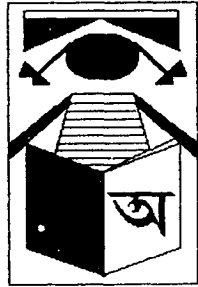


SARVA SIKSHA ABHIYAN



DISTRICT : DHEMAJI

**DISTRICT ELEMENTARY EDUCATION PLAN
(DEEP)**

(2002-2003 to 2009-2010)

**AXOM SARBA SIKSHA ABHIJAN MISSION
GOVERNMENT OF ASSAM**

MAP OF DHEMAJI DISTRICT

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DISTRICT AT A GLANCE

Geography	
Location	North East Corner of Assam in the North East India
Distance from the state capital	480 kms.
Total Area	3237 sq. km.
Major rivers	Nanadi, Jiadhal(Samrajan), Gainadi, Jalakia churi, Demow, Dikhari, Chimen and Chiyang.
Total Forest Cover	
Cultivated Area	106570 Hector
Under Paddy Cultivation	10657 hector (60%)
Administration	
Head quarter	Dhemaji
No of Sub-divisions	2 (Dhemaji and Jonai)
No of Circles/Tehsil	4
Name of Circles/Tehsils	Dhemaji, Gogamukh, Sisiborgaon, Murkungselek
No of CD Block	5
Name of CD Block	Dhemaji, Bordoloni, Sisiborgaon, Murkungselek and Machkhowa
No of Zila Parishad	1
Name of Zila Parishad	Dhemaji
No of Police Station	4
Names of the Police Station	Dhemaji, Gogamukh, Silpather and Jonai
No of A.P.(Ancholik Panchayat)	5
Name of A.P	
No of GP	65
No of villages	1323
No. of towns	3
Name of the Town	Dhemaji, Gogamukh, Silapather
Name of Municipality	Dhemaji Municipal Board
Name of Town Committee	Dhemaji Town Committee
Major language	Assamese (Miching, Bodo, Deori, Sonowal kachari) Bengali
No. of revenue villages	1323
No. of forest villages	
No. of tea garden	
Total PWD road length	257 kms.
Total road length (surface)	398 kms.
Earthen road	kms.
Graveled road	Kms
Within municipality area	kms.
Matalled road (HG road)	Kms
KBG road	kms.
Major Railway Station	Bgamukh, Dhemaji, Silapather, Chimenchapani and Murkungselek
Nearest Airport	Lilabari (near lakhimpur town 68 km distance from Dhemaji)
Health Infrastructure	
Civil Hospital (100 bed)	1
CHC (30 bed)	
PHC (Block – 6 bed)	
PHC (New – 2 bed)	
State Dispensary	

Medical Sub-center	
FW Sub-center	103
Bank	
No. of Scheduled Banks	18
No of Semi-urban branches	
No of Rural branches	

	1991 census	2001 census
Total Population	478830	569468
Muslim	7114(1.49%)	
Hindu	449492 (93.87%)	
Rural	469939(98.14%)	556818(97.7%)
Urban	8891(1.86%)	13650 (2.3%)
SC	30482 (6.37%)	(%)
ST	210353 (43.93%)	(%)
Density	147.92 per.sq km	175.92per sq km
Female per 1000 males	927	936.27
Literacy rate	41.69	65.94
Literacy rate (male)	26.5	48.81
Literacy rate (female)	15.10	27.13

CHAPTER- I: DISTRICT PROFILE

Location

Dhemaji is a Cosmo cultural district having heterogeneous identity, situated in the north bank of the river Brahmaputra in the northeast corner of the state, Assam. Originally the district was a part of Lakhimpur district. It got its district status in the year of 1989. The district lies in between $94^{\circ} 12' 18''$ and $95^{\circ} 41' 32''$ East longitude and $27^{\circ} 05' 27''$ and $27^{\circ} 57' 16''$ North latitude covering a total geographical areas of 3237 sq.km. out of which urban area is 3.50 Sq.km. The Head Quarter of the district is 480km away from the state capital, Dispur.

Boundaries

The Dhemaji district is bounded by the state Arunachal Pradesh on the North & East, Brahmaputra river and Dibrugarh District on the South and Subansiri river and Lakhimpur district on the West.(Map 1)

Historical Background

According, Dr. A.F.R Holey said – “after thus for several generations, kings of Naraka dynasty had ruled the whole country of the great chief of the mille Chas, during to turn of adversely, (fate, took possession of the kingdom) this was Salastambha ruled Dhemaji in 820- 835 AD.” In the middle age the Bodos ruled Habung or vast (Ha-Land; Bang-Plenty vast) and the kingdom was called Habung or Habong. The kingdom extended to the Subansiri river (Rajmahan Nath: Background of Assamese culture.).

The Habung region, an area East of the river Subansiri and North of Lohit was a highly fertile land being annually inundated by flood which deposited silt that acted as manure. Habung was also related with Ahom king Chukafa and Chujangpha (Bamuni Konwar), Sir Edward Gait explained in “ A history of Assam. “So Ahom King Chukapha left it and descended the Brahmaputra till he reached the mouth of the river Dikhu. Later, in this Habung family which sheltered his mother. This, history Kingdom Habung is at present known as Dhemaji”.

Originally the name of Dhemaji seems to come from the Bodo word DI-MA-CHI. The word “DI” is used before a river. Larger number of river in Dhemaji district is associated with the word “DI” as Dihang, Dikari, Dikrang, Dipa, Dimu, Dirpai, Dimari, etc. Moreover, the tribes of Tibet Burma race i.e. Mishing, Deori, Chutia used the word “ Chi” to denote a river water, e.g. Chibia, Chiyang, Chile, Chimen, Chinyen(Dipa), Chiri, Chiripani etc. The word Subansiri in Tai language is called Kham-Nam-Tima (kham: -sold, Nam-Tima: - river). The Sonowal Kachari residing in Subansiri valley, called the river as Dima (DI: - water, Ma: - the name of the river.). The word Dima verbally becomes time for Ahom members as SOL GONE Nam_Tima. Then Kham-Nam-Tima perhaps the race of the Bodo tribes lived in Subansiri valley, which has large number of rivers, lakes, rivulets, deep-fields. Hence they used the word “Dima” for valley and the tribe/ race Miri, Deori, Chutia, who also lived in the valley and used the word “Chi” with “Dima”. In course of time the name of Dhemaji seems to evolve from Dimachi-Dimaji-Dhemaji.

According to other source, the original name Dhemaji came from the Dhal-Dhemaji. Major rivers like Brahmaputra, Chimen, Gai, Moridhal, Jiadhal, Eradhal, Na- Nadi, are overflow inundation in the middle of the rainy season every year. It is called Dhal Dhemaji by the common conversation of the people. In course of time the word Dhal-Dhemaji philologically became Dhemaji. Major river Jiadahal is known as Sorrow of Dhemaji.

Topography

Topographically the whole district is plain in nature with rich fertile soil. The Northern border of the district is bounded by hills and mountains. The Southern part of the district is totally occupied by char areas .Before 1950 there were many low lying sub-marsh areas, but after

the earthquake of 1950 most of the rivers became active in erosion and deposition and in the rainy season the soil becomes waste- land.

Climate:

The climate of the district is hot and humid in nature. The average temperature of the district in the month of August is 37.5 Celsius while it is 27.0 Celsius in January. Monsoon generally starts from April with heavy rain during the month of June and July. As the state falls under the heavy rainfall zone, so Dhemaji is not exceptional. The heavy rainfall causes annually devastating flood in almost all the plain areas of the district.

Agriculture:

More than 80% populations of the district are engaged in agriculture. The soil type of the district is alluvial in nature as the district is under the perimeter of Brahmaputra valley. Some parts consist of sand, sand-stone, silt, clay and sometimes a mixture of sand and clay. Major parts of the cultivated area are under food- crops. Rice is the most important among them covering more than two- thirds of the total cropped area. Oil-seed, potato and wheat and fruits are some other food crops produced by the people in the district.

There is no tea-garden in the district except some small tea gardens coming up during this year. Jute is the only cash- crop produced in the district covering 0.10 p.c. area of the total cultivated land.

Drainage:

Na- Nadi, Jiadhah (Samrajan) Gai Nadi, Jalakia Chuti, Demow, Dikhari, Chimen and Chiyang are the major drainages running through the district. These drainages flow down from the mountains of Arunachal Pradesh. During summer season the rivers become very active in erosion, over flood the NH 52, disintegrate the roads and bridges in every year and disrupt the communication linkages to other parts of the state. The rains bring a lot of misery to the people of the district. Large areas are often inundated with the flood, roads and bridges are frequently washed away, crops are affected and live -stocks are lost. The river Na -nadi affects more than 30 nos. of schools during rainy season at Bordoloni, Bhabeli and Lotak GP under Bordoloni Block. Jiadhah affects more than 60 nos. of elementary schools in Jiadhah, Samarajan, Batgharia, Naruathan and Ghaguha GP under Dhemaji Block. It is one of the most active and destructive rivers of the district. It may be considered to be the river of sorrow of the district. In the southern part of the district the Gai -nadi affects more than 50 nos. of schools in Daksin Sissi Tongani, Amguri and Machkhowa GP in Dhemaji Education Block. On the other hand Chiyang- nadi also affects more than 30 nos. of schools in Murkong selek block. In addition the mighty Brahmaputra offers his terrible flood- kisses to the district every year by creating a large and deep sea. The erosion of the mighty river with its tributaries is another calamity added to the district. So, special strategy need to be evolved to meet growing demands of flood affected areas in the district.

Physical Overview;

Lying on the Northern side of the Great Brahmaputra, criss-crossed by large numbers of tributaries having its origin in nearby Arunachal Hills, the District of Dhemaji consists of narrow strip of plains gradually narrowing down from West to East encircled by hills. General topography of the district varies from undulating upland on Northern foothills to low- lying plains in to South dotted by marshland, Beels and grass and reed lands with altitude ranging from 35 mt to 140 mt above MSL. The district with huge stretches of paddy land, looking lush-green in the summer and later hanging into rice gold before harvesting edged by bamboo and betel nut grooves hiding villages bounded by blue rising hills on the distance make a heart throbbing and refreshing scenario. Winding through the district with green pastures, the district looks fresh and green through out the year. The water bodies and marshy land with birds and buffaloes and various ways of fishing added to the beauty to the district. The rivers which swiftly change the courses with heavy deposit of silts have been

perpetually changing the face of the district multiplies the woes and sorrows of the population.

Transport And Communication:

The transport and communication system of the district is the worst compared to other districts of the state. There is only one M.G. railway route running from Guwahati to Murkong Selek which is damaged every year due to heavy flood. The total length of N.H. is 141 km while state highway length is only 13km in the district .The length of ASTC and public buses plying in the district only 470 km for which unlimited constraints stand on the way of communication.

There is no provision of air services in the district. The nearest air field of the district lilabari in North Lakhimpur District

Date Of Announcement As A Sub-Division And District:

Dhemaji Sub-Division	15/8/1970
Jonai Sub-Division	09/2/1979
Dhemaji District	1989

Demographic Scenario:

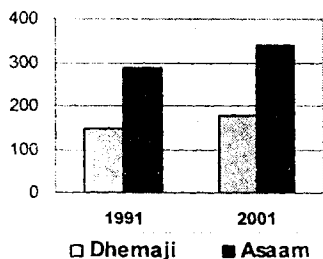
The present population of the Dhemaji according to census 2001 is 5.69 lakh Out of which female population is 2.75 lakh. The growth rate of district is 18.93(Table 1.1). During this period the state growth has been recorded as 18.89 which mean that the decadal growth of Dhemaji is higher than that of the state average.

Table-1.1 Population distribution of Dhemaji District with density and sex ratio

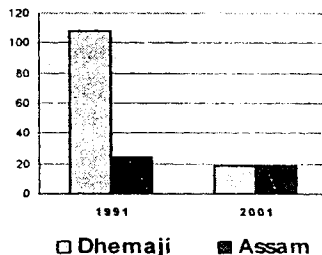
District	Population in lakh				Growth rate		Density(per sq.km)		Sex ratio(per 1000 male)	
	1991		2001		1991	2001	1991	2001	1991	2001
Dhemaji	T	478830	T	569468		18.93	148	176	927	936
	R	469939	R	530138						
	U	8891	U	39330						
Assam	T	2,414,322	T	26,638,407	24.24	18.84	286	340	923	932
	R	19,926,527	R	23,248,994						
	U	2,487,795	U	3,389,413						

Source: Census 2001

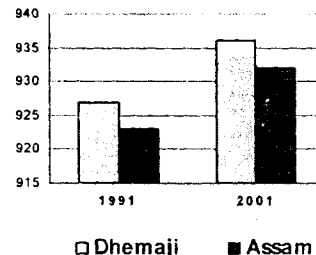
Density per sq.km



Decadal Growth rate



Sex Ratio



Fig(1):-Density per sq. km

Fig(2):- Decadal Growth Rate

Fig (3):- Sex Ratio

The above table reveals that the density of population per sq. km has been increased from 148 to 176 persons. Similarly the density of population in the state also was increased from 286 to 340 persons. The sex ratio of the district has been marginally improved from 927 to 936, which is slightly higher than the state ratio. The remarkable significance of the table is that the growth rate of the district is the highest in the state.

The percentage of S.T and S.C. population of the district was recorded as 43.92 p.c. and 7.21 p.c. respectively as per 1991 census. (Table 1.2)

Table-1.2 S.C & S.T population of Dhemaji district, 1991.

District	%age of population				Sub-Division
Dhemaji	Cast	Male	Female	Total	
	SC	4.3	2.9	7.21	Jonai 2.36% Dhemaji 7.64%
	ST	23.6	20.32	43.92	Jonai 66.96% Dhemaji 36.62%
Assam	SC			7.40	
	ST			12.82	

Source; Census 1991

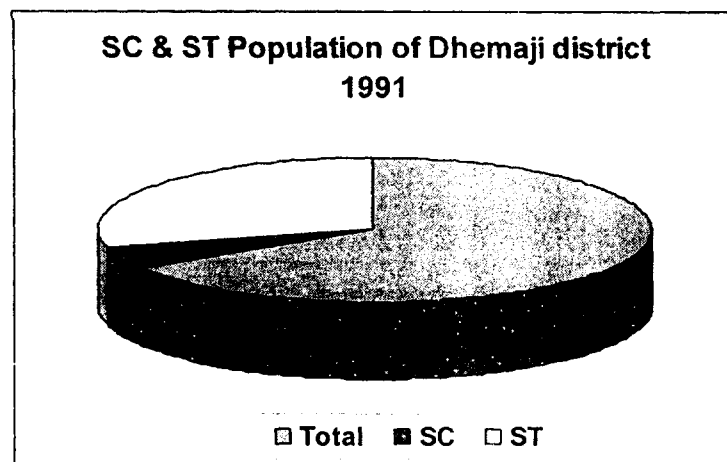


Fig .1.4 S.C & S.T population of Dhemaji district, 1991

It is seen that the schedule caste population is around 7.21% of total population which is more or less similar in respect of Assam as a whole 7.40%. Even the Schedule Tribe population of the district (43.92%) is three times higher than the state average (12.82%).

Besides, there are huge groups of other backward class population comprising Ahom, Chutias, Konch, etc. The scheduled tribes include Mising, Sonowal, Kachari, Bodos, Deories, Tiwaa Lalungs, and Rava Hajongs. Muslim and ex- tea garden population is very few.

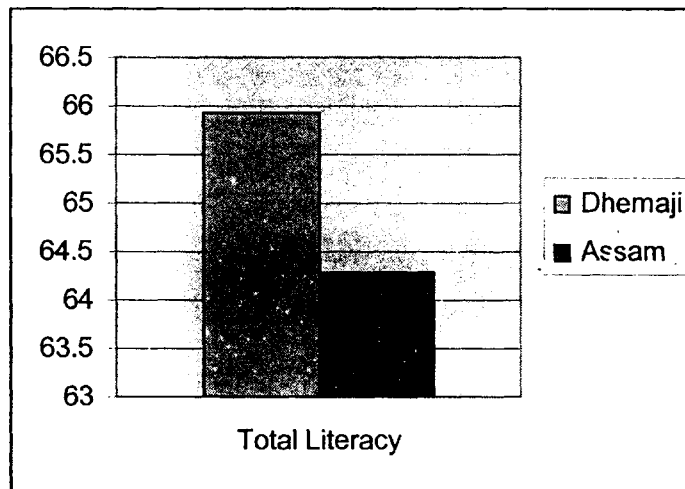
Lteracy:

The total literacy rate of the Dhemaji district, according to census 2001, is 65.96 % out of which 75.15% male and 56.11% female, while the total literacy recorded for the State of Assam is 64.28% out of which 75.85% male and 54.16% female (Table 1.3). It seems that the literate persons of the district is higher than the literacy rate of the state.

Table 1.3 Literacy P.C of Dhemaji District, 2001

District	Year	Total Persons	Male	Female
Dhemaji	2001	65.96	75.15	56.11
Assam	2001	64.28	71.93	56.03

Source: Census 2001



Fig; 1.5 Literacy rate of Dhemaji district.

Table No. 1.4 Literacy Rate by area and sex:

Year	Rural			Urban		
	Male	Female	Total	Male	Female	Total
1991	64.95	40.57	53.29	85.60	72.52	80.44
2001	74.10	54.70	64.71	88.35	75.22	82.26

The literacy rate of Urban areas is higher than the literacy rate of Rural areas.

Extent Of Backwardness:

The District, Dhemaji is one of the most backward districts of Assam with sizable population of SC/ST and other backward classes. There is no industry at all. It is already declared as a zero industrial District. The road communication system is the worst in the district in comparison to the other, which is devastated by the flood water of the river Brahmaputra, Jiadhal, Gainadi, Sisi, Subansiri, and every year. In the field of Public interest, Health Services, Elementary Education, Secondary and Higher Education, and also professional and Technical Education in the District is very backward. There are numbers of reserve forest in the district, which are all encroached. The problem of un-employment and under-employment is also very acute. The problem of educated unemployment has assumed serious dimension in the district. Public bus services are also not adequate. Although there are a large numbers of rivers, there are no Inland water transport facilities. The power situation is also the worst. The multi purpose Subansiri Dam at Gerukamukh is only provision yet to see the light of the day. In the Agricultural Sector the position of double-crops are not used in absence of Irrigation facilities.

Nos. of Elementary schools compared to geographical area of the district is only 0.33% whereas the state average is 0.44%. The same is the position in respect of secondary education also. There are no polytechnics and I.T.I in the district; the percentage of livestock population is only 0.2% whereas the state average is 5%. The percentage of Motor Vehicles

to the total road length is 1.50% whereas the state average is 16%. In respect of road length of all type is only 19% per 100 sq km whereas the state average is 42%.

The per capita consumption of electricity is only 2.3 percent whereas the state average is around 6 percent. The consumption of fertilizer is 3/27 kg per hector in Dhemaji as compared to 11 kg per hector in the state length. All these indicators substantiate the fact that this district is one of the most backward districts in Assam. Besides, 38.34 percent of the area of this district is perennially flood prone area.

BPL Families:

As per survey of Directorate of project office, DRDA in 31.1.2001.the total rural BPL families of the district is 53,867 among 569468 populations .The block wise BPL population of the district is shown in the table 1.4

Table. 1.5 Block wise BPL families.

Name of Block	No. of Rural families	No of BPL Families		
		Rural	Urban	Population
Dhemaji Dev. Block	18179	11271	272	56602
Bordoloni	18399	8988	NA	36373
Sisi Borgaon	18930	14207	NA	72235
Murkangselek	25817	16559	NA	98385
Machkhowa	4842	2842	NA	15392

Source: Project Director office DRDA 31.1.2001

It is depicted from the table that the nos. of rural BPL families is highest in Murkang Selek block and is followed by Sisi Borgaon and Dhemaji block. The increased of nos. of BPL families are due to wild flood in Dhemaji District.

Population

Table- 1.6 Population by religion

Community	Hindu	Muslim	Christian	Sikh	Buddhist	Jain	Others
Population	49492	7114	4891	163	11401	175	5530
%	93.87	1.49	1.02	0.02	0.08	0.94	1.16

Source: Census 1991

Distribution Of Population By Language :

Table: 1.7 Population By Language

Language	Population
Assamese	234517
Bengali	38845
Gujarati	38
Hindi	12539
Malayalam	53
Monipuri	301
Marathi	2

Nepali	22705
Oriya	598
Punjabi	127
Tamil	4
Telegu	6
Urdu	155
Total	478830

Major Race:

OBC- Ahom, Chutia, Konch, etc.

ST- Miching, Kachari (Sonowal),

Bodo, Deori, Rava Jajong, Lalung (Tiwa)

industries:

- | | |
|--------------------------|---|
| 1. Major industry | Nil |
| 2. Minor industry | Cane product, Food product, Sawing etc. |
| 3. Major forest product | Bamboo, Cane, Timber, Stone etc. |
| 4. Seri culture industry | Small scale. |

Administration:

The District is headed by the Deputy commission .It has two sub-divisions under the control of S.D.O. and five C.D.blocks. The following are the names of sub-divisions, towns, C.D.blocks and circles etc.

Head quarter		Dhemaji
No of Sub-divisions	2	(Dhemaji and Jonai)
No of Circles/Tehsil	4	Dhemaji, Gogamukh, Sisiborgaon, Murkungelek
No of CD Block	5	Dhemaji, Bordoloni, Sisiborgaon, Murkungelek and Machkhowa
No of Zila Parishad	1	Dhemaji
No of Educational Blocks	3	Dhemaji, Bordoloni and Murkungelek
No of Police Station	4	Dhemaji, Gogamukh, Silpather and Jonai
No of A.P.	5	
No of GP	65	
No of villages	1323	
No of forest villages	102	
No of Reverien areas	90	
No. of towns	2	Dhemaji, Silapather
Name of Municipality		Dhemaji Municipal Board
Name of Town Committee		Dhemaji Town Committee

The no. of Educational blocks as compared to C.D. blocks is very few. Therefore it is needed to be increased the no. of educational blocks for proper functioning of SSA works and administration i.e. one in Maskhowa and other in Sisi Bargaon.

There are two declared towns in the district, one is Dhemaji and other is Silapather. But there are two more important commercial towns growing up in the district. So these may be declared as towns also.

Nos. of reveries area in the district may be increased due to flood, as some of the areas are totally devastated by the flood by this year after completion of SSA survey.

Some migrated people from other places due to eviction create some new forest areas in the border areas of Arunachal Pradesh.

Blockwise Nos. Of G.P., Village And Habitations:

Table No 1.8: Area .no of Block inhabited villages. GP, Town and Density

Year	Educational Block	Name of CD Block under Educational block	No of GP	No of village	No of habitation
1991-2001	Dhemaji	Dhemaji/Sisiborgaon/Machkhowa	37	733	1603
	Murkung Selek	Jonai	15	330	648
	Bordoloni	Bordoloni	13	260	663

Note: Many villages are diverted and shifted by frequent floods. Especially in Murkangselek and Dhemaji Block, more than 10 villages are totally eroded and destroyed.

Increase	Year	Increase
	1951-61	68.56%
	1961-70	103.42%
Variation	1971-91	107.50%
	1991 migrate comes from other place	24%
	comes from other district	88.88%
	comes from other state	8.9%
	comes from other country	6.2%

Influx had been causing a remarkable change in the pattern of population growth.

Social Points- Out Of Total Population:

Hindu = 93.87% Buddhist= 2.38% Muslim = 1.49% Christian = 1.02% and Jain 0.04%

Encroachment:

Most of the areas bordering Arunachal Pradesh have been encroached by people i. e Chakma, Hajong, Nepali, etc.

Social Sector Indicator:

The district of Dhemaji as per the 2001 census has an overall literacy rate of 65.94 p.c. with a female literacy rate of 56.11 p.c..

There are 3 nos. of Hospitals, 13 nos. of Primary Health Centers, 4 nos. of Dispensaries with a capacity of 210 beds and 103 nos. of FW sub center are functioning in the district.

Educational Scenario:

Number of College	09
Number of Higher Secondary	13
Number of Secondary school	65
Number of ME/MV school	171
Number of LP school	847

CHAPTER-II : EDUCATIONAL PROFILE

Access

Out of total 2974 habitations 97 habitations (3.26%) are having a primary school within a walk able distance of 1 KM range .while 27 nos habitations (0.91 %) are having an upper primary school within 3 KM.

Table 2.1 Distance Mapping of Schools Block Wise

Name of Block	No of Habitation	No of schools with Lower Primary Stage			No of habitations having schools with Upper Primary Stage		
		Within 1km	Within 1-2 km	Within 2Km	Within 3Km	Within 3-5Km	More Than 5Km
Dhemaji	1663	70	109	327	16	65	90
Bordalani	663	24	51	95	9	10	17
Murkong seiek	648	3	8	160	2	6	15
Total	2974	97 (3.26%)	168 (5.64%)	582 (19.56%)	27 (0.91%)	81 (2.73%)	122 (4.10%)

Only 3.26% of habitations are having a Primary school within the norms of 1Km in the district (State norms) and 5.7% habitations are having a primary schools within 1 to 2 Km 19.56% habitation are having one primary school within 2Km and 0.91% habitations are having one upper primary school within 3Km 2.73% habitations are having one upper primary school within 3-5Km and 4.10% habitation are having one upper primary school more than 5Km compared to 1223 villages the district are having only 847 primary schools and this signifies that 476 nos of villagers are not having primary schools. In the context of middle schools also the ratio should be 1:4 there off the district is having a shortfall of 40 middle schools .At present only 171 nos of middle schools are in the district . The above table shows that there is a short fall of 476 nos primary schools and total 159 nos Upper Primary schools in the district compared to the 1:4 ratio.

Table 2.2 : No. of Primary & Upper Primary Schools (Management wise)

SL.No	Type of Management	Primary Schools	Middle School	High/Higher Secondary Schools having Primary/Middle Sections		
				Higher	HSS	Total
1.	Central Government	Nil	1	Nil	Nil	
2.	State Government	847	171	56	12	68
3.	Local Bodies (Municipality etc.)	15				
4.	Venture	369	248	183		183
5	Privates	75		6		6
6	Others	7				
Total		1313	420	245	12	257

64.5% of the primary schools are managed by the state government. Only 5.71% of primary schools are private while 28.10% are venture and 1.14% are managed by local bodies. In the reverse , in case of Upper Primary schools 40.71% schools are managed by state Govt and 59.04% of schools are venture and private schools are Nil . The share of state government (26.5%) in case of high/higher schools which is much lower than the share of venture and private schools (73.54%).

Table 2.3 : No of Government/Provincialised Primary & Upper Primary Schools

Name of Block	Primary Schools	In %	Middle School	In %	High/Higher Secondary Schools having Primary/Middle Sections			In %
					HSS	HS	T	
Dhemaji	506	59.74%	112	65.5%	31	5	36	52.95%
Bordalani	170	20.08%	36	21.05%	13	4	17	25%
Murkangselek	171	20.18%	23	13.45%	12	3	15	22.05%
Total	847	100%	171	100%	56	12	68	100%

From the data above shown that majority of the schools of all types are concentrated in Dhemaji Block which is incidentally the district head quarter block and also biggest block in terms of area and population. The availability of higher-level schools is badly concentrated in urban areas. More than 50% such schools are in urban areas.

There is one Upper Primary School against 5 Lower Primary Schools in the district. However, there is no uniformity regarding number of UP schools available against LP Schools. Compare to other block Murkangselek Block's primary and upper primary schools ratio is less than other blocks, which is 1:7.

Enrollment & Drop out:

Total number of school-aged children between 6-14 years is 145559 as per the House-to-House Survey data collected in April 2002. Among them 111053 are enrolled in schools, 5962 have dropped out from the school and 28544 are found to be never enrolled children.

4.1% of children are reported to be dropout in the district of which 3.96% are girl dropout. The highest percent are in Dhemaji / Mukangselek block followed by 4.5% & 3.79%. The lowest dropout child is in Bardalani block is 3.28%. There are 1474 Nos. disabled children in the district of which 15% are in schools and 85% are out of schools. As per house to house survey 4304 children are reported to be as child labour of which 45.52% are girls.

Table 2.4: 5-13 Age Group Child population, School Going & Not Going Children

Name of Block	Total Child Population			School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	13765	14007	27772	10131	10400	20531	1995	2164	4159	435	402	837	2430	2566	4996
DHEMAJI	40404	37414	77818	32573	29221	61794	7663	7976	15639	1934	1715	3649	9597	9691	19288
MURKANG SELAK	20859	19122	39981	15416	13312	28728	4278	4468	8746	810	666	1476	5088	5134	10222
Total	75028	70543	145571	58120	52933	111053	13936	14608	28544	3179	2783	5962	17115	17391	34506

Table 2.5: 5-13 Age Group School Going & Not Going Children (In %)

Name of Block	School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	73.60%	74.25%	73.93%	14.49%	15.45%	14.98%	3.16%	2.87%	3.01%	17.65%	18.32%	17.99%
DHEMAJI	80.62%	78.10%	79.41%	18.97%	21.32%	20.10%	4.79%	4.58%	4.69%	23.75%	25.90%	24.79%
MURKANG SEIAK	73.91%	69.62%	71.85%	20.51%	23.37%	21.88%	3.88%	3.48%	3.69%	24.39%	26.85%	25.57%
Total	77.46%	75.04%	76.29%	18.57%	20.71%	19.61%	4.24%	3.95%	4.10%	22.81%	24.65%	23.70%

Table 2.6: 5-8 Age Group Child population, School Going & Not Going Children

Name of Block	Total Child Population			School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	6633	7484	14117	5156	5856	11012	1377	1510	2887	100	118	218	1477	1628	3105
DHEMAJI	21720	20255	41975	16564	14954	31518	4743	4875	9618	413	426	839	5156	5301	10457
MURKANG SELAK	10848	10094	20942	8043	7285	15328	2636	2683	5319	169	126	295	2805	2809	5614
Total	39201	37833	77034	29763	28095	57858	8756	9068	17824	682	670	1352	9438	9738	19176

Table 2.7: 5-8 Age Group School Going & Not Going Children (In %)

Name of Block	School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	77.73%	78.25%	78.01%	20.76%	20.18%	20.45%	1.51%	1.58%	1.54%	22.27%	21.75%	21.99%
DHEMAJI	76.26%	73.83%	75.09%	21.84%	24.07%	22.91%	1.90%	2.10%	2.00%	23.74%	26.17%	24.91%
MURKANG SELAK	74.14%	72.17%	73.19%	24.30%	26.58%	25.40%	1.56%	1.25%	1.41%	25.86%	27.83%	26.81%
Total	75.92%	74.26%	75.11%	22.34%	23.97%	23.14%	1.74%	1.77%	1.76%	24.08%	25.74%	24.89%

Table 2.8: 9-11 Age Group Child population, School Going & Not Going Children

Name of Blok	Total Child Population			School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDC.ONI	3439	3349	6788	2952	2828	5780	347	392	739	140	129	269	487	521	1008
DHEMAI	11909	11482	23391	9723	9155	18878	1573	1792	3365	613	535	1148	2186	2327	4513
MURKANG SELAK	5724	5270	11000	4602	3927	8529	884	1113	1997	238	238	476	1122	1351	2473
Total	21072	20109	41181	17277	15910	33187	2804	3297	6101	991	902	1893	3795	4199	7994

Table 2.9: 9-11 Age Group School Going & Not Going Children (In %)

Name of Blok	School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	85.84%	34.44%	85.15%	10.09%	11.70%	10.89%	4.07%	3.85%	3.96%	14.16%	15.56%	14.85%
DHEMAJI	81.34%	79.73%	80.71%	13.21%	15.61%	14.39%	5.15%	4.66%	4.91%	18.36%	20.27%	19.29%
MURKANG SELAK	80.40%	74.40%	77.52%	15.44%	21.09%	18.15%	4.16%	4.51%	4.33%	19.60%	25.60%	22.48%
Total	81.99%	79.12%	80.59%	13.31%	16.40%	14.82%	4.70%	4.49%	4.60%	18.01%	20.88%	19.41%

Table 2.10: 12-13 Age Group Child population, School Going & Not Going Children

Name of Block	Total Child Population			School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	3693	3174	6867	2023	1716	3739	271	262	533	195	155	350	466	417	883
DHEMAJI	6775	5677	12452	6286	5112	11398	1347	1309	2656	908	754	1662	2255	2063	4318
MURKANG SELAK	4287	3750	8037	2771	2100	4871	758	672	1430	403	302	705	1161	974	2135
Total	14755	12601	27356	11080	8928	20008	2376	2243	4619	1506	1211	2717	3882	3454	7336

Table 2.11: 12-13 Age Group School Going & Not Going Children (In %)

Name of Block	School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	54.78%	54.06%	54.45%	7.34%	8.25%	7.76%	5.28%	4.88%	5.10%	12.62%	13.14%	12.86%
DHEMAJI	92.78%	90.05%	91.54%	19.88%	23.06%	21.33%	13.40%	13.28%	13.35%	33.28%	36.34%	34.68%
MURKANG SELAK	64.64%	56.00%	60.61%	17.68%	17.92%	17.79%	9.40%	8.05%	8.77%	27.08%	25.97%	26.56%
Total	75.09%	70.85%	73.14%	16.10%	17.80%	16.88%	10.21%	9.61%	9.93%	26.31%	27.41%	26.82%

Table 2.12: 5-13 Age Group Population, Child Labour & Disabled Children

Name of Block	Child Labour			Disabled			Total Child Population		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	494	449	943	95	70	165	13765	14007	27772
DHEMAJI	1283	1018	2301	18	31	49	40404	37414	77818
MURKANG SELAK	568	492	1060	38	42	80	20859	19122	39981
Total	2345	1959	4304	151	143	294	75028	70543	145571

Table 2.13: 5-13 Age Group Population, Child Labour & Disabled Children (In %)

