

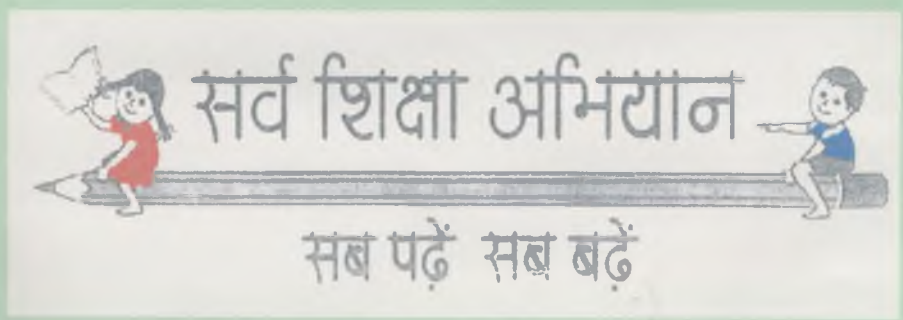
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# SARVA SHIKSHA ABHIYAN

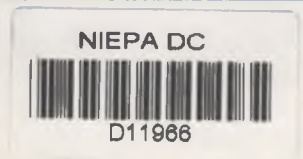


## PERSPECTIVE PLAN

### 2002-03 to 2006-07



**EDUCATION (SCHOOL) DEPARTMENT**  
**GOVERNMENT OF TRIPURA**  
**WEST DISTRICT ZONAL OFFICE**  
**AGARTALA**



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**A COMMUNITY LEADERS' TRAINING PROGRAMME HELD AT JIRANIA BOLCK**



**PHOTOGRAPH OF BRC BUILDING CONSTRUCTED AT CHOWDHURI BARI GIRLS H.S. SCHOOL FOR JIRANIA BLOCK**

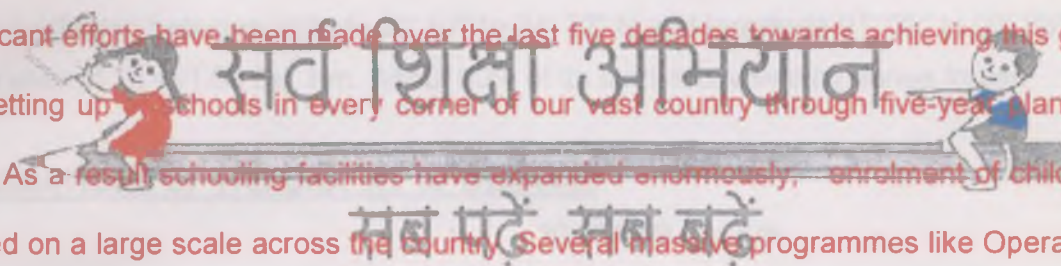


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### 1. INTRODUCTION

Providing free and compulsory education up to the age of 14 years to every child was one of the national pledges of free India. This national resolve was also enshrined in the constitution of India. Significant efforts have been made over the last five decades towards achieving this goal by way of setting up schools in every corner of our vast country through five-year planned programme. As a result, schooling facilities have expanded enormously, enrolment of children has increased on a large scale across the country. Several massive programmes like Operation Black Board Scheme, Mid-Day Meal Scheme, DEEP etc. have been launched since the education subject was included in the concurrent list through constitutional amendment.



Despite the sustained endeavours of the central and state governments, the goal of universalisation of elementary education remains elusive.

A large number of children of 6-14 years age group are still outside our formal school system. Children belonging to different social groups like Scheduled Tribe, Scheduled Cast and religious minority groups and other backward communities are still deprived of access facilities in many places resulting in low enrolment of children of these social groups. Drop-out rate continues to be fairly high due to multiple factors. It is in this context that intervention like Sarva Shiksha Abhiyan was felt necessary so that every district of our country can achieve the goal of UEE by 2010 through district based plans drawing benefits from this scheme.

All the 4 districts of Tripura have come under the coverage of SSA Scheme from 2001-2002 financial year. West Tripura District have been provided funds under SSA Scheme for the last two financial years. Year wise position of SSA funds sanctioned by Govt. of India is indicated below:-

## **2. STATE PROFILE**

The State of Tripura which was referred to as "Frontier Kingdom" in the Mahabharata, Puranas and Ashoke Pillar is now the second smallest State in India in term of geographical area and is bounded by Bangladesh in the South, North, West and south-west and Assam in the north-east. Magarajas ruled Tripura for an unbroken period of 1300 years before it acceded to India on 15<sup>th</sup> October, 1949. Tripura became Union Territory in 1957 and full-flaged state from 21st January, 1972.

Tripura is situated between latitude 22' 57" to 24' 32" N and longitude 91' 09" to 92' 20" E and covers an area of 10,491.69 Sq. Km. About 60% of its land is covered by dense forest.

### **BASIC INFORMATIONS OF TRIPURA AT A GLANCE.**

<b>Area</b>	<b>:-</b>	<b>10,491.69 Sq. Km.</b>
<b>Forest Area</b>	<b>:-</b>	<b>60% of the Total Area</b>
<b>Population</b>	<b>:-</b>	<b>31,91,168 (2001 Census)</b>
		<b>Male :- 16,36,138</b>
		<b>Female :- 15,55,030</b>
<b>ST</b>	<b>:-</b>	<b>9,87,666 (2001 Census-Provisional)</b>
<b>SC</b>	<b>:-</b>	<b>5,22,075 (2001 Census-Provisional)</b>
<b>Sex Ratio (Females per 1000 Males)</b>	<b>:-</b>	<b>950 ( 2001 Census)</b>
<b>Density of Population ( per Sq. KM.)</b>	<b>:-</b>	<b>304 (2001 Census)</b>
<b>Literacy Rate</b>	<b>:-</b>	<b>Total :- 73.66</b>
		<b>Male :- 81.47</b>
		<b>Female :- 65.41</b>
<b>Crude Birth Rate (1998)</b>	<b>:-</b>	<b>19.00</b>
<b>Crude Death Rate (1999)</b>	<b>:-</b>	<b>5.7</b>
<b>Infant Mortality Rate (per 1000 live birth)</b>	<b>:-</b>	<b>42</b>
<b>Child Mortality</b>	<b>:-</b>	<b>31.2</b>
<b>No. of District</b>	<b>:-</b>	<b>4</b>
<b>No. of Sub-Divisions</b>	<b>:-</b>	<b>15</b>
<b>No. of Blocks</b>	<b>:-</b>	<b>40</b>
<b>No. of Municipality</b>	<b>:-</b>	<b>1</b>
<b>No. of Nagar Panchyets</b>	<b>:-</b>	<b>12</b>

**TABLE – II****Percentage of Literacy in Tripura (1991 Census)**

All Category	Male	Famale	Total
	70.08	50.01	60.44
ST	66.00	38.56	52.53
SC	67.13	45.51	56.62

**TABLE – III****Literacy Rate in Tripura (1961-2001)**

Year	Persons	Male	Female
1961	20.24	29.61	10.19
1971	30.98	40.20	21.19
1981	50.10	61.49	38.01
1991	60.44	70.58	49.65
2001	73.66	81.47	65.41

**3. DISTRICT PROFILE**

The government of Union territories Act, 1963 came into force from July 1, 1963. According to the provisions of the Act, a Legislative Assembly was set up for Tripura and a Council of Minister was formed on the date, with the chief Minister as the head to aid and advise the Chief Commissioner in the exercise of his power to make laws. At that time, Tripura was one district territory headed by one District Magistrate and Collector who was assisted by three Additional District Magistrates and collectors and one Senior Deputy Magistrate.

The entire state was divided into ten revenue Sub-Divisions for the purpose of revenue collection and better administration. The Sub-Divisions were again grouped into three zones – namely Central Zone, Southern Zone and Northern Zone which became districts later on. The Central Zone was reorganised and declared as West Tripura District consisting of three sub-divisions- Khowai, Sadar, and Sonamura when the state emerged as a full-fledged state in 1972. The Agartala Municipality was first constituted in the year 1871 with the Dewan of the Raja of Tripura as its Chairman and covering the area of 3 sq. miles only. At present the West Tripura District is the largest one in terms of populations and geographical area among the four districts of the state.

## **BASIC INFORMATIONS OF WEST TRIPURA AT A GLANCE**

Area	:-	3047,78 Sq. Km.
Population	:-	15,30,531 (2001 Census)
		Male :- 7,83,825
		Famale :- 7,46,706
ST	:-	3,85,694 (2001 Census – Provisional)
SC	:-	2,84,679 (2001 Census - Provisional)
Density of Population (Per Sq. Km.)	:-	505 (2001 Census)
No. of Revenue Village	:-	274 (2001 Census)
No. of Habitation	:-	2712
No. of R.D. Block	:-	16
No. of Municipality	:-	1
No. of Nagar Panchyats	:-	4
No. of Sub-divisions	:-	4
No. of Educational Block (I/S Office)	:-	13
NO. of Goan Panchyat	:-	424

### **3.1. DEMOGRAPHIC FEATURE**

73.4% of the population live in rural areas. As per 1991 Census about 75% of people in the district are Bengalee while tribal population constitutes 25% only. The percentage of Scheduled Cast, who are also Bengali speaking, is around 19. Certain parts of Sonamura and Bishalgarh sub-divisions of West Tripura are predominantly inhabited by people of Muslim Community. Again, there are some people among the tribals (about 3%) who are followers of Christianity. The number of Buddhist is insignificant in the district.

### **3.2. GEOGRAPHICAL FEATURES**

About 60% of the district area is covered with green forest. The surface of land in the district is undulating and made uneven by low hills. Its soil contains deep alluvial deposits of rich fertility suitable for cultivation of paddy, jute, oil seeds, fruits and vegetables. Baramura one of the six principal hill ranges of the state runs across the district from North to South. Atharamura hill range also touches certain parts of the district. Hawra, Khowai and Gumti are the three important rivers flowing down the district. The climate of the district is characterised by moderate temperature and highly humid atmosphere. The South-West monsoon visits the district during the period of May to October every year.

### **3.3. ECONOMY**

Tripura is a landlocked state having inherent communication barrier due to difficult hilly terrain. Agriculture and forest products are the mainstay of the state economy which is



characterised by poor infrastructural facilities. Agartala, the state capital is not connected with railway line. The state has railway connection only up to Manughat in North Tripura District, about 150 Km. away from the state capital. Most of the people of the district are dependent on cultivation. Government job is also an important occupation for many people. Even the cottage industries could not flourish due to problem of proper marketing and many other factors.

### **3.4. ADMINISTRATIVE STRUCTURE**

3-tier Panchayat Raj Institution has been introduced in the state in accordance with the 73<sup>rd</sup> and 74<sup>th</sup> Amendment Act (Panchayet Raj Act), 1992. The democratically elected Panchayet Bodies are functioning at District, Block, Panchayet and Municipal / Nagar Panchayet-levels. The Zilla Paishad which is the district level body is headed by Sabhadhipati. District Magistrate and Collector is discharging duties as the Executive Officer of the Zilla Parishad. Similarly at the Block level, there is Panchayet Samiti headed by a Chairman and Block Development Officer is acting as the Executive Officer. There is a system of three-tier administrative structure operating at District, Sub-division and Block (Taluk / Mandal) levels in the districts. In the Autonomous District Council area, there is a system of two-tier administration known as Zonal Development Office and Sub-Zonal Office. Tribal dominated areas of the district fall under TTAADC.

### **4. DISTRICT EDUCATION PROFILE**

In Tripura, the District Education Office is headed by District Education Officer. Besides DEO, there are other district-level officers -1(one) Dy. Director of Education, 1(One) District Inspector of Schools, 1 (One) District Planning Officer, 1 (One) Assistant Engineer and 1 (One) Accounts Officer. The district Education Office of West Tripura was started w.e.f. 17th November, 1974.

In West Tripura District, there are only 13 (Thirteen) educational blocks for 16 nos Rural Development Blocks and Agartala Municipal Area. Inspector of Schools is the head of Block Education Office. He is assisted by one or two Dy. Inspector of Schools and Junior Engineer. Again, under the Education Block Office there are a number of circles offices with Dy, Inspector of Schools as the head.

**TABLE – IV**  
**TYPE / MANAGEMENT – WISE INSTITUTIONS (2001-2002)**

Type / Management	Primary	Upper Primary	High	Higher Secondary	Total
Central government	-	-	-	4	04
State Government	297	184	165	92	738
TTAADC	400	00	00	00	400

Pvt. Aided	11	04	07	18	40
Pvt. Un aided	10	05	06	04	25
<b>Total</b>	<b>718</b>	<b>193</b>	<b>178</b>	<b>118</b>	<b>1207</b>

#### **4.1. EDUCATIONAL INSTITUTIONS**

There is one University in the State known as Tripura University which is located at Surjyamaninagar near Agartala. There are six nos. Degree Colleges (General), one Engineering College, one polytechnic Institute, one Arts and Craft College, one Fishery College, one Farmatical Science, Technology College and one Music College in the West Tripura District. DIET has been set up at Kunjaban, Agartala for the District. Besides, there is one Government College of Teacher Education at Agartala. There are 1,178 Schools having facilities for education up to Class –VIII in West Tripura District.

#### **4.2 SCHOOLING FACILITIES**

There are 2712 habitations in the district out of which 2092 habitations are having primary schooling facilities with in the distance of 1 K.M. 620 nos. habitations of the district do not have any primary school within 1 K.M. distance. As per existing state government norms, a habitation is considered eligible for having primary school if the population of the habitation is 300 or more in the plain area 200 or more in the hilly area and if there is no school within 1 K.M. walking distance.

Out of 620 nos. school less habitations, 252 habitations are found eligible and qualified for having primary school as per existing population and distance criteria of the state government norms. The remaining 367 habitations are small and do not fulfill the population norms.

Current status of block-wise access facilities are indicated in the table given below:

**TABLE – V**

**BLOCK-WISE NO. OF GOVT. SCHOOLS AND GOVT. AIDED SCHOOLS IN WEST TRIPURA DISTRICT (2003)**

SI. No.	NAME OF BLOCK	PRIMARY			UPPER PRY.		HIGH		H.S. (+2)		TOTAL
		ADC	STATE	AIDED	STATE	AIDED	STATE	AIDED	STATE	AIDED	
1.	Hezamara	48	0	0	4	0	6	0	2	0	<b>60</b>
2.	Mohanpur	18	37	3	18	0	19	0	7	0	<b>102</b>

4.	Mandai	37	0	0	5	0	8	0	1	0	<b>51</b>
5.	Teliamura	14	12	0	12	0	10	2	6	1	<b>57</b>
6.	Kalyanpur	12	10	0	12	0	6	0	4	0	<b>44</b>
7.	Khowai	2	30	0	16	0	3	0	8	1	<b>60</b>
8.	Padmabill	40	23	0	7	0	7	0	2	0	<b>79</b>
9.	Tulasikshar	44	0	0	12	0	3	0	4	0	<b>63</b>
9.	Dukli	0	29	0	15	0	16	0	11	2	<b>73</b>
11	Bishalgarh	26	35	2	27	0	30	0	7	2	<b>129</b>
12.	Jampoijala	58	0	0	6	0	6	1	2	0	<b>73</b>
13.	Boxanagar	3	17	0	6	0	7	0	2	0	<b>35</b>
14.	Kathalia	17	21	0	7	1	8	0	4	0	<b>58</b>
15.	Melagarh	15	49	1	20	1	15	0	9	0	<b>110</b>
16.	Manguiakami	27	0	0	3	0	2	0	1	0	<b>33</b>
17.	Agartala Municipality	0	13	4	3	2	5	2	12	11	<b>52</b>
	<b>TOTAL</b>	<b>400</b>	<b>297</b>	<b>11</b>	<b>184</b>	<b>4</b>	<b>165</b>	<b>7</b>	<b>92</b>	<b>18</b>	<b>1178</b>

From the above table, it may be seen that there are 400 nos. J.B. Schools under TTAADC, and 40 nos Govt. aided Schools in the district and the remaining schools are managed by state Govt., All the High and Higher Secondary Schools are having Primary and Upper-Primary Sections attached.

### **4.3 ENROLMENT**

Universal enrolment is the first objective envisaged to be achieved in the district based elementary education plan under SSA Scheme. The present GER at primary level is 130 while it is 135 at upper primary level in the west Tripura District. Among the Scheduled Tribe and Muslim children specially the girls children among them are lagging far behind in this respect. So far as enrolment ratio is concerned, the position of the Scheduled Caste children is better than the children of the said two social groups. In our plan for removing the current gap in enrolment of children of these social categories, associated socio-economic problems also need to be addressed.

Mere creation of schooling facilities may not necessarily lead to high enrolment. Again, enrolment itself is of no importance if students discontinue studies after attending school only for a few months. With the expansion of access facility for elementary education, enrolment has, undoubtedly, increased in the district. The net enrolment ratio at the entry grade (Class-I) of 6+ age children is around 80 percent in the district. But the participation of S.T, S.C., and OBC specially of girl children in particular is still low. Gender disparity in enrolment still continue to exist. Nearly half the children enrolled in Class I drop out before they complete Class V. The enrollment status in the district is shown below.

