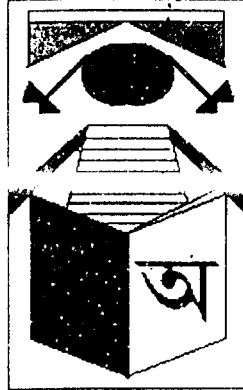


SARVA SIKSHA ABHIYAN



DISTRICT : DHUBRI

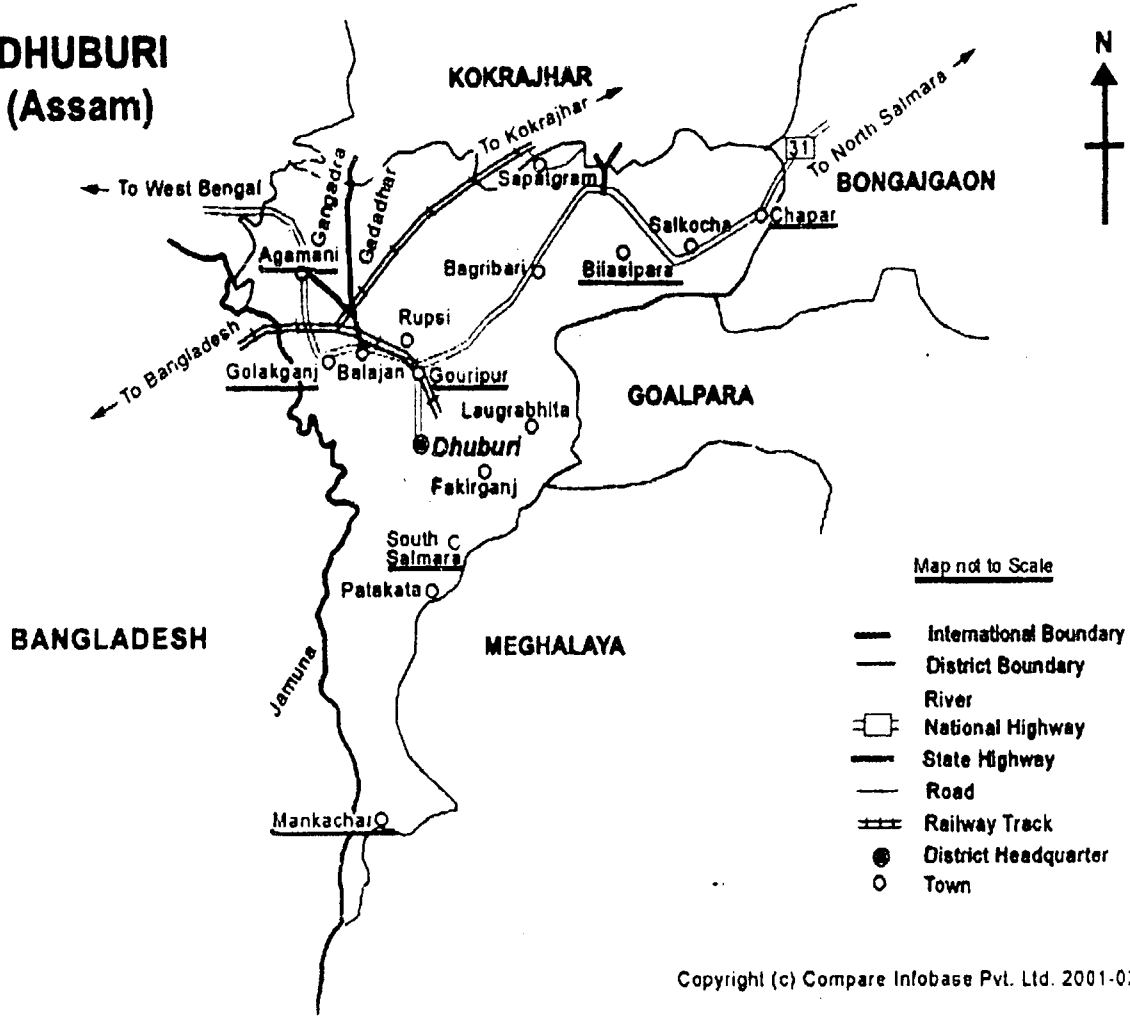
**DISTRICT ELEMENTARY EDUCATION PLAN
(DEEP)**

(2002-2003 to 2009-2010)

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

MAP OF THE DISTRICT

**DHUBURI
(Assam)**



Map not to Scale

- International Boundary
- District Boundary
- River
- National Highway
- State Highway
- Road
- Railway Track
- District Headquarter
- Town

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FOREWORD

It is indeed a great pleasure that the District Elementary Education Plan (DEEP) of Dhubri comes to light with the tireless striving of the District Planning team. This plan is conceived to be an instrument for achieving Universal Elementary Education (UEE) in a focussed manner within a targetted period.

The idea of UEE is not a new one. It was Gopal Krishna Gokhale who mooted the idea in 1910. He was of the opinion that welfare and prosperity of the Indian people lay in the promotion of education for one and all. Gandhiji put forward a step towards UEE with Basic Education Policy in 1937.

After independence, UEE was placed in the Directive principles of the state policy of Indian Constitution, which stated that “ The state shall endeavor to provide within a period of 10 years for free and compulsory education to all children until they complete the age of 14 years.” But the target could not be achieved by 1960.

The NPE 1986 and POA in 1992 were formulated for the purpose, but all the attempts failed to bring the desired goal. A half way approach with piece-meal efforts can't solve the burning problems centering round the entire gamut of education system, particularly in elementary level.

The landmark 93rd Constitution Amendment in 2001 made Elementary Education a Fundamental Right. It stands, as “The State shall provide free and compulsory education to all children in the age group of 6-14 years.”

Consequently, attainment of UEE, becomes a shared responsibility of the State and parents .It is here mooted the idea of Sarba Siksha Abhijan, a project which aims to achieve the Universalisation of Elementary Education with due weightage of quality in a focussed manner with time bound activities in a missionary Zeal.

The Government of Assam for the purpose of Universalisation of Elementary Education has set up the Axom Sarba Siksha Abhijan Mission. Under the able guidance of the Mission, the entire process of planning has been completed in the district, which are assimilated in the DEEP. The DEEP will narrate the steps to be taken for Universalisation of Elementary Education in the district with a clear time frame, as a response to the demand and quality of basic education by involving people's participation in a focussed manner.

I wish to thank all those especially the District Project Co-ordinator & District Elementary Education Officers and his team for successfully completing such a participatory planning process.

Deputy Commissioner,
Dhubri, Assam

INTRODUCTION

Marching towards Universal Elementary Education has already been launched through the 1st meeting of District Board of Education, Dhubri held at DC conference hall on 27 February with Sri P.C. Baruah DC, & Chairman of the Board, in the chair, where the aims & objectives of UEE along with outline of pre-project activities viz. Alokar Jatra have been discussed.

Subsequently, in the block level, meetings of Block Boards of Education & in Urban level, meetings of Urban Board of Education have been held for discussion of the aims and objectives of UEE & launching of pre-project activities under the umbrella of Axom Sarba Siksha Abhijan Mission of the State.