Name of Block	Child Labour			Disabled		
	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	3.59%	3.21%	3.40%	0.69%	0.50%	0.59%
DHEMAJI	3.13%	2.72%	2.96%	0.04%	0.08%	0.06%
MURKANG SELAK	2.72%	2.57%	2.65%	0.18%	0.22%	0.20%
Total	3.13%	2.78%	2.96%	0.20%	0.20%	0.20%

Table 2.14: 5-8 Age Group Population, Child Labour & Disabled Children

Name of Block	Child Labour			Disabled			Total Child Population		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	171	165	336	72	46	118	6633	7484	14117
DHEMAJI	310	291	601	240	211	451	21720	20255	41975
MURKANG SELAK	167	170	337	61	31	92	10848	10094	20942
Total	648	626	1274	373	288	661	39201	37833	77034

Table 2.15: 5-8 Age Group Population, Child Labour & Disabled Children (In %)

Name of Block	Child Labour			Disabled		
	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	2.58%	2.20%	2.38%	1.09%	0.61%	0.84%
DHEMAJI	1.43%	1.44%	1.43%	1.10%	1.04%	1.07%
MURKANG SELAK	1.54%	1.68%	1.61%	0.56%	0.31%	0.44%
Total	1.65%	1.65%	1.65%	0.95%	0.76%	0.86%

Table 2.16: 9-11 Age Group Population, Child Labour & Disabled Children

Name of Block	Child Labour			Disabled			Total Child Population		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	158	156	314	37	55	92	3439	3349	6788
DHEMAJI	445	395	840	131	142	273	11909	11482	23391
MURKANG SELAK	208	191	399	36	28	64	5724	5278	11002
Total	811	742	1553	204	225	429	21072	20109	41181

Table 2.17: 9-11 Age Group Population, Child Labour & Disabled Children (In %)

Name of Block	Child Labour			Disabled		
	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	4.59%	4.66%	4.63%	1.08%	1.64%	1.36%
DHEMAJI	3.74%	3.44%	3.59%	1.10%	1.24%	1.17%
MURKANG SELAK	3.63%	3.62%	3.63%	0.63%	0.53%	0.58%
Total	3.85%	3.69%	3.77%	0.97%	1.12%	1.04%

Table 2.18: 12-13 Age Group Population, Child Labour & Disabled Children

Name of Block	Child Labour			Disabled			Total Child Population		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	165	128	293	33	34	67	3693	3174	6867
DHEMAJI	523	332	860	149	121	270	6775	5677	12452
MURKANG SELAK	193	131	324	24	23	47	4287	3750	8037
Total	886	591	1477	206	178	384	14755	12601	27356

Table 2.19: 12-13 Age Group Population, Child Labour & Disabled Children (In %)

Name of Block	Child Labour			Disabled		
	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	4.47%	4.03%	4.27%	0.89%	1.07%	0.98%
DHEMAJI	7.79%	5.85%	6.91%	2.20%	2.13%	2.17%
MURKANG SELAK	4.50%	3.49%	4.03%	0.56%	0.61%	0.58%
Total	6.00%	4.69%	5.40%	1.40%	1.41%	1.40%

Table 2.20: Gender Gap In Enrolment Age Group Wise

Name of Block	5-8 Years	9-11 Years	12-13 Years	5-13 Years
BORDOLONI	-0.51%	1.40%	0.72%	-0.65%
DHEMAJI	2.43%	1.91%	2.73%	2.52%
MURKANG SELAK	1.97%	6.00%	8.64%	4.29%
Total	1.66%	2.87%	4.24%	2.43%

Table 2.21: Class wise Enrolment in Govt./Provincialised Schools

Class	In Numbers			In %age		
	Boys	Girls	Total	Boys	Girls	Total
Ka-Maan	5875	5598	11473	51.21%	48.79%	100.00%
Class I	12601	11952	24553	51.32%	48.68%	100.00%
Class II	6705	6163	12868	52.11%	47.89%	100.00%
Class III	5858	5460	11318	51.76%	48.24%	100.00%
Class IV	4951	4563	9514	52.01%	47.99%	100.00%
Class I To IV	30115	28143	58258	51.69%	48.31%	100.00%
Ka - Maan To Class IV	35990	33741	69731	51.61%	48.39%	100.00%
Class V	3150	2646	5796	54.35%	45.65%	100.00%
Class VI	2834	2367	5201	54.49%	45.51%	100.00%
Class VII	2553	2200	4753	53.71%	46.29%	100.00%
Class V To VII	8537	7213	15750	54.20%	45.80%	100.00%
Class I To VII	38652	35356	74008	52.23%	47.77%	100.00%

Table 2.22: Class & Caste, Community Wise Enrollment in Govt. / Provincialised / Schools

Class	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Class I	868	877	1745	807	693	1500	7457	7202	14659	3189	2919	6108
Class II	509	485	994	558	492	1050	3435	3119	6554	2048	1950	3998
Class III	454	436	890	468	407	875	2991	2787	5778	1799	1718	3517
Class IV	396	377	773	374	333	707	2449	2298	4747	1639	1487	3126
Class I To IV	2227	2175	4402	2207	1925	4132	16332	15406	31738	8675	8074	16749
Class V	276	282	558	228	202	430	1434	1222	2656	1140	890	2030
Class VI	260	273	533	206	210	416	1338	1093	2431	974	764	1738
Class VII	223	264	487	188	154	342	1217	998	2215	897	764	1661
Class V To VII	759	819	1578	622	566	1188	3989	3313	7302	3011	2418	5429
Class I To VII	2986	2994	5980	2829	2491	5320	20321	18719	39040	11686	10492	22178

Class	Muslim			Tea Tribe			Others			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Class I	117	124	241	104	84	188	59	53	112	12601	11952	24553
Class II	83	73	156	46	26	72	26	18	44	6705	6163	12868
Class III	101	85	186	30	13	43	15	14	29	5858	5460	11318
Class IV	69	49	118	16	9	25	8	15	23	4951	4568	9519
Class I To IV	370	331	701	196	132	328	108	100	208	30115	28143	58258
Class V	55	35	90	16	15	31	1	0	1	3150	2646	5796
Class VI	44	21	65	12	6	18	0	0	0	2834	2367	5201
Class VII	21	17	38	7	3	10	0	0	0	2553	2200	4753
Class V To VII	120	73	193	35	24	59	1	0	1	8537	7213	15750
Class I To VII	490	404	894	231	156	387	109	100	209	38652	35356	74008

**Table 2.23: Class & Caste, Community Wise Enrollment in Govt. / Provincialised /
Recognised Schools in %age**

Class	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Class I	6.89%	7.34%	7.11%	6.40%	5.80%	6.11%	59.18%	60.26%	59.70%	25.31%	24.42%	24.88%
Class II	7.59%	7.87%	7.72%	8.32%	7.98%	8.16%	51.23%	50.61%	50.93%	30.54%	31.64%	31.07%
Class III	7.75%	7.99%	7.86%	7.99%	7.45%	7.73%	51.06%	51.04%	51.05%	30.71%	31.47%	31.07%
Class IV	8.00%	8.25%	8.12%	7.55%	7.29%	7.43%	49.46%	50.31%	49.87%	33.10%	32.55%	32.84%
Class I To IV	7.39%	7.73%	7.56%	7.33%	6.84%	7.09%	54.23%	54.74%	54.48%	28.81%	28.69%	28.75%
Class V	8.76%	10.66%	9.63%	7.24%	7.63%	7.42%	45.52%	46.18%	45.82%	36.19%	33.64%	35.02%
Class VI	9.17%	11.53%	10.25%	7.27%	8.87%	8.00%	47.21%	46.18%	46.74%	34.37%	32.28%	33.42%
Class VII	8.73%	12.00%	10.25%	7.36%	7.00%	7.20%	47.67%	45.36%	46.60%	35.14%	34.73%	34.95%
Class V To VII	8.89%	11.35%	10.02%	7.29%	7.85%	7.54%	46.73%	45.93%	46.36%	35.27%	33.52%	34.47%
Class I To VII	7.73%	8.47%	8.08%	7.32%	7.05%	7.19%	52.57%	52.94%	52.75%	30.23%	29.68%	29.97%

Class	Muslim			Tea Tribe			Others			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Class I	0.93%	1.04%	0.98%	0.83%	0.70%	0.77%	0.47%	0.44%	0.46%	100.00%	100.00%	100.00%
Class II	1.24%	1.18%	1.21%	0.69%	0.42%	0.56%	0.39%	0.29%	0.34%	100.00%	100.00%	100.00%
Class III	1.72%	1.56%	1.64%	0.51%	0.24%	0.38%	0.26%	0.26%	0.26%	100.00%	100.00%	100.00%
Class IV	1.39%	1.07%	1.24%	0.32%	0.20%	0.26%	0.16%	0.33%	0.24%	100.00%	100.00%	100.00%
Class I To IV	1.23%	1.18%	1.20%	0.65%	0.47%	0.56%	0.36%	0.36%	0.36%	100.00%	100.00%	100.00%
Class V	1.75%	1.32%	1.55%	0.51%	0.57%	0.53%	0.03%	0.00%	0.02%	100.00%	100.00%	100.00%
Class VI	1.55%	0.89%	1.25%	0.42%	0.25%	0.35%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
Class VII	0.82%	0.77%	0.80%	0.27%	0.14%	0.21%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
Class V To VII	1.41%	1.01%	1.23%	0.41%	0.33%	0.37%	0.01%	0.00%	0.01%	100.00%	100.00%	100.00%
Class I To VII	1.27%	1.14%	1.21%	0.60%	0.44%	0.52%	0.28%	0.28%	0.28%	100.00%	100.00%	100.00%

Class	All	SC	ST	Tea Tribe	Total
	Girls	Boys	Boys	Boys	
Class I	11952	807	7457	104	20320
Class II	6163	558	3435	46	10202
Class III	5460	468	2991	30	8949
Class IV	4568	374	2449	16	7407
Class I To IV	28143	2207	16332	196	46878
Class V	2646	228	1434	16	4324
Class VI	2367	206	1338	12	3923
Class VII	2200	188	1217	7	3612
Class V To VII	7213	622	3989	35	11859
Class I To VII	35356	2829	20321	231	58737

Table 2.24: Block Wise Enrollment in Govt. / Provincialised / Recognised Schools By Caste & Community In Number

Block Name	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	600	570	1170	464	371	835	3855	3659	7514	2056	1805	3861
DHEMAJI	1822	1860	3682	1908	1706	3614	9258	8408	17666	8618	7728	16346
MURKONGSELEK	564	564	1128	457	414	871	7208	6652	13860	1012	959	1971
Total :	2986	2994	5980	2829	2491	5320	20321	18719	39040	11686	10492	22178

Block Name	Muslim			Tea Tribe			Others			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	84	53	137	93	49	142	28	31	59	7180	6538	13718
DHEMAJI	183	145	328	64	64	128	59	42	101	21912	19953	41865
MURKONGSELEK	223	206	429	74	43	117	22	27	49	9560	8865	18425
Total :	490	404	894	231	156	387	109	100	209	38652	35356	74008

Table 2.25: Block Wise Enrollment in Govt. / Provincialised / Recognised Schools By Caste & Community In %

Block Name	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	8.36%	8.72%	8.53%	6.46%	5.67%	6.09%	53.69%	55.97%	54.77%	28.64%	27.61%	28.15%
DHEMAJI	8.32%	9.32%	8.79%	8.71%	8.55%	8.63%	42.25%	42.14%	42.20%	39.33%	38.73%	39.04%
MURKONGSELEK	5.90%	6.36%	6.12%	4.78%	4.67%	4.73%	75.40%	75.04%	75.22%	10.59%	10.82%	10.70%
Total :	7.73%	8.47%	8.08%	7.32%	7.05%	7.19%	52.57%	52.94%	52.75%	30.23%	29.68%	29.97%

Block Name	Muslim			Tea Tribe			Others			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	1.17%	0.81%	1.00%	1.30%	0.75%	1.04%	0.39%	0.47%	0.43%	100.00%	100.00%	100.00%
DHEMAJI	0.84%	0.73%	0.78%	0.29%	0.32%	0.31%	0.27%	0.21%	0.24%	100.00%	100.00%	100.00%
MURKONGSELEK	2.33%	2.32%	2.33%	0.77%	0.49%	0.64%	0.23%	0.30%	0.27%	100.00%	100.00%	100.00%
Total :	1.27%	1.14%	1.21%	0.60%	0.44%	0.52%	0.28%	0.28%	0.28%	100.00%	100.00%	100.00%

Table 2.26: Block Wise & Class Wise Enrollment in Govt. / Provincialised / Recognised Schools By Caste & Community In Number & %

Block Name	K-maan											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	73	74	147	86	79	165	660	617	1277	268	243	511
DHEMAJI	176	170	346	216	188	404	1817	1782	3599	1381	1360	2741
MURKONGSELEK	20	21	41	71	44	115	858	753	1611	129	149	278
Total :	269	265	534	373	311	684	3335	3152	6487	1778	1752	3530

Block Name	K-maan									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BORDOLONI	6	9	15	6	2	8	12	5	17	1111	1029	2140
DHEMAJI	11	21	32	20	21	41	5	7	12	3626	3549	7175
MURKONGSELEK	52	50	102	8	3	11	0	0	0	1138	1020	2158
Total :	69	80	149	34	26	60	17	12	29	5875	5598	11473

Block Name	K-maan in %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	6.57%	7.19%	6.87%	7.74%	7.68%	7.71%	59.41%	59.96%	59.67%	24.12%	23.62%	23.88%
DHEMAJI	4.85%	4.79%	4.82%	5.96%	5.30%	5.63%	50.11%	50.21%	50.16%	38.09%	38.32%	38.20%
MURKONGSELEK	1.76%	2.06%	1.90%	6.24%	4.31%	5.33%	75.40%	73.82%	74.65%	11.34%	14.61%	12.88%
Total :	4.58%	4.73%	4.65%	6.35%	5.56%	5.96%	56.77%	56.31%	56.54%	30.26%	31.30%	30.77%

Block Name	K-maan in %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BORDOLONI	0.54%	0.87%	0.70%	0.54%	0.19%	0.37%	1.08%	0.49%	0.79%	100.00%	100.00%	100.00%
DHEMAJI	0.30%	0.59%	0.45%	0.55%	0.59%	0.57%	0.14%	0.20%	0.17%	100.00%	100.00%	100.00%
MURKONGSELEK	4.57%	4.90%	4.73%	0.70%	0.29%	0.51%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
Total :	1.17%	1.43%	1.30%	0.58%	0.46%	0.52%	0.29%	0.21%	0.25%	100.00%	100.00%	100.00%

Block Name	Class-I											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	184	202	386	140	98	238	1374	1374	2748	570	479	1049
DHEMAJI	472	434	906	552	493	1045	3139	2939	6078	2295	2134	4429
MURKONGSELEK	212	241	453	115	102	217	2944	2889	5833	324	306	630
Total :	868	877	1745	807	693	1500	7457	7202	14659	3189	2919	6108

Block Name	Class-I									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BORDOLONI	20	15	35	46	24	70	12	16	28	2346	2208	4554
DHEMAJI	24	44	68	26	38	64	34	21	55	6542	6103	12645
MURKONGSELEK	73	55	138	32	22	54	13	16	29	3713	3641	7354
Total :	117	124	241	104	84	188	59	52	112	12601	11952	24553

Block Name	Class-I in %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	7.84%	9.15%	8.48%	5.97%	4.44%	5.23%	58.57%	62.23%	60.34%	24.30%	21.69%	23.03%
DHEMAJI	7.21%	7.11%	7.16%	6.44%	8.08%	8.26%	47.98%	48.16%	48.07%	35.08%	34.97%	35.03%
MURKONGSELEK	5.71%	6.62%	6.16%	3.10%	2.80%	2.95%	79.29%	79.35%	79.32%	8.73%	8.40%	8.57%
Total :	6.89%	7.34%	7.11%	6.40%	5.80%	6.11%	59.18%	60.26%	59.70%	25.31%	24.42%	24.88%

Block Name	Class-I in %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BORDOLONI	0.85%	0.68%	0.77%	1.96%	1.09%	1.54%	0.51%	0.72%	0.61%	100.00%	100.00%	100.00%
DHEMAJI	0.37%	0.72%	0.54%	0.40%	0.62%	0.51%	0.52%	0.34%	0.43%	100.00%	100.00%	100.00%
MURKONGSELEK	1.97%	1.79%	1.88%	0.86%	0.60%	0.73%	0.35%	0.44%	0.39%	100.00%	100.00%	100.00%
Total :	0.93%	1.04%	0.98%	0.83%	0.70%	0.77%	0.47%	0.44%	0.46%	100.00%	100.00%	100.00%

Block Name	Class-II											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	94	97	191	68	71	139	646	607	1253	333	304	637
DHEMAJI	302	285	587	413	349	762	1722	1517	3239	1534	1465	2999
MURKONGSELEK	113	103	216	77	72	149	1067	995	2062	181	181	362
Total :	509	485	994	558	492	1050	3435	3119	6554	2048	1950	3998

Block Name	Class-II									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BORDOLONI	22	12	34	14	6	20	10	4	14	1187	1101	2288
DHEMAJI	27	23	50	19	14	33	15	11	26	4032	3664	7696
MURKONGSELEK	34	38	72	13	6	19	1	3	4	1486	1398	2884
Total :	83	73	156	46	26	72	26	18	44	6705	6163	12868

Block Name	Class-II In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	7.92%	8.81%	8.35%	5.73%	6.45%	6.08%	54.42%	55.13%	54.76%	28.05%	27.61%	27.84%
DHEMAJI	7.49%	7.78%	7.63%	10.24%	9.53%	9.90%	42.71%	41.40%	42.09%	38.05%	39.98%	38.97%
MURKONGSELEK	7.60%	7.37%	7.49%	5.18%	5.15%	5.17%	71.80%	71.17%	71.50%	12.18%	12.95%	12.55%
Total :	7.59%	7.87%	7.72%	8.32%	7.98%	8.16%	51.23%	50.61%	50.93%	30.54%	31.64%	31.07%

Block Name	Class-II In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BORDOLONI	1.85%	1.09%	1.49%	1.18%	0.54%	0.87%	0.84%	0.36%	0.61%	100.00%	100.00%	100.00%
DHEMAJI	0.67%	0.63%	0.65%	0.47%	0.38%	0.43%	0.37%	0.30%	0.34%	100.00%	100.00%	100.00%
MURKONGSELEK	2.29%	2.72%	2.50%	0.87%	0.43%	0.66%	0.07%	0.21%	0.14%	100.00%	100.00%	100.00%
Total :	1.24%	1.18%	1.21%	0.69%	0.42%	0.56%	0.39%	0.29%	0.34%	100.00%	100.00%	100.00%

Block Name	Class-III											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	121	102	223	59	50	109	547	570	1117	283	267	550
DHEMAJI	239	251	490	350	296	646	1488	1304	2792	1344	1289	2633
MURKONGSELEK	94	83	177	59	61	120	956	913	1869	172	162	334
Total :	454	436	890	468	407	875	2991	2787	5778	1799	1718	3517

Block Name	Class-III									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BORDOLONI	20	10	30	13	3	16	4	6	10	1047	1008	2055
DHEMAJI	21	35	56	11	7	18	6	5	11	3459	3187	6646
MURKONGSELEK	60	40	100	6	3	9	5	3	8	1352	1265	2617
Total :	101	85	186	30	13	43	15	14	29	5858	5460	11318

Block Name	Class-III In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	11.56%	10.12%	10.85%	5.64%	4.96%	5.30%	52.24%	56.55%	54.36%	27.03%	26.49%	26.76%
DHEMAJI	6.91%	7.88%	7.37%	10.12%	9.29%	9.72%	43.02%	40.92%	42.01%	38.86%	40.45%	39.62%
MURKONGSELEK	6.95%	6.56%	6.76%	4.36%	4.82%	4.59%	70.71%	72.17%	71.42%	12.72%	12.81%	12.76%
Total :	7.75%	7.99%	7.86%	7.99%	7.45%	7.73%	51.06%	51.04%	51.05%	30.71%	31.47%	31.07%

Block Name	Class-III in %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BORDOLONI	1.91%	0.99%	1.46%	1.24%	0.30%	0.78%	0.38%	0.60%	0.49%	100.00%	100.00%	100.00%
DHEMAJI	0.61%	1.10%	0.84%	0.32%	0.22%	0.27%	0.17%	0.16%	0.17%	100.00%	100.00%	100.00%
MURKONGSELEK	4.44%	3.16%	3.82%	0.44%	0.24%	0.34%	0.37%	0.24%	0.31%	100.00%	100.00%	100.00%
Total :	1.72%	1.56%	1.64%	0.51%	0.24%	0.33%	0.26%	0.26%	0.26%	100.00%	100.00%	100.00%

Block Name	Class-IV											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	85	81	166	62	47	109	438	408	846	224	234	458
DHEMAJI	242	220	462	262	244	506	1192	1162	2354	1263	1120	2383
MURKONGSELEK	69	76	145	50	42	92	819	728	1547	152	133	285
Total :	396	377	773	374	333	707	2449	2298	4747	1639	1487	3126

Block Name	Class-IV									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BORDOLONI	8	6	14	7	3	10	2	5	7	826	784	1610
DHEMAJI	21	16	37	6	3	9	4	5	9	2990	2770	5760
MURKONGSELEK	40	27	67	3	3	6	2	5	7	1135	1014	2149
Total :	69	49	118	16	9	25	8	15	23	4951	4568	9519

Block Name	Class-IV In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	10.29%	10.33%	10.31%	7.51%	5.99%	6.77%	53.03%	52.04%	52.55%	27.12%	29.85%	28.45%
DHEMAJI	8.09%	7.94%	8.02%	8.76%	8.81%	8.78%	39.87%	41.95%	40.87%	42.24%	40.43%	41.37%
MURKONGSELEK	3.08%	7.50%	6.75%	4.41%	4.14%	4.28%	72.16%	71.79%	71.99%	13.39%	13.12%	13.26%
Total :	8.00%	8.25%	8.12%	7.55%	7.29%	7.43%	49.46%	50.31%	49.87%	33.10%	32.55%	32.84%

Block Name	Class-IV In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BORDOLONI	0.97%	0.77%	0.87%	0.85%	0.38%	0.62%	0.24%	0.64%	0.43%	100.00%	100.00%	100.00%
DHEMAJI	0.70%	0.58%	0.64%	0.20%	0.11%	0.16%	0.13%	0.18%	0.16%	100.00%	100.00%	100.00%
MURKONGSELEK	3.52%	2.66%	3.12%	0.26%	0.30%	0.28%	0.18%	0.49%	0.33%	100.00%	100.00%	100.00%
Total :	1.39%	1.07%	1.24%	0.32%	0.20%	0.26%	0.16%	0.33%	0.24%	100.00%	100.00%	100.00%

Block Name	Class-I-IV											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	484	482	966	329	266	595	3005	2959	5964	1410	1284	2694
DHEMAJI	1255	1130	2445	1577	1382	2959	7541	6922	14463	6436	6008	12444
MURKONGSELEK	488	503	991	301	277	578	5786	5525	11311	829	782	1611
Total :	2227	2175	4402	2207	1925	4132	16332	15406	31738	8675	8074	16749

Block Name	Class-I-IV									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BORDOLONI	70	43	113	80	36	116	28	31	59	5406	5101	10507
DHEMAJI	93	118	211	62	62	124	59	42	101	17023	15724	32747
MURKONGSELEK	207	170	377	54	34	88	21	27	48	7686	7318	15004
Total :	370	331	701	196	132	328	108	100	208	30115	28143	58258

Block Name	Class-I-IV In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	8.95%	9.45%	9.19%	6.09%	5.21%	5.66%	55.59%	58.01%	56.76%	26.08%	25.17%	25.64%
DHEMAJI	7.37%	7.57%	7.47%	9.26%	8.79%	9.04%	44.30%	44.02%	44.17%	37.81%	38.21%	38.00%
MURKONGSELEK	6.35%	6.87%	6.60%	3.92%	3.79%	3.85%	75.28%	75.50%	75.39%	10.79%	10.69%	10.74%
Total :	7.39%	7.73%	7.56%	7.33%	6.84%	7.09%	54.23%	54.74%	54.48%	28.81%	28.69%	28.75%

Block Name	Class-I-IV In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BORDOLONI	1.29%	0.84%	1.08%	1.48%	0.71%	1.10%	0.52%	0.61%	0.56%	100.00%	100.00%	100.00%
DHEMAJI	0.55%	0.75%	0.64%	0.36%	0.39%	0.38%	0.35%	0.27%	0.31%	100.00%	100.00%	100.00%
MURKONGSELEK	2.69%	2.32%	2.51%	0.70%	0.46%	0.59%	0.27%	0.37%	0.32%	100.00%	100.00%	100.00%
Total :	1.23%	1.18%	1.20%	0.65%	0.47%	0.56%	0.36%	0.36%	0.36%	100.00%	100.00%	100.00%

Block Name	Class-V											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	49	37	86	47	38	85	283	242	525	258	181	439
DHEMAJI	203	223	426	119	119	238	632	555	1187	807	640	1447
MURKONGSELEK	24	22	46	62	45	107	519	425	944	75	69	144
Total :	276	282	558	228	202	430	1434	1222	2658	1140	890	2030

Block Name	Class-V									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BORDOLONI	6	2	8	8	10	18	0	0	0	651	510	1161
DHEMAJI	42	14	56	2	0	2	0	0	0	1805	1551	3356
MURKONGSELEK	7	19	26	6	5	11	1	0	1	694	585	1279
Total :	55	35	90	16	15	31	1	0	1	3150	2646	5796

Block Name	Class-V In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	7.53%	7.25%	7.41%	7.22%	7.45%	7.32%	43.47%	47.45%	45.22%	39.63%	35.49%	37.81%
DHEMAJI	11.25%	14.38%	12.69%	6.59%	7.67%	7.09%	35.01%	35.78%	35.37%	44.71%	41.26%	43.12%
MURKONGSELEK	3.46%	3.76%	3.60%	8.93%	7.69%	8.37%	74.78%	72.65%	73.81%	10.81%	11.79%	11.26%
Total :	8.76%	10.66%	9.63%	7.24%	7.63%	7.42%	45.52%	46.18%	45.82%	36.19%	33.64%	35.02%

Block Name	Class-V In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BORDOLONI	0.92%	0.39%	0.69%	1.23%	1.96%	1.55%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
DHEMAJI	2.33%	0.90%	1.67%	0.11%	0.00%	0.06%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
MURKONGSELEK	1.01%	3.25%	2.03%	0.86%	0.85%	0.86%	0.14%	0.00%	0.08%	100.00%	100.00%	100.00%
Total :	1.75%	1.32%	1.55%	0.51%	0.57%	0.53%	0.03%	0.00%	0.02%	100.00%	100.00%	100.00%

Block Name	Class-VI											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	40	37	77	49	44	93	285	246	531	198	165	363
DHEMAJI	186	215	401	104	112	216	571	480	1051	715	538	1253
MURKONGSELEK	34	21	55	53	54	107	482	367	849	61	61	122
Total :	260	273	533	206	210	416	1338	1093	2431	974	764	1738

Block Name	Class-VI									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BORDOLONI	4	6	10	4	3	7	0	0	0	580	501	1081
DHEMAJI	33	9	42	0	0	0	0	0	0	1609	1354	2963
MURKONGSELEK	7	6	13	8	3	11	0	0	0	645	512	1157
Total :	44	21	65	12	6	18	0	0	0	2834	2367	5201

Block Name	Class-VI In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	6.90%	7.39%	7.12%	8.45%	8.78%	8.60%	49.14%	49.10%	49.12%	34.14%	32.93%	33.58%
DHEMAJI	11.56%	15.88%	13.53%	6.46%	8.27%	7.29%	35.49%	35.45%	35.47%	44.44%	39.73%	42.29%
MURKONGSELEK	5.27%	4.10%	4.75%	8.22%	10.55%	9.25%	74.73%	71.68%	73.38%	9.46%	11.91%	10.54%
Total :	9.17%	11.53%	10.25%	7.27%	8.87%	8.00%	47.21%	46.18%	46.74%	34.37%	32.28%	33.42%

Block Name	Class-VI In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BORDOLONI	0.69%	1.20%	0.93%	0.69%	0.60%	0.65%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
DHEMAJI	2.05%	0.66%	1.42%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
MURKONGSELEK	1.09%	1.17%	1.12%	1.24%	0.59%	0.95%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
Total :	1.55%	0.89%	1.25%	0.42%	0.25%	0.35%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%

Block Name	Class-VII											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	27	14	41	39	23	62	282	212	494	190	175	365
DHEMAJI	178	232	410	108	93	201	514	451	965	660	542	1202
MURKONGSELEK	18	18	36	41	38	79	421	335	756	47	47	94
Total :	223	264	487	188	154	342	1217	998	2215	897	764	1661

Block Name	Class-VII									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BORDOLONI	4	2	6	1	0	1	0	0	0	543	426	969
DHEMAJI	15	4	19	0	2	2	0	0	0	1475	1324	2799
MURKONGSELEK	2	11	13	6	1	7	0	0	0	535	450	985
Total :	21	17	38	7	3	10	0	0	0	2553	2200	4753

Block Name	Class-VII In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	4.97%	3.29%	4.23%	7.18%	5.40%	6.40%	51.93%	49.77%	50.98%	34.99%	41.08%	37.67%
DHEMAJI	12.07%	17.52%	14.65%	7.32%	7.02%	7.18%	34.85%	34.06%	34.48%	44.75%	40.94%	42.34%
MURKONGSELEK	3.36%	4.00%	3.65%	7.66%	8.44%	8.02%	78.69%	74.44%	76.75%	8.79%	10.44%	9.54%
Total :	8.73%	12.00%	10.25%	7.36%	7.00%	7.20%	47.67%	45.36%	46.60%	35.14%	34.73%	34.95%

Block Name	Class-VII In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BORDOLONI	0.74%	0.47%	0.62%	0.18%	0.00%	0.10%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
DHEMAJI	1.02%	0.30%	0.68%	0.00%	0.15%	0.07%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
MURKONGSELEK	0.37%	2.44%	1.32%	1.12%	0.22%	0.71%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
Total :	0.82%	0.77%	0.80%	0.27%	0.14%	0.21%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%

Block Name	Class-V-VII											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	116	88	204	135	105	240	850	700	1550	646	521	1167
DHEMAJI	567	670	1237	331	324	655	1717	1486	3203	2182	1720	3902
MURKONGSELEK	76	61	137	156	137	293	1422	1127	2549	183	177	360
Total :	759	819	1578	622	566	1188	3989	3313	7302	3011	2418	5429
Block Name	Class-V-VII									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BORDOLONI	14	10	24	13	13	26	0	0	0	1774	1437	3211
DHEMAJI	90	27	117	2	2	4	0	0	0	4889	4229	9118
MURKONGSELEK	16	36	52	20	9	29	1	0	1	1874	1547	3421
Total :	120	73	193	35	24	59	1	0	1	8537	7213	15750

Block Name	Class-V-VII In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	6.54%	6.12%	6.35%	7.61%	7.31%	7.47%	47.91%	48.71%	48.27%	36.41%	36.26%	36.34%
DHEMAJI	11.60%	15.84%	13.57%	6.77%	7.66%	7.18%	35.12%	35.14%	35.13%	44.63%	40.67%	42.79%
MURKONGSELEK	4.06%	3.94%	4.00%	8.32%	8.86%	8.56%	75.88%	72.85%	74.51%	9.77%	11.44%	10.52%
Total :	8.89%	11.35%	10.02%	7.29%	7.85%	7.54%	46.73%	45.93%	46.36%	35.27%	33.52%	34.47%

Block Name	Class-V-VII In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BORDOLONI	0.79%	0.70%	0.75%	0.73%	0.90%	0.81%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
DHEMAJI	1.84%	0.64%	1.28%	0.04%	0.05%	0.04%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
MURKONGSELEK	0.85%	2.33%	1.52%	1.07%	0.58%	0.85%	0.05%	0.00%	0.03%	100.00%	100.00%	100.00%
Total :	1.41%	1.01%	1.23%	0.41%	0.33%	0.37%	0.01%	0.00%	0.01%	100.00%	100.00%	100.00%

Block Name	Class-I-VII											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	600	570	1170	464	371	835	3855	3659	7514	2056	1805	3861
DHEMAJI	1822	1860	3682	1908	1706	3614	9258	8408	17666	8618	7728	16346
MURKONGSELEK	564	564	1128	457	414	871	7208	6652	13860	1012	959	1971
Total :	2986	2994	5980	2829	2491	5320	20321	18719	39040	11686	10492	22178

Block Name	Class-I-VII									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BORDOLONI	84	53	137	93	49	142	28	31	59	7180	6538	13718
DHEMAJI	183	145	328	64	64	128	59	42	101	21912	19953	41865
MURKONGSELEK	223	206	429	74	43	117	22	27	49	9560	8865	18425
Total :	490	404	894	231	156	387	109	100	209	38652	35356	74008

Block Name	Class-I-VII In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	8.36%	8.72%	8.53%	6.46%	5.67%	6.09%	53.69%	55.97%	54.77%	28.64%	27.61%	28.15%
DHEMAJI	8.32%	9.32%	8.79%	8.71%	8.55%	8.63%	42.25%	42.14%	42.20%	39.33%	38.73%	39.04%
MURKONGSELEK	5.90%	6.36%	6.12%	4.78%	4.67%	4.73%	75.40%	75.04%	75.22%	10.59%	10.82%	10.70%
Total :	7.73%	8.47%	8.08%	7.32%	7.05%	7.19%	52.57%	52.94%	52.75%	30.23%	29.68%	29.97%

Block Name	Class-I-VII In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BORDOLONI	1.17%	0.81%	1.00%	1.30%	0.75%	1.04%	0.39%	0.47%	0.43%	100.00%	100.00%	100.00%
DHEMAJI	0.84%	0.73%	0.78%	0.29%	0.32%	0.31%	0.27%	0.21%	0.24%	100.00%	100.00%	100.00%
MURKONGSELEK	2.33%	2.32%	2.33%	0.77%	0.49%	0.64%	0.23%	0.30%	0.27%	100.00%	100.00%	100.00%
Total :	1.27%	1.14%	1.21%	0.60%	0.44%	0.52%	0.28%	0.28%	0.28%	100.00%	100.00%	100.00%

**Table 2.27: Comparative Share of Caste, Community Wise Class I & Class VII Children
(Children of Class VII / Class I)**

Block Name	In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BORDOLONI	14.67%	6.93%	10.62%	27.86%	23.47%	26.05%	20.52%	15.43%	17.98%	33.33%	36.53%	34.80%
DHEMAJI	37.71%	53.46%	45.25%	19.57%	18.86%	19.23%	16.37%	15.35%	15.88%	28.76%	25.40%	27.14%
MURKONGSELEK	8.49%	7.47%	7.95%	35.65%	37.25%	36.41%	14.30%	11.60%	12.96%	14.51%	15.36%	14.92%
Total :	25.69%	30.10%	27.91%	23.30%	22.22%	22.80%	16.32%	13.86%	15.11%	28.13%	26.17%	27.19%

Block Name	In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BORDOLONI	20.00%	13.33%	17.14%	2.17%	0.00%	1.43%	0.00%	0.00%	0.00%	23.15%	19.29%	21.28%
DHEMAJI	62.50%	9.09%	27.94%	0.00%	5.26%	3.13%	0.00%	0.00%	0.00%	22.55%	21.69%	22.14%
MURKONGSELEK	2.74%	16.92%	9.42%	18.75%	4.55%	12.96%	0.00%	0.00%	0.00%	14.41%	12.36%	13.39%
Total :	17.95%	13.71%	15.77%	6.73%	3.57%	5.32%	0.00%	0.00%	0.00%	20.26%	18.41%	19.36%

Table 2.14 Teachers position in Govt / Provincialised primary schools

Name of Block	Sanctioned Post	Teachers Position		Vacant Post	Trained Teacher		% Of Trained Teacher	
		Male	Female		Male	Female	Male	Female
Dhemaji	1420	970	450	19	812	305	84%	68%
Bordalani	471	338	133	5	217	93	64%	70%
Mukrongselek	466	315	151	4	206	134	65%	89%
Total	2357	1623	734	38	1235	532	76%	72%

Table 2.15 Teachers position in Govt / Provincialised upper primary schools

Name of Block	Sanctioned Post	Teachers Position		Vacant Post	Trained Teacher		% Of Trained Teacher	
		Male	Female		Male	Female	Male	Female
Dhemaji	1204	909	294	33	433	112	48%	38%
Bordalani	322	270	52	7	109	17	40%	33%
Mukrongselek	170	151	19	3	71	7	47%	37%
Total	1696	1330	366	43	613	136	46%	37%

Table 2.16 :: Block wise pupil teacher ratio at primary & upper primary school

Name of Block	Primary School			Upper Primary School		
	Pupil Teacher Ratio			Pupil Teacher Ratio		
	Total Student	Total Teacher	PTR	Total Student	Total Teacher	PTR
Dhemaji	29862	1420	1:21	16539	1204	1:14
Bordalani	19738	471	1:41	10628	322	1:33
Murkonselek	24086	466	1:51	11459	170	1:67
Total	73686	2357	1:31	38626	1696	1:22

CHAPTER –III: PLANNING PROCESS

A large number of human resource were mobilized for insuring a participate and contextual planning in the district of Dhemaji. Besides the education department officials services additional manpower were utilized as per the detailed given below,

SL No	Name of Block	Number of district resource person	Number of block resource person	Number of V/V
1	Dhemaji	20	407	3494
2	Bordalani	6	141	1345
3	Murkangselek	6	195	1566
Total		32	743	6405

A. Key Resource Persons Training at State Level :

The Planning process was initiated with the launch of pre-project activities in the month of February 2002 when a 4 member strong Key Resource Persons attended a 3 day State Level Training Programme at IIE Guwahati from 9th February to 11th February, 2002. *List of officials attended the training programme is given at annexure—Table i.i.*

B. District Resource Persons Training at Zonal Level :

The second important milestone of the pre-project activities was conduct of District Resource Persons Training. Combining the DRPs of Lakhimpur and Dhemaji a zonal training camp was organized at Akajan in Dhemaji District for three days W.E.F 7th March to 9th March. The training programme was inaugurated by the Deputy Commissioner of Dhemaji district. The Mission Director, SSA was present in the training camp for two days and in his presence was not only a inspiration to the participants but it reflected his concern for the remote and most difficult part of the state.