**TABLE- VI**

**CLASS-WISE ENROLLMENT OF WEST TRIPURA DISTRICT  
(2003)**

Class	Boys				Total Boys	Girls				Total Girls	Grand Total
	ST	SC	OBC	Others		ST	SC	OBC	Others		
I	7631	4154	1912	6672	20369	7496	3802	1799	6022	19119	39488
II	7106	4331	2055	6648	20140	6871	3988	1948	6683	19490	39630
III	8240	5961	2549	8919	25669	7510	5308	2384	8630	23832	49501
IV	7194	4940	2253	7277	21664	6660	4775	2211	7328	20974	42638
V	5933	4123	1976	6684	18716	5811	4102	1950	6111	17974	36690
<b>Sub Total</b>	<b>36104</b>	<b>23509</b>	<b>10745</b>	<b>36200</b>	<b>106558</b>	<b>34348</b>	<b>21975</b>	<b>10292</b>	<b>34774</b>	<b>101389</b>	<b>207947</b>
VI	6039	3887	2833	5225	17984	5884	4048	2624	5246	17802	35786
VII	4594	3384	2123	5418	15519	4490	3634	2347	5007	15478	30997
VIII	3859	2636	1975	4810	13280	3642	2984	2119	4193	12938	26218
<b>Sub Total</b>	<b>14492</b>	<b>9907</b>	<b>6931</b>	<b>15453</b>	<b>46783</b>	<b>14016</b>	<b>10666</b>	<b>7090</b>	<b>14446</b>	<b>46218</b>	<b>93001</b>
<b>Grand Total:-</b>	<b>50596</b>	<b>33416</b>	<b>17676</b>	<b>51653</b>	<b>153341</b>	<b>48364</b>	<b>32641</b>	<b>17382</b>	<b>49220</b>	<b>147607</b>	<b>300948</b>



#### 4.4 RETENTION

Retention rate is an important indicator which brings into focus the level of our achievement in our elementary education. It reflects the inner strength of our formal school system. The retentive capacity of every individual school need to be improved gradually in order to achieve cent percent retention. In the West Tripura District, the schools are having varying degree of retention capacity depending on the type of areas of their location, caste category of children they serve. The present retention ratio is 58 percent at primary stage in the district. Just as in case of enrolment, rural-urban disparity, inter-caste disparity are existing in retention ratio also, Number of repeaters and drop-out rates are higher among the children belonging to S/T, S/C and Muslim Community.

#### 4.5 TEACHERS

Teachers play a role of crucial importance in ensuring the learning achievement of the students in our education system. The knowledge base, skill and competency of the teacher determine the quality of education being imparted to the school children. If the teachers are not capable of transacting the curriculum in effective manner, desired level of learning can not take place. Hence the professional skill of the teachers need to be upgraded through in-service training and motivation. Imbalance in teacher distribution, teacher absenteeism, lack of interest among the teachers to teach are some major problems which need to be tackled if we want to improve quality. In Tripura, there are huge backlog of untrained teachers. The present teacher student ratio is 1:28 at primary stage and 1:17 at upper primary stage in West Tripura District.

**TABLE – VII**

**BLOCK-WISE NUMBER OF TEACHERS SHOWING TRAINED & UNTRAINED POSITION  
IN WEST TRIPURA DISTRICT (2003)**

Sl. No.	Name of Block	Number of Teacher				
		Total	Male		Female	
			Trained	Untrained	Trained	Untrained
1.	Mohanpur	1257	281	522	188	266
2.	Hezamara	154	37	83	12	22
3.	Jirania	1021	241	450	69	261
4.	Mandai	519	188	216	24	91
5.	Teliamura	567	161	254	56	96
6.	Kalyanpur	471	197	200	21	53
7.	Mungiakami	117	22	91	00	04
8.	Khowai	1208	289	549	111	259
9.	Tlashikshar	461	78	302	05	76
10.	Padmabill	1047	351	510	16	170

11.	Bishalgarh	1066	294	511	100	161
12.	Dukli	1165	243	405	212	305
13.	Jampojila	703	197	403	21	82
14.	Melagarh	1005	325	500	36	144
15.	Boxanagar	341	107	207	05	22
16.	Kathalia	388	145	206	02	35
17.	Agartala Munnicipal Area	1316	271	239	452	354
	<b>Total:-</b>	<b>12806</b>	<b>3427</b>	<b>5648</b>	<b>1330</b>	<b>2401</b>

The above table shows that more than 50 percent of the teachers working in the district are untrained. The huge backlog of untrained teachers stand in the way of quality improvement. Some strategy has to be adopted to clear this backlog.

**TABLE – VIII**

**BLOCK-WISE NUMBER OF PRIMARY AND UPPER PRIMARY TEACHERS (2003)**

Sl. No.	Name of Block	Position of Teachers		
		Primary	Upper Pry.	Total
1.	Mohanpur	754	503	1257
2.	Hezamara	89	65	154
3.	Jirania	613	408	1021
4.	Mandai	337	182	519
5.	Teliamura	295	272	567
6.	Kalyanpur	278	193	471
7.	Mungiakami	76	41	117
8.	Khowai	664	544	1208
9.	Tlaskshar	307	154	461
10.	Padmabill	681	366	1047
11.	Bishalgarh	640	426	1066
12.	Dukli	702	463	1165
13.	Jampojila	471	232	703
14.	Melagarh	603	402	1005
15.	Boxanagar	205	136	341
16.	Kathalia	233	155	388
17.	Agartala Munnicipal Area	461	855	1316
	<b>Total :-</b>	<b>7409</b>	<b>5397</b>	<b>12806</b>

#### **4.6 SCHOOL INFRASTRUCTURE**

Improving school environment is a very important area in our planning for elementary education. Without permanent school building and sufficient learning spaces, the children do not feel attracted to come to school for learning. The Government of Tripura, in spite of its financial constraints, has been trying to provide permanent buildings to all primary and upper primary schools in a phased manner under different scheme like PMGY, BADP etc. As a result, around 60 nos. new school buildings have been constructed during the last two financial years for Junior Basic and Senior Basic Schools in West Tripura. Yet there are still many buildingless schools where classes are held in the bamboo-made temporary classrooms. Many upgraded schools require additional rooms. With increase in enrolment and retention there is an urgent need to provide additional classrooms to many schools. Many S.B. Schools do not have separate rooms for Headmasters.

Repair and renovation of the existing school buildings is another area which should be given more priority. Many old school buildings in the district are in such a bad shape that immediate repair work needs to be undertaken to protect them from further erosion and damage. During the rainy season it becomes difficult to run the classes in many schools where most of the doors and windows of the classes are either not existing or broken. Rain water passes through the leakage in roofs of many school buildings and render the rooms unsuitable for classes.

#### **4.7 EXISTING SCHEME**

**1. DIET:** A district Institute of Education and Training has been set up in West Tripura District and it has already started functioning. It organizes seminars, workshops, orientation programme for in-service teachers, besides imparting Diploma in Elementary Education to the pre-service and in-service teachers of West Tripura. The DIET is providing academic support for quality improvement of elementary education by way of toning up teachers' competency.

**2. NPNSPE :** The school meal programme of Nutrition support to Primary Education is being implemented in the district effectively as a result of which enrolment and attendance of students in schools have improved a lot. Rice @ 3 Kg. per student is supplied to the eligible students each month under the scheme. As decided by the State Government of Tripura, Cooked meals in place of uncooked rice is being supplied to the children of Class I-V of all Govt. Schools and Govt. Aided Schools w.e.f. the 1<sup>st</sup> April 2003 . The cooked meals (Khichudi) supplied should contain minimum 300 (three hundred) calories and 8 – 12 grams of protein each day. The cooked meals should be prepared with rice, potato, locally available seasonal vegetables etc. with the quantity and cost as indicated below:

Sl. No.	Commodity	Quantity	Cost
1.	Rice	100 Gms.	Free
2.	Dal	25 Gms	Rs. 0.75
3.	Vegetables, Fuel, Oil etc.	-----	Rs. 0.30
4.	Overhead charges for carrying rice per child per day	-----	Rs. 0.05
5.	Wages for cook per day	-----	Rs. 0.10
6.	<b>Total</b>		<b>Rs. 1.20</b>

The unit cost for feeding each child per day is fixed at Rs.1.20 excluding the cost of rice which is supplied free of cost. The programme will be implemented by the panchayets or their authorized representatives.

**3. INCENTIVE PROGRAMME FOR DISADVANTAGED GROUPS:** Various Stipend and Scholarship are being provided to the students belonging to ST, SC, OBC and Religious Minority Groups in the District to improve their enrolment and participation. Per-Metric Scholarships are meant for SC, ST and OBC students' studding in Classes VI to VIII. Attendance and Dress grants are extended to ST & SC girls students at Upper Primary Stages, children of lower income-groups and those engaged in unclean occupation are also provided stipends. Free Text Books are distributed amongst ST students every year . there are about 2,000 students belonging to religious minority who receive Muslim Stipends in the District. Besides, for ST & SC Students there are facilities of Boarding Houses, free coaching and Merit Awards. A 250 seated residential school for ST children has been set up at Khumlung, Jirania for West Tripura District and started functioning w.e.f. 2002.

**4. OBB SCHEME :** The minimum facilities of two all weather classrooms and at least 2 teachers have been extended to a good number of Primary Schools in the District. The deficiencies in respect of Teaching learning equipment's and furniture have been removed in many Schools under the Schemes. The primary teachers have been given SOPT training under the scheme. The teachers have learnt about how to make use of the teaching learning equipments supplied to their schools under OBB Scheme and how to transect the curriculum more effectively by improving their classroom practices.

**5. OTHER SCHEME :** Population, Education and Environmental consciousness have been incorporated in school syllabus to make education relevant to life students with disabilities of mild nature are also integrated in the general school.

The Total Literacy Campaign has been successfully implemented in the District. As a result, the percentage of the literate population has gone up to around 78% in the District. The campaign has also generated more demand for education leading to enhanced enrolment in the District.



**6. RESPONSIBILITY OF PRIs :** The Panchayet bodies, the Gaon Sabha, Panchayet Samities and Zilla Parishad which are functioning at three levels- Village, Block and District have been entrusted with responsibility for supervision of school management, They look after enrolment, attendance of students in schools, repair work of school buildings.

**TABLE –IX  
LITERACY RATES BY SEX – STATE, DISTRICT, BLOCK (2001)**

State/ District / Block	Literacy Rate		
	Persons	Male	Female
Tripura	73.66	81.47	65.41
West Tripura	77.82	85.02	70.24
Mohanpur	76.60	84.04	68.43
Narshinggarh C.T.	78.71	86.18	69.40
Gandhigram C.T.	83.00	88.23	77.09
Kunjaban (Part) C.T.	86.84	93.50	77.09
Indranagar (Part) C.T.	86.05	91.25	80.67
Hezamara	62.73	73.49	51.76
Padmabil	76.73	85.27	67.82
Khowai	80.43	86.36	74.27
Tulashikshar	67.95	77.11	58.46
Kalyanpur	79.54	87.63	71.26
Teliamura	71.24	79.25	62.49
Mandai	66.32	76.73	55.55
Jirania	77.32	85.33	68.60
Dukli	83.52	88.80	77.93
Jogendranagar C.T.	83.23	88.47	77.81
Pratapgarh C.T.	81.11	86.88	75.11
Badhargaht C.T.	88.36	92.79	83.81
Jampoijala	64.35	78.58	49.47
Bishalgarh	76.66	85.62	67.08
Gakulnagar C.T.	76.99	84.78	67.46
Boxanagar	65.82	74.93	55.95
Melagarh	71.40	79.73	62.64
Kathalia	61.71	70.05	52.85

It appears from the above table that the literacy rate of West Tripura district is higher than the state literacy rate. Among the Blocks, Dukli has the highest literacy rate, while Jampoijala has the lowest literacy rate.

## Chapter-II

### **5. COMMUNITY MOBILISATION AND MICRO - PLANNING**

SSA Scheme envisages process based planning approach for developing context specific need- based district plan to achieve the goal of UEE. The Community leaders, local public representatives, teachers, parents, NGOS' representatives from S.T, S.C. communities should be involved in the plan preparation.

In order to ensure the active participation of the community leaders, parents and teachers in the formulation of district elementary education plan of West Tripura District 1178 nos MTA have been formed covering all schools and 424 VECs have been formed covering all Goan Panchyets in the district. In Agartala Municipal areas 17 nos. ward monitoring committee have been constituted for 17 no. wards. In the 4 nos, Nagar Panchyet area also, one monitoring committee in each Nagar Panchyet has been formed to look after the scheme.

**TABLE -X**  
**BLOCK-WISE NUMBER OF VEC & EGS CENTRES**  
**IN WEST TRIPURA DISTRICT**

Sl. No.	Name of Block	Number of VEC	Number of proposed EGS Centre
1.	Mohanpur	47	123
2.	Hezamara	18	18
3.	Jirania	44	70
4.	Mandai	22	30
5.	Bishalgarh	30	92
6.	Dukli	17	42
7.	Jampoijala	24	44
8.	Melagarh	15	22
9.	Boxanagar	19	34
10.	Kathalia	52	89
11.	Khowai	36	100
12.	Padmabil	17	37
13.	Tulashikhar	46	82
14.	Teliamura	18	50
15.	Kalyanpur	19	54
16.	Agartala Municipal Area	00	13
<b>Total:-</b>		<b>424</b>	<b>900</b>

15 Block Resource Centres and 63 Cluster Resource Centres have been made functional in the district. 4 teachers in each BRC and 3 teachers in each CRC have been engaged as resource persons.

**TABLE – XI**

**BLOCK-WISE NAME OF BRC & CRC WITH NUMBER OF SCHOOLS COVERED  
BY THE CENTRES IN WEST TRIPURA DISTRICT**

<b>Sl. No.</b>	<b>Name of Blocks</b>	<b>Name of BRC and CRC</b>	<b>No. of Resource Person</b>	<b>BRC &amp; CRC wise No. of Schools</b>
1.	Bishalgarh Block	<b>BRC - 1.</b> Charilam H.S. School	4	129
		<b>CRC - i)</b> Narimangal S.B.School.	3	26
		ii) No.2 Chandranagar S.B.School.	3	25
		iii) Aralia S.B. School.	3	24
		iv) Rangapania S.B.School.	3	25
		v) Konaban Col. S.B.School.	3	26
2.	Dukli Block	<b>BRC - 2.</b> Dukli Madhuban H.S. School	4	73
		<b>CRC - i)</b> S.L.Vidyaniketan S.B.School.	3	10
		ii) Benimadhab Vidyapith S.B.School.	3	16
		iii) Durgapur S.B.School.	3	15
		iv) Kanchanmala S.B.School.	3	14
		v) Amtali P.L.Home S.B.School.	3	18
3.	Jampoijala Block	<b>BRC- 3.</b> Sudhannaya Debbarma Memorial H.S.School	4	73
		<b>CRC - i)</b> North Takarjala S.B. School.	3	16
		ii) Jompoijala Col. S.B.School.	3	18
		iii) Ratanpur S.B.School.	3	19
		iv) Shyamnagar S.B.School.	3	20
4.	Jirania Block	<b>BRC - 4.</b> Choudhuri Bari Girls' H.S. School	4	99
		<b>CRC - i)</b> Old Agartala H.S.School.	3	19
		ii) Pallimangal H.S.School.	3	28
		iii) Ranirganj Girls' High School.	3	26
		iv) Khamarbari J.B.School.	3	26
5.	Mandai Block	<b>BRC - 5.</b> Mandaibazar H.S.School	4	51
		<b>CRC - i)</b> Barjala S.B.School.	3	14
		ii) Shibnagar (B) High School.	3	12
		iii) New Mandai Girls' High School.	3	25
6.	Mohanpur Block	<b>BRC - 6.</b> Mohanpur H.S. School	4	102
		<b>CRC - i)</b> Ishanpur H.S.School.	3	28
		ii) Bamutia Binodini Jr. High School.	3	26
		iii) Lefunga High School.	3	19
		iv) Paschim Bhubanban S.B.School.	3	18
		v) Chandmari High School.	3	11
7.	Hezamara Block	<b>BRC - 7.</b> Surendranagar H.S.School	4	60

		<b>CRC</b> - i) Subalsing Para S.B.School. ii) Katachhera S.B.School. iii) Tamakari S.B.School. iv) Noagaon (T) S.B.School.	3 3 3 3	16 10 21 13
8.	Khowai Block	<b>BRC</b> - 8. Khowai Govt. H.S.School  <b>CRC</b> - i) Office Tilla S.B.School. ii) Singhicherra No.2 S.B.School. iii) Chebri S.B.School. iv) Ajagartila S.B.School.	4  3 3 3 3	60  16 14 13 17
9.	Padmabill Block	<b>BRC</b> - 9. Birchandra Nagar H.S. School  <b>CRC</b> - i) Rathtila S.B.School. ii) Athaibari S.B.School. iii) Mudibari S.B.School.	4  3 3 3	79  26 25 28
10.	Tulashikshar Block	<b>BRC</b> - 10. Bharat Sardar H.S.School  <b>CRC</b> - i) Hatimara S.B.School. ii) Bidyabil S.B.School. iii) Karangicharra S.B.School. iv) Pachim Rajnagar S.B.School.	4  3 3 3 3	63  17 18 16 12
11.	Melagarh Block	<b>BRC</b> -11. N.C.Institution  <b>CRC</b> - i) Mohanbhog S.B.School. ii) Garurbandh S.B.School. iii) Thakurmura S.B.School. iv) Jumerdhepa S.B.School. v) Aralia S.B.School.	4  3 3 3 3 3	110  24 16 25 28 17
12.	Boxanagar Block	<b>BRC</b> -12. Boxanagar H.S.School  <b>CRC</b> - i) U.N.C. Nagar S.B.School. ii) Nagar S.B.School. iii) North Boxanagar S.B.School. iv) Kamal Nagar S.B.School	4  3 3 3 3	35  07 11 10 07
13.	Kathalia Block	<b>BRC</b> - 13. Kathalia H.S.School.  <b>CRC</b> - i) Kathalia Girls' S.B.School. ii) Uttar Monarchar S.B.School. iii) Tarini Sundari S.B.School. iv) Thanda Kumar S.B.School.	4  3 3 3 3	57  20 11 14 12
14.	Teliamura Block	<b>BRC</b> -14. Teliamura H.S.School  <b>CRC</b> - i) Motherai Reang Bari High School. ii) Thapidayal High School iii) Chalitabari S.B.School. iv) Gamaibari S.B.School.	4  3 3 3 3	57  10 18 15 14
15.	Kalyanpur Block	<b>BRC</b> - 15. Kalayanpur H.S.School  <b>CRC</b> - i) Niranjan Sardar Para S.B.School. ii) Kunjaban High School (Pry.Sec.)	4  3 3	44  12 14



		iii) Baganbazar J.B.School.	3	18
16.	Agartala Municipal Area	CRC - i) Sishu Bihar H.S.School. ii) Bijoy Kumar H.S.School.	3 3	52 25 27

## 5.1 WORKSHOP AND TRAINING PROGRAMME

Two days' workshop and training programme have been organised for the members of VEC to make them aware about the SSA Scheme. At the Block Level, workshops were organised for the elected members of Panchayet Samities. Nagar Panchayet to sensitise them about the scheme. A broad-based District Level Education Committee headed by DM & Collector and Block Level Education Committee headed by SDM in each Block have been formed and they have started functioning. Training of the heads of all educational institutes of the district have been organised at three venues - District Education Office, Sonamura Girls' H.S. School and Khowai Govt. Boys' H. S. School.