Besides, meetings were arranged with all the MLAs, MPs & PRIs and also with the garden Management at district level on the same context at district level by the initiative of the DC, Dhubri & Chairman of the District Board of Education.

On the other hand, meetings of all educational functionaries were held at district and block level in the initiative of DEEO, DI, and BEEOs & Sis. All the educational functionaries have arrived at a common conscious to be committed to work together with a missionary zeal for SSA.

After these initial meetings the training programmes were organised for District Resource Persons, Block Resource Persons. Through these Resource persons meetings were held at every Gaon Panchayat and villages. In the village level meetings the villagers identified the village volunteers for conduct of door-to-door survey. The village volunteers were provided three day training at Gaon Panchayat Level. After the training of the village volunteers the house-to-house survey, school mapping, micro planning was carried out in every villages. The survey findings were compiled at village, GP, block and district level and sharing meetings were organised at village, GP, block and district level. In the sharing meeting at village, tea garden and GP level the VEC, TGEC and GPECs have been constituted. All these sharing meetings have been organised by sending the resource persons. In the similar way the School Managing Committees have been constituted in every primary and middle schools of the district.

After completion of all these preparatory activities the actual plan preparation started with formation and orientation of District Planning Team, District Core Team, Block Planning Team. Visioning workshops have been organised on community mobilisation, school improvement at district and block level. The findings of the survey and visioning workshops were shared at State Level Training Programme of District Core Team. The final Plan writing workshop took place at state level.

With these back ground of the preparation of Perspective Plan I wish to put on record such massive exercise could have been completed because of team work put forward by the Educational Functionaries, Teachers and Resource Persons.

In this connection, I must be thankful to the Inspector of Schools, all my colleagues. BEEOs, SIs and the training Institute BTC Golokganj. I like to mention the name of Sri Ishaque Ali Barbhuiye, D.I. Of School and ADMC, Dhubri, who was the over-all incharge of planning process. Also I like to extend my thanks and gratitude to all the DCT Members, DPT/BPT members, DRPs/BRPs and volunteers for rendering their valuable services & full co-operation.

In fine, I shall be failing in my duty if I don't refer to the sacred duty, responsibility and wholehearted co-operation given by the District Administration, Hon'ble Local minister Sri

Gautam Roy, MP/MLAs, President Dhubri Zila Parishad. ZPC members and all other PRIs members, members of Press Club, AIR, educationists and dignatories of the district.

I must convey my thanks to Mission Director, Associate Mission Director; specially Sri Atiqur Rahman Barbhuiya ; S.P.O and Sri Munin Bharali, SRP for their active guidance.

Our efforts will be rewarded if the DEEP is implemented in the district with the shared responsibility of all.

Dated Dhubri
The 22nd Sept. 02

District Elementary Education Officer
& District Mission Co-ordinator, SSA, Dhubri.

DISTRICT AT A GLANCE

Geography	
Location	Southern corner of Assam in the North East India
Distance from the state capital	290 kms.
Total Area	2838 sq. km. (283800 ha)
Major rivers	Brahmaputra, Gadadhar,
Total Forest Cover	46313.3 Ha (16.32%)
Cultivated Area	156870 Ha (55.27%)
Under Paddy Cultivation	1,54,850 Ha
Under Tea Plantation	N.A

Administration	
Head quarter	Dhubri town
No. of Sub-divisions	3
No. of Circles/Tehsil	8
Name of Circles/Tehsils	Dhubri, Golokganj, Agomoni, Bagribari, Bilasipara, Chapor, South Salmara, Mankachar.
No. of CD Block	14
Name of CD Block	Golokganj, Agomoni, Gauripur, Rupsi, Debitola, Bilasipara, Mahamaya, Nayar Alga, Chapor-Salkocha, Mankachar, Fekamari, South-Salmara, Birshing-Jaruah, Jamadarhat.
No. of Zila Parishad	1
Name of Zila Parishad	Dhubri
No. of Police Station	8
Names of the Police Station	Dhubri, Gauripur, Golokganj, Bagribari, Bilasipara, Chapor, South Salmara, Mankachar.
No. of A.P.	14
Name of A.P	Golokganj, Agomoni, Gauripur, Rupsi, Debitola, Bilasipara, Mahamaya, Nayar Alga, Chapor-Salkocha, Mankachar, Fekamari, South-Salmara, Birshing-Jaruah, Jamadarhat.
No. of GP	172
No. of villages	1360
No. of towns	5
Name of the Town	Dhubri, Gauripur, Bilasipara, Sapotgram and Chapor.
Name of Municipality	Dhubri
Name of Town Committee	Gauripur, Bilasipara, Sapotgram and Chapor.
Major language	Assamis, Bengoli, Hindi, Bodo.
No. of revenue villages	1360
No. of forest villages	14
No. of tea garden	3
Total PWD road length	924.09 Kms.
Total road length (surface)	178.20 Kms.
Graveled road	745.85 Kms
Major Railway Station	Dhubri, Golokganj, Sapotgram, Railway Station (Presently not working)
Nearest Airport	(Rupshi, Dhubri, Coochbhar (W.B) Not working) Guwahati in Assam, Bagdogra in W.B.
Health Infrastructure	
Civil Hospital (200 bed)	Dhubri.

CHC (30 bed)	6 No., Namle Chapor, Gauripur, Agomoni, Halakura, S/Salmara (Eroded), Mankachar.
PHC (Block - 6 bed)	7 No. Namele Chapor, Raniganj, Dharmasala, Galokganj, Haslakura, S/Salmara (Eroded), Gagarikandi.
State Dispensary	11 Nos. Namle Kachokhana, Basbari, Barbhangi, Kazigaon, Lakhiganj, Futkibari, Bahalpur, Madartari, Kakripara, Matarjhar, & Dhubri Town.
Medical Sub-center	13 Nos. Namle Durahati, Bhagdahar, Nayar Alga, Paglahat, Ratiadaha, Alomganj, Barkanda, Fakamari, Hazirhat, Pathakata, Baghapara, Jamadarhat, Kurshakati.
FW Sub-center	264 Nos.
Bank	
No. of Scheduled Banks	9 Nos.
No. of Urban branches	15 Nos.
No. of Rural branches	30 Nos.

	1991 census	2001 census
Total Population	13,25,653	16,34,589
Hindu	3,82,817	NA
Muslim	9,38,789	NA
Rural	11,64,012	14,44,043
Urban	1,61,641	1,90,546
SC	64,161	NA
ST	32,260	NA
Density	467 Sq. Km.	584 Sq. Km.
Female per 1000 males	951.40	944.38
Literacy rate	38.36 %	49.86 %
Literacy rate (male)	47.32 %	56.61 %
Literacy rate (female)	28.75 %	42.64 %

Chapter- I : DISTRICT PROFILE

General and Physical Features:

Location

The existing Dhubri district has been carved out of the erstwhile Goalpara district of Assam. The Headquarter of the district is Dhubri and is located at a distance of 290 K.M. from the state capital Dispur. The District is exactly in between 89.42 and 90.12 longitude and 26.22 and 25.28 latitude. The topography of the District is generally plain covered with patches of small hillocks like Tokrabandha, Chakrasila, Sonamukhi and Chanderdinga which are situated in the North East side, Mahamaya and other hills which are situated in the West side of the District. A low lying Char Areas of the river Brahmaputra has been emerged in the East and Southern side of the District.