There were one D.R.P 's per +2-3 G.P all together 24 number of person from the district attended the DRPs training.

List of District Resource Persons attended the training programme is given at annexure-I Table I.II.

C. District Resource Persons Planning Meeting at District Level :

After the training of DRPs two day planning meeting of DRPs was held at district level on 11th and 12th March.

The agenda of the planning meeting was extensive and covered following points:

- **Assessment of Additional BRPs required for Tea garden & Remote areas**
- **Preparation of block wise sets of materials and distribution of materials to BMC offices**
- Review of scheduled major works
- **Preparation of a final chart showing the allocation of blocks & GPs for each DRP**
- Finalisation of block wise dates and venue for BRPs Training & information to be given to all concerned.
- Allocation of DRPs against each block level training venues
- Preparation of plan for supervisory visits of DMC, ADMC, BMC and other department officials

- Arrangements to be made for BRPs training.
- **Allocation of villages and Tea Garden Divisions to BRPs.**
- Discussion on session plan of BRPs & Volunteers training
- Finalisation of dates and venues for GP level meetings
- Distribution of Materials
- Assessment of additional materials if any required and submission of requirements to Mission for the same.
- Activity wise requirement of fund and arrangements made for transfer of fund from DMC to BMC & BMC to BRP
- Opening of BEEOs bank account & decision to transfer Rs.25000/- to each BEEO/BMC immediately at the end of the planning meeting
- Also prepare fund requirement for next 1 month for transfer of fund from state office for DMC and each BMC offices against specific activity and proposed implementation schedule.
- Arrangements made for tea gardens, forest and other remote areas
- Assessment and identification of the additional manpower for DMC & BMC office.

At the end of the planning meeting DRPs were allotted particular block and 2-3 Gaon Panchayat within the block it may be noted that one block resource person (BRP) was selected against every two village.

About natural difficulties such as reverses , devastating of roads by floods etc the numbers of BRP's were enhanced . The DRP wise allocation of GP and villages and BRPs is given below.

SL No	Name Of DRP	Name of allocated block	Numbers of GP allocated	Numbers of village within the allocated GPs	Numbers of BRPs
1	Sri Began Dutta	Dhemaji	3		
2	Sri Diganta Gogoi	Dhemaji	1		
3	Sri Chandra Saikia	Dhemaji	1		
4	Sri Bipul Sarma	Dhemaji	3		
5	Sri Khira Phukan	Dhemaji	2	25	15
6	Sri Loke Nath Gogoi	Dhemaji	3	44	23
7	Sri Banikanta Handique	Dhemaji	2	29	16
8	Sri Junu kaman	Dhemaji	1	28	18
9	Sri Sadananda Gogoi	Dhemaji	2	40	22
10	Sri Indra Phukan	Dhemaji	2	23	12
11	Sri Runu Kush	Dhemaji	2	41	28
12	Khiramani Baruah	Dhemaji	1	18	12
13	Sri Trailukya Konwar	Dhemaji	1	46	15
14	Miss Puspa Chetia	Dhemaji	1	26	18
15	Sri Gakul Saikia	Dhemaji	2	62	32
16	Sri Deba Kumar Khanikar	Dhemaji	1	18	9
17	Prabin Duwarah	Dhemaji	2	54	29
18	Sri Rabindra Nath	Dhemaji	3	59	29
19	Sri Manik Ch Baruah	Dhemaji	2	37	21
20	Sri Luit Goswami	Dhemaji	2	51	29
	Block Total		37	733	407
21	Sri PranabJyoti Hazarika	Bordalani	3	54	29
22	Sri Shaktipan Tamuli	Bordalani	3	50	27
23	Sri Manuj Kr Gohain	Bordalani	2	53	26

24	Sri Sishumani Baruah	Bordalani	2	55	34
25	Sri Pranabjyoti Gogoi	Bordalani	2	36	19
26	Sri Abani Saikia	Bordalani	1	12	6
	Block Total		13	260	141
27	Sri Nava Baruah	MurkongSelek	2	46	22
28	Sri Durlabh Baruah	MurkongSelek	2	31	20
29	Sri Mangalshing Pegu	MurkongSelek	2	46	38
30	Sri Grantham Saikia	MurkongSelek	3	66	44
31	Sri D Saikia	MurkongSelek	3	76	43
32	Sri S S Goswami	MurkongSelek	3	65	38
	Block Total		15	330	195

D. Block Resource Persons Training at Block Level :

Followed by DRPs training of BRPs was held as per the scheduled given bellow. The DRPs of the concerned block conducted the training of the BRPs block level. The state resource person allotted of the district also supervised the BRP training program.

Name of Block	Date of BRPs training	Venue of the training	No of DRPs conducted the training	Number of participants attended the training
Dhemaji	15 to 18 th March 2002	Nalanipam LP	2	71
		Moridhal MV	2	70
		Silapathar	2	
		Machkhuwa	2	
		Naruathan MV	2	
		Gormora MV	2	
		Batanipam MV	2	
Bordalani	15 to 18 th March 2002	Goga Mukh MV	2	40
		Bardalani Girls ME	2	48
		Nalbari ME	2	51
Murkang Selek	15 to 18 th March 2002	Jonai Town ME Hindi	2	
		Telam Tribal ME	2	
		Pachim Chimen	2	
		Chapori ME		
		Mechaki Govt ME	2	

E. Block Resource Persons Planning Meeting at Block Level :

After the BRPs training one day planning meeting was held with the BRPs.

In the planning meeting along with other points the schedule of field level activities was finalized. Accordingly the field activities were executed as per the schedule and targets achieved given below:

The BRPs were entrusted with the following field level Tasks:

Sl. No	Tasks
1.	Visiting the assigned GP for giving information for the GP level General Meeting
2.	Acting as RP in the first meeting in the assigned GP
3.	Submitting the report of the meeting to BMC
4.	Visiting the assigned two villages for giving information for the Gaon Sabha

Meeting

5. Acting as RP in the first Gaon Sabha Meeting of each of the 2 villages
 6. Preparation & sending of the reports of Gaon Sabha Meeting to BMC
 7. Training of village volunteers at GP level
 8. Visiting villages during survey
 9. Undertaking sample checks of at least 10 sample household schedules during the process of collection & after they have been received from villages and affixing signature on the body of the formats. In case of mistakes getting them corrected or re-collected.
 10. Compilation of survey data as per format 9 and 10 of the two villages
 11. Conducting group discussion in the assigned villages
 12. Conducting interview of teachers of the schools of the assigned villages
 13. Ensuring timely collection of reports from fields.
 14. Compilation of village survey GP wise and block wise at block level under the supervision of DRP
 15. Ensuring the smooth functioning of all village volunteers of the two assigned villages.
 16. Acting as RP in the village level meetings for constitution of VEC and sharing of survey findings
 17. Filling up the format for approval of VEC/GPEC available at BEEO/DI office
 18. Getting approval of BEEO/DI for membership of VEC and GPEC and handing over the approval copies to VEC/GPEC
 19. Conduct of First Meeting of Village Education Committee and submission approval of VEC from BEEO to the Member Secretary
 20. Assisting VEC in preparation of Village Education Register (VER)
-

F. Meeting of Gaon Panchayat Functionaries at GP Level:

A public meeting was conducted in each GP. GP President, Secretary & Members, Gram Sevak's/ Sevika's, ANM workers, AWW workers, Head Teachers /Masters /Principals of schools, SI of Schools of that area, Retired Teachers, Gaon Burha's of the concerned GP area were invited to participate in the meeting.

Altogether 65 Gaon Panchayat Level meetings were held during 22-25th March in which total 1202 people participated.

The concerned BRPs visited the GP area for giving information to the participants to attend the meeting. Formal Invitation letter signed by the BMC or concerned DI was given to the participants and also leaflet were pasted in the public places. The concerned BRPs ensured that the participants have received the invitation letters.

MP/MLA/PRIs of that area were specially invited to participate in the meeting and inaugurate the meeting.

if the attendance of the meeting was found poor, the meeting was postponed and held within next three days.

The major agenda of the meetings were:

- Overview of Educational Status in the GP
- Issues of the GP which effects Elementary Education
- Aims, objectives & targets of SSA
- Outline of pre-project activities to be conducted at village level

The procedures for the conduct of meeting and reporting format of the meeting was included in the BRPs training manual. Printed reporting formats were supplied for reporting of the meeting.

Number of GP level meetings held	Period during which the meetings were held	Total participants of the meetings
65	22 to 25 th March 202	12025

G. Gaon Sabha Meeting:

In each village a general public meeting was held twice for appraisal, awareness and constitution of VEC.

Altogether 1323 Gaon Sabha Meetings were held during 28th March 4th April 2002 in which total 88507 people participated and 6405 village volunteers were identified

For giving wide publicity following means were adopted:

- *Distribution of leaflet giving date, venue and agenda of the meeting*
- *Distribution of leaflet signed by Chief Minister and Education Minister of Assam*
- *Pasting of the leaflets in public places*
- *Announcement of the meeting in the local market*
- *Visit of the BRP to the homes of elder persons of the Villages for individual invitation.*
- *Visit of the BRP in schools. In schools the BRP will invite the teachers individually and distribute leaflets to the students for pursuing their guardians to attend the meeting.*
- *In case tea gardens the BRP also met the Garden Manager, Welfare Officer and representatives of the labourers and request their participation in the meeting*
- *In case of forest villages the BRP also met the Forest Department Officials viz. Forester, Ranger and request their participation in the meeting*
- *Special appeal to the mothers, Voluntary Agencies, Club, Mahila Samity of that area to attend the meeting*

In order to make effective and ensuring much participants in the meeting, a target of minimum number of attendance of the meeting was fixed 100 for large village & 80 small villages. Significant proportion and not less than 30 percent of the women must present in the meeting. If the participation is less than this the meeting would have to be postponed and organised within 2 days. Participants must include Guardians, Teachers, Elder village persons, representative of NGOs, Mahila Samity, Panchayat Members, mothers, local unemployed youths, Student representative etc.

Concerned BRP of the village conducted the meeting. In this meeting the village volunteers were selected by the villagers themselves for conducting the House to House Survey.

The proceedings of the meeting were recorded in a register supplied by the Mission. This register will now be used as Village Education Committees Meeting register.

The procedures for the conduct of meeting and reporting format of the meeting were included in the BRPs training manual. Printed reporting formats were supplied for reporting of the meeting.

Name of Block	Number of Gaon Sabha level meetings held	Period during which the meetings were held	Total participants of the meetings
Dhemaji	733	28 th March- 4 th April	48240
Bordoloni	260	28 th March- 4 th April	17688
Murkong Selek	330	28 th March- 4 th April	22579
Total	1323		88507

H. Training of Village Volunteers at GP level

A 3-day training of village volunteers who were selected in the Gaon Sabha meetings was held for conducting the house-to-house survey works. The training was conducted by the BRPs at GP level. The training schedule was staggered to ensure the presence of concerned DRP/BRP.

Altogether 6405 Village Volunteers were trained during 7th to 10th April in 65 venues.

On the last day of the training, the concerned BRPs finalized the schedule of all fieldwork including the day of the survey sharing meeting and constitution of VEC.

Name of Block	Number of Venues for village volunteers training	Period during which the trainings were held	Total Village Volunteers attended the training
Dhemaji	37	7 th to10 th April	3494
Bordoloni	13	7 th to10 th April	1345
Murkong Selek	15	7 th to10 th April	1566
	65		6405

I. Micro Planning, School Mapping and Other Village Level activities:

A detail micro planning and school mapping exercise was undertaken in each habitations, villages and tea garden divisions by the BRPs with the help of identified and trained village volunteers. The objectives of this exercise was to:

- Find out educational status of children including those going to school and those who are out of school
- Find out the existing educational institutions in the village.
- Finding out the peoples' view on functioning of these educational institutions.
- To find out whether there is any specific deprived groups/areas.
- To identify child labour and disabled children if any in the village

The activities conducted in sequential order are described below:

J. Village Mapping And Listing Of Resources:

The village volunteers carried out this exercise. The BRP remained present during the exercise to assist and guide the group.

In Tea Garden areas, each *Line* was considered as a habitation, and each *Division* was considered as a village.

The Village Volunteer Group fixed up a date for a general meeting of Community Members covering representatives from all the habitations at a central place, (preferably in schools premises), and completed the following activities through extensive group discussions and sharing. This exercise comprises of the following activities:

- *A village map showing specifically the habitations, educational institutions, isolated/remote habitations to have an overall picture of the village*
- *Listing of all names of Educational Institutions*
- *Distance listing of schools with respect to three stages of schooling viz. Primary Stage, Upper Primary Stage, and High/Higher Sec Stages.*
- *Listing of households' habitation wise.*
- *General information of the Village.*

K. House To House Survey

After completion of the above activities the village volunteers carried out the work of door to door survey for collection of information of every child. The BRP remained present during the exercise to assist and guide the volunteers group.

Following information of every child was captured in a well-designed format. For each household one format was used.

Name of the Family Head, his/her educational status, caste, mother tongue, occupation. Above 14 years gender wise total members of the family by literacy status, Name of the child, his her sex, age, educational status, name school or other institutions wherein he/she is studying, whether he/she is physically handicapped and nature of disability, whether he/she is child Labour and reason of child labour, if dropped out or never enrolled reasons of drop out or never enrollment.

Habitation Wise the entire household formats were tagged together for the village for compilation & on ward submission.

L. Collection Of Information On Religious Madrassa/Tols/Moths

A lot of children attend in these types of full time institutions wherein only religious teaching takes place. In order to capture the information of all these children a format was designed and information from each of such institutions were collected by the BRPs.

M. Collection of Information On Venture, Private Schools

in order to have a comprehensive picture of all types of institutions the DISE format was simplified and administered in Venture & Private Schools by the BRPs.

N. Compilation of House-to-House Survey Results

The BRPs compiled the survey results as per instruction given in the training manual and use the printed formats. He/she took help of the village volunteers while doing so.

Following guideline was followed for collection, compilation & submission of formats:

The BRP undertook sample checks of at least 10 household schedules (Format 6) of the two assigned villages during the process of collection of formats. On his satisfaction he put his/her signature on the body of the formats. In case of mistakes the BRP got the format corrected or re-collected. The BRP had specifically checked that information for all the households (listed at Format 4) have been collected.

DRP also undertook sample checks of at least 5 household schedules of at least 10 villages of his/her GPs during the process of collection & certify the correctness of the entries and affix signature on the body of the formats. In case of mistakes the DRP will get them corrected or re-collected

On ensuring the complete collection and sample checks the BRP sat together with the village volunteers and make habitation wise bundle of the Format 6 and start compiling household wise information as per format 9. After completing the compilation as per format 9 the format 10 will be compiled. The DRPs visited villages during the compilation process.

After completion of the compilation the BRPs submitted the formats to the concerned DRPs on a specified date. Before submission, the BRPs checked specifically whether any format was missing or not, whether all formats have been signed by them or not, whether any major inconsistency is there or not etc.

The DRPs fixed a common date for receiving of the formats in the block in a specified venue and scrutinized the same with the assistance of the concerned BRPs. GP wise compilation as per format 10 was also be done at the same time.

The DRPs checked specifically that whether any format is missing or not. Whether all formats have been signed by the BRPs or not, whether any major inconsistency is there or not etc.

DRPs put his/her signature on the formats and make GP wise bundle and submit to the concerned BMC with forwarding letter and his her comments if any in separate loose sheet.

All the formats that is except Format 6 to be submitted to the DRPs have been signed by the BRPs

BRPs RETAINED THE FORMAT NO. 6 WITH THEM TILL THE FORMATION OF VEC AND SUBMITTED TO THE MEMBER SECRETARY OF VEC AFTER THE CONSTITUTION OF VEC

O. Group Discussion:

Group discussion was one of most important pre-project activity. One group discussion was conducted in every village. Separate group discussions with women were organized in such villages wherein due to certain socio-religious reasons women do not participate meetings with male folk.

The Block Resource Person with the help of village volunteers will conduct the group discussion

Following questions were discussed in the group discussion:

1. Functioning of the school
2. Opinion of the Teachers of the school
(*Regularity, teaching, behaviour with children*)
3. Problems in the functioning of the schools
4. School Management Committee
5. Appropriateness of the school Calendar
6. Suggestions for Improvement of the functioning of schools
7. Irregular children
8. Children who are not enrolled in school(*kind of families*)

9. Most disadvantaged group/ families in the village
 10. Measures to ensure that Children do not dropout and attend school regularly

Sl. No.	Name of Block	Number of Group discussion held	Period during which the discussions were held	Total participants of the discussions
1	Dhemaji	733	20 th to 25 th April	17657
2	Bordaloni	260	20 th to 25 th April	6592
3	Murkongselek	330	20 th to 25 th April	8342
	Total	1323		32591

P. Holding of Interview of teachers:

In order to collect the opinions of the teachers' interview of teachers was also conducted as a part of pre-project activities. The BRP will conduct interview of one Head teacher of LP school and one Head Master of Upper Primary School along with one other teacher from each school. So the BRP conducted interview of four teachers of the schools located in the village, which includes one Head teacher & one other teacher of one LP school and one Upper Primary Schools.

The teachers' opinion on following areas were sought :

- The problems in the functioning of the schools
- School Management committee
- School Calendar appropriate
- (schedule of holidays, examinations etc with reference to a griculture seasons, floods, local festivals etc.)
- The children who are not enrolled in school
- Irregular Children
- Improvement of children's participation
- Improvement of the functioning of schools

Name of Block	Number of HTs interviewed	No. of other teachers interviewed
Dhemaji	969	1938
Bordoloni	370	740
Murkong Selek	359	718
Total	1698	3396

Q. Constitution of VEC and Survey Sharing Meeting

Open meetings were conducted in every villages for constitution of VEC/TGEC . In these meetings the survey sharing and discussion on elementary education issues took place. The meeting also took note of the suggestions given by the villagers for improvement of education in the villages.

The concerned BRP convened the meeting. The volunteer Group, which had carried out the field level activities, informed about the date and venue of the meeting during the conduct of the survey. It was ensured that all the participants who had attended the first meeting are also properly informed

Name of Block	No. of total village	Number of VEC Constituted	Period of constitution	Total participants of the meetings
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Dhemaji	733	733	20to25 th April	47245
Bordaloni	260	260	20to25 th April	17579
Morkongselek	330	330	20to25 th April	21532
Total	1323	1323		86356

Open meetings were conducted in every Gaon Panchayat for constitution of GPEC . In these meetings the survey sharing and discussion on elementary education issues took place. The meeting also took note of the suggestions given by the villagers for improvement of education in the villages.

The concerned DRP convened the meeting. The BRPs informed about the date and venue of the meeting during the conduct of the survey. It was ensured that all the participants who had attended the first GP level meeting held during 2 - 5 March' 2002 are also properly informed.

Name of Block	No. of GP	Number of GPEC Constituted	Period of constitution	Total participants of the meetings
Dhemaji	37	37	20 to 25 th April	6931
Bordoloni	13	13	Do	2575
Murkong Selek	15	15	Do	2874
Total	65	65		12380

S. First Meeting of Village Education Committee:

Though the training programme of BRPs covered the know how of the first meeting of VEC. And the details of the meeting was mentioned the BRPs training manual another one day orientation of the DRPs & BRPs was organized for the purpose. The DRPs training was conducted by State Resource Person and District In-charge and BRPs training was conducted by the DRPs.

The BRPs of the concerned villages attended the first meeting to assist the member secretary in conducting the meeting. The main agenda of the meeting was as below;

Besides a printed booklet regarding role & functions of the VEC and other allied aspects was also distributed to all the VECs.

With the constitution of VEC, TGEC & GPEC and holding of first meeting of VEC, TGEC the first phase of Pre-project activities and Preparatory planning exercise were completed.

The second phase of the Planning Process started with following activities:

T. Constitution of SMCs:

SMCs were constituted in each LP & Middle school in open meetings through the Resource Persons. For constitution of SMC the DRPs were trained at district level by the SRP and BRPs were oriented at block level by the DRPs. The DRPs also visited during the constitution along with other departmental officials. This has ensured a participatory formation of this important organ of schools.

U. Constitution of District Planning Team (DPT):

A 31 member District Planning Team was constituted under the chairmanship of Deputy Commissioner. The representative of District Administration, Rural Development, Social Welfare, NGOs and education department were included in the DPT. ***The list of the members of District Planning Team is given at Annexure-I Table I.III***

V. Constitution and Training of District Core Team (DCT):

A small core group was constituted from amongst the members of the District Planning Team. The DCT was made responsible for actual production of the perspective plans with the help of DPT & BPT members. Another task assigned to the DCT was to train and guide the other members of DPT & BPT.

Adequate measures were adopted to select such people especially in the district core team who would be able to work continuously for at least one month without bothering for holidays and odd hours and they have good analytical skills, writing abilities, and field knowledge.

The district core team was constituted with 17 members. The list of the members of DCT is enclosed at Annexure-I table i.IV

District Core Team Members attended 6- day training on procedure of preparation of perspective plan at State Level from 23rd to 28th July 2002.

After the State Level Training of DCT, the training of District Planning Team at district level & Block Planning Teams at Block Level have been organized where detailed discussions on preparation of district perspective plan were held .

Besides, two visioning workshops on community mobilization and quality/school improvement were organized at district level where all the DCT members /DPT members and some identified educational thinkers of different areas attended and share their thinking and experiences.

Moreover, three other visioning workshops on the same subjects at Bordoloni block , Dhemaji Block and Murkong Selek block have been organized to find out the issues, strategies and interventions on community mobilizations as well as quality/school improvement and implementation of village educational register.

Special Study Teams were constituted for designing the functional area wise strategies. The List of the members of the study teams is enclosed at annexure-I table I.V.

The study teams visited different problem pockets, interacted with different persons, taken up field level study to find out issues, strategies and interventions, and finally arrived at a consensus on the different aspects.

CHAPTER-IV: EXISTING SCHEMES OF ELEMENTARY EDUCATION

Mid- day meal scheme:

Coverage:

Mid-day meal introduced in the district vide govt. WT message dates 18-5-92 and DEE memo no ETG. 13/92/4 dated 19-5-92.

But it was not regular from 1992. Till now mid-day meal is not regular. Year wise status of the implementation of the scheme is discussed below

Table No 4.1 Mid-day meal scheme:

Year	Items supplied	Quantity of items supplied	No of school covered	No of children covered
1998-99	Rice	427890 K.G	848	76339
2000-01	Rice	853048 K.G	848	77254

Implementation difficulties:

- No proper communication and carriage to collect the supplied materials to the interior schools
- The head masters are involved to receive and carriages the rice sand during that days the enrolment functioning of the schools are hampered.
- No mid-day meal is implemented in the middle schools where those schools having classes I-IV.

Table No 4.2 Operation Black Board:

Year	No of Teachers appointed in LP school	No of Teachers appointed in UP school	No of schools to which equipment supplied
1999-2000	40	139	1 st phase -131
1989-94	45	-	2 nd phase-409
	30	-	3 rd phase-21
Total	115		561

Implementation difficulties:

- The equipments are supplied from the office of the DEEO, Assam to the district elementary education officer. The DEEO informed the respective BEEO's to receive the materials for onward distribution to the listed primary schools. The head Pandits of the respective schools received the materials from the BEEO office.
- The equipments supplied by the suppliers are not the same like the sample provided from them. Some of the materials already been useless. safely.
- In appointing the Teachers the Department is not involved in anywhere.

Table No 4.3 Construction of school under MP/ MLA Fund:

No of Block	No of new school constructed	No of additional classroom constructed	No of school provided with drinking water facilities
Dhemaji	21	Nil	111
Bordoloni	11	Nil	28
Murkong Selek	11	Nil	19

Implementation difficulties:

- Schools are not selected by the concerned educational department
- Construction and supervision under the Deputy Commissioner of the District
- Due to lack of concerned educational supervision most of the construction of school buildings become very poor.

Table No 4.4 Construction of school under PMGY.

No of Block	No of new school constructed	No of additional classroom constructed	No of school provided with drinking water facilities
Dhemaji	Nil	10	10
Bordoloni	Nil	4	4
Murkong Selek	Nil	6	6

Implementation process:

Department of DRDA and other rural department directly maintain the grant.

Implementation difficulties:

- Schools are not selected by the educational department
- Construction and supervisions are under DRDA
- Due to lack of concern educational departmental supervision most of the construction of building become very poor.

CHAPTER-V : SPECIAL AREAS AND GROUPS

Background:

Dhemaji Sub-division is converted into full fledged district recently before two decade ago .” The world has become a global village “is a misnomer to Dhemajians .The people of Dhemaji residing far and near , hills and plains are handicapped with diversified problems of the communities . The heterogeneous characteristics of the people of plains , slums forests , flood prone areas ST (Miric , Bodo , Deories , Rabha Hajang etc) and SC areas along with Nepali , Adibasis , General , OBC , MOBC and minorities areas make the district position critical and stringent in all respects.

The experiences and findings gathered during pre-project activities – Alok Yatra in respect the “ Need & Manner “ of community mobilization and other special intervention in special areas and for special groups are described below.

Visioning workshop on Community Mobilization at the district level was held in which all the DCT members including some other well-acquainted persons of the focused areas were invited who shared their quantum of experiences regarding viable ways & means of successful community mobilization. Similarly, block level visioning workshops with BPT and other related persons were also held in this respect.

Taking all the findings into consideration following special areas and groups has been identified for special intervention. These can be specified into two broad categories.

*Educationally retarded groups or areas (also groups / areas with low motivation)
Areas which are remote and with difficult accessibility.*

Status :-

A Educationally backward groups or areas (Also groups / areas with low motivation)

A1 Schedule Caste dominated Areas:

Schedule Caste dominated Areas are mainly river banks , isolated , char and remote comprising of 2% rate of higher than that of the state average in Dhemaji district . Total population 34482 and 7.2% of population (1991 census)

A2 Schedule Tribes Dominated Areas :

Jonai subdivision or Murkongselek block is a declared “Tribal Belt : under Dhemaji district . Total ST population of the district 210353 amounting the total distribution of other S.T pockets . Dhemaji district , it self attained the S.T 43.92% population where Jonai (Murkong Selek T.D block) figured 66.96% of S.T population . S.T habitation and villages almost all in the riverside , isolated forest and near or within the forest.

A3. Educationally Backward Muslim Areas (Specially for Girls Education) :

There are 7114 nos. of population that are inhabited by Muslim Community have been identified as Educationally Backward Muslim Areas and targeted Specially for Girls Education. Education in general and specially girl's education is not given priority and only 1.49% is detected for girls education including literacy rate of Muslim Community in Dhemaji

B. Forest Villages:

There are two types of forest villages namely – Reserve Forest & Revenue Forest. The problem of Reserve forest villagers are encroachers inhabited out of them are Missing (Miri), Bodos, Nepali families, Hajong and Muslims. There are 102 forest villages and 2 revenue forests in Dhemaji District.

Special Focus Area & Group Wise Major problems & Issues:

After identification of the areas and specific issues of these special areas, we have tried to analyse the pin-pointed problems as well as issues which effects the schooling decisions & provisions. The problems have been ear-marked 'Common' and 'Area Specific'. Some of the problems like remoteness, irregular functioning of schools, irregular attendance of teacher are common in the identified areas & some are unique for each of the areas. A detailed analysis of head-wise problems are appended below.

There are 210 LP and ME/MV schools area are distributed in 24GP under Dhemaji district are enlisted below.

