primary School

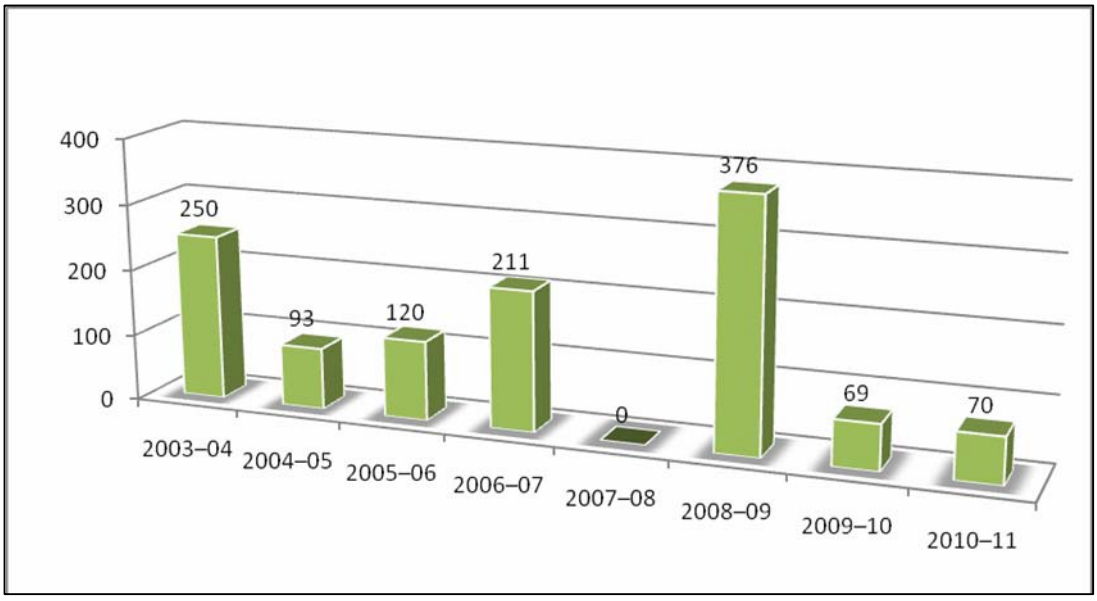
ENSURING access to elementary schooling facility to the children in the age group of 6-14 yrs living in the un-served habitations is one of the most important interventions envisaged in SSA programme to achieve the goal of universalisation of elementary education. In Tripura, there are 7829 habitations in all. With the advent of SSA programme in the State in 2001-02, the State Implementing Society of SSA started covering all un-served habitations identified at that point of time. During the last ten years' span of the programme, 1189 lower primary schools have been established and made functional within one KM radius of each of the un-served habitations. While opening such schools, the hilly remote rural areas inhabited by Schedule Castes, Schedule Tribes, Religious Minorities and Other Backward Communities have been given priority and importance. Opinions of the local community people have been taken into special consideration in times of selecting of sites for opening of lower primary schools.

So, far (upto 2010-11) 7211 requiring habitations could be brought under the coverage of primary schooling facility thus raising the percentage of coverage of un-served habitations to 92.10.

Year-wise picture of opening of lower primary schools upto 2010-11 is given below.

Year	No. of schools		
	ADC	Non ADC	Total
2003–04	200	50	250
2004–05	71	22	93
2005–06	90	30	120
2006–07	112	99	211
2007–08	00	00	00
2008–09	216	160	376
2009–10	39	30	69
2010–11	43	27	70
Total	**771**	**418**	**1189**

Opening of Primary Schools (2003-04 to 2010-11)



Spectrum of coverage of habitations by opening of lower primary school (JB School) is mirrored in the cages below:

1) District Break-up (2003-04 to 2010-11)

District	ADC	Non ADC	Total
West	206	190	**396**
South	194	89	**283**
North	88	86	**174**
Dhalai	283	53	**336**
Total	**771**	**418**	**1189**

2) Block wise and Municipal Council wise breakup (2003-04 to 2010-11)

DISTRICT: WEST TRIPURA

Block / Municipal Council	Year											
	2003-04			2004-05			2005-06			2006-07		
	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**
AMC	0	1	**1**	0	1	**1**	0	1	**1**	0	2	**2**
MOHANPUR	1	2	**3**	0	1	**1**	2	1	**3**	2	6	**8**
HEZAMARA	10	0	**10**	1	0	**1**	3	0	**3**	4	0	**4**
JIRANIA	4	2	**6**	2	1	**3**	3	1	**4**	3	5	**8**
MANDAI	8	0	**8**	1	0	**1**	2	0	**2**	6	0	**6**
TOTAL (SADAR)	**23**	**5**	**28**	**4**	**3**	**7**	**10**	**3**	**13**	**15**	**13**	**28**
BISHARGARH	2	2	**4**	1	0	**1**	2	2	**4**	0	6	**6**
DUKLI	2	1	**3**	0	0	**0**	1	1	**2**	0	4	**4**
JAMPUIJALA	5	0	**5**	2	0	**2**	3	0	**3**	6	0	**6**
TOTAL (BISHALGARH)	**9**	**3**	**12**	**3**	**0**	**3**	**6**	**3**	**9**	**6**	**10**	**16**

MELAGHAR	3	1	**4**	2	1	**3**	3	2	**5**	1	7	**8**
KATHALIA	2	2	**4**	1	0	**1**	2	1	**3**	1	4	**5**
BOXANAGAR	1	1	**2**	1	1	**2**	1	1	**2**	0	5	**5**
TOTAL (SONAMURA)	**6**	**4**	**10**	**4**	**2**	**6**	**6**	**4**	**10**	**2**	**16**	**18**
KHOWAI	1	0	**1**	1	1	**2**	0	1	**1**	0	7	**7**
TULASHIKHAR	8	0	**8**	5	0	**5**	2	0	**2**	2	0	**2**
PADMABIL	5	0	**5**	3	0	**3**	4	0	**4**	6	0	**6**
TOTAL (KHOWAI)	**14**	**0**	**14**	**9**	**1**	**10**	**6**	**1**	**7**	**8**	**7**	**15**
TELIAMURA	1	2	**3**	1	0	**1**	3	1	**4**	0	5	**5**
KALYANPUR	2	1	**3**	2	1	**3**	2	1	**3**	0	4	**4**
MUNGIAKAMI	5	0	**5**	2	0	**2**	4	0	**4**	3	0	**3**
TOTAL (TELIAMURA)	**8**	**3**	**11**	**5**	**1**	**6**	**9**	**2**	**11**	**3**	**9**	**12**
TOTAL (WEST)	**60**	**15**	**75**	**25**	**7**	**32**	**37**	**13**	**50**	**34**	**55**	**89**

Block / Municipal Council	**Year**									**Grand Total**		
	2008-09			**2009-10**			**2010-11**					
	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**
AMC	0	6	**6**	0	2	**2**	0	0	**0**	0	13	**13**
MOHANPUR	1	4	**5**	0	1	**1**	0	2	**2**	6	17	**23**
HEZAMARA	2	0	**2**	1	0	**1**	2	0	**2**	23	0	**23**
JIRANIA	4	6	**10**	0	2	**2**	1	2	**3**	17	19	**36**
MANDAI	2	0	**2**	1	0	**1**	2	0	**2**	22	0	**22**
TOTAL (SADAR)	**9**	**16**	**25**	**2**	**5**	**7**	**5**	**4**	**9**	**68**	**49**	**117**
BISHARGARH	0	6	**6**	0	3	**3**	0	2	**2**	5	21	**26**
DUKLI	0	5	**5**	0	2	**2**	0	0	**0**	3	13	**16**
JAMPUIJALA	2	0	**2**	1	0	**1**	1	0	**1**	20	0	**20**
TOTAL (BISHALGARH)	**2**	**11**	**13**	**1**	**5**	**6**	**1**	**2**	**3**	**28**	**34**	**62**
MELAGHAR	0	10	**10**	2	1	**3**	0	3	**3**	11	25	**36**
KATHALIA	0	4	**4**	0	3	**3**	0	2	**2**	6	16	**22**
BOXANAGAR	0	6	**6**	0	3	**3**	0	3	**3**	3	20	**23**
TOTAL (SONAMURA)	**0**	**20**	**20**	**2**	**7**	**9**	**0**	**8**	**8**	**20**	**61**	**81**
KHOWAI	0	7	**7**	0	2	**2**	0	2	**2**	2	20	**22**
TULASHIKHAR	13	0	**13**	1	0	**1**	0	0	**0**	31	0	**31**
PADMABIL	6	0	**6**	3	0	**3**	0	0	**0**	27	0	**27**
TOTAL (KHOWAI)	**19**	**7**	**26**	**4**	**2**	**6**	**0**	**2**	**2**	**60**	**20**	**80**
TELIAMURA	0	4	**4**	0	1	**1**	0	1	**1**	5	14	**19**
KALYANPUR	0	5	**5**	0	0	**0**	0	0	**0**	6	12	**18**
MUNGIAKAMI	4	0	**4**	1	0	**1**	0	0	**0**	19	0	**19**
TOTAL (TELIAMURA)	**4**	**9**	**13**	**1**	**1**	**2**	**0**	**1**	**1**	**30**	**26**	**56**
TOTAL (WEST)	**34**	**63**	**97**	**10**	**20**	**30**	**6**	**17**	**23**	**206**	**190**	**396**

- **No Primary Schools were opened in the year 2007–08.**

DISTRICT: SOUTH TRIPURA

Block / Municipal Council	Year								
	2003-04			2004-05			2005-06		
	ADC	Non-ADC	**Total**	ADC	Non - ADC	**Total**	ADC	Non - ADC	**Total**
MATABARI	1	2	**3**	1	0	**1**	1	1	2
KAKRABAN	1	1	**2**	1	0	**1**	1	1	2
KILLA	7	0	**7**	3	0	**3**	4	0	4
Total (UDAIPUR)	**9**	**3**	**12**	**5**	**0**	**5**	**6**	**2**	**8**
RAJNAGAR	2	2	**4**	2	1	**3**	2	1	3
HRISHYAMUKH	2	2	**4**	0	2	**2**	1	2	3
Total (BELONIA)	**4**	**4**	**8**	**2**	**3**	**5**	**3**	**3**	**6**
BOKAFA	6	1	**7**	2	1	**3**	2	2	4
Total (SANTIRBAZAR)	**6**	**1**	**7**	**2**	**1**	**3**	**2**	**2**	**4**
AMARPUR	5	1	**6**	1	0	**1**	3	1	4
KARBOOK	3	0	**3**	3	0	**3**	3	0	3
OMPINAGAR	6	0	**6**	3	0	**3**	3	0	3
Total (AMARPUR)	**14**	**1**	**15**	**7**	**0**	**7**	**9**	**1**	**10**
SATCHAND	5	3	**8**	1	2	**3**	1	2	3
RUPAICHARI	12	0	**12**	3	0	**3**	4	0	4
Total (SABROOM)	**17**	**3**	**20**	**4**	**2**	**6**	**5**	**2**	**7**
TOTAL (SOUTH)	**50**	**12**	**62**	**20**	**6**	**26**	**25**	**10**	**35**

Block / Municipal Council	Year									Grand total		
	2006-07			2008-09			2009-10					
	ADC	Non-ADC	**Total**	ADC	Non-ADC	**Total**	ADC	Non-ADC	**Total**	ADC	Non-ADC	**Total**
MATABARI	2	3	**5**	4	8	**12**	0	0	**0**	9	14	**23**
KAKRABAN	0	4	**4**	4	5	**9**	0	0	**0**	7	11	**18**
KILLA	5	0	**5**	10	0	**10**	0	0	**0**	29	0	**29**
Total (UDAIPUR)	**7**	**7**	**14**	**18**	**13**	**31**	**0**	**0**	**0**	**45**	**25**	**70**
RAJNAGAR	0	3	**3**	2	7	**9**	0	0	**0**	8	14	**22**
HRISHYAMUKH	1	2	**3**	3	6	**9**	1	0	**1**	8	14	**22**
Total (BELONIA)	**1**	**5**	**6**	**5**	**13**	**18**	**1**	**0**	**1**	**16**	**28**	**44**
BOKAFA	2	4	**6**	8	7	**15**	0	0	**0**	20	15	**35**
Total (SANTIRBAZAR)	**2**	**4**	**6**	**8**	**7**	**15**	**0**	**0**	**0**	**20**	**15**	**35**
AMARPUR	3	1	**4**	5	3	**8**	1	0	**1**	18	6	**24**
KARBOOK	7	0	**7**	7	0	**7**	0	0	**0**	23	0	**23**
OMPINAGAR	6	0	**6**	8	0	**8**	2	0	**2**	28	0	**28**
Total (AMARPUR)	**16**	**1**	**17**	**20**	**3**	**23**	**3**	**0**	**3**	**69**	**6**	**75**
SATCHAND	1	3	**4**	5	5	**10**	0	0	**0**	13	15	**28**
RUPAICHARI	6	0	**6**	6	0	**6**	0	0	**0**	31	0	**31**
Total (SABROOM)	**7**	**3**	**10**	**11**	**5**	**16**	**0**	**0**	**0**	**44**	**15**	**59**
TOTAL (SOUTH)	**33**	**20**	**53**	**62**	**41**	**103**	**4**	**0**	**4**	**194**	**89**	**283**

- **No Primary Schools were opened in the year 2007–08 and 2010-11.**

DISTRICT – NORTH TRIPURA

Block / Municipal Council	Year											
	2003-04			2004-05			2005-06			2006-07		
	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**
PANISAGAR	2	3	**5**	1	1	**2**	0	1	**1**	1	2	**3**
KADAMTALA	0	2	**2**	0	2	**2**	0	1	**1**	0	3	**3**
TOTAL (DHARMANAGAR)	**2**	**5**	**7**	**1**	**3**	**4**	**0**	**2**	**2**	**1**	**5**	**6**
GOURNAGAR	2	2	**4**	1	2	**3**	0	1	**1**	0	5	**5**
KUMARGHAT	6	3	**9**	1	1	**2**	1	1	**2**	0	3	**3**
TOTAL (KAILASHAHAR)	**8**	**5**	**13**	**2**	**3**	**5**	**1**	**2**	**3**	**0**	**8**	**8**
PECHARTHAL	7	0	**7**	1	0	**1**	2	0	**2**	0	0	**0**
DAMCHARA	6	0	**6**	1	0	**1**	1	0	**1**	0	0	**0**
DASDA	13	0	**13**	3	0	**3**	2	0	**2**	1	0	**1**
JAMPUI	4	0	**4**	1	0	**1**	0	0	**0**	0	0	**0**
TOTAL (KANCHANPUR)	**30**	**0**	**30**	**6**	**0**	**6**	**5**	**0**	**5**	**1**	**0**	**1**
TOTAL (NORTH)	**40**	**10**	**50**	**9**	**6**	**15**	**6**	**4**	**10**	**2**	**13**	**15**

Block / Municipal Council	Year									Grand Total		
	2008-09			2009-10			2010-11					
	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**
PANISAGAR	1	8	**9**	0	2	**2**	0	1	**1**	5	18	**23**
KADAMTALA	0	12	**12**	0	2	**2**	0	2	**2**	0	24	**24**
TOTAL (DHARMANAGAR)	**1**	**20**	**21**	**0**	**4**	**4**	**0**	**3**	**3**	5	42	**47**
GOURNAGAR	2	12	**14**	1	1	**2**	0	2	**2**	6	25	**31**
KUMARGHAT	1	8	**9**	0	2	**2**	0	1	**1**	9	19	**28**
TOTAL (KAILASHAHAR)	**3**	**20**	**23**	**1**	**3**	**4**	**0**	**3**	**3**	**15**	**44**	**59**
PECHARTHAL	7	0	**7**	0	0	**0**	1	0	**1**	18	0	**18**
DAMCHARA	3	0	**3**	2	0	**2**	1	0	**1**	14	0	**14**
DASDA	10	0	**10**	0	0	**0**	1	0	**1**	30	0	**30**
JAMPUI	1	0	**1**	0	0	**0**	**0**	**0**	**0**	**6**	**0**	**6**
TOTAL (KANCHANPUR)	**21**	**0**	**21**	**2**	**0**	**2**	**3**	**0**	**3**	68	0	**68**
TOTAL (NORTH)	**25**	**40**	**65**	**3**	**7**	**10**	**3**	**6**	**9**	**88**	**86**	**174**

- **No Primary Schools were opened in the year 2007–08.**

DISTRICT – DHALAI

Block / Municipal Council	Year											
	2003-04			2004-05			2005-06			2006-07		
	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**
SALEMA	3	10	**13**	2	1	**3**	2	2	**4**	4	8	**12**
AMBASSA	14	3	**17**	3	2	**5**	2	1	**3**	9	3	**12**
MANU	11	0	**11**	4	0	**4**	6	0	**6**	10	0	**10**
CHAWMANU	11	0	**11**	4	0	**4**	5	0	**5**	10	0	**10**
DUMBURNAGAR	11	0	**11**	4	0	**4**	7	0	**7**	10	0	**10**
TOTAL (DHALAI)	**50**	**13**	**63**	**17**	**3**	**20**	**22**	**3**	**25**	**43**	**11**	**54**

Block / Municipal Council	Year									Grand Total		
	2008-09			2009-10			2010-11					
	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**
SALEMA (incl. Kamalpur NP)	2	16	**18**	6	2	**8**	6	4	**10**	25	43	**68**
AMBASSA	13	0	**13**	6	0	**6**	8	0	**8**	55	9	**64**
MANU	26	0	**26**	7	0	**7**	6	0	**6**	70	0	**70**
CHAWMANU	17	0	**17**	3	0	**3**	4	0	**4**	54	0	**54**
DUMBURNAGAR	37	0	**37**		1	**1**	10	0	**10**	79	1	**80**
TOTAL (DHALAI)	**95**	**16**	**111**	**22**	**3**	**25**	**34**	**4**	**38**	**283**	**53**	**336**

- **No Primary Schools were opened in the year 2007–08.**

Upgradation of Lower Primary Schools to Upper Primary

SSA programme considers it very important to provide facility of Upper Primary Schooling for the target group children living in the habitations, which do not have such facility. Under this significant programme of elementary education, one lower primary school may be upgraded to upper primary school in absence of any such school within one and half kilometre radius of the habitation where the children inhabit. One lower primary school may also be upgraded to upper primary school following the ratio of 2:1 i.e., for every two primary schools there is provision of one upper primary school. While planning for up gradation of lower primary schools, micro level data regarding school collected through Village Plan Format are properly examined at the appropriate level. Data collected through District Information System for Education (DISE) also augment important inputs for this purpose. Views and opinions of the local people are also taken into confidence while planning for up gradation of Junior Basic Schools. The habitats dwelled by the people in difficult circumstances and the people belonging to disadvantaged groups of the society like Scheduled Caste, Scheduled Tribe, Religious minority and Other Backward Communities are given priority while selecting schools for up gradation.

Primary schools are upgraded according to District Elementary Education Plan and based on the approval of the Project Approval Board, National SSA Mission, MHRD, Govt. of India accorded to the Annual Work Plan and Budget. District Elementary Education Plan is formulated by consolidating the Village Education Plans and Block Education Plans. The Village Education Committee, the Block Level Education Committee and the District Level Education Committee examine the Annual Education Plan at the Village, Block and District level respectively.

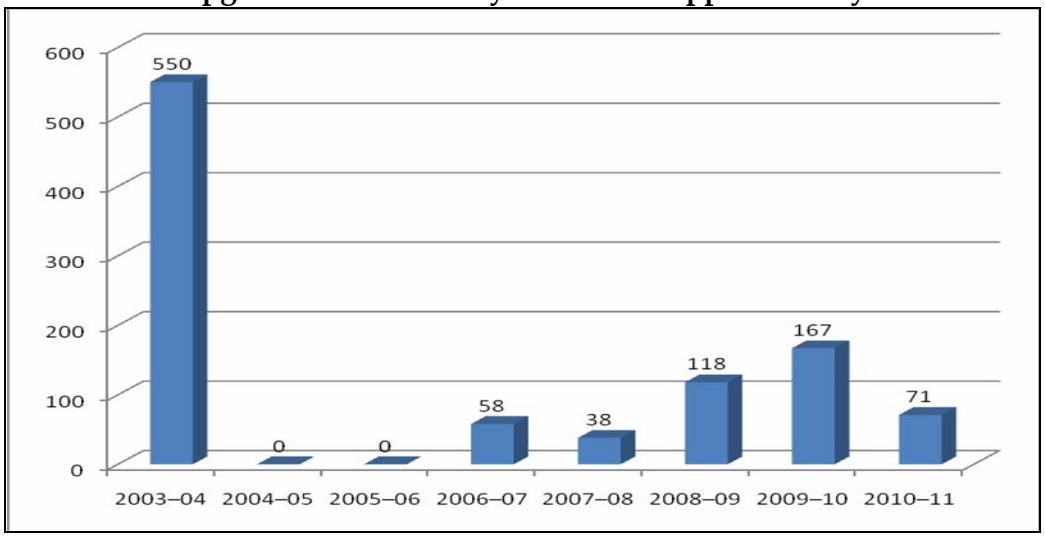
Out of the 7829 habitations in the State, so far (upto 2010-11), 7272 habitations could be covered under the Upper Primary Schooling facility. In SSA programme, 1002 Lower Primary Schools have been up graded to Upper Primary Schools and made functional during the last long span extending upto 2010-11. That is, the extent of coverage of habitations by upper primary schooling facility has gone up to 92.9%.