Boundaries

Dhubri District is bounded both by inter-state and international border i.e. West Bengal and Bangladesh in the west, Goalpara and Bogaigoan district of Assam and Garo Hills district of Meghalaya in the east, Kokrajhar district in the north, Bangladesh and state of Meghalaya in the south.

Historical background of the district

Assam starts with its southwestern boundary with the District of Dhubri. The present Dhubri District is one of the three Civil Sub-divisions of erst-while Goalpara district, established in 1876 during British regime. In 1879 the District head quarter was shifted from Goalpara to Dhubri. In the year 1983 Goalpara district was divided into four separate districts and Dhubri is one of those.

Covering an area of 2,838 Sq. Kms. including forests, riverines, hills etc. the district has become the most densely populated district in India with a density of 584 persons per Sq.Km. (As per 2001 census).

Agriculture is the main livelihood for majority of the people of the district. As per 1991 census reports, 73.21% of the total work force has taken agro-based activities as means of livelihood. The principal crops are Autumn paddy, Winter paddy, Mustard, Rape seeds, Wheat and Jute. Other than agriculture, a small portion of work-force is engaged in live- stock, forestry, fishery etc., while a very small number is engaged in mining & quarry and in manufacturing and processing units.

Dhubri district is considered to be the most industrially backward district of Assam. The Agricultural as well as natural resource is not satisfactorily exploited for industrial purpose. However, the district could attain an appreciable grade qualitatively in the sphere of Handicraft, such as Terracotta, Pith Crafts, Cane & Bamboo Crafts, Weaving, Jute Crafts etc.

With the backwardness in literacy and in absence of rich-industrial infrastructure the general socio-economic condition of the district is very poor. The economic growth rate of population multiplied by influx problem from across the border is causing severe pressure on agricultural land holding.

Rupshi airport is situated about 15 km away from Dhubri which was constructed during last World War II by the British Govt. exclusively for military operation Number of private companies operated regular flights (Decota) carrying passengers as well as

goods between Calcutta / Dhubri via Jalpaiguri / Coochbehar (WB) after Independence. The Indian Airlines also operated regular air flights between Calcutta / Dhubri. At present the Airport is under the National Airport Authority of India and lying unused.

Dhubri Dist. also witnessed the glorious visit of many of the historical personalities like - Guru Nanaka, Srimanta Sankardeva, Guru Teg Bahadur, Swami Vivekananda, Mahatma Gandhi, Netaji Subhas Chandra Bose, Gopinath Bordoloi and others.

The Dhubri Town had a very busy river port on the bank of the river Brahmaputra that was used as an international trade centre with the neighbouring countries. At present, this port is lying idle. Though the town is connected with railway lines, its importance was decreased when direct line to Calcutta was snapped after partition as the line ran through the erst-while East Pakistan (presently Bangladesh)

The present Dhubri Town was first constituted as a Municipality in 1883. The Dhubri Town is 290 km far from the State Capital at Dispur. The Bench mark of the town is about 34 mts. above sea level.

River and Drainage System

The mighty river Brahmaputra flows through the District and there are numbers of tributaries viz. Godadhar, Gongadhar, Champaboti, Gaurang, Tipkai, Silai, Sonkosh, Jinjiram, Kalanai etc. All those rivers flow all the year round. There are major beels like Dipali, Jhogra, and Soleswar and Dheer beel in the North Bank and Gasua in the South Bank.

Agriculture is the main occupation of the people. Out of the total 2,83,800 Hactrs of land 1,56,870 Hactrs of land are brought under cultivation. The common crops in the District are paddies, Jute, pulses, wheat, vegetables etc. Irrigation is mainly through L.I.S., F.I.S. shallow tube wells and community Irrigation project. But all these Irrigation schime are not in a position to cover the whole area under cultivation. In addition to this a popular indegenous foot driven pump for lifting ground water for irrigating cultivatable land in low lying areas are also used by cultivators having about 2 bighas of land which is locally known as "Dheki Pump".

Topography

The climate is very damp and numid due to heavy rainfall and high temperature. It is having 84% average relative humidity, 30% average highest temperature and around 2243.62 MM average annual rainfall in the last four years. The soil is mostly alluvial and sandy and most parts of the plain area are flood affected.

Demography

As per 2001 census the total population of the district is 1,634,589 showing the decadal growth rate is 23.42.

Total rural population of the district is 1,444,043 (88.34%) & urban population is 190,546 (21.66%).

Literacy percentage of the district is 49.86%. Male literacy rate is 58.69% & female literacy is 41.31%. Male female ratio is 944.

Economy

Major economic sector	Agriculture
Area under cultivation	3,06,497 Ha
Under paddy cultivation	1,54,850 Ha
Production of winter paddy	Boro Dhan (rice)
Production of summer paddy	Shali, Ahu, & Bao, Dhan
No. Tea gardens	3
Area under tea plantation	NA
Production of black tea	NA
Major fruit products	Banana, Papye, Jackfruit, Guava, Coconut, Mango, Betelnut
Major forest products	Bamboo, Timber (Sal, Segun, Sisu, Gamari Jika, Chama) Sand, Gravel.
Major Industry	Panchgram Paper Mill & Tea Processing Industry
No. of electrified villages	965
Total electricity consumption in year	40544 M/W

Table 1.1 – Block Wise BPL Families

Sl. No.	Name of Educational Block	Name of CD Block	No. of Rural Families	No. of families under BPL (rural)	% of BPL Families
1	Golokganj	Golokganj	17539	14193	80.92%
2	Agomoni	Agomoni	21293	16358	76.82%
3	Gauripur	Gauripur	24455	18304	74.85%
		Rupsi	24965	19722	79.00%
		Debitola	27053	16406	60.64%
4	Bilasipara	Bilasipara	11185	8572	76.64%
		Mahamaya,	18255	16050	87.92%
		Nayar Alga.	11180	9482	84.81%
5	Chapor	Chapor-Salkocha	17599	12902	73.31%
6	Mankachar	Mankachar.	25390	15242	60.03%
		Fekamari	22728	13637	60.00%
7	South Salmara	South-Salmara,	15172	13297	87.64%
		Birshing-Jaruah	15493	13718	88.54%
		Jamadarhat	7911	7349	92.90%
	Total	District	260218	195232	75.03%

It is seen from the above table that $\frac{1}{4}$ of the Rural population of the district are below poverty line.