Block name	G.P Name	Name of Schools	Total
Bordalani	Bordalani	1 Khana Krishna Pur LPS 2 Gurathali LPS 3 Bhakat Kaibatra LPS 4 Maj Gaon LPS	9
	Lotak	1 Bardai Baduluka LPS 2 Ratua Pathar LP 3 Chutia Kari LPS 4 Badaluka LP	
	Joyram Pur	1 Baruah pathar LP	
Dhemaji	Madhya Sisi Tangani	1 Namkir Chapori LPS 2 Pepal Guri LP 3 Garumara Koroi LP 4 Mer Chapori LP 5 Uvota Pait LP 6 Garumara LP 7 Mer Debera LP 8 Jatia Chapori LP 9 Kathal Guri LP 10 Chalia Hapjan LP 11 Ampan LP 12 Sohbari LP 13 Singibil Ligeth Selek LP 14 Punoi LP 15 Mathura Chapori LP 16 Ngamukjan LP 17 Borselek LP 18 Kotabari LP 19 Dambuk LP 20 Kareng Chapori LP 21 Bhaluka Guri LP 22 Bhekeli Pamua LP 23 Kebarang LP 24 Kamala Miri ME 25 Pumi ME	

	Namani Sisi Tengani	1 Sisi Chapori LP 2 Mauza Chapori LP 3 Bhangidia Kumar LP 4 Barchapori LP 5 Jhangali office LP 6 Linker Chuk LP 7 Tini Gharla LP 8 Barchapori Tribal Me 9 Deberajan Tribal ME	123
	Barlung GP	1 Barlung ME 2 Rangkop Barchapori LP 3 Mora Burisali LP 4 Dhereki Chapori LP 5 Botola Chuk LP 6 Ger Geri LP 7 Gulapota Dolpung LP 8 Bijaypur Balijan LP 9 Chang Changia LP 10 No1 Sarulung LP 11 Rangkop Gulakhota LP 12 Haldibari LP 13 Namani balijan LP 14 Sarai pora LP 15 Sishi Mukh Deuri LP 16 Uttar Doom Kotang LP 17 Bahbari LP 18 Monuha miri LP 19 Uppar Bhangidia ME 20 Rangkop Golakota ME	
	Amguri	1 Rahdola Lp 2 Purani Dhunaguri 3 katua Miri LP 4 Amguri Ahom LP 5 Bouly Nepali LP 6 Bouly Miiri LP 7 Bor Bauly LP 8 Dhunaguri Pait LP 9 Botuathan LP 10 Dhunaguri LP 11 Naharani Kuli LP 12 Amguri Tribal ME 13 United Tribal ME 14 Gorh Mora MV	
	Kulajan	1 Chital Mari LP 2 Kulajan Lp 3 Buri chuti LP 4 Kula Mua LP 5 Young Chapori LP 6 Sardar Chuk LP 7 Young gia Bali LP	
	Sisi Bargaon	1 Takowani LP 2 Sishi Barchuk LP 3 Sumani LP 4 Sishi Bhebeli LP 5 Sapala Chuk LP 6 Saukham Ting LP	

	Muktiar	1 Natun Arney Chapori LP 2 Rekha Chapori LP 3 Medhi Pamua LP 4 Deuri Ghat LP 5 Sunari Ghat LP 6 Deuri Ghat Adarsha ME	
	Jurkata	1 Latachur Taid LP 2 Khaliha Mari LP 3 Jur kata Naharani LP 4 Nagakhelia LP 5 Kawaimari LP 6 Soulmara LP 7 Latachoor Tapid LP 8 Tapid Amguri LP 9 Bardubi LP	
	Jiadhal	1 Bor Mathuri LP 2 Na Pamua LP 3 Jiadhal Dihiri LP 4 sarudhekera LP 5 Dugharia LP 6 Bardolopa LP 7 Bor Dhekera LP	
	Maridhal	1 Kani Beel LP 2 Kani Beel Nagaon LP 3 Jamuguri LP NO1 4 Jamuguri LP NO2 5 Maju Malia LP	
MurkongSelek	Silley	1 Bahir Silley Govt LP 2 Rabha Katani LP 3 Nahar Silley LP 4 Bara Chapori Nagaon LP 5 Kobu Chapori LP	
	Rayong Bijay Pur	1 Siram Puria Pungsang ME 2 Arimara LP 3 Rakhut Kemere LP 4 Namani Bali LP 5 Madhya Lakhipurv LP 6 Madela LP 7 No 2 Sirampuria LP 8 Bijaupur Bhekeli LP 9 Arimara Sekai AK LP	78
	Jonai	1 Rayeng Rokte LP 2 Hatijan Bodo LP	
	Bahir Jonai Lujan	1 Gine mahmara LP 2 Oklanad LP 3 Haripur Deuri LP 4 Kerker LP 5 Bera Chapori LP 6 Bahir Jonai LP 7 Ruhit pur Deuri LP 8 Luhijan LP 9 Nalani Pam LP 10 Tari Kacharai LP 11 Okland Bolai LP 12 Bera Milan ME 13 Rukmini Ali ME 14 Pragati ME	

	Gali Chikari	1 Barnag Burichuti LP 2 Kampung Junai Mukh LP 3 Palung LP 4 Kampung Buri Suti LP 5 No1 Milan Pur LP 6 Mechaki Govt LP 7 GaliGhat Machkhuwa LP	
	Laimekuri	1 Tako Gitung MV 2 Barang Saraibari LP 3 Ujani Michamara LP 4 Bardandi LP 5 Barong KrishnaPur LP 6 Uluani Bodo LP 7 No1 Karnapur Bodo LP 8 Tako Gitung Govt LP 9 Barang Telijan Lp	
	Ramdhan Dikhari	1 Bardandi Bodo Lp 2 Dikhari Govt Lp 3 Boguri Guri Bodo Lp 4 Namani Uluwani Bodo LP 5 Bardandi Bodo LP 6 Damkal Bodo LP 7 Burisuti Bengali LP	
	Telam	1 Luhitparia LP 2 No2 Luhitparia Lp 3 Kamere LP	
	Dekapam	1 Dekamissing LP 2 Serengchapor LP	
	Mishamara	1 Round Kumalia LP 2 Mishamara LP 3 Annapur LP 4 Karichuk LP 5 Jaypur Bodo LP 6 Uluchapori bodo LP 7 Hastinapur Bodo LP 8 Pubraound LP 9 Kumalia LP 10 Nowkata Bodo LP 11 Bukajan LP 12 Rown LP 13 Magur Mari Bodo LP	
	Siman Chapori	1 Bura Bhakat Bodo Lp 2 Rangpuria LP	
	Somkong	1 Sengajan Kaibatra LP 2 Barua Bali LP 3 Sonapur Bodo LP 4 Lalung Bodo LP 5 Baligarah Bodo LP 6 Tadunia Bodo LP 7 Bishgharia Bodo LP 8 Somkong Govt LP	
TOTAL			210

Major Problems And issue::

Causes of Major Problem	Number Of Habitation
Natural barrier	350
Within Forest	9
Long Distance from nearest motor able roads	337
Located in hilly land	32
Mixed and other reason	528
Total	1258

In addition to above some other educational problems are highlighted below,

Less Number of working days:

In addition to the normal holidays which is already very high, the SC , ST , flood proned areas along with forest schools are remained close for a continuous holidays .Highland non flood affected schools are utilized as shelter and temporary camps for the flood affected villagers.

Number of Villages Classified in Terms of days for Which School Remains Close

	No Of Village By Number Of Closing Days				Total
	Less Than 30 Days	31 to 60 Days	61 to 90 Days	Above 90 Days	
Dhemaji	995	89	72	47	1203

Single Teacher Schools: Out of the total 849 no. of primary schools 204 no of LPs are single teacher schools . Single teacher schools are generally closed for taking salary and attending center meeting. Where three days each time total six days monthly have to close to reach the school again

Sibling care : Sibling care is more prominent in SC,ST , Char areas and the girl children of minorities are more affected .General data indicates the less enrolment of the above categories.

Lack of Lower primary & Upper primary schooling facilities hampering the elementary education seriously in the district. The existing position of LP & Upper Primary Schools are 847 & 171 respectively.

Child labour & Addiction to liquor & Lack of educational environment at home Dhemaji district suffers child labour problem due to the availability of Madhupur TE , Bordaloni TE , of Lakhimpur district in the adjacent border of Bordoloni block and DonyiPolo TE and Linka TE of Arunachal Pradesh is adjacent border of Murkong Selek block of Dhemaji district.The TE labours with their children in two blocks are habituated for garden labours . These communities are mainly ex Tea tribe , Adbasih and SC etc . All the families are familiar and addicted in liquor from childhood resulted no environment for education at home .

The indigenous people like Nath & Yugi people of SimenChapori area posses the so called aboriginal socioeconomic treatment like SC & ST of the district . The children of this group mainly used to cultivate fishing and large scale cattle farming with their parents so aged enrolment long term irregular attendance enable to increase the rate of drop out the elementary education , as well as no environment for education at home.

SC Dominated Areas: Dhemaji district is itself an economically , educationally backward district . The problem of the SC villages are almost the same as the problem of the other specialized areas, The problem like parental apathy , irregular functioning of schools are also common to these areas . The main occupation of the SC people are cultivation, fishing , fine wood cutting , cane and bamboo works . Their economic condition is very bad which force them to get their school aged & school going children for additional carrying resulting high rate of never enrolled irregular attendance. The ignorance & no value to education is also prevalent among the illiterate parents & guardians

Communication problem : Dhemaji district itself is a netlike coverage of rivers with mighty Siang (Brahmaputra) , Dikhari , Dimow , Simen , Jia Dhal , Gainadi Subansiri etc with its tributaries .The forests covers Dhemaji 63665 hectares of land . So total 1323 villages are can not link even 30% by its communication . The NH52 is lying 141 Km through the district . which is remained cut off the district with rest of the country almost 8 months of the year There are 14 wooden bridges on the national highway with single road is in deplorable condition . Internal road links are neither surface nor water transportable . No any vehicle or means of transport even unable to enter in the high way side villages due to lack of village road links . Railway links are cut off at Somajan and Gainadi destroying up to 500 m along with the railway bridge by de linking with other railway network communication. The air communication is a dream of Dhemaji district. Above all the district communication is prevailing now in medieval age . So the communication structure is focused as a major problem to the district .

irregular attendance of teacher: The teacher and student attendance of Dhemaji district is peculiar due to the natural barrier , flood and cut of communication system . Single teacher schools are 204 nos, which are generally irregular in attendance. The norms less recruiting of total teacher enhanced the rate of irregular attendance.

Parental apathy & no value to education: The irregular functioning of schools & poor living conditions has in most cases brought to parental apathy & no value to education.

Child labour, irregular attendance of Children & high rate of never enrolled: The so-called child labour has its unique features in these areas. The most children used to go for fishing collection of wooden fire product. Tribal students are interested to and engaged in farming domestic cattle i.e. Buffalo & Cow Herds in large scale in forest and chars . some of them are engaged to supply milk and selling fire product.

In the agricultural season, the children have to accompany their parents for agricultural works including other works up to 4-5 months at a stretch. As a result, the children even who are enrolled in schools remain absent & most of them never go back to school again.

Health Hazards: Another most outstanding problem of the district is the epidemic of dysentery ,diarrhea & Malaria which adversely affects the regular attendance of the teacher & students .In the specified and focused area and groups medical check up and health care is completely regretted.

Lack of Supervision & Monitoring : The final most important factor which is specific to this area is poor supervision & monitoring by the department because of remoteness & transport bottlenecks.

Poor-Infrastructural facilities : Most of the schools of the Forest villages are building less and in dilapidated condition.

The Strategy

In considering of all the problems & the issues thereof and keeping in mind the topographical and demographic situation of the district, the following strategies have been identified for special interventions.

Factor Essential For Special Areas and groups

- A sense of positiveness in the school environment.
- An appropriate instructional match.
- Clearly stated teaching goals and expectation.
- Individual instructional support.
- Effective classroom management.
- Sufficient academic time.
- High opportunities to respond.
- Active monitoring and student progress and understanding.
- Awareness of community and their participation.
- Special importance to disabled children, Girl's education and other backward communities.
- Providing proper communication.
- Providing organizational framework.
- Providing background information.

Other Academic Support

- Special school/ resource room model.
- Special resource persons groups.
- Itinerant/ traveling teacher group model.
- Consultant/ Para teacher group.
- Dual teaching.
- Learning corners.
- EGS school/Bridge Course.
- Community Awareness camp and enrolment drive.
- Distance learning- use of Projector, TV, Radio and other possible media.
- House based education.

in general

- Creating a Task Group at district level to oversee SFG/SFA coverage
- Provisioning of additional RPs to concentrate on SFG area issues.
- Forming sub-groups in DACG and BACG entrusting concentrated academic support to SFGs/ SFAs, including academic supervision and monitoring.
- Specially and contextually designed community mobilization activities would be initiated during initial years
- For remote and difficult accessibility areas
- Emphasis will be on intensive and continuous supervision and monitoring in the SFG areas all through out.
- Flexible norms in regard to use of vehicle, TA/DA rates and monthly visit targets for functionaries for these areas would be set.
- Special Allowances for teachers placed in the remote and difficult areas has been proposed.

The Task Group for SFG interventions will be constituted on the basis one RP per 20 villages (identified as Special Focus Group / Area) per block basis. The ADMC will be the

over-all in-charge for SFG interventions in the district. A separate fund allocation will be provided for intensified supervision & monitoring as well as certain context-specific interventions. Each component will, of course, keep budgetary provisions for SFG interventions on the basis of well-defined strategies. The Task Group will ensure that all components have given special attention to these groups/areas. A pool of Field Mobilizers for TG areas will also be developed.

Specific Strategies :

1. **Recruitment of resource teachers and special training for them-**the resource teachers will be expected to do the following:
 - Functional assessment.
 - Use of teaching aids and appliances.
 - Preparation of TLM.
 - Modify academic assignments.
 - Co-Teach general classroom.
 - Spot tutoring provision.
 - Remedial teaching.
 - Parental counseling.
 - Design specific teaching activities.
 - Regular monitoring.
 - Attend monthly VEC/GPEC meetings.
2. **Sensitization of regular teacher**
 - By orientation programme.
 - By TLM workshop.
 - By classroom reading support.
 - By short term training and exposure visit to general areas.
3. **Importance of local language and cultural festivals.**
 - To appoint local language knowing teacher.
 - To give provision for holding local cultural traditional festivals.
4. **NGO approach**
 - Engage NGO members to accelerate the functioning of school.
 - To give the chance for supervising and monitoring.
 - To provide training for community mobilization and their social role.
5. **Children-directed task engagement**
 - Establish student council.
 - Self-monitoring or self-recording.
 - Self-assessment or self-evaluation.
 - Self-instruction.
 - Self-reinforcement.
 - Turns in completed homeworks/classworks.
 - Bring necessary material to classroom.
6. **Socio cultural aspects of Tribal education/ Tea garden education.**
 - Efficiency of teaching in Tribal/ TG dialect medium of instruction against regional language both long term and short term.
7. **Create Community demand for Girl's education and enabling conditions children participations.**
 - Motivating parents/ community through advocacy environment building women's camp/Melas.
 - Establish closer links between parents and the school/ teachers.
 - Setting up grass roots facilitative support structures –VEC/PTA/MTA to work towards ensuring girl's participation in Primary education.

- Availability of female teachers.

The experiences and findings of the pre-project activities- Alok Jatra and relevant other information from the areas have helped us to a great extent to identify the change agents for different ethnic group and communities of the district. Besides, the identified change agents and socio-ethnic functions will be used as platform for community mobilization. The change agents like the village headman

Religious leaders, indigenous Panchayat –functionaries, NGOs, social activists. Use of traditional and local media forms will also be made in mobilization initiatives.

Following Specific Activities have been budgeted under different functional areas

Plan for Special Disadvantaged Areas

- Enhanced mobility cost
- NGO mobilisation
- Engagement of Community based RP for special areas & group
- Community based RPs - 1 in each block
- Special mobilisation campaign
- Special intervention for educationally disadvantaged minority area
- Intervention for urban disadvantaged children
- **Declaration of 100% UEE block**

Inputs to Religious Madrasa for introduction of formal curriculum

- Meeting with Religious Leaders, Educational Functionaries & Panchayat Functionaries at district level & other mobilisation activities
- Introduction of formal curriculum in religious institute.
- Library grant
- 20-day Training of Additional Teachers

CHAPTER VI- FUNCTIONAL AREA WISE STRATEGIES AND INTERVENTIONS

6.1 Coverage of out of School Children of Un-served Habitations

Introduction:

Elementary Education for children between 6-14 years of age is now a Fundamental Right. Under Sarba Siksha Abhijan (SSA), all children are to be enrolled in a Formal School or an Alternative School within 2003.

As a first step to ensure Universal Elementary Education, we have to ensure universal physical access viz. availability of schooling facilities within a reasonable distance. Under SSA (and EGS & AIE) it has been provided that there should be school / alternative school within 1 KM of every habitation.

In Assam, the problem of physical access is limited, but needs to be addressed quickly, if we are to move quickly towards UEE.

Objectives :

To achieve universal physical access, 'Amar Parhashali's or alternative schools would be set-up in the un-served habitation IN Dhemaji District, which would provide education of equivalent level as that in formal schools.

The EGS will be a part of the overall District Elementary Education Plan (DEEP)

Status :

The House to House Survey conducted during April 2002 in Dhemaji district reflects that there are 30768 number of out of schools children in the district and out of which 3738 Number of children are leaving in 97 number of habitations having no primary formal school (Govt./Provincialised/ventures/private schools) within a walkable distance of 1.5 KM radius.

Table : 6.1.1 Un-served Habitation wise Child Population
(Minimum 15-20 Out of School children)

Block	Area	No. of GP	Total No. of un-served Habitation with distance criteria			Total No. of Out of School children (5-13 Yrs.)	Total No. of EGS school (AP) required
			1.5 – 2 KM	More than 2 KM	Total		
Dhemaji	General	4	6	6	12	456	18
	Forest	4	2	7	9	400	20
	Riverine	1	1	1	2	39	2
	Remote	6	8	14	22	113	76
Bordoloni	General	-	-	-	-	-	-
	Forest	2	3	3	6	121	6
	Riverine	-	-	-	-	-	-
	Remote	2	1	4	5	134	9
Murkong Selek	General	-	-	-	-	-	-
	Forest	2	2	3	5	226	11
	Riverine	1	2	1	3	115	7
	Remote	4	6	9	15	973	65

Problem and Issues:

General Problems and issues:

Total unserved habitations- 212

- Physical access is the major constraints of these areas.
- Communication especially in the areas like forest, isolated flood prone and remote areas.
- Parental awareness towards education of their wards.
- Adult illiteracy and parental apathy.
- Poverty in district 62% of population are under BPL.
- Children assisting their parents in different household works as well as in agricultural field, village base cottage industries, fishing etc.
- Child labour mostly engaged in daily waged labour, household labour, tea stall/shops/garage and in daily market etc
- Lack of health among most of the communities often suffers from skin disease, malaria dysentery etc.
- Due to flood year by year affects the school and children

Specific Problems and issues:

Forest and border areas (Number of habitation- 102)

- Segregated households
- Insurgency
- Children are also engaged in collection of minor forest products along with their parents / guardians.
- Mobility in those areas itself is a problem.
- In case of children living in encroached forest areas, often have to shift from one place to other because of eviction etc.
- People are of different ethnic groups having different cultures and languages.

Flood prone areas (190 numbers of habitations)

- During summer most of the areas are submerged for a longer period
- Isolated due to lack of communication facilities.
- Shifting of families during flood time.
- Ill health of children due to epidemic diseases caused by flood.
- Loss of schooling days.

Overall EGS Frame Work :

The '*Amar Parhashali*' would cover children in the age group of 6-14 years. However, "children with minor disabilities upto the age of 18 years could be included complying with the Persons With Disabilities (Equal Opportunities, Protection or Rights and full Participation Act 1995)."

The '*Amar Parhashali*'s would be completely managed by the Village Education Committee (VEC) or Tea Garden Education Committee (TGEC). The Axom Sarba Siksha Abhijan Mission Sarba Siksha Abhijan Mission would provide assistance to the VEC/TGEC for running of Amar Parhashalis. This committee could be routed to the VEC/TGEC in two ways

:

- a) Directly by the Axom Sarba Siksha Abhijan Mission.

- b) Through Voluntary Agencies who would receive financial support from Axom Sarba Siksha Abhijan Mission.

in both cases, '*Amar Parhashali*' would be implemented as a part of overall district plan of UEE, which will be supported under SSA.

Strategies :

- The EGS would be implemented as an integral part of SSA. Hence, the structure and personnel for supervision of '*Amar Parhashali*'s would, therefore be a part of the Mission.
- Under SSA every district would prepare a District Elementary Education Plan (DEEP), which would include a range of interventions for School improvement, recruitment of teachers, quality improvement etc. along with interventions for ensuring education of "out of school" children.
- All VA proposals would also form part of the district level EGS proposal. The VA proposals would be approved by state EGS Grant-in-Aid Committee.
- These EGS interventions would be funded directly under SSA. The total budgetary allocation under District Elementary Education Plan (DEEP) for both State and VA run EGS proposals would be within a limit of 25% of the overall DEEP budget.
- During initial years (2002-03) the '*Amar Parhashali*'s (EGS school) would run for class-I & II only. But, if in any place, class III/ IV drop out children are found then in those areas provision would be kept for higher classes.
- The '*Amar Parhashali*'s (EGS school) would use the Formal Curriculum and Formal Textbooks used in Primary Formal Schools.
- The '*Amar Parhashali*'s (EGS school) would run for a period of minimum 4 (four) hours during day time.
- The '*Amar Parhashali*'s (EGS school) would receive the incentives which are specifically meant for primary provincialised/government schools, viz.

- School infrastructure grant of Rs. 2000/- per annum.
- Mid-day meal facilities (as per government norms)

Eligibility :

- I. The habitation must be an un-served area i.e. having no primary formal school within 1 Km. radius. The primary formal school means, the primary schools using formal curriculum recognized by state Government/Boards/Organisations. These primary formal schools are may be of any type, viz., government/provincialised schools, private and venture schools etc.
- II. For Tea Garden areas the provisions of 'Assam Plantation Labour Rules (APLR), 1956' clearly state the responsibility of the garden management providing educational facilities (primary schools). "Every Employer shall offer children between the age of 6 and 12 in his plantation exceeds 25, provide and maintain a primary school or schools for imparting primary education within a distance of 1 mile from the place where the workers resides. [Sec – 14, Rule 52 and 57 (A) – Pg. 20 & 21] (Annexure-2)
'*Amar Parhashali*'s (EGS schools) will be supported in tea gardens where necessary under SSA only if considered decision is reached between the State Government and the Tea Garden Management about the discharge of responsibilities under the APLR, 1956).
- III. The minimum number of 'out of school' (not enrolled in any school) children in the age group 6-14 years should be 40 for general areas (plains)

- IV. In case of Reserve Forest & Boarder areas, Isolated Char & Hill areas the minimum number of 'Out of school' (not enrolled in any school) children must be at least 25 in the age group of 6-14 years.

Prioritization :

- Priority will be given to support to VEC/TGEC for running of '*Amar Parhashali*' in Reserve Forest areas, International and Inter-state Boarder areas, Char areas and Tea Garden areas.
- Priority will be given to areas of where the number of 'out of school' children in 5-9 age group exceeds 25. While supporting VECs/TGECs to run '*Amar Parhashali*'s' preference will be given to habitations which have a highest number of 'un-enrolled' children.
- Priority will be given for habitations from where nearby Primary Formal School is at least 1.5 KM away. Based on micro planning and after approval of State Level Mission Authority each Deputy Commissioner shall notify list of unserved habitations where VECs could propose setting up of Amar Parhashalis.

Pre Conditions :

Micro planning :

- Conduct of micro planning exercises, including House-to-House Survey and identifying the specific age group children who are still unenrolled and mapping of schooling facilities would be a pre-requisite for EGS school.
- This would also be applicable for VA run EGS proposals also. The VAs have to ensure that the proposal is based on the findings of the micro-planning exercises or House-to-House Survey.

Community Demand :

- The respective community could articulate its 'demand' for setting up of an '*Amar Parhashali*'s (EGS school) with a request in writing to the Block Level SSA Mission Office through the VEC on a prescribed format.
- The proposal should include the list of 'Un-enrolled' children in the age group 5-9 & 10-13 years in that habitation. On the basis of habitation based Micro-Planning exercise or House-to-House Survey.
- The community also should commit to get all the children (included in the list submitted by VEC along with proposals of '*Amar Parhashali*') enrolled in the '*Amar Parhashali*'. They have to provide suitable accommodation for the school and to ensure regular supervision of the '*Amar Parhashali*'.
- The proposals would need to clearly indicate that community mobilization and consultation has been undertaken in all the habitations.
- The VAs during submission of EGS proposals have to ensure that mobilization of the community would be done in all habitations.

Guarantee :

Once the proposal for assistance to VEC/TGEC for running of '*Amar Parhashali*' has been approved by the State Level Committee, the Aam Sarva Siksha Abhijan Mission (ASSAM) will ensure that the assistance for running of '*Amar Parhashali*'s would be

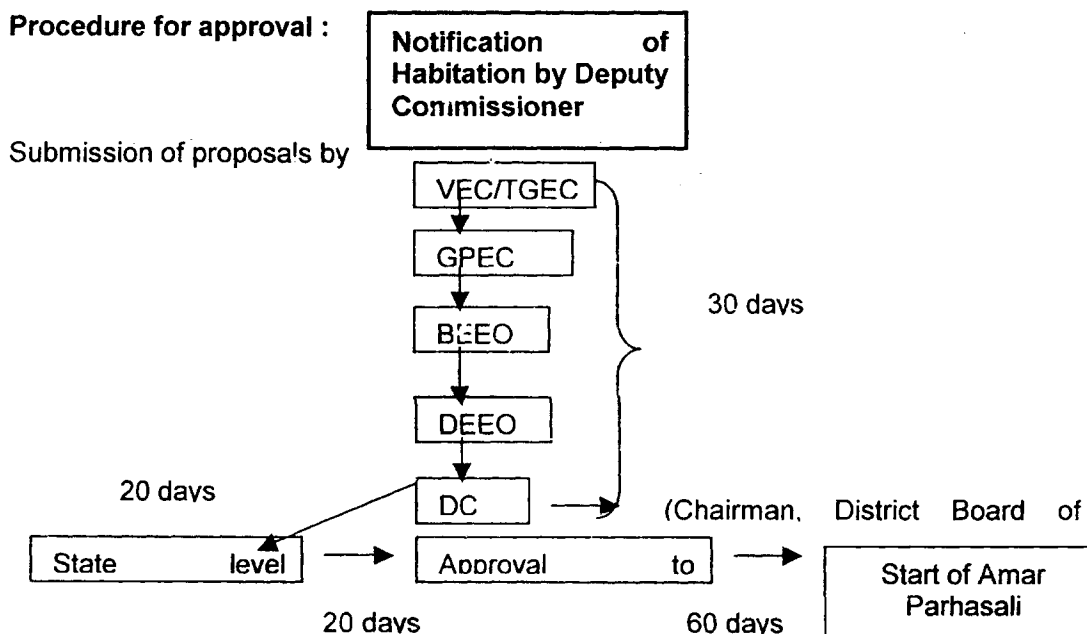
provided to VEC/TGECs within a period of three months from the date of approval of proposal and after providing all necessary inputs.

If at any point of time it becomes clear that any information provided by the VEC/TGECs are incorrect and the 'Amar Parhashali' should not be supported as per the EGS camp. Then the financial support to VEC/TGEC could be suspended under the SSA.

Process of approval :

Once unserved habitations are notified by the Deputy Commissioner, the VEC & GPEC have to follow due process in sending their demands. The process is attached below:

Procedure for approval :



Selection of Siksha Mitras (Education Volunteers) :

The Siksha Mitras would be selected by the concerned VEC through a process. The VEC would advertise locally for engaging an Siksha Mitras in the 'Amar Parhashali' of the concerned habitation. The advertisement must enclose the notification issued by Deputy Commissioner for setting up an 'Amar Parhashali' against the specific habitations. The process of selection of Siksha Mitras can be initiated only after the approval of the Deputy Commissioner/D.EEO for and 'Amar Parhashali' has been communicated to the VEC/TGEC (on receipt of approval of State EGS committee).

a) Qualification :

- The minimum educational qualification of the candidate who would apply for Siksha Mitra must be a Higher Secondary School Leaving Certificates Examination (HSSLC) pass or equivalent from a recognized board/organisation.
- The candidate with Pre-Service Teacher Training would be preferred.
- Preference would be to woman candidate with requisite qualification.

c) Who can apply:

The candidate, who will apply for Siksha Mitra, must be from the concerned Gaon Panchayat area and have adequate knowledge of local language and communities.

d) Selection committee:

The selection committee would comprise of all the VEC/TGEC members

e) Selection Process:

- The concerned VEC would check, scrutinize and short-list the candidates according to merit (i.e. marks obtained in the HSLC) Examination. The VEC would give first preference to the candidate with the highest marks in the HSSLC examination with PST training.

Role of community:

- The VEC/TGEC would engage the Siksha Mitra as identified by selection committee in the EGS school on **Contract Basis**. The contract can be signed between VEC/TGEC & Siksha Mitra in a prescribed Agreement Paper only on successful completion of the 30-day induction level training programme.
- The Agreement Paper must have to clearly state that the contract will valid for a period of 10 months only.
- The VEC/TGEC would evaluate the performance of the Siksha Mitra after completion of 10 months period and would decide whether the same person would continue for another "Academic Session" or go for a fresh selection.
- The VEC/TGEC would receive assistance from the District/Block Level Mission office for running of '*Amar Parhashali*'
- The Siksha Mitra will have no claims whatsoever for continuation beyond the contract period or adjustment elsewhere in case the '*Amar Parhashali*' is closed down for some reason by the VEC or the ASSAM district wise support to the VEC/TGEC for these purpose.
- The Siksha Mitra can be removed by a resolution of the VEC/TGEC to be approved by atleast 2/3rd of the members. The resolution can be taken only on the grounds of non-performance or poor performance of duties as Siksha Mitra in the '*Amar Parhashali*'.

Training of Siksha Mitra:

a) induction level training

The Siksha Mitras would have to undergo an induction level training for a period of 30 days immediately after selection by the VEC to engage them in '*Amar Parhashalis*'. The VEC sign the contract of engagement with the Siksha Mitra on his/her successful completion of training.

b) Need Based Training/Refresher Training:

- The **Siksha Mitra** would receive 15 – 20 days refresher training before starting of a new Academic session.
- The **Siksha Mitras** (Education Volunteers) working in '*Amar Parhashali*'s run by Voluntary Agencies would also need to receive similar training.

Teaching Learning Materials (TLMs)

The Amar Parhashalis would be provided appropriate Teaching Learning Materials to help in the multi grade, multi level situation.

Academic Evaluation of learner :

- A proper system of Evaluation would ensure a continuous process of evaluation of the learner. The monthly evaluation format would be maintained for each learners and necessary remedial measures would need to be taken to improve the achievement level of the learners.
- In addition to it, cluster resource centre co-ordinator would also evaluate the performance of the learners two times in a year, viz. half-yearly and annually. The system of evaluation which is prevalent in the state for class (IV) would be applicable in case of '*Amar Parhashalis*'.
- Older learner may achieve the required level of competencies of a particular class/grade within 5/6 months, such learners would appear in a test at any time of the year and promoted to immediate next class/grade if they qualify.

Testing, Certification and Mainstreaming :

- A system of testing and certification of the children studying in '*Amar Parhashali*' would be evolved to ensure the accurate assessment of achievement level of a learner. The certificate would be issued to all learner after completion of class IV duly signed by a Resource Teacher/ CRCC/SI of schools
 - a) The children after completion class IV curriculum would be evaluated through the process exactly similar to the system used in Primary Formal School.
 - b) A system of Certification would be developed for the learner who wish to join a Primary Formal School either during or at the end of any Academic Session. The certification by the Siksha Mitra of the Amar Parhashali and countersign by Educational administrators would be considered adequate by the Head Teacher of the Formal School for admitting the student to a particular grade.

Support System :

Academic support :

- Regular academic support to the EGS School will be provided by DIET & Mission functionaries of Block and Cluster level.
- Regular Monthly Review meetings will be held at Cluster level for Siksha Mitras.

Supervision & Monitoring :

- The EGS schools will be regularly supervised by state educational functionaries and Mission functionaries.
- Follow up actions will be taken on the basis of field feedback.

Cost of '*Amar Parhashali*'s (EGS school):

The overall ceiling of financial support to VECs/TGECs for primary level '*Amar Parhashali*'s (EGS schools) would be Rs. 745/- per year per learner. The ASSAM may also run certain Innovative Alternative Schools. The maximum ceiling of cost may be Rs. 3000/- per learner per year in case of Innovative Proposals viz. Residential '*Amar Parhashali*'s etc. This

is to be considered only in rare cases where there is a need for such a facility due to remote, dispersed habitations or frequent shifting of families.

The overall assistance to VA would also be the same for primary level. For VAs a management cost for supervision and monitoring would be made available as per guidelines of EGS and AIE scheme. For supervision and monitoring of 'Amar Parhashali' run directly by VECs/TGECs arrangements would be made by SSA Mission Directly.

However, this may be modified as per requirement with the condition that the payment to the Siksha Mitra out of the fund placed under the VEC/TGEC should not exceed Rs. 1000/- per month.

The total assistance to VEC/TGEC per year for running of 'Amar Parahashali' would be as follows:

Assistance to VEC/TGEC

Sl. No.	Item	Costing of Primary level Amar Parhashali (EGS schools).
1.	Honorarium of the Education Volunteers	Rs. 1000/- P.M. (for 10 months)
2.	Teaching Learning Material equipment in the EGS school	Rs. 1100/- per Amar Parhashali
3	Contingency	Rs. 100/- Per month

Support from Mission for running of Amar Parhashali

Sl. No.	Item	Costing of Primary level Amar Parhashali (EGS schools).
1	Training of Education Volunteers	Rs. 1500/- P.A.
2	Teaching Learning Materials for the Learner	Rs. 100/- Per Learner P.A.

Supervision & Management Cost would be Rs. 100/- per Learner Per Year.

Specific area Strategy

Community Mobilization for 'Thinly Populated/ Scattered Area' :

Residential EGS schools:

Some specific interventions are to be taken for low population density or areas or scattered areas to provide access to the children of those un-served habitations through 'Residential EGS school'. The minimum number of children to be enrolled in an EGS school (AP) will be 40. The preference will be given for the girl child.

Community will be mobilized to send and retain their children for Residential EGS school. The schools will be facilitated by providing academic support as well as maintenance and logistic supports. The local community and the educational administrators, Mission functionaries will be responsible for monitoring and management of the residential EGS schools.

EGS Schools with Upper Primary Sections :

Under SSA, 50 nos. of EGS schools with Upper Primary sections will be started in the Special Focus Group (SFG) areas like Tea Garden, Boarder, Forest, Isolated Char and Hill areas. Around 2,000 out of school children of age group 10-14 years will be covered under Upper Primary EGS schools. There will be 2 Siksha Mitras for every Upper Primary EGS school. These schools also will be run by the VEC. The financial assistance will be provided to the VEC by the Mission for running of EGS schools. Total cost per learner per year for Upper Primary sections will be 1,200/- per annum. The norms for functioning of EGS school with Upper Primary section will be same as that of EGS schools with primary sections.

Special Intervention for Children of Religious Institutions :

There are some religious institutions where the children having access to religious curriculum only. For those children, special inputs on formal curriculum will be provided to the identified religious institutes

The religious leaders, organization's head will be oriented and motivated towards the needs of formal education for the children of religious institutions.

Trainings will be provided to the 'Jonabs/ Moulanas' of identified religious institutions on formal curriculums, teaching learning practices etc.

Special Intervention for 'Different Linguistic Groups' :

Translation and adoption of TLMs training modules and other relevant materials should be developed and print for different linguistic groups as per need.

Special Intervention for 'Isolated Areas' :

Contact programmes will be organised to motivate the community to send and retain their children in nearby EGS or formal school. Also children level motivational programmes will be conducted time to time.