Spectrum of coverage of habitations by upgrading of Lower Primary Schools (JB Schools) is mirrored in the cages below:

Year-wise & type of area wise picture

Year	No. of schools		
	ADC	Non ADC	Total
2003–04	363	187	550
2004–05	00	00	00
2005–06	00	00	00
2006–07	29	29	58
2007–08	32	06	38
2008–09	72	46	118
2009–10	107	60	167
2010–11	51	20	71
Total	**654**	**348**	**1002**

Upgradation of Primary Schools to Upper Primary



2) District wise Breakup of upper primary school setup under SSA (2003-04 to 2010-11)

District	ADC	Non ADC	Total
West	166	128	**294**
South	197	92	**289**
North	123	78	**201**
Dhalai	168	50	**218**
Total	**654**	**348**	**1002**

3) Block and Municipal Council wise breakup of upper primary schools setup under SSA (2003-04 to 2010-11)

DISTRICT: WEST TRIPURA

Block / Municipal Council	Year											
	2003-04			2006-07			2007-08			2008-09		
	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**
AMC	0	2	**2**	0	1	**1**	0	0	**0**	0	1	**1**
MOHANPUR	3	7	**10**	1	2	**3**	0	0	**0**	0	1	**1**
HEZAMARA	20	**0**	**20**	1	0	**1**	0	0	**0**	4	0	**4**
JIRANIA	5	**5**	**10**	1	1	**2**	0	**0**	**0**	2	1	**3**
MANDAI	10	0	**10**	1	0	**1**	1	0	**1**	1	0	**1**
TOTAL (SADAR)	**38**	**14**	**52**	**4**	**4**	**8**	**1**	**0**	**1**	**7**	**3**	**10**
BISHARGARH	5	2	**7**	0	**4**	**4**	0	0	**0**	0	1	**1**
DUKLI	0	2	**2**	0	**2**	**2**	0	0	**0**	0	3	**3**
JAMPUIJALA	21	0	**21**	1	**0**	**1**	1	**0**	**1**	1	0	**1**
TOTAL (BISHALGARH)	**26**	**4**	**30**	**1**	**6**	**7**	**1**	**0**	**1**	**1**	**4**	**5**
MELAGHAR	2	8	**10**	2	2	**4**	0	1	**1**	1	6	**7**
KATHALIA	1	8	**9**	0	1	**1**	0	0	**0**	0	5	**5**
BOXANAGAR	0	2	**2**	0	1	**1**	0	0	**0**	1	7	**8**
TOTAL (SONAMURA)	**3**	**18**	**21**	**2**	**4**	**6**	**0**	**1**	**1**	**2**	**18**	**20**
KHOWAI	0	1	**1**	0	3	**3**	0	0	**0**	0	3	**3**
TULASHIKHAR	10	0	**10**	2	0	**2**	1	0	**1**	8	0	**8**
PADMABIL	15	0	**15**	1	0	**1**	0	0	**0**	7	0	**7**
TOTAL (KHOWAI)	**25**	**1**	**26**	**3**	**3**	**6**	**1**	**0**	**1**	**15**	**3**	**18**
TELIAMURA	0	2	**2**	1	**1**	**2**	1	**0**	**1**	1	0	**1**
KALYANPUR	0	1	**1**	1	0	**1**	0	0	**0**	1	1	**2**
MUNGIAKAMI	9	0	**9**	1	0	**1**	0	0	**0**	1	0	**1**
TOTAL (TELIAMURA)	**9**	**3**	**12**	**3**	**1**	**4**	**1**	**0**	**1**	**3**	**1**	**4**
Total (West)	**101**	**40**	**141**	**13**	**18**	**31**	**4**	**1**	**5**	**28**	**29**	**57**

Block / Municipal Council	Year						Grand Total		
	2009-10			2010-11					
	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**
AMC	0	0	**0**	0	2	**2**	0	6	**6**
MOHANPUR	0	0	**0**	0	2	**2**	4	12	**16**
HEZAMARA	0	0	**0**	1	0	**1**	26	0	**26**
JIRANIA	2	3	**5**	1	1	**2**	11	11	**22**
MANDAI	3	0	**3**	1	0	**1**	17	0	**17**
TOTAL (SADAR)	**5**	**3**	**8**	**3**	**5**	**8**	**58**	**29**	**87**
BISHARGARH	0	0	**0**	0	0	**0**	5	7	**12**
DUKLI	1	4	**5**	0	0	**0**	1	11	**12**
JAMPUIJALA	0	0	**0**	0	0	**0**	24	0	**24**
TOTAL (BISHALGARH)	**1**	**4**	**5**	**0**	**0**	**0**	**30**	**18**	**48**
MELAGHAR	1	6	**7**	0	3	**3**	6	26	**32**
KATHALIA	2	2	**4**	2	1	**3**	5	17	**22**
BOXANAGAR	1	5	**6**	0	3	**3**	2	18	**20**
TOTAL (SONAMURA)	**4**	**13**	**17**	**2**	**7**	**9**	**13**	**61**	**74**
KHOWAI	0	2	**2**	0	1	**1**	0	10	**10**
TULASHIKHAR	0	0	**0**	0	0	**0**	21	0	**21**
PADMABIL	0	0	**0**	0	0	**0**	23	0	**23**
TOTAL (KHOWAI)	**0**	**2**	**2**	**0**	**1**	**1**	**44**	**10**	**54**
TELIAMURA	1	5	**6**	0	0	**0**	4	8	**12**
KALYANPUR	1	0	**1**	0	0	**0**	3	2	**5**
MUNGIAKAMI	3	0	**3**	0	0	**0**	14	0	**14**
TOTAL (TELIAMURA)	**5**	**5**	**10**	**0**	**0**	**0**	**21**	**10**	**31**
Total (West)	**15**	**27**	**42**	**5**	**13**	**18**	**166**	**128**	**294**

- **There was no Upgradation of Lower Primary Schools to Upper Primary in the years 2004–05 & 2005–06.**

DISTRICT: SOUTH TRIPURA

Block / Municipal Council	Year											
	2003-04			2006-07			2007-08			2008-09		
	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**
MATABARI	5	8	**13**	0	2	**2**	1	0	**1**	3	1	**4**
KAKRABAN	2	5	**7**	1	0	**1**	0	1	**1**	2	1	**3**
KILLA	4	0	**4**	0	1	**1**	1	0	**1**	3	0	**3**
Total (UDAIPUR)	**11**	**13**	**24**	**1**	**3**	**4**	**2**	**1**	**3**	**8**	**2**	**10**
RAJNAGAR	1	12	**13**	0	1	**1**	0	1	**1**	1	2	**3**
HRISHYAMUKH	3	6	**9**	1	1	**2**	1	0	**1**	1	2	**3**
Total (BELONIA)	**4**	**18**	**22**	**1**	**2**	**3**	**1**	**1**	**2**	**2**	**4**	**6**

BOKAFA	3	9	**12**	1	0	**1**	1	0	**1**	3	1	**4**
Total (SANTIRBAZAR)	**3**	**9**	**12**	**1**	**0**	**1**	**1**	**0**	**1**	**3**	**1**	**4**
AMARPUR	5	4	**9**	1	1	**2**	1	0	**1**	2	1	**3**
KARBOOK	8	0	**8**	1	0	**1**	0	0	**0**	3	0	**3**
OMPINAGAR	7	0	**7**	1	0	**1**	1	0	**1**	3	0	**3**
Total (AMARPUR)	**20**	**4**	**24**	**3**	**1**	**4**	**2**	**0**	**2**	**8**	**1**	**9**
SATCHAND	7	7	**14**	1	1	**2**	1	0	**1**	0	3	**3**
RUPAICHARI	9	0	**9**	1	0	**1**	1	0	**1**	3	0	**3**
Total (SABROOM)	**16**	**7**	**23**	**2**	**1**	**3**	**2**	**0**	**2**	**3**	**3**	**6**
Total (South)	**54**	**51**	**105**	**8**	**7**	**15**	**8**	**2**	**10**	**24**	**11**	**35**

Block / Municipal Council	**Year**						**Grand Total**		
	2009-10			**2010-11**					
	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**
MATABARI	4	2	**6**	0	1	**1**	13	14	**27**
KAKRABAN	0	4	**4**	1	0	**1**	6	11	**17**
KILLA	5	0	**5**	4	0	**4**	17	1	**18**
Total (UDAIPUR)	**9**	**6**	**15**	**5**	**1**	**6**	**36**	**26**	**62**
RAJNAGAR	0	5	**5**	0	0	**0**	2	21	**23**
HRISHYAMUKH	1	4	**5**	1	1	**2**	8	14	**22**
Total (BELONIA)	**1**	**9**	**10**	**1**	**1**	**2**	**10**	**35**	**45**
BOKAFA	3	2	**5**	8	0	**8**	19	12	**31**
Total (SANTIRBAZAR)	**3**	**2**	**5**	**8**	**0**	**8**	**19**	**12**	**31**
AMARPUR	8	0	**8**	6	0	**6**	23	6	**29**
KARBOOK	10	0	**10**	6	0	**6**	28	0	**28**
OMPINAGAR	8	0	**8**	7	0	**7**	27	0	**27**
Total (AMARPUR)	**26**	**0**	**26**	**19**	**0**	**19**	**78**	**6**	**84**
SATCHAND	9	1	**10**	1	1	**2**	19	13	**32**
RUPAICHARI	16	0	**16**	5	0	**5**	35	0	**35**
Total (SABROOM)	**25**	**1**	**26**	**6**	**1**	**7**	**54**	**13**	**67**
Total (South)	**64**	**18**	**82**	**39**	**3**	**42**	**197**	**92**	**289**

- **There was no Upgradation of Lower Primary Schools to Upper Primary in the years 2004–05 & 2005–06.**

DISTRICT: NORTH TRIPURA

Block / Municipal Council	Year						Grand Total		
	2003-04			2006-07					
	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**
PANISAGAR	4	17	**21**	0	0	**0**	4	17	**21**
KADAMTALA	1	26	**27**	0	0	**0**	1	26	**27**
TOTAL (DHARMANAGAR)	5	43	**48**	0	0	**0**	5	43	**48**
GOURNAGAR	6	17	**23**	0	0	**0**	6	17	**23**
KUMARGHAT	9	18	**27**	0	0	**0**	9	18	**27**
TOTAL (KAILASHAHAR)	15	35	**50**	0	0	**0**	15	35	**50**
PECHARTHAL	15	0	**15**	0	0	**0**	15	0	**15**
DAMCHARA	16	0	**16**	0	0	**0**	16	0	**16**
DASDA	58	0	**58**	1	0	**1**	59	0	**59**
JAMPUI	13	0	**13**	0	0	**0**	13	0	**13**
TOTAL (KANCHANPUR)	102	0	**102**	1	0	**1**	103	0	**103**
TOTAL NORTH	**122**	**78**	**200**	**1**	**0**	**1**	123	78	**201**

- **There was no Upgradation of Lower Primary Schools to Upper Primary in the years 2004–05, 2005–06, 2007–08, 2008–09, 2009–10 & 2010–11.**

DISTRICT: DHALAI

Block / Municipal Council	Year											
	2003-04			2006-07			2007-08			2008-09		
	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**
SALEMA	3	15	**18**	**1**	3	**4**	1	3	**4**	0	6	**6**
AMBASSA	16	3	**19**	1	1	**2**	0	0	**0**	6	0	**6**
MANU	17	0	**17**	3	0	**3**	8	0	**8**	6	0	**6**
CHAWMANU	32	0	**32**	1	0	**1**	4	0	**4**	2	0	**2**
DUMBURNAGAR	18	0	**18**	**1**	0	**1**	7	0	**7**	6	0	**6**
TOTAL (DHALAI)	**86**	**18**	**104**	**7**	**4**	**11**	**20**	**3**	**23**	**20**	**6**	**26**

Block / Municipal Council	Year						Grand Total		
	2009-10			2010-11					
	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**	ADC	Non ADC	**Total**
SALEMA	3	13	**16**	0	3	**3**	8	43	**51**
AMBASSA	11	2	**13**	0	1	**1**	34	7	**41**
MANU	6	0	**6**	2	0	**2**	42	0	**42**
CHAWMANU	1	0	**1**	1	0	**1**	41	0	**41**
DUMBURNAGAR	7	0	**7**	4	0	**4**	43	0	**43**
TOTAL (DHALAI)	**28**	**15**	**43**	**7**	**4**	**11**	**168**	**50**	**218**

- **There was no Upgradation of Lower Primary Schools to Upper Primary in the years 2004–05 & 2005–06.**

Recruitment of Teachers

THE State Implementing Society of SSA Rajya Mission, Tripura has engaged 2782 Lower Primary Teachers and 2909 Upper Primary Teachers during the period from 2003-04 to 2010-11. While engaging teachers, all stipulated formalities have been strictly observed at all levels. Teachers have been engaged from among the candidates hailing from respective Gaon Panchayats / ADC Villages, Blocks, adjacent Blocks and Sub-division area at the best in terms of availability of adequate number of eligible candidates. Reservation Policy of the State Govt. has been followed while engaging teachers although this could not be observed strictly everywhere in case of SC candidates in the Tribal dominated areas. This has happened so because of the fact that most of the schools have been established in the Tribal dominated ADC areas where adequate numbers of SC candidates are not available, but teachers are to be requited from the locality, as it is envisaged in the SSA programme.

Recruitment Procedure

- Issuing instruction and guidelines to District Project Coordinators and Block Project Coordinators.
- Giving advertisements in local daily newspapers by Block Project Coordinators and Joint Block Project Coordinators inviting applications from candidates.
- Holding interview of the candidates by the Block Project Coordinators and Joint Block Project Coordinators.
- Placing list of candidates recommended by Interview Board before Block Level Education Committee and District Level Education Committee for obtaining approval.
- Submission of list of candidates approved by the BLECs and DLECs to the State Project Office for concurring approval.
- Engagement of teachers on contract basis based on the list of candidates approved by the State Project Office.

Post of Primary Teachers Sanctioned upto 2010-11

Year	No. of schools sanctioned	No. of teacher per school sanctioned	Total teacher sanctioned
2003-04	250	**2**	**500**
2004-05	**93**	**3**	**279**
2005-06	**120**	**3**	**360**
2006-07	**211**	**3**	**633**
2007-08	**00**	**0**	**00**
2008-09	**376**	**2**	**752**
2009-10	**69**	**2**	**138**
2010-11	**70**	**2**	**140**
TOTAL	**1189**	**--**	**2802**

Year and District wise break-up of Primary Teachers Recruited (2003-04 to 2010-11)

District	Years								TOTAL
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	
WEST	150	96	150	267	0	194	60	**46**	**963**
SOUTH	124	78	105	159	0	206	8	**0**	**680**
NORTH	100	45	30	45	0	130	20	**18**	**388**
DHALAI	126	60	75	162	0	222	50	**56**	**751**
TOTAL	**500**	**279**	**360**	**633**	**0**	**752**	**138**	**120**	**2782**

Post of Upper Primary Teachers Sanctioned upto 2010-11

Year	No. of schools sanctioned	No. of teacher per school sanctioned	Total teacher sanctioned	
2003-04	150	**3**		**450**
2003-04	400	**1**		**400**
2004-05	**00**	**0**		**00**
2005-06	**00**	**0**		**00**
2006-07	**58**	**3**		**174**
2007-08	**38**	**3**		**114**
2008-09	**118**	**3**		**354**
2009-10	**167**	**3**	**501**	**1301**
2009-10 *		**400 × 2**	**800**	
2010-11	**71**	**3**		**213**
Total	**931**	**--**		**3006**

*** --> Posts sanctioned for schools of 2003-04 (@ 2 per school)**

Year and District wise Upper Primary Teachers Recruited (2003-04 to 2009-10)

District	Years								TOTAL
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	
WEST	223	0	0	93	15	171	326	54	**882**
SOUTH	165	0	0	45	30	105	364	119	**828**
NORTH	300	0	0	3	0	0	266	0	**569**
DHALAI	162	0	0	33	69	78	268	20	**630**
TOTAL	**850**	**0**	**0**	**174**	**114**	**354**	**1224**	**193**	**2909**

Alternative Schooling Intervention

THE elementary education programme of Sarva Shiksha Abhiyan emphasizes enrolment of all out-of-school children in the age group of 6-14 years in regular schools. RTE Act, 2009 emphasizes on enrolment of every child in their age-appropriate classes. But it is not always possible to enroll each OoSC in their age-appropriate classes, especially for children who have a long gap in their education. Considering this, the RTE Act provides "Special Training" to such children. This "Special Training" aims at bridging the educational gap of such children and making them prepared to be at par with their peers.

Chapter VII: Identification and Enrolment of Out-of-School Children

IN actuality, the most important goal of SSA is the enrolment of all children in the age group of 6 – 14 years. All the major interventions of SSA are implemented to achieve ***this*** goal.

Every year, a lot of activities are undertaken so that no child in the above- mentioned age group is left outside the schooling system. These activities start with conducting a large-scale household survey to identify the children, who are, due to some unavoidable exigent circumstance, still outside the umbrella of education – either by way of not being enrolled in schools at all or by way of dropping out of the schooling system after being enrolled. After the said identification process, a list of all such children (by name, habitation etc) is prepared for the entire state. To verify the correctness of this list, a sample checking at random basis is carried out covering about 20% - 25% of the whole. After this list is revised and corrected as required, it is shared with the SSA functionaries at various levels. After this, massive efforts are taken up to meet the challenge of bringing these out of school children under the canopy of education. In order to materialise this, a special enrollment drive programme by the name of "Vidyalaya Cholo Abhiyan" is carried out throughout the state. During this entire process, SSA functionaries of all levels, Teachers, community people, PRI members, parents and guardians, educational administrators, public representatives are involved with their whole-hearted, optimum efforts. Due to the successful implementation of these initiatives, the mountainous number of identified Out-of-School Children (OoSC), i.e., 93971 in the year 2001-02 has reduced to a mere molehill of 3588 that are identified in 2010-11. Out of them, after the implementation of the highly responsive enrollment drive of 2010-11, children to the magnitude of 2992 were brought under the coverage of education and only a meagre 596 could not be enrolled. During the current year (2011-12), it is targeted to enroll the remaining 596 OoSC by accommodating them in residential and non-residential special training centres under alternative and innovative interventions.

An enumerator visiting a house during Household Survey

The year-wise figures of OoSC identified, OoSC enrolled and those remaining as balance are tabulated hereunder:

District	Year of identification	OoSC	Enrolled in 2002				Balance
			EGS	Bridge course centre	Formal school	Total	
West	2001	36822	0	0	14358	14358	22464
South		21612	0	0	8035	8035	13577
North		20652	0	0	9070	9070	11582
Dhalai		14885	0	0	321	321	14564
State		93971	0	0	31784	31784	62187

District	Year of identification	OoSC	Enrolled in 2004				Balance
			EGS	Bridge course centre	Formal school	Total	
West	2003	22464	17600	1670	1350	20620	1844
South		13577	8603	1250	900	10753	2824
North		11582	11000	250	240	11490	92
Dhalai		14564	12702	275	422	13399	1165
State		62187	49905	3445	2912	56262	5925

District	Year of identification	OoSC	Enrolled in 2005				Balance
			EGS	Bridge course centre	Formal school	Total	
West	2004	4410	882	661	1455	2998	1412
South		1332	813	295	224	1332	0
North		1708	913	620	175	1708	0
Dhalai		2620	1651	314	655	2620	0
State		10070	4259	1890	2509	8658	1412

District	Year of identification	OoSC	Enrolled in 2006				Balance
			EGS	Bridge course centre	Formal school	Total	
West	2005	5978	1994	874	781	3649	2329
South		4237	405	111	2744	3260	977
North		3170	1820	121	753	2694	476
Dhalai		3920	258	108	2135	2501	1419
State		17305	4477	1214	6413	12104	5201

District	Year of identification	OoSC	Enrolled in 2007				Balance
			EGS	Bridge course centre	Formal school	Total	
West	2006	8124	0	0	6658	6658	1466
South		3258	0	0	2942	2942	316
North		886	0	0	725	725	161
Dhalai		3108	0	0	1829	1829	1279
State		15376	0	0	12154	12154	3222

District	Year of identification	OoSC	Enrolled in 2008				Balance
			EGS	Bridge course centre	Formal school	Total	
West	2007	1658	0	171	857	1028	630
South		1420	0	46	1173	1219	201
North		724	0	97	379	476	248
Dhalai		299	0	112	128	240	59
State		4101	0	426	2537	2963	1138

District	Year of identification	OoSC	Enrolled in 2009				Balance
			EGS	Bridge course centre	Formal school	Total	
West	2008	1802	0	34	1360	1394	399
South		1239	0	0	759	759	480
North		1432	0	45	1101	1146	286
Dhalai		1532	0	0	1278	1278	254
State		*6005	0	79	4498	4577	1419

*N.B: 9 children deceased during identification and enrollment process

District	Year of identification	OoSC	Enrolled in 2010				Balance
			EGS	Bridge course centre	Formal school	Total	
West	2009	1138	0	0	802	802	336
South		558	0	0	426	426	132
North		473	0	0	357	357	116
Dhalai		1092	0	0	927	927	165
State		3261	0	0	2512	2512	749

District	Year of identification	OoSC	Coverage in 2011				Balance
			Enrolled during VCA 2011	Non-residential Spl. Trg. Centre	Residential School / Hostel	HBE / School Readiness For CWSN	
West	2010	969	753	0	36	180	0
South		613	475	43	0	95	0
North		576	496	14	0	66	0
Dhalai		1430	1268	68	38	56	0
State		**3588**	**2992**	**125**	**74**	**397**	**0**

Enrolment of Out-of-School Children (OoSC) during Vidyalaya Cholo Abhiyan - 2011

Chapter VIII: Retention of Children

THE responsibility of SSA does not end only by enrolling children. Utmost effort is exerted to retain the enrolled children in schooling system until their completion of 8 years' elementary education. In fact,

It may not be out of context to mention here that special care is taken in case of the enrolled children enrolled from OoSC segment. It is observed that most of the OoSC belong to economically backward families. To ensure their enrolment and retention, special initiatives, like – counseling of parents, monitoring of attendance and academic performance of these children etc. are taken. Further, it is ensured that their parents are financially benefited from different income-generating schemes.

A plethora of initiatives are taken for ensuring retention of the children. Some of them are mentioned below:

- ✓ Mid-day meal is served,
- ✓ Free textbooks are provided,
- ✓ School uniform, winter clothes, shoes and socks are provided,
- ✓ Other materials, like pens, pencils, notebooks, school bag, instrument box etc. are supplied,
- ✓ Arrangements are made for imparting remedial teaching to these children.

Retention Rate is inversely proportional to Drop-out Rate. The higher the Drop-out Rate, the lower the Retention Rate.