Administrative Divisions:

Table. 1.2 : No. CD & Educational Blocks, GP & Villages

Year	No. of CD Blocks	No. of Educational Blocks	No. of Revenue Villages	No. of GPs	No. of Towns
1991	14	7	1363	172	4
2001	14	7	1360	172	5

Population

The population of the district has increased from 13.25 lakhs in 1991 to 16.34 lakhs in 2001 by registering an increase of 23.42%. The increase of rural population is 24.23 while the increase of urban population is 17.63% during the decade 1991-2001. The growth of female population of the district is nominally lower than their male counterpart. The male population has increased by 0.15% and the female population has decreased by 0.15%.

Table 1.3 Population of the District by Area and Sex

Year	All			Rural			Urban		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1991	683298	649177	1332475	599219	571275	1170494	84079	77902	161981
2001	840673	793916	1634589	742566	701477	1444043	98107	92439	190546

1.4 Decadal variation of population in the district (in percent)

Year	Variation	Year	Variation
1901-1911	29.97	1951-1961	27.62
1911-1921	26.92	1961-1971	40.51
1921-1931	15.76	1971-1991	56.57
1931-1941	14.83	1991-2001	23.42
1941-1951	09.25		

Table 1.5 Population by Caste & Sex

Year	Caste Category	Population			% of Population		
		Male	Female	Total	Male	Female	Total
1991	SC	33380	30781	64161	4.89	4.74	4.82
	ST	16281	15979	32260	2.38	2.46	2.42
2001	SC	NA	NA	NA	NA	NA	NA
	ST	NA	NA	NA	NA	NA	NA

Literacy

Out of the Total 1634589 population 649944 are literate as per 2001 census. The overall literacy rates of the district have increased from 38.31 in 1991 to 49.86 in 2001. In terms of literacy the district stands at 23rd rank amongst the 23 district of the state. It is lower than the state average. In terms of female literacy rates the district stands at 18th position.

The literacy rates of urban population are higher than the rural population.

The literacy of SCs & STs is lower than the general population as per 1991 Census.

Table-1.6 Total Literates and Literacy Rates

Year	Population			Literates			Literacy Rates		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1991	683298	649177	1332475	247064	143330	390394	47.32	28.75	38.36
2001	840673	793916	1634589	381442	268502	649944	58.69	41.31	49.86

From the table above it can be seen that there are more illiterate's (984645) than literates (649944) in the district. However, the rate of increase of Female literacy in the district is more than 2 % above the growth rate of literacy of Male population during the decade. The gap between the literacy rates of male and female is though a big one, there is a trend of inccress of female literacy above male literacy and if this trend continues the gap will be minimised in the near future.

A Brief description of Seven educational Blocks of the district :

GOLOKGANJ

Location : Golokganj Block exists in between the Agomoni and the Gouripur block. In the west it touches the Bangladesh border while in the east it touches Kokrajhar District. The distance of the Block from the district Head Quarter is 26 Km. Golokganj is located almost in the middle of the block.

Geography :

Location	:- Westen corner of the District.
Distance from District H.Q.	:- 26 Km.
Distance from state Capital	:- 316 Km.
Major rivers	:- Gangadhar.

Administration :

Head Quarter	:- Golokganj
No. of C.D. Block	:- 01
Name of C.D. Block	:- Golokganj
No. of Circles/Tehsil	:- 01
No. of Police Station	:- 01
Name of Police Station	:- Golokganj
No. of A.P.	:- 01
Name of A.P.	:- Golokganj
No. of G.P.	:- 17
No. of Village	:-151
Major language	:- Assamiss
No. of Revenue Village	:-147

Economy :

Major economy Sector :- Agriculture
Net area sown :- NA
Major food products :- Paddy, Wheat, Mustard, Cereals.
Major fruit products :- Banana, Gueva, Coconut.
Major forest Products :- Bamboo, fire wood.
Major Industries :- Flour Mill, Aluminium Factory, Cane & Bamboo

Population : As per 2001 census

SL. No	Category	Population		
		Male	Female	Total
1	Population	94861	89365	184226
2	Literacy Rate	65.27%	46.91%	56.40%
3	Population (0-6)	17672	17125	34797

BPL Survey :

SL. No.	Name of C.D.Block	Total No. of Families Rural.	BPL Families Rural	% of BPL Families
1	Golakganj	17539	14193	80.90%

Special Features :

Golakganj is the only block having the largest plain areas. It is situated between the Agomon. and Gauripur block in the north and the east respectively, while Bangladesh and the part of Gauripur block covers the south periphery of this block. In the west the boundary of the block is terminated at Bangladesh border and a part of the Agomoni block. The Gangadhar River flowing from the north to the south virtually bisects the block in to two parts. The Gangadhar river has also touches this block in its South- East part. The soil of this block is alluvial, so the crops are generally good. The block is also famous for Rabi crops.

The population pattern of the block is as following Hindu 50%, Muslims 48% and others 2%. There are a couple of Tribal areas where Bodos, Rabhas and Adhibashis (Santhals) are living in traditional integration. However the Koch-Rajbongshi people are largest in the block among the Hindus.

The economic condition of the people of this block is not so bad compared to the people of some other blocks of the district. Though nearly 80% of the people are cultivators, the soil being good for cultivation and the people being laborious there income is not bad. Some 7% also of the population are earning their livelihood through business. The percentage of service holder will be about 3%. The rest can be said to be daily wage earner.

Except in some remote-pockets of the block, the communication system of this block is good. The National Highway-'31' is running through this block. A train service is also available upto Golakganj. In the rivers boat service is pressed into action during the rainy season.

One fact needs to be mentioning here, nearly 20 kms of its south and west border are along the Bangladesh-border. The existence of the Bangladesh border affects the economy of this block, since cheap labour has become available from the infiltrators from the Bangladesh, there by

depriving the job opportunity of our own people. The literacy rate of the people living of the border areas is also comparatively very low.

The block has 13 CRC with a total of 150 L. P. Schools and 7 M. V. Schools. The B.T.C. and the D.I.E.T are also situated in this block. As such there is a literacy atmosphere in the block. The block has at present 38 No. AS centres and 39 No. ECE centres. Previously of course there were 57 No. AS centres, but some AS centres have to be abolished due to their existence within 1 kms from the nearest School.

AGOMONI

Location : The Agomoni Block is situated in the western end of Dhubri District touching west Bengal in the north and Bangladesh in the west. In the south of this block there exists the Golokganj Block while there is Kokrajhar District in the east of this block.

Geography :

Location	:- Western part of the District.
Distance from District H.Q.	:- 40 Km.
Distance from state Capital	:- 330 Km.
Major rivers	:- Gangadhar.