A Block Level Core Planning team has been formed for each Block under West Tripura with the following members:-

- |   |          |
|---|----------|
| i) Chairman of Education & Health Standing Committee of Panchayet Samiti. | Chairman |
| ii) Inspector of Schools, State.  | Convener |
| iii) Chairman, BAC / Nagar Panchyat                                       | Member   |
| iv) One Block Resource Person.  | Member   |
| v) Block Development Officer.   | Member   |
| vi) Inspector of Schools, TTAADC.   | Member   |

At the habitation level the VECs' are given the responsibility to develop the habitation level plan. The Cluster Resource Persons are co-ordinating and supervising the work of plan formation at grass root level. The Head Teachers, members of MTAs, VECs all actively have taken part in the process.

## 5.2 HOUSEHOLD SURVEY

A door to door survey and school survey were conducted in West Tripura District in the month of Nov. 2001 to collect required informations in the prescribed formats for developing DEEP under SSA Scheme. 2209 teachers were engaged as enumerators. The Inspector of Schools acted as Block Level Survey Officer. 2,82,468 households of the district were covered in the survey. Some important and relevant findings are furnished in the following tables.

**TABLE-XII**

**CAST-WISE NO. OF HOUSEHOLD IN DIFFERENT BLOCKS**

SL.No.	Name of Block	SC	ST	OBC	Others	Total
1.	Mohanpur	10117	4369	10530	8657	33673
2.	Hezamara	49	5723	28	68	5868
3.	Jirania	5428	7755	7575	5316	26074
4.	Mandai	127	7516	71	406	8120
5.	Bishalgarh	6070	7362	8878	10980	33298
6.	Dukli	12555	1570	10219	16184	40528
7.	Jampoijala	33	7175	43	184	7435
8.	Melagarh	6879	2546	4276	8300	22001
9.	Boxanagar	2191	413	1073	4107	7784
10.	Kathalia	959	1453	2428	4963	9803
11.	Khowai	3587	1791	5913	4986	16277
12.	Padmabil	57	6326	57	144	6584
13.	Tulashikhar	857	7166	651	393	9067
14.	Teliamura	4914	6864	3833	3123	18734
15.	Kalyanpur	2691	2380	2417	1075	8563
16.	Agartala Municipal Area	3733	2590	4382	17954	28659
	<b>Total</b>	<b>60247</b>	<b>72999</b>	<b>62374</b>	<b>86840</b>	<b>282468</b>

From the above Table it will be seen that in Hezamara , Mandai, Jampoijala, Padmabil, Tulashikhar Block area there are largest concentration of tribal population while SC population is comparatively higher in Mohanpur, Dukli, Melagarh, Teliamura than that in other Blocks. As compared to other Block, Boxanagar has the lowest number of ST household. Other Backward Communities (OBC) are found larger in number in Mohanpur, Jirania, Bishalgarh, Khowai and Agartala as compared to that in other Block areas.

**TABLE – XIII**

**BLOCK-WISE NO. OF HABITATION WITHOUT PRIMARY SCHOOL, WEST TRIPURA**

Sl.No.	Name of Block	Number of Unnerved Habitation		
		Eligible	Not Eligible	Total
1.	Mohanpur	30	45	75
2.	Hezamara	10	32	42
3.	Jirania	40	09	49
4.	Mandai	24	08	32
5.	Bishalgarh	27	09	36
6.	Dukli	16	15	31
7.	Jampoijala	06	32	38
8.	Melagarh	34	11	45
9.	Boxanagar	21	06	27
10.	Kathalia	15	09	24
11.	Khowai	12	07	19
12.	Padmabil	04	81	85
13.	Tulashikhar	12	99	111
14.	Teliamura	25	25	50

15.	Kalyanpur	07	35	42
16.	Agartala Municipal Area	00	00	00
	<b>Total</b>	<b>283</b>	<b>423</b>	<b>706</b>

As per existing State Government norms a habitation is considered eligible for a primary school if the minimum population of the habitation is not less than 300 in plain area and 200 in hilly area and if no schooling facility exists within one K.M. distance. The above table shows that there are total 283 habitations in the district that fulfill the above twin criteria. Out of total 706 habitations unserved by primary schools, 423 habitations have population less then 300/200 for which EGS Centre have been proposed.

**TABLE – XIV**

**PERCENTAGE OF HEADS OF HOUSEHOLD ACCORDING TO THEIR LEVEL OF EDUCATION**

<b>(In percent)</b>								
SL. No.	Name of Block	No. Of Household	Illiterate	Literate	Primary	Upper Primary	Secondary	College/ University
1.	Mohanpur	33673	17.99	18.78	23.51	23.95	11.05	04.71
2.	Hezamara	5868	27.82	26.32	22.49	16.83	05.86	00.68
3.	Jirania	26074	16.22	18.70	25.39	25.05	11.13	03.51
4.	Mandai	8120	24.46	22.93	23.21	21.90	06.69	00.81
5.	Bishalgarh	33298	15.82	21.82	24.24	22.37	12.06	03.69
6.	Dukli	40528	11.68	16.99	25.54	26.93	12.49	06.37
7.	Jampoijala	7435	23.33	34.25	22.39	14.33	05.07	00.63
8.	Melagarh	22001	21.48	20.90	26.17	17.92	07.43	06.10
9.	Boxanagar	7784	29.35	32.42	19.45	12.79	04.32	01.67
10.	Kathalia	9803	27.29	24.51	23.12	15.86	06.30	02.92
11.	Khowai	16277	20.40	21.33	18.62	21.80	11.75	06.10
12.	Padmabil	6584	18.15	22.35	24.28	22.97	11.26	00.99
13.	Tulashikhar	9067	25.51	23.99	26.90	15.83	06.97	00.80
14.	Teliamura	18734	21.40	18.37	27.30	19.83	08.28	04.82
15.	Kalyanpur	8563	17.62	23.37	27.51	20.49	07.60	03.41
16.	Agartala Municipal Area	28659	03.62	04.27	12.20	23.39	25.91	30.61

From the above table it is seen that except in Agartala Municipality Area, in all the Blocks of the District, the percentage of illiterate. Heads of households is within the range of 11.68 to 29.35 which is quite high.

**TABLE- XV**

**BLOCK-WISE PERCENTAGE OF HEADS OF HOUSEHOLD ACCORDING TO THEIR OCCUPATION**

<b>(In percent)</b>								
SL. No.	Name of Block	No. Of Household	BPL Family	Daily Wages Worker	Farmer	Family Occupation	Own Business	Regular Salaried Employee
1.	Mohanpur	33673	10.77	34.03	15.56	05.02	14.64	18.98
2.	Hezamara	5868	27.91	32.03	23.51	01.82	03.42	11.31

3.	Jirania	26074	15.74	31.31	17.58	04.39	14.35	16.10
4.	Mandai	8120	36.46	18.37	24.63	11.67	04.43	14.44
5.	Bishalgarh	33289	18.90	23.99	28.93	05.06	07.38	15.74
6.	Dukli	40528	06.45	38.84	08.54	05.97	16.27	23.93
7.	Jampoijala	7435	40.92	19.24	28.48	03.79	02.35	05.22
8.	Melagarh	22001	27.95	20.40	25.25	04.35	10.96	11.09
9.	Boxanagar	7784	30.30	21.62	34.64	02.24	05.36	05.81
10.	Kathalia	9803	25.26	20.51	36.07	04.05	07.72	06.39
11.	Khowai	16277	23.05	24.84	18.55	03.34	12.42	17.80
12.	Padmabil	6584	37.14	20.18	23.52	01.50	02.11	15.55
13.	Tulashikhar	9067	52.79	17.44	18.48	01.44	01.89	07.96
14.	Teliamura	18734	26.34	27.20	18.22	03.80	10.73	13.71
15.	Kalyanpur	8563	29.19	27.16	29.87	02.97	06.04	04.77
16.	Agartala Municipal Area	28659	01.27	10.29	00.58	05.67	29.27	52.92

From the above Table it appears that Hezamara, Mandai, Jampoijala, Padmabil, Tulashikhar which are tribal dominated block have the highest percentage of BPL families Percentage of salaried employee is highest in Agartala and lowest in Boxanagar block dominated by Muslims and in Kathalia and Tulashikhar.

**TABLE – XVI**  
**DROP-OUT RATE AT PRIMARY STAGE (I-V)**

Sl. No.	Name of Block	All			ST			SC		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Mohanpur	48.00	53.00	50.50	58.00	65.00	61.50	49.00	63.00	56.00
2.	Hezamara	49.61	54.32	51.87	61.23	69.50	63.57	52.10	60.03	56.07
3.	Jirania	46.23	51.17	48.70	59.11	66.90	63.00	48.48	59.27	53.88
4.	Mandai	48.50	55.00	50.75	57.73	63.33	60.53	49.25	57.40	53.33
5.	Bishalgarh	49.87	53.28	51.58	58.12	64.93	61.53	48.95	52.15	50.55
6.	Dukli	46.35	52.22	49.29	56.75	66.10	61.43	47.65	58.25	52.95
7.	Jampoijala	45.55	51.45	48.50	61.65	68.11	64.88	49.18	58.66	53.92
8.	Melagarh	47.53	56.25	51.89	62.43	65.36	63.90	46.83	54.78	50.81
9.	Boxanagar	46.88	54.28	50.58	59.78	67.96	63.87	47.55	59.47	53.51
10.	Kathalia	47.10	57.12	52.11	59.71	62.76	61.24	49.20	58.16	53.68
11.	Khowai	48.26	53.88	51.07	58.44	65.35	61.90	45.23	64.58	54.91
12.	Padmabil	47.93	54.87	51.40	59.09	68.83	63.97	58.11	65.57	61.84
13.	Tulashikhar	49.34	55.13	52.23	60.01	65.50	63.26	54.28	60.87	57.58
14.	Teliamura	48.31	54.28	51.30	58.17	67.59	62.88	55.27	62.15	58.71
15.	Kalyanpur	47.11	53.20	50.15	56.23	68.51	62.37	58.72	64.20	61.46
16.	Agartala Municipal Area	33.15	37.28	35.21	37.31	43.00	40.15	36.00	39.10	37.55

From the above Table it may be seen that over-all drop-out rate at primary stage is very high in the district. Intervention for quality improvement of education is necessary. Among the blocks, Tulashikshar Block shows the highest rate of drop-out for all categories of students, when in Agartala Municipal area it is the lowest. The ST categories of students are found to be dropping out at the rate higher than that of all other categories of students.

**TABLE – XVII**

**BLOCK-WISE NO. OF DROPE-OUT AND UNENROLLED CHILDREN (6-14 AGE-GROUP)**

Sl.No.	Name of Block	Dropped-out		Unenrolled	
		Boys	Girls	Boys	Girls
1.	Mohanpur	1364	1209	1134	1217
2.	Hezamara	301	329	45	65
3.	Jirania	766	699	861	905
4.	Mandai	370	356	233	244
5.	Bishalgarh	1124	1111	609	716
6.	Dukli	1228	1077	813	899
7.	Jampoijala	301	309	512	577
8.	Melagarh	824	647	938	1007
9.	Boxanagar	493	377	565	567
10.	Kathalia	434	339	616	771
11.	Khowai	558	432	350	409
12.	Padmabil	235	328	148	180
13.	Tulashikhar	364	350	288	348
14.	Teliamura	817	784	970	1101
15.	Kalyanpur	368	367	481	464
16.	Agartala Municipal Area	201	143	88	96
	<b>Total :-</b>	<b>9748</b>	<b>8857</b>	<b>8651</b>	<b>9566</b>

**TABLE –XVIII**

**CHILDREN IN THE AGE- GROUP 6-14 OF WEST TRIPURA DISTRICT**

Sl. No.	Item	Boys	Girls	Total
a)	Total	1,51,887	1,41,389	2,93,506
b)	Attending School	1,33,488	1,23,196	2,56,684
c)	Dropped out of School	9,748	8,857	18,605
d)	Never gone to School	8,651	9,566	18,217

The above Table shows that out of total population of children in the age group 6-14 years, 36,819 nos. children are out-of-school children in the district. The number of dropped out children accounts for 6.34% while 6.21% children is unenrolled.

**TABLE – XIX**

**BLOCK-WISE / NAGAR PANCHYAT-WISE REASONS FOR DROP-OUT  
IN WEST TRIPURA DISTRICT**

SL. No .	Name of Block / Nagar Panchyat	Age-group	0	1	2	3	4	5	6	7	8	
<b>Block</b>												
1.	Mohanpur	6-14	80	222	135	136	41	36	372	5	1546	
2.	Hezamara	6-14	0	52	72	99	14	19	21	12	381	
3.	Jirania	6-14	0	174	106	81	32	7	91	13	886	
4.	Mandai	6-14	0	53	77	45	30	9	39	67	463	
5.	Bishalgarh	6-14	17	110	107	89	38	11	282	35	1554	
6.	Dukli	6-14	21	134	103	101	55	2	351	7	1531	
7.	Jampoijala	6-14	78	123	120	8	16	2	12	6	244	
8.	Melagarh	6-14	27	90	108	55	30	50	278	63	699	
9.	Boxanagar	6-14	10	105	34	49	7	12	99	9	545	
10.	Kathalia	6-14	16	71	76	57	10	17	118	18	390	
11.	Khowai	6-14	4	33	26	23	9	19	78	9	684	
12.	Padmabil	6-14	15	24	2	18	20	0	110	0	368	
13.	Tulashikhar	6-14	1	60	51	53	26	9	41	40	433	
14.	Teliamura	6-14	8	133	208	83	60	102	140	112	640	
15.	Kalyanpur	6-14	63	59	90	36	35	2	53	10	387	
16.	Agartala Municipal Area	6-14	0	7	1	3	2	5	67	2	257	
<b>Nagar Panchyat</b>											0	
1.	Ranir Bazar	6-14	0	0	0	2	1	0	14	0	58	
2.	Khowai	6-14	0	1	1	1	2	0	25	0	75	
3.	Teliamura	6-14	2	0	1	3	5	0	15	0	89	
4.	Sonamura	6-14	0	0	0	0	0	0	19	0	52	
<b>Grand Total</b>			<b>6-14</b>	<b>342</b>	<b>1451</b>	<b>1318</b>	<b>902</b>	<b>433</b>	<b>302</b>	<b>2225</b>	<b>410</b>	<b>11282</b>
▶ Reasons for Drop-Out- ( Not Applicable = 0, Household work = 1, Family Occupation = 2, Working for Wage = 3, Looking after Siblings = 4, School is not Good = 5, Not Interested in Studies = 6, School Not Available = 7, Financially = 8												

The above Table gives clear picture about various reasons of drop-out in the District. It is seen from the Table that economic factor comes first as the major reason of drop-out in all Blocks and Nagar Panchyats. Secondly it is the lack of interest on studies for which children drop-out comparatively in larger number.

**TABLE NO – XX**

**BLOCK-WISE / NAGAR PANCHYAT- WISE REASONS FOR NON-ENROLMENT  
IN WEST TRIPURA DISRTRICT**

SL. No .	Name of Block / Nagar Panchyat	Age-group	0	1	2	3	4	5	6	7	8	
<b>Block</b>												
1.	Mohanpur	6-14	1266	164	86	75	50	10	155	29	516	
2.	Hezamara	6-14	11	21	30	4	6	0	7	0	31	
3.	Jirania	6-14	0	110	155	136	48	27	182	22	635	
4.	Mandai	6-14	0	23	19	5	13	0	0	1	406	
5.	Bishalgarh	6-14	432	89	16	26	17	5	142	16	582	
6.	Dukli	6-14	467	97	36	26	29	2	141	7	907	
7.	Jampoijala	6-14	532	110	14	14	17	19	3	0	370	
8.	Melagarh	6-14	1023	81	29	13	26	27	87	31	557	
9.	Boxanagar	6-14	548	115	4	53	19	6	66	1	320	
10.	Kathalia	6-14	492	114	75	40	20	2	65	46	533	
11.	Khowai	6-14	243	39	4	9	5	17	15	13	355	
12.	Padmabil	6-14	160	0	0	11	10	0	30	0	117	
13.	Tulashikhar	6-14	167	57	48	15	32	9	13	45	161	
14.	Teliamura	6-14	119	132	108	208	110	142	35	373	673	
15.	Kalyanpur	6-14	700	68	17	6	13	12	23	10	96	
16.	Agartala Municipal Area	6-14	0	3	1	3	4	1	49	1	122	
<b>Nagar Panchyat</b>												
1.	Ranir Bazar	6-14	0	85	6	81	20	45	12	0	133	
2.	Khowai	6-14	10	1	0	1	2	0	5	0	40	
3.	Teliamura	6-14	12	2	7	3	15	0	12	0	20	
4.	Sonamura	6-14	0	2	0	0	0	0	12	0	57	
<b>Grand Total</b>			<b>6-14</b>	<b>6282</b>	<b>1313</b>	<b>755</b>	<b>729</b>	<b>456</b>	<b>324</b>	<b>1054</b>	<b>595</b>	<b>6631</b>
▶ Reasons for Drop-Out- ( Not Applicable = 0, Household work = 1, Family Occupation = 2, Working for Wage = 3, Looking after Siblings = 4, School is cot Good = 5, Not Interested in Studies = 6, School Not Available = 7, Financially = 8												

The above table tells us about different reasons of non-enrollment of children in the District. Among the un-enrolled children, majority do not get themselves enrolled due to economic reasons. Teliamura block has the highest number of children not enrolled due to non-availability of schooling facilities.