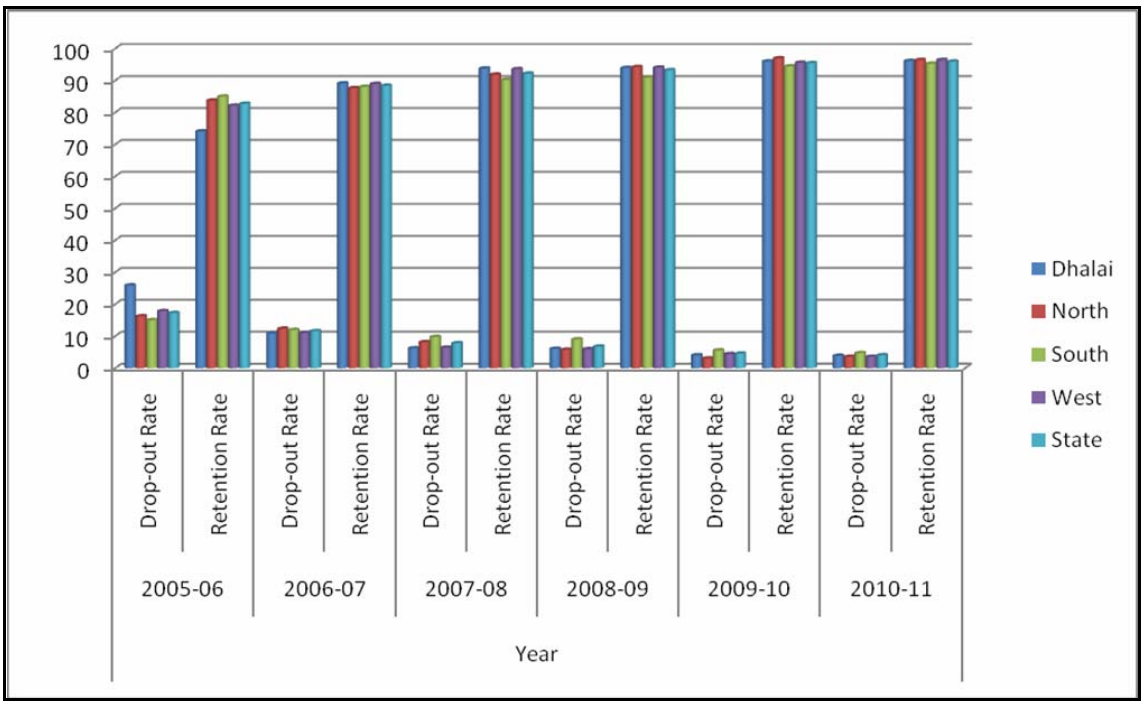
The following tables contain a Year-wise and District-wise comparative study of Dropout rates and Retention Rates of Primary and Upper Primary Levels.

Year-wise District-wise Drop-out Rate and Retention Rate [Primary Level - Class I-V]

District	Year					
	2005-06		2006-07		2007-08	
	Drop-out Rate	Retention Rate	Drop-out Rate	Retention Rate	Drop-out Rate	Retention Rate
Dhalai	25.9	74.1	10.89	89.11	6.21	93.79
North	16.25	83.75	12.37	87.63	8.14	91.86
South	15.02	84.98	11.97	88.03	9.78	90.22
West	17.87	82.13	11.04	88.96	6.43	93.57
State	**17.27**	**82.73**	**11.6**	**88.4**	**7.81**	**92.19**

District	Year					
	2008-09		2009-10		2010-11	
	Drop-out Rate	Retention Rate	Drop-out Rate	Retention Rate	Drop-out Rate	Retention Rate
Dhalai	6.06	93.94	4.02	95.98	3.88	96.12
North	5.77	94.23	3.05	96.95	3.57	96.43
South	9.04	90.96	5.56	94.44	4.72	95.28
West	5.94	94.06	4.42	95.58	3.57	96.43
State	**6.77**	**93.23**	**4.55**	**95.45**	**4.05**	**95.95**

The figures of the above table may be graphically represented as follows:

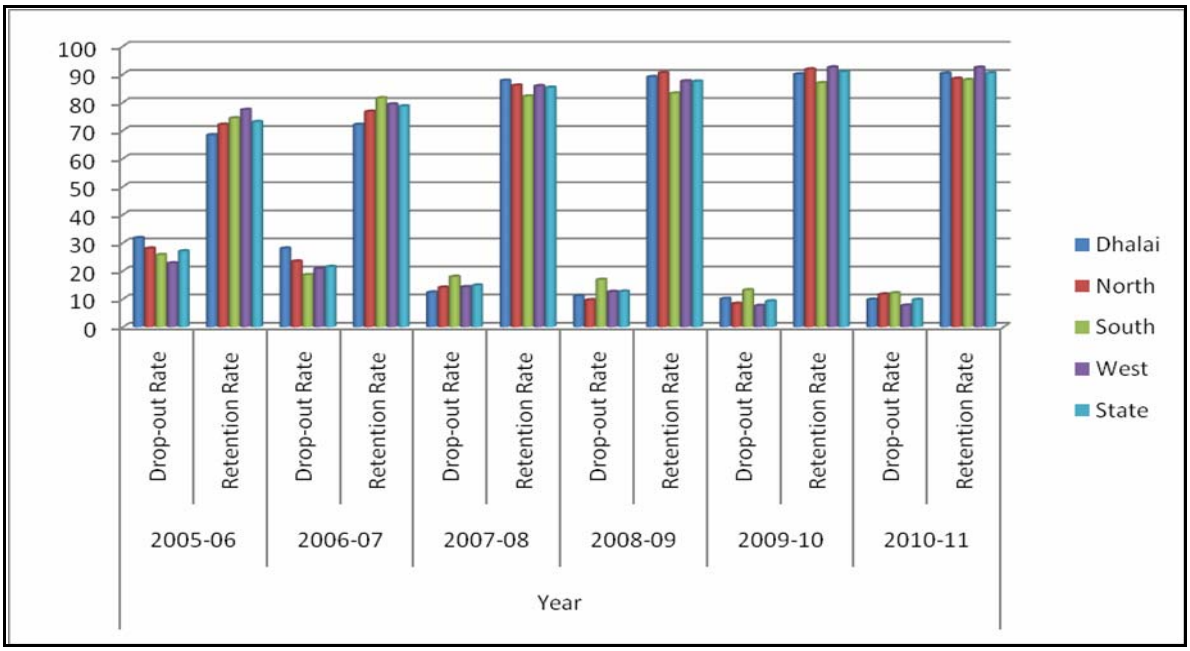


Year-wise District-wise Drop-out Rate and Retention Rate
[Upper Primary Level-Class I-VIII]

District	Year					
	2005-06		2006-07		2007-08	
	Drop-out Rate	Retention Rate	Drop-out Rate	Retention Rate	Drop-out Rate	Retention Rate
Dhalai	31.67	68.33	27.98	72.02	12.3	87.7
North	27.95	72.05	23.34	76.66	14.05	85.95
South	25.67	74.33	18.52	81.48	17.88	82.12
West	22.7	77.3	20.74	79.26	14.22	85.78
State	**26.98**	**73.02**	**21.42**	**78.58**	**14.79**	**85.21**

District	Year					
	2008-09		2009-10		2010-11	
	Drop-out Rate	Retention Rate	Drop-out Rate	Retention Rate	Drop-out Rate	Retention Rate
Dhalai	11.01	88.99	10.01	89.99	9.74	90.26
North	9.55	90.45	8.28	91.72	11.61	88.39
South	16.85	83.15	13.15	86.85	12.04	87.96
West	12.51	87.49	7.56	92.44	7.66	92.34
State	**12.62**	**87.38**	9.19	90.81	9.68	90.32

The figures of the above tables may be graphically represented as follows:



Chapter IX: Education of Children with Special Needs under Inclusive Education Programme

INCLUSIVE EDUCATION in Sarva Shiksha Abhiyan Scheme is a very important programme for education of **Children with Special Needs** facing critical physical challenges. Inclusive Education programme aims at providing education to these children in inclusive setup in the formal schools instead of special schools. The concept of inclusiveness in education is meditated to remove exclusiveness from the mind of such children traditionally supposed to get education in special schools secluded from mainstream school system. It is contemplated that the special school system creates isolation in the mind of the CWSN. Further, the exclusive special school system stands in the way of their social integration. Keeping this perspective in active consideration, the concept of implementation of Inclusive Education programme is perceived in SSA to ensure achieving the goal of universalisation of elementary education.

Although it is very tough and difficult to educate the differently able children in the inclusive setup, SSA scheme lays prime importance to bring the CWSN under the coverage of education in the formal school system. In Inclusive Education programme following important activities are undertaken to provide education to CWSN in a favorable environment, taking overall special care of the children.

- Identification of CWSN during conduct of annual household survey.
- Organizing of awareness campaign for parents for motivating them towards education of their children in inclusive setup.
- Training of teachers for proper identification.
- Enrolment of CWSN in formal schools as far as practicable.
- Organizing of assessment camps for determination of requirement of aids and appliances for CWSN.
- Supply of aids and appliances to requiring CWSN.
- Counseling of parents for proper use of aids and appliances at home.
- Orientation training of teachers on Inclusive Education.
- Training of teachers specifically on Special Education.
- Creation of architectural barrier free environment in schools both inside and outside classroom.

Workshops conducted on Inclusive Education

Since inception of SSA scheme in the State, lot of activities have been undertaken to implement Inclusive Education programme effectively and successfully for greater educational interest of CWSN who have been put into difficult circumstances in life due to ill luck or any other reasons whatsoever. Activities are categorically detailed below for the period upto 2010-11.

1. **Formation of Resource Groups**

   Eight member Resource Groups have been constituted at the State and District levels. In the Resource groups, there is proper representation of SSA functionaries, educational administrators, physicians, representatives of NGOs working for CWSN. The members of Resource groups provide academic and critical technical support to Inclusive Education functionaries in adopting appropriate measures to facilitate education of CWSN in formal schools. They also visit schools to oversee teaching learning approaches in the schools in participation of CWSN.

2. **Identification and enrollment of CWSN**

   Every year during conduct of Household survey, comprehensive data regarding CWSN are collected from all Households. Even impairment wise detailed information is also collected in respect of each CWSN. The information and data thus collected enable us to compute the number of CWSN attending formal school, special schools as well as CWSN still remaining out of any type of school. To ensure proper identification and collection of data about CWSN, the prescribed formats devised by Ed. CIL's, Technical Support Group, a Govt. of India Enterprise are used as tools. After identification, special steps are taken to enroll CWSN having mild disability in the formal schools as far as practicable. This is done during organization of special enrollment programme of Vidyalaya Cholo Abhiyan every year throughout the State.

   The year wise position of identification and enrollment of CWSN is reflected below:

Identification in Year	Enrolled in	CWSN identified					CWSN enrolled					% of enrollment
		West	South	North	Dhalai	**Total**	West	South	North	Dhalai	**Total**	
2001	2002	1500	218	500	500	**2718**	945	137	315	315	**1712**	63.98
2002	2003	-	-	-	-	-	-	-	-	-	**-**	-
2003	2004	1100	222	700	500	**2522**	1100	222	700	500	**2522**	100
2004	2005	5551	3015	1983	1228	**11777**	1300	1434	549	350	**3633**	30
2005	2006	3929	792	1045	731	**6497**	2262	456	602	421	**3741**	57.58
2006	2007	1963	801	461	549	**3774**	1287	618	376	549	**2830**	74.99
2007	2008	1163	1062	664	204	**3093**	1028	930	549	204	**2711**	87.65
2008	2009	1589	832	1021	390	**3832**	1320	809	925	363	**3417**	89.17
2009	2010	1462	617	717	387	**3183**	1244	531	623	325	**2737**	85.99
2010	2011	1578	842	1037	397	**3854**	1398	747	971	341	**3457**	89.70

2. Sanction and Utilization of fund

Year	No. of CWSN	Sanctioned amount (in lakh)	Rate per child	Fund Utilised (in lakh)
2001-02	2718	32.62	Rs. 1200/-	20.62
2002-03	-	-	-	-
2003-04	2522	30.26	Rs. 1200/-	30.26
2004-05	3633	43.60	Rs. 1200/-	40.00
2005-06	12148	145.77	Rs. 1200/-	74.57
2006-07	8546	102.55	Rs. 1200/-	102.55
2007-08	3774	15.10	Rs. 400/-	15.10
2008-09	3093	21.65	Rs. 700/-	12.14
2009-10	3832	19.16	Rs.500/-	19.16
2010-11	3183	95.49	Rs.3,000/-	87.96

3. **Number of schools made Barrier free by constructing RAMPS**

Year	No. of RAMPS	Progressive
2004-05	489	-
2005-06	342	831
2006-07	1131	1962
2007-08	136	2098
2008-09	175	2273
2009-10	43	2316
2010-11	40	2356

4. Orientation training to teachers on IE

Year	**No. of Teachers trained**
2004-05	13321
2005-06	14428
2006-07	25094
2007-08	17445
2008-09	19606
2009-10	15046
2010-11	19190
TOTAL	**124130**

6. Teachers trained on Special Education

Year	Teachers trained				
	West	South	North	Dhalai	Total
2007-08	71	22	19	13	125
2008-09	68	-	-	18	86
2009-10	19	15	31	8	73
2010-11	333	294	194	119	940
Total	491	331	244	158	1224

Training provided by NIMH, Secundrabad, DDRC & RCI recognized Institution, Kolkata, NIVH Kolkata, NIHH Mumbai.

7. Home Based Education to CWSN having severe disability.

District	No. of CWSN provided Home Based Education
WEST	261
SOUTH	97
NORTH	114
DHALAI	70
TOTAL	**542**

A CWSN being provided Home Based Education

1. **Provided Escort Allowance**

District	CWSN
WEST	68
SOUTH	42
NORTH	30
DHALAI	38
TOTAL	**178**

2. **Transport Allowance**

District	CWSN
WEST	13
SOUTH	10
NORTH	30
DHALAI	2
TOTAL	**55**

3. **Organized Assessment Camp**

District	No. of Camp
WEST	29
SOUTH	13
NORTH	23
DHALAI	27
TOTAL	**92**

A scene from a camp for distribution of aids & appliances

4. Provided Aids & Appliances

District	No. of CWSN
WEST	803
SOUTH	450
NORTH	677
DHALAI	218
TOTAL	**2148**

5. Establishment of IE Nodal Schools

District	No. of Schools
WEST	22
SOUTH	17
NORTH	11
DHALAI	6
TOTAL	**56**

List of IE Nodal Schools

District – West Tripura

Sl.No	Block /NP/MC	Sl.No	Name of IE Nodal School
1	Agartala Municipal Council	1	Maharani Tulsibati Girls' HS School.
		2	Umakanta Academy
2	MOHANPUR	3	Mahanpur Class XII School
3	HEZAMARA	4	Surendra nagar HS School
4	JIRANIA	5	Birendra nagar HS School
5	MANDAI	6	New Mandai Girls High School
6	BISHALGARH	7	Office Tilla HS School
7	DUKLI	8	Badharghat HS School
8	JAMPUIJALA	9	Sudhanwa Debbarma Smriti HS School
9	MELAGHAR	10	Melaghar HS School
10	KATHALIA	11	Kathalia HS School
11	BOXANAGAR	12	Boxanagar HS School
12	KHOWAI	13	Khowai Govt. Girls HS School
13	TULASHIKHAR	14	Bharat Sardar Para Class XII School
14	PADMABIL	15	Ratanpur Class XII School
15	TELIAMURA	16	Kabi Nazrul HS School
16	KALYANPUR	17	Kalyanpur HS School
17	MUNGIAKAMI	18	Mungiabari High School

18	JIRANIA NP	19	Ranirganj Girls' HS School
19	SONAMURA NP	20	N.C Institution
20	KHOWAI NP	21	Khowai Govt. HS School
21	TELIAMURA NP	22	Teliamura HS School

District – South Tripura

Sl.No	Block/NP	Sl.No	Name of School
1	MATABARI	1	Chandrapur Col. High School
2	KAKRABAN	2	Kakraban HS School
3	KILLA	3	Noabari HS School
4	RAJNAGAR	4	Barpathari HS School
5	HRISHYAMUKH	5	Hrishyamukh HS School
6	BOKAFA	6	Bakafa Ashram HS School
7	AMARPUR	7	Amarpur Girls HS School
8	KARBOOK	8	Karbook Punjihum HS School
9	OMPINAGAR	9	Tentuibari High School
10	SATCHAND	10	Manu HS School
11	RUPAICHARI	11	Chatakchari HS School
12	UDAIPUR NP	12	Udiapur Girls HS School
		13	K.B Institution
13	AMARPUR NP	14	Amarpur HS School
14	BELONIA NP	15	B.K.Institution
		16	Belonia Girls HS School
15	SABROOM NP	17	Sabrooom HS School

District – North

Sl. No.	Block/NP	Sl. No	Name of School
1	PANISAGAR	1	Bilthai HS School
2	KADAMTAMLA	2	Kadamtala HS School
3	GOURNAGAR	3	Dalugaon HS School
4	KUMARGHAT (Block)	4	Kanchanbari HS School
5	KUMARGHAT NP	5	Pabiacherra HS School
6	PECHARTHAL	6	Pecharthal HS School
7	DAMCHERRA	7	Damcherra HS School
8	DASDA	8	Durgaram Reang para HS School
9	JAMPUI	9	Jumpai HS School
10	DHARMANAGAR NP	10	Padmapur HS School
11	KAILASHAHAR NP	11	Vidyanagar HS School

District – Dhalai

Sl.No	Block/NP	Sl.No	Name of School
1	SALEMA	1	Halahali HS School
2	AMBASSA	2	Kulai HS School
3	MANU	3	Manughat HS School
4	CHAWMANU	4	Chawmanu HS School
5	DUMBURNAGAR	5	Gandacharra HS School
6	KAMALPUR NP	6	K.C. Girls HS School

A ramp with handrails constructed in a school

Chapter X: Improvement of Girls' Education

SSA programme attaches topmost priority on improvement of Girls Education in elementary education sector. The programme strives vehemently to eliminate gender disparity from education scenario by providing equitable access to education to all girl children in the age group of 6-14 years. In Tripura, the status of participation of girls in education at the elementary level is very favourable and encouraging. At the primary level the percentage of enrollment of girl children is 48.95 while it is 49.13% at the upper primary stage compared to total enrollment at the respective level. Consequently, we could achieve an aspiring position in Gender Parity Index (GPI), in the State in elementary education sector, which is 0.96 at primary stage and 0.97 at the upper primary stage. As such, it is obvious that in the state of Tripura, the gender disparity in education is almost absent and at the doorstep of achieving gender parity. Despite this encouraging position, there are still seven such rural development blocks in the State, which have been identified in Census 2001 as Educationally Backward Blocks (EBBs) spread in North, Dhalai and South Tripura Districts. In the Educationally Backward Blocks, the female rural literacy rate is lower than the National Literacy Rate (46.13%) and gender gap in literacy is above the National Average (21.67%).

In Sarva Shiksha Abhiyan Scheme, some important innovative Schemes have been introduced in the State for augmenting overall improvement of girls' education in the Educationally Backward Blocks and some other backward places having predominant population belonging to Scheduled Caste, Scheduled Tribe, Religious Minority and Other Backward Communities.

The important programmes and activities already implemented in the State so far up to 2010-11 are summarized below:

1. Kasturba Gandhi Balika Vidyalaya:

The scheme of '**Kasturba Gandhi Balika Vidyalaya'** was launched in the country in July 2004 and merged with SSA programme from XIth five-year plan i.e. 1st April, 2007. This very important programme is formulated for promoting status of girls' education at the upper primary stage for the girls belonging predominantly to SC, ST, OBC and Minority communities in the educationally backwards blocks. The scheme is subsequently enlarged and extended further to cover the blocks that have rural female literacy below 30%. In this scheme, there is provision for residential facility and other academic support to be provided to the girl students enrolled mainly from the dropped-out section in the areas concerned.

KGBV girls in school

In Tripura, the KGBV scheme was introduced in the year 2005-06 primarily in 2 EB blocks in Dhalai district having domination of Tribal population. Subsequently, the scheme was implemented in 7 educationally backwards blocks located in North, Dhalai and South Tripura districts. At the very beginning, the scheme was started with 20 ST girl children (mostly dropped out) in each of the 7 KGBV schools. Later on, the intake capacity of all the KGBV residential schools was increased from 20 to 50. Subsequently, the capacity of each KGBV has been enhanced to 100 from 50 in January, 2009 but the enrolment is yet be to enhanced as per capacity of the hostels. The main objective of this innovative scheme is to ensure elementary educational facility to the backward and dropped-out girl children put in difficult circumstances in the society and prevent their further dropping out of schooling system. At the same time, the scheme ultimately envisages to impart quality education to these helpless backward children so that they can stand on their own and lead a prestigious life in the society.

District and block wise list of KGBV Schools:

District	Sl. No.	Block	Year	Name of school	Present Students
Dhalai	1	Dumburnagar	2005-06	Durbajoy Choudhuri Para SB	50
	2	Chawmanu	2005-06	Hezacharra SB	50
North Tripura	3	Damcharra	2006-07	Paiza Govt. SB	50
South Tripura	4	Ampi Nagar	2006-07	Haripur SB	50
	5	Karbook	2006-07	Paticharri SB	50
	6	Rupaicharri	2006-07	Hezacharri SB	50
	7	Killa	2006-07	Laxmanpara SB	50

In the year 2010-11, one more KGBV school has been sanctioned in Ambassa Block of Dhalai District. Site selection and building designing is under process at present.