Administration :

Head Quarter	:- Agomoni
No. of C.D. Block	:- 01
Name of C.D. Block	:- Agomoni.
No. of Circles/Tehsil	:- 01
No. of Police Station	:- 01
Name of Police Station	:- Golokganj
No. of A.P.	:- 01
Name of A.P.	:- Agomoni
No. of G.P.	:- 20
No. of Village	:- 83
Major language	:- Bengali
No. of Revenue Village	:- 106
No. of High/ H.S. school	:- 12
No. of LP Schools	:- 181
No. of MV Schools	:- 11
No. of UP School	:- 37

Economy :

Major economy Sector	:- Agriculture
Net area sown	:- NA
Major food products	:- Paddy, Wheat, Mustard, Cereals.
Major fruit products	:- Banana, Gueva, Coconut.
Major Industries	:- Nil

Population : As per 2001 census

SL No	Category	Population		
		Male	Female	Total
1	Population	72837	68389	141226
2	Literacy Rate	65.83%	47.23%	56.86%
3	Population (0-6)	12559	12191	24750

BPL Survey :

SL. No.	Name of C.D. Block	Total No. of Rural Families	BPL Families Rural	% of BPL Families
1	Agomoni	21293	16358	76.82%

Special Features

Adjacent to the Eastern part of West Bengal and Bangladesh, the Agomoni block is mainly a plain area with a major river namely Gangadhar flowing in the eastern part of the block. The four boundaries of the block is – Kokrajhar district and West Bengal in the north, Golokganj block and Bangladesh in the South, Golokganj block and Gauripur block in the east and West Bengal in the west. Geographically speaking 60 % of the total area under this block is plain while only 5 % fall in Hill areas. The Gangadhar river, by changing its course frequently, creates some char areas in the block which amount about 15 % of the total area – 10% of the total area happens to be in the border of Bangladesh.

The population pattern of the block is a mixed one. The major two people living in the block are Hindu and Muslims. Among the Hindus, there are SC, OBC and General category people besides some Tribal communities such as Bodo, Garo, Rava, Santhal, Koch Rajbargshi is the major community in the OBC group.

About 70% of the people of all the groups are cultivators, 5% businessman and only 3% service holder. The remaining 22% of the people are daily wage earner, the major chunk of them are to be found in the interstate border at Boxirhat.

The economic condition of the people is already highlighted by the fact that 22% of the total population earned their livelihood by doing labourers work. This means that the over all economic condition of the people of this block is miserable. But poverty has not stood on the way of development of the people of this block in other fields. Culturally they are sufficiently advanced. In the recent time the people in this block have shown much awareness in the educational field also.

GAURIPUR

Location : Existing in the Northern part of Dhubri District, Gauripur block includes the district head quarter Dhubri and a good no of char areas in it. The Brahmaputra flows in its southern boundary, Golokganj and a part of Bilasipara block exist in the north, east boundary is made by Bilasipara block and a part of South Salmara Block while the west boundary touches the Bangladesh.

Geography :

Distance from District H.Q. :- 10 Km.
Distance from state Capital :- 280 Km.
Major rivers :- Brahmaputra, Gangadhar, Gadadhar, Tipkai.

Administration :

Head Quarter :- Gauripur Town
 No. of C.D. Block :- 03
 Name of C.D. Block :- Gauripur, Rupsi, Debitola.
 No. of Circies/Tehsil :- 01
 No. of Police Station :- 01
 Name of Police Station :- Gauripur
 No. of A.P. :- 03
 Name of A.P. :- Gauripur, Rupsi, Debitola.
 No. of G.P. :- 28
 No. of WEC :- 20
 No. of Village :- 227
 Major language :- Assamese, Bengali, Bodo, Rabha.
 No. of Revenue Village :- 223
 No. of High/ H.S. school with upper primary :- 8
 No. of LP Schools :- 271
 No. of UP Schools :- 78

Economy:

Major economy Sector :- Agriculture, SSI, Service, Commerce, Brick field.
 Net area sown :- NA.
 Major food products :- Paddy, Wheat, Mustard cereals.
 Major fruit products :- Banana, Gueva, Coconut.
 Major forest Products :- Bamboo, Timber, Cane.
 Industries :- Flour Mill, Bidi Factory, Cane & Bamboo.
 Candle, Soap, lozens, Dhup sticks.

Population : As per 2001 census

SL No	Category	Population		
		Male	Female	Total
1	Population	190277	177957	368234
2	Literacy Rate	63.06%	47.50%	55.57%
3	Population (0-6)	36568	35196	71764

BPL Survey :

SL. No.	Name of C.D. Block	Total No. of Families Rural	BPL Families Rural	% of BPL Families
1	Gauripur	24455	18304	74.85%
2	Rupsi	24965	19722	79.00%
3	Debitola	27053	16406	60.64%
	Total	76473	54432	71.50%

Special Features

Gauripur Educational block includes two urban areas namely Dhubri, the district head quarter, the Gauripur. The majority area of the block is plain. The boundary of the block is as following:

- In the East Bilasipara Block & a part of South Salmara Block
- In the West Bangladesh
- In the North Golokganj & a part of Bilasipara Block and
- In the South Brahmaputra

The mighty Brahmaputra is running along the southern border of the block. Two other rivers, namely Gangadhar & Gadadhar are touching the West and East borders of the Block respectively. The block also contains some Hill areas where tribal people are the natural inhabitants. Along with the Hill areas, there are a few Forest areas with a variety of natural flora & fauna. The entire south hoarder is facing the Bangladesh.

The block has a mix population. Both the urban places are cosmopolital in nature. So far the rural places are concerned. Hindus & Muslims share almost equally. Community wise, the Hindu population can be divided into SC, ST, Koch-Rajbonshi, OBC, MOBC, etc. Among the STs there are mainly three tribes namely Bodo, Garo, & Rabha.

Occupationally cultivators (about 70%), Service holders (about 8%), businessman (about 10%) & daily wage earners/labourers (about 11.5%) & the rest about 0.5% are professionals like lawyers, private doctors, consultants etc.

Though the block has the district head quarter within it, the economy condition of the people in general can not be said to be affluent, since 70% of the people are agriculturist. However, poverty is not the major factor of backwardness of this block. It is rather, lack of initiative on the part of the people in making their future brighter by adopting advanced technology in the field of their occupation.

So far education is concerned, the overall picture is not so grim as in the case of some other blocks of the district. Gauripur block has 20 CRC & under them a total of 271 No. L.P. Schools & 12 No. M.V Schools. Besides these the block has 80 AS & 24 ECE centres. The total habitation of the block is 553 out of which 59 habitations are still unserved. This shows that UFE is yet to be achieved in this block notwithstanding the fact that the block contains the major section of the conscientious people of the district.

The block has a total of 76 habitations in the char areas, which are served while 33 habitations are unserved. In the general areas 87 habitations are served and 6 are unserved. Besides these in the hill areas there are 19 L.P. Schools. So far enrolment is concerned 20 habitations in the unserved areas have recorded 100% enrolment of students of (5-7) age group. The total number of unenrolled children of (5-7) years age group in the unserved habitations is estimated to be around 700.

BILASIPARA

Location : The Block exist in the centre of the district between Chapor block in the East and Gauripur block in the west. In the North is the Kokrajhar District while the Brahmaputra is making the southern border of the block.

Geography :

Distance from District H.Q.	:- 44 Km.
Distance from state Capital	:- 246 Km.
Major rivers	:- Brahmaputra, Gaurang, T pka.