6.2. Coverage of Out of School children of Served areas

In our society we find that there are a large number of children in age group 6 to 14 years have not enrolled their names in formal schools running in their locality for many socio-economic reasons. Sometimes it is also found that some children of that age group were enrolled in schools but could not continue studies due to many a reason. Keeping in mind, the SSA has planned for starting of Bridge Courses of different duration for those out of school children of served area with an objective of mainstreaming of children in formal schools. Thus Bridge Course is the only way to enter into formal school and thus, helps to achieve the goal of UEE.

Our Goal:-

- Mainstreaming all the children who are out of school in the age group 6 - 14 years.
- Facilitating the children to acquire maximum learning in a minimum period.
- Retaining all children after main-streaming.
- Supporting to achieve the targeted level of learning in stipulated period of time.

Before entering into the details of problems, strategies and interventions, let us have a look at present status of the District.

Present Status :

The House-to-House survey conducted during April 2002 in Dhemaji District reflects that there are 30768 no. of out of school children, which is 22.38% of total children of the district. Out of this children are living in served habitations. Total out of school children 19176 are in 5-8 years age group and 27170 are in 9-13 years age group.

Table : 6.2.1 Age Group Wise School Going and Not Going Children

Blocks	5-8 Years				9-11 Years				12-13 Years			
	Total	School Going	Never Enrolled	Dropout	Total	School Going	Never Enrolled	Dropout	Total	School Going	Never Enrolled	Dropout
Bordoloni	14117	11012	2887	218	6788	5780	739	269	4622	3739	533	350
Dhemaji	41975	31518	9618	839	23391	18878	3365	1148	15716	11398	2656	1662
Murkang Selak	20942	15328	5319	295	11002	8529	1997	476	7006	4871	1430	705
Total	77034	57858	17824	1352	41181	33187	6101	1893	27344	20008	4619	2717

Table : 6.2.2 Age Group School Going and Not Going Children In %

Blocks	5-8 Years				9-11 Years				12-13 Years			
	Total Out of School	School Going	Never Enrolled	Dropout	Total Out of School	School Going	Never Enrolled	Dropout	Total Out of School	School Going	Never Enrolled	Dropout
Bordoloni	21.99%	78.01%	20.45%	1.54%	14.85%	85.15%	10.89%	3.96%	19.10%	80.90%	11.53%	7.57%
Dhemaji	24.91%	75.09%	22.91%	2.00%	19.29%	80.71%	14.39%	4.91%	27.48%	72.52%	16.90%	10.58%
Murkang Selak	26.81%	73.19%	25.40%	1.41%	22.48%	77.52%	18.15%	4.33%	30.47%	69.53%	20.41%	10.06%
Total	24.89%	75.11%	23.14%	1.76%	19.41%	80.59%	14.82%	4.60%	26.83%	73.17%	16.89%	9.94%

Table : 6.2.3 % of Age Group Wise School Going and Not Going Children to total Child Population of 5-13 years

Blocks	5-8 Years to total			9-11 Years			12-13 Years		
	Total	School Going	Out Of School	Total	School Going	Out Of School	Total	School Going	Out Of School
Bordoloni	55.30%	53.64%	57.79%	26.59%	28.15%	14.79%	18.11%	18.21%	10.67%
Dhemaji	51.77%	51.00%	49.87%	28.85%	30.55%	17.45%	19.38%	18.45%	13.77%
Murkang Selak	53.77%	53.36%	52.03%	28.25%	29.69%	19.54%	17.99%	16.96%	13.99%
Total	52.92%	52.10%	51.65%	28.29%	29.88%	17.68%	18.79%	18.02%	13.39%

Table : 6.2.4 Coverage of Out Of School Children Under EGS

Blocks	Overall Out Of School Children				Under EGS (5-13 Years)	
	5-8 Years	9-11 Years	12 13 Years	Total	In EGS	Balance
Bordoloni	3,105	1,008	883	4,996	2238	2,758
Dhemaji	10,457	4,513	4,318	19,288	255	19,033
Murkang Selak	5,614	2,473	2,135	10,222	1245	8,977
Total	19,176	7,994	7,336	34,506	3,738	30,768

Table : 6.2.5 Distribution of Remaining Out Of School Children Age Wise

Blocks	5-8 Years	9-11 Years	12 13 Years	Total	5 Yrs	6 Yrs	7 & 8 Yrs	9-13 Yrs
Bordoloni	1373	660	449	2482	328	342	703	1109
Dhemaji	8868	4942	3320	17130	2119	2208	4541	8262
Murkang Selak	4344	2282	1453	8079	1038	1082	2225	3735
Total	14584	7884	5223	27691	3484	3632	7469	13107

Table : 6.2.6 Projection Of BC Centres for 7 & 8 Years

Blocks	2002-03		2003-04				2004-05			2005-06		
	Learners	No Of New Centres	Learners	No Of Centres			No Of Centres			No Of Centres		
				New	Old	Total	New	Old	Total	New	Old	Total
Bordoloni	422	14	211	7	7	14	-	7	7	-	4	4
Dhemaji	2,725	91	1,362	45	45	91	-	45	45	-	23	23
Murkang Selak	1,335	44	667	22	22	44	-	22	22	-	11	11
Total	4,481	149	2,241	75	75	149	-	75	75	-	37	37

Table : 6.2.7 Projection Of BC Centres for 9-13 Years

Blocks	2002-03		2003-04			2004-05			2005-06			
	Learners	No Of New Centres	Learners	No Of Centres			No Of Centres			No Of Centres		
				New	Old	Total	New	Old	Total	New	Old	Total
Bordoloni	-		665.7	22.19	0	22	0	11	11	-	5.5	5.5
Dhemaji	-		4957	165.24	0	165	0	83	83	-	41	41
Murkang Selak	-		2241	74.707	0	75	0	37	37	-	19	19
Total	-	-	7864	262.13	0	262	0	131	131	-	66	66

Table : 6.2.8 Projection Of Overall BC Centres

Blocks	2002-03		2003-04			2004-05			2005-06			
	Learners	No Of New Centres	Learners	No Of Centres			No Of Centres			No Of Centres		
				New	Old	Total	New	Old	Total	New	Old	Total
Bordoloni	422	14	877	29	7	36	-	18	18	-	9	9
Dhemaji	2725	91	6319	211	45	256	-	128	128	-	64	64
Murkang Selak	1335	44	2909	97	22	119	-	60	60	-	30	30
Total	4481	149	10105	337	75	412	-	206	206	-	103	103

Block wise Focus Group.

Char, Border area, Forest area, Riverine, Hilly, Remote, Isolated & SC/ST area.

Problem and Issues in Served Area

General Problem:

- Lack of awareness among the parents and guardians of the children.
- Lack of academic support at home specially incase of first generation learners.
- Difference between home and school language.
- Poverty and need to intent support in household activities like sibling care.
- Non-functioning of school leads to dropout
- Socio-religious barrier leads to never enrolled specially incase of girl child

Specific Problems

- Border/Forest area.
- Insurgency problem
- Lack of communication of all sorts
- Lack of infrastructure facilities.
- Language problem (school & home differs). Inadequate facility of medium schools.
- Addicted to local liquors and people are isolated from the educational environment.

Strategy.

Community Mobilization

- Create awareness among the community/parents/ZPC members/AP members/VEC/TGEC/GPEC/NGO and elected peoples representative
- Educational functionaries of all level & other relevant agencies.

- Formation of Dist. Level Task Force comprising of educational functionaries from dist. & block level ,Panchayat members, NGO, Dept. of social Welfare etc. to mobilize the community.
- Formation of Block level Task Force comprising of educational functionaries from block & cluster level , NGO, GPEC, VEC etc.

Teaching learning practices:

- A group RP's will be trained to raised the quality of Bridge Course (BC) centers learning.
- Various types of training like introductory and refresher training for Academic Co-ordinator (AC) and HT's.
- Training for the workers of religious institution (Madrassa, Moth).
- TLM will be provided to each BC centers
- After completion of course certification and mainstreaming of BC learner will be done properly by giving financial support to AC of BC centers(@ Rs. 50/- per learner in two phases).

Monitoring supervision and follow –

- By BRCC, CRCC and other educational functionaries and VEC / SMC/GPEC.
- Exposure visit of AC , HT and VEC members will be under taken.
- Grant- in -aid will be given by Mission to willing voluntary organization who intend to run BC centers.
- Documentation of the whole process will be done for future modification and alteration.
- Translation, adaptation and development of group specific material for various language group of the district.

Different categories of Bridge Course

Short-term bridge course for the age group 7 – 8 years for 45 days to 90 days .

- Motivate parents to enroll children for the short term bridge course through contact programme.
- Motivation camps for children to attract them towards school education.
- Opening bridge course center through community support as an extent part of FPS.
- Condensed curriculum to be used with relevant TLM.
- Certification of children after completion of the curriculum by the HT of the FPS and mainstreaming into FPS.

It is envisaged that various circumstances in which children find themselves often deter them from achieving to their full potential. To help them improve their achievement levels remedial teaching is necessary. This will be done after school, during holidays with the help of academic coordinator.

Long-term bridge course for the age group 9 – 13 years for 8-12 months.

- For 12– 13 years aged group children who were engaged in various works will be covered under residential bridge courses
- For 5 – 13 years aged group children who were only studying in religious institute like Maktab, Madrassa (Long term bridge course for 6 – 12 months)
- Motivate parents to enroll children through contact programmes.
- Motivation camps for children to attract towards school education.
- Opening the camps through community support as extended part of FPS.

- Condensed curriculum to be used with relevant TLM
- Certification of children after completion of the curriculum by the HT of the FPS and mainstreaming into FPS.

Residential Bridge Course for Adolescent Girls

- The focus of this motivational/preparatory centers apart from including the girls into the formal system would be to also impart life oriented and gender sensitive education. These learners apart from reading and writing would get information regarding ;legal aid, health care, environment and women's issue.

Bridge Course for children of migrated families:

- Short-term bridge course at seasonal community hostels
- Converting the houses of the migrants into hostels to be managed by the community. Provision to be made for boarding, lodging, coaching and care of children who stay back and continue in schools when the parents migrate.
- Short-term bridge course at the place where the people migrates
- Remedial teaching will be undertaken at that place by the AC.
- Short-term bridge course for children of migrated families.
- Organising condensed bridge course for the children on their return to their village to make up for the schooling time lost during the period of migration.

Over all frame works

The Bridge Course Centres are extended part of formal school to provide access to the out of school children of served areas. These centres are run by VEC/SMC, for which they would receive financial assistance from the mission. Also Grant in Aid would be provided to the selected NGO's to run BC's.

Strategies

Bridge Courses would be implemented under EGS/AIE Scheme. During initial years BC's will be run for 7 – 8 years children only targeting to mainstreaming them in class 2 and 3. In subsequent years the different B C's will run for 9 – 13 years age group child of 2 – 12 months duration.

Only a few number of age group 5 – 6 years old will be enrolled directly in formal schools. For those age group children motivational activities will be undertaken at village level for a period of 10 – 15 days.(In 2/3 phases).

Eligibility

- The minimum number of out of school children in the age group should be 30 or above for opening of one BC Centre. Before starting of a BC the spot verification will be conducted.

Selection Procedure

- The Academic Co-ordinator AC would be selected by the concerned VEC through a process.
- The VEC would advertise locally for engaging an AC in the BC Centres of the concern habitation.
- The process of selection of AC can be initiated only after the approval of the DC/DEEO.

Training

- Training on motivation camp
- Training on academic package for AC.
- Training of different duration depending upon the term of BC.
- Training on evaluation and mainstreaming of BC learners by AC.

TLM

- The BC centres would be provided appropriate TLM to help in the teaching learning situation.

Academic evaluation of learner

- Pre testing of BC learners will be conducted to identify the level of learning
- Final Evaluation will be conducted before mainstreaming.

Mainstreaming and Certification

- The HT of identified school will be responsible for day-to-day support to the BC Centre evaluation and remedial teaching of BC learners.
- A system of certification would be developed for the learner who wishes to join a formal school during any academic session. The certification by the HT of the concerned BC and counter signed by educational administrator would be considered adequate by the HT of the formal school for admitting the student to a particular grade.

Bridge course for urban area

Coverage for Urban Deprive Children under SSA

Status -

Table : 6.2.9 Projection Of BC For Urban Areas

Name of the area	Total urban population	Child population (5-13 yrs.)	Out of schools 5-13 yrs.	No of BC center required
Jonai bazaar	5172	426	101	3
Dhemaji	11851	976	231	8
Silapathar	22307	1838	436	15
Total	39330	3240	768	26

Initiatives need to be launched in urban areas that the children out of school(drop- out and never enrolled), street children, children of sex workers and children of migratory communities.

As this new area for SSA, we need to plan for interventions based on the data of urban population figures of census 2001 and results of the urban survey that would be coming shortly.

Strategy:

General: As of now there are three major strategies that can be adopted for urban areas. They are opening new school where access is the problem, running Bridge course to mainstream children who have dropped out of school, and running early childhood care centers for children under the age of 6. To cover out of school children, Bridge course would be started. At the same community mobilization needs to take is to ensure mainstreaming and retention of children in the formal school. Also in areas where access is a problem EGS may be run by NGOs based on the guidelines that have been by the MHRD.

Strategy for the first year could include identification of NGOs who are working in the area. This should be done with special reference to their capacities, manpower availability, infrastructure and grass root reach. This would necessarily be followed by an orientation of these NGOs to issues of elementary education with regard to these deprived urban children. A Memorandum of Understanding may be signed with these bodies as to the packages that they would provide to the SSA in the district. Issues specific towns would be identified to facilitate specific interventions.

Structure:

For the implementation of these activities the formation of District Resource groups and Town Resource groups who would work actually for the cause of these deprived children thought of. An urban cell would be set up to look after urban initiatives. The member of TRGs would be comprised of representatives of civil administration, Mission functionaries, Municipal bodies, and social welfare dept., NGOs etc.

6.3 Community Mobilisation

Community ownership is the prime motto of SSA and as per house to house pre-project SSA survey, DISE and TRP reports, Dhemaji district requires special attention for community awareness and involvement in the education matters. It needs mentioning that from the early days the communities were found to run their educational institution smoothly and efficiently. There also found to take all initiative in utilizing their own resources for such institutions. If community mobilization is done as per SSA perspective right from habitation level to the district level, they will definitely agreeable to include the issue of education in their agenda of day-to-day life and they too will be able to use local resources for education within their jurisdiction. More precisely, this sense of belongingness in the mind of the community as one of the partner in educational planning and management is to be inculcated and developed through grass-root level organization and Panchayat Raj Institutions in the context of UEE for getting all the children in the age-group 6 –14 years in to school in Dhemaji district from 2003.

In the light of above experiences and analysis, the following strategies and intervention activities have been sorted out to achieve the goal of SSA under access, enrollment, and quality drive through community linkage as well as participation in different dimensions.

Problems & Issues

- Community aware but not willing for UEE
- Educated teachers but not active in Teaching Learning Activities
- Child labour
- Sibling Care
- Small School size (over crowded), less facilities.
- Gender angle/early marriage of girls.
- Socio-economic barrier.

Specific steps for Community Mobilization

The two prime aspects of community involvement in the effort are **community based approach taking habitation as a unit of planning** and **community based monitoring and supervision with full transparency**. Involving the Panchayati Raj Institutions, School Committees, Village Education Committees, Parents' Teacher Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grassroots level structures including NGOs in the management of elementary schools has been envisaged as crucial towards achieving community ownership. It has been decided that following committees will be there at various levels:

At School Level:	School Management Committees
At Village Level:	Village Education Committees Tea-Garden Education Committees (in Tea-Gardens)
At Gaon Panchayat Level:	Gaon Panchayat Education Committees

To enable these CBOs to initiate certain activities at school-level, certain financial provisions will be made like **Rs 2000/-** per annum per school as **Infrastructure Grant** while **Rs. 5000/-** per school per annum as **Repairing Grant**.

Mothers' Groups (MG) in each school will be formed who will support the school beyond management issues like health & hygiene, preparation of TLM, care of the children at home etc. To facilitate the element of children's participation in school matters, **Student Governments** will be constituted in each school.

To reach the larger masses, the habitation base fora like Mahila Samities/ Maina Parisad/ Clubs will be actively involved. To go into the inner part of the habitation, possibility of involving Namghar/ Math/ Mandir/ Mazjid etc will be explored. Need-based formation of various informal fora like Self Help Groups (SHG)/ Parent Teachers Association (PTA)/ Mother Teacher Association (MTA) will also be done.

A process of sensitizing and orientating sessions for the functionaries could be initiated. The **capacity building** activities for functionaries will include

Orientation-cum-sensitisation Sessions

Sharing Meetings

Visioning Workshops

The major focus areas at this stage would be on

advocacy issues

decentralised, local-specific and participatory approach.

(particularly through involvement in construction/repair/maintenance of the school building, supporting school functioning – both in terms of managerial and academic (as far as possible) etc are the other essential dimensions, which are to be integral in the over-all strategy.)

development of feedback mechanism and database.

linkage with PRIs and other systemic entities

Recurring activities for capacity building will be required either as on-line refresher/reinforcement sessions or as induction sessions for new members joining the Mission after reconstitution of the CBOs.

As part of monitoring, **Visits to blocks and down below** will be made by the district functionaries to reinforce the inputs provided in these exercises and also to help the sub-district functionaries in designing local-specific approaches being parts of the district-teams.

Certain other activities will also be carried out at various points of times. These will include the following activities.

House to House Survey will be carried out during fifth year of the project period to update the existing database.

Documentation of Local Elements will be an exercise to be taken up by the students of a village to document the local flora, fauna, menu, folklore, various production practices etc. This has been expected to have a three dimensional effect. First, these would provide the teacher a local-specific resource pool. Second, it would bring the children close to the elders while collecting information which would further help in reposing faith of the guardians on the system. Finally, it would help in imbibing the element of environment conservation.

Process Documentation, i.e. systematic documentation of processes every year will be carried out. **Documentation of good practices** will also be done.

Exposure trips within the State, **dissemination of information, coordination with resource persons and resource organisations etc.** will be done as and when necessary.

Special Focus Group Interventions

Because of the diverse ethnic and geographical configuration of the district where the programme is being implemented specific groups such as the Tribals, inhabitants of riverine and Tea Garden areas will be targeted for special or focussed interventions. These groups who apparently live under conditions peculiar to them have been called the Special Focus Groups under the programme and will have activities alternatively designed for them. Provisioning of additional RPs to concentrate on SFG area issues will be made while specially and contextually designed community mobilization activities would be initiated during initial years

PRIs and Others:

- Establish link with the PRIs through RPs/ BRCC/ CRCC
- Establish regular dialogue with the communities through departmental functionaries and change agents.

Others:

- Holding woman convention, at District/ Block / GP level.
- Formation of MGs by CRCC and RPs.
- Training of change agents/ MGs /NGOs.
- Regular training/ Workshops of VEC/ WEC/ GPEC/ TGEC/ SMC.
- Composition of drama in local dialect/ Exhibition/ Sishu Mela/ Games and Sports.
- Provide active help and voluntary labour for the Infrastructural support of these schools to help the teachers in gearing up of teaching – learning process mono-grade/ multi-grade with voluntary teachers/ retired persons.
- To upgrade VER, data base and house to house annual survey by VEC/ GPEC/ WEC/TGEC/SMC/ RPs.

Following Specific Activities have been budgeted under the plan

Training for VEC, TGEC, WEC, GPEC and SMC members

- 2-day training of VEC/TGEC/SMC members at GP level
- 3-day Trg. of RPs at Block level
- 3-day Trg. of RPs at District level
- 2-day training of GPEC members at block level
- 3-day Trg. of RPs at District level

Implementation of VER

- 8-day Training of RPs, CRCCs & RTs on VER implementation at block level
- Implementation of VER in General area
- Implementation of VER in Remote Areas
- Updating of VER in General areas
- Updating of VER in special areas village

Enrollment Drive

- 1-day orientation for VEC vice president, MS, SMC President and Gaon Burah at cluster or GP level on enrolment drive
- 2-day Block level RP training
- 2-day District level RP training
- Traveling cost for RPs (4 day) for General areas during actual drive
- Traveling cost for RPs of Observation of Enrolment drive (4-day) for Special areas

Observation of enrollment drive at village level by the VEC/SMC

Regular meetings

Monthly VEC /TGEC WEC/SMC meeting

Monthly GPEC meeting

Bi monthly GPEC presidents meet at block level

Half yearly general meeting for all VEC, TGEC, WEC, SMC and GPEC at GP level

Quarterly SMC President meeting at GP level

Regular Grants for the schools

School Maintenance Grant

School Infrastructural Grant

Capacity building for PRIs

Exposure visit of PRI members

Reconstitution of VEC, TGEC, WEC and GPEC

Reconstitution of SMC

Gradation of SMC, VEC, TGEC, WEC and GPEC

6.4 Quality

Our Motto --

Every child in school;
Every child learning;

Our Goal --

To develop a model school which helps children;
Read with comprehension;
Communicate orally and in writing;
Resolve and apply simple mathematical operations
Appreciate good democratic behaviour;
Apply their knowledge/skill in real context.

Introduction:

The demand for Primary education from community has increased since 93rd amendment of the constitution has made elementary education compulsory for all children of the age group 6 to 14 years. This has set the target for drawing up detailed plans to achieve universal elementary education by the targeted year 2010. The entire effort is now centred to cater to the enlarged size of enrolment ensuring quality and retention and also accountability on the part of stake holders at this compulsory level of education. It is a challenge to existing educational machinery. One way ahead may be the sharing the responsibilities among the state, local bodies to achieve community-owned quality education in elementary level. Improving the quality of education in our state implies more than an emphasis on expanding current systems of education. It demands a profound modification of basic education in the light of present focus on child as an active subject who participates in his/her learning process. A shift of emphasis from transmission of information to an emphasis in comprehension and social construction of knowledge may be taken in to consideration. Schools will have to bear the evidence of change in all the related aspects – Curriculum, textbook, teaching learning materials, method, training, supervision and monitoring, research and community participation and evaluation.

The planning team in district and block level interacted with parents, community members and teachers on the different aspects of pedagogy and finally arrived at a common consensus on the issues, their constraining factors, strategies and interventions for quality and school improvement.

Our Basic principles that underscore the pedagogical interventions:

- Each school is a unit of change.
- Change cannot be transplanted but can be inducted into the system inducing demand in targeted customer.

Basic strategies before us

- Pursue clear objectives related to the overall vision.
- Advocacy, social mobilization, community participation and stimulation of demand for quality education must be promoted.
- Build commitment to these objectives throughout the system.
- Organization of planning, management and monitoring mechanism at local level must be institutionalized.

- Specific programme for schools in disadvantaged areas.
- Children learning skills must be improved in Ka Sreni, class I .before they move to higher classes.
- Schools must be adapted to good practice through permanent opportunities for in-service training.

Status :

Table : 6.4.1 Availability of Teachers and Vacancy Position at Primary Level

Urban	Santioned Post	Vacant	% of vacant posts	Male	Female	Total	% of Male Teachers	% of Female teachers
Dhemaji(urban)	-							
Dhemaji	1463	43	30%	970	450	1420	68%	32%
Bbordoloni	-	-	-	338	133	471	81%	19%
Murkong selek	-	-	-	315	151	466	68%	32%
Total :	-	-	-	1623	734	2357	-	-

[Source: DEEO Office]

30% of the total teachers position are vacant in the district. The urban area data yet to come to the position after urban survey. The share of female teacher is comparatively better than other districts

Table : 6.4.2 Teachers by Training Status at Primary Level

Block	No. of Trained Teacher		No. of Un-Trained Teacher		Total untrained teachers	% of Untrained teachers		
	Male	Female	Male	Female		Male	Female	Total
Dhemaji(Urban)								
Dhemaji	812	305	158	145	303	16%	32%	68%
Bordoloni	217	93	121	40	161	36%	30%	72%
Murkong selek	206	134	109	17	126	35%	11%	68%
Total:	1235	532	388	202	590	24%	28%	69%

[Source: DEEO Office]

The data shows that there are huge untrained teachers. It is a matter of concern that 72% of the teachers Bordoloni block are untrained.

Table : 6.4.3 The position of U.P. School teacher in the district

Block	No. of Trained Teacher		No. of Un-Trained Teacher		Total untrained teachers	% of Untrained teachers		
	Male	Female	Male	Female		Male	Female	Total
Dhemaji	433	112	476	183	659	52%	62%	75%
Bordoloni	109	17	161	35	196	60%	67%	84%
Murkong selek	71	7	80	170	250	53%	96%	46%
Total:	613	136	717	388	1105	54%	74%	72%

[Source: DEEO Office]

72% of the teachers of Upper Primary schools are untrained. As in case of primary the highest % of untrained teachers are highest at alarming 84%.

Table : 6.4.4 Distribution of Primary School by Number of Teachers

Block	1 Teacher	2 Teachers	3 Teachers	4 Teachers	5 Teachers	6 + Teachers	Total
Dhemaji	149	130	149	106	214	101	849
Bordoloni	20	35	41	54	11	9	170
Murkong selek	35	42	22	43	21	8	171
Total :	204	207	212	203	246	118	1190

IN PERCENTAGE							
Block	1 Teacher	2 Teachers	3 Teachers	4 Teachers	5 Teachers	6 + Teachers	Total
Dhemaji							
Bordoloni							
Murkong selek							
Total :							

[Source: DEEO Office]

The picture of Upper Primary School in respect of Distribution of Teachers to School as per PTR is also discouraging. This is as follows: -

Table : 6.4.5 Distribution of Upper Primary School by Number of Teachers

Block	2 Teachers	3 Teachers	4 Teachers	5 Teachers	6 Teachers	7 + Teachers
Dhemaji	-	3	0	131	30	7
Bordoloni	-	0	5	25	3	3
Murkong selek	-	2	0	18	3	0
Total :	-	5	5	174	36	10

[Source: DEEO Office]

IN PERCENTAGE						
Block	2 Teachers	3 Teachers	4 Teachers	5 Teachers	6 Teachers	7 + Teachers
Dhemaji	-					
Bordoloni	-					
Murkong selek	-					
Total :	-					

Table : 6.4.6 Some Schools with Abnormal PTR

Sl. No.	Name of School	Enrolment	No. of Teachers	PTR Rate
1.	Purani Dhunaguri LP school	70	1	70:1
2.	Batuwa than LP school	95	1	95:1
3.	Bhekeli Pomuwa LP school	62	1	62:1
4.	No 14 Charaipara LP school	70	1	70:1
5.	Namoni balijan LP school	60	1	60:1
6.	Borchapari LP school	63	1	63:3
7.	Lingkirchuk LP school	73	1	73:1

8.	Maraburicguti LP school	72	1	72:1
9.	Songsongia LP school	52	1	52:1
10.	Hatipara LP school	92	2	46:1
11	Ampak LP school	95	1	95:1
12	Singbil lighat selek LP school	95	2	47:1
13.	Kathalguri LP school	85	2	42:1
14	Borphukan LP school	60	6	10:1
15	Naharani LP school	90	4	22:1
16	No 1 Jamuguri LP school	43	4	10:1
17	Kathal guri Baligaon LP school	46	4	11:1
18	Raipur LP school	82	4	20:1
19	Padumoni LP school	76	4	19:1
20	No 1 Hatigarh LP school	34	7	5:1
21	Bhehpara LP school	48	8	6:1
22	Simoluguri Kahchara LP school	105	1	105:1

[Field Report]

Problems & Issues:

(1) School Infrastructure :

- Existence of schools having no building;
- Existence of schools having building in dilapidated condition;
- Building having no walls, doors and windows;
- Over crowded classrooms;
- Lack of drinking water facilities;
- Having no sanitation/ toilets;
- No furniture / sitting arrangement;
- Having no electricity;
- Having no black board/ TLM/ Learning corner/ Library.
- Having no play ground.
- Having no approach road.
- Affect of instructional days by flood in flood prone areas;

(2) Teachers :

- Existence of Single Teacher Schools;
- PTR is not in proper order;
- Existence of un-trained teachers;
- Lack of pre-service training;
- Recruitment of poor quality teachers;
- Teachers are not aware of learning outcome;
- Teachers inability to communicate local dialect;
- Irregular payment of teacher's salary;
- Teachers are not given in-service training- Upper Primary Level;
- Single & Double teacher schools run without academic support;
- Teachers coming from distance places to attend schools (Hilly areas);
- Teachers' indifference towards community;
- Lack of community participation in TLP;
- Absence of Teacher-Parent contact;
- Teacher's un-equal attention to pupil;
- Teachers' irregular attendance;
- Lack of proper supervision, monitoring and support.

(3) Enrollment

- Irregular attendance of children;
- Affects of schools by flood;
- Existence of child labour;
- Non-availability of textbook in time;
- Non-implementation of academic calendar;
- Affect of instructional days by holidays which are not important to the locality;
- Confusion of list of holidays published by state and local department.
- Time table and scheme books are not enforced;
- Parental apathy. Absence of parent-teacher linkage;
- High rate of drop-out and non starter.
- Poor enrolled children, school timing is not suitable in all cases.

(4) Curriculum, Text Book & Teaching Learning Process :-

- Absence of activity based joyful text books;
- Monotonous teaching learning process. TLMs are not prepared and used as per specifications;
- Ignorance of non- scholastic areas;
- Difference of quality education in private and public schools;
- Defective evaluation system.
- Absence of curricular strategy for multi-grade teaching situation.
- Text materials offering less scope for local adaptation .

(5) Supervision & Monitoring (S&M) :-

- Less importance on Supervision & Monitoring by educational functionaries;
- Lack of special supervising staff for remote, forest and isolated areas;
- Want of special incentive to supervising staff for remote and focused areas;
- Lack of special strategy for problematic areas;
- In-adequate supervising staff;
- Engagement of supervising staff to other administrative activities;
- No DIET, and Normal School facilities. Sick condition of existing BTC with only 4 numbers of staff;
- Un-even distribution of schools to inspecting staff for S&M works.

Here, a picture of distribution of schools to the departmental inspecting staff be looked into

Table: 6.4.7 School Inspecting Staff Ratio

Block	No of Schools			No of Inspecting Officer (S.I)	Ratio	Remarks
	L.P	U.P	Total			
Urban						
Dhemaji	506	112	618	5	123:1	One SI is entrusted with addl.
Bordoloni	170	36	206	1	206:1	
Murkong selek	171	23	194	1	194:1	Responsibility of BEEO

[Source 'DEEO Office']

(6) School Community Linkage: -

- Community thinks that the school is not their own;
- Lack of parent teacher co-ordination;
- Non functioning SMC;
- Teachers in-different to the community'
- Socio-cultural barrier.

(7) Problems Of Schools In Special Focused Areas :-

- Lack of communication for S&M;
- Threatening environment/ present status of law & order;
- Language problem;
- Non availability of local teachers;
- Socio-cultural barriers;

(8) Flood Prone Area:-

- Termination of communication for more than 3 months in the flood prone area (in Jiadhah, Gainadi, Jalakiachuti and Chiangnadi area);
- Inundation of school building for more than 2 months during flood period (in these above mentioned areas) repeatedly;
- Schooling facilities are disturbed in flood prone areas (Nanadi, Jiadhah, Gainadi, Jalakiachuti,Chimen, Dikhari & Chiangnadi,) for more than 3 months during flood.

(9) Children:-

- Malnutrition
- Health problem.
- Inadequate psycho -social development.
- Lack of motivation and support for learning,

10. Low quality of school system (a summary)

- Lack of local level mechanism for information, administration, monitoring and supervision.
- Limited amount of time in first 2 classes to acquire the basic learning skills of reading and writing
- Cultural shock in transition from home to class I
- Rigid calendars and inadequate evaluation system.
- Inadequate Pre and In service training of teachers.
- Few teachers have participated in active training process,
- Schools located in isolated geographical areas do not attract qualified teachers .
- Permanent transfer of interior/inaccessible area teacher to urban areas.

Strategies and interventions:

The district planning team has sorted out the strategies followed by some interventions in different dimensions to find out the problems that impede in the way of quality / school improvement.

A. Community involvement in school

- Constitution of community based organization and other forces.
- Linkage between community based organization and PRI.
- Development of mechanism for regular and effective contact with parents and community.
- Orientation of various functionaries.
- Making school level planning more a way forward to village level planning.
- Involvement of community in quality improvement.

B. Better school supervision and academic support.

- Establishment of coordination and resource base at Block and cluster level.
- Convergence of administrative and academic functionaries.
- Development of effective feed back system.

C. School development plan.

- Gradation to judge the internal efficiency of school.
- Gradation of GP on the basis of the school grade.
- School base planning and gradation demand for school improvement.
- Building of social acceptance to new in innovative.

D. Teachers motivation and training

- More emphasize upon Ka-Sreni and class 1.
- Adoptions of whole school approve.
- Contact support to teacher.
- Practice oriented training.
- Co-learner between curriculum, textbook, teachers training and class room situation.
- Integrating disable children in maintained school
- Proper use of TLM grant through TLM list and training
- Special focus for school with limited resources.
- Formation of teachers resource group at cluster level.
- Growing the CRC as an in service training center for the teacher.

E. Pupils evaluation

- ECE for giving addition limited support.
- Adequate reporting and sharing with parents about child performance.
- Public examination for terminal grade.
- Standardized tools for uniform evaluation.

F. Support to schools with special problem

- Special intervention for identified pockets (SFG).
- Strengthening of teachers.
- Supply of materials.
- Supervision of monitoring.