Manpower engaged in KGBV Schools:-

Sl No	Category	No. per School	Total Staff	Rate of present honorarium (Rs.)
1	Full time Graduate teacher	4	28	8000/-
2	Part time Graduate teacher	3	21	6000/-
3	Warden cum teacher	1	7	8000/-
4	Night Guard	1	7	4300/-
5	Head cook	1	7	4300/-
6	Helper	1	7	4100/-
7	Peon	1	7	4100/-

Facilities Provided and available in KGBV schools: -

- Complete residential facilities
- Provision of Stipend of Scholarships
- Life Skill development works like weaving, sewing, bamboo & cane crafts etc.
- Educational Exposure Tour both inside and outside State.
- Pre- Admission Bridge courses for recovery of learning gap for dropped out students.
- Provision of Library books for all students.
- Yoga Training for all students.
- Installation of computer in all schools.
- Provision of complete school uniform including shoes and winter garments for all students.
- Introduction of common school uniform and identity cards in all schools.
- Facility of electricity in all schools.
- Provision of remedial teaching for the students of Class-VIII appearing entrance test for admission to Jahawar Novodoya Vidyalayas.
- Organizing of sports and cultural programmes in participation of all students on the occasion of National day.
- Installation of solar photovoltaic power system in Laxmanpara SB School.
- Introduction of Group Insurance scheme for all students.

Indoor games facility at KGBV Hostel

Year-wise approved outlay, receipt of fund, utilisation and balance for KGBV: 2004-05 to 2010-11

[Rs. in lakh]

Year	Approved Outlay	Fund Released				Expenditure Incurred	Balance
		Central	State	DoNER	Total		
2004-05	43.40	16.27	5.42	0.00	21.69	21.69	0.00
2005-06	175.20	16.27	2.17	3.25	21.69	21.69	0.00
2006-07	0.00	131.40	17.52	26.28	175.20	175.20	0.00
2007-08	35.83	32.25	3.58	0.00	35.83	35.83	0.00
2008-09	91.35	82.21	9.14	0.00	91.35	91.35	0.00
2009-10	91.32	91.32	0.00	0.00	91.32	91.32	0.00
2010-11	249.13	224.22	24.91	0.00	249.13	249.13	0.00
Grand Total	**686.23**	**593.94**	**62.74**	**29.53**	**686.21**	**686.21**	**0.00**

2. National Programme for Education of Girls at Elementary Level (NPEGEL):

In SSA scheme there is another important programme for Girls' Education named '**National Programme for Education of Girls at Elementary Level'** launched in the country in July, 2003 as a separate Gender distinct with a view to reaching out to the "**Hardest to Reach**" girls, particularly those who are never enrolled in school or dropped out of schooling system. Primarily the programme was implemented in the

Educationally Backwards Blocks where the level of rural female literacy is less than the national average (46.13%) and the gender gap in literacy is above the national average (21.67%). The programme can also be implemented in other than the EB blocks having at least 5% SC / ST population and below 10% SC / ST female literacy. Subsequently, the programme has been emended in July 2007 to extend and expand the facility of education for the girls at risk / difficult circumstances in life. Now the focus aim of this programme is to provide additional support for both the 'in' and 'out' of school girls so that they can be retained in the schooling system till successful completion of elementary education.

Following activities are undertaken and facilities available in NPEGEL:

- Development of Model Cluster School (MCS) in every cluster of EB blocks.
- Construction of one additional room for Model Cluster School for carrying out various activities.
- Enrolment of all never enrolled and dropped out girl children.
- Ensuring retention of enrolled girl children until completion of elementary education.
- Providing remedial teaching for the girls for recovery of weaknesses in learning.
- Providing bridge courses for the dropped out children for bridging learning gaps before admission to schools.
- Imparting training to teachers for the purpose of sensitization towards importance of education of girl children.
- Providing of special grant for procurement of Teaching Learning Equipments (TLE), library books, sports goods and organizing vocational training for children.
- Continuous evaluation of learning of children.

In Tripura, the innovative scheme of NPEGEL was introduced during 2005-06 primarily in 2 Educationally Backwards Blocks in Dhalai district. In 2006-07, 5 more EB blocks were brought under the coverage of NPEGEL. Model Cluster Schools have been developed and made functional in 7 EB blocks.

Year and block wise position of Model Cluster School setup under NPEGEL in the state is mirrored below:

District	Sl. No.	Block	Year	Name of school	Coverage of children
Dhalai	1	Dumburnagar	2005-06	Jagabandhu Para SB	75
	2	Chawmanu	2005-06	Dhanyaram Karbari Para SB	80
North Tripura	3	Damcharra	2006-07	Piplachara SB	75
South Tripura	4	Ampi Nagar	2006-07	Tingharia SB	62

	5	Karbook	2006-07	Lewatuisa SB	76
	6	Rupaicharri	2006-07	Purba Sabroom SB	64
	7	Killa	2006-07	Thelakumbari SB	78
Total coverage of children					**510**

Activities undertaken and achievements made under NPEGEL:

- Establishment of 7 Model Cluster Schools.
- Coverage of 510 girl children under Model Cluster Schools.
- Construction of additional classroom in all Model Cluster Schools.
- Introduction of remedial classes.
- Provided 40 sewing machines in all MCSs for vocation based skill development of children.
- Provided 35 bicycles for the children attending schools from far off distance.
- Organized exposure visits for children of MCSs.
- Introduction of vocational training programmes like weaving, sewing, bamboo & cane craft etc.
- Provided pre admission bridge courses for the children for recovery of learning gaps.
- Emphasis is given on education of Muslim girl children in MCSs.
- Free textbooks have been provided for all children.
- Introduction of common school uniform and identity card for students and teachers.
- Provided hygienic separate girls toilets to all schools.
- Electricity facility has been provided to 4 schools.
- Creation of database on bio-data of all children.
- Introduction of remedial teaching for children before appearing in entrance test for admission to Jawahar Novadaya Vidyalayas.
- Provision of additional inputs and facilities for all children like
  - School Uniform,
  - Stipend
  - Attendance Grant

Year-wise approved outlay, receipt of fund, utilisation and balance for NPEGEL: 2004-05 to 2010-11

[Rs. in lakh]

Year	Approved Outlay	Fund Released				Expenditure Incurred	Balance
		Central	State	DoNER	Total		
2004-05	6.40	2.40	1.60	0.00	4.00	3.20	0.80
2005-06	7.98	6.58	0.08	1.32	7.98	8.78	0.00
2006-07	32.07	24.05	3.21	2.40	29.66	29.66	0.00
2007-08	3.64	3.28	0.36	2.41	6.05	6.05	0.00

2008-09	3.67	3.30	0.37	0.00	3.67	3.67	0.00
2009-10	4.12	4.12	0.00	0.00	4.12	4.12	0.00
2010-11	4.45	4.00	0.45	0.00	4.45	4.45	0.00
Grand Total	**57.88**	**43.32**	**6.07**	**6.13**	**59.93**	**59.93**	**0.80**

Vocation-based skill development under NPEGEL

3. Innovative Education for Girls:

Lots of activities have been undertaken in the state under the purview of innovative education for girls. Upto 2010-11, 158 schools could be brought under the coverage of different vocation based life skill development activities for the girl children reading at the upper primary stage in the school located in areas having concentration of SC, ST, OBC and Religious Minority Communities. During the aforesaid period a total of 8279 girl children could be provided with life skill development training programmes.

Year wise and activity wise achievements made under innovative scheme are reflected below:

Year	Name of project / activity	No of schools covered	No of children covered
2006-07	Woolen weaving	08	425
2007-08	Tailoring	40	2254
2008-09	Bamboo & Cane Craft	20	1000

2009-10	Jute product	20	1050
2010-11	Tailoring, Bamboo & Cane Craft, Jute product	70	3550
Total		**158**	**8279**

Life skill development training programme under Innovative Education for Girls

4. Residential School for Girls:

In order to facilitate education of girl children belonging to SC, ST and RM communities at the upper primary stage 4 Residential Girls' Schools have been established and made functional in 4 districts.

So, far 250 girl students have been accommodated in the hostels of the schools with the residential and academic facilities.

District wise list of school is given below:

District	Block	Name of school	No of students	Category of students
Dhalai	Ambassa	North Nalichara High	50	SC
North	Kadamtala	Fulbari H. S.	50	RM
South	Satchand	Dasarath Deb Memorial	100	ST
West	Tulashikhar	Tulashikhar H. S.	50	ST
Total			**250**	

Residential hostel for ST girls, constructed by utilising funds of SSA and Tribal Welfare Department, Government of Tripura

- In addition to above activities undertaken for improvement of education of girl children, one techno-based innovative programme namely K-Yan has also been introduced in all 53 girls' schools in the state. The programme has been tremendously facilitating education of the students in understanding and comprehending hard spots of different subjects at the elementary level. This has been serving as a forceful input in the elementary education sector throughout the state.

- In order to sensitize SSA functionaries involved in implementation of Girls Education Programme one 4-day workshop was organized at Agartala during June 5th-8th, 2007 under the guidance of Vikramshila Education Resource Society, Kolkata. In the workshop, Self Learning Material namely "Lalana" was prepared for NPEGEL and KGBV schemes. Around 70 persons participated in the workshop from different institutions and SSA offices like SCERT, DIET, Block & Joint Block Project Coordinators and Gender Coordinators.

Another view of the Residential hostel

Chapter XI: Improvement of Quality of Education

ULTIMATE cherished goal of Sarva Shiksha Abhiyan programme is to ensure imparting of education to the children, which is satisfactorily good in quality and life relevant. After attaining a significant and encouraging success/ progress in providing access to education to the children, enrollment of out of school children in schools/alternate schools, improvement in physical infrastructure of schools SSA programme has got entirely involved in the activities relating to improvement of quality of education at the elementary level.

A number of activities, measures and programmes have been undertaken in the state with a view to augmenting a strong favourable environment in the state to achieve a desirable position in improving quality of education. Among various programmes and activities undertaken, some key activities are detailed below:

1. Formation of Resource Groups:

Resource Groups have been formed at the state, district, block and cluster level for the purpose of augmenting necessary suggestions / proposals, adopting appropriate measures and ensuring continuous monitoring and supervision of all activities relating to improvement of quality of education in the state. Resource Groups have been constituted with representation of head teachers, retired educational administrators, teacher educators, NGO representatives and concerned SSA functionaries.

Along with State Resource Groups and four District Resource Groups all the 40 blocks in the state could be brought under the important coverage of resource group activities. At the cluster level, out **of 332** clusters only **292** Cluster Resource Groups have been formed and made functional. District wise break up of formation of CRGs is shown in the table given below:

District	CRG target	CRG formed
West	116	88
South	85	85
North	81	69
Dhalai	50	50
Total	**332**	**292**

The members of the Resource Groups play important role in the following pedagogical areas:

- Review of curriculum and text books
- Modification of teacher training modules
- Evaluation of learners
- Preparation and use of teaching learning materials
- Visit of schools to oversee class room transactions
- Participation in meeting and workshops organized on improvement of teaching learning process
- Examination and assessment of expected outcomes of children at the primary and upper primary level
- Coining ideas on solving critical problem of imparting teaching in multi-grade system

2. Establishment of Block & Urban Resource Centres.

In order to carry out all activities relating to quality education dimension and other SSA functions 41 Block / Urban Resource Centres have been established in the state. In the resource centres, 216 Block Resource Persons are working and looking after the activities relating to improvement of quality of education at the elementary level. All the resource persons have been provided trainings for enhancing their capacity in carrying out the activities successfully.

District wise position of Block / Urban Resource Centres and the Block / Urban Resource Persons is reflected in the table given below:

District	No of BRC / URC	No of BRP
West	17	101
South	11	55
North	8	40
Dhalai	5	20
Total	**41**	**216**

Important responsibilities discharged by resource persons

- Organizing of awareness campaigns to sensitize community and parents to understand importance of education of their children.
- Motivating parents and community people for establishment of community ownership in education.
- Extending outstanding service in conduct of house-hold-survey, Cohort analysis, and data collection of schools through DISE.
- Organizing of Vidyalaya Cholo Abhiyan programme for enrollment of out-of-school children.
- Data collection and compilation through NCERTs Quality Monitoring Formats.

- Organizing of meetings, workshops, rallies etc. undertaken in SSA programme.
- Visit of schools to oversee overall functioning of schools with focus attention to pedagogical issues.
- Monitoring of implementation of different interventions of SSA programme at the block level.
- Monitoring of implementation of alternative schools.

List of District wise Block / Urban Resource Centres is appended below:

District	Sl No.	Block / MC	Name of BRC / URC School
West Tripura	1	Agartala Municipal Council	Henri Derozio HS
	2	Mohanpur	Mohanpur HS
	3	Jirania	Coudhury Bari Girls' HS
	4	Padmabil	Birchandrapur HS
	5	Bishalgarh	Charilam HS
	6	Boxanagar	Boxanagar HS
	7	Dukli	Badharghat HS
	8	Jumpuijala	Sudhanya Debbarma Memorial HS
	9	Melaghar	Melaghar HS
	10	Kathalia	Kathalia HS
	11	Hezamara	Surendranagar HS
	12	Mandai	New Mandai Girls' High
	13	Teliamura	Teliamura HS
	14	Kalyanpur	Kalyanpur HS
	15	Mungiakami	Mungiabari High
	16	Khowai	Khowai Boys' Govt. HS
	17	Tulashikhar	Bharatsardar Para HS
South Tripura	18	Ampinagar	Ampinagar HS
	19	Rupaichari	Chatakchari HS
	20	Kakraban	Karkaban HS
	21	Killa	Noabari HS
	22	Satchand	Sabroom Girls' HS
	23	Rajnagar	Rajnagar Col. HS
	24	Bokafa	Santirbazar HS
South Tripura	25	Amarpur	Kawamaraghat HS
	26	Hrishyamukh	Hrishyamukh Girls ' High
	27	Matabari	K.B. Institution
	28	Karbook	Panjiham HS

North Tripura	29	Kadamtala	Kadamtala HS
	30	Kumarghat	Pabiachara HS
	31	Pechharthal	Ledraidewan HS
	32	Dasda	Kanchanpur HS
	33	Panisagar	Panisagar HS
	34	Damchharra	Damchharra HS
	35	Jampui	Jampui HS
	36	Gournagar	Gournagar Govt. Girls' HS

Dhalai	37	Salema	Salema HS
	38	Ambassa	Chandraipara HS
	39	Dumburnagar	Gandachhara HS
	40	Manu	Manughat HS
	41	Chawmanu	Chawmanu HS

3. Establishment of Cluster Resource Centres:

With a view to accelerating the activities of Block / Urban Resource Centres at the cluster level **332** cluster resource centres have been established in the state and made functional by placing 484 cluster resource persons. The resource persons of the cluster resource centres do play the instrumental role in SSA programme in carrying out the important functions and activities especially those relevant to improvement of quality of education.

Important activities and responsibilities carried out by CRPs are meintained below:

a. Organizing of meetings, workshops, rallies and awareness programmes at the CRC level under guidance of CRC co-ordinator and in collaboration with Village Education Committees.
b. Conduct of House-hold-Survey.
c. Conduct of COHORT analysis.
d. Data collection through District Information System for Education.
e. Data collection, compilation and transmission through NCERTs Quality Monitoring Formats.
f. Visit of schools to monitor implementation of different interventions of SSA at the school level.
g. Involvement in programmes organized for motivating community people for establishing community ownership in education.
h. Monitoring of implementation of alternative schools.
i. Organizing of Vidyalaya Cholo Abhiyan programme for enrollment of out-of-school children.

District wise break up of Cluster Resource Centres and resource persons is given below:

District	No of CRC	No of CRP
West	116	189
South	85	125
North	81	90
Dhalai	50	80
Total	**332**	**484**

A classroom situation

4. **Formation of Group of Master Teacher Trainers**.

For the purpose of ensuring conduct of effective orientation teacher training programmes, one group of **200** Master Teacher Trainers has been formed in the state. The Master Teacher Trainers have been assigned with the responsibility of conducting orientation teacher training programmes at the block / urban resource centres for the elementary teachers. This pioneer group of teacher trainers has been formed under the outstanding guidance of educational experts of nationally recognized organization **Vikramshilla Education Resource Society, Kolkata**. All the master teacher trainers have been organizing orientation teacher training programmes in the BRCs of different durations. After formation of group of master

trainers refresher training programmes are also being organized for their capacity building.

The extent of coverage of teachers under orientation training programmes upto 2010-11 is indicated below:

Year, District and Category-wise position of Teachers provided Professional Training:

Dist	2003-04			2004-05			2005-06		
	UGT	GT	Total	UGT	GT	Total	UGT	GT	Total
West	715	234	949	1352	788	2140	3797	2450	6247
South	0	0	0	876	125	1001	1385	898	2283
North	859	218	1077	1169	647	1816	1967	1278	3245
Dhalai	0	0	0	1045	518	1563	1087	754	1841
Total	**1574**	**452**	**2026**	**4442**	**2078**	**6520**	**8236**	**5380**	**13616**

Dist	2006-07			2007-08			2008-09		
	UGT	GT	Total	UGT	GT	Total	UGT	GT	Total
West	3200	2738	5938	3120	1422	4542	2551	1949	4500
South	2981	2256	5237	2225	2197	4422	1468	1532	3000
North	3128	2228	5356	3440	1982	5422	1699	1301	3000
Dhalai	2011	2005	4016	2122	2420	4542	1001	999	2000
Total	**11320**	**9227**	**20547**	**10907**	**8021**	**18928**	**6719**	**5781**	**12500**

Dist	2009-10			2010-11			Grand Total		
	UGT	GT	Total	UGT	GT	Total	UGT	GT	Total
West	5395	4521	9916	2820	3584	6404	**22950**	**17686**	**40636**
South	4125	2312	6437	1198	1962	3160	**14258**	**11282**	**25540**
North	2415	1646	4061	499	503	1002	**15176**	**9803**	**24979**
Dhalai	1562	1518	3080	381	580	961	**9209**	**8794**	**18003**
Total	**13497**	**9997**	**23494**	**4898**	**6629**	**11527**	**61593**	**47565**	**109158**

In-service Teacher Training:

In SSA programme there is a provision to provide in-service Teacher Training. The position of such training is given in the following tables:

Year and district wise position of Teachers trained upto 2010-11:

Dist	No. of teachers trained				
	2003-04	2004-05	2005-06	2006-07	2007-08
West	949	2140	6247	5938	4542
South	0	1001	2283	5237	4422
North	1077	1816	3245	5356	5422
Dhalai	0	1563	1841	4016	4542
Total	**2026**	**6520**	**13616**	**20547**	**18928**

Dist	No. of teachers trained			Cumulative
	2008-09	2009-10	2010-11	
West	4500	9916	5760	39992
South	3000	6437	5894	28274
North	3000	4061	4616	28593
Dhalai	2000	3080	2920	19962
Total	**12500**	**23494**	**19190**	**116821**

Induction Training to Teachers:

In SSA programme there is a provision to provide induction training to the untrained teachers engaged under the scheme to make them equipped and capable of teaching the students properly keeping the issue of quality of education in special consideration. During the year 2010-11, 313 new teachers have been provided with 30-days induction training in the DIETs.
The district wise breakup is indicated below:

Dist	No. of Teachers trained
West	100
South	119
North	18
Dhalai	76
Total	**313**

Training of un-trained teacher:

In Tripura, there is a problem of un-trained teachers who have entered into service without any pre-service professional training. In order to meet this problem a number of un-trained elementary teachers have been provided with 60-days training in four District Institute of Education & Training (DIET).

Training module for the purpose has been formulated in a workshop organised at SCERT under guidance of Vikram Shilla Education Resource Society, Kolkata.

The district wise breakup of the un-trained teachers given 60-days training is given in the table below:

Year	No of teachers (target)	No of teacher (trained)	% of achievement
2004-05	5216	5216	100
2005-06	1080	610	56.48
2006-07	0	0	0

2007-08	0	0	0
2008-09	2500	0	0
2009-10	0	0	0
2010-11	0	0	0
Total	**8796**	**5826**	**66.23**

Training of Kokborak Teachers:

In SSA programme the issue of providing training to Kokborak (Tribal language) teachers has been considered with much importance. In order to enable themselves to harness their potential in imparting teaching to the students 30-days' training programmes have been organized in BRCs and 6566 Kokborak (Tribal language) teachers have been trained upto 2010-11.

The year wise picture of Kokborak teachers trained is reflected in the table below:

Year	No of teacher (target)	No of teacher (trained)	% of achievement
2003-04	221	0	0
2004-05	2980	2980	100
2005-06	6763	3286	48.58
2006-07	300	300	100
2007-08	0	0	0
2008-09	0	0	0
2009-10	0	0	0
2010-11	0	0	0
Total	**10264**	**6566**	**63.97**

Training of Teacher in Distance Mode:

In addition to face-to-face mode training of teachers SSA programmes has also taken initiative for providing institutional professional training to the un-trained in service teachers in distance mode in collaboration with Indira Gandhi National Open University (IGNOU). During the period from 2003-04 to 2010-11 in total 10,585 primary and upper primary teachers have been provided with CPE and CETE trainings. The year wise picture is given below:

Year	Programmes		Total
	CPE	CETE	
July, 2003	190	0	190
July, 2004	380	0	380
January – July, 2005	2340	0	2340
January – July, 2006	1325	0	1325
July, 2007	241	2186	2427

July, 2008	365	1803	2168
July, 2009	208	1410	1618
July, 2010	160	480	640
January, 2011	0	1014	1014
Total	**5209**	**6893**	**10448**

Training of Maktab and Madarassa Teachers:

SSA programme gives priority on education of children belonging to religious minority communities in the wake of the Prime Minister's 15-point programme for welfare of minorities. In Tripura, there are 127 Madarassas imparting religious teaching as well as general education. The Madarassas are managed by the state Grant-in-Aid Committee in Education (School) Department and by the Centrally Sponsored Scheme of modernization Madarassa. In order to orient and motivate the Madarassa / Maktab teachers the State Project Office, has organized, may be for the first time in the state, training programmes in two phases where in almost all teachers participated with much enthusiasm and interest. This programme has tremendously inspired all the teachers and got much impact in their thinking about education of children dealt with by them. The training programmes were organized throughout the state at four centres under guidance of Vikram Shilla Education Resource Society, Kolkata.