Administration :

Head Quarter	:- Bilasipara Town
No of C.D Block	:- 03
Name of C.D.Block	:- Bilasipara, Mahamaya, Nayar A.ga.
No.of Circies/Tehsil	:- 02
No. of Police Station	:- 02
Name of Police Station	:- Bagribari, Bilasipara.

No. of A.P. :- 03
 Name of A.P. :- Bilasipara, Mahamaya, Nayar Alga.
 No. of G.P. :- 38
 No. of WEC :- 17
 No. of Village :- 425
 Major language :- Assamese, Bengali, Bodo, Rabha.
 No. of Revenue Village :- 423
 No. of High/ H.S. school with upper primary:- 1
 No. of LP Schools :- 353
 No. of UP Schools :- 58

Economy :

Major economy Sector :- Agriculture, SSI, Service, Commerce, Brick field.
 Net area sown :- NA
 Major food products :- Paddy, Wheat, Mustard, Cereals.
 Major fruit products :- Banana, Jack fruit, Gueva, Coconut.
 Major forest Products :- Bamboo, Timber, Cane Sand, Gravel.
 Industries :- Flour Mill, Bidí Factory, Cane & Bamboo.
 Candle, Soap, lozons, Dhup sticks Steel factory

Population : As per 2001 census

SL No	Category	Population		
		Male	Female	Total
1	Population	191480	181710	373190
2	Literacy Rate	51.31%	37.93%	44.91%
3	Population (0-6)	37427	40539	77966

BPL Survey :

SL. No.	Name of C.D. Block	Total No of Families Rural	BPL Families Rural	% of BPL Families
1	Bilasipara	11185	8572	76.64%
2	Mahamaya	18255	16050	87.92%
3	Nayar Alga	11180	9482	84.81%
	Total	40620	34104	83.12%

Special Features

Bilasipara block is the biggest educational block amongst the 7-education blocks of Dhubri district. Existing on the northern bank of river Brahmaputra, this block is surrounded by Kokrajhar District in the North, Chapor Block in the East, S/Salmara block & the Brahmaputra in the South & Gauripur block in the West. Two tributaries of the Brahmaputra, flowing from the north, are making the soil of the Block alluvial every year. Though the Block is mainly plain, it has a few hills & hillocks in the eastern & the western peripheries, covering nearly 15% of the total area of the block. The char area of the block will be about 25% of the total area.

The block has a mixed population, the major two sections being Hindus & Muslim. The Hindus include people of General, SC, ST & OBC category & among the ST people are Bodos, Garos, Rabhas & Santhais.

Speaking from the point of view of occupation of the people of the block, about 70% of the people are cultivators, 10% petty businessmen, 5% service holders & the rest are daily wage

earners. There are several brickfields, some small-scale industries and a few other factories where the wage earners get their seasonal or yearly engagements. One of the dark side of this fact that a large section of the children of schools going age is deprived of their opportunities for education by the brick field & factories by engaging the children as cheap labour in their enterprises.

Barring the hill and the char area, the overall communication system of the block is good. Most of the places can be reached by vehicular traffic. So far the char areas are concerned, some of them can be reached by light vehicles, some by two wheelers & some other by either on foot or by boat. The hilly tracks are criss-crossed by tracks for pedestrians.

The literacy rate of the people of this block is comparatively better than some other blocks of the district. There are all together 133 habitations, out of which 19 habitations are still un-served in the char areas. So far the plain area is concerned, the block has 216 habitations including 26 un-served habitations. The total number of CRC is 28. The block has 366 numbers of elementary educational institutions out of which 354 are L.P. Schools & 12 M.V. Schools. Though efforts have been made to achieve 100% enrolment in un-served areas in the last couple of years, the aim is yet to be fulfilled. According to a house to house survey made recently, it was found that 860 children of 5-7 years age group are still un-enrolled in the un-served habitations. The number of un-enrolled children of this age group in the served habitation is 5314.

Besides the above mentioned formal schooling facilities 37 numbers of AS centres were opened & continued for last 3 or 4 years to cover the out of school children of all categories in the block. However 11 of these AS centres are now abolished due to some tactical ground. On the other hand the block contains the highest number of ECE centres totaling 75. There is, a heavy pressure from the people to increase the number of AS & ECE centres in the block.

CHAPOR

Location : It is the beginning of district of Dhubri in the East of the district. The river Champaboti makes the eastern border of the block. In the west there is the Bilasipara block. Kokrajhar District is in the North and the mighty Brahmaputra constitutes the southern border of the block.

Geography :

Distance from District H.Q.	:- 70 Km.
Distance from state Capital	:- 220 Km.
Major rivers	:- Brahmaputra, Champaboti.

Administration :

Head Quarter	:- Chapor Town
No. of C.D. Block	:- 01
Name of C.D. Block	:- Chapor Salkocha.
No. of Circles/Tehsil	:- 01
No. of Police Station	:- 01
Name of Police Station	:- Chapor
No. of A.P.	:- 01
Name of A.P.	:- Chapor
No. of G.P.	:- 13
No. of Village	:- 143
Major language	:- Assamese, Bengali, Bodo, Rabha.
No. of Revenue Village	:- 143
No. of High/ H.S. school with upper primary	:- 2
No. of LP Schools	:- 120
No. of UP Schools	:- 16

Economy :

Major economy Sector :- Agriculture, SSI, Service, Commerce
 Net area sown :- NA
 Major food products :- Paddy, Wheat, Mustard, Cereals.
 Major fruit products :- Banana, Gueva, Coconut, Jack fruit, Betelnut.
 Major forest Products :- Bamboo, Timber, Sand.
 Industries :- Tea, Brick field.

Population : As per 2001 census

SL No	Category	Population		
		Male	Female	Total
1	Population	65723	62557	128280
2	Literacy Rate	59.84%	44.24%	52.23%
3	Population (0-6)	13269	12599	25868

BPL Survey :

SL. No.	Name of C.D.Block	Total No. of Families Rural	BPL Families Rural	% of BPL Families
1	Chapor Salkocha	17599	12902	73.31%

Special Features

Chapor Educational Block is one of the small Blocks of Dhubri district. It is the eastern starting point of the district. It is bordered by Bongaigaon district in the East, Kokrajhar district in the North, Bilasipara Block in the West & Goalpara district in the South.

Chapor is the only Block in Dhubri district where tea gardens are there. The Block has 3 tea gardens covering about 10% of the total area of the Block. The river Champa is flowing in the eastern part of the Block. Char created by the Champa & the Brahmaputra also cover nearly 10% of the total area of the Block. There are several hills within the Block & the total area covered by them will be about 20%. The rest is plain.

The population pattern of the Block is a mixed one. The Block has 40% Hindu people, 30% Muslim, 10% SC, ST and 15% Tea Tribe people. Most of the ST people belong to the Bodo community while there are a few habitation of the Santhals. The average Hindu people are Koch-Rajbanshi.

About 70% of the people of the Block are cultivators. Taking in to account the tea garden labours the total percentage of people of the block earning their livelihood through physical labour will be about 20%. A small percentage of people are businessmen & the rest are either service holders or professionals.