TABLE –XXI

**BLOCK-WISE NO. OF TRAINED AND UN-TRAINED TEACHERS (2001-2002)  
IN THE WEST TRIPURA DISTRICT**

Sl. No.	Name of Block	Total Teachers	No. of trained Teachers	No. of Un-trained Teachers
1.	Mohanpur	1739	765	974
2.	Hezamara	235	130	105
3.	Jirania	534	353	181
4.	Mandai	1466	1031	435
5.	Bishalgarh	1172	433	739
6.	Dukli	700	193	507
7.	Jampoijala	501	73	428
8.	Melagarh	321	159	162
9.	Boxanagar	630	250	380
10.	Kathalia	393	123	270
11.	Khowai	891	166	725
12.	Padmabil	1490	509	981
13.	Tulashikhar	349	72	277
14.	Teliamura	280	57	223
15.	Kalyanpur	119	76	843
16.	Agartala Municipal Area	1192	462	730
<b>Total :-</b>		<b>12812</b>	<b>4852</b>	<b>7960</b>

The above Table shows that there is a huge backlog of un-trained teachers in the District as there is no bar in getting teaching job without pre-service training in the State as per existing Recruitment Rule (RP) of the State Government.

## **5.2. MEDIA CAMPAIGN**

For successful implementation of any innovative and major programme, radio, television, the print and traditional folk media can play an effective and important role as powerful instruments in bringing about attitudinal changes and generating mass awareness. All the available forms, modes and channels of communications are being tapped and utilised to sensitise and mobilise the different sections of the society for promoting their effective participation in monitoring and implementation of SSA in the District. Outdoor publicity is also being organised through hoardings, postering, wall paintings, banners etc. Besides, the performing arts like folk songs, street dramas are also being harnessed for creating greater awareness and community mobilization for achieving the goals of UEE in the district.



### **5.3 STUDIES**

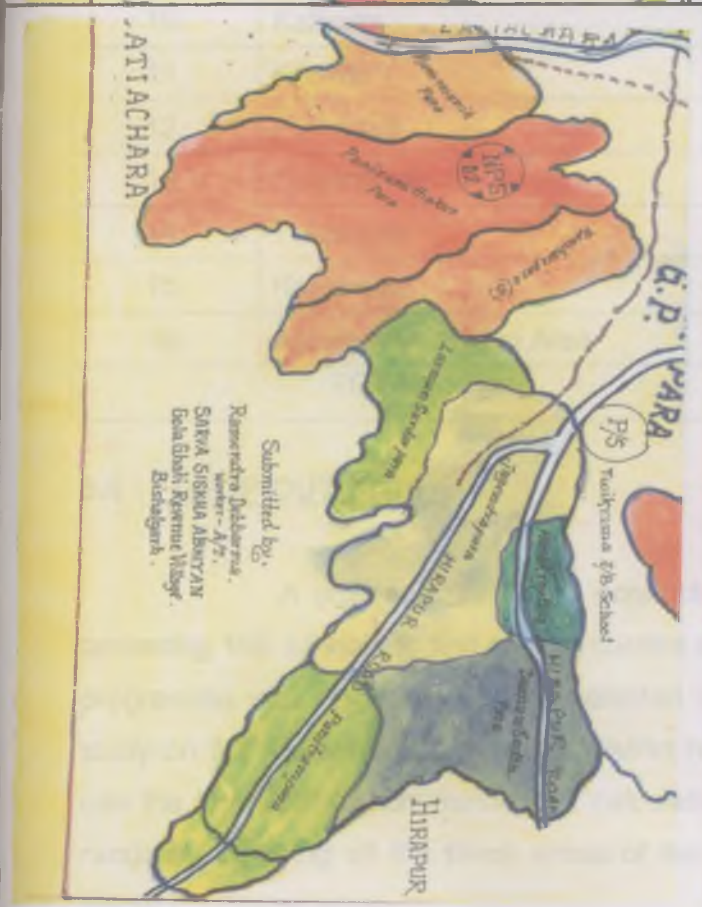
An Achievement Level Test was conducted for the students of Class VI in 130 selected schools of West Tripura District in the month of April, 2002 with the test materials developed by NCERT. 26 field investigators were engaged to carry out the Achievement Level Study in the District. The Investigators attended one-day training programme at the District Education Office of 20<sup>th</sup> April, 2002 and become familiar with detailed procedures of test, questionnaire and other test materials to be used for the said study. Findings of the study are yet to be received from SCERT. The Directorate of School Education and SIPARD – a training institute under the State Government of Tripura Jointly conducted a training need study in the month of January, 2002 to develop a training modules for teachers and Headmasters. By using questionnaire and organizing brainstorming sessions with the participation of selected teachers, attempts were made to assess the training needs of the teachers. In-service training programme will be organised for teachers under SSA on the basis of this module.

### **5.4 SCHOOL MAPPING**

A school mapping exercise was taken up in the month of April 2002 in the district to assess the requirement of new primary and upper primary schools and to identify the habitations for setting up EGS centres. The selected teachers of each block were given training in school mapping. The teachers went around each revenue village areas allotted to them for the exercise, held discussion, meeting with the members of VEC, MTA, and the villagers. They explained about the norms and criteria regarding setting up of new J.B. School and up-gradation of J.B.Schools to S.B. Schools to the villagers.

One of the village map of Bishalgarh Block areas prepared during school mapping is reproduced below:-

**MAP OF GOLAGHATI REVENUE VILLAGE UNDER BISHALGARH BLOCK**



**TABLE – XXII****BLOCK-WISE PROPOSED NEW J. B. SCHOOL AND S. B. SCHOOL**

<b>Sil. No.</b>	<b>Name of Block</b>	<b>No. of New J .B. School Proposed</b>	<b>No.of New S .B. School Proposed</b>
1.	Mohanpur	30	07
2.	Hezamara	10	08
3.	Jirania	40	14
4.	Mandai	24	14
5.	Bishalgarh	27	02
6.	Dukli	16	26
7.	Jampoijala	06	30
8.	Melagarh	34	02
9.	Boxanagar	21	02
10.	Kathalia	15	20
11.	Khowai	12	05
12.	Padmabil	04	05
13.	Tulashikhar	12	05
14.	Teliamura	25	02
15.	Kalyanpur	07	02
16.	Agartala Municipal Area	00	02
<b>TOTAL :-</b>		<b>283</b>	<b>146</b>

**5.5 DROP-OUT STUDY**

A drop-out study was conducted in the month of January 2003 in the district covering 100 schools to find out the current drop-out rate at primary stage. A one day training programme was organized for the selected teachers who acted as field investigators in the study on 30<sup>th</sup> December 2001 in the district head quarter. They were clearly explained how to use the format of Cohort method for calculating the drop-out rate. The schools were selected randomly covering all the Block areas of the district. The findings of the study are furnished below:-

**TABLE – XXIII**  
**FINDINGS OF DROUP-OUT STUDY BY COHORT METHOD**

Name of School	Total No. of student admitted in Class – I in the year 1991	Number of students who passed class-V	Percentage of Pass in class- V	No. of Dropped-Out Children	Drop Out Rate
Vidyasagar Palli J.B.	45	27	60	18	40
Dr. B.R. Ambedkar J.B.	31	16	51.61	15	48.38
Baldakhal S.B.	45	26	57.77	19	42.22
Meglipara D.D. J.B.	48	16	33.33	32	66.66
Sachindranagar Coloney J.B.	33	16	48.48	17	51.51
Rangapania S.B.(Pry)	24	21	87.5	3	12.5
Paschim Laxmibill	31	29	93.54	2	6.45
Ramnagar Girls High(Pry)	47	43	91.48	4	8.51
SaibaSuniti SB.	43	26	60.46	17	39.53
Singhicherra No-2 S.B.	42	19	45.23	23	54.76
Bardwali H.S. (Pry)	181	165	91.16	16	8.83
Indranagar Harijan J.B.	5	5	100	0	0
Aralia S.B.	87	33	37.93	54	62.06
Srimanta Pur S. B.	30	25	83.33	5	16.66
Kalapania S.B.	3	1	33.33	2	66.66
Ramnagar (H) J.B.	8	2	25	6	75
Debsing thakur Para S. B.	28	16	57.14	12	42.85
Harinath Sardarpara J.B.	10	4	40	6	60
Jarajala J.B.	22	20	90.90	2	9.09
Netaji Palli J.B.	113	49	43.36	64	56.63
Rangmala S.B.	23	17	73.91	6	26.08
Warenbari S.B.	47	29	61.70	18	38.29
Katlamara J.B.	20	15	75	5	25
Sidai J.B.	58	40	68.96	18	31.03
Lembuchera S.B.	38	15	39.47	23	60.52
West Ranirgoan J.B.	49	40	81.63	9	18.36
Kambuk Chera S.B.	9	3	33.33	6	66.66
Noagaon (T) S.B.	16	12	75	4	25
Paschim Ramnagar J. B.	43	38	88.37	5	11.62
Bash Pukur S.B.	55	33	60	22	40
Gokulnagar coloney J.B.	25	20	80	5	20
East Konaban J.B.	3	3	100	0	0
West Takshapara J.B.	40	30	75	10	25
Kalapania J.B.	8	2	25	6	75
Indira Coloney J.B.	22	13	59.09	9	40.90
Chalitabari S.B.	47	24	51.06	23	48.93
Gopalnagar T.E. S.B.	40	18	45	22	55
Damdamia J.B.	17	9	52.94	8	47.05
Narendra Pur (T.E.) J.B.	23	12	52.17	11	47.82
Shashadhar Bikram J.B.	28	14	50	14	50
Rangacherra J.B. School	29	16	55.17	13	44.82
Bioynagar S. B.	44	18	40.90	26	59.09
U.N.C. Nagar S. B.	16	10	62.5	6	37.5
Mayanma J.B.	55	23	41.81	32	58.18
Soramura Village J.B.	42	33	78.57	9	21.42

Ghrantali J.B.	20	11	55	9	45
Bastali S.B.	28	11	39.28	17	60.71
Ujangolaghati S.B.	33	14	42.42	19	57.57
Office Tilla S.B.	51	16	31.37	35	68.62
Tablabari S.B.	22	5	22.72	17	77.27
Himmat Pur J.B.	36	10	27.77	26	72.22
Dhalabari Coloney J.B.	26	18	69.23	8	30.76
Kalamchowra West J.B.	91	27	29.67	64	70.32
Adampur J.B.	109	15	13.76	94	86.23
Gouranga Tilla J.B.	11	9	81.81	2	18.18
Rahimpur High (Pry)	53	17	32.07	36	67.92
Sakhi Charan Vidyaniketan	44	33	75	11	25
Induria S.B.	11	10	90.90	1	9.09
Tarini Sundari S.B.	17	15	88.23	2	11.76
Jawhar Coloney J.B.	12	6	50	6	50
South Kamranga Tali S.B.	25	11	44	14	56
RabiGopal Para S.B.	24	13	54.16	11	45.83
West Meshpur J.B.	9	9	100	0	0
South Mahesh Pur J.B.	65	52	80	13	20
Kathalia Mura S.B. (Pry)	16	12	75	4	25
Jumer Dhepa (S) S.B.(Pry.)	32	25	78.12	7	21.87
Hariram S/ Para Sr. B.	52	39	75	13	25
Kathalia Girls S.B. (Pry)	86	69	80.23	17	19.76
Chakbasta J.B.	6	2	33.33	4	66.66
Jantilla J.B.	13	4	30.76	9	69.23
Purba Singhicherra J.B.	20	10	50	10	50
Sonatala Landless Col.S/B.(Pry.)	8	3	37.5	5	62.5
Vidyasagar Smriti J.B.					
M.K.Gandhi J.B. School	24	16	66.66	8	33.33
Gamaibari S.B. (Pry.)	40	19	47.5	21	52.5
Pragati J.B.	19	7	36.84	12	63.15
Durgabari Col. S. B.	33	16	48.48	17	51.51
Paunagar High (Pry.)	63	29	46.03	34	53.96
Kshetramohan Academy J.B.	8	2	25	6	75
Meagarh Rajghat J.B.	41	26	63.41	15	36.58
Maniram C.P. J.B.	14	1	7.14	13	92.85
Swami Dayalanda J.B.	48	46	95.83	2	4.16
No-2 N.C.Nagar Adarsha Co. J.B.	12	10	83.33	2	16.66
Najrai Cherra Ex-Se.Col.J.B.	10	4	40	6	60
Kunjaban J.B.	16	13	81.25	3	18.75
Bagan Bazar J.B.	28	14	50	14	50
Anandapur J.B.	95	30	31.57	65	68.42
Kaikapur S.B School.	25	9	36	16	64

Ramnagar H.S. School (pry)	63	31	49.20	32	50.79
Rampur S.B. School	63	34	53.96	29	46.03
Nc3 B.K Girls (Pry) School	70	43	61.42	27	38.57
<b>Total</b>	<b>3379</b>	<b>1947</b>	<b>57.62</b>	<b>1432</b>	<b>42.37</b>

**PERCENTAGE OF PASS = 57.62%**

**PERCENTAGE OF DROP-OUT = 42.37%**

**COHORT METHOD USED TO FIND OUT DROP-OUT RATE**

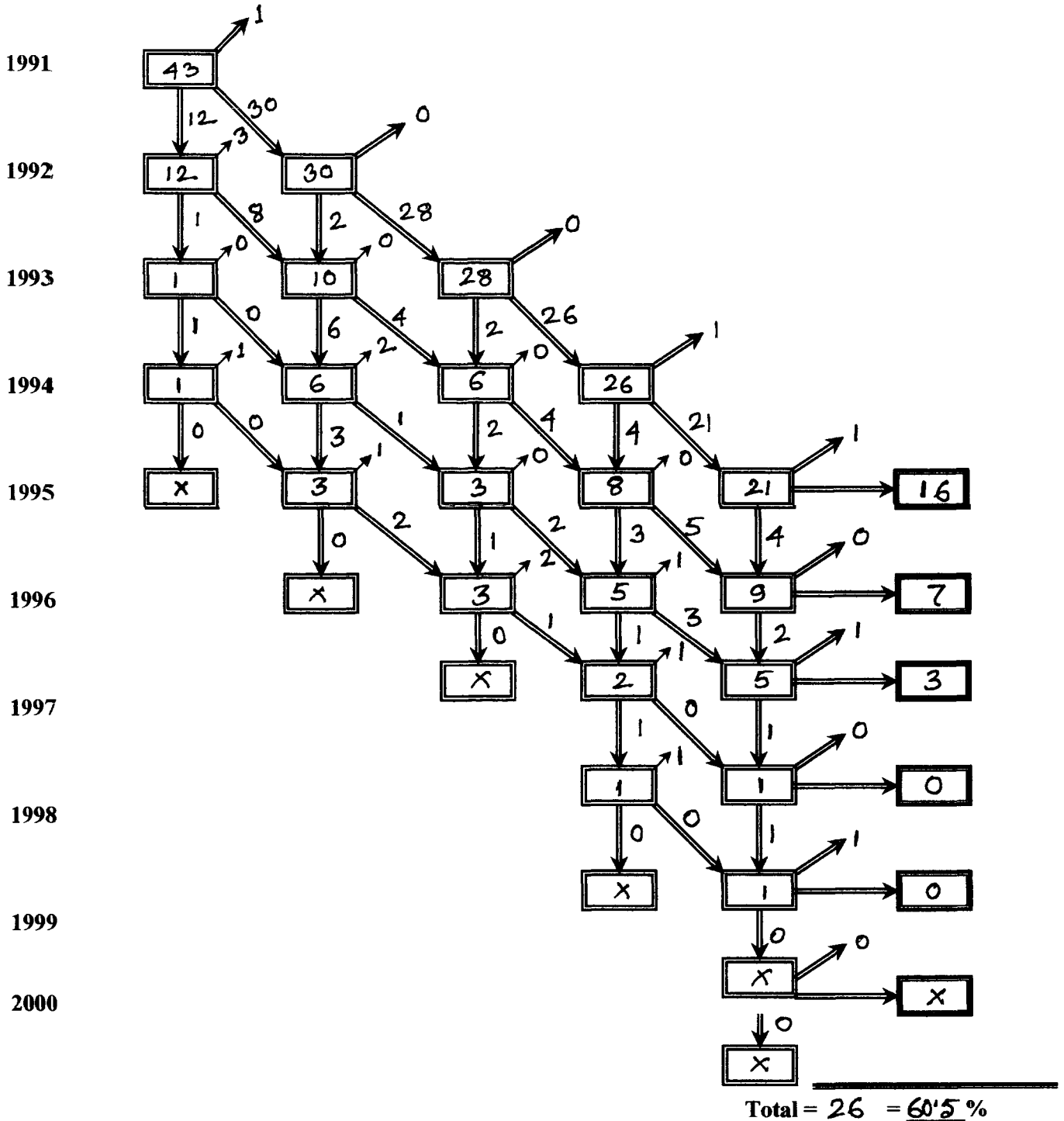
Name of the School Saitoa Semiti Sr. Baric School

Name of Inspectorate Khowai

Name of Block Khowai Sub-Division Khowai'

District Tripura (West) State Tripura

Class-I      Class-II      Class-III      Class-IV      Class-V



Drop Outs: -  $\boxed{5} + \boxed{3} + \boxed{2} + \boxed{4} + \boxed{3} = 17$   
 $= 39.5\%$

## CHAPTER III

### PROBLEMS AND ISSUES

#### 1. INTRODUCTION

As per population Census report of 2001, total population of West Tripura district is 1530,531 out of which Scheduled Tribe population is 3,85,694 and Scheduled Caste population is 2,84,679 respectively. Besides, there are several social groups like Muslims (2% approx) and other backward communities like 'Hindustani' (locally Known) who are traditionally associated with Tea garden labour, agricultural and brick field works. There is another group among the tribes who live in dense hilly forest area and who are involved in shifting cultivations.

The poor, rural girl children and the children belonging to scheduled tribe and scheduled caste, OBC, Muslim and the disabled children stand out as the most vulnerable sections of the society. In the district, the available indicators continue to suggest low level of literacy and school enrolment and high level of drop-out rate among the children of the above mentioned categories.. The economic factor is found to be common to all areas- rural and urban across the district, which adversely affects school enrolment and retention of these categories of children. A major deterrent to school enrolment among the poor is the high cost they have to pay for the education of their children, besides the opportunity cost to the family. Thus elementary education becomes a major financial burden, particularly for the poor families with several children of school- going age.