G. Innovation

- Special package for early language development in Mono-grade school

- Special package to M.G.T. school

Specific Strategies undertaken

Preparation and use of Teaching and learning materials :

Core teaching learning materials required for each lesson of the text book will be identified and will be printed in the form of a book. Each school will receive this list and plan for preparation of TLM. Teacher grant will reach the schools before academic year starts and TLM will be developed in the first 10 days of the first month of the academic year. For these the teacher will receive special training on how to prepare material and how and when to use these. This will be followed by monthly preparation of TLM in the regular teacher meeting. This will be a regular feature in every new academic year. There are some TLMs which can not be developed by teachers easily, Particularly in Class I and II lot of such materials are to be developed. Such materials will be provided to schools. In case of Schools with limited facilities, (MGT, over crowded class room, Teagarden schools. Flood prone areas etc) core TLMs will be provided. The teacher will have to use TLMs by following a daily action plan which is related to lesson plan. Monthly activity plan and scheme book. In case of Multigrade schools and schools in disadvantaged areas, this planning will be built into the package provided. However , the teacher will get full liberty to develop new TLMs as per local need. The DACG and BACG members will review the use of TLMs in all the schools covered by them.

A check towards repetition and dropout:

The most seriously deprived repeaters attend schools with untrained teachers who are busy with the average pupils and have limited learning materials. In order to help these teachers, special package will be provided with both academic and material and strategy support. In case of other schools , the teacher will keep note of absentees, slow learners or other wise deprived student and give them extra support. Support measures will be discussed and planned in meetings with VEC, SMC, Mothers group, Teacher meet and all other meetings in the line. Children's progress will be reported to parents regularly .

Early language development in class I and Class II will receive high priority, Necessary learning materials like work sheet , unit test papers , child profile will be provided. Teacher training will be directed towards assisting slow learners .Student Government and Mother group will be strengthened to help the students of class I&II.

Check towards frontal teaching and rote memorization.

Sitting pattern will be changed from row to group type. Instead of benches and desks , learning table will be made from infrastructure grant and community contribution.

Different types of Group activities will be included in the lesson plan to help children think, share, argue and come to a consensus. Lot of project works with community will be provided to apply acquired knowledge /skill in real situation. Unit test papers also will keep elements of group activities so that teachers find it relevant.

Teacher Motivation and Accountability

Reforms and innovation will not take extra time from teachers as inputs will be introduced gradually and keeping in view the limitations. No teacher will be left alone to shoulder the

responsibility of changes. The gap between theory and practice will be reduced by helping the teacher to do learning to do material and how to link with others. The trainers are required to practice the theory in practical situation before they go for demonstration. Class room change will be a shared responsibility – govt functionaries, facilitators, field activists and parents. Gradation of schools will review the indicators of internal efficiency of schools – completion rate, attendance rate, achievement rate, community participation and children's participation in learning. This will help take up special corrective measures, as weak areas will be identified

School based planning for internal efficiency Village level institution.

The school will be the unit of change; the efforts towards improving quality will be conversed to draw resource support from community. The issues like absentees, drop-out, slow learners, change of desk into learning table, mid day meal etc will be converted into actionable plan where the members of community will receive an opportunity to participate in the execution of activities. Thus a school level plan will emerge and priorities will enter the cluster and block level planning. This will set the trend for planning at the grass root level. This will influence all interventions in the Gaon Panchayat level.

School based learning improvement programme

Special package for school level learning improvement will be launched in all the districts keeping in view the involvement community in teaching-learning process and also attacking the quality issues related to development of higher order of thinking in children. This particular strategy is expected to rejuvenate the entire teaching-learning process in schools where quality is not ensured.

Pupil's evaluation:

Continuous and comprehensive evaluation will be in the center of supportive mechanism to help the learners. The number of Unit tests will be reduced and specified and proportionate weight-age will be accorded in relation to terminal examinations.

Each unit test findings will be recorded and discussed thoroughly with co-teachers and in the monthly meetings. Remedial measures will be discussed down the line of academic support structure and support will be provided through DIET, BRC and CRC. Core questions related to learning points will be discussed in length in the meetings and a list of core questions along with different types will be provided to CRCs / schools so that the teacher can set questions with a uniform pattern in mind. Answer sheets will be kept properly so that parents and student can see the mistakes committed previously. Both scholastic and non scholastic achievement will be assessed and students performance will be counted in gradation of the school.

School with limited facilities

Multi-grade schools and schools having Ka-Sreni will be given special attention.

- Multi grade Teaching package to single and double Teachers school.
- Special Training of Teachers.
- Preparation and introduction of learners book.
- Supply of TLM.
- Engagement of community Teachers in multigrade schools.

Special academic support to problem pockets—Remote/Forest/Tea Garden & Isolated areas.

Table: 6.4.8 The Status Of Schools In Problem Areas

AREAS	No. of Village	L.P Schools	Upper Primary Schools	Remarks
Forest Areas	112	-	-	Annex-
Flood Prone Areas	90	-	-	Annex-
Remote				Annex-

The above schools located in some problem areas of the district, which need special academic support to cope with the situations. The remote area, forest area, flood prone areas and isolated areas have their own problems, which are not similar to other general areas. Our aim is to give more academic support to the schools located in these areas.

Strategies :

- Communication linkage be developed;
- Strengthening of local community agencies;
- Frequent visit by RPs;
- Additional support to MGT schools and schools with high PTR;
- Language development programme at the early stage to minimize gap in teacher pupil language;
- Flexible school timing and action calendar in Tea garden and Punjee areas;
- Weekly holidays as per local need. Less important holidays be replaced by need based holidays;
- Provision of tent schools in flood prone areas;
- Issue of identity card to students;
- Separate package for supervision and monitoring.
- Special efforts for school community linkage.

1. Supervision & Monitoring (S & M):

District Academic Core Group.

The District Academic Core Group Includes the following.

- a) Principal ,DIET.
- b) District Elementary Education Officer.
- c) Inspector of Schools .
- d) District Mission Coordinator.
- e) Faculty members of DIET.
- f) Deputy inspectors of Schools.
- g) Principal .Normal School.
- h) Principal , Basic Training Centre.
- i) Block Elementary Education Officers (all).
- j) Sub-Inspectors of Schools (all).
- k) Block Resource Centre Co-ordinators (all).

The DACG may co-opt 2 two) additional members having experience in academic works at Primary /Elementary Level.

Roles and Responsibilities of DACG :

- a) The DACG is the apex district level body for quality and school support/ supervision.
- b) The DACG will meet once in a month to review and finalise the action plans of the BACGs.
- c) The DACG prepares action plan for the joint as well as individual support visits to schools for the next month.
- d) Each of the members of DACG undertakes individual visits to schools and members undertake a joint visit once in a month also,
- e) The DACG identifies academic problems and issues and take corrective actions at various levels . The school/classroom observations reports are analyzed in detail.
- f) The DACG Will assign specific tasks to smaller groups of its members or involve additional persons.

Another important assignment to each DACG member is to adopt a school (a school with limited facility) to make it a model school.

The convener of the meeting (Principal DIET or BTC as the case may be) maintain the records of the meetings and also take follow up actions on the discussions.

Block Academic Core Group (BACG) :

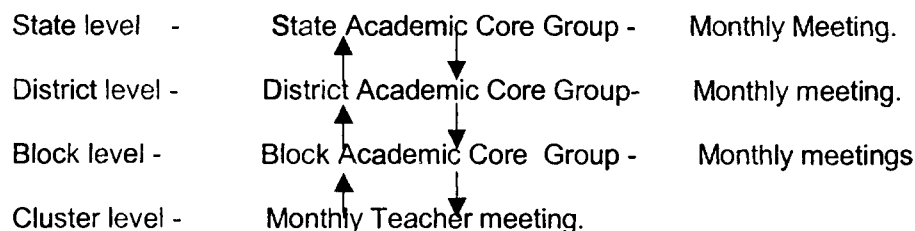
The BACG shall comprise the following:

- a) The BEEO/ BRC coordinator.
- b) The DIET faculty in-charge of the Block
- c) The sub Inspectors of Schools (Concerned Block).
- d) The Cluster Resource Coordinators.

Roles and Responsibilities of BACG:

- a) The BACG is the apex Block level body for quality improvement and school support/ supervision.
- b) The BACG meet once in a month.
- c) The BACG reviews the reports of field visits and main academic and administrative action points emerging out of the visits to schools.
- d) The BACG prepares its action plan for the next month and present the same to the following DACG meeting.
- e) Each members takes individual visit to schools. and adopt a school every year.
- f) The BACG members attend CRC level teacher meetings on a regular basis.
- g) The BACG meeting is convened by the BEEO and S/he maintains all records of the meetings and also initiate follow up action on the discussion.

Strategy of this information and feedback linkage:



Monthly VEC meeting.

Role and functions of Block Resource Centre

In the BRC, the BRCC along with 6 Resource Teachers (4 drawn from ME/MV or HS/HSS and 2 from LP school level) will run the center.

- a). The BRC will keep all relevant data of the block for ready reference .
- b). Regular meetings of different components will be held in the BRC.
- c). The BRC is also a training center for field level functionaries.

Major role of BRC coordinator :

- a) As a planner.
- a) As a co ordinator.
- b) As a Trainer.
- c) As a supervisor.
- d) As a practitioner of good practices.(Adopted school)

Role and Functions of Cluster Resource Centre.

- a) The CRC is a regular training center for Teachers.
- b) It acts as the planning center also.
- c) All relevant data are kept and regularly updated.

Role and functions of Cluster Resource Centre co ordinators.

- a) The CRCC co ordinates monthly teacher meeting.
- b) The CRCC undertakes teaching in the schools of the Cluster.
- c) The CRCC reviews the progress of activities implemented in the cluster and reports it at BACG regularly
- d) The CRCC carries back the remedial proposals / measures discussed in BACG to teachers.
- e) The CRCC will adopt a school from the Cluster and convert into a Model school every year.

The District of Dhemaji consists with 65 GPs but whole district is greatly devastated by flood. More road communications are destroyed. Almost entire District has inter state border with Arunachal. Due to frequent flood the number of isolated areas have been increasing year by year. Hence, considering the situation, 10 nos. of additional CRC is proposed to be set up in the following Gaon Panchayat,

Sl . No.	Name of Block	No. of GP	No. of Additional CRC	No. of total CRC	Name of the GP where additional CRC is proposed	Reasons
1	Dhemaji	37	4	41		
2	Bordoloni	13	3	16		
3	Murkong Selek	15	3	18		
Total		65	10	75		

District Institute of Education and Training (Basic Training Centre)

Role and Responsibilities:

Besides imparting regular training (PSTE and In service), the DIET will perform the following tasks.

- a) Regular analysis of data and review of field level interventions to know the strength and weakness
- b) Orientation of field level Resource persons. (Support to Block and Cluster)
- c) Taking up studies and evaluation of important interventions.
- d) Development of training modules/ papers and also reading materials.
- e) The faculty members will work in Lab schools to verify the effectiveness of strategies to be implemented in schools.
- f) Lateral linkage to other DIETs.

The Coordinator DACG will present a comprehensive report to the Monthly SACG meeting. Alternatively one BACG of a District along with the DACG coordinator will take part in the monthly SACG meeting.

Thus this structure is directed towards strengthening of internal efficiency of the academic and supervision system by allowing each member to groom his/her potential as resource person making them accountable and bringing about mutual convergence among the stakeholders in planning and execution.

Special Interventions:

To ensure quality education is a major goal of SSA. Hence, strengthening academic support system is a pre-requisite. In this respect, first option is DIET/Normal School. But, our district has neither DIET nor Normal School.

Besides, there is no possibility of setting-up DIET immediately. Hence setting-up of one District Resource Center (DRC) is an extreme necessity in order to provide academic support. The DRC will be set up by attachment DIET/BTC/Normal School faculties of near by districts. Provision for minimum office expenses, hiring of accommodation, vehicle, TA/DA and other programme expenses related to DACG, BACG has been kept.

Proposed Activities for the period from October, 2002 to march 2003.

- Selection of CRCC
- Selection of BRCC
- Monthly BACG meeting
- Monthly DACG meeting
- Adoption of school by BACG & DACG
- Orientation of BACG
- Training of RP
- Orientation of BACG
- Workshop for Gradation of school by DACG
- List of TLMs to Schools
- Training of H/Ts
- Training of RPs
- Orientation of H/Ts.(Primary and Upper primary)

Following Specific Activities have been budgeted under the plan

Setting up of BRC

Setting up of CRC

Supervision & Monitoring

SCHOOL IMPROVEMENT PROGRAMME

- Institutional Capacity Building
- DACG Monthly Meeting
- School Support Visit
- Action Research & other research related programmes
- Workshop, Seminar & Capacity Building
- Documentation
- Provision for Community Teachers at Remote Area Primary Schools
- Provision for Community Teachers at Remote Area Upper Primary Schools

Training of teachers

- 8 days training of Lower Primary School Teachers
- 8 days training of Upper Primary School Teachers
- Training of K-sreni teachers
- **15-day District level workshop seminar**

Evaluation

- Teachers diary (yearly)
- Students progress card
- Conduct of Public exam for class IV and class VII (yearly)

Free Textbook to Children

Gradation of School

Teacher Grant

6.5 Research & Evaluation

Research work on pedagogical analysis and appropriateness of interventions is a very important component. The progress towards objectives and measures to be taken for any terminal corrections can be well understood from evaluation.

With a view to ensure successful implementation of plan and programme of SSA, the institutions and individuals will be encourage to conduct studies in primary level.

At district level the focus will be on conduct of Action Researches by the teachers and other educational functionaries and the project people like Resource Teachers, BRCC, CRCC.

Besides, following studies will be undertaken by the Teacher Training Institutes, B.Ed Collages and other institutions The following are the major areas of Research & Evaluation co-insides the SSA activities, particularly at district level, which are proposed to be taken-up.

- Student's achievement test (Base line, mid-term and terminal);
- Teacher's diagnostic tests;
- Social assessment study.
- Studies on district specific issues like education in special focus areas viz. tea garden, educationally backward areas etc.
- Studies on classroom situation and other school related issues;
- Comparison in management between government & private schools.
- Educational status / back ward ness of tribal / girls / SC / Minority / slum dwellers.
- Educational facilities to disadvantage group.
- Role of VECs in uplifting educational status of back wards sections
- Problems of handicapped / disabled children.
- Role of PTA / Mother groups in education of children.

Evaluation of different programmes, interventions both in-house and third party is another major agenda under this component. Some of the specific areas on which evaluation studies will be undertaken is given below:

- Use of grants to school.
- Functioning of DACG/BACG
- Effect of mobilisation activities.
- Motivation strategy for out of school and working children.
- Impact of SSA in enrolment & Attendance..
- Functioning of village education committees & school management committees
- Evaluation of managerial structures and processes.
- Appraisal of school management.
- Monitoring & Evaluation of assistance to VEC.
- Teacher training and its effectiveness on teachers motivation and knowledge
- Longitudinal study to access impact of the programme (SSA) on Class room transaction , community participation etc .
- New teaching and learning methodology its impact on children's achievement.
- Gender based teaching and learning materials and its impact on children.

Major Strategies

- The strategy would be to empower the Teacher Training Institute to handle the research and evaluation related activities. Faculties of the training institutes and some selected Resource Teachers and other interested individuals will be trained at state level. The aim is create a pool of resource people at district level. These pool of Resource Persons will be utilised for training of educational functionaries, teachers and CRCCs for conduct of Action Researches regularly on classroom, school and community related practical issues and problems.
- The institutions and NGOs will be assigned to carry out bigger studies and specifically the evaluation studies.
- Another major strategy for promotion of research in elementary education will be to share the findings of conducted studies with the stakeholders and midcourse correction of strategies based on the acceptance and implementability of the suggested measures of research findings.

6.6 Management Information System

For successful implementation of any time-based programme, collection and dissemination of information and feedback play a crucial role. The Management Information System Unit in SSA will be set up to provide information support to all levels of management for planning and decision making. A silent feature of the progressive plan of MIS would be to provide information support to the Education Planners and Departments. The motto is to bring about a total change in collection and dissemination of educational statistics.

Background – Why Monitoring and the Management Information System?

Management Objectives and Functions

In a view to improve the quality and effectiveness of educational planning and management a variety of data is required in a form that conforms to the requirements of user agencies operating at various geographical and administrative hierarchies. Due to wide geographical dispersion of institutional network representing a variety of school locations and endowments, the complexity of the multi-level decision-making process and control mechanisms increases.

One of the major challenges facing the education sector is the design and management of consistent, efficient and functional information. The task is further complicated as least priority is given to the development, maintenance and modernization of information systems. As a result the outcome is a dysfunctional system of information flows characterized by inadequate coverage, time delays, poor quality and having little relevance to the ground level realities.

It is a common observation that the vital statistics required for day-to-day decision making are either missing or may become available only after the critical decisions are made. Therefore the pay-off from an improved, consistent and timely availability of data on key and simple indicators of educational health can be enormous as :

- *It will not only provide the right type of signals to educational administrators and*
- *It will help in more sharply focusing the scarce resources for areas/activities where these are most needed.*

The cost of implementation and sustaining the information system pays for itself as the benefits start following in immediately and are immense as compared to the initial cost of setting it up.—THE innovative EMIS

Managing a development project is a complex task. However, the basic core of a manager's work program should include

- (a) development of activities and delivery systems, and determination of the required inputs and outputs;
- (b) preparation of work plans and schedules;
- (c) determination of the precise responsibilities of various organizational units and supervision of their performance;
- (d) maintenance of detailed records of physical and financial performance and establishment of measurable performance indicators;

- (e) monitoring of the project environment so that implementation can be facilitated of adjustments made; and
- (f) preparation of periodic reports to responsible central agencies and institutions.

Monitoring is then a tool that a project functionary (or functionaries) uses to help him carry out his/her functions.

Efficient management requires sound monitoring. Conversely, monitoring cannot be fostered and its integrity protected if the management structure is unsound or the managers ineffective.

Benefits and Role of a Monitoring System

A good monitoring system can provide many benefits to project management. These include :

- (a) identifying targets and objectives for project implementation,
- (b) maintaining easily retrievable records of project implementation which can later be used for evaluation,
- (c) identifying problems encountered by the project, and
- (d) providing readily available analyses for decision-making.

In addition, the project and supervision missions can greatly benefit from a suitable combination of comprehensive and shorter issue-oriented, accurate, and timely progress reports. These reports reduce the time needed for data gathering, enabling maximum concentration on problem-solving and technical assistance, as required in *Project Supervision*.

A monitoring and evaluation unit is necessary to carry out the monitoring function, which depends upon the complexity and scope of the monitoring function and the extent of evaluation requirements. The responsibility for organizing, maintaining, and using a regular flow of information throughout implementation will be included specifically in the terms of reference of the project functionaries.

The need for a separate administrative unit for monitoring will be greatest in the Mission, where project objectives (especially social and institutional) are innovative and/or complex, or in projects with multiple components. Such a unit will be created, and will be integrated into the management structure, since its purpose is to serve the information needs of the implementing agency. The range of the information system and the scale of the monitoring process will be consistent with the staff and financial resources available and will be sustainable as a feature of management procedures within the Mission.

The Role of a Management Information System

Scope. A good management information system (MIS) will contain the necessary data on project activities proposed under implementation. A good monitoring system will also collates and analyses these data regularly and quickly, and communicates pertinent information to project management at all levels. The information covers four areas :

- (a) procurement and physical delivery of goods, structures, and services, and the costs incurred;

- (b) use of the structures and services by the project beneficiaries and their initial reactions;
- (c) reasons (social economic) for unexpected reactions by the project beneficiaries, when these are revealed by the information obtained in (b) or through other sources; and
- (d) measurement of output indicators such as productivity gains to the extent that these can be measured during implementation. Projects in different sectors will call for different emphases among these four areas, with infrastructure projects focusing more on physical and financial implementation, and service projects emphasizing the reactions of the intended beneficiaries from the outset.

Design. Design of the information system and its use for monitoring progress requires identification of the primary users, quantification of project objectives, and selection of a minimum core of quantitative and qualitative indicators for monitoring progress towards these objectives. There can be no standard list of indicators, since indicators are project-specific, time-dependent and will be decided upon in consultation with Project functionaries.

From this basis, District MIS Unit, responsible for carrying out monitoring, will establish the frequency and timing of data collection, analysis, and sharing. All sources from which relevant data may be obtained without additional surveys will be reviewed, including both project staff reports and sources outside the project. Gaps in the information system will be supplemented by specific data collection. Annual monitoring work plans specify the data to be collected; when by whom, and how will be analyzed; and to whom information will be reported. These work plans will aim at simplicity and remain sufficiently flexible to allow additional diagnostic studies to be carried out at short notice.

Two major tools of MIS will be the Project Management Information System (PMIS) and Educational Management Information (EMIS).

The PMIS essentially will serve as a progress-monitoring tool. The main objectives of the PMIS are to: -

- *Track the progress of delivery of project inputs*
- *Monitor the fund movement*
- *Monitor the physical progress of the project activities*
- *Provide project performance indicators which help the project authorities to take corrective steps for smooth implementation of the project*

It will monitor the trends in key project areas such as civil works, appointment of teachers, training of personnel, completion of studies, release of funds, expenditure and disbursement claims. The software will also generate quarterly progress reports. Constant efforts will be directed upon for improvement the PMIS such that its efficiency in data generation is enhanced.

EMIS will be a comprehensive software package to assess and monitor, on an annual basis, the educational scenario at the primary/upper primary stage through key educational indicators. The main objectives to have a state specific EMIS are to :

- *Develop a framework for collection of educational statistics from recognized institutions imparting primary education*

- *Create a institution level computerized database at the district level*
- *Provide access to school level database to educational planners, administrators and researchers at district, state and national level and train them adequately to analyse and use the database for future planning.*
- *Provide a programmed solution for the SSA Mission to monitor the progress of education at the district/state and national level by monitoring key educational indicators.*

Both PMIS and EMIS will be made operational from the project inception year in the District.

The detailed analysis of PMIS and EMIS data already undertaken in DPEP districts has helped in identifying some areas of concern, particularly in terms of teachers' deployment, condition of school building and availability of equipment and facilities in schools. Using this database, it will be possible to compare the performance level of any two schools located in different locations of the GP/Village. Similar comparisons are possible at the block and district level itself. In addition to sharing of data with user agencies and stakeholders, it is also proposed to conduct sample checks by independent agencies so that the reliability of school data can be established. To encourage the use of PMIS and EMIS data in planning, management and monitoring, orientation programmes will be organized for educational planners and administrators.

The MIS Infrastructure.

A Programmer and two Data Entry Operators will manage the district unit.

MIS unit will be equipped with latest configured systems and peripheral devices. The complete integrated on-line and off-line system will facilitate the data and information browsing from various spheres of Mission structure as per the needs.

Capacity Building

MIS Staff : The Programmers and Data Entry Operators of the district Mission Offices will be provided in-service training on all the latest updates both in Software and Hardware issues. Besides, the technical trainings of Software and Hardware, series of trainings will be conducted for the field level workers, block and district level officials, Stakeholders and State Level officials on usage of MIS as a whole. Following trainings are planned across the years:

1. Monitoring Records, sources of data for interim and terminal evaluations.
2. EMIS Data Capture Formats.
3. PMIS Data Capture Formats.
4. Various DCFs to be used for data collection and compilation.
5. Supplementary data collection and special studies taken from time to time.
6. Basics on use and analysis of raw data.
7. Analysing, Projecting and Disseminating of the derived indicators from the data.
8. Creating general awareness especially social and institutional awareness to share the truth in DCF.
9. Impact evaluation based on a yearly/time series analysis of data from areas in and outside the project.

Others : The BRCCs, CRCCs and HTs of all primary schools will also be provided training on collection and use of EMIS data. Various level sharing and dissemination workshops will also be a recurrent activity during the Project Period.

Major strategies

The educational database consists of school related information starting from the project inception will be maintained and refined. It will not only facilitate in assessing the progress of the project in various parameters but also help in monitoring school wise performance and progress across the years. Besides the unit will also develop and have large storage of information on project functioning areas and interventions.

The focus will be to identify the disadvantaged areas based on quantifiable data and indicators. Micro analysis of the already available 'Alokar Jatra' will be done to identify and monitor the disadvantaged areas. List of disadvantaged areas will be generated and updated regularly based on out of school children and other school efficiency indicators viz. improvement of GER, NER, completion rates and achievement levels etc. List of disadvantaged areas will include ranking of the schools, VEC, SMC falling in those areas. The list will be shared extensively.

Another major activity will be to update the already created Technical School Infrastructure Database. Yearly updation of the same will be carried out after initiation and completion first round of civil works activities.

It is also proposed to make extensive use of the already developed teacher database for rationalization and planning the teacher requirement on long-term perspective.

Attempts will be made for streamlining flow of information and also to ensure that a single reliable database is created which can be used for effective educational planning.

Capacity building of field staff for collecting, disseminating and analyzing suitable information on School Information System as well as trend analysis of educational indicators.

Computerization, analysis of information and using it in the planning process and dissemination.

Besides following Major Archives will be Generated/Upgraded

- School Directory,
- Teachers Directory,
- Village and VEC Directory,
- ECE Centre and Workers Directory,
- EGS/BC Centre and Workers Directory,
- IED Centre and Workers Directory,
- Project Functionaries Directory,
- Financial and Physical Progress Information,
- Annual Work Plans & Budgets
- All other information for Project Monitoring.
- GIS Monitoring,
- IT Education in Schools,
- Educational Home Page,

Monitoring & Follow-up

- The networking of information-flow from habitation/school/institution to Gaon Panchayat, Gaon Panchayat to Block, Block to District and District to State will be developed. The MIS In-Charge at the District will monitor the entire networking of flow of information from down the line to state.

Convergence

- Convergence with NICNET, CIC will be worked out for effective use of MIS Network. Similarly convergence will be established across the various directorates Director of Secondary Education, Directorate of Elementary Education, District and Block Mission Office.

Following Specific Activities have been budgeted under the plan

- Upgradation of Systems
- Annual Maintenance of Systems
- Internet & Convergence with NIC/NICNET
- MIS Site Setup/Maintenance
- Consumables to MIS And Office Expenses
- Training for Data Entry Operators
- Training for DMC / BMC & other Education Department Officials
- Training to BRCC, CRCC, HTs and HMs on data collection
- Data Entry and Mining of Survey, EMIS, Teachers Database etc.
- Dissemination & Analysis of H2H Survey, DISE etc.
- 5% Sample Checks of Survey Data
- Printing of Data Capture Formats
- Printing of Final Reports for Sharing
- Salaries to MIS Staff (1 Programmer, 2 DEOs)

6.7 Education Of Children With Special Educational Needs.

Background:

Universalisation of Elementary Education cannot be achieved only if the children, who have some physical, intellectual or emotional limitations, are included from the general mainstream of education.

SSA is communicate top ensure that every child with special needs, irrespective of the kind, category and degree of disability, is provided exclamatory education in appropriate environment. SSA will adopt 'zero rejection' policy so that no child is left out of the education system.

Approaches and options: The thrust of SSA will be on providing integrated and inclusive education to all children with special needs in general schools. It will also support a wide range of a pproaches, options and s trategies for education of children with special needs. This includes education through open learning and open schools, non-formal and alternative schooling, distance education and learning, special schools, wherever necessary, home based education, itinerant teacher model, remedial teaching, part time classes, Community Based Rehabilitation (CBR) and vocational education and cooperative programmes.

The programmes interventions for integrated education of primary school going children with integrable and mild moderate disabilities. Five categories of disabilities covered under the programme are visual, hearing, orthopedic, and learning impairment and mental retardation.

Status

Table 6.7.1 District/Block Wise Age Wise Number Of Disabled Children

Block Name	No. GP	No. of Disabled Children											
		5-8 Age group			9-11 age group			12-13 age group			5-13 age group		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Dhemaji	37	240	211	451	131	142	270	149	121	270	520	474	994
Bordoloni	13	72	46	118	37	55	92	33	34	67	142	135	277
Murkong selek	15	61	31	92	36	28	64	24	23	47	121	82	203
Total	65	373	288	661	204	225	429	206	178	384	783	691	1474

It is seen from the above table that there are 1474 disabled children, which is 0.99 % of the total Child population. From the block wise data it can be seen that **Dhemaji** block has the highest number of disabled children and **Murkong Selek** block is having the lowest number of disabled children.

Table 6.7.2 Resource: District Special

Type of Resources	Yes/no
District/Regional Rehabilitation center of NPRD Scheme at Medical College with trained professionals	No
Civil Hospital with specialist Doctors	Yes
PHC	Yes
Dispensary	Yes
Sub center	Yes
FW center	No
District Blindness Control Society (non functional)	Yes

District Malaria Eradication programme	Yes
Health Department	Yes
Social Welfare Dept.	Yes
NGO 'S working with disability	No
Public Sector organisation like ONGC, OIL, NRL, BRPL, etc	No
Govt. special school	No

Issues

- Lack of awareness on disability related issues
- Dearth of trained Personnel
- Misconception on abilities of the disabled
- Disadvantaged areas
- Resource constraints.
- Others

The main objectives of the programme:

- To Improve the enrolment, participation and retention of disabled children in general primary schools;
- To provide viable support services to general primary school teachers to make them understand the educational needs of all categories of disabled children in integrated setting.
- To enhance the competencies and skills of general teachers to meet the educational requirements of children with special needs.
- To instruct trained resource teachers, to assist general teachers in classroom management of children with special need by suggesting appropriate curriculum modification and educational intervention.
- To provide resource support to children with special education need in the form of resource room in the existing cluster resource center structure and a learning corner in the classroom.
- To develop instructional materials and suitable strategies for promoting the education of children with special needs through general schoolteachers.
- To supply aids and appliances to the disabled children for promoting learning in integrated setting.
- To mobilize the community to facilitate integration children with special educational needs as in regular schools.
- To enhance access by creating a barrier free environment (such as ramps, hand rails and special toilets) to suit the needs of children with disabilities.
- To improve the enrolment, participation and retention of disabled children in general primary schools;
- To provide viable support services to general primary school teachers to make them understand the educational needs of all categories of disabled children in integrated setting.
- To enhance the competencies and skills of general teachers to meet the educational requirements of children with special needs.
- To instruct trained resource teachers, to assist general teachers in classroom management of children with special need by suggesting appropriate curriculum modification and educational intervention.

Strategies Adopted

- Survey
- Quantitative expansion
- Composite area planning

- Local specific approach
- Desegregated target setting
- School restructuring / reform
- Community school mobilization
- Convergence of all existing mechanisms services
- Establishing contract with the community
- Establishing contract with institutions
- Establishing contract with other functionaries and organizations
- Survey for identifications
- Assessment of disabled children
- Mobilization of resources
- Training and orientation
- Integration of children with special needs
 - Facilitating conditions- organizational
 - Facilitating conditions-pupils
 - Facilitating conditions-classroom

Major Activities:

The following activities could form components of the programme.

- **Survey:** survey was conducted to identify the number of children with disabilities, though it is expected to be higher than the projected figure. it is planned that survey will be conducted every 3 yrs . For reverification and inclusion of unreported cases.
- **Core Group (DRP):** Resource groups will be constituted at district levels to undertake effective planning and management of the programmes in collaboration with PRIs and NGOs. An apex level resource group at the national level to provide guidance, technical and academic support to the children with special needs under SSA will be constituted. Formation of a core team of district administration, health officials, social welfare, educational functionaries, NGO'S will be constituted to initiate the activities .The group will be responsible for awareness and sensitization at different levels, planning, problem solving, supervision & monitoring. Regular quarterly meeting of the group for the first 3 years and half-yearly in the consequent five years and quarterly in the last year will be held to plan, strategies and build innovative activities for the programme. The core group will be dissolved and reconstituted every 3 years.
- **Awareness activities:** Awareness amongst all sections from the district to village level of district functionaries, VEC, GPEC, SMC, HT, Teachers, mothers, parents and other family members, ICDS, AS workers etc. Will be focused through meetings, seminars orientation, and trainings to various groups. These awareness exercises are planned once for each year. Except the final year when consolidation will be planned. The awareness activities will be conducted by NGO's, District core group, and change agents of the community mobilization group.
- **Selection and training of Resource Persons and workers:** To conduct the activities at district, block and cluster /Panchayat level, persons will be selected and engaged to supervise and work with complete job chart drawn up at state level. The engagement TOR will be on 11months contractual basis and temporary. Induction Training of 10 days in the second year and recurrent refresher training every 6 months on need –based areas, such as, use, repair and maintenance aids & appliances, classroom management, IEP's etc. will be conducted for the above personnel each year except the final year. With the engagement of increased no. of workers on the 3rd year along with geographical expansion of coverage the same process will be followed. Intensive training courses on different kinds of disability is also planned for some selected personnel. Exposure visits of the personnel for further training to Resource centers will be a form of in-service training and conducted each year for selected persons.
- **Honorarium to BRP's at block and IED workers at GP level:** The temporary engagement of the personnel may be renewed on basis of performance report and an

honorarium of Rs. 1000/- (one thousand) only P.M. to BRP and Rs. 700/-(seven Hundred) only P.M. to IED workers will be paid.