Cultivation being generally good, the economic condition of the people is not so bad. However, this can not be generalised as the cultivators do not possess sufficient land in their names. Poverty is, therefore, a sine-qua-non of the common people of the Block. Rabi crop is supplementing a portion to the income of the common cultivators.

The NH 31 is running through this Block from east to west. The interior villages are connected by motorable or bullock cart roads. In char areas & in riverine areas, country boat is the main

form of communication during raining seasons. Some of the hilly areas are so interior & terraineous the only from of communication is foot track.

Being small in size & having a lessen population compared to other Blocks of the district, Chapor Block has 11 CRCs only. Total Nos. of L.P. Schools in the Block is 121. Besides, the Block has at present 16 ongoing AS centres and 39 ECE centres. Formarly, however, there were 19 AS centres & in this Block. The Block has still 35 unserved habitation besides a total Nos. of 149 served habitations in General area.

MANKACHAR

Location : Existing in the southern bank of the Brahmaputra, it is the western end of Dhubri District. Its boundaries are Meghalaya in the East, South Saimara Block in the North, Meghalaya and Bangladesh in the South and the entire West is covered by Bangladesh.

Geography :

Distance from District H.Q. :- 82 Km.
Distance from state Capital :- 382 Km.
Major rivers :- Brahmaputra,

Administration :

Head Quarter :- Mankachar
No. of C.D. Block :- 02
Name of C.D. Block :- Mankachar, Fekamari.
No. of Circles/Tehsil :- 01
No. of Police Station :- 01
Name of Police Station :- Mankachar
No. of A.P. :- 02
Name of A.P. :- Mankachar, Fekamari.
No. of G.P. :- 27
No. of Village :- 113
Major language :- Bengali, Assamese.
No. of Revenue Village :- 223
No. of High/ H.S. school with upper primary :- 3
No. of LP Schools :- 169
No. of UP Schools :- 43

Economy :

Major economy Sector :- Agriculture, SSI, Service, Commerce
Net area sown :- na
Major food products :- Paddy, Wheat, Mustard cereals, Potato.
Major fruit products :- Banana, Gueva, Coconut, Cashewnut.
Major forest Products :- Bamboo, Timber,
Industries :- Bidi Factory, Cottage, Bamboo, Betel Nut.

Cashew nut .

Population : As per 2001 census

SL No	Category	Population		
		Male	Female	Total
1	Population	121716	117157	238873
2	Literacy Rate	48.33%	44.85%	46.61%
3	Population (0-6)	26052	24229	50281

BPL Survey :

SL. No.	Name of C.D. Block	Total No. of Families Rural	BPL Families Rural	% of BPL Families
1	Mankachar	25390	15242	60.03%
2	Fakamari	22728	13637	60.00%
	Total	48118	28879	60.02%

Special Features

Existing in the south bank of the Brahmaputra, Mankachar Block is in the extreme western periphery of the state of Assam and is contiguous to Bangladesh. Its four boundaries are – South Salmara Block is in the North, Meghalaya and Bangladesh are in the South, Meghalaya is in the East and Bangladesh is in the West. This shows that Mankachar Block is encircled by other State and country except a narrow neck in the North through which it is connected with rest of Assam.

The Block is evenly distributed by Char area (30%), Boarder Area (30%) and Plain Area (30%) and the rest 10% belongs to Hill and Forest areas. The mighty Brahmaputra flows along the western boundary of the block, beyond which exist Bangladesh.

Though the plain area of the Block is only 30%, the majority of the people (about 80%) are cultivators. Some of the remaining people are petty businessmen while many others are daily wage earners. The service holders can be counted on the tip of the fingers. The overall result being a general poverty of the people of the block.

The population pattern of the Block is – 80% Muslim and 20% Hindu. Among the Hindus are people belonging to SC, Koch, Hazong and a few ST.

The poverty of the people is mainly due to less available area for cultivation, communication bottleneck and flood damage. Flood is a perennial problem of the Block. The woe of the people is aggravated by erosion of the Brahmaputra which remains unabated through out the year. The block has only one motorable road belonging to the PWD department which runs from north to south of the block. The riverine area can be reached only by boat during the summer season.

Due to the factor of erosion many of the people living in char areas are in the habit of migrating from one char to another. This migrating character of the people is more obvious in the Sukchar, Dafadarpara, Pankata, Kalapani areas. Another ailment of this block is the existence of a good number of child labourers working in different factories and boat services.

The educational scenario of the block is also not bright. In the grass-root level it has 169 L.P. schools and 2 M.V. schools distributed in 13 no. of CRCs. On the other hand the total habitation of the block is 319. This shows that the block has 48 unserved habitation. Ofcourse the block has 17 AS centres and 50 ECE centres. But still the number of unserved habitation remains above 30.

SALMARA

Location : This is a block in the south bank of the Brahmaputra mainly constituted by Char areas. The eastern boundary of the block is touching a part of the Goalpara District, a part of the Bilasipara and the Gauripur Block of the Dhubri District. In the South of the block there is Meghalaya and in the North there is the Brahmaputra River. Eastern border of Mankachar Block and a part of Meghalaya cover the west border of the block.

Geography :

Distance from District H.Q. :- 35 Km.
 Distance from state Capital :- 325 Km.
 Major rivers :- Brahmaputra, Jinjiram,

Administration :

Head Quarter :- South Salmara
 No. of C.D. Block :- 03
 Name of C.D. Block :- South Salmara, Jamadarhat, Birshing Jaruah.
 No. of Circles/Tehsil :- 01
 No. of Police Station :- 01
 Name of Police Station :- S-Salmara
 No. of A.P. :- 03
 Name of A.P. :- South Salmara, Jamadarhat, Birshing Jaruah
 No. of G.P. :- 31
 No. of Village :- 165
 Major language :- Bengali, Assamese.
 No. of Revenue Village :- 201
 No. of High/ H.S. school with upper primary :- 4
 No. of LP Schools :- 205
 No. of UP Schools :- 64

Economy :

Major economy Sector :- Agriculture, Fishing, Boat Sailor.
 Net area sown :- na
 Major Crop products :- Paddy, Jute, Wheat, Mustard, Cereals,
 Sugarcane
 Major fruit products :- Banana, Papiya.
 Major forest Products :- Bamboo, Firewood.
 Industries :- Nil

Population : As per 2001 census

SL No	Category	Population		
		Male	Female	Total
1	Population	103779	96781	200560
2	Literacy Rate	46.99%	30.82%	39.22%
3	Population (0-6)	23360	22378	45738

BPL Survey :

SL. No.	Name of C.D. Block	Total No. of Families Rural	BPL Families Rural	% of BPL Families
1	South Salmara	15172	13297	87.64%
2	Birshing-Jaruah	15493	13718	88.54%
3	Jamadarhat	7911	7349	92.90%
	Total	38576	34364	89.69%

Special Features

Situated in the southern bank of the river Brahmaputra, South Salmara block is the most wretched & backward block out of the seven education blocks in Dhubri district. It is surrounded by Goalpara & Meghalaya in the east, Maghalaya in the south, Mankachar & part of Bangladesh in the west & the mighty Bhramputra in the north. The entire block is char area except a few areas such as Kodamtoli, Joldoba & Chirakuti where permanent nature of the soil is to be found. The chars are in the habit of newly creation & demolition with the course of the rivers. These make the people to shift their habitation every now and then.