#### 2. GIRL CHILDREN

In West Tripura District the girl children in general, specially the girl children of S/C, S/T OBC Muslim community and lower income group still continue to suffer from various types of discrimination, deprivation and social injustice. As a result, they are still lagging behind their male counterparts in all respects-literacy, School enrolment, attendance and retention. The parents are also to be blamed for their differential treatment towards the girl children. Some of the parents even do not want to send their girl children to school. This traditional attitude of the parents and the society as a whole towards the girl child need to be changed. Education is hardly a priority for the poor and marginalized in their every-day battle for survival. The girl children from the poor families are being denied their right to education.

#### Girl Child Population in west Tripura (6 to 14 age group)

Total Population of girl children	Attending School	Out of School
1,41,389	1,23,196	18,193

## Table –XXIV

### DROP-OUT RATE OF GIRL CHILDREN AT PRIMARY STAGE IN WEST TRIPURA DISTRICT

Sl. No.	Name of block	All girls	S/T	S/C Girls
1.	Mohanpur	53.00	65.00	63.00
2.	Hezamara	54.32	69.50	60.00
3.	Jirania	51.17	66.90	59.27
4.	Mandai	55.00	63.33	57.40
5.	Bishalgarh	53.28	64.93	52.15
6.	Dukli	52.22	66.10	58.25
7.	Jampaijala	51.45	68.11	58.66
8.	Melagarh	56.25	65.36	54.78
9.	Boxanagar	54.28	67.96	59.47
10.	Kathalia	57.12	62.76	58.16
11.	Khowai	53.88	65.35	64.58
12.	Padmabil	54.87	68.83	65.57
13.	Tulashikhar	55.13	65.50	60.87
14.	Teliamura	54.28	67.59	62.15
15.	Kalyanpur	53.20	68.51	64.20
16.	Agartala Municipal Area	37.28	43.00	39.10

From the above table it may be seen that the drop-out rate among the S/T girls is above 60 percent in all the blocks which is very high. In case of S/C girls also the drop-out rate is more-than 60 percent in some of the block areas. There is an urgent need to evolve a suitable strategy to reverse this trend immediately.

### **3. SCHEDULED TRIBE CHILDREN**

The Tribal population constitutes around 30 percent of the total state population. In West Tripura district, the tribal population accounts for around 25 percent. The tribals are mostly dependent on cultivation and live in the hilly areas. Again, among the tribal, there are different Sub-tribes, groups speaking different dialects. The tribal children are receiving their education in Bengali medium, Language is a major problem for the tribal children, which slows down their progress in elementary education. As most of the parents are poor and illiterate, many among the tribal children are first generation learners. The access facility has reached the tribal children in much late due to isolation, geographical barrier, small size of habitations and lack of awareness. The State Govt. have set up many boarding houses for S/T children, introduced several incentive programme and started coaching centres in many schools for providing more support to the S/T children.



**TABLE-XXV**

**NO. OF S/T BOARDING HOUSE IN WEST TRIPURA**

<b><u>Category of Boarding House</u></b>	<b><u>No. of Boarding House</u></b>	<b><u>No. of Boarding</u></b>
1. S/T Boys Hostel	25	1270
2. S/T Girls Hostel	11	0560
3. S/T & S/C Boys	06	250
	<b>42</b>	<b>2080</b>

**Strategies**

- \* Sensitising sch. tribe parents about SSA scheme.
- \* Recruiting more female teachers from S/T community
- \* More focus on effective implementation of incentive schemes.
- \* Putting emphasis on active participation of Sch. Tribe parents, community leaders in implementation of SSA scheme
- \* Organising enrolment drive in S/T dominated areas to ensure 'zero rejection'
- \* Setting up more Boarding houses specially for Sch. Tribe girls.
- \* Opening residential schools for tribal children belonging to shifting cultivators .
- \* Organising free coaching classes, remedial classes for tribal students to enhance retention rates.
- \* Organising awareness campaign, discussion, seminars in tribal-dominated areas for generating more demand for education..

**4. SCHEDULED CASTE AND OTHER BACKWARD COMMUNITIES**

People of scheduled Caste community live in the plain areas of the District side by side with general population. They are also economically and educationally underdeveloped. The socio – economic factors and house environment stand in the way of education of this category of children. The Muslim children, specially the girl children are the most deprived section so far as elementary education is concerned. Early marriage still continues to be a social problem among the Muslim society. General education has been introduced in 100(hundred) no Madrassas of the District for Providing elementary education to the Muslim Children under the Centrally sponsored Scheme of Modernisation of Madrassa education. Muslim stipend is also being paid to Muslim students of this district every year. 2762 Muslim children have been benefited during the year 2002-

2003 under the Scheme. The Sch. Caste population is found to be higher in Dukli, Mohanpur, Jirania and Melagarh than in other Block areas of the district.

The Schedule Caste children are too being provided merit awards, stipends as incentives. The muslims are concentrated in Melaghar, Boxanagar, Bishalgarh Block.

**TABLE -XXVI**

**NUMBER OF SCHEDULED CASTE BOARDING HOUSE IN WEST TRIPURA DISTRICT**

<b>Category of Boarding House</b>	<b>No. of Boarding House</b>	<b>No. of boarders</b>
1.Sch. caste Boys	5	250
2.Sch.Caste Girls	7	360
<b>Total:-</b>	<b>12</b>	<b>610</b>

**Proposed strategies :-**

- Organising more and more awareness campaign at village and habitation levels for motivating the Sch.Caste parents and community leaders to make them realize about the importance of education.
- Setting up more boarding houses for Sch.Caste girls and boys.
- Arranging for more remedial and coaching classes for Sch. Caste students to bring them at par with general students in terms of achievement and quality.
- Setting up alternative education center for the out of school children, specially Sch. Caste girls students.
- To improve functuining of schools located in Sch.Caste dominated areas.

**5. THE CHILD LABOUR**

Child labour, though legally prohibited, still continues to be a common scene everywhere in our country. The West Tripura is also not exception. Most of the unenrolled and dropped out children are either working children or helping their parents in their family occupations. The girl children who are not attending School are mostly engaged in household chores, looking after of Siblings. Some of them are also seen working as maid servants in others houses. Poverty, illiteracy of the parents force these children into labour market for earning wages for their family.

Though the actual number of child labourer in the district is not currently available from any source, one may find a good number of children of school-going age working in the tea gardens,

in the agricultural fields in rural areas. In the urban areas also many businessmen engage children in their shops/workshops as paid workers.

### **Strategies**

- To conduct survey to find out the number of child labourer in the district.
- Organising discussion, seminar in areas/pocket, where the families of child labourers are concentrated involving parents, local NGO's and Community leaders to make them understand the importance of education.
- Setting up alternative schools for the child labourers and to motivate them for participation in elementary education.
- Setting up residential camps, residential education centers and short stay home/half way home.

### **6. DISABLED CHILDREN**

The disabled children are also to be provided elementary education. Children, who are having disability of various types and varying degree, can not be denied basic education. They are the most deprived section of the children who need special care and support for acquiring basic education.

Through micro-planning exercise, the children with special education needs in 6-14 age group have been identified in the district. The total number of disabled children so far identified in the district is 1100.

The medical team of Sub-divisional and District hospitals have assessed the nature and extent of their disabilities. Students having disability up to 40% percent are integrated in common schools and admission of children having disability above 40% is arranged in special type of Schools in the district.

The required training for teachers, provision of essential aids and resource support for educating the disabled children will be arranged in convergence with other departments and Institutes / Organisations at state and national levels.

### **7. CHILD POPULATION**

The child population of 6-14 years age group in west Tripura District is 293276 as per household survey conducted in the year 2001. The Annual growth rate of 6-14 years child population is 2.15 percent Taking the present growth rate 2.15 into consideration, the 6-14 years child population of the district can be projected to be around 355000 in the 2010. The present child population of the district is shown below:

TABLE - XXVII

## CHILD POPULATION OF WEST TRIPURA DISTRICT ---- AGE ,SEX AND CAST-WISE

Age Group	Boys				Total Boys	Girls				Total Girls	Total Boys & Girls
	ST	SC	OBC	Others		ST	SC	OBC	Others		
0 to 5 years	15183	10363	9686	13985	49217	15030	9850	9087	13672	47639	96856
6 years	4514	3878	2646	5649	16687	4544	3580	2268	4689	15081	31768
6 to 11 Years	25273	20230	16172	24363	86038	23678	18887	13402	21610	77577	163615
11 to 14 years	14068	10831	9381	14882	49162	13274	9909	9725	15823	48731	97893
Grand Total	59038	45302	37885	58879	201104	56526	42226	34482	55794	189028	390132

TABLE - XXVIII

## GROSS ENROLMENT RATIO OF WEST TRIPURA DISTRICT ---- AGE ,SEX AND CAST-WISE

Age Group	Boys			Total Boys	Girls			Total Girls	Total Boys & Girls
	ST	SC	Others		ST	SC	Others		
6 years old child population	4514	3878	8389	16687	4544	3580	6957	15081	31768
Enrolment in Class- I	7631	4154	8584	20369	7496	3802	7821	19119	39630
Gross Enrolment Ratio	59.15	93.35	97.72	81.92	60.61	94.16	88.95	78.87	80.16

From the above table it may be seen that among the tribal children the enrolment ratio at the entry grade is very low comparatively. The enrolment ratio of tribal girls children is slightly higher than the position of their boy counter parts. This may be due to the fact that gender disparity dose not exists among tribals of ~~district~~ *the state*.

**TABLE -XXIX**

**BLOCK-WISE CHILD POPULATION OF WEST TRIPURA DISTRICT**

Sl. No.	Name of Block	No. of Children 6-11 years of age			No. of Children 11-14 years of age			Grand Total
		Boys	Girls	Total	Boys	Girls	Total	
1.	Mohanpur	11304	9517	20821	4812	4894	7906	<b>30527</b>
2.	Hezamara							
3.	Jirania	9270	8422	17692	4981	4795	9776	<b>27468</b>
4.	Mandai	3844	3600	7444	1830	1803	3633	<b>11077</b>
5.	Teliamura	5421	4700	10121	2549	2513	5062	<b>15183</b>
6.	Kalyanpur	4121	3530	7651	1313	1432	2745	<b>10396</b>
7.	Mungiakami	1180	1765	2945	406	435	841	<b>3786</b>
8.	Khowai	5187	4611	9798	3179	2970	6149	<b>15947</b>
9.	Padmabil	3535	3005	6540	1600	1403	3003	<b>9543</b>
10.	Tulashikshar	4277	3730	8007	1682	1745	3427	<b>11434</b>
11.	Bishalgarh	31081	11555	24636	7411	5578	12989	<b>37625</b>
12.	Dukli	21616	12212	24828	6328	6842	13170	<b>37998</b>
13.	Jampoijala	4282	3675	7957	1628	1703	3331	<b>11288</b>
14.	Melagarh	7310	7153	14463	3220	2800	6020	<b>20483</b>
15.	Boxanagar	3279	2631	5910	1279	1855	3134	<b>9044</b>
16.	Kathalia	3669	3360	7029	1062	1627	2689	<b>9718</b>
17.	Agartala Municipal Area	10349	9192	19541	5882	6336	12218	<b>31759</b>
<b>Total :-</b>		<b>102725</b>	<b>92658</b>	<b>195383</b>	<b>49162</b>	<b>48731</b>	<b>97893</b>	<b>293276</b>

## **CHAPTER-IV**

### **7.QUALITY IMPROVEMENT**

Improving the quality of education at both primary and upper primary stages is a major thrust area under SSA scheme. The present learning outcome of students are not satisfactory in many schools due to various factors. Providing education of satisfactory quality to all children at elementary stage is one of the major objectives of SSA. Mere focus on enrolment, access and retention without attainment of certain essential life- skills and competency will not help us in achieving the desired goals of UEE. The resource groups formed at district and block level would oversee and monitor policy, planning and implementation of all quality related intervention. The groups will evolve certain relevant strategies for addressing all the issues and problems related to quality improvement. The quality improvement plan / programme should have a clear district pedagogic vision highlighting different pedagogic inputs relating to curriculum, teaching- learning material, teacher-training, teaching-learning process and monitoring of quality aspects.

#### **7.1 CURRICULUM REVISION**

Curriculum revision and renewal is a process through which attempt can be made to improve quality of education. Under the SSA the focus is on making the curriculum more relevant, realistic and responsive to the changing needs and demands of the child and the society as a whole and on bridging the existing gap between the child's life situation and what is being taught to the child in the classroom. A meaningful school curriculum has to be responsive to the society, reflecting the needs and aspirations of the learners. The curriculum must stand on the three pillars of relevance, equity and excellence.

In Tripura, the Tripura board of Secondary Education is charged with the responsibility to review and revise the curriculum of classes VI to VIII and the SCERT has been given the task of developing, revising and renewing the curriculum of primary education. Decentralisation of curriculum development has not been initiated in the State so far. To facilitate decentralization of curriculum development, it is felt necessary that we should first develop the required professional skills and expertise among the teachers and resource persons who will be involved in this process at district and Block levels. Development of Text books, Teachers' guidebooks/ manuals, identifying essential skills, competency, determining MLL for each grade also require professional skill that need to be developed among the teachers through training workshop etc.

School curriculum development and renewal initiative will focus on generating and promoting among the learners:

★ Language ability of listening , speaking, reading, writing and thinking and communication skills needed for social living and effective participation in the day-to-day activities.

★ Mathematical abilities to develop a logical mind that would help learners perform mathematical operations and apply them in everyday life.

★ Scientific temper characterised by the spirit of enquiry, problem-solving and objectivity leading to elimination of obscurantism, superstition and fatalism.

★ Understanding of the environment in its totality both natural and social and their interactive processes, the environmental problems and the ways and means to preserve the environment;

★ Understanding of the diversity and the composite cultural heritage of our country.

★ Qualities clustered around the personal, social, moral, national and spiritual values.

## **7.2 LANGUAGE SUBJECT :**

Language learning at primary stage will be given highest priority as it is crucial to the learner's emotional, cognitive and social development. Meaningful learning in all other subject areas also depend on the child's language skill. A child with poor language background remains poor learner and weak in other subjects also.

During the first two years of schooling, children will be helped to acquire the basic skills of listening, speaking, reading and writing and thinking. Special attention will be paid to the process of standardisation of pronunciation according to the norms. Similarly the skill of good handwriting, correct spelling and habit of silent reading with comprehension are also to be developed besides nurturing in the students the ability for creative self-expression. At the upper primary stage, students will be introduced to various form of literature, applied and practical grammar to develop the students insight into the nature, structure and functions of the language.

## **7.3 MATHEMATICAL SUBJECT**

In class I and II children will be taught some basic pre-number concepts related to size, length, mass etc. They need to sharpen their skills of classification, grouping and sequential thinking. In class III to V, the children will learn number and fraction as a concept. The four fundamental operations – addition, subtraction, multiplication, division and computational skill related to them need to be mastered on numbers and fraction. The children will also gain

familiarity with geometrical forms and figures, patterns and symmetry. The upper primary stage should be confined mostly to the study of essentials of mathematics for day to day life. Mathematics teaching will be activity-based. These activities will involve the use of concrete materials, models, patterns, charts, pictures, posters, games and experiments.

#### **7.4 SCIENCE SUBJECT**

At the primary stage, children will learn science through concrete situation related to immediate environment. The focus would be on sharpening senses of the learners and encouraging them to discover, observe and explore their environment and surrounding.

Children at upper Primary stage will learn to appreciate the cause-effect and structure-function-relationship. They will also gain an understanding of living world, balance of nature and the role of air, water and energy. Familiarity with life processes, health, nutrition and diseases, soil and agricultural practices will be included in science education at upper primary stages. Instead of loading the students with scientific informations, efforts will be made to help the children to learn key concepts which cut across all the disciplines of science.

#### **7.5 SOCIAL SCIENCE SUBJECT**

In class I and II, children will be introduced to the environment in its totality. No clear cut distinction between natural and social environment will be made. Its content will be drawn from the immediate environment of the child. Attempt will be made to develop the skills of observation, description and self-expression.

In class III to V, the children will be familiarised with their home, school and neighborhood surroundings and then with their state and country in a gradual manner, stories and narratives concerning their everyday life – food, clothes, houses, fairs and festivals will be included in their curriculum to make their learning enjoyable.

At the upper primary stage the learners will be gradually initiated into the study of India and the world in some greater details.

#### **7.6 TEXTBOOK**

Textbook is one of the most important sources of learning for children of our formal school education system. The contents, languages, style and mode of presentation used in text book should have relevance to the child's everyday life.

Textbook should not convey facts and informations only, rather they should inspire the children to think and explore and help them in concept-formation and theory-building. The words, sentence structures, language used in textbooks writing should be carefully selected so as to make them as much lucid, simple and easy to comprehend as possible for the children in



primary stage. The text book writers should keep in mind the age, classes / grade, capacities, interests, needs and concerns of the learners for whom they are preparing textbooks. Many textbooks appear to have been prepared for conveying only facts and informations and the contents, language and the contexts or textbooks seem to be quite unknown and different from the child's everyday life experiences. While reviewing the textbooks of primary and upper stage in the stage, the shortcomings as pointed out above will be removed. To make the textbook more attractive and dependable source of learning, thought-provoking, activity-based text materials and more child-friendly inputs will be incorporated in the textbooks,

Comprehensive and continuous evaluation system will be gradually introduced for proper assessment of students' learning achievement at the elementary stage. In fact, to think, to understand, to explore and express are not evaluated in our present examination system in any way. Our examination system forces the children to memorise informations and write answers in fixed predetermined ways without understanding much of them. The non-cognitive or affective domain of child's personality is also completely neglected in our curriculum since the child's performance in this area is not easily quantifiable and assessable in our present evaluation system.

### **7.7 TEACHING - LEARNING MATERIAL**

Teaching-Learning Material is the essential vehicle by which the teachers try to help the learners to achieve the learning objectives as spelt out in the curriculum. So the role of teaching- learning material is very important in classroom teaching. The various items of TLM includes text books, workbooks, teachers' guides teaching aids, learning aids, educational kits, supplementary reading materials, usable blackboards. Without the availability of these materials, teaching-learning process can not take place properly. In West Tripura District, about 80 percent of the existing schools were provided TLM under OBB scheme. But the actual problem lies in providing adequate fund to all schools regularly for repair, renewal and replacement of the teaching- learning equipments. Now SSA fund is being utilized for this purpose with community involvement in the district.