Details of centre and phase wise training programmes organized for the Madarassa teachers are delineated below:

Name of Centre	**Number of teachers trained**		
	1st phase (26th Feb – 7th March, 2009)	**2nd phase (June, 3rd – 12th, 2009)**	**Total**
Sahid Bhagat Singh, Youth Hostel Sadar, West Tripura	25	22	47
NC. Institution Sonamura, West Tripura	25	15	40
Kailashahar Govt. Girls' HS School, North Tripura	25	25	50
Dharmanagar Govt. Girls' HS School. North Tripura	25	27	52
Total	**100**	**89**	**189**

Training of Resource Persons:

Apart from conducting training programmes for both in-service and new teachers the State Project Office, SSA Rajya Mission, Tripura has also organized various trainings programmes for resource persons working in SSA like Block Resource

Persons, Master Teacher Trainers and BRC Co-ordinators for enhancing their capacity in the respective fields.

A brief abstract of the state level training programmes thus organized upto 2009-10 is appended below:

Sl No	Name of Training Programme	Period of programme	Number of participants	Resource organization / persons imparted training
1	Training for creation of Master Teacher Trainers	Sept.16th –Oct.6th,2004	38 (Post Graduate Teachers)	Vikramshilla Education Resource Society, Kolkata
2		July.14th-Aug.3rd,2005	31 (Post Graduate Teachers)	
3		Aug.29th –Sept.18th,2005	37 (Post Graduate Teachers)	
4		Nov.18th-Dec.8th,2005	36 (Post Graduate Teachers)	
5	Orientation cum refresher training of BRPs	I) Jan. 18th – 19th, 2008.	84	State Resource Persons
		II) Jan. 21st – 22nd, 2008	70	
6	Refresher training of Master Teacher Trainers	I) Aug. 8th – 22nd, 2008	50	Vikramshilla Education Resource Society, Kolkata
		II) Sept. 11th – 25th, 08	44	
7	Orientation training programme on Corporal Punishment in school	August.7th – 8th, 2008	41, BRC Co-ordinators	State Resource Persons.
8	2-day workshop on preparation of teacher training modules	Oct. 30th – 31st, 2008	State & District Teacher & Pedagogy Co-ordinators, Master Teacher Trainers, SCERT faculties, Principals of DIETs	Vikramshilla Education Resource Society, Kolkata
9	Training for creation of new group of Master Teacher Trainers	Jan.6th – 26th, 2009	40 (Post Graduate Teachers)	

Sl No	Name of Training Programme	Period of programme	Number of participants	Resource organization / persons imparted training
10	2-day seminar on modification of Teacher training modules	Aug.5th-6th, 2009	90 BRC Co-ordinators Dist. Project Co-ordinators, Master Trainers, Teachers Trng. Co-ordinator, Pedagogy Co-ordinators	State & Regional Resource Persons - NERIE, DIET, TTAADC, TBSE, SCERT, BRCs, eminent educationists, Director of IGNOU, Teacher representatives
11	Training of Resource Persons	Feb. 16-20, 2010	200 (BRPs, CRPs, CRCCs)	Educationists, Master Trainers
12	Training of Resource Persons (5 days')	Oct 25 – 29, 2010 and Dec 15 – 20, 2010	200 (BRPs, CRPs, CRCCs)	Educationists, Master Trainers

Group task as part of Teacher Training

15 days' DEP-SSA, IGNOU Training programme in 3 phases:

DEP-SSA, IGNOU, New Delhi in collaboration with SSA Rajya Mission, Tripura, organised a 15-day teacher training. The training was organised in 3 phases from 24th November 2010 to 24th January 2011. The district and subject wise break-up of the said training is caged below:

1st phase – Mathematics (24th November to 8th December, 2010)

District	Number of Teachers Trained
West	10
South	10
North	8
Dhalai	9
Total	**37**

2nd phase – Science (13th December to 29th December, 2010)

District	Number of Teachers Trained
West	9
South	10
North	10
Dhalai	10
Total	**39**

3rd phase – English (10th January to 24th January, 2011)

District	Number of Teachers Trained
West	9
South	5
North	9
Dhalai	10
Total	**33**

10 days' special Teacher Training under the guidance of Vikramshila Education Resource Society, Kolkata:

A 10-day special Teacher Training at BRC level was organised under the direct and active participation of the resource persons from Vikramshila Education Resource Society, Kolkata during 2nd June to 23rd July, 2010. The training was organised by SSA Rajya Mission, Tripura at district level in two phases. The details of this training are given below:

Phase	District	Date	Teachers Trained
1st Phase	Dhalai	2nd to 11th June 2010	40
	North	7th to 16th June 2010	40
2nd Phase	West	17th to 26th July 2010	40
	South	23rd July to 1st August 2011	40
Total			**160**

1 day's Technical Workshop on Teacher Training under technical support of NCERT, New Delhi:

A 1-day Technical Workshop on Teacher Training was organised under the supervision of Dr. S. Roy, Faculty, IGNOU, Guwahati. The workshop was conducted in all the 4 districts during 23rd to 26th August 2010. The details of the said training are provided in the following table:

District	Date	Number of Teachers Trained
West	24rd August 2010	50
South	23rd August 2010	49
North	26th August 2010	50
Dhalai	25th August 2010	46
Total		**195**

5. Provision of Free Textbooks to students

In SSA Programme, provision of free Textbooks to students is a potential input for encouraging students towards stream of learning. Since inception of the programme in the state, SSA Rajya Mission, Tripura, has been providing free textbooks to the eligible students reading at the elementary level, that is, all girl children and boys belonging to SC & ST communities. It deserves special mentioning here that, Tripura, perhaps, being the first state in the country, has taken a bold enough step to provide free textbooks to also the boy students belonging to General Category. The State Government has readily come forward with the distinguishing and courageous step to make SSA Programme for all, keeping uniformity with the right spirit and vision of SSA Programme, which envisages universalising elementary education.

With a view to making the holistic critical process of timely printing and distribution of textbooks among the students, a strong convergence has been built with Tripura Board of Secondary Education and SCERT. All-out support has been provided to these institutions for accelerating and facilitating the entire process. While printing the mountainous number of textbooks every year, all the official formalities have been observed and followed strictly.

In the wake of the orchestrated efforts, the State Implementing Society of SSA Rajya Mission, Tripura, has been able to provide free textbooks to 48,84,734 students in total, which include 1,00,443 Maktab / Madrassa students, 35,09,172 primary students and 12,75,119 upper primary students during the period from 2001 – 02 to 2010 – 11.

Details of years-wise and stage-wise targets and achievements made in this important area are reflected in the tables given below:

Stage	2001-02		2002-03		2003-04	
	Target	Achievement	Target	Achievement	Target	Achievement
Primary	190180	169000	224257	224257	450425	450425
Upper Primary	84539	25000	39000	39000	59830	59830
Maktab / Madrassa						
Sub Total	**274719**	**194000**	**263257**	**263257**	**510255**	**510255**

Stage	2004-05		2005-06		2006-07	
	Target	Achievement	Target	Achievement	Target	Achievement
Primary	372762	372762	388525	388525	422334	422334
Upper Primary	146425	146425	172925	172925	180955	180955
Maktab / Madrassa			20022	20022	15055	15055
Sub Total	**519187**	**519187**	**581472**	**581472**	**618344**	**618344**

Stage	2007-08		2008-09		2009-10	
	Target	Achievement	Target	Achievement	Target	Achievement
Primary	392037	392037	381612	381612	354084	354084
Upper Primary	156486	156486	155474	155474	165799	165799
Maktab / Madrassa	14274	14274			26703	26703
Sub Total	**562797**	**562797**	**537086**	**537086**	**546586**	**546586**

Stage	2010-11		Cumulative	
	Target	Achievement	Target	Achievement
Primary	354136	354136	3530352	3509172
Upper Primary	173225	173225	1334658	1275119
Maktab / Madrassa	24389	24389	100443	100443
TOTAL	**551750**	**551750**	**4965453**	**4884734**

6. Implementation of Learning Enhancement Programme (LEP).

The State Implementing Society of SSA Rajya Mission, Tripura has given much importance and priority on the improvement of learning achievement of the children at the elementary education level. Primarily appropriate steps have been taken to implement different innovative activities under Learning Enhancement Programme (LEP) for the purpose of enhancing reading, writing and comprehension skills of the children at the early primary grades. All the programmes have got tremendous

impact in facilitating teaching learning process in the school and in augmenting a significant shift in the mind set of the teaching community.

Following are the important pedagogical programmes introduced and implemented in the state upto 2010-11.

I) Early Math Improvement Programme

Till now, 4252 Govt. and Govt. aided Primary schools / sections have been provided Math Kits for Early Grade Students. Moreover, 2017 independent upper primary schools have been provided with Mathematical & Science Kits with a view to developing proper knowledge of the children in Mathematics & Science and eliminating phobia from the mind of the children. The district wise break up of schools provided with the above kits is given below:

District	Number of Govt. and Govt. aided Primary schools provided with Math & Science Kits	Number of Govt. and Govt. aided Upper Primary schools provided with Math & Science Kits
West	1549	789
South	1186	534
North	726	385
Dhalai	791	309
Total	**4252**	**2017**

II) Establishment of Reading Corner.

Reading Corners have been established and made functional in 4252 Govt. and Govt. aided Primary schools / sections in the state with a view to developing a regular habit of reading books among learners and enhancing the core skill of comprehension of the early grade children. To implement this innovative pedagogical programme Reading Club has been formed in each of the primary schools / sections brought under coverage. Interesting story books, great men's biography, books of rhymes have been procured from National Book Trust and supplied to all schools / sections. The programme could grow a new zeal and tremendous interest among the early learners who have been given the easy access to the books in their classroom itself.

The district wise number of schools covered under this programme is shown below:

District	No. of schools
West	1549
South	1186
North	726
Dhalai	791
Total	**4252**

Smt. Anshu Vaish, Secretary, SE&L, MHRD, Government of India, visiting a school during her stay in Tripura from 13th to 15th May, 2011

III) Activity Based Learning (ABL).

SSA Rajya Mission, Tripura has introduced the innovative programme of *Activity Based Learning (ABL)* initially in 8 English Medium Govt. Schools for children of Class I The programme helps children learn their lessons through lot of attractive activities with the help of various innovative learning materials. This is the pioneering teaching-learning methodology first introduced in the country in Tamil Nadu. The methodology replaces the teacher-centric lecture method by participatory child-centric teaching learning process. To learn in this attractive and innovative system is very joyful and interesting for the children, which enhances their learning skills to a great extent.

The list of English Medium Schools, where ABL is introduced, is given below:

District	Sl. No.	Name of Schools
West	1	Bishalgarh Govt. English Medium SB School
	2	Henry Derozio Govt. English Medium School
	3	Shishubihar Govt. English Medium HS School
	4	Sukanta Academy Govt. English Medium SB School
	5	Khowai Govt. English Medium HS School
	6	Teliamura Govt. English Medium SB School

	7	Sonamura Govt. English Medium HS School
	8	Khumpui Govt. Academy High School
South	9	Udaipur Govt. English Medium HS School
	10	Belonia Govt. English Medium HS School
	11	Amarpur Govt. English Medium HS School
	12	Sabroom Town Govt. English Medium HS School
North	13	Netaji Vidya Pith Govt. English Medium HS School
	14	Kanchanpur Govt. English Medium HS School
	15	Kumarghat Govt. English Medium JB School
	16	Jampui Govt. English Medium HS School
Dhalai	17	Chailengta Govt. English Medium HS School
	18	Kamalpur Govt. English Medium HS School
	19	Kachuchara Govt. English Medium SB School
	20	Ambassa Govt. English Medium JB School
	21	Anandamohan Roaja Para Govt. English Medium Pry. School

Main features of ABL:

- No deviation from the prescribed syllabus
- Each competency is split up into fragments
- Learning material is given for each subject
- Child-centric learning
- Learning cards with attractive color and pictures
- Ladders provide structure to the curriculum
- Each child can learn at his / her own pace
- Absentees are taken special care of
- Children mark their attendance on their own
- No common examination exists
- Each child is assessed individually and continuously
- Achievement chart shows gradual development of learning level of the child
- Teachers, parents and inspectors can readily know the exact position of the children in learning
- Scope for creativity for both teacher and child.
- Best suited for both multi-grade and multi-level teaching and learning
- Low-level black board serves as an effective tool

Preparing the class room for ABL:

- Setting up the Low-level Blackboards on the walls
- Setting up the wire pandal in the class room
- Displaying learning cards in trays with logos pasted on them
- Positioning the ladder within the reach of the children
- Placing the grouping cards on mat
- Displaying the achievement charts
- Displaying the weather chart and Arokia charka

- Maintaining self-attendance
- Providing the maths self learning material on the top of the rack
- Keeping in readiness other supportive material such as crayons, clays, and puppet show materials etc.
- Maintaining individual file for each child
- Introducing logos, ladder, learning cards arrangements in the tray and group cards

Advantages:

- Children learn all the presented competencies
- 100% learning is made possible
- No child can move further without mastering the previous competency
- Absenteeism is addressed
- Multi-grade system is addressed properly
- Developing self-reliance and confidence developed
- Relieving children of the load of books
- Sharing and exchange of ideas
- Teacher burden is reduced since the child takes up the role of teacher at times
- Joyful learning, group learning and peer learning take place
- No skill is left out undeveloped
- No fear of examination
- Children learn more in groups and assist the peer
- Pupils have full freedom to learn on their own space
- Since children learn by doing their learning is concrete and complete

Assessment techniques:

- Evaluation is inbuilt.
- Child works on the evaluation card without knowing that it is an evaluation card.
- At the end of every mile stone exam cards are there.
- Achievement chart shows the attainment level of children in each subject.

IV) Special initiatives for improvement of 3 'R's.

A special drive for improvement of 3 'R's (Reading, wRiting and aRithmetic) skills for primary grade students is being undertaken. Class routines of the Saturdays are modified for this purpose.

7. Improvement in Achievement Level of Children

The State Implementing Society of SSA Tripura has always been seriously concerned about the critical question of how to improve Quality of Education in Elementary sector by enhancing learning level of the children. All out concerted efforts have been made to contemplate over the matter of finding out appropriate ways and means to reach out this hardest-to-reach goal.

1) **Status of Students securing 60% and above marks:**

In Tripura, the progress in the pace of improvement of Quality of Education, though not highly inspiring, is very steady. Due to various activities undertaken in the quality dimension in SSA programme, the percentage of children securing 60% and above marks in the examinations of Classes V and VIII has been showing a slow but steady increase trend. In Class V, the percentage of children securing 60% and above marks has increased to 16.28 in 2008-09 from 12.29 in 2003-04. Similarly, in Class VIII the percentage was 8.29 in 2003-04, which has increased to 13.43 in 2008-09.

The matter is replicated in detail district wise in the table appended below:

In Class-V Examination

District	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Dhalai	12.99	13.88	11.57	11.05	14.33	7.85
North	10.84	15.67	13.92	12.09	18.05	13.36
South	10.52	15.01	12.18	15.73	16.62	18.10
West	13.36	15.51	17.13	14.07	18.88	19.06
Tripura	**12.29**	**15.22**	**14.80**	**13.88**	**17.64**	**16.28**

In Class-VIII Examination

District	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Dhalai	9.68	11.88	8.65	8.72	10.26	12.75
North	4.82	8.23	10.36	9.51	14.91	13.22
South	7.42	16.39	16.04	11.17	9.73	12.04
West	9.34	12.74	13.51	11.46	11.13	14.22
Tripura	**8.29**	**12.71**	**13.03**	**10.78**	**13.12**	**13.43**

2) **Achievement in Class III as per NCERT's Baseline Achievement Survey 2004:**

The position of achievement level of the children in class III in language and Mathematics is found to be higher than the National average. It is as per findings of the national assessment sample survey conducted by NCERT in 2004.

The following data / information will prove the fact.

Class	Language		Mathematics	
	National Average	State Average	National Average	State Average
III	63.12	66.85	58.25	66.58

3) Achievement in Class V as per NCERT's Midterm Achievement Survey 2005:

NCERT has conducted another National Assessment Sample Survey in 2005 for class – V the findings of which also show that the achievement level of the students of the state of Tripura is higher than the national average. The position is figured in the table given below:

Class	Language		Mathematics		Environmental Science	
	National Average	State Average	National Average	State Average	National Average	State Average
V	60.31	61.77	48.46	52.84	52.19	56.23

N.B.: BAS- Base-line Assessment Survey & **MAS**- Mid-term Assessment Survey

A classroom of a Madrassa

8. **Introduction of Computer Aided Learning Programme:**

Computer, the miracle of modern science, has been identified as a wonderful learning aid. It can be implemented successfully in the education sector as a strong techno learning media. Computer Aided Learning has the following benefits:

- Introduces to modern technology,
- Facilitates teaching learning process on hard spots.
- Encourages students through visualization and animation.
- Increases participation of children in learning intensively.
- Creates interest in information technology.
- Helps in better understanding and comprehension of lesson.
- Enhances learning pace and achievement level.
- Inspires and attracts learners to learning.

District-wise list of schools where Computer Aided Learning Programme is implemented

West Tripura District

Sl. No.	Name of School	Sub Division
1	Madhupur HS School	Bishalgarh
2	Chowdhuribari HS School	Sadar
3	Mohanpur HS School	
4	State Mahila Ashram	
5	Khumpui Academy	
6	Khowai Government Boys' HS School	Khowai
7	Teliamura HS School	Teliamura
8	Baranarayan HS School	Sonamura

South Tripura District

Sl. No.	Name of School	Sub Division
1	Chandrapur HS School	Udaipur
2	Kawamaraghat High School	Amarpur
3	Amarpur Girls' HS School	
4	Santirbazar HS School	Santirbazar
5	Rajnagar Colony HS School	Belonia
6	Hrishyamukh Girls' HS School	
7	Sabroom Girls' HS School	Sabroom

North Tripura District

Sl. No.	Name of School	Sub Division
1	Pabiachhara HS School	Kailashahar
2	Kailashahar Girls' HS School	
3	Tilabazar HS School	
4	Kadamtala HS School	Dharmanagar
5	Panisagar HS School	
6	Kanchanpur HS School	Kanchanpur
7	Damchherra HS School	

Dhalai District

Sl. No.	Name of School	Sub Division
1	Kulai HS School	Ambassa
2	Salema HS School	Kamalpur
3	Kalachhari Class XII School	
4	Manughat HS School	Longthrai Valley
5	Chhawmanu Class XII School	
6	Gandachherra HS School	Gandachherra

A CAL Classroom

Chapter XII: Community Leaders' Training.

THE elementary education programme of SSA emphasises vigorously the need of involvement and participation of community people in the management of entire education system. The community people include parents, educationists, persons interested in education, PRI members, NGO representatives, social workers etc. The idea is coined and meditated for ensuring establishment of strong and reliable community ownership in education for overall progress and betterment. In Tripura, there is a strong three-tier Panchayati Raj system working for overall development of the society. At every level of SSA implementation there is active participation of all PRI members and other community people. There is community participation in planning, implementation, monitoring and supervision of SSA programme.

In order to make the community people completely aware of all aspects of implementation of SSA programme, there is provision to organize training programme for the community stakeholders. Accordingly, almost since inception of the SSA programme in the state, training for community leaders has been organized every year at the CRC level with participation of BRC & CRC Coordinators, Block Resource Persons, master trainers and local medical officers as resource persons. All norms and procedures of implementation of SSA programme are discussed in detail in the training programmes so that they become adequately equipped to help the SSA functionaries at the implementation stages. Training module is formulated and modified time-to-time to organize the training programmes effectively.

The community people take pivotal role in SSA programme in the following key areas:

- Conduct of household survey
- Formulation of Village Education plan
- Organizing of Vidyalaya Cholo Abhiyan Programme for enrollment of out-of-school children
- Monitoring of school functioning
- Execution of Civil Works
- Attending meetings of Village Education Committee
- Participation in meeting of Mother Teacher Association
- Participation in awareness campaigns
- Implementation of Alternative Schools
- Opening and upgradation of primary schools
- Implementation of Mid-day-Meal programme being strong input in elementary education.

District wise and year wise details of targets set and achievements attained in Community Leaders Training programme are given below:

State abstract: 2002-03 to 2010-11

District	Target (persons)	Achievement
West	46783	45947
South	34314	32308
North	23100	22277
Dhalai	19767	19108
Total	**123964**	**119640**

District and year wise position:

District	2002-03		2003-04		2004-05	
	Target	Achievement	Target	Achievement	Target	Achievement
West	750	750	2667	2667	2714	2714
South	750	750	1827	833	1826	1826
North	750	750	1480	1000	1480	1480
Dhalai	750	750	300	0	1038	1038
Total	**3000**	**3000**	**6274**	**4500**	**7058**	**7058**

District	2005-06		2006-07		2007-08	
	Target	Achievement	Target	Achievement	Target	Achievement
West	4284	4284	4513	4513	3592	3592
South	3256	3256	3316	3316	2591	2591
North	2714	2714	1480	1480	2492	2492
Dhalai	1756	1756	1756	1756	2055	2055
Total	**12010**	**12010**	**11065**	**11065**	**10730**	**10730**

District	2008-09	2009-10	2010-11	Cumulative

	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement
West	5882	5882	5598	5598	16783	15947	46783	45947
South	4222	4222	3696	3696	12830	11818	34314	32308
North	2870	2870	1832	1832	8002	7659	23100	22277
Dhalai	2288	2288	2288	2288	7536	7177	19767	19108
Total	**15262**	**15262**	**13414**	**13414**	**45151**	**42601**	**123964**	**119640**

A Workshop with Community Leaders

Chapter XIII: Civil Works

IN reality, a good physical infrastructure of the school attracts children to come to school merrily, stay there, play there and educate themselves there in a manner, which is envisaged in SSA Programme to achieve Universal Elementary Education. Basic physical school infrastructure includes classroom building with adequate accommodation capacity required for making it child-friendly, boundary wall, drinking water facility, separate toilets for boys and girls, shed for preparation and distribution of mid-day meal etc. Also, in acute, a school infrastructure needs equipping classrooms to make them appropriately attractive to the children, which enable them to learn joyfully. SSA envisages conversion of classrooms into a joyful learning place, advocating the concept of Building As a Learning Aid (BALA).