- **Aids and Appliances:** All children who are recommended at the assessment camp for requiring assistive devices will be provided with aids and appliances, obtained as far as possible through convergence with the Ministry of Social Justice and Empowerment, State Social Welfare and DRDA Departments, National Institutions or NGOs. This will be done after each assessment camp held annually except in the final year.
- **Aids Distribution camp & Follow-up:** After the type of aids is determined for the children, the same will be acquired and distributed to the beneficiaries with training on use and maintenance of the aids. Regular follow-up measures will be designed to keep track of the use, repair and maintenance of the devices, which will be conducted by the IED workers.
- **Early detection and identification:** a concerted drive to detect children with special needs at an early age should be undertaken through PHCs ICDS, ECCE centers and other school readiness programmes, such as bridge course of AS. Identification of children with special needs should become an integral part of the micro-planning and household surveys. For this a training of the Ka-Sreni teachers, ECE/ICDS workers is planned in 2003—04 and also in every year till 2007-08.
- **Functional and formal Assessment:** For each identified child, assessment camps by trained professionals of National and Regional Rehabilitation Centres will be carried out every year co-ordinated by the District Mission Office. A team of professionals will conduct camps at every block and recommend most appropriate placement for every child with special needs.
- **Aids and Appliances:** All children requiring assistive devices will be provided with aids and appliances, obtained as far as possible through convergence with the Ministry of Social Justice and Empowerment, State Welfare Departments, National Institutions or NGOs. Follow-up & distribution camp.
- **Educational Placement:** As far as possible, every child with special needs will be placed in regular schools, with required support services. This will be an on-going activity
- **Convergence with all govt. and non-Govt. agencies:** Convergence with social welfare, health, rural development, national institutes, rehabilitation centers, special schools, organizations working for the disabled, local **Sanghas**, religious and community leaders, **Mahila Samities** will contribute to the success of the programme. Hence, networking with these organization at regular basis is a important feature of the plan.
- **Support Services and Resource support:** Support services will be for both in-school and out-of-school children, like physical access, resource rooms (readiness centers will be opened if necessary to prepare children for formal placements) at cluster level, special equipment, reading material, special educational technique (STLM), remedial teaching, curricular adoption or adapted teaching strategies will be provided at district, block and GP level. This will be an on-going activity, as and when required and functional throughout the year. Resource support will be given by teachers working with children with special needs. Wherever this option is not feasible, long-term training of regular teachers will be undertaken.
- **Teacher training:** Intensive teacher training will be undertaken to sensitize regular teachers on effective classroom management of children with special needs. This training will be recurrent every year at block / cluster levels and integrated with the on-going in-service teacher training schedules in SSA. All training modules at SCERT, DIET and BRC level will include a suitable component on education of children with special needs. **The activity expenditure will be booked in the Teachers Training (Quality) component of the plan.**
- **Individualized Educational Plan (IEP) :** An IEP(case study) will be prepared every year by the teachers for every child every year with special needs in consultation with parents and experts. Its implementation will be monitored from time to time. The programme will

test the effectiveness of various strategies and models by measuring the learning achievement of children with special needs periodically, after developing indicators.

- **Parental training and community mobilization:** Parents of children with disabilities will receive counseling and training twice every year till final year on handling and management and basic daily life skills. Intensive advocacy and awareness programmes will form a part of strategy to educate every child with special needs. A component on disability will be included in all the modules for parents, VEC and community and conducted by trained parents, NGO's, District Core persons, BRP and IED workers..
- **Strengthening of special schools:** Wherever necessary, special schools will be approached for resource support like training, supervision & monitoring on TOR basis. These organizations will be strengthened to obtain their resource support, in convergence with departments and agencies working in that area
- **Observance of World Disabled Day:** The 3rd of Dec is observed as the World Disabled Day internationally. It is planned to observe this day in all levels –district, block, GP. A shishu mela will be organized with sports, music, art and other recreational activities for all children with involvement of the community at large.
- **Removal of Architectural barriers:** Architectural barriers in schools will be removed for easy access in convergence with civil work component. Efforts will be taken to provide disable-friendly facilities in schools and educational institutions. Development of innovative designs for schools to provide an enabling environment for children with special needs will also be a part of the programme.
- **Research:** SSA will encourage research in all areas of education of children with special needs including research for designing and developing new assistive devices, teaching aids, special teaching material and other items necessary to give a child with disability equal opportunities in education.
- **Monitoring and evaluation:** On going monitoring and evaluation will be carried out to fine-tune the programme. Half yearly reports on all activities will be documented. For this, appropriate monitoring mechanisms will be devised at every level and field tested at regular intervals.
- **Girls with Disabilities:** Special emphasis will be given to education of girls with disabilities.

As SSA adopts a "zero rejection " policy on education of children with special needs, no child will be left out of the education system. SSA plans to ensure that every child with special needs, irrespective of kind, category and degree of disability, is provided education in an appropriate environment.

Activity for the year 2002-2003

1. Engagement of District co-ordinator
2. Formation of Core Group.
3. Meeting of Core Group.
4. Awareness activities
 - ⇒ Orientation of District and Block educational functionaries (District Level)
 - ⇒ 1 day Orientation V.E.C./TGEC/ SMC at Cluster level.
 - ⇒ 1 day Orientation of BRCC, CRCC, GPEC members at Block level.
5. Selection of BRPs.

Following Specific Activities have been budgeted under the plan

- Meeting of Core Group (District level)
- Awareness Programmes
 - For community members
 - For Govt. officials
- Selection of IED personnel
 - Selection of BRPs

- Selection of IED workers
- **Honorarium of RPs**
 - Honorarium of BRPs
 - Honorarium of IED Workers
- **Training**
 - 10-day Induction Training of BRPs & IED workers
 - 7-days Refresher Training of BRP & IED workers
 - 2-day Training of ECEC/ICDS Workers Ka Sreni teachers (for Early Detection)
 - 2 - day trg. Of EGS workers
- **Medical Assessment Camp**
 - Aids and Appliances
 - Ceremonial Distribution Camp
 - Follow up on use, repair and maintenance
- **Special Resource Support to Disabled Children**
- **Material Development(Print, Audio, Audio Visual, Case Study)**
- Observation of World Disabled day as Sishu Mela
- Exposure visit of BRPs/IED Workers

6.8 Early Childhood and Care Education

Early childhood care and education includes the pre-primary stage of education, it provides comprehension aid in preparing the child for formal education which being with but the primary stage pre-primary education woes its origin to the famous Garman educator Friable and covers children between age group of three to six (3-6) years.

There are no differences of opinion regarding the attention that needs to be paid to the pre-primary stage of education by the educational policy marks. Accordingly various policies have been adopted by different governments based on recommendation of various commissions and other bodies composing professional express specially constitute for the purpose from time to time.

The main objective of Early Childhood Care is the all-round integrated development of the child up to school age. The first 6 years of life are critical and it is necessary to optimize development at the stage, the At this stage child may be in a institutional setting with specific educational object to prepare the child in the Higher Primary School. .

In addition to that, we should keep in mind that the child's health and physical well being, involving parents and community to get rid of unnecessary burden on the child and to give special needs. In the face of this, the complete success of UEE under SSA totally depends upon early child education with in the localities of communities. To add to this, UEE has become a fundamental right of children, the government and the community under the provision of constitutional bindings has come to the common platform to achieve the targeted objectives to get all categories of children right from 0-14 years into school through collective participation of communities from 2003 to complete UEE by 2010.

In consideration of the above, one day visioning workshop on ECCE at district level was held in which all the District Core Members as well as some other well acquainted persons from focused areas of the district were invited who shared their experiences regarding ECCE and ICDS. We also take into account the experiences and findings gathered during pre-project activities.

Further, taking into account the ICDS launched by the Govt. of India in 1974, which is now in the way of Universalisation in our country. ECCE Programme under SSA in our state is one of the most cost effective ways of addressing both socio-economic and gender inequality, besides, preparing the little child for entry into the primary school. In the context of SSA, ECCE has been envisaged as an innovative exercise. Now it is needed to be reflected to actual convergence in terms of different operational areas that is training, supply of materials, delivery of quality service and monitoring amongst others. The main objective of the ECCE is to increase the enrolment, to check the drop out, mentally preparing the child for schooling and promoting girls education by relieving elder girl child from sibling care, without which UEE can not be achieved.

Educational Status of the District

To improve the Elementary Education special step for schooling the child of age group of 4-5 ears is very difficult. The status of Education in our District gives us a clear picture after pre-project survey—Alokar Jatra and technical survey with DISE. Particularly the condition of existing number of LP Schools and their present infrastructure condition, the number of teacher and their quality with its different age groups enrolment, served and unserved area of the position of remote, forest and flood prone areas.

Dhemaji District is a backward district of Assam. Though the Govt. of Assam has given and warder to start Ka-Sreni in all Provincialised L.P. Schools but in practice it was not done. In

most cases Ka-sreni children are mixed with Class-I children and create a problem in teaching-learning situation in the school.

Pre-primary classes attached to primary schools still except in some primary schools of Assam. Some female teachers were appointed by the government to look after the pre-primary classes attached to the primary schools. Those teachers are designated as school mother.

Table: 6.8.1 No of Teachers & Enrollment in different types of Pre-primary institutions.

Types of institutions	Rural area	Urban area	All area
Independent pre-primary schools	-	-	-
Pre-primary classes attached to primary school	5	2	7
Total	5	2	7

Departmental office Dhemaji DEEO

Enrolment

Types of institutions	Rural			Urban			All area
	Boys	Girs	Total	Boys	Girls	Total	
Pre-primary classes attached to primary school	199	190	389	64	58	122	511
Total %	39%	37.18%		12.52%	11.35%		100%

(Source DEEO Dhemaji 2001-2002)

Pre-primary education was available in a few institutions before and after independence. Only 7 (Seven) number of pre-primary sections existing and no independent preprimary schools in the Dhemaji District. The process of opening pre-primary section in primary school is no continued.

So it is necessary to implement Ka Sreni in all Provincialised L.P. Schools.

Table : 6.8.2 Block wise Availability of Pre & Elementary Educational Institutions

Sl.No.	Name of Block	No. of LP School	No. of ICDS Centre	No. of M.V. School having L.P. Section
1.	Dhemaji	506		18
2.	Bordoloni	170		5
3.	Murkong Selek	171		1
	Total	847		24

ECE goals and its objectives

In our visioning work shop it was accepted that early child care is most important and it is a foundation for life long development of a child. It is also accepted that it is a most essential part of education to reach the goal of Universal Elementary Education. So far we have neglected the children of 4-5 years age group in our district.

The present research work done in various level has shown that first six years of life are very critical and it is most important on our part to optimize the development in that stage. Tremendous development has done in both Private and Govt level. A common basic activity base joyful curriculum for the child should be appropriate to attract the child from different corner of the society.

Target and objectives : The Goal of ECCE is the all round development of a child from the very birth up to school age. ECE is to prepare a child for schooling as well as development in every domain.

In addition to that in there center Health Care and Physical development is necessary along with involving parents and community & a voiding over burden to them with the help and support of the parents & community. That will also give a sigh of relief to them without any problem of their children what so ever social environment they come.

ECCE approach : Every Child Education is their birth right and it is for the all-round development.

Cultural diversity and value of education to be included in the curriculum at this stage. Play and joyful method to be adopted.

Issues :

- The govt. of Assam by a notification in the year 2000 introduced 'Ka-Sreni' in Primary level in all Provincialised school for the age group 4-5 years old children. But in practice most of the schools in the district of Hailakandi not introduced Ka-Sreni in Pre-Primary Section.
- No Infrastructural support has been given to Ka-Sreni.
- Existing school teachers of Provincialised school are not trained to take care of Ka-Sreni.
- Non ECCE centre in unserved habitation/remote area/focused area.
- In non ICDS location ECCE centre to be established on pilot basis.
- Backward, remote area, Tea garden area, Border area are to be get special importance.
- 4-5 years age group children are sitting with Class-I is very unscientific.
- Method of teaching should based on acceptability and capability of minor children in functioning school where Ka-Sreni exist.
- Girls child are engaged in sibling care of their younger one Ka-Sreni in functional school will paved the way of their education.
- Inadequate age appropriate TLM

Strategy :

- All Provincialised schools have to start Ka-Sreni.
- In initial phase one teacher from the Primary School having four or more be trained.
- Sufficient Infrastructural facilities by allotting a room for Ka-Sreni is necessary.
- Teacher/Para teacher/Community teacher should be specialized through training and orientation adopting joyful & play method teaching and learning.
- New teacher/junior female teacher will be the best for ECCE.
- Sensibility & participation of community is the pre-condition of it's success.
- Orientation of Educational functionary is necessary.
- In service training of teachers is necessary.
- Evaluation and monitoring in perloidal interval is necessary.

- Special step is necessary for focused area relaxing normal norms of SSA.
- Identification of area, training of worker and preparation of TLM with follow up activities.
- Refresher course for all workers engaged in ECCE is necessary.

Ka-Sreni Intervention :

Though the Govt. of Assam has already Invervented by it notification in the year 2000 that all provincialised L.P. School should start Ka-Sreni, but in practice it was not done in our district.

Initiative to be taken up : 1st initiative to be taken up in the school where four teachers are working of which the youngest teacher preferably female to be in-charge of Ka-Sreni and in 2nd phase it may be expanded to other school. BERC/CRCC and departmental functionaries are to be oriented in this line of action and orientation also necessary for Ka-Sreni worker.

Follow up of Ka-Sreni : Follow up actions are to be under taken quarterly and it will be done by the department functionaries including BRC/CRCC.

Strengthening of ICDS Programme : It is the largest programme at present working in the field of ECCE Programme in our country. So in our district we have under taken an effort to develop an integrated approach to meet the educational needs of the pre-schools.

The major interventions of SSA will Includes in functioning of ICDS centers are as follows :

Ka-Sreni intervention : Implementation in the schools, training, orientation of ICDS worker, sensitization in the community by community mobilization, use of TLM understandable to the ECCE child and other academic support.

Strengthening of Pre-school component in ICDS : Training of ICDS worker in the line of SSA Target & achievement, use of TLM. Joint a pproach, Mapping, Planning, S upervision and Sharing of resources, setting up of data based activities and joint community mobilization effort.

Table : 6.8.3 Special Focused Area For Ecce

Name of Block	Flood effected village	Habitation shifting type		Habitation by type of Isolation	Unservd Habitation by distance more than 1 km
		1	2		
Dhemaji	130	50	15	208	277
Bordoloni	9	9	-	49	129
Murkong Selek	12	4	-	93	198
Total	151	54	15	350	604

OUR COMMITMENT :

Help the child to express himself.

To enhance Childs self confidence

Provide opportunities to explore and develop his personality.

Provide opportunities for learning in a playful method.

Often incentives of awards for his efforts to learn for his encouragement.

Following Specific Activities have been budgeted under the plan

- **Opening of ECCE Centre**

Honorarium of Workers

Honorarium of Helpers

Centre contingency

Material Cost

10-day Training of workers
Centre Supervision

- **Support to ICDS**

Additional Honorarium to ICDS workers
10-day Training of ICDS workers
TLM & Other Play materials

- **Supervision & Monitoring**
- **Other Programme Activities**

6.9 Media

Sarba Siksha Abhijan aims at creation of demand for primary education amongst the stakeholders on the one hand and supply of quality teaching on the other. In other words, the programme has the mandate to create an environment for improving the quality of primary education. As the programme has given a lot of emphasis on people's participation, it has become necessary that the message of the programme be carried out to the mass through a media mix vehicle.

One of the major objectives of Sarba Siksha Abhijan is to create such a condition that new thinking, new practices on teaching learning and new concepts of education are accepted and welcomed by all stakeholders. All concerned with education system would include the teachers, the children, the education officials and the public representatives who are ultimate policy makers. Responsibilities are vested to Media unit of Sarba Siksha Abhijan, Assam to develop a suitable strategy with need based interventions in appropriate medium for this purpose. A media mix strategy has to be used effectively to continuously disseminate information and also to build a conducive environment for primary education and mobilize local stakeholders to participate in the programme.

The objectives of the media strategy are as follows:

- To raise the visibility of SSA as a national programme.
- To mobilize the opinion makers, legislator & other non-political social organization such as NGOs and other local bodies and ensure their active participation in the programme.

Strategies:

There are two systems of communications that need to be looked at: --

- Within the programme that target the community to address enrolment, retention
- And the others that targets policy makers, academicians and larger public.

In order to reach to the masses and grass root level functionaries like teacher, CRCCs etc. the popular media like, AIR, DD, Newspaper will be used.

Strategies will be like: --

- Identification of person to make a regular liaison between the DMC, Programme Officers, and BMC, BRC, CRC at grass root level and the media
- Preparation of yearly activity calendar and to distribute the same to all concerned.
- To make it confirm to invite the media personnel on important programme related occasions
- Monthly sharing workshop with target groups/NGO's/Institute etc about convergence with Govt. & Non Govt. institute.
- Publicity of SSA activities using DDK/AIR/DAVP.
- Production of films of narrow type like spot films, documentary, story based films etc relating to the various component of SSA and sharing & displaying the same to the state to grass root level.
- Production of audio materials, which include radio talks in other motivational topics and sharing the same to the masses.
- Conduct of case studies relating on various functional areas

- Documenting and sharing success stories through professionals
- Arrangement of mock exercise and recording the talks, discussion well ahead of time.
- Organising drama, seminar etc. on community participation at town and village level and to invite media for recording sharing with others.

Interventions:

Public Relation:

- Meetings and discussions will be organized at district, block, and Gaon Panchayat level and in the focus areas in collaboration with media personals and others involved in such activities.
- Press release of various programmes/workshop/meeting training along with performances of SSA will be released regularly.
- Radio talks on various programmes will be held.
- A glimpse on the various activities to be carried out since the inception of project.

Print Media:

- Press release of various programmes/workshop/meeting/training both in English and other languages will be published.
- SSA booklet, which includes SSA overview, outlines of the work done, will be produced in English, and in other languages in the initial stages of the programme.
- Yearly newsletter will be published and distributed to all the BRCC, CRCC, teacher, GPEC, VEC, SMC, Community representatives, PRI members and other related personal.

Electronic Media:

- Documentaries, stories, based on Girls Education, EGS, BC, ECE, Tribal Education Tea Garden, need of education, enrolment drive, community participation, short film of UEE and teachers participation will be produced. These films will be used as training materials. Video films show will be organized at the training programmes exhibition, Local Mela etc.

Field Publicity:

- It is proposed to organize Educational exhibitions by putting up stalls with posters, slogans, and displaying photograph in suitable places on different occasions. Printing materials for awareness will be distributed to the public and motivational VIDEO film will be screened describing the success of SSA.

Radio Programme:

- Radio is the most common & largely attended medium of Mass Communication in communicating the remotest & minor areas & targeted groups at a short span of time. Radio programme are chalked which include.
 - *Interview/Radio talk*
 - *Discussion on multifarious issues of UEE, role & responsibility of teachers & community, SHG, BRCC, CRCC, educational administrators.*
 - *Discussion on ECE, AS, BC, IED, MG, Teacher training etc.*
 - *Child based programme.*

Visit of Media Persons to the district:

- To popularize the SSA and for its social acceptance the media persons will be invited to project the several success stories and interventions, dissemination of information, creating of awareness and for spreading the message of primary education.

Following Specific Activities have been budgeted under the plan

- Information Booklet
- Quarterly Press visit
- Publicity Campaign
- Other publicity measures
- Yearly News Letter

6.10 School Infrastructure

Introduction:

To ensure universal enrolment, retention/Participation and improvement of quality of education, provision of a good infrastructure with a good school building is a Pre-requisite.

District is proud to present the infrastructure status, which has been collected through a unique Technical infrastructure Survey. It is worth mentioning that the survey was conducted by sending engineers into the school. For every 50 schools one engineer was selected. The State Mission Office had provided the survey design and other technical support. The training of engineers and Computerisation of the survey data was also done at State Mission Office. The district is now in possession of the prioritized list of all schools for construction along with three photographs of each school.

Present Status:

The findings of Technical infrastructure survey report gives a clear Picture of the present infrastructure status of the district, which is not at all encouraging. Following tables explains the status of the district in terms of schooling infrastructure separately for primary and upper primary schools.

Hence, adequate priority is given on development of infrastructures.

Table- 6.10.1 : Area Wise Distribution Of School

Name of Block	School in Plain Area	School in Hill Area	School in Forest Area	School in Reverine Area	Total
Dhemaji					
Bordoloni					
Murkong selek					
Grand Total					

Table- 6.10.2 : Area Wise Distribution Of School In Percentages

Name of Block	School in Plain Area	School in Hill Area	School in Forest Area	School in Reverine Area	Total
Dhemaji					
Bordoloni					
Murkong Selek					
Grand Total					

Table – 6.10.3. Present Status Of Schools Building

Name of blocks	No. of schools having no buildings		No. of schools dilapidated conditions		No. of schools required renovation & repairing		No of schools require additional classroom (where space per child is less than 4 sq.ft.)		No of schools require additional classroom (where space per child is more than 4 sq.ft. and less than 10 sq.ft.)		No. of schools require major repairing		No. of schools require minor repairing	
	Priority I		Priority II		Priority III, IV, V, VI		Priority VII		Priority XI		Priority VIII, IX, X		Priority XII and XIII	
	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP
Dhemaji	6	4	12	1	55	12	14	3	97	13	50	9	204	50
Bordoloni	7	0	10	0	34	11	0	0	21	3	19	7	56	15
Murkong selek	1	0	10	0	53	4	3	1	46	3	14	2	43	13
Total														

NB : Report of Technical Infrastructure Survey has not included --- no. of provincialised LP & UP schools and all composite schools

Table –6.10.4 Present Status of School Building in Percentages

Name of blocks	No. of schools having no buildings		No. of schools dilapidated conditions		No. of schools required renovation & repairing		No of schools require additional classroom		No of schools require additional classroom		No. of schools require major repairing		No. of schools require minor repairing	
	Priority I		Priority II		Priority III, IV, V, VI		Priority VII		Priority XI		Priority VIII, IX, X		Priority XII and XIII	
	LP	UP	LP	UP	LP	UP			LP	UP	LP	UP	LP	UP
Dhemaji														
Bordoloni														
Murkong selek														
Total														

Table –6.10.5 Status Of Toilet & Drinking Water Facilities

Name of Blocks	Schools with availability of toilet facilities (Not functioning)	Schools without Toilet facilities	Schools with drinking water facilities at (presently not functioning)	Schools without drinking water facilities (feasible)	Schools without drinking water facilities (Not essential to provide)
Dhemaji					
Bordoloni					
Murkong selek					
Grand Total					

Table –6.10.6 Distribution of Schools by Availability of Other Facilities in numbers

Name of blocks	Total Schools	No. of School having Electricity facilities (not functioning)	No. of schools having Electricity facility (functioning)	Schools without electricity (No source near campus to provide)	Schools without electricity (source near campus available)	Schools without furniture	Schools without black board	Schools without Signboard
Dhemaji								
Bordoloni								
Murkong selek								
Total								

Table –6.10.7 Distribution of Schools by Availability of Other Facilities in % age

Name of blocks	Total Schools	No. of School having Electricity facilities (not functioning)	No. of schools having Electricity facility (functioning)	Schools without electricity (No source near campus)	With without electricity source near campus	Schools without furniture	Schools without black board	Schools without Signboard
Dhemaji								
Bordoloni								
Murkong selek								
Total								

It reveals from the above projected status of school buildings that Dhemaji District has large number of building less and building not usable which requires new construction (----- nos.) for providing minimum access facilities. But, the budget provision for civil works is limited upto% of total budget of the district. Besides, scope of longer by phasing in many years is also not possible for achieving universal enrolment/retention within the targeted period. In this context may be mentioned here that most of the building less schools are

situated in the remote, isolated, hilly, forest and backward areas for which enrolment of these schools are not so high and possibility of increasing rate in future is also not too high.

Considering all these factors, the cost norms for new construction/renovation/major repairing of school building are fixed as per following rate.

a) New school building construction –	Priority-I	Rs. 2.50 lakhs
b) New construction with some salvage materials	Priority-II	Rs. 02.00 lakhs
c) Renovation-	Priority-III	Rs. 01.80 lakhs
d) Repairing & renovation	Priority-IV	Rs. 01.25 lakhs
e) Repairing & renovation	Priority-V	Rs. 01.00 lakhs
f) Repairing & renovation	Priority-VI	Rs. 00.80 lakhs
g) Additional Class-room	Priority-VII	Rs. 01.40 lakhs
h) Additional Class room	Priority-XI	Rs. 01.50 lakhs
i) Major Repairing	Priority-VIII	Rs. 00.60 lakhs
j) Major repairing	Priority-IX	Rs. 00.50 lakhs
k) Major repairing	Priority-X	Rs. 00.40 lakhs
L) Repairs	Priority-XII	Rs. 00.30 lakhs
m) Minor repairs	Priority-XIII	Rs. 00.20 lakhs

Major Issues:

- Large number of Building less schools.
- Building in dilapidated condition.
- No school has boundary wall/fencing.
- Lack of drinking water facilities.
- Lack of sanitation/toilet facilities.
- Lack of other facilities

Strategies:

- Selection of schools as per need base.
- Preparation of Plan Estimate on field verification by the technical personals.
- Collection of information regarding availability of local resources.
- Construction works to be done through school managing committee (SMC) and the village education committee (VEC).
- Ensure community involvement in the process of construction works with a view to develop sense of ownership.

Implementation Procedure:

There will be a separate civil works wing at District Mission Office to exclusively deal with the civil works related matters. The wing will have one District Project Engineer and one Junior Engineer for the district and one Junior Engineer for each of the four blocks.

All the works of construction will be executed through the Village Education Committee except the Construction of BRC building. Before the release of fund agreement will be signed with the VEC regarding the role and responsibilities and other aspects. The members of VECs will be trained on the basics of civil works by the concerned JEs. Besides a Civil Works Manual will be developed in Bengali.

Funds would be released in installments. There will three installments for major constructions and two installments for the minor construction valued less than Rs. one lakh. Second Installment would be released after the submission of the expenditure statement of at least 70% of the 1st installment. Similarly the third installment would be released after the utilization of the 70% of the 1st & 2nd installment. After completion of the construction the VEC will formally hand over the schools to the education department.

Supervision & Monitoring:

Monitoring and supervision part is a key component of civil works for proper implementation and timely completion of works in a qualitative manner.

Hence, provision for supervision and monitoring should be well planned.

Some outlines of supervision and monitoring are given below :

- Selection of schools on priority basis and as per norms of the SSA.
- Proper site verification through technical person.
- As one of the aims of SSA is the involvement of community. So community based monitoring system will be put into place and for which proper training as regards technical know how to be provided to all SMC, VEC.
- District Project Engineer and J.E. will be deployed for constant visit to the site and to supervise the works for quality improvement and to give necessary guidance to the SMC, VEC so that the work proceed accordingly.
- The DMC will convene weekly review meeting along with the different blocks. DPE & JE for last week performance and to prepare a 15 days action plan.
- Over and above, third party evaluation will also be done.

In the event of VECs failure in carrying out the work as per specification, norms and time schedule warning will be issued to rectify the defects and to submit the utilization of fund. In ultimate cases provision has been kept for freezing of VEC accounts and completion of the work departmentally through Force Account.

6.11 Project Management:

Sarva Siksha Abhiyan has not been considered as a separate project and therefore it will be implemented through the existing educational machineries. The implementation mechanism is described below:

District Level:

District Board of Education (DBE) under the chairmanship of Deputy Commissioner and participation of representatives of different development agencies, NGOs, teachers has been notified by the Government Assam. The DBE will perform the advisory role.

The District Elementary Education Office will perform the executive role. The District Elementary Education Officer (DEEO) will function as District Mission Co-ordinator (DMC) on ex-officio basis. Besides DEEO, two other officials viz. Deputy Inspector of Schools (DI) Head Quarter and Assistant Inspector of Schools have been designated as Associate District Mission Co-ordinator (ADMC) on ex-officio basis.

Keeping in view the additional workload and availability of existing manpower at the disposal of DEEO/DMC proposal for additional positions has been made. The detail requirement of additional position is given in the end of this chapter in tabular form.

Block Level:

Block Board of Education (BBE) under the chairmanship of an Educationist of the concerned and participation of representatives of different development agencies, NGOs, teachers has been notified by the Government Assam. The BBE will perform the advisory role for block level activities.

The Block Elementary Education Office will perform the executive role. The Block Elementary Education Officer (BEEO) will function as Block Mission Co-ordinator (BMC) on ex-officio basis. Besides to assist BEEO in handling specially the academic and other interventions Block Resource Centre will be set up in each block.

The Block Resource Centre will have six Resource Teachers for Upper Primary and two Resource Teachers for primary level.

Considering the availability of support staff in each block wise decision will be taken for placement of additional support staff.

From each block as per SSA norms Resource Teachers will be selected for deployment as Cluster Resource Centre Co-ordinator.

Cluster Level:

One Cluster Resource Centre (CRC) will be set up in every Gaon Panchayat. In some cases it has been proposed to set up CRC considering geographical barrier and number of schools. It has been kept in mind in one CRC there should not be more than 40 teachers and the distance between CRC and no school under the CRC is not more than 7 KM.

One Cluster Resource Centre Co-ordinator (CRCC) will be selected from amongst the existing LP/Middle School Teachers in every CRC.

The Gaon Panchayat Education Committee constituted during pre-project period will be involved in cluster level activities.

Village Level:

No Mission people will be there at village level. The Village Education Committee and School Managing Committees will implement the village level activities. amongst the existing LP/Middle School Teachers in every CRC.

Present staffing position Elementary Education Offices in the district is discussed below:

Table No 6.11.1 Staffing pattern Of DEEO

Sl. No.	Name of Position	No. of posts	Person in position
1	DEEO	01	01
2	APO	01	01
3	Inspecting Auditor	01	01
4	UDA	03	03
5	LDA	03	03
6	Grade IV	04	04

Table No 6.11.2 Staffing pattern of DI Office (Dhemaji and Jonai)

Sl. No.	Name of Position	No. of posts	Person in position
1	DI	2	0
2	SI	08	07
3	HA	01	0
4	SA	02	02
5	UDA	04	04
6	LDA	05	05
7	Grade IV	12	11

Table No 6.11.3 Staffing pattern of BEEO Offices

Sl. No.	Name of Position	No. of posts	Person in position
1	BEEO	03	02
2	SA	03	03
3	UDA	03	03
4	LDA	03	03
5	Grade IV	07	07
6	Night Guard	0	0

NB. SIs of school has been placed in different blocks against SI circles. For a good and sound management two (2) more BEEO office need to be established at Machkhowa and Sissiborgaon in Dhemaji District

It is seen that infrastructure of the offices are much below the requirement. Except DEEO office there is no electricity and telephone facilities in two DI offices and three BEEO offices. Lack of electricity and the telephone connection and lack of vehicle etc. are the major problems of communication of the district. No offices have a permanent office building. All these offices are running from rented building and regular payment of the rent is a burning problem.