### **7.8 TEACHER TRAINING**

It is well-known fact that the teacher plays a very important and pivotal role in teaching-learning process in the classrooms. Teachers' knowledge, teaching skill, mastery in different subject areas greatly influence the learning process. Their motivation ability, interest and commitment also contribute to quality improvement. Regular in-service teacher training should be arranged to upgrade the skills of the teachers. In Tripura, the DIETs and SCERT have been identified as resource institutions for providing training to the district and block resource persons for organizing training programme for teachers with the fund sanctioned under SSA scheme.

The teachers of the district will receive in-service training at 15 no. BRCs and 63 no. CRCs in phased manner.

Study and survey will be carried out for assessing the progress and achievement in the area of quality improvement on regular basis and corrective measures will be adopted for further improvement.

## **7.9 STRATEGIES**

SSA stresses the need of raising pupil's achievement level in cognitive and non-cognitive areas. The following activities would be taken up as initiative toward achieving the objective of quality improvement.

- Organizing in-service training to motivate and reorient the teachers at Block and Sub-Block levels.
- Reducing of curriculum load.
- Providing for remedial teaching and enrichment programme.
- Re-organizing curriculum to make it more relevant to the child's life and his environment incorporating the concerns of the National curriculum framework 2000,
- Greater emphasis on improving classroom practices.
- Using MLL strategies in text book revision and evaluation.
- Greater focus on cultural activities, arts and sports.
- Providing competency-based, activity-oriented and joyful teaching learning process.
- Conduct of baseline survey, action research and mid-term survey etc.
- Contact-based and motivational training for teachers.
- Development of competency-based evaluation materials and item-pool and evolving continuous evaluation system.
- Strengthening and upgrading facilities of DIET and SCERT by way of providing more skilled manpower and modern equipments.
- Encouraging teachers to carry out research works, evolve innovative teaching method and develop teaching aids with locally available materials.
- Improving the quality of teacher education.

The Resource groups at District, Block and cluster levels will oversee the policy, planning, implementation and monitoring of all quality related interventions. These groups will functions in coloboration with SCERT, DIET, CTE. They will jointly conduct field visits, classroom observations, feedback analysis and take corrective measures for improvement.

## **8. RESEARCH AND EVALUATION**

Research and evaluation are very important and integral part of planning of planning and implementation of any programme. Studies and survey are essential to find out the present status to capture the ground realities about relevant issues and problems, to provide quantitative and qualitative data inputs for plan formulation. Impact study is needed to know the drawbacks and midterm correction.

The following activities will be undertaken for research and evaluation works in the district.

- To build up capacity among the teachers for undertaking research studies, case study etc. through training / workshop.
- To take up baseline study to know the achievement level of students, specially of S/T, S/C and girls students.
- To conduct survey for collection of relevant data, analysis of data and evaluate the impact and achievement of SSA by using the indicators from time to time.
- To study classroom practices and other problems related to quality issues.
- Workshop for development and preparation of tools for research works and designing super vision tools and formats.
- To undertake study to assess the socio-economic and cultural problems of S/T, S/C and other social groups that have linkage to their education.
- Drop-out study, training need studies, programme evaluation study, survey of child labour will be conducted in all blocks of the district through community participation.

The DIET and SCERT. CTE will provide resource support and necessary guidance for the research works in collaboration with concerned departments of Tripura University.

## **9. EMIS AND DISE CELL**

EMIS has not been established as yet at the State Level in Tripura for management of data collection, computerisation and analysis.

However, DISE has been set up at district level recently for developing an integrated information system for school education. But the DISE 2001 software and user's Manual are yet to be procured. DISE unit will consist of the following staff.

1. 2 (Two) computer programmers
2. 3 (three) staff for data entry, DTP etc. (operators)
3. 2 (Two) class IV staff

The unit will provide support in regular monitoring, supervision and appraisal activities and take up the following activities :-

- ▶ Developing monitoring formats.
- ▶ Compilation and consolidation of field level data
- ▶ Providing support to evaluation and research work
- ▶ Generation of relevant informations
- ▶ Creation of data base
- ▶ Assessment and appraisal of field activities
- ▶ Analyzing key indicators enrolment, retention and drop out rates etc. to track progress of programme implementation.
- ▶ Maintenance of Accounts and Audit
- ▶ Generation of financial progress report, utilisation certificate of different SSA intervention
- ▶ Achievement level test to monitor quality improvement.

School codes will be generated by the DISE staff and a master list containing names of all schools of the district having education facility up to class VIII will be prepared before collection of data from the fields. The computer professionals will be given training in use of DISE and Oracle Database management techniques. Training programme will be organised at each Block Head quarter for field level staff who will be involved in data collection.

At present there are two computer systems already installed in the district office. Two more computer systems and required softwares along with other accessories will be purchased to fully equip the DISE.

## **CHAPTER -V**

### **CIVIL WORKS**

#### **INTRODUCTION**

**1.1** Providing to and improving infrastructural facilities of all schools of elementary stage is one of the major components of SSA. Thus the construction of school buildings forms an important part of a primary education programme. They are a basic requirement for ensuring the universal access and enrolment of children. While meeting the requirement of providing space, it is extremely important that the primary school building programme is sensitive to the pedagogical and local context. Besides classroom facility, there is need for other facilities like drinking water and toilets. Educational resource centers are also required. After all, the school buildings and its environment are the stage within which teaching actually take place. It is here that all strategies and programme bear fruits. However, construction is the means to an end and not the end itself. It needs to facilitate the achievement of the basic objective of universal elementary education. This implies sensitisation of the building construction programme to the larger objectives of education.

**1.2** The typical school buildings are mostly designed with classroom for 40-45 students being the learning space. But the design renewal exercise should focus on providing space for individual / groups of children to read, write, display and store materials comfortably, The provision of small storage & display spaces, niches, name boards etc. is very important and can give the child his own space in the school. The learning space must be designed for single teacher situations, multi-grade conditions overcrowding or small sizes etc. The design should also respond to furniture less-situation. Creating external classrooms with minimal cost implication can contribute greatly to quality and quantity of learning spaces available. It is also desirable that our school should be sensitive to the needs of the disabled child. Reduction of the

height of riser-step, provision of ramp, hand rail, elimination of level difference between classroom and verandah etc. may be incorporated in the new design. The design renewal exercise is being taken up in Tripura also to incorporate all the above mentioned child-friendly elements.

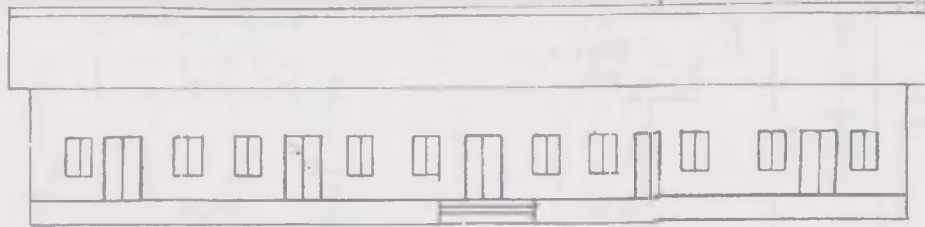
## **2.1 INFRASTRUCTURE GAP IN WEST TRIPURA DISTRICT**

In West Tripura district, there are 1178 nos. schools having elementary education facilities. Providing primary school infrastructure to all these schools has been restricted by low budgetary allocations. Infrastructure gaps in many areas are quite large. Further, much of this construction is required in remote areas. The school infrastructure development plan at district level includes new school building for buildingless school as well as new schools, additional class rooms, repairs, toilets, drinking water, construction of BRCs and CRCs.

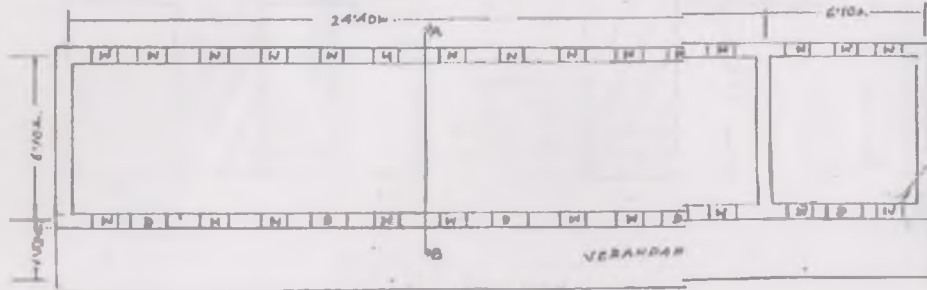
## **2.2 BUILDING FOR NEW SCHOOLS AND BUILDING LESS SCHOOLS.**

The new school building design for primary school consist of four number rooms of the size 20' X 20' with verandah of 5' width, having floor area of 2000 sq.ft. The estimated cost for each building is Rs. 5.0 lakhs. The construction design developed for upper primary school consists of 5 no rooms of the same size with floor area of 2500 sq.ft. and verandah of the same size. The cost of the building is estimated at Rs. 7.0 lakhs. The cost have been worked out taking rates from state government PWD's schedule rates 2002.

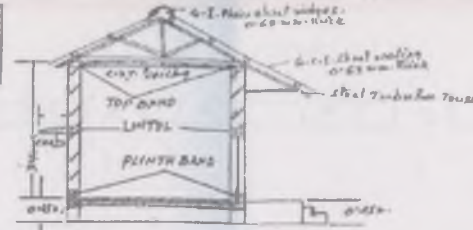
MODEL PLAN FOR CONSTRUCTION OF BUILDING INCLUDING IATRINE & URINAL FOR BLOCK RESOURCE CENTRE



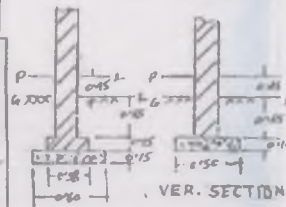
ELEVATION



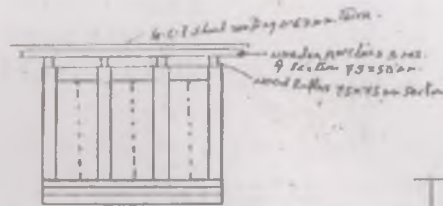
PLAN



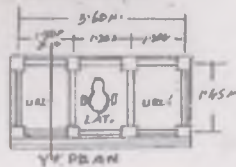
SECTION ON AB



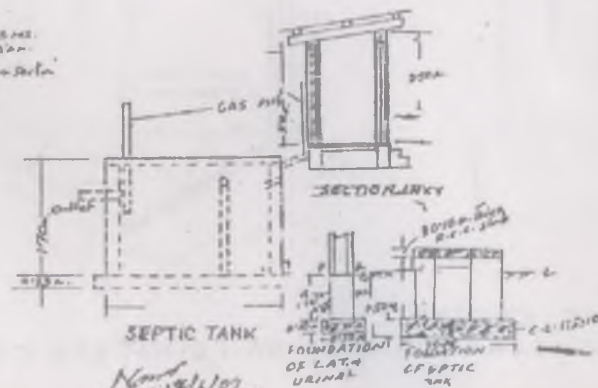
MAIN FOUNDATION SECTION



ELEVATION



PLAN



Nov 11/02

FOR MAIN BUILDING.  
 STEEL DOORS: 1.30m x 2.10m = 5 nos.  
 STEEL WINDOWS: 0.90m x 1.20m = 25 nos.  
 C.C.T. CEILING: WITH WOODEN FRAMES & BEADING.

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FOR LATRINE & URINALS.  
 WOODEN DOOR SHUTTERS: 0.75m x 2.10m = 2 nos.

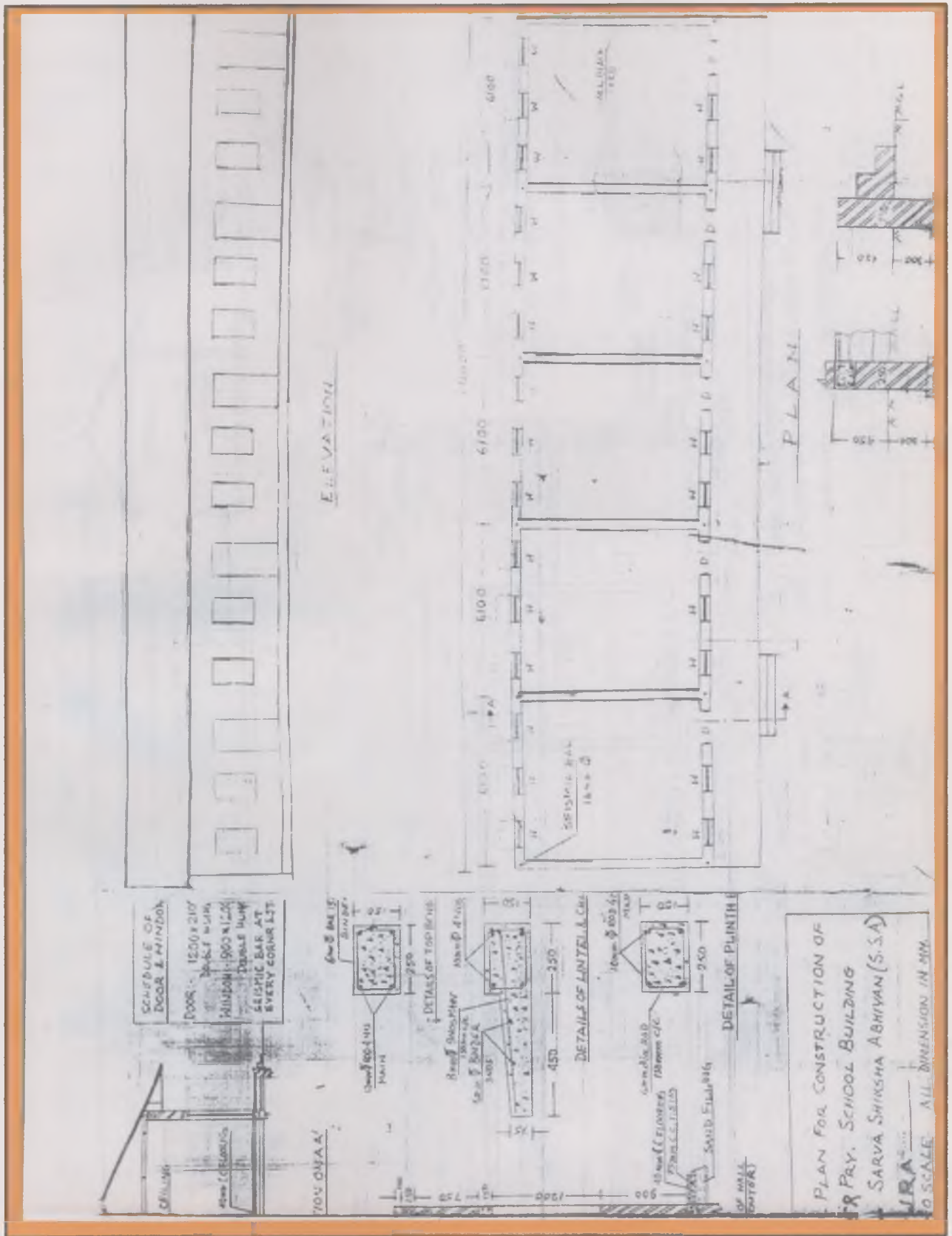
SCALE :- NOT TO SCALE

*D. S. S. S.*  
 11/6/02  
 Assistant Engineer  
 (Engineering Cell)  
 Directorate of Public Health  
 Bangalore



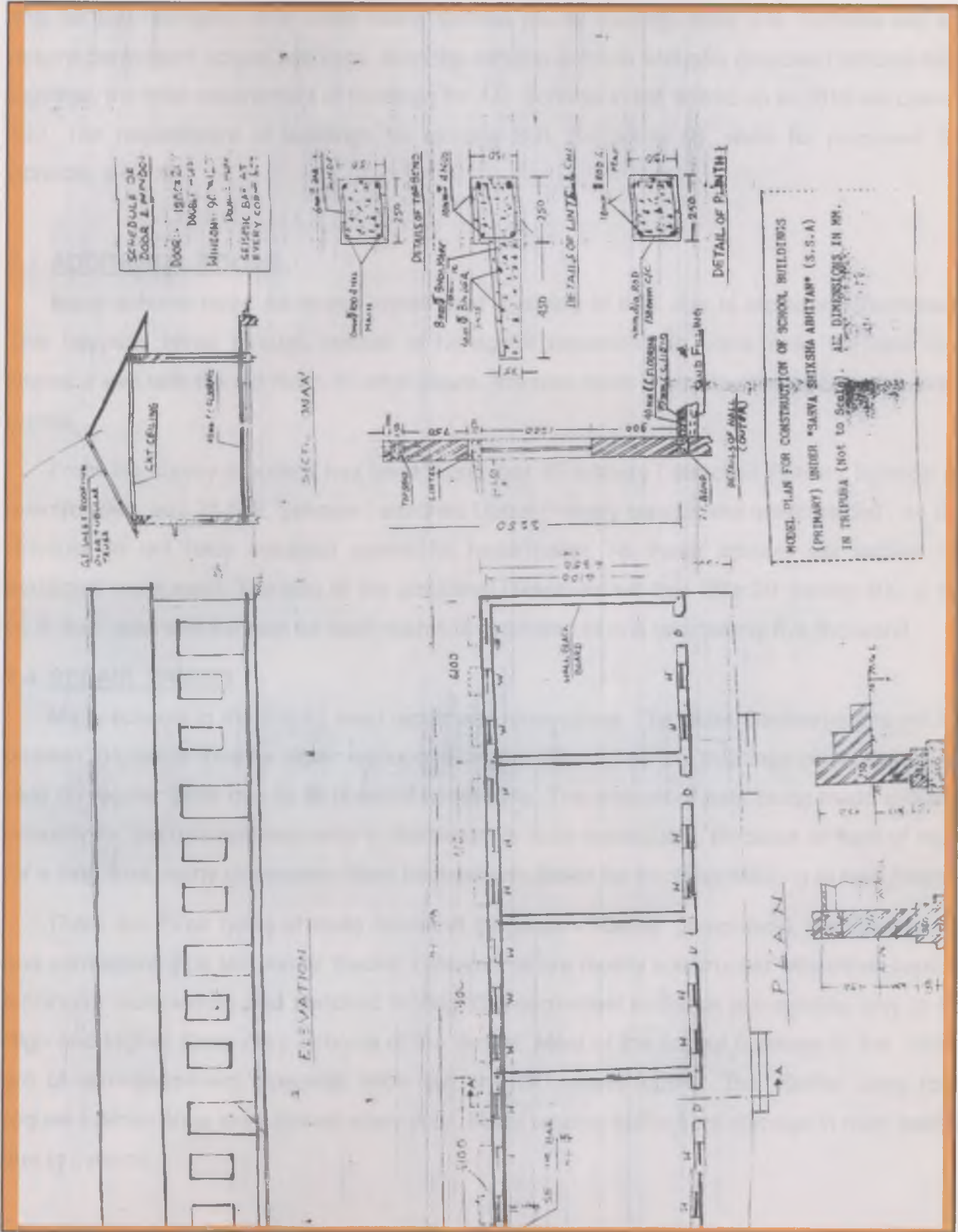


DESIGN FOR CONSTRUCTION OF UPPER PRY. SCHOOL



PLAN FOR CONSTRUCTION OF  
 PRY. SCHOOL BUILDING  
 SARVA SHIKSHA ABHIYAN (S.S.A)  
 I.R.A.  
 TO SCALE ALL DIMENSION IN MM

DESIGN FOR CONSTRUCTION OF PRIMARY SCHOOL



A survey has been conducted to assess the requirement of new school building, repair, renovation of school buildings and additional class rooms. In the district total 147 J.B. Schools and 58 S.B. Schools have been found without pacca building. New J.B. Schools will also require permanent school buildings. Both the existing schools and new proposed schools taken together, the total requirement of buildings for J.B. Schools in the district up to 2010 will come to 430. The requirement of buildings for existing S.B. School is 58; while for proposed S.B. Schools, it is 146.