With the above perspective, lots of activities are undertaken in SSA Programme under the component of Civil Works. Under this component, measures are adopted for renovation and expansion of the existing school infrastructure, construction of new infrastructure, considering all aspects of proper accommodation, overall healthcare and considering especially the learning needs of the children. Education of Children With Special Needs in an architectural barrier-free environment – both inside and outside classrooms is considered with much importance and priority.

The State Implementing Society of SSA Rajya Mission, Tripura has also been executing all construction works keeping all the important aspects as aforesaid. While executing construction works, utmost importance has been attached to quality outcomes of all works in a stipulated time span.

A notable aspect of SSA Civil Works is the involvement of community in all of its construction works. This generates a feeling of ownership among the community members and ensures that the best available construction materials and skilled labourers are utilised in the construction. This, in turn, ensures the quality of the construction works and their timely completion.

Each and every work has been executed with active community participation and through a **Construction Committee**.

FEATURES OF SSA CIVIL WORKS

- Community participation in planning, materials collection, execution and monitoring.
- Execution through Construction Committee.
- No provision of Contract at any level.
- Maintaining quality construction and time in execution.
- Maintaining transparency in keeping accounts and collecting good quality materials.

- Procurement of major construction materials from Rural Development Department.
- Providing technical guidance by the Junior Engineers at every level of construction.
- Certification by competent authority in respect of completion of work.
- Preparation and circulation of 'Manual on Civil Works' in local language for awareness of community people.

Year wise and district wise break-up of targets and achievements

2001 – 02										
Activity	West Tripura		South Tripura		North Tripura		Dhalai		Total	
	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement
New Primary School	0	0	0	0	0	0	0	0	**0**	**0**
New Upper Primary School	0	0	0	0	0	0	0	0	**0**	**0**
Additional Classroom	0	0		0		0		0	**0**	**0**
CRC Building	1	1	1	1	1	1	1	1	**4**	**4**
BRC / URC Building	2	2	1	1	1	1	2	2	**6**	**6**
Boundary Wall	0	0	0	0	0	0	0	0	**0**	**0**
Toilet	0	0	0	0	0	0	0	0	**0**	**0**
Separate Girls' Toilet	0	0	0	0	0	0	0	0	**0**	**0**
Drinking Water	0	0	0	0	0	0	0	0	**0**	**0**
NPEGEL	0	0	0	0	0	0	0	0	**0**	**0**
KGBV	0	0	0	0	0	0	0	0	**0**	**0**
Office-cum-Store-cum HM Room (Pry)	0	0	0	0	0	0	0	0	**0**	**0**
Office-cum-Store-cum HM Room (Up. Pry)	0	0	0	0	0	0	0	0	**0**	**0**
TOTAL	**3**	**3**	**2**	**2**	**2**	**2**	**3**	**3**	**10**	**10**

2002 - 03										
Activity	West Tripura		South Tripura		North Tripura		Dhalai		Total	
	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement
New Primary School	10	10	4	4	7	7	5	5	**26**	**26**
New Upper Primary School	9	9	5	5	2	2	1	1	**17**	**17**
Additional Classroom	0	0	0	0	0	0	0	0	**0**	**0**
CRC Building	2	2	3	3	2	2	0	0	**7**	**7**
BRC / URC Building	3	3	1	1	0	0	0	0	**4**	**4**
Boundary Wall	0	0	0	0	0	0	0	0	**0**	**0**
Toilet	70	70	60	60	25	25	30	30	**185**	**185**
Separate Girls' Toilet	0	0	0	0	0	0	0	0	**0**	**0**
Drinking Water	70	70	60	60	25	25	30	30	**185**	**185**
NPEGEL	0	0	0	0	0	0	0	0	**0**	**0**
KGBV	0	0	0	0	0	0	0	0	**0**	**0**
Office-cum-Store-cum HM Room (Pry)	0	0	0	0	0	0	0	0	**0**	**0**
Office-cum-Store-cum HM Room (Up. Pry)	0	0	0	0	0	0	0	0	**0**	**0**
TOTAL	**164**	**164**	**133**	**133**	**61**	**61**	**66**	**66**	**424**	**424**

2003 - 04										
Activity	West Tripura		South Tripura		North Tripura		Dhalai		Total	
	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement
New Primary School	20	20	40	40	17	17	15	15	**92**	**92**
New Upper Primary School	12	12	0	0	7	7	0	0	**19**	**19**
Additional Classroom	100	100	75	75	150	150	75	75	**400**	**400**
CRC Building	14	14	18	18	10	10	10	10	**52**	**52**
BRC / URC Building	11	11	6	6	3	3	3	3	**23**	**23**
Boundary Wall	0	0	0	0	0	0	0	0	**0**	**0**
Toilet	70	70	60	60	40	40	30	30	**200**	**200**
Separate Girls' Toilet	0	0	0	0	0	0	0	0	**0**	**0**
Drinking Water	70	70	60	60	20	20	30	30	**180**	**180**
NPEGEL	0	0	0	0	0	0	0	0	**0**	**0**
KGBV	0	0	0	0	0	0	0	0	**0**	**0**
Office-cum-Store-cum HM Room (Pry)	0	0	0	0	0	0	0	0	**0**	**0**
Office-cum-Store-cum HM Room (Up. Pry)	0	0	0	0	0	0	0	0	**0**	**0**
TOTAL	**297**	**297**	**259**	**259**	**247**	**247**	**163**	**163**	**966**	**966**

2004 - 05										
Activity	West Tripura		South Tripura		North Tripura		Dhalai		Total	
	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement
New Primary School	60	60	58	58	23	20	30	30	**171**	**168**
New Upper Primary School	40	40	35	35	30	30	12	12	**117**	**117**
Additional Classroom	100	100	0	0	150	149	75	75	**325**	**324**
CRC Building	10	10	0	0	13	13	10	10	**33**	**33**
BRC / URC Building	0	0	0	0	4	4	0	0	**4**	**4**
Boundary Wall	0	0	0	0	0	0	0	0	**0**	**0**
Toilet	86	86	68	68	40	40	30	30	**224**	**224**
Separate Girls' Toilet	0	0	0	0	0	0	0	0	**0**	**0**
Drinking Water	65	65	60	60	36	36	30	30	**191**	**191**
NPEGEL	0	0	0	0	0	0	0	0	**0**	**0**
KGBV	0	0	0	0	0	0	0	0	**0**	**0**
Office-cum-Store-cum HM Room (Pry)	0	0	0	0	0	0	0	0	**0**	**0**
Office-cum-Store-cum HM Room (Up. Pry)	0	0	0	0	0	0	0	0	**0**	**0**
TOTAL	**361**	**361**	**221**	**221**	**296**	**292**	**187**	**187**	**1065**	**1061**

2005 - 06										
Activity	West Tripura		South Tripura		North Tripura		Dhalai		Total	
	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement
New Primary School	40	40	25	25	33	32	71	71	**169**	**168**
New Upper Primary School	20	20	30	30	33	32	0	0	**83**	**82**
Additional Classroom	125	125	40	40	60	60	0	0	**225**	**225**
CRC Building	34	34	36	36	25	24	19	19	**114**	**113**
BRC / URC Building	0	0	3	3	0	0	0	0	**3**	**3**
Boundary Wall	20	20	7	7	8	8	0	0	**35**	**35**
Toilet	216	216	0	0	132	132	152	152	**500**	**500**
Separate Girls' Toilet	0	0	0	0	0	0	0	0	**0**	**0**
Drinking Water	257	257	156	156	120	120	95	95	**628**	**628**
NPEGEL	0	0	4	4	1	1	2	2	**7**	**7**
KGBV	0	0	4	4	1	1	2	2	**7**	**7**
Office-cum-Store-cum HM Room (Pry)	0	0	0	0	0	0	0	0	**0**	**0**
Office-cum-Store-cum HM Room (Up. Pry)	0	0	0	0	0	0	0	0	**0**	**0**
TOTAL	**712**	**712**	**305**	**305**	**413**	**410**	**341**	**341**	**1771**	**1768**

CHALITA BARI S.B SCHOOL
SSA
সর্বশিক্ষা প্রকল্পে নির্মিত
Boundary Wall
Chalitabari SB School
Telaimura Block, West Tripura
Construction Under SSA Scheme - year 2006-07

2006 - 07										
Activity	West Tripura		South Tripura		North Tripura		Dhalai		Total	
	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement
New Primary School	185	185	88	88	15	15	95	95	**383**	**383**
New Upper Primary School	68	68	15	15	1	1	21	21	**105**	**105**
Additional Classroom	80	80	0	0	71	71	150	150	**301**	**301**
CRC Building	55	55	25	25	27	27	11	11	**118**	**118**
BRC / URC Building	0	0	0	0	0	0	0	0	**0**	**0**
Boundary Wall	83	83	10	10	16	16	25	25	**134**	**134**
Toilet	0	0	0	0	0	0	0	0	**0**	**0**
Separate Girls' Toilet	0	0	0	0	0	0	0	0	**0**	**0**
Drinking Water	0	0	0	0	0	0	0	0	**0**	**0**
NPEGEL	0	0	0	0	0	0	0	0	**0**	**0**
KGBV	0	0	0	0	0	0	0	0	**0**	**0**
Office-cum-Store-cum HM Room (Pry)	0	0	0	0	0	0	0	0	**0**	**0**
Office-cum-Store-cum HM Room (Up. Pry)	0	0	0	0	0	0	0	0	**0**	**0**
TOTAL	**471**	**471**	**138**	**138**	**130**	**130**	**302**	**302**	**1041**	**1041**

2007 - 08										
Activity	West Tripura		South Tripura		North Tripura		Dhalai		Total	
	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement
New Primary School	0	0	0	0	0	0	0	0	**0**	**0**
New Upper Primary School	5	4	10	10	0	0	23	23	**38**	**37**
Additional Classroom	53	53	58	56	0	0	146	146	**257**	**255**
CRC Building	0	0	0	0	0	0	0	0	**0**	**0**
BRC / URC Building	0	0	0	0	0	0	0	0	**0**	**0**
Boundary Wall	0	0	0	0	0	0	0	0	**0**	**0**
Toilet	0	0	0	0	0	0	0	0	**0**	**0**
Separate Girls' Toilet	327	327	59	59	132	132	102	102	**620**	**620**
Drinking Water	0	0	0	0	0	0	0	0	**0**	**0**
NPEGEL	0	0	0	0	0	0	0	0	**0**	**0**
KGBV	0	0	0	0	0	0	0	0	**0**	**0**
Office-cum-Store-cum HM Room (Pry)	0	0	0	0	0	0	0	0	**0**	**0**
Office-cum-Store-cum HM Room (Up. Pry)	0	0	0	0	0	0	0	0	**0**	**0**
TOTAL	**385**	**384**	**127**	**125**	**132**	**132**	**271**	**271**	**915**	**912**

2008 - 09										
Activity	West Tripura		South Tripura		North Tripura		Dhalai		Total	
	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement
New Primary School	83	78	60	60	50	49	60	60	**253**	**247**
New Upper Primary School	0	0	0	0	0	0	0	0	**0**	**0**
Additional Classroom	57	57	35	35	52	52	26	26	**170**	**170**
CRC Building	0	0	0	0	0	0	0	0	**0**	**0**
BRC / URC Building	1	1	0	0	0	0	0	0	**1**	**1**
Boundary Wall	0	0	0	0	0	0	0	0	**0**	**0**
Toilet	0	0	0	0	0	0	0	0	**0**	**0**
Separate Girls' Toilet	59	59	182	182	60	60	60	60	**361**	**361**
Drinking Water	0	0	0	0	0	0	0	0	**0**	**0**
NPEGEL	0	0	0	0	0	0	0	0	**0**	**0**
KGBV	0	0	0	0	0	0	0	0	**0**	**0**
Office-cum-Store-cum HM Room (Pry)	0	0	0	0	0	0	0	0	**0**	**0**
Office-cum-Store-cum HM Room (Up. Pry)	0	0	0	0	0	0	0	0	**0**	**0**
TOTAL	**200**	**195**	**277**	**277**	**162**	**161**	**146**	**146**	**785**	**779**

2009 - 10										
Activity	West Tripura		South Tripura		North Tripura		Dhalai		Total	
	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement
New Primary School	44	22	47	39	25	19	54	47	**170**	**127**
New Upper Primary School	42	18	28	12	0	0	0	0	**70**	**30**
Additional Classroom	114	112	70	64	50	50	52	43	**286**	**269**
CRC Building	0	0	0	0	0	0	0	0	**0**	**0**
BRC / URC Building	0	0	0	0	0	0	0	0	**0**	**0**
Boundary Wall	0	0	0	0	0	0	0	0	**0**	**0**
Toilet	0	0	0	0	0	0	0	0	**0**	**0**
Separate Girls' Toilet	0	0	0	0	50	50	0	0	**50**	**50**
Drinking Water	0	0	0	0	0	0	0	0	**0**	**0**
NPEGEL	0	0	0	0	0	0	0	0	**0**	**0**
KGBV	0	0	0	0	0	0	0	0	**0**	**0**
Office-cum-Store-cum HM Room (Pry)	0	0	0	0	0	0	0	0	**0**	**0**
Office-cum-Store-cum HM Room (Up. Pry)	0	0	0	0	0	0	0	0	**0**	**0**
TOTAL	**200**	**152**	**145**	**115**	**125**	**119**	**106**	**90**	**576**	**476**

2010 - 11										
Activity	West Tripura		South Tripura		North Tripura		Dhalai		Total	
	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement
New Primary School	23	1	0	0	9	0	60	7	**92**	**8**
New Upper Primary School	18	1	96	2	0	0	54	17	**168**	**20**
Additional Classroom	698	41	406	0	338	53	45	0	**1487**	**94**
CRC Building	0	0	0	0	0	0	0	0	**0**	**0**
BRC / URC Building	0	0	0	0	0	0	0	0	**0**	**0**
Boundary Wall	20	1	10	0	25	4	0	0	**55**	**5**
Toilet	0	0	0	0	0	0	0	0	**0**	**0**
Separate Girls' Toilet	73	33	0	0	50	36	0	0	**123**	**69**
Drinking Water	0	0	0	0	0	0	0	0	**0**	**0**
NPEGEL	0	0	0	0	0	0	0	0	**0**	**0**
KGBV	0	0	0	0	0	0	0	0	**0**	**0**
Office-cum-Store-cum HM Room (Pry)	30	0	11	0	20	0	40	0	**101**	**0**
Office-cum-Store-cum HM Room (Up. Pry)	30	0	8	0	10	0	21	0	**69**	**0**
TOTAL	**832**	**77**	**512**	**2**	**422**	**93**	**159**	**24**	**1925**	**196**

Cumulative (from 2001-02 to 2010-11)										
Activity	West Tripura		South Tripura		North Tripura		Dhalai		Total	
	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement
New Primary School	465	416	322	314	179	159	390	330	**1356**	**1219**
New Upper Primary School	214	172	219	109	73	72	111	74	**617**	**427**
Additional Classroom	1327	668	684	270	871	585	569	515	**3451**	**2038**
CRC Building	116	116	83	83	78	77	51	51	**328**	**327**
BRC / URC Building	17	17	11	11	8	8	5	5	**41**	**41**
Boundary Wall	123	104	27	17	49	28	25	25	**224**	**174**
Toilet	442	442	188	188	237	237	242	242	**1109**	**1109**
Separate Girls' Toilet	459	419	241	241	292	278	162	162	**1154**	**1100**
Drinking Water	462	462	336	336	201	201	185	185	**1184**	**1184**
NPEGEL	0	0	4	4	1	1	2	2	**7**	**7**
KGBV	0	0	4	4	1	1	2	2	**7**	**7**
Office-cum-Store-cum HM Room (Pry)	30	0	11	0	20	0	40	0	**101**	**0**
Office-cum-Store-cum HM Room (Up. Pry)	30	0	8	0	10	0	21	0	**69**	**0**
TOTAL	**3625**	**2816**	**2119**	**1577**	**1990**	**1647**	**1744**	**1593**	**9478**	**7633**

GIRLS TOILET.
GIRLS TOILET.
SSA
Rajya Mission.
AGARTALA
SSA Rajya Mission Tripura.
WATER TANK.27.1.2011.
DEWANPASA COL. S.B. SCHOOL
GIRLS TOILET
PANISAGAR BLOCK
YEAR-2010-11

Chapter XIV: Research and Evaluation Works Carried Out

CARRYING out Research Works is an important means of assessing the progress in educational scenario against certain standards or benchmarks. With this context in view, SSA Tripura carried out the various research works. The research works were carried out by various individual researchers / NGOs. The research works accomplished are briefed below:

1. Study No. 1

- **Theme:** "Availability of Infrastructural Facilities in Schools of Agartala Municipal Council Area"
- **Objective:** Assess infrastructural status of schools located in Agartala Municipal Council Area.

2. Study No. 2

- **Theme:** "An Investigation into the cases of Low Achievements of Children at the Primary Level"
- **Objective:** Identifying intricate causes and reasons lying behind low-level learning of children.

3. Study No. 3

- **Theme:** "Cost-Benefit Analysis of Programme and Interventions at State Level"
- **Objective:** Assess quantum of resource investment on education and the outcomes emanated.

4. Study No. 4

- **Theme:** "Enrolment and Retention – Parental attitude towards education of Out-of-School Children"
- **Objective:** Finding out causes behind dropout trends of children and thinking about and approach of parents towards education of their wards.

5. Study No. 5

- **Theme:** "Job Satisfaction and Classroom Behaviour of Teachers"
- **Objective:** Study on mindset of teaching community towards noble profession of teacher-ship and its impact in classroom transaction.

6. Study No. 6

- **Theme:** "Study on Students' Attendance at Elementary Level in Agartala Municipal Council Area – Causes and Consequences."
- **Objective:** Have an analytical idea on students' attendance in school and finding out causes of irregular attendance.

7. Study No. 7

- **Theme:** "Impact of Computer Aided Learning programme on Improvement of Level of Achievement of Students."
- **Objective:** Assess impact and benefit of CAL programme in terms of learning of children.

Apart from the above, SSA Rajya Mission, Tripura evaluates regularly the following status of education to measure the progress and achievements against the previously set goals:

➢ Assessment of learning, proficiency and achievement level of children by using Quality Monitoring Formats, devised by NCERT, a Govt. of India enterprise.

➢ Tripura University (A Central University), the External Monitoring Agency of SSA has been entrusted with the task of evaluating the implementation of various interventions in SSA programme in the state.

➢ Tripura University (A Central University) has also been entrusted with the responsibility of performing 10% sample checking of Cohort Analysis data and 5% sample checking of DISE data.

Chapter XV: Status of Elementary Education in the State against Various Indicators

THE status of an education system is measured by judging it against some defined standard Educational Indicators. Every year, SSA Tripura measures its performance against the following Educational Indicators:

Gross Enrolment Ratio (GER):

The GER is the most commonly used indicator to measure overall coverage of an education system in relation to the total population eligible for participation in the system. A high GER indicates a high degree of participation, whether or not the students belong to the official age group. The value of GER can exceed 100% due to the inclusion of over-aged and under-aged pupils and repeaters. In such a case, a rigorous interpretation of GER needs additional information on the extent of repetition, early and late entrants etc.

The GER is, actually, the total enrolment for a particular education level (Primary, Upper Primary etc.), regardless of age, expressed as a percentage of the eligible official school-age population of that education level in a given school-year. The theory precipitates to the following calculating formula:

$$\text{GER} = \frac{\text{Total enrolment at the particular educational level in a particular school-year}}{\text{Population of the official educational level school age group in that particular school-year}} \times 100$$

Gross Enrolment Ratio : Primary Level

District Name	2004-05			2005-06			2006-07			2007-08		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Dhalai	131.49	128.50	**130.10**	120.34	111.91	**116.38**	132.61	124.73	**128.87**	102.20	101.50	**101.87**
North	105.86	104.44	**105.18**	103.74	102.68	**103.23**	112.02	109.76	**110.91**	101.10	102.02	**101.54**
South	130.21	122.64	**126.58**	119.08	111.05	**115.20**	123.55	116.48	**120.15**	103.19	104.49	**103.82**
West	109.25	107.69	**108.49**	107.83	108.52	**108.17**	132.36	137.32	**134.74**	104.79	105.32	**105.05**
Total	**116.00**	**112.67**	**114.39**	**111.41**	**108.44**	**109.97**	**125.66**	**124.14**	**124.93**	**103.33**	**103.97**	**103.64**

District Name	2008-09			2009-10			2010-11		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Dhalai	102.20	101.50	**109.20**	110.78	109.85	**110.33**	110.00	107.39	**108.74**
North	101.10	102.02	**117.35**	130.13	129.18	**129.67**	116.87	118.53	**117.67**
South	99.57	102.17	**100.81**	100.07	99.95	**100.01**	100.76	100.27	**100.52**
West	103.64	104.50	**104.06**	100.37	100.31	**100.34**	100.35	101.51	**100.92**
Total	**106.46**	**105.69**	**106.09**	**106.05**	**105.72**	**105.89**	**104.66**	**104.95**	**104.81**

Gross Enrolment Ratio : Upper Primary Level

District Name	2004-05			2005-06			2006-07			2007-08		
	Boys	**Girls**	**Total**	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
Dhalai	66.07	61.75	**64.04**	91.89	84.52	**88.40**	86.07	76.52	**81.55**	104.50	105.60	**105.00**
North	78.71	83.55	**81.04**	82.12	88.08	**84.95**	85.74	90.64	**88.11**	100,01	102.40	**101.16**
South	94.25	91.35	**92.86**	95.36	95.86	**95.60**	91.85	91.78	**91.81**	102.52	104.41	**103.43**
West	99.84	100.28	**100.06**	90.20	93.49	**91.80**	117.35	121.00	**119.13**	98.60	101.73	**100.14**
Total	**90.07**	**90.29**	**90.18**	**90.07**	**92.35**	**91.17**	**100.91**	**102.58**	**101.72**	**100.46**	**102.87**	**101.62**

District Name	2008-09			2009-10			2010-11		
	Boys	**Girls**	**Total**	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
Dhalai	104.50	105.60	**98.59**	103.76	100.65	**102.29**	101.38	100.44	**100.95**
North	100.01	102.40	**101.35**	107.29	107.95	**107.62**	102.57	108.40	**105.44**
South	103.51	105.44	**104.44**	100.28	100.42	**100.35**	100.57	100.00	**100.30**
West	107.32	109.62	**108.45**	103.33	101.94	**102.63**	100.02	100.58	**100.30**
Total	**106.17**	**103.54**	**104.89**	**103.33**	**102.44**	**102.89**	**100.76**	**101.82**	**101.28**

Source: DISE

Net Enrolment Ratio (NER):

The NER may be interpreted as the enrolment of the official school-age group population in a particular education level, expressed as a percentage of the corresponding total population. The NER gives a more precise measurement of the extent of participation in a particular level of education of children belonging to the official school age of that particular education level.