The proposed Management Structure is aimed at strengthening the above offices for bearing the additional load of SSA is given below:

Table No.: 6.11.4 Proposed Additional Staffing

Sl.No	Name of position	No. of personnel		Remarks
		District Level	Block level	
1.	District Mission Co-ordinator	1		Ex-officio
2.	District Academic Mission Co-ordinator	1		Ex-officio
3.	Associate District Mission Co-ordinator	2		Ex-officio
4.	District Programme officer	5		
5.	District Project Engineer	1		
6.	Programmer (MIS)	1		
7.	Data Entry Operator (MIS)	2		
8.	Finance & Accounts Officer	1		
9.	Accountant cum Cashier	1	3	One for each block
10.	UDA	1		do
11.	LDA cum Typist	2	3	Do
12.	Jr. Account Officer	1	3	Do
13.	Receptionist cum Typist	1	-	
14.	Stenographer	1	-	
16.	Resource Teacher		100	20 for each CD block
17.	Grade-IV	2	3	1 for each block
18.	Jr. Engineer	1	3	Do
19.	Night Guard	1	3	Do
		24	119	

Annexure-I : List of Officials and Resource Persons Participated in the Pre-project Activities and Preparation of Perspective Plan

Table I.I : Officials attended the State Level KRP's Training

Name	Designation
Dr Tilak Chandra Saikia	D.E.E.O Dhemajii
Sre Loko Natha Sarmah	Inspector of school Dhemajii
Sre Sewak Ch Hazarika	Senior Lecture D.I.E.T
Sre Anadar Doley	B.E.E.O & I/C D.I Dhemajii

Table I.II : List of Persons attended the DRP's training

SL.No	Name of the DRP who attended the training	Designation
1.	Dr Tilak Ch Saikia	D.E.E.O Dhemajii
2.	Sri Loke Nath Sarmah	Inspector of Schools Dhemajii
3.	Sri Bhaben Deuri	Asst I.S Dhenaji
4.	Sri Sewak Ch Hazarika	Senior Lecture D.I.E.T
5.	Sri Anadar Doley	B.E.E.O & I/C D.I Dhemajii
6.	Sri Halidhar Pegu	B.E.E.O Bardalani
7.	Sri jagadish Brahama	I/C B.E.O Jonai
8.	Sri Loke Nath Gogoi	S.I.S Dhemajii
9.	Sri Troilukya Konwar	S.I.S Sissi Circle
10.	Sri Dandesware Dutta	Planning officer D.E.E.O Dhemajii
11.	Sri Rabindra Nath	N.G.O
12.	Sri Bipul Sarmah	Asst Teacher
13.	Sri Begen Dutta	Asst Teacher
14.	Sri Manik Gogoi	Rtd Teacher
15.	Sri Gakul Saikia	Head Teacher
16.	Smti Junu Kaman	Asst Teacher
17.	Sri Indra Kt Phukan	Head Teacher
18.	Budhesware Handiqui	Head Teacher
19.	Sri Manuj Gohain	N.G.O
20.	Sri Ananta Medhi	Auditor DEEO Dhemajii
21.	Sri Jugen Tamuli	Rtd Teacher
22.	Sri Trailukya Das	C.D.P.O Office Dhemajii
23.	Smti Satyashri Goswami	N.G.O
	Miss Runu Kuch	N.G.O

Table I.III : List of the members of District Planning Team

Sl.No	Name	Designation
1.	B.R Samal (Chairman)	Deputy Commissioner Dhemajii
2.	Dr T C Saikia	D.E.E.O Dhemajii
3.	Sri Sewak Ch Hazarika	Sr Lecture D.I.E.T (SSA) Dhemajii
4.	Sri Bhaben Deuri	Asstt Inspector Dhemajii
5.	Sri Loke Nath Gogoi	S.I.S
6.	Sri Rupen Tamuli	S/A D.I office Jonai
7.	Sri Durlabh Bhuyan	Sub Teacher Jonai
8.	Sri Deva Khanikar	D.R.P Dhemajii
9.	Sri Dharmendra Manikial	B.R.P
10.	Sri Bharati Baruah	Sub Teacher

11.	Sri Bipen Baruah	Sr D.D High School , teachers assistant
12.	Sri Purnima Sonowal	B.R.P
13.	Sri Paragjyoti Gogoi	N.G.O
14.	Sri Kirtikimai Gogoi	Asstt Teacher
15.	Sri Nava Kumar Borah	B.R.P
16.	Sri Purnananda Dutta	Asstt Teacher
17.	Sri iakhi Baruah	S.I.S
18.	Sri Umesh Dutta	B.R.P Jonai
19.	Sri Ananda Dutta	Adult education
20.	Sri Arupjyoti Bhuyan	S.I.S
21.	Sri Manuj Kr Gohain	B.R.P
22.	Sri Trailukya Konwar	S.I.S / BEEO Dhemaji
23.	Sri Dandesware Dutta	A.P.O DEEO Dhemaji
24.	Sri Bidyanath Gogoi	BPT member Jonai
25.	Sri Ananda Pukhuriparia	S.I.s Amguri
26.	Sri Begen Dutta	Asstt Teacher
27.	Sri Achut Kr Barah	Asstt Teacher
28.	Sri Purnananda Buragohain	D.I Office Jonai
29.	Sri Hemesware Borah	Asstt Teacher Jonai
30.	Sri Hema Das	H.P
31.	Sri Hiranath Sonowal	B.R.P

Table I.IV: List of the members of District Core Team

Sl.No	Name of the DCT Members	Designation
1.	Dr T C Saikia	DEEO Dhemaji
2.	Mr J C Brahma	D I Jonai I/C
3.	Sre Ramchandra Deori	Planing officer , inspector schools Dhemaji
4.	Sri Trailukya Konwar	I/C BEEO Dhemaji
5.	Sri Sewak Hazarika	Senior Lecture D.I.E.T (SSA) Dhemaji
6.	Sri Loke Nath Gogoi	S.I.S
7.	Sri Khira Phukan	S.I.S
8.	Sri Ananda Pukhuriparia	S.I.S
9.	Sri Arup Kr Bhuyan	S.I.S
10.	Sri Dandesware Dutta	Planning Officer Dhemaji
11.	Sri Begen Dutta	Asstt Teacher
12.	Sri Manuj Gohain	D.R.P
13.	Miss Puspa Baruah	B.R.P
14.	Miss Madhurima Chetia	B.R.P
15.	Sri rabindra Nath	N.G.O
16.	Sri Puspa Gogoi	N.G.O
17.	Sri Satyendra Pegu	U.D.A DEEO office Dhemaji

DISTRICT ELEMENTARY EDUCATION (DEEP) PERSPECTIVE PLAN

2002-03 to 2009-10
DISTRICT : DHEMAJI

GOI Ref. Code	Head of account	COMPONENT Activity Description	Unit of Measures	Unit cost for 02-03 to 04-05	Unit cost for 05-06 to 05-07	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total		Remarks
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
	A	PROJECT MANAGEMENT																						
17	A.1	Furniture & Equipment	Lumpsum	1.00	2.00					1	1.00			1		1	1	1	1	1	5	1.00		
17	A.2	Salary	Per month	1.5	1.8		12	18.00	12	18.00	12	21.60	12	21.60	12	12	12	12	12	12	84	79.20		
17	A.3	Office Expenses	Per month	0.03	0.05		12	0.36	12	0.36	12	0.60	12	0.60	12	12	12	12	12	12	84	1.92		
17	A.4	Hiring of vehicles	Per month	0.2	0.24		12	2.40	12	2.40	12	2.88	12	2.88	12	12	12	12	12	12	84	10.56		
17	A.5	Rent	Per month	0.05	0.06		12	0.60								0	0			0	12	0.60		
17	A.6	Audit Fees	Per year	0.1	0.15		1	0.10	1	0.10	1	0.15	1	0.15	1	1	1	1	1	1	7	0.50		
17	A.7	Meeting Seminar	Per year	0.12	0.22		12	1.44	12	1.44	12	2.64	12	1.20	12	12	12	12	12	12	84	6.72		
17	A.8	TA/DA	Per month	0.24	0.35		12	2.88	12	2.88	12	4.32	12	4.32	12	12	12	12	12	12	84	14.40		
17	A.9	Salary of BRC support staff	Per month per BRC	0.22	0.254		4	10.56	4	10.56	4	12.67	4	12.67	4	4	4	4	4	4	28	46.46		
17	A.10	Rent for BRC building	Per YearPer BRC	0.24			4	0.96	4	0.96												1.92		
17	A.11	Fixed TA for SIs	Per person per month	0.002	0.003		8	0.19	8	0.19	8	0.29	8	0.29	8	8	8	8	8	8	56	0.96		
17	A.12	Capacity building for Educational Functionaries	Lumpsum	0.6	0.8		1	0.60	1	0.60	1	0.80	1			1	1			1	7	2.00		
17	A.13	Media & Publicity																						
17	A.13.1	Information Booklet	Lumpsum	0.15	0.1		1	0.15	1	0.15	1	0.1	1	0.1	1	1	1	1	1	1	7	0.50		
17	A.13.2	Quarterly Press visit	Per quarter	0.02	0.025		1	0.02	1	0.025	1	0.025	1	0.025	1	1	1	1	1	1	7	0.10		
17	A.13.3	Publicity Campaign	Lumpsum	0.1	0.15		1	0.1	1	0.15	1	0.15	1	0.1	1	1	1	1	1	1	7	0.50		
17	A.13.4	Other publicity measures	Lumpsum	1.50	1		1	1.50	1	1.50	1	1.00	1	1.10	1	1	1	1	1	1	7	4.10		
17	A.13.5	Yearly News Letter	Per block	0.1	0.15		4	0.40	4	0.40	4	0.60	4	0.20	4	4	4	4	4	4	28	1.60		
		COMPONENT TOTAL					0	40.26		40.72		47.83		44.24								173.04		
	B	COMMUNITY MOBILISATION (CM)																						
14	B.1	Training for VEC, TGEC, WEC, GPEC and SMC members																						
14	B.1.1	2-day training of VEC/TGEC/SMC members at GP level	Per person per day	0.0001	0.00015		16204	3.24	16204	3.24	16204	4.86	16204	4.86	16204	16204	16204	16204	16204	16204	113,428	16.20	Training will be provided to selected VEC, TGEC, WEC, GPEC & SMC members	
14	B.1.2	3-day Trg. of RPs at Block level	Per person per day	0.0004	0.0005		810	0.97	810	0.97	810	1.22	810	1.22	810	810	810	810	810	810	5,671	4.38		
14	B.1.3	3-day Trg. of RPs at District level	Per person per day	0.0005	0.0006		41	0.06	41	0.06	41	0.07	41	0.07	41	41	41	41	41	41	284	0.27		
14	B.1.4	2 day training of GPEC members at block level	Per person per day	0.0004	0.0005		780	0.62	780	0.62	780	0.78	780	0.78	780	780	780	780	780	780	5,460	2.81	Training will be provided to selected VEC, TGEC, WEC, GPEC & SMC members	
14	B.1.5	3-day Trg. of RPs at District level	Per person per day	0.0005	0.0006		39	0.06	39	0.06	39	0.07	39	0.07	39	39	39	39	39	39	273	0.26		
	B.2	Implementation of VER																						
16	B.2.1	8-day Training of RPs, CRCCs & RTs on VER implementation at block level	Per person per day	0.0004	0.0005		174	0.56	174	0.56	174	0.70	174	0.70	174	174	174	174	174	174	1,218	2.51	Training will be provided for 2-day in four phases	
16	B.2.2	Implementation of VER in General area	Per person per day	0.0007	0.0008		52	0.25	52	0.25	52	0.29	52	0.29	52	52	52	52	52	52	364	1.09	Visit of one RP per CRC for 7 days	
16	B.2.3	Implementation of VER in Remote Areas	Per person per day	0.0015	0.002		13	0.14	13	0.14	13	0.18	13	0.18	13	13	13	13	13	13	91	0.64	Visit of one RP per CRC for 7 days	
16	B.2.4	Updating of VER in General areas	Per person per day	0.0007	0.0008		52	0.25	56	0.27	56	0.31	56	0.31	56	56	56	56	56	56	389	1.16	Visit of one RP per CRC for 7 days in three quarter	
16	B.2.5	Updating of VER in special areas village	Per person per day	0.0015	0.002		13	0.14	13	0.14	13	0.18	13	0.18	13	13	13	13	13	13	91	0.64	Visit of one RP per CRC for 7 days in three quarter	

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						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial		Physical	Financial	
	B.3	Enrollment Drive																									
15	B.3.1	1-day orientation for VEC vice president, MS, SMC President and Gaon Burah at cluster or GP level on enrolment drive	Per person per day	0.0001	0.0002			6353	0.54	1588	0.32	1588	0.32	1588	0.32	1588	1588	1588	1588	1588	1588	1588	15.883	1.59			
16	B.3.2	2-day Block level RP training	Per person per day	0.0004	0.0005			318	0.25	159	0.16	79	0.08	79	0.08	79	79	79	79	79	79	79	874	0.57	DRP will assemble at level on designing the strategy of Enrollment for one day		
16	B.3.3	2-day District level RP training	Per person per day	0.0005				16	0.02														16	0.02	Block level RP will be at block on Enrollment for one day		
16	B.3.4	Traveling cost for RPs (4 day) for General areas during actual drive	Per person per day	0.0007	0.001			52	0.15	26	0.10	13	0.05	13	0.052	13	13	13	13	13	13	13	143	0.35	RP will visit the village the enrolment drive to areas		
16	B.3.5	Traveling cost for RPs of Observation of Enrolment drive (4-day) for Special areas	Per person per day	0.0015	0.002			13	0.08	7	0.05	3	0.03	3	0.026	3	3	3	3	3	3	3	36	0.18	RP will work on enrolment drive for special areas		
16	B.3.6	Observation of enrolment drive at village level by the VEC/SMC																								-	Non-financial
	B.4	Regular meetings																									
16	B.4.1	Monthly VEC/TGEC/WEC/SMC meeting																								-	non financial
16	B.4.2	Monthly GPEC meeting																								-	non financial
16	B.4.3	Bi monthly GPEC presidents meet at block level	Per meeting	0.003	0.004			24	0.07	24	0.07	24	0.10	24	0.10	24	24	24	24	24	24	24	168	0.34	GPEC presidents will in the block level meet		
16	B.4.4	Half yearly general meeting for all VEC, TGEC, WEC, SMC and GPEC at GP level	Per meeting	0.01	0.015			130	1.30	130	1.30	130	1.95	130	1.95	130	130	130	130	130	130	130	910	6.50			
16	B.4.5	Quarterly SMC President meeting at GP level	Per meeting	0.001	0.002			260	0.26	260	0.26	260	0.52	260	0.52	260	260	260	260	260	260	260	1,820	1.56			
	B.5	Regular Grants for the schools																									
7	B.5.1	School Maintenance Grant	Per school	0.05				1192	59.60	1192	59.60	1192	59.60	1192	59.60	1192	1192	1192	1192	1192	1192	1192	9,536	298.00	For all Govt., Provisionally recognised Primary, Composite		
10	B.5.2	School Infrastructural Grant		0.02				1192	23.84	1192	23.84	1192	23.84	1192	23.84	1192	1192	1192	1192	1192	1192	1192	9,536	119.20	For all Govt., Provisionally recognised Primary, Composite		
	B.6	Capacity building for PRIs																									
16	B.6.1	Exposure visit of PRI members	Per person	0.05	0.07			45	2.25	65	3.25	85	5.95	85	5.95	85	85	85	85	85	85	85	535	17.40			
16	B.7	Reconstitution of VEC, TGEC, WEC and GPEC	Per Village		0.0015							1323	1.9845			1323	1323	1323	1323	1323	1323	1323	5,292	1.98			
16	B.8	Reconstitution of SMC	Per school	0.001	0.0015					1192	1.19			1192	1.19								2,384	2.98	The SMCs will be re-constituted in the year 2004, 2006, 2008 & 2010		
15	B.9	Gradation of SMC, VEC, TGEC, WEC and GPEC	Per Unit	0.001				2580	2.58					2580	2.58			2580	2580	2580	2580	10,320	5.16	Gradation of SMC, VEC, TGEC, WEC and GPEC to be done in 2004, 2006, 2008 & 2010 year.			

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						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial			
	B.10	Plan for Special Disadvantaged Areas																						
18	B.10.1	NGO mobilisation	Lumpsum	2.00	3.00			2.00		3.00		3.00		3.00		0	0		0			11.00		
18	B.10.2	Engagement of Community based RP for special areas & group	Per person per month for 4 month	0.08	0.12			13	1.04	13	1.04	13	1.56	13	1.56	13	13		13			91	5.20	One RP for every 20 special area villages
18	B.10.3	Community based RPs - 1 in each block	Per person per month for 10 month	0.20	0.30			4	0.80	4	0.80	4	1.2	4	1.2	4	4		4			28	4.00	One Community based RP will be engaged per block special groups
18	B.10.4	Special mobilisation campaign	Per GP	0.02				13	0.26	13	0.26	13	0.91	13	1.56	13	13		13			91	2.99	
18	B.10.5	Special intervention for educationally disadvantaged minority area	Lumpsum																		0			
	B.10.6	Intervention for urban disadvantaged children		1.00	3.00					1	1.00	1	3.00	1	3.00	1	1		1			6	7.00	
COMPONENT TOTAL								83.44	101.43	102.56	112.75	115.78											515.96	
	C	BLOCK RESOURCE CENTRE (BRC)																						
19	C.1	Salary of Resource Teacher	Per month per BRC	0.51	10% increase every year from 04-05	4	8.00	4	24.48	4	26.93	4	29.62	4	32.58	4	4		4			32	121.61	
19	C.2	Contingency	Per year per BRC	0.125		4	0.5	4	0.5	4	0.5	4	0.5	4	0.5	4	4		4			32	2.50	
19	C.3	Meeting & Travel Allowance	Per month per BRC	0.005		4	0.06	4	0.24	4	0.24	4	0.24	4	0.24	4	4		4			32	1.02	
19	C.4	TLM Grant	Per year per BRC	0.05		4	0.2	4	0.2	4	0.2	4	0.2	4	0.2	4	4		4			32	1.00	
16	C.5	Block level Supervision	Per BRC per month	0.1	0.15			4	0.4	4	0.4	4	0.6	4	0.6	4	4		4			28	2.00	
16	C.6	BACG Monthly Meeting	Per month per BRC	0.005	0.007			4	0.24	4	0.24	4	0.34	4	0.336	4	4		4			28	1.15	
16	C.7	BACG Documentation	Per month per BRC	0.002	0.004			4	0.096	4	0.096	4	0.192	4	0.192	4	4		4			28	0.58	
17	C.8	Equipment Maintenance	Per BRC	0.1	0.15			4	0.4	4	0.4	4	0.6	4	0.6							16	2.00	
12	C.9	10-day training of RTs	Per person per day	0.0007	0.0008			99	0.69	99	0.69	99	0.08	99	0.08	99	99		99			693	1.54	
COMPONENT TOTAL								8.76	27.25	29.70	32.37	35.33											133.40	
	D	CLUSTER RESOURCE CENTRE (CRC)																						
19	D.1	Furniture & Equipment	Per CRC	0.1				10	1.00													10	1.00	For new CRC
19	D.2	Salary of CRCC	Per CRC per month	0.073	10% increase every year from 04-05	75	16.425	75	65.7	75	72.27	75	79.50	75	87.45	75	75		75			600	321.34	

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						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial			
19	D.3	Contingency	Per CRC Per year	0.025		75	1.875	75	1.875	75	1.875	75	1.875	75	1.875	75	75	75	75	75	600	9.38		
19	D.4	TLM Grant	Per CRC per year	0.01		75	0.75	75	0.75	75	0.75	75	0.75	75	0.75	75	75	75	75	75	600	3.75		
16	D.5	Monthly Teachers Meet	Per CRC per month	0.002	0.003			75	1.80	75	1.80	75	2.70	75	2.70	75	75	75	75	75	525	9.00		
16	D.6	Monthly Meeting with VEC	Per CRC per month	0.002	0.003			75	1.80	75	1.80	75	2.70	75	2.70	75	75	75	75	75	525	9.00		
COMPONENT TOTAL									19.05		72.93		78.50		87.82		95.47						353.46	
E		SCHOOL IMPROVEMENT PROGRAMME																						
16	E.1	Institutional Capacity Building	Lumpsum	5.00	3.00			1	5.00			1	3.00	1	3.00	1	1	1	1	1	6	11.00		
16	E.2	DACG Monthly Meeting	Per meeting	0.014	0.016			12	0.17	12	0.17	12	0.19	12	0.19	12	12	12	12	12	84	0.72		
16	E.3	School Support Visit	Per month per school	0.01	0.012			20	0.20	20	0.20	20	0.24	20	0.24	20	20	20	20	20	140	0.88		
16	E.4	Action Research & other research related programmes	Lumpsum	0.4	0.5			1	0.40	1	0.40	1	0.50	1	0.50	1	1	1	1	1	7	1.80		
12	E.5	Workshop, Seminar & Capacity Building	Lumpsum	2.00	2.50			1	2.00	1	2.00	1	2.50	1	2.50	1	1	1	1	1	7	9.00		
16	E.6	Hiring of vehicle	Per month	0.10	0.15			12	1.20	12	1.20	12	1.80	12	1.80								6.00	
16	E.6	Documentation	Per month	0.0125	0.015			12	0.15	12	0.15	12	0.18	12	0.18	12	12	12	12	12	84	0.66		
	E.7	Supervision & Monitoring	Per school	0.003	0.004			1192	3.58	1192	3.58	1192	4.77	1192	4.77								16.69	
COMPONENT TOTAL									0.00		12.69		7.69		13.18		13.18						46.75	
F		QUALITY IMPROVEMENT (QM)																						
1	F.1	Provision for Community Teachers at Remote Area Primary Schools	Per month	0.01	0.02			60	7.15	60	7.15	60	14.30	60	14.30	59.6	59.6	59.6	59.6	59.6	417	42.91		
1	F.2	Provision for Community Teachers at Remote Area Upper Primary Schools		0.02	0.03			20	0.6	20	7.2	20	0.6	20	7.2	20	20	20	20	20	140	15.60		
12	F.3	Training of teachers																						
12	F.3.1	8 days training of Lower Primary School Teachers	Per person per day	0.0007	0.0008			2357	13.20	2357	13.20	2357	15.08	2357	15.08	2357	2357	2357	2357	2357	16,499	56.57	In phases including genre mass teacher training, cont: enrichment & new textbooks etc.including trg Of RPs Sanctioned strength of teachers shown as physical target	
12	F.3.2	8 days training of Upper Primary School Teachers	Per person per day	0.0007	0.0008			2740	15.34	2740	15.34	2740	17.54	2740	17.54	2740	2740	2740	2740	2740	19,180	65.76		
12	F.3.3	Training of K-sreni teachers		0.0007	0.0008			284	1.19	284	1.19	280	1.34	280	1.18	280	280	280	280	280	1,967	4.90		

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						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial		
12	F.4	15-day District level workshop seminar	Per person per day	0.0005	0.0007			50	0.38	50	0.38	50	0.53	50	0.53							200	1.80		
12	F.5	Evaluation																							
12	F.5.1	Teachers diary (yearly)	Per diary	0.0002	0.00025			5097	1.02	5097	1.02	5097	1.27	5097	1.27	5097	5097	5097	5097	5097	5097	35,679	4.59	Preparation of teachers diary	
12	F.5.2	Students progress card	Per copy	0.00003	0.00004			145571	4.37	160128	6.41	176141	7.046	193755	7.750	193755	193755	193755	193755	193755	193755	1,256,860	25.57		
12	F.5.3	Conduct of Public exam for class IV and class VII (yearly)	Per Block	0.5	0.6			4	2.00	4	2.00	4	2.40	4	2.40	4	4	4	4	4	4	28	8.80	Conduct by a group of D.A.C. and BACG	
5	F.6	Free Textbook to Children		0.0015				60071	90.11	65945	98.92	71818	107.73	77692	116.54	83566	83566	83566	83566	83566	83566	526,224	413.29		
15	F.7	Gradation of School		0.001	0.001			1192	5.96	1192	1.19	1192	1.19	1192	5.96	1192	1192	1192	1192	1192	1192	8,344	14.30		
11	F.8	Teacher Grant		0.005	0.005	5097	25.49	5097	25.49	5097	25.49	5097	25.49	5097	25.49	5097	5097	5097	5097	5097	5097	40,776	127.43		
9	F.9	TLE Grant to Upper Primary Schools not covered under OBB	Per school	0.5				80	39.83	80	39.83	80	39.83									239	119.50		
COMPONENT TOTAL								25.49	206.63	219.31		234.35		215.23										901.02	
	G.	ALTERNATIVE SCHOOLS																							
	G.1	EGS for Lower Primary Level																							
20	G.1.1	Preparatory activities	Per school	0.002	0.003			65	0.13													65	0.13		
20	G.1.2	Running the school	Per school per year	0.15	0.2			65	10.4	65	10.40	65	13.00	65	13.00	65	65	65	65	65	65	455	46.80		
20	G.1.3	Additional teachers for high enrollment	Per centre year	0.10	0.12			7	0.65	7	0.65	7	0.78	7	0.78	7	7	7	7	7	7	46	2.86		
	G.2	EGS for Upper Primary Level																							
20	G.2.1	Preparatory activities	Per school	0.002	0.003					50	0.15											50	0.15		
20	G.2.2	Running the School	Per children		0.013					2000	26.00	2000	26.00	2000	26.00	2000	2000	2000	2000	2000	2000	12,000	78.00		
20	G.2.3	Management Cost	Per centre	0.001	0.0015					50	0.05	50	0.08	50	0.08	50	50	50	50	50	50	300	0.20		
	G.3	Short Term Bridge Course																							
20	G.3.1	Preparatory activities	Per centre	0.002	0.003			224	0.45			37	0.11									261	0.56		
20	G.3.2	Conduct of the course	Per learner per month	0.00062	0.00071			6722	12.52	0	0.00	1110	2.36	0	0.00	0	0	0	0	0	0	7,832	14.88		
20	G.3.3	Management Cost for Short term bridge course	Per centre per month	0.00100	0.00150			299	0.90	75	0.23	37	0.17			0	0	0	0	0	0	411	1.29		
	G.4	Long Term Bridge Course																							
20	G.4.1	Preparatory activities	Per centre	0.00200	0.00300			262	0.52	206	0.41	103	0.31			0	0	0	0	0	0	571	1.25		
20	G.4.2	Conduct of the course	Per learner per month	0.00062	0.00071			7854	29.29	6180	26.27	3090	6.57			0	0	0	0	0	0	17,134	62.12		
20	G.4.3	Management Cost for Long term bridge course	Per centre per month	0.00100	0.00150			262	1.57	206	1.85	103	0.93			0	0	0	0	0	0	571	4.35		
20	G.4.4	Residential Bridge Course	Per learner	0.03000				160	4.8													160	4.80		
20	G.5	Inputs to Religious Madrassa for introduction of formal curriculum																							
20	G.5.1	Meeting with Religious Leaders, Educational Functionaries & Panchyat Functionaries at district level & other mobilisation activities	Lumpsum																			0	0		

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						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial		Physical	Financial
20	G.5.2	Introduction of formal curriculum in religious instituta																								
20	G.5.3	Library grant																								
20	G.5.4	20-day Training of Additional Teachers																								
20	G.6	Declaration of 100% UEE block		2.00	3.00			1	2.00	1	2.00	2	6.00													
COMPONENT TOTAL									63.23		68.01		56.29		39.86									227.39		
	H	MANAGEMENT INFORMATION SYSTEM (MIS)																								
16	H.1	Upgradation of Systems		5.000		0						1	5.00								1	2		5.00		
16	H.2	Annual Maintenance of Systems	Per year	0.240	0.360	0				1	0.36	1	0.36	1	0.36	1	1				1	6		1.08		
16	H.3	Internet & Convergence with NIC/NICNET		0.150	0.200			1	0.15	1	0.20	1	0.20	1	0.20	1	1				1	7		0.75		
16	H.4	MIS Site Setup/Maintenance		1.500						1	1.50			1	1.50						1	3		3.00		
16	H.5	Consumables to MIS And Office Expenses	Per month	0.060	0.060			12	0.96	12	0.96	12	0.96	12	0.96	12	12				12	84		3.84		
16	H.6	Training for Data Entry Operators	Per person	0.050	0.070			2	0.10	2	0.10	2	0.14	2	0.14	2	2				2	14		0.48		
16	H.7	Training for DMC / BMC & other Education Department Officials	Lumpsum	0.250	0.350			1	0.25	1	0.25	1	0.35	1	0.35	1	1				1	7		1.20		
16	H.8	Training to BRCC, CRCC, HTs and HMs on data collection	Per person	0.0007	0.0008			5176	3.62	1433	3.62	1433	1.15	1433	1.15	1433	1433				1470	13,811.00		9.54		
16	H.9	Data Entry and Mining of Survey, EMIS, Teachers Database etc.	Lumpsum	0.500	0.600			1	0.50	1	0.50	1	0.60	1	0.60	1	1				1	7		2.20		
16	H.10	Dissimination & Analysis of HZH Survey, DISE etc.	Lumpsum	0.500	0.600			1	0.50	1	0.50	1	0.60	1	0.60	1	1				1	7		2.20		
16	H.11	5% Sample Checks of Survey Data	Per school	0.010				259	2.59	72	2.59	72	2.59	72	2.59	72	72				1	477		10.35		
16	H.12	Printing of Data Capture Forms	Per format	0.0002	0.00025			1300	0.26	1300	0.26	1300	0.03	1300	0.03	1300	1500				1500	9,500		0.59		
16	H.13	Printing of Final Reports for Sharing	Per Report	0.001	0.002			1000	1.00	1000	1.00	1000	1.50	1000	1.50	1000	1000				1000	7,000		5.00		
16	H.14	Salaries to MIS Staff (1 Programmer, 2 DEOs)	Per month	0.150	0.180			12	1.80	12	1.80	12	2.16	12	2.16	12	12				12	84		7.92		
COMPONENT TOTAL									11.73		13.64		15.64		12.14									53.15		
	I	INTEGRATED EDUCATION FOR DISABLED CHILDREN (IED)																								
15	I.1	Meeting of Core Group (District level)	Per meeting	0.02	0.025			4	0.08	4	0.08	4	0.1	4	0.1	4	4				4	28		0.36		
15	I.2	Awareness Programmes																								
15	I.2.1	For community members	Per GP	0.01				22	0.21666667	22	0.21666667	11	0.10833333	11	0.10833333						11	11		87	0.65	Per GP 20 persons viz. GP President, Member Secretary, All VEC president & MS, Parents & community members

DISTRICT ELEMENTARY EDUCATION (DEEP) PERSPECTIVE PLAN

2002-03 to 2009-10
DISTRICT : DHEMAJI

GCJ Ref Code	Head of account	COMPONENT/Activity Description	Unit of Measures	Unit cost for 02-03 to 04-05	Unit cost for 05-06 to 06-07	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	2008-09	2009-10	Total		Remarks	
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Physical	Physical	Physical	Physical		Physical
18	J.1.5	10-day Training of workers	Per person per day	0.0007	0.0008			20	0.14	20	0.14	20	0.16	20	0.16	20	20	20	140	0.60		
18	J.1.6	Centre Supervision	Per Centre	0.001	0.0015			20	0.20	20	0.20	20	0.30	20	0.30	20	20	20	140	1.00		
18	J.2	Support to ICDS																				
18	J.2.1	Additional Honararium to ICDS workers		0.003	0.004			122	3.66	122	3.66	122	4.88	122	4.88	122	122	122	854	17.08		
18	J.2.2	10-day Training of ICDS workers	Per person per day	0.0007	0.0008			122	0.85	122	0.85	122	0.98	122	0.98	122	122	122	854	3.66		
18	J.2.3	TLM & Other Play materials	Per centre per year	0.005	0.005			122	0.61	122	0.61	122	0.61	122	0.61	122	122	122	854	2.44		
18	J.3	Supervision & Monitoring	Per ECE & ICDS centre per month	0.001	0.0015			122	1.83	122	1.22	122	1.83	122	1.83	122	122	122	854	6.71		
18		<i>Sub-total ICDS</i>							6.95		6.34		6.30		8.30				-	29.89		
18	J.4	Other Programme Activities	Lumsum						3.11		3.72		1.14		1.14	0	0	0	-	9.11		
COMPONENT TOTAL									0.00		15.00		15.00		15.00	0	0	0	-	60.00		
K INNOVATION																						
18	K.1	Computer Aided Learning	Lumpsum	15.00		1	15.00	1	15.00	1	15.00	1	15.00	1	15.00	1	1	1	8	75.00		
COMPONENT TOTAL									15.00		15.00		15.00		15.00	0	0	0	-	75.00		
L CIVIL WORKS																						
6	L.1	New School Building Construction		2.500			0.00		0.00		0.00		0.00		0.00				-	-		
6	L.2	New School Building with salvage of some materials		2.000			0.00		0.00		0.00		0.00		0.00				-	-		
6	L.3	Renovation		1.800			0.00		0.00		0.00		0.00		0.00				-	-		
6	L.4	Additional Classroom		1.400			0.00		0.00		0.00		0.00		0.00				-	-		
6	L.5	Toilet		0.200			0.00		0.00		0.00		0.00		0.00				-	-		
6	L.6	Drinking Water Facilities		0.150			0.00		0.00		0.00		0.00		0.00				-	-		
6	L.7	Block Resource Centre		6.000			0.00		0.00		0.00		0.00		0.00				-	-		
6	L.8	Cluster Resource Centre		2.000			0.00		0.00		0.00		0.00		0.00				-	-		
6	L.9	Urban Resource Centre		4.000			0.00		0.00		0.00		0.00		0.00				-	-		
COMPONENT TOTAL									91.00		335.00		350.00		315.00				-	1,252.00		
GRAND TOTAL									242.735		907.38		949.64		954.19		773.36			-	3,827.30	
% of Management cost									-		4.44%		4.29%		5.01%		5.72%		-	4.52%		
% of Civil works									37.49%		36.92%		36.86%		33.01%		20.82%		-	32.71%		

DISTRICT ELEMENTARY EDUCATION (DEEP) PERSPECTIVE PLAN

**2002-03 to 2009-10
DISTRICT : DHEMAJI**

GOI Ref. Code	Head of account	COMPONENT/Activity Description	Unit of Measures	Unit cost for 02-03 to 04-05	Unit cost for 05-05 to 06-07	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	2008-09	2009-10	Total		Remarks
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Physical	Physical	Physical	Financial	
15	L2.2	For Govt officials	Per day per person	0.0005	0.005			50	0.05	50	0.05	50	0.3	50	0.3		50	50	300	0.70	
15	I.3	Selection of IED personnel																			
15	I.3.1	Selection of BRPs	Per Block	0.005																4	-
15	I.3.2	Selection of IED workers	Per Person	0.001		22				22	0.021666667	11		11	0.05				65	0.08	
15	I.4	Honorarium of RPs																			
15	I.4.1	Honorarium of BRPs	Per person per month	0.01	0.013	4		4	0.57	4	0.57	4	0.57	4	0.57	4	4	4	32	2.29	
15	I.4.2	Honorarium of IED Workers	Per person per month	0.07	0.01			22	2.38	43	4.77	43	4.77	54.17	5.96	54.17	54.17	54.16666667	325	17.88	
15	I.5	Training																			
15	I.5.1	10-day Induction Training of BRPs & IED workers	Per person	0.0007	0.0008			26	0.18	22	0.18			20	0.16				0	68	0.52
15	I.5.2	7-days Refresher Training of BRP & IED workers	Per person	0.0007	0.0008			26	0.13	48	0.27	48	0.27	67.67	0.38	67.67	67.67	67.66666667	392	1.04	
15	I.5.3	2-day Training of ECEC/ICDS Workers Ka Sreni teachers (for Early Detection)	Per person per day	0.0007	0.0008			217	0.30	220	0.35			200	0.32	200	200	200	1,237	0.98	Per GP 10 person
15	I.5.4	2 - day tra. Of EGS workers	Per person	0.0007	0.0008			65	0.09	65	0.10	65	0.10					0	0	195	0.30
15	I.6	Medical Assessment Camp	Per Camp	0.05	0.05			4	0.2	8	0.48	8	0.48	8	0.48	8	8	8	8	52	1.64
15	I.6.1	Aids and Appliances	Lumpsum	1.00					1.00		1.00		1.00		1.00			0	0	-	4.00
15	I.6.2	Ceremonial Distribution Camp	Per block	0.02	0.03			4	0.08	8	0.24	8	0.24	8	0.24	8	8	8	8	52	0.80
15	I.6.3	Follow up on use, repair and maintenance	Lumpsum	0.1	0.15				0.1		0.15		0.15		0.15		0	0	0	-	0.55
15	I.7	Special Resource Support to Disabled Children	Per Child		0.0004			98	0.04	98	0.04	196	0.08	294	0.12	294			980	0.27	
15	I.8	Material Development(Print, Audio, Audio Visual, Case Study)	Per Child		0.001			98	0.10	98	0.10	196	0.20	294	0.29	294	294	294	1,568	0.69	
15	I.9	Observation of World Disabled day as Sishu Mela	Per Block	0.05	0.10			4	0.2	4	0.4	4	0.4	4	0.4	4	4	4	28	1.40	
15	I.10	Exposure visit of BRPs/IED Workers	Lumpsum	0.50					0.50		0.50		0.50		0.50	0	0	0	-	2.00	
COMPONENT TOTAL								0.00	6.22	9.51	9.26	11.13							-	36.13	
J		EARLY CHILDHOOD CARE & EDUCATION (ECCE)																			
J.1		Opening of ECCE Centre																			
18	J.1.1	Honorarium of Workers	Per person per month	0.007	0.008			20	1.40	20	1.40	20	1.60	20	1.60	20	20	20	140	6.00	
18	J.1.2	Honorarium of Helpers	Per person per month	0.005	0.006			20	1.00	20	1.00	20	1.20	20	1.20	20	20	20	140	4.40	
18	J.1.3	Centre contingency	Per month per centre	0.001	0.0015			20	0.20	20	0.20	20	0.30	20	0.30	20	20	20	140	1.00	
18	J.1.4	Material Cost	Per year per centre	0.01	0.01			20	2.00	20	2.00	20	2.00	20	2.00	20	20	20	140	8.00	