### **2.3 ADDITIONAL ROOMS.**

Many schools need additional rooms over a period of time due to increase in enrolment. This happens either through vertical or horizontal expansion. In some case the new room shares a wall with the old room. In other cases, the new room is constructed as an independent rooms.

From the survey reports it has been found that 85 primary / attached Primary Schools are overcrowded and 21 S.B. Schools / attached Upper Primary schools are overcrowded . 43 S.B. Schools do not have separate rooms for headmaster. All these schools will require one additional room each. The size of the additional classroom will be 20'x 20' having 400 to 500 sq.ft. floor area and the cost for each rooms is estimated at one lakh twenty five thousand.

### **2.4 REPAIR WORKS**

Many schools in the district need repair and renovations. The State Government is not in a position to provide fund for repair works of a large number of school buildings of the state every year on regular basis due to its financial constraints. The amount of fund being made available annually for the maintenance work in the district is quite inadequate. Because of want of repair for a long time, many classrooms have become unsuitable for teaching-learning to take place.

There are three types of class rooms in the state - 'Kacha' (temporary), semi-permanent and permanent. The temporary 'Kacha' Classrooms are mostly constructed with either bamboo fencing or mud-walling and thatched roofing The permanent buildings are existing only in few High and Higher Secondary Schools of the district. Most of the school buildings in the district are of semi-permanent type with brick wall and GCI sheet roofing. The 'Kacha' class room require maintenance work almost every year. Many schools suffer from damage in rainy season due to cyclone.

## 2.5. TOILETS AND DRINKING WATER :

Toilet and drinking water are the basic facilities that need to be provided to every school. In the combined schools, there should be toilets for girls and boys separately. It has been observed that in school where there is no toilet or separate toilet for girls, the average attendance of girl students in class is comparatively less than their boy counterparts. In West Tripura, out of the total schools, 415 nos. schools do not have any toilets facility, 158 schools have temporary toilets. 307 nos. schools are not having drinking water facility and in 71 nos. schools drinking water facility is existing but not usable. In the low and plain land, the sources of drinking water are created by sinking hand pump well, Mark – II tubewell and ring-well. But in the hilly areas, these type of water sources are difficult to create in all schools. Other alternative sources are to be tapped for ensuring supply of water to the students of hilly areas. The schools without toilet and drinking water facilities in the district will be extended the said facility by phasing out annual targets.

**TABLE – XXX**

**BLOCK-WISE NAME OF SCHOOL WITHOUT PERMANENT BUILDING,  
DRINKING WATER AND TOILET FACILITY (2003)**

Sl. No.	Name of Block	Number of Schools without					
		Pacca Building		Toilet facility		Drinking water facility	
		Pry.	U. Pry.	Pry.	U. Pry.	Pry.	U. Pry.
1.	Mohanpur	10	03	22	04	22	07
2.	Hezamara	06	01	22	05	11	02
3.	Jirania	18	01	15	03	03	01
4.	Mandai	05	02	25	01	19	00
5.	Teliamura	08	06	08	12	08	12
6.	Kalyanpur	08	02	06	11	06	11
7.	Mungiakami	01	02	15	02	010	02
8.	Khowai	06	03	23	11	16	03
9.	Padmabil	01	03	20	09	17	09
10.	Tulashikshar	09	05	35	12	22	15

11.	Bishalgarh	14	14	15	22	11	08
12.	Dukli	15	08	18	08	12	07
13.	Jampoijala	18	06	49	04	20	10
14.	Melagarh	15	00	07	08	07	07
15.	Boxanagar	03	01	03	04	02	03
16.	Kathalia	07	01	02	02	03	03
17.	Agartala Municipal Area	03	00	12	00	18	00
<b>Total :-</b>		<b>147</b>	<b>58</b>	<b>297</b>	<b>118</b>	<b>207</b>	<b>100</b>

### 3. MONITORING

In the district education office, there is one Junior Engineer posted for providing technical support and guidance to the VECs for execution of civil works under SSA Scheme. The State Directorate of School Education has an Engineering cell attached headed by one Executive Engineer for planning and monitoring of civil works of School Education Department.

The members of VECs and masons will be provided training for effective supervision, monitoring and implementation of civil work and to ensure quality construction. The Jr. Engineer will provide help in preparation of estimate; implementation and quality check of repair works. Besides, the teachers, members of MTAs will also be involved in monitoring and implementation of civil works.

**TABLE - XXXI**  
**INFORMATION REGARDING POSITION OF THE SCHOOL BUILDING**  
**UNDER WEST TRIPURA DISTRICT (INCLUDING TTAADC)\**

SL. NO.	Name of the School	No. of room Permanent	No. of room Semi-permanent	No. of room Katcha	Total
1.	Mohanpur	32	657	135	824
2.	Hezamara		153	54	207
3.	Jirania	06	502	132	640
4.	Mandai		125	57	182
5.	Teliamura		259	120	379
6.	Kalyanpur	10	183	83	276
7.	Mungiakami		48	17	65

8.	Khowai	34	309	32	375
9.	Padmabil		270	28	298
10.	Tulashikshar		180	52	232
11.	Bishalgarh		415	258	673
12.	Dukli		344	218	562
13.	Jamposijala		119	100	219
14.	Melagarh	20	165	183	368
15.	Boxanagar		56	86	142
16.	Kathalia		84	113	197
17.	Agartala Municipal Area	276	186	105	567
<b>Total :-</b>		<b>378</b>	<b>4055</b>	<b>1773</b>	<b>6206</b>

The above table gives us a clear picture about number of class room type-wise available in the district. Most of the class room are either semi pacca or katcha. Only in few high and higher secondary schools there are permanent building. 1773nos. Katcha rooms of the district are to replaced with semi permanent room in phased manner under various scheme like PMGY, Non Lapseable Pool.

## CHAPTER – VI

### 7. MANAGEMENT STRUCTURE FOR PROGRAMME IMPLEMENTATION

#### 1. STATE LEVEL-

A state Society has been constituted in the name of “ Sarva Shiksha Abhyan Rajya Mission Tripura” for successful implementation of the SSA Scheme. Monitoring Committee has been formed at various levels, State, District, Block, Village and School to ensure effective supervision of the Scheme.

The Society has been registered under the societies Registration Act. 1860 according to the memorandum of association and rules and regulations as approved by the Government of Tripura. The State Mission will hold meeting twice in a year for adopting policy decisions and to suggest necessary corrective measures for proper implementation of SSA Scheme. They will also discuss the consolidated reports of the district committee and review the progress of different component-wise activities of SSA Scheme in order to suggest broad policy framework.

#### SARVA SHIKSHA ABHIYAN RAJYA MISSION, TRIPURA

Official Members:

1. Chief Minister, Tripura.	-	President
2. Minister, Education, SC Welfare etc., Tripura.	-	Vice- President
3. Minister, ST Welfare, Tripura.	-	Vice – President
4. Chief Secretary, Tripura.	-	Member
5. Secretary, Rural Development Department.	-	Member
6. Secretary, Planning & Co-ordination Department.-	-	Member
7. Secretary, Health & Family Welfare Department.-	-	Member
8. Secretary, Finance Department.	-	Member
9. Secretary, Education Department.	-	Member
10. Secretary, Panchayet Department, Tripura	-	Member
11. Secretary, SC & OBC Welfare Department.	-	Member
12. Secretary, Social Welfare & Social Education Department	-	Member
13. Secretary, ST Welfare Department.	-	Member
14. Secretary, Urban Development Department, Tripura.	-	Member
15. Director, SCERT, Tripura.	-	Member

The State Mission has one Execution Committee headed by the Chief Secretary and with senior Secretaries of other department of the State Govt. and the TTAADC as its members. The Director of School Education will function as Member Secretary of the Committee. The



executive Committee will meet quarterly to formulate strategies for effective implementation of SSA Scheme and to monitor the progress of the programme.

The Executive Committee:

1. Chief Secretary, Tripura	-	Chairman
2. Principal Secretary, Rural Development Deptt.	-	Member
3. Principal Secretary, Planning & Co-ordination	-	Member
4. Commissioner, Health & Family Welfare Deptt.	-	Member
5. Commissioner, Finance Department.	-	Member
6. Commissioner, Education Department	-	Member
7. Chief Executive Officer, TTAADC.	-	Member
8. Secretary, SC & OBC Welfare Department.	-	Member
9. Secretary, Social Welfare & Social Education Deptt.	-	Member
10. Director, SCERT, Tripura.	-	Member
11. Principal Officer, Education (TTAADC)	-	Member
12. i) Sri Sunil Ch. Hazari, Asst. Teacher.	-	Member
ii) Smt. Anupama Das	-	Member
iii) Smt. Raj Laxmi Devi	-	Member
13. 3 (Three) representatives of Govt. of India (to be nominated by MHRD)	-	Member
14. 3 (Three) persons from among the 8 (eight) members nominated in the Mission by the Central Govt. -	-	Member
15. Director of School Education ( State Project Director)	-	Member

## **2. DISTRICT LEVEL**

The District Level Education Committee (DLEC) is constituted of the following members.

1. District Magistrate & collector, West Tripura	-	Chairman
2. Chairman of all Panchayet Samities	-	Member
3. Chairpersons of all Nagar Panchayets	-	Member
4. Chairman, Education Standing Committee Zila Parisad	-	Member
5. One Inspector of Schools (State Government)	-	Member
6. One Inspector of Schools (TTAADC)	-	Member
7. One Headmaster, H/S.School	-	Member
8. One Headmaster, High School	-	Member
9. One Headmaster, Sr. Basic School	-	Member
10. One Headmaster, Jr. Basic School	-	Member
11. District Social Welfare & Social education Officer	-	Member
12. One Block Development Officer	-	Member



13. District Panchayet Officer	-	Member
14. Principal Officer (Education) TTAADC	-	Member
15. Member from BLEC	-	Member
16. Member from NGO(s)	-	Member
17. Local Educationist	-	Member
18. Local Literacy Activitsts	-	Member
19. District Education Officer	-	District Project Co-ordinator

The committee (DLEC) will meet once on a month to examine the progress reports of Block Committees.

### **3. BLOCK LEVEL**

A Block Level Education Committee (BLEC) is constituted in each Block to monitor the implementation of the SSA programme within its jurisdiction. The composition of BLEC is as under:

1. Sub-Divisional Officer	-	Chairman
2. Chairman, Panchayet Samity	-	Member
3. Chairman, education Standing Committee (Panchayet)	-	Member
4. Block Development Officer	-	Member
5. Inspector of Schools (TTAADC)	-	Member
6. Inspector of Social Welfare & Social Education	-	Member
7. One Headmaster, H.S.School	-	Member
8. One Headmaster, High School	-	Member
9. One Headmaster, Sr. Basic School	-	Member
10. One Headmaster, Jr. Basic School	-	Member
11. Member of VEC	-	Member
12. Member of MTA	-	Member
13. Teacher	-	Member
14. Local Educationist	-	Member
15. Officer of PWD	-	Member
16. Officer of RD	-	Member
17. Member of NGO	-	Member
18. Inspector of School (State Government)	-	Block Project Co-ordinator

The Committee (BLEC) will meet once in a month to discuss the progress reports of VEC (s) and MTA (s) and to take remedial measures after review of implementation progress.

### **4. VILLAGE LEVEL**

In each village there is Village Education Committee or Panchayet Education Committee consisting of representation from various groups. The VEC will meet twice in a month and

supervise works of school building, procure TLM. The committee will mobilize the local community to make the programme success.

The composition of Village Level Education Committee is as under :

- |                      |   |             |
|----------------------|---|-------------|
| 1. Panchayet Pradhan | - | Chairperson |
| 2. Panchayet Member  | - | Member      |
| 3. Panchayet Member  | - | Member      |
| 4. Chairman, MTA,    | - | Member      |
| 5. Chairman, MTA.    | - | Member      |
| 6. One Educationist. | - | Member      |
| 7. HM / TIC.         | - | Secretary   |

**5. SCHOOL LEVEL**

Each School has mother teacher association consisting of mothers, parents and teachers of the schools. The MTA will have right to inspect all official records / vouchers / documents of expenditure etc. and send progress report to the Block Committee.

The composition of Village Level Education Committee is as under :

- |  |          |           |
|--|----------|-----------|
| 1. Sri/ Smt. _____                       | Guardian | Chairman  |
| 2. Sri/ Smt. _____                       | Guardian | Member    |
| 3. Sri/Smt. _____                        | Guardian | Member    |
| 4. Sri/Smt. _____                        | Guardian | Member    |
| 5. Sri/ Smt. _____                       | Guardian | Member    |
| 6. Sri/ Smt. _____                       | Guardian | Member    |
| 7. Sri/ Smt. _____, _____ School, HM/TIC |          | Secretary |

6. At the state level, state project office has been established with the state project Co-ordinator (Director of School Education) as the head. Besides one Joint Director, one H/M of H/S School (deputed staff) and 4 clerical staff are posted in the project office for coordinating, supervision of different day-to-day activities of SSA Scheme. Similarly, the district project official has been setup in the district education office with the DEO, District Project Co-ordinator as its head. One H.M. of High School, 2 (two) clerical staff, one secondary teacher and one group 'D' staff have been engaged for carrying day-to-day activities of SSA Scheme in the district.

At the Block level also, one SSA unit is set up with the following staff to look after the different activities of SSA Scheme in each Inspectorate of Education.

1. Block Project Co-ordinator.
2. One or two teachers on deputation.
3. One clerical staff.
4. One group "D" staff.

## CHAPTER –VII

### ACHIEVEMENTS OF SSA TARGETS DURING 2001-2002 AND 2002-03

#### YEAR- 2001-02

<u>Compoment</u>	<u>Physical Target</u>	<u>Achievement</u>
1. Construction of BRC	2	Construction of 2 BRC is completed
2. Construction of CRC	1	Construction of 1 CRC is completed
3. Free Text Book	68969	Free Text Books supplied to all eligible students
4. Computer Education for Girls Children	13	Computer education is started in 13 nos. schools
5. Furniture for BRC	15 BRC	Supplied
6. Furniture for CRC	63 CRC	Supplied
7. Training of members of VEC	3496	Training Completed
8. Maintenance Grants	1087	Utilised
9. Teacher Grants	12812	Utilised
10. IE for disabled children	1100	All identified eligible students are covered.
11. Teachers Training	3000	Training of resource person is gong on

**Financial Targets ----- Rs. 390.75 lakhs**

**Financial Achievement –Rs. 350.00 lakshs**

#### YEAR 2002-2003

<u>Compoment</u>	<u>Physical Target</u>	<u>Achievement</u>
1. Primary School	25	Process initiated
2. Salary for new Pry. Teachers	40	Nil
3. TLE grant new Pry. School	25	Nil
4. Training for utrained teacher	1078	Nil
5. Training for new teacher	40	Nil
6. Teacher training by I.G.N.O.	50	Nil

7. Salary for BRC Persons (Pry)	75	Nil
8. Salary for BRC Person (Upper Pry.)	75	Nil
9. Computer Education for girls	15	Nil
10. BRC	3	Work in progress
11. CRC	2	Work in progress
12. toilet	70	Work in progress
13. Drinking Water Facility	70	Work in progress
14. Free Text Book	1,22,387	Nil
15. Building for School without building(Pry)10Nos.		Work in progress
16. Building for schools with out building (Upper Pry.) 9 Nos.		Work in progress

**1. Approved outlay 488.99 lakhs**

**2. Sanctioned amount of fund Rs. 244 lakhs**

**3. Financial achievement up to May Rs. 80 lakhs ( Approx.)**

### **ENROLMENT OF OUT OF SCHOOL CHILDREN**

Due to late receipt of fund of Rs. 244 lakhs, implementation of different components of SSA Scheme sanctioned for 2002-03 could not be started on time.

The fund was received by District Project Co-ordinator office on 17.3.03 by cheque.

The civil works and implementation of other components of SSA Scheme by utilising the fund sanctioned for 2002-03 will be completed within next two months except teacher training component.

Out of 36035 nos. dropped and unenrolled children identified through household survey in the district, only 4000 students could be enrolled in formal school. Since the 900 proposed EGS centres for West Tripura District have not been approved and required fund has not been released by the Govt. of India till today, the remaining out-of-school children could not be enrolled in non formal / alternative schools. At the beginning of 2003 academic session, approximately 800 students have been identified as new drop-outs in the district. The members of VECs and MTAs are actively involved in enrollment drive of these new dropped-out children. Their names have been recorded in the village education register.