The NER is defined as the number of student in a particular education level who are at the official age group of that particular level of education, divided by the total population of age group of that particular education level, expressed as a percentage.

A high NER at any particular education level denotes a high degree of participation in that particular education level of the official age group population for that particular education level. It may be noted here that the maximum value of NER is 100%. If the NER is below 100%, the percentage difference between the NER and 100% provides a measure of the proportion of children belonging to the official age group for that particular level of education who are not enrolled.

The NER is calculated in the following manner:

$$\text{NER} = \frac{\text{Enrolment of official age group for a particular education level in that particular level of education in a particular school-year}}{\text{Population of the official educational level school age group in that particular school-year}} \times 100$$

The GER can be used together with the NER to measure the extent of over-aged and under-aged enrollment.

It is to be noted here that both GER and NER at any educational level should be based on the total enrollment in all types of schools, including Government, Private and all other institutions that provide organized educational programmes at that particular education level.

Net Enrolment Ratio: Primary Level

District Name	2004-05			2005-06			2006-07			2007-08			2008-09		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Dhalai	97.51	96.48	97.03	85.50	82.32	84.01	96.93	95.28	96.14	99.73	99.78	99.76	98.67	98.43	98.55
North	99.07	99.05	99.06	95.10	93.71	94.38	99.63	99.52	99.58	99.51	99.53	99.52	98.90	98.79	98.85
South	99.58	99.49	99.54	84.16	82.34	83.28	98.58	98.24	98.41	99.22	98.98	99.11	99.45	99.33	99,39
West	98.94	98.67	98.81	98.60	98.58	98.59	97.54	97.27	97.41	99.59	99.55	99.57	99.38	99.42	99.40
Total	**98.97**	**98.72**	**98.85**	**92.66**	**91.67**	**92.18**	**98.20**	**97.81**	**98.02**	**99.50**	**99.43**	**99.47**	**99.21**	**99.14**	**99.18**

District Name	2009-10			2010-11		
	Boys	Girls	Total	Boys	Girls	Total
Dhalai	98.82	98.67	98.75	98.49	97.6	98.06
North	99.53	99.54	99.54	99.52	99.53	99.52
South	99.73	99.74	99.74	99.63	99.59	99.61
West	99.56	99.66	99.61	99.66	99.69	99.67
Total	99.5	99.52	99.51	99.47	99.36	99.42

Source: DISE

Net Enrolment Ratio: Upper Primary Level

District Name	2004-05			2005-06			2006-07			2007-08			2008-09		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Dhalai	95.87	94.14	95.06	94.44	92.42	93.49	94.45	92.64	93.59	99.40	99.41	99.40	98.81	98.14	98.49
North	97.63	97.69	97.66	97.24	99.63	98.38	98.67	98.48	98.58	99.25	99.06	99.16	98.26	98.17	98.22
South	98.41	98.02	98.22	95.55	95.26	95.41	97.43	97.21	97.33	99.34	99.15	99.25	98.98	99.00	98.99
West	98.05	97.58	97.82	97.09	97.11	97.10	94.82	95.74	95.27	99.11	99.30	99.21	99.25	99.40	99.33
Total	**97.77**	**97.28**	**97.53**	**96.45**	**96.59**	**96.52**	**96.20**	**96.30**	**96.25**	**99.22**	**99.24**	**99.23**	**98.96**	**98.93**	**98.94**

District Name	2009-10			2010-11		
	Boys	Girls	Total	Boys	Girls	Total
Dhalai	99.01	98.77	**98.9**	98.65	97.63	**98.18**
North	99.46	99.57	**99.51**	99.41	99.28	**99.35**
South	99.55	99.59	**99.57**	99.5	99.55	**99.53**
West	99.56	99.65	**99.61**	99.54	99.68	**99.61**
Total	**99.47**	**99.52**	**99.49**	**99.41**	**99.37**	**99.39**

Source: DISE

Pupil-Teacher Ratio (PTR):

PTR is one of the most common indicators used in educational planning. A low level of PTR indicates that pupils will have a better chance of contact with the teachers and hence, a better teaching-learning process. This ratio is also used to measure the level of human resource inputs (teachers) and also to project the number of teachers required.

The formula for arriving at the PTR of any educational level in any school-year is as follows:

$$\text{PTR} = \frac{\text{Total number of pupils in the particular education level in the particular school-year}}{\text{Total number of teachers in that particular education level in that particular school-year}} \times 100$$

A high PTR normally suggests that each teacher has to deal with a large number of pupil and that; conversely, pupils receive less attention from the teacher. It is generally assumed that a low PTR signifies smaller classes, which enable the teacher to pay more attention to individual pupils, which ultimately contribute to the better academic performance of the pupils. This indicator, however, does not take into account differences in teachers' academic qualifications, pedagogical training, professional experience, teaching methods, teaching learning materials or variation in classroom conditions – all of which could also affect the quality of teaching / learning and performance of the pupil. While calculating and interpreting this indicator, one should take into account the existence of part-time teaching, school shifts, multi-grade classes and other practices that may affect the precision and meaningfulness of PTR.

Pupil-Teacher Ratio

District	2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11	
	Pry	U. Pry	Pry	U. Pry	Pry	U. Pry	Pry	U. Pry	Pry	U. Pry	Pry	U. Pry	Pry	U. Pry
Dhalai	31.50	15.51	29.81	16.67	28.78	18.30	28.45	21.55	35.29	26.88	27.87	24.83	22.98	16.01
North	35.89	15.52	35.13	15.72	35.45	17.26	35.53	19.20	30.38	18.62	29.64	26.99	29.91	19.00
South	31.72	17.93	33.61	17.24	32.07	18.38	26.30	20.23	27.44	19.71	24.58	21.51	19.45	16.40
WEST	22.81	14.18	22.00	16.98	21.88	15.90	18.89	17.12	19.74	18.63	18.80	26.05	17.53	17.09
Total	**27.54**	**15.29**	**27.22**	**16.79**	**26.87**	**16.87**	**23.89**	**18.52**	**24.88**	**19.56**	**22.93**	**24.79**	20.33	17.11

Source: DISE

Transition Rate (TR):

Transition Rate (TR) is the proportion of students that progress from the final grade of one level to the first grade of the next higher level, expressed as a percentage of those enrolled in the final grade of the preceding school-year. It indicates the degree of access to the next higher level of education, measuring the upward mobility in the educational hierarchy. Viewed from the lower level of education, it is considered as an output indicator, while, viewed from the higher level of education, it is considered as an input indicator or an indicator of access.

The formula that leads to the calculation of TR is given below:

$$TR = \frac{\text{New entrants to the first grade of the next higher level of education of a particular school-year}}{\text{Number of pupils in the last grade of the previous level of education of the preceding school-year}} \times 100$$

High Transition Rates indicate high access or transition from one level of education to the next higher one. It also reflects the intake capacity of the next higher level of education. Similarly, low Transition Rate indicate problems in bridging the gap between the two level of education, either due to deficiencies in the examination system in the lower level of education or inadequate admission capacity in the higher level of education, or both.

This indicator should be based on reliable data of new entrants (or on enrollment and repeaters) in the first grade of the higher level of education. The figures of this indicator can be distorted by incorrect distinction between new entrants and repeaters, especially in the first grade of the specified higher level of education. The number of students who interrupt their studies for one or more years after having completed the specified lower level of education, transferees and migrant students can also affect the quality of this indicator.

Transition rate from Class V to Class VI

District	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Dhalai	77.19	77.23	73.64	82.18	90.87	73.32	68.33
North	86.96	96.85	91.13	94.25	89.19	95.75	97.34
South	78.59	72.22	75.82	72.57	78.83	74.35	78.76
WEST	81.29	87.38	86.49	88.34	93.38	89.44	99.32
Total	**81.12**	**83.97**	**82.79**	**84.34**	**88.53**	**84.12**	**89.18**

Source: DISE

Dropout Rate (DR):

Dropout Rate (DR) is the proportion of pupils who leave the education system without completing a given grade or class in a given school-year. This rate shows the extent to which pupils abandon school. High dropout rate imply high input/output ratio and hence lead to low internal efficiency.

In theory, Retention and Dropout rates should total 100%. Therefore, the dropout rate is obtained by subtracting Retention rate from 100.

DR = 100 – Retention Rate of a particular school-year.

Like other student-flow rates, the DR is usually derived by analyzing data on enrollment and repeaters for two consecutive years. Therefore, it should be ensured that such data are consistent in terms of coverage over time.

In Tripura However, the dropout rates are computed by conducting yearly **COHORT Analysis**, a nationally recognized methodology by covering all Govt. & Govt. aided primary and upper primary schools. In this important exercise a five-year cycle is taken into consideration for computing drop out rate at the primary level (I-V) and eight-year cycle for elementary level (I-VIII). Due to effective implementation of SSA programme in the state the dropout rates both at the primary and upper primary level has been showing a gradual decreasing trend. The position of dropout rates in the state as computed in the COHORT Analysis since 2004-05 to 2010-11 is reflected in the tables that follow:

Percentage of Primary Dropout (2004–05)

District	TOTAL			SC			ST			OBC			RM			Others		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	18.30	20.26	19.23	17.06	21.87	19.43	24.18	27.05	25.53	13.49	14.34	13.90	13.90	14.20	14.04	14.07	14.39	14.22
South	16.73	17.74	17.24	18.18	18.02	18.10	16.63	20.25	18.46	13.52	9.19	11.48	30.21	43.12	35.89	10.19	15.35	12.83
North	17.85	15.60	16.79	15.63	11.63	13.67	24.79	22.94	23.94	10.60	12.66	11.59	18.90	13.53	16.23	12.19	9.26	10.91
Dhalai	30.31	32.03	31.13	30.68	33.54	32.05	36.26	36.62	36.43	22.16	26.71	24.22	8.62	11.53	10.00	5.59	9.22	7.28
State	**19.12**	**20.29**	**19.68**	**18.51**	**19.98**	**19.24**	**25.73**	**27.64**	**26.63**	**13.59**	**14.01**	**13.79**	**17.88**	**17.11**	**17.51**	**13.21**	**14.08**	**13.63**

Percentage of Primary Dropout (2005–06)

District	TOTAL			SC			ST			OBC			RM			Others		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	17.09	18.72	17.87	16.18	20.49	18.32	22.90	25.05	23.92	12.94	13.46	13.19	13.37	14.48	13.88	12.62	12.88	12.74
South	15.23	14.81	15.02	16.16	15.85	16.01	18.28	15.67	16.96	13.39	10.36	11.97	28.67	39.17	33.33	6.29	7.86	7.08
North	16.05	16.45	16.25	17.17	17.83	17.50	26.03	25.09	25.56	14.04	14.96	14.50	24.83	25.17	25.00	1.49	3.63	2.56
Dhalai	25.95	25.85	25.90	26.44	21.88	24.25	28.38	28.03	28.21	21.77	26.28	24.02	22.04	28.57	25.21	19.31	18.64	18.99
State	**16.94**	**17.62**	**17.27**	**17.14**	**18.09**	**17.61**	**24.70**	**24.99**	**24.84**	**14.23**	**15.07**	**14.61**	**23.48**	**24.58**	**24.04**	**6.93**	**7.93**	**7.43**

Percentage of Primary Dropout (2006–07)

District	TOTAL			SC			ST			OBC			RM			Others		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	12.29	9.75	11.04	12.52	10.06	11.32	11.05	9.96	10.50	10.00	8.04	9.06	18.88	11.19	15.06	7.83	8.74	8.27
South	10.80	13.17	11.97	5.79	6.90	6.35	12.85	16.75	14.77	6.73	8.31	7.51	13.01	9.52	11.26	7.08	4.18	5.69
North	12.72	12.01	12.37	13.11	13.91	13.51	18.76	18.77	18.77	10.03	7.78	8.93	12.10	9.93	10.96	1.33	2.58	1.91
Dhalai	9.48	12.58	10.89	7.01	15.17	11.06	10.93	13.62	12.12	3.39	1.75	2.59	0.00	0.00	0.00	0.00	8.00	4.17
State	**11.44**	**11.76**	**11.60**	**10.11**	**10.57**	**10.34**	**12.79**	**14.91**	**13.81**	**8.65**	**7.51**	**8.09**	**15.71**	**10.47**	**13.05**	**5.77**	**5.60**	**5.69**

Percentage of Primary Dropout (2007–08)

District	TOTAL			SC			ST			OBC			RM			Others		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	7.14	5.66	6.43	7.38	5.59	6.53	5.63	4.82	5.23	9.78	6.83	8.34	11.92	8.10	10.25	4.14	6.07	5.07
South	8.86	10.75	9.78	5.37	8.29	6.81	10.19	13.26	11.66	7.96	7.49	7.73	12.93	10.07	11.54	4.17	3.08	3.63
North	7.99	8.29	8.14	7.32	9.00	8.16	11.06	11.90	11.47	7.01	5.77	6.39	7.69	8.62	8.14	3.21	2.56	2.87
Dhalai	5.74	6.78	6.21	8.66	15.15	11.75	5.27	5.20	5.24	3.59	2.65	3.14	7.14	0.00	4.00	7.14	7.02	7.08
State	**7.65**	**7.99**	**7.81**	**7.07**	**8.37**	**7.70**	**7.93**	**8.97**	**8.43**	**7.78**	**6.23**	**7.01**	**10.22**	**8.55**	**9.45**	**4.08**	**3.99**	**4.04**

Percentage of Primary Dropout (2008–09)

District	TOTAL			SC			ST			OBC			RM			Others		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	6.32	5.54	5.94	5.47	4.80	5.14	6.09	5.64	5.88	5.95	4.76	5.37	8.85	6.01	7.51	7.09	7.58	7.33
South	8.10	10.03	9.04	4.84	7.43	6.12	9.43	12.45	10.87	7.31	6.82	7.06	11.49	9.22	10.38	3.25	3.05	3.15
North	5.81	5.72	5.77	5.25	4.85	5.06	8.30	8.21	8.26	5.01	4.32	4.67	6.09	7.44	6.74	2.45	2.68	2.56
Dhalai	5.69	6.48	6.06	7.81	15.21	11.76	5.96	5.42	5.72	2.86	2.07	2.44	5.26	0.00	3.70	2.59	2.97	2.76
State	**6.57**	**6.99**	**6.77**	**5.61**	**7.10**	**6.35**	**7.49**	**8.33**	**7.88**	**5.42**	**4.60**	**5.01**	**7.90**	**7.13**	**7.53**	**3.90**	**4.08**	**3.99**

Percentage of Primary Dropout (2009–10)

Dist	Total			SC			ST			OBC			RM			Other		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	4.26	4.58	4.42	5.13	4.38	4.75	3.05	3.20	3.12	4.66	5.65	5.12	6.76	9.62	8.19	5.37	4.46	4.94
South	5.22	5.93	5.56	5.35	6.94	6.11	5.00	5.95	5.47	3.13	4.37	3.78	9.94	7.53	9.12	3.98	5.56	4.71
North	3.04	3.05	3.05	5.26	3.89	4.56	2.52	2.53	2.53	0.00	2.87	1.43	6.39	4.67	5.52	0.00	0.00	0.00
Dhalai	2.36	5.93	4.02	2.10	3.88	2.98	1.83	6.46	3.97	7.63	3.70	5.86	17.39	0.00	9.09	0.00	8.33	4.00
State	**4.08**	**5.05**	**4.55**	**4.72**	**4.93**	**4.82**	**3.41**	**4.88**	**4.13**	**3.66**	**4.53**	**4.09**	**7.91**	**7.31**	**7.64**	**3.92**	**4.72**	**4.30**

Percentage of Primary Dropout (2010–11)

Dist	Total			SC			ST			OBC			RM			Other		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	3.99	3.14	3.57	3.99	4.06	4.02	3.92	3.13	3.52	2.52	2.47	2.50	6.02	3.17	4.67	4.62	2.50	3.60
South	4.45	5.01	4.72	6.49	7.71	7.08	4.51	5.08	4.79	2.45	2.94	2.69	4.12	3.16	3.66	3.94	4.96	4.42
North	3.45	3.69	3.57	4.71	3.66	4.16	2.93	4.42	3.66	1.34	1.55	1.45	5.57	5.45	5.51	2.83	2.30	2.59
Dhalai	3.80	3.96	3.88	4.03	3.45	3.75	3.83	3.73	3.78	2.34	6.91	4.74	4.55	0.00	2.08	5.13	6.45	5.71
State	**4.05**	**4.06**	**4.05**	**4.83**	**4.95**	**4.89**	**4.05**	**4.14**	**4.09**	**2.22**	**2.98**	**2.60**	**5.22**	**3.82**	**4.54**	**4.11**	**4.02**	**4.07**

Percentage of Upper Primary Dropout (2004–05)

District	TOTAL			SC			ST			OBC			RM			Others		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	25.09	29.38	27.14	25.95	28.84	27.38	31.10	32.77	31.89	22.57	26.25	24.33	23.23	23.13	23.18	18.52	27.53	22.83
South	30.44	29.64	30.05	32.61	31.32	32.01	34.41	34.14	34.28	27.14	26.18	26.68	46.55	44.85	45.72	19.55	20.25	19.91
North	34.16	31.35	32.74	35.48	32.57	34.02	41.31	44.85	43.01	28.19	26.12	27.14	41.06	33.18	37.09	25.78	22.49	24.03
Dhalai	38.85	38.09	38.48	42.17	38.68	40.51	43.56	43.65	43.60	19.83	20.45	20.13	39.34	39.06	39.20	24.74	18.61	21.86
State	**29.02**	**30.76**	**29.86**	**31.25**	**31.19**	**31.22**	**34.75**	**36.08**	**35.39**	**25.03**	**25.76**	**25.39**	**36.46**	**33.17**	**34.84**	**19.43**	**25.57**	**22.42**

Percentage of Upper Primary Dropout (2005–06)

District	TOTAL			SC			ST			OBC			RM			Others		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	24.69	32.60	22.70	23.61	34.84	34.84	28.97	28.59	28.79	20.48	19.46	19.99	20.74	19.86	20.32	22.10	21.89	22.00
South	25.49	25.88	25.67	26.03	28.01	26.92	29.79	30.17	29.97	24.27	25.70	24.97	36.06	31.71	33.89	16.29	15.90	16.09
North	27.88	28.02	27.95	26.60	25.01	25.80	33.07	32.69	32.87	28.86	28.95	28.90	32.62	33.87	33.23	15.05	17.20	16.09
Dhalai	31.27	32.08	31.67	26.40	27.85	27.13	34.50	34.70	34.60	28.60	29.00	28.80	25.40	29.82	27.50	27.70	30.00	28.70
State	**26.91**	**27.05**	**26.98**	**25.69**	**25.66**	**25.67**	**31.45**	**31.24**	**31.35**	**27.27**	**27.33**	**27.30**	**30.99**	**31.50**	**31.24**	**18.87**	**19.68**	**19.26**

Percentage of Upper Primary Dropout (2006–07)

District	TOTAL			SC			ST			OBC			RM			Others		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	21.97	19.47	20.74	23.72	20.07	21.92	19.78	20.36	20.05	18.99	16.97	17.97	32.07	28.48	30.44	17.95	14.95	16.38
South	19.05	17.94	18.52	17.02	15.45	16.26	31.90	28.79	30.43	9.49	9.21	9.36	27.71	25.53	26.63	9.13	10.20	9.63
North	23.18	23.51	23.34	22.42	22.62	22.52	29.08	28.25	28.71	21.75	22.25	21.98	28.55	29.20	28.86	13.37	14.54	13.91
Dhalai	25.37	30.77	27.98	17.47	21.20	19.41	35.11	48.39	41.43	16.24	11.74	14.01	23.64	7.50	16.84	6.41	0.00	3.91
State	**21.86**	**20.96**	**21.42**	**21.57**	**19.73**	**20.66**	**26.94**	**28.32**	**27.59**	**17.40**	**16.31**	**16.87**	**29.89**	**27.69**	**28.86**	**13.96**	**13.31**	**13.64**

Percentage of Upper Primary Dropout (2007–08)

District	TOTAL			SC			ST			OBC			RM			Others		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	14.64	13.79	14.22	15.77	14.60	15.19	10.58	11.66	11.11	12.53	12.58	12.55	26.19	22.58	24.47	13.06	10.98	12.02
South	16.79	19.07	17.88	13.03	15.28	14.12	24.24	25.79	24.98	10.99	10.82	10.91	24.71	24.48	24.60	9.82	17.30	13.38
North	12.86	15.38	14.05	13.34	19.72	16.29	18.54	19.97	19.23	9.28	12.56	10.83	16.12	13.47	14.86	3.90	6.47	5.09
Dhalai	14.06	10.42	12.30	12.61	11.64	12.12	15.91	10.97	13.62	11.62	8.50	10.02	10.34	16.07	13.16	14.04	4.72	9.55
State	**14.74**	**14.83**	**14.79**	**14.43**	**15.12**	**14.77**	**16.46**	**16.43**	**16.45**	**11.44**	**11.81**	**11.62**	**22.87**	**20.47**	**21.72**	**10.87**	**11.63**	**11.24**

Percentage of Upper Primary Dropout (2008–09)

District	TOTAL			SC			ST			OBC			RM			Others		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	13.03	11.95	12.51	13.83	13.62	13.73	9.15	13.53	11.22	12.48	10.14	11.38	19.42	16.18	17.99	11.42	6.89	8.97
South	15.96	17.83	16.85	12.81	14.73	13.74	23.16	24.14	23.63	10.31	9.72	10.05	23.38	23.32	23.35	8.59	15.56	11.90
North	9.15	9.99	9.55	11.37	13.33	12.30	14.44	16.14	15.25	5.90	5.71	5.81	6.84	6.68	6.76	3.40	4.21	3.78
Dhalai	12.40	9.38	11.01	11.35	11.65	11.48	13.44	11.23	12.45	8.87	6.74	7.78	8.33	15.38	12.00	15.77	0.86	8.44
State	**12.75**	**12.49**	**12.62**	**12.89**	**13.62**	**13.23**	**14.43**	**16.31**	**15.31**	**10.15**	**8.62**	**9.42**	**16.57**	**14.86**	**15.79**	**9.79**	**7.87**	**8.81**

Percentage of Upper Primary Dropout (2009–10)

District	Total			SC			ST			OBC			RM			Other		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	8.49	6.60	7.56	10.12	7.46	8.84	8.68	8.61	8.64	7.11	6.02	6.55	13.87	6.86	10.43	3.23	3.62	3.42
South	11.24	15.22	13.15	8.54	9.32	8.93	15.18	21.71	18.25	8.91	9.96	9.44	14.00	28.49	20.71	7.23	8.79	7.94
North	8.03	8.55	8.28	10.28	11.45	10.87	14.40	16.45	15.33	5.12	5.14	5.13	6.23	6.42	6.33	2.99	3.07	3.03
Dhalai	10.14	9.87	10.01	14.63	9.83	12.37	9.22	11.62	10.32	8.67	5.41	7.03	10.77	4.84	7.87	2.82	12.50	7.41
State	**9.20**	**9.17**	**9.19**	**10.28**	**8.80**	**9.55**	**11.52**	**14.18**	**12.77**	**7.12**	**6.45**	**6.78**	**11.47**	**9.72**	**10.60**	**4.32**	**5.18**	**4.73**

Percentage of Upper Primary Dropout (2010–11)

Dist	Total			SC			ST			OBC			RM			Other		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	7.59	7.74	7.66	9.27	7.46	8.39	6.58	9.01	7.81	5.83	5.54	5.68	12.70	12.18	12.45	4.55	5.04	4.77
South	10.89	13.28	12.04	7.83	9.28	8.51	14.30	18.31	16.22	8.30	9.54	8.92	18.36	21.92	20.11	6.36	7.27	6.81
North	12.33	10.85	11.61	13.72	11.30	12.53	18.07	18.96	18.48	7.59	7.41	7.50	14.25	10.79	12.49	7.92	4.72	6.46
Dhalai	9.03	10.55	9.74	8.97	8.85	8.91	10.41	14.85	12.37	7.08	4.23	5.70	4.26	3.03	3.75	1.45	4.82	3.29
State	**9.47**	**9.90**	**9.68**	**9.81**	**8.75**	**9.30**	**10.98**	**13.69**	**12.29**	**6.84**	**6.65**	**6.75**	**14.05**	**13.34**	**13.69**	**5.56**	**5.74**	**5.64**

Repetition Rate (RR):

This indicator measures the rate at which pupils repeat grades. As a result, a high Repetition Rate implies high wastage ratio. It blocks access to schooling for other children (new entrants) since the school space is occupied by repeaters.