Despite our sustained effort, achievement in this area appears to be below our target. More emphasis need to be put on mobilising the communities, the stakeholders, local NGOs for improving our achievement.

The promotion rate to higher class at elementary stage in the academic session 2002 has shown marginal increase over the position of the last year. Maintaining the present rate of

promotion and achieving the targeted increase of promotion rate seems to be a challenging task. Intervention for quality improvement need to be given more priority.

**TABLE- XXVIII**

**BLOCK-WISE ENROLLMENT (CLASS I –VIII) OF WEST TRIPURA DISTRICT (2003)**

Sl. No.	Name of Block	Boys				Total Boys	Girls				Total	Grand Total
		ST	SC	OBC	Others		ST	SC	OBC	Others		
1.	Mohanpur	6089	5163	1846	4205	17303	5868	4990	1702	4149	16709	34012
2.	Hezamara	2987	45	01	71	3104	2905	32	02	66	3005	6109
3.	Jirania	6106	2918	00	5357	14381	5693	2846	00	5483	14022	28403
4.	Mandai	4999	100	00	239	5338	5247	88	00	175	5510	10848
5.	Bishalgarh	4736	3086	1556	8420	17798	4259	2861	1541	8034	16695	34493
6.	Dukli	1005	6170	2962	9616	19753	942	5780	3202	9159	19083	38836
7.	Jampoijala	5699	00	00	127	5826	5658	00	00	99	5757	11583
8.	Melagarh	1699	3705	2251	4776	12431	1407	3863	2135	5232	12637	25068
9.	Boxanagar	546	1596	819	3310	6271	407	1647	838	2558	5450	11721
10.	Kathalia	848	1110	1779	3561	7298	686	1251	1581	2993	6511	13809
11.	Khowai	1219	1943	2222	2023	7407	1164	2092	1852	1806	6914	14321
12.	Padmabil	3959	31	29	33	4052	3794	27	26	38	3885	7937
13.	Tulashikhar	5922	465	195	343	6925	5730	467	148	241	6586	13511
14.	Teliamura	1647	2566	1559	947	6719	1479	2415	1576	918	6388	13107
15.	Kalyanpur	830	1424	1010	497	3761	712	1297	984	404	3397	7158
16.	Mungiakami	1117	01	02	01	1121	1011	09	02	02	1024	2145
17.	Agartala Municipal Area	1188	3093	1445	8127	13853	1402	2976	1793	7863	14034	27887
<b>Total:-</b>		<b>50596</b>	<b>33416</b>	<b>17676</b>	<b>51653</b>	<b>153341</b>	<b>48364</b>	<b>32641</b>	<b>17382</b>	<b>49220</b>	<b>147607</b>	<b>300948</b>

**ACCOUNTS AND AUDIT**

1. Proper accounts of component-wise receipt and expenditure of SSA fund, all sorts of financial transactions and transparency will be maintained at all levels – State, District, Block, Village and School levels in the same manner as required in state government office. Regular checking, verification of all relevant records, documents and registers will be done by the field staff, members of MTA and VEC through social auditing system. Financial Progress reports, utilisation certificate in the formats prepared for this purpose will be collected from the field level offices on regular basis for effective monitoring of programme implementation.

2. The following registers and documents will be maintained in the SSA cell / society office.

- Cash Book.
- Ledger.
- Register of Temporary Advances
- Register of Bank Draft Received.
- Register of Cheque Books and Receipt Books.
- Cheque Issue Register.

- Register of Remittance made into the Bank.
- Bank Pass Book.
- Bill Register.
- Stock Register.
- Fixed Assets Register.
- Register of Works.
- Register of Grants to NGO (s).
- Register of investment.

3. The accounts of the society will be got audited by a chartered Accountant every year. Besides, an internal audit team will be constituted headed by an Accounts officer for conducting periodic scrutiny and review of the expenditure.



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## COSTINGS

## PERSPECTIVE PLAN FOR 2001-2007

## DISTRICT SUMMARY - WEST TRIPURA DISTRICT, AGARTALA

Sl. No.	Description	Approved						Proposed								
		Unit Cost	Days/Month/ Nos	2001-2002		2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		
				PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1	<b>Primary School</b>															
1.1	New School Furniture (Pry.)	0.50	Per School					30	15.00	38	19.00	38	19.00	38	19.00	
1.2	Salary for New School Teacher	0.052	Per Teacher Per Month for 6 Month			40	11.76	60	18.72	176	86.11	254	134.78	330	182.21	
1.3	T.L.E. Grant for New Primary School (OBB Uncovered)	0.10	Per School			25	2.25	30	3.00	38	3.80	38	3.80	38	3.80	
1.4	Salary of Teachers for previous Yr.	0.052	Per Month					40	24.96							
1.5	Others															
1.6	<b>Sub Total</b>						14.01		61.68		108.91		157.58		205.01	
2	<b>Upper Primary School</b>															
2.1	New School Furniture (U. Pry.)	0.70	Per School					21	14.70	16	11.20	16	11.20	16	11.20	
2.2	Salary for New School Teacher	0.066	Per Teacher Per Month for 1 year					63	24.94	186	98.61	309	196.02	435	294.63	
2.3	T L E. Grant for New Upper Primary School (OBB Uncovered)	0.50	Per School					21	10.50	41	20.50	41	20.50	41	20.50	
2.4	Additional Teachers															
2.5	<b>Sub Total</b>								50.14		130.31		227.72		326.33	
3	<b>Primary and Upper Primary School</b>															
3.1	School Grant (Primary)	0.02	Per School	642	12.84			733	14.66	800	16.00	838	16.76	838	16.76	
3.2	School Grant (Upper Primary)	0.02	Per School	445	8.90			470	9.40	507	10.14	528	10.56	570	11.40	
3.3	Teacher Grant (Primary)	0.005	Per Teacher	6819	34.10			7299	36.50	7435	37.18	7511	37.56	7511	37.56	
3.4	Teacher Grant (Upper Primary)	0.005	Per Teacher	5993	29.96			5340	26.70	5548	27.74	5602	28.01	5602	28.01	
3.5	<b>Sub Total</b>				85.80				87.26		91.06		92.89		93.73	
4	<b>Teacher Training</b>															
4.1	Induction Training for Untrained Teachers for 10 days	0.007	Per Teacher			1078	7.55	163	1.14	130	0.91	130	0.91	130	0.91	

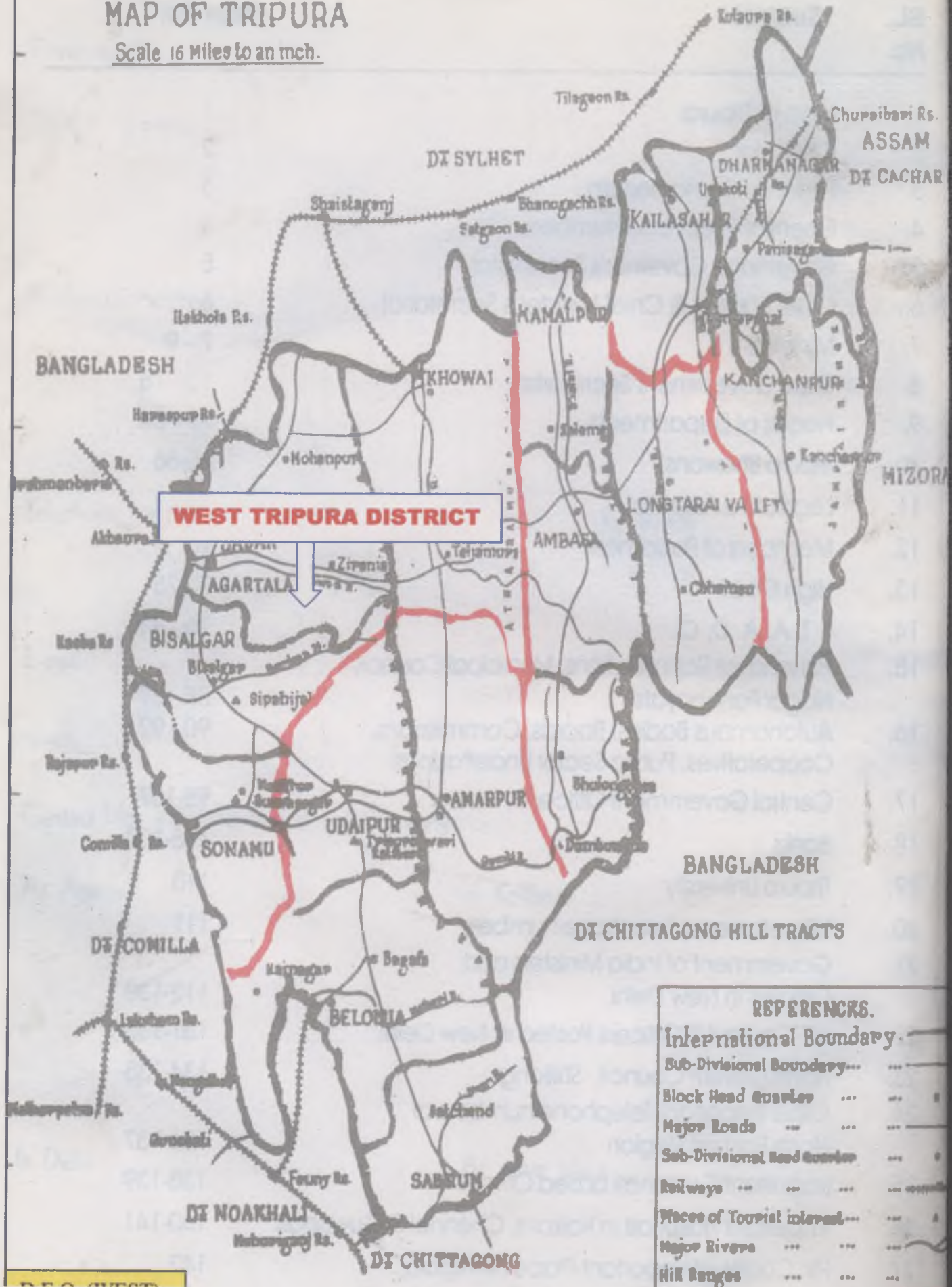
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
4.2	Training of Existing Teachers for 10 days	0.007	Per Teacher	3000	21.00			4000	28.00	2000	14.00	2000	14.00	2000	14.00
4.3	Orientation Training of New Teachers	0.007	Per Teacher			40	0.28								
4.4	Teachers Training by IGNOU for 60 days	0.042	Per Teacher			50	2.10			100	4.20	100	4.20	100	4.20
4.5	<b>Sub Total</b>				<b>21.00</b>		<b>9.93</b>		<b>29.14</b>		<b>19.11</b>		<b>19.11</b>		<b>19.11</b>
5	<b>Research &amp; Evaluation</b>	0.011	Per School			1087	<b>11.96</b>	1203	<b>13.24</b>	1321	<b>14.53</b>	1387	<b>15.30</b>	1387	<b>15.30</b>
6	<b>Block Resource Center</b>														
6.1	Furniture Grant for BRC	1.00	Per BRC	15	15.00			1	1.00						
6.2	Equipment etc. for BRC (TLM)	0.05	Per BRC	15	0.75	16	0.80	16	0.80	16	0.80	16	0.80	16	0.80
6.3	Contingency for BRC	0.125	Per BRC	15	1.88	15	1.88	16	2.00	16	2.00	16	2.00	16	2.00
6.4	Salary of Block Resource Persons	0.066	Per Teacher Per Month for 1 year					80	63.36	80	63.36	80	63.36	80	63.36
6.5	Meetings, Travelling Allowances etc.	0.005	Per BRC Per Month			15	0.45	16	0.96	16	0.96	16	0.96	16	0.96
6.6	<b>Cluster Resource Center</b>														
6.7	Teaching Learning Material	0.01	Per CRC	63	0.63	63	0.63	63	0.63	63	0.63	63	0.63	63	0.63
6.8	Furniture Grant for CRC	0.10	Per CRC	63	6.30										
6.9	Contingency for CRC	0.025	Per CRC	63	1.57			63	1.57	63	1.57	63	1.57	63	1.57
6.10	Salary of Cluster Resource Person	0.066	Per CRC					252	199.58	198	9.70	198	9.70	198	9.70
6.11	Meetings, Travelling Allowances etc.	0.002	Per CRC			63	1.52	63	1.52	63	1.52	63	1.52	63	1.52
6.12	<b>Sub Total</b>				<b>26.13</b>		<b>5.28</b>		<b>271.42</b>		<b>80.54</b>		<b>80.54</b>		<b>80.54</b>
7	<b>Community Training (VEC)</b>	0.0006	Per Student	3496	<b>2.10</b>	750	<b>0.45</b>	2674	<b>1.60</b>	2968	<b>1.78</b>	2968	<b>1.78</b>	2968	<b>1.78</b>
8	<b>Integrated Education for Disabled Student</b>	0.012	Per Teacher	1500	<b>18.00</b>			1100	<b>13.20</b>	1100	<b>13.20</b>	1100	<b>13.20</b>	1100	<b>13.20</b>
9	<b>Innovation for (Education of Girls SC/ST)</b>														
9.1	Residential Course for Girls School	35.00	Per School			1	35.00	1	35.00	1	35.00	1	35.00	1	35.00
9.2	Innovative Project for Girls Education (Computer Education)	1.00	Per School	13	13.00	15	15.00	30	30.00	58	58.00	58	58.00	58	58.00
9.3	<b>Sub Total</b>				<b>13.00</b>		<b>50.00</b>		<b>65.00</b>		<b>93.00</b>		<b>93.00</b>		<b>93.00</b>
10	<b>Management Cost (6% of Total Cost)</b>														
10.1	Consultation & Documentation				2.50		3.00		10.00		5.00		6.00		8.00



1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
10.2	Binding Machine				1.00		1.00		3.00		7.00		8.00		6.00
10.3	Books & Journals				2.00		2.00		4.00		7.00		7.00		5.00
10.4	Purchase of Furniture				3.80		4.78		7.50		3.00		4.00		6.00
10.5	MIS Room & Establishment				1.50		3.00		9.00		4.00		6.00		7.00
10.6	UPS (5 KVA)				1.00		1.00		4.00		4.00		3.00		3.00
10.7	Computer Consumable Goods				0.50		0.50		4.00		8.00		8.00		7.00
10.8	Honorium to Resource Person				1.00		1.00		6.00		10.00		11.00		10.00
10.9	TA & DA to Resource Person				0.80		0.80		5.50		5.00		6.00		7.00
10.10	Contingent Expenditure				1.00		1.00		4.00		12.00		11.00		13.00
10.11	Maintenance Cost				2.00		2.00		6.00		11.00		11.00		15.00
10.12	Cost of P. Oil etc.				2.00		2.00		4.53		7.08		9.22		9.00
10.13	Computer & Accessories				2.00		2.00		6.50		5.00		6.00		8.04
10.14	Type Writer Machine				2.00		2.00		2.50		3.00		4.00		5.00
10.15	<b>Sub Total</b>				<b>23.10</b>		<b>26.08</b>		<b>76.53</b>		<b>91.08</b>		<b>100.22</b>		<b>109.04</b>
11	<b>Maintenance Grant</b>														
11.1	Maintenance Grant (Primary)	0.05	Per School	642	32.10			697	34.85	765	38.25	803	40.15	803	40.15
11.2	Maintenance Grant (Upper Primary)	0.05	Per School	445	22.25			441	22.05	497	24.85	515	25.75	515	25.75
11.3	<b>Sub Total</b>				<b>54.35</b>				<b>56.90</b>		<b>63.10</b>		<b>65.90</b>		<b>65.90</b>
12	<b>Civil Works</b>														
12.1	Building for Schools without Building (Primary)	5.00	Per School			10	50.00	20	100.00	23	115.00	23	115.00	23	115.00
12.2	Building for Schools without Building (Upper Primary)	7.00	Per School			9	63.00	12	84.00	8	56.00	8	56.00	8	56.00
12.3	Additional Class Room	1.25	Per Room					40	50.00						
12.4	BRC	6.00	Per BRC	2	12.00	3	18.00	8	48.00	2	12.00	3	18.00	3	18.00
12.5	CRC	2.00	Per CRC	1	2.00	2	4.00	14	28.00	15	30.00	16	32.00	16	32.00
12.6	New School Building (Pry.)	5.00	Per School							44	220.00	44	220.00	44	220.00
12.7	New School Building	7.00	Per School							22	154.00	21	147.00	21	147.00
12.8	Toilet Facility ( Primary)	0.20	Per School			50	10.00	50	10.00	71	14.20	71	14.20	71	14.20
12.9	Toilet Facility (Upper Primary)	0.20	Per School			20	4.00	20	4.00	13	2.60	13	2.60	13	2.60
12.10	Boundary Walls														
12.11	Drinking Water ( Primary)	0.15	Per School			50	7.50	50	7.50	56	8.40	56	8.40	56	8.40
12.12	Drinking Water (Upper Primary)	0.15	Per School			20	3.00	20	3.00	10	1.50	10	1.50	10	1.50
12.13	<b>Sub Total</b>				<b>14.00</b>		<b>159.50</b>		<b>334.50</b>		<b>613.70</b>		<b>614.70</b>		<b>614.70</b>
13	<b>Text Book</b>	0.0015	Per Student	100413	<b>150.62</b>	122387	<b>183.58</b>	224148	<b>291.39</b>	224148	<b>288.69</b>	224148	<b>288.69</b>	224148	<b>288.69</b>
14	<b>Grand Total</b>				<b>408.10</b>		<b>460.79</b>		<b>1352.00</b>		<b>1609.01</b>		<b>1770.83</b>		<b>1928.33</b>

# MAP OF TRIPURA

Scale 16 Miles to an inch.



**WEST TRIPURA DISTRICT**

REFERENCES.	
International Boundary	—
Sub-Divisional Boundary	---
Block Head Quarter	...
Major Roads	...
Sub-Divisional Head Quarter	...
Railways	...
Places of Tourist interest	...
Major Rivers	...
Hill Ranges	...