The RR of a particular grade for a particular school-year is obtained by dividing the number of repeaters in that particular grade for that particular year by enrollment in the preceding school-year in that particular grade. The general formula will be:

$$RR = \frac{\text{Number of pupil repeating a particular grade in the particular school-year}}{\text{Number of pupils enrolled in that particular grade in the preceding school-year}} \times 100$$

Special attention should be paid to avoid some common errors that may bias student flow rates, such as incorrect distinction between new entrants and repeaters, and transfers of pupil between grades and schools.

The gradual decreasing trend in repetition rate both at the primary and upper primary level is indicated in the tables appended below:

District	Average Repetition Rate at Primary Level (I-V)						
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Dhalai	15.97	10.45	7.23	6.09	8.02	4.15	4.06
North	23.08	9.25	5.52	3.84	3.59	3.49	1.72
South	25.06	18.91	10.97	6.06	5.59	6.35	6.44
West	21.74	16.75	11.71	3.25	2.79	1.00	0.57
Tripura	**22.14**	**15.25**	**9.89**	**4.46**	**4.35**	**3.34**	**3.20**

District	Average Repetition Rate at Upper Primary Level (VI-VIII)						
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Dhalai	19.56	11.83	9.71	8.80	5.59	7.58	6.70
North	22.53	8.78	10.80	9.07	6.73	5.31	4.05
South	24.88	17.55	19.44	13.14	11.07	13.09	10.56
West	23.02	16.90	17.63	8.70	8.33	10.33	7.26
Tripura	**23.09**	**15.21**	**16.22**	**9.83**	**9.01**	**9.88**	**7.14**

Source: DISE

Promotion Rate (PR):

The PR is the proportion of pupils who have successfully completed a grade and preceded to the next grade the following school-year. The PR of a grade of a particular school-year is obtained by dividing promotes of that particular grade of that particular school-year by enrolment of the preceding school-year in the previous grade.
The formula for calculating it is laid down below:

$$PR = \frac{\text{Number of promotes at a particular grade in a particular school-year}}{\text{Number of pupils enrolled in the previous grade in the preceding school-year}} \times 100$$

The PR shows the relative size of the group who successfully moved to the next higher grade within an education level. High Promotion Rates indicate better internal efficiency of the education system.

While calculating PR proper cushion should be attached to avoid some common errors that may bias the student-flow rates.

Promotion Rate (2004): Primary Stage (I-V)

Dist	TOTAL			SC			ST			OBC			RM			Others		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
West	50.63	46.95	48.88	50.30	45.02	47.70	40.70	34.90	37.98	48.05	48.13	48.09	47.64	45.36	46.56	64.09	61.80	63.00
South	28.99	27.07	28.02	24.00	23.33	23.66	30.49	23.38	26.90	32.40	34.12	33.21	18.71	22.94	20.56	47.17	40.97	44.00
North	36.30	35.65	35.99	30.52	32.56	31.52	23.07	21.21	22.22	45.00	41.27	43.21	45.45	49.03	47.23	54.12	50.00	53.32
Dhalai	21.38	20.33	20.88	19.89	18.77	19.35	16.18	16.09	16.14	28.87	22.98	26.20	53.45	34.62	44.55	40.37	46.10	43.05
State	**41.96**	**38.02**	**40.54**	**34.08**	**31.62**	**32.85**	**33.83**	**29.31**	**31.70**	**43.28**	**42.57**	**42.95**	**43.12**	**43.78**	**43.44**	**60.72**	**57.95**	**59.39**

Promotion Rate (2005): Primary Stage (I-V)

Dist	Total			SC			ST			OBC			RM			Other		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	53.44	50.44	52.00	52.30	47.91	50.13	43.43	39.24	41.43	49.76	51.01	50.36	49.40	44.01	46.92	67.38	65.08	66.28
South	39.74	41.99	40.84	35.62	36.78	36.18	36.76	41.86	39.33	42.49	47.41	44.81	30.00	35.83	32.59	60.44	60.00	60.22
North	41.49	40.49	41.00	37.28	37.37	37.33	26.95	26.43	26.69	50.63	47.65	49.14	26.81	22.43	24.62	59.85	61.04	60.44
Dhalai	32.05	32.12	32.08	33.41	35.42	34.38	31.04	31.25	31.14	31.90	30.10	31.00	28.81	26.79	27.83	36.48	36.36	36.42
State	**44.61**	**43.29**	**43.97**	**40.26**	**39.64**	**39.95**	**34.55**	**33.05**	**33.84**	**48.70**	**47.18**	**48.01**	**29.91**	**25.30**	**27.57**	**62.50**	**61.99**	**62.25**

Promotion Rate (2006): Primary Stage (I-V)

Dist	Total			SC			ST			OBC			RM			Other		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	42.54	44.43	43.47	47.51	55.11	51.21	33.16	32.09	32.62	56.95	56.67	56.82	26.70	31.33	29.00	62.05	64.08	63.03
South	45.34	42.87	44.12	59.47	57.24	58.35	35.64	33.64	34.65	61.40	56.38	58.91	45.21	46.94	46.08	74.63	70.10	72.46
North	46.16	45.33	45.75	43.28	43.38	43.33	36.18	34.67	35.48	56.73	56.89	56.81	41.40	39.47	40.38	68.00	69.59	68.74
Dhalai	48.81	47.40	48.17	50.93	52.13	51.53	46.09	41.58	44.10	61.02	74.56	67.67	50.00	40.00	46.15	91.30	80.00	85.42
State	**45.09**	**44.41**	**44.76**	**50.39**	**53.13**	**51.74**	**37.48**	**34.89**	**36.23**	**58.33**	**58.18**	**58.26**	**34.20**	**36.30**	**35.27**	**68.88**	**68.06**	**68.49**

Promotion Rate (2007): Primary Stage (I-V)

Dist	Total			SC			ST			OBC			RM			Other		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	53.44	56.07	54.71	56.58	60.86	58.62	50.45	51.83	51.13	53.48	65.60	59.40	48.42	46.42	47.54	71.80	67.61	69.79
South	48.58	47.17	47.90	56.10	58.79	57.43	39.30	36.53	37.97	61.36	61.96	61.66	53.74	56.12	54.90	80.95	74.77	77.91
North	64.78	62.64	63.72	72.61	68.81	70.72	53.82	51.02	52.45	71.43	70.33	70.88	61.78	58.49	60.20	77.11	76.19	76.63
Dhalai	58.91	61.58	60.11	50.79	57.14	53.81	59.41	60.46	59.87	65.87	76.82	71.07	64.29	27.27	48.00	64.29	61.40	62.83
State	**54.87**	**55.22**	**55.04**	**58.60**	**61.37**	**59.94**	**48.28**	**47.25**	**47.79**	**62.00**	**67.26**	**64.59**	**55.06**	**53.16**	**54.18**	**76.19**	**72.39**	**74.30**

Promotion Rate (2008): Primary Stage (I-V)

Dist	Total			SC			ST			OBC			RM			Other		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	61.01	64.69	62.79	67.91	72.34	70.12	56.04	58.71	57.32	66.12	72.51	69.23	60.86	65.47	63.03	66.31	66.67	66.48
South	51.25	49.02	50.17	58.84	60.64	59.73	42.31	38.45	40.46	62.87	63.64	63.26	56.08	58.87	57.44	82.84	75.91	79.43
North	78.77	75.55	77.22	78.21	75.32	76.82	68.19	63.21	65.81	85.29	81.48	83.43	78.91	76.98	77.98	87.74	87.20	87.48
Dhalai	57.68	57.83	57.75	55.76	55.34	55.54	55.86	57.83	56.73	66.67	60.58	63.41	57.89	62.50	59.26	68.97	58.42	64.06
State	**62.34**	**62.02**	**62.18**	**67.00**	**67.77**	**67.38**	**53.07**	**52.12**	**52.62**	**74.60**	**73.49**	**74.05**	**68.40**	**69.85**	**69.09**	**78.79**	**75.51**	**77.20**

Promotion Rate (2009): Primary Stage (I-V)

Dist	Total			SC			ST			OBC			RM			Other		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	69.96	71.69	70.82	77.76	78.59	78.18	67.04	66.61	66.83	69.18	77.42	73.06	70.53	70.91	70.72	71.14	79.55	75.13
South	62.21	61.72	61.97	65.81	67.35	66.54	57.00	57.35	57.17	74.64	69.41	71.89	66.30	61.29	64.60	77.45	79.32	78.32
North	79.61	75.81	77.75	78.36	77.78	78.06	75.92	69.84	73.03	90.16	83.20	86.68	79.23	80.37	79.81	92.21	91.43	91.84
Dhalai	61.65	57.29	59.62	74.37	71.55	72.98	58.83	52.84	56.07	70.23	79.63	74.48	52.17	57.14	54.55	79.49	72.22	76.00
State	**67.14**	**66.41**	**66.79**	**73.82**	**74.32**	**74.07**	**62.48**	**60.45**	**61.49**	**74.77**	**76.23**	**75.49**	**71.22**	**71.93**	**71.55**	**76.61**	**80.26**	**78.32**

Promotion Rate (2010): Primary Stage (I-V)

Dist	Total			SC			ST			OBC			RM			Other		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	69.38	71.76	70.55	81.40	79.54	80.50	59.88	64.20	62.05	80.23	80.42	80.33	67.91	71.11	69.43	78.85	84.58	81.60
South	68.73	66.34	67.57	69.57	71.57	70.53	61.25	58.98	60.14	79.02	76.18	77.65	92.94	87.66	90.40	84.69	81.72	83.29
North	80.14	78.12	79.13	78.82	77.49	78.12	72.07	69.34	70.73	89.97	89.47	89.71	77.09	72.76	74.96	92.45	93.10	92.75
Dhalai	71.18	68.53	69.93	75.82	78.16	76.97	70.26	66.67	68.59	73.10	71.81	72.42	68.18	80.77	75.00	79.49	74.19	77.14
State	**70.78**	**69.81**	**70.31**	**76.54**	**76.71**	**76.62**	**64.62**	**63.27**	**63.97**	**81.15**	**80.32**	**80.73**	**79.01**	**77.30**	**78.18**	**83.43**	**83.29**	**83.36**

Promotion Rate (2004): Elementary Stage (I-VIII)

Dist	TOTAL			SC			ST			OBC			RM			Others		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
West	45.45	41.97	43.78	45.78	40.79	43.31	34.84	33.38	34.15	52.20	49.77	51.04	51.84	51.87	51.86	54.94	48.62	51.92
South	20.33	18.38	19.38	14.77	11.14	13.09	17.85	16.20	17.06	21.07	18.20	19.67	12.15	12.35	12.24	34.02	32.20	33.10
North	19.50	22.88	21.21	17.05	18.59	17.82	12.64	11.03	11.87	22.27	26.37	24.35	19.04	22.57	20.82	28.92	37.99	33.76
Dhalai	25.88	26.39	26.13	21.65	22.33	21.97	18.17	18.12	18.15	51.24	54.10	52.60	39.34	37.50	38.40	49.49	54.65	51.91
State	**34.64**	**32.64**	**33.67**	**29.53**	**27.25**	**28.42**	**27.59**	**26.14**	**26.90**	**36.00**	**35.04**	**35.53**	**29.17**	**29.91**	**29.53**	**49.87**	**45.38**	**47.69**

Promotion Rate (2005): Elementary Stage (I-VIII)

Dist	Total			SC			ST			OBC			RM			Other		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	45.43	42.86	48.54	44.11	39.83	39.83	34.79	33.18	34.02	55.25	53.03	54.19	50.44	51.17	50.79	54.62	50.92	52.84
South	31.80	29.52	30.71	26.24	22.12	24.38	29.90	27.91	28.95	31.49	29.93	30.73	17.47	22.39	19.93	47.71	42.12	44.95
North	38.57	38.77	38.67	40.62	40.27	40.44	31.39	29.81	30.63	36.86	43.55	40.10	42.80	45.38	44.05	49.63	36.64	43.33
Dhalai	36.68	35.05	35.88	40.90	38.73	39.82	31.70	32.10	31.90	42.00	40.30	41.15	42.90	42.11	42.50	46.50	36.00	41.28
State	**39.90**	**38.92**	**39.42**	**39.56**	**37.78**	**38.70**	**32.57**	**31.15**	**31.88**	**39.24**	**43.62**	**41.36**	**41.71**	**44.03**	**42.84**	**51.69**	**43.70**	**47.82**

Promotion Rate (2006): Elementary Stage (I-VIII)

Dist	Total			SC			ST			OBC			RM			Other		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	31.65	34.70	33.15	29.98	33.58	31.76	24.00	25.50	24.71	36.16	38.82	37.50	24.83	22.33	23.69	45.59	50.66	48.23
South	40.27	40.66	40.45	40.35	40.88	40.61	26.62	27.35	26.97	48.73	47.85	48.33	27.41	34.04	30.71	57.04	56.29	56.69
North	42.69	41.53	42.14	44.29	43.86	44.08	33.52	32.58	33.10	41.31	42.25	41.75	44.86	47.31	46.04	51.27	40.28	46.18
Dhalai	27.96	23.66	25.88	28.08	22.15	25.00	19.42	11.79	15.79	41.03	46.09	43.53	29.09	20.00	25.26	55.13	66.00	59.38
State	**35.89**	**36.64**	**36.25**	**34.79**	**36.10**	**35.44**	**25.64**	**24.95**	**25.32**	**40.63**	**41.98**	**41.29**	**32.20**	**33.35**	**32.74**	**50.53**	**50.13**	**50.33**

Promotion Rate (2007): Elementary Stage (I-VIII)

Dist	Total			SC			ST			OBC			RM			Other		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	42.05	45.32	43.65	38.37	42.23	40.30	42.88	44.83	43.85	46.50	48.50	47.46	22.63	28.34	25.35	55.39	58.82	57.11
South	44.69	42.23	43.52	51.04	48.03	49.58	30.89	26.96	29.00	52.17	52.05	52.12	32.47	35.99	34.21	61.54	58.02	59.86
North	63.48	59.82	61.75	58.02	55.67	56.94	54.35	46.92	50.79	71.72	69.72	70.77	61.78	62.10	61.93	75.77	69.26	72.75
Dhalai	58.20	61.68	59.89	48.53	54.26	51.41	66.40	69.46	67.82	51.77	55.58	53.71	53.45	58.93	56.14	50.00	55.66	52.73
State	**48.40**	**49.05**	**48.72**	**45.37**	**46.78**	**46.06**	**46.33**	**45.22**	**45.79**	**53.51**	**54.41**	**53.94**	**35.33**	**39.22**	**37.20**	**59.83**	**59.91**	**59.87**

Promotion Rate (2008): Elementary Stage (I-VIII)

Dist	Total			SC			ST			OBC			RM			Other		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	48.72	50.90	49.76	54.35	49.76	52.21	36.58	38.61	37.54	54.95	55.56	55.24	40.82	43.64	42.07	56.26	67.14	62.15
South	47.06	44.45	45.82	52.12	49.37	50.78	33.69	29.65	31.76	53.84	53.99	53.91	38.31	36.44	37.39	64.02	62.08	63.10
North	73.36	73.26	73.31	65.90	63.83	64.92	58.83	58.02	58.45	82.04	82.70	82.36	78.66	82.00	80.23	93.93	92.70	93.36
Dhalai	50.97	53.37	52.08	44.62	43.80	44.26	51.34	50.23	50.85	59.94	59.53	59.73	51.67	63.08	57.60	50.21	69.53	59.70
State	**53.85**	**54.56**	**54.19**	**54.84**	**51.63**	**53.33**	**43.30**	**42.47**	**42.91**	**62.04**	**62.82**	**62.41**	**50.20**	**53.04**	**51.50**	**63.95**	**69.83**	**66.94**

Promotion Rate (2009): Elementary Stage (I-VIII)

Dist	Total			SC			ST			OBC			RM			Other		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	56.75	59.97	58.34	57.04	62.08	59.47	43.17	46.93	45.00	63.00	65.54	64.30	39.64	41.96	40.78	76.22	77.00	76.60
South	54.37	58.39	56.30	56.08	52.87	54.47	62.84	70.20	66.30	44.67	50.06	47.38	49.63	51.28	50.40	47.35	54.55	50.66
North	76.25	76.94	76.59	68.01	67.35	67.68	60.53	59.15	59.90	83.81	84.58	84.21	80.26	83.35	81.87	94.84	93.86	94.40
Dhalai	53.78	52.65	53.25	43.45	48.16	45.66	54.87	50.66	52.93	60.69	63.25	61.98	47.69	40.32	44.09	74.65	65.63	70.37
State	**59.46**	**62.09**	**60.75**	**57.54**	**60.03**	**58.76**	**54.00**	**56.28**	**55.08**	**64.06**	**66.80**	**65.46**	**53.92**	**57.28**	**55.59**	**70.50**	**72.68**	**71.53**

Source - DISE

Promotion Rate (2010): Elementary Stage (I-VIII)

Dist	Total			SC			ST			OBC			RM			Other		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	59.39	60.63	60.00	60.74	65.24	62.92	51.87	52.00	51.94	65.63	67.46	66.55	41.21	42.02	41.60	77.48	77.20	77.35
South	57.78	60.55	59.12	50.29	56.00	52.97	63.24	67.62	65.33	58.24	57.13	57.69	51.77	50.23	51.01	59.12	61.69	60.37
North	71.02	68.29	69.70	70.68	64.91	67.83	61.93	55.48	58.95	77.96	78.96	78.45	64.70	64.89	64.79	81.68	75.22	78.73
Dhalai	54.06	58.88	56.31	53.17	55.97	54.57	50.33	55.21	52.48	63.74	67.67	65.64	46.81	60.61	52.50	72.46	75.90	74.34
State	**60.88**	**62.02**	**61.44**	**59.75**	**62.40**	**61.04**	**56.13**	**57.17**	**56.63**	**67.44**	**68.59**	**68.01**	**50.52**	**51.20**	**50.85**	**72.25**	**71.63**	**71.96**

Children in school

Chapter XVI: Cumulative Achievements at a glance

Cumulative achievements on key items of SSA Tripura from 2001-02 to 2010-11

Component	Target	Achievement
Opening of new primary school	1189	1189
Upgradation of primary school to upper primary	1002	1002
Recruitment of Primary Teachers	2802	2782
Recruitment of Upper Primary Teachers	3006	2909
Enrolment of identified Out of School Children	All OoSC (6-14 yrs.) identified in annual HHS	134006
Establishment of hostels for girls under Kasturba Gandhi Balika Vidyalaya (KGBV) programme	8	7
Establishment of Model Cluster School under National Programme for Education of Girls at Elementary Level (NPEGEL)	7	7
Residential School for SC, ST & RM girls	4	4
Establishment of Block & Urban Resource Center	41	41
Establishment of Cluster Resource Center	332	332
CIVIL WORKS		
Construction of Primary School Building	1356	1219
Construction of Upper Primary School Building	617	427
Construction of Additional Classroom	3451	2038
Construction of Boundary Wall	224	174
Construction of Toilet	2263	2209
Creation of Drinking Water facility	1184	1184