Communication is one of the main reasons of backwardness of the block. There is no pucca road permanently existing in the entire block. Major means of communication is by village track in the winter & by boat in the summer.

Poverty is the only wealth of the people of the block as there is no permanent nature of soil. Agriculture is not the main occupation of the people. Most of them are either petty businessmen or daily wage earner. Some of them also earn their livelihood by ferrying passengers on the Bhramputra with their engined boats.

There are 14 clusters in this block. But the enrolment position can not be said to be satisfactory since there are still 1658 un-enrolled children of the age group 5-7 years. Moreover, the block has 110 nos. of un-served & 286 nos. of served habitation. In this connection, one fact needs mentioning that in the Chirakuti cluster 100% enrolment of children of 5-7 years age group has been achieved.

In the 14 nos. of CRCC's of the block, there are 205 nos. of L.P. Schools & 8 nos of M.V. Schools. Due to erosion, the char people of the eroded chars shift their habitations to the newly created ones, for which the nos. of school less habitation increases gradually because a school can not be shifted with the shifting people of a habitation. Moreover, the block remains submerged under flood water for more than three months in a year.

Another fact needs mentioning that the Muthakhowa cluster where there are 19 no. of schools is situated entirely along the Bangladesh boarder. All the 19 no. of schools of this cluster are single teacher schools covering 25 no. of habitations.

At present the South Salmara Block has about 98% Muslim population. But it was not so in the past. There had been a number of S/C & OBC villages in the block in the past when erosion by the rivers was not so severe as now. These Muslim & non-Muslim people gradually shifted from South Salmara to other places including Dhubri, Gauripur, Hatsingimari, Bilasipara, Guwahati etc.

The educational backwardness of the people of the block is primarily due to their economic backwardness. It is made more aggravated by the high illiterate percentage of the old generation of the people. However, there is the generation of a new zeal for education created mostly by efforts of the DPEP during its tenure of the last 6/7 years, particularly among the upcoming generation. This is evident from the fact of continuance of 80 nos. of A.S. centres where most of the working children & children of below poverty level gets opportunity for education. On the other hand children attending the ECE centres (30 nos.) are found more advanced than the students of Ka-Sreni. This is due to school readiness package given to the ECE students.

Chapter-II : EDUCATIONAL PROFILE OF THE DISTRICT

Access :

72% of the habitations in Dhubri district are having a primary school within the state norm of 1 KM range. 14% of the habitations are having a school between 1 and 1.4 KM. And 12% of the schools are located in 1.5km or beyond. The following table shows the block wise figure of such category of schools.

Table 2.1 Availability of Primary Schools

Name of Block	Number of Habitations having a Primary Schools		
	Within 1 KM	Between 1-1.4 KM	1.5 & above
Golokganj	243	30	29
Agomoni	175	17	39
Gauripur	397	58	72
Bilasipara	497	110	78
Chapor	190	53	35
Mankachar	191	86	35
S/Salmara	290	47	57
Total	1984	401	345

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
1	Central Government	0	0	0
2	State Government	1449	1	1
3	Recognized	0	353	0
4	Venture	516	92	14
5	Privates	28	8	2
	Total	1993	454	17

The state government manages 72% of the primary schools. Only 1.4% of primary schools are private while 25% are venture. While 77% Upper Primary schools are recognized and only 20.2% schools are venture against 1.7% private schools. The share of state government (5.8%) in providing high/higher schools is much lower than the combined share of venture and private schools (94.1%).

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

Name of Block	Primary Schools	In %	Middle Schools	In %
Golokganj	157	10.4	38	10.7
Agomoni	192	12.7	48	13.5
Gauripur	282	18.8	78	22.0
Bilasipara	366	24.3	67	18.9
Chapor	121	08.0	16	4.5
Mankachar	171	11.3	64	18.1
S/Salmara	213	14.1	43	12.1
Total	1502		354	

From the data above shown that majority of the primary schools are concentrated in Bilasipara Block which incidentally is the biggest block in terms of area and population in Dhubri District. And majority of the Middle Schools are concentrated in Gauripur Block which is also the head quarter of the District.

There is 4.24 lower Primary School against 1 upper Primary Schools in the district.

Table 2.4 : Particulars of Venture & Private Primary & Upper Primary Schools

Type of School	No. of School	No. of Teachers	Enrollment		
			Boys	Girls	Total
Venture Primary Schools	516	1032	19797	18877	38674
Venture Upper Primary Schools	92	368	4917	4695	9612
Private Primary Schools	28	224	1156	1735	2891
Private Upper Primary Schools	8	40	705	1058	1763
Total	644	1664	22094	33166	55260

It is very crucial to mention that there are some full time religious institutions in the district and large number of children are also enrolled there. These children are deprived of any formal curriculum and hence are treated as never enrolled as per House-to-House Survey.

Table 2.5: Particulars of Full time Religious Institutions

Name of Block	Type of Institution	No. of Institutions	No. of Teachers			No. of Students		
			Male	Female	Total	Boys	Girls	Total
GOLOKGANJ	Hafizia Madrassa	2						
	Quamiya Madrassa	6						
	Aliya Madrassa							
	Hafizia & Quamiya							
	Sanskrit Tols							
Sub-total		8	37	0	37	474	304	778
AGOMONI	Hafizia Madrassa	4						
	Quamiya Madrassa	10						
	Aliya Madrassa	1						
	Hafizia & Quamiya							
	Sanskrit Tols							

	Sub-total	15	43	0	43	515	301	816
GAURIPUR	Hafizia Madrassa	14						
	Quamiya Madrassa	16						
	Aliya Madrassa	4						
	Hafizia & Quamiya							
	Sanskrit Tols							
	Sub-total	34	142	0	142	2212	1211	3423
BILASIPARA	Hafizia Madrassa	17						
	Quamiya Madrassa	42						
	Aliya Madrassa	17						
	Hafizia & Quamiya							
	Sanskrit Tols							
	Sub-total	76	201	0	201	2941	2872	5813
CHAPOR	Hafizia Madrassa	5						
	Quamiya Madrassa	3						
	Aliya Madrassa	0						
	Hafizia & Quamiya	2						
	Sanskrit Tols							
	Sub-total	10	58	0	58	964	54	1018
MANKACHAR	Hafizia Madrassa	7						
	Quamiya Madrassa	10						
	Aliya Madrassa	0						
	Hafizia & Quamiya	1						
	Sanskrit Tols							
	Sub-total	18	66	0	66	1376	284	1660
S-SALMARA	Hafizia Madrassa	7						
	Quamiya Madrassa	27						
	Aliya Madrassa	5						
	Hafizia & Quamiya	11						
	Sanskrit Tols							
	Sub-total	50	109	0	109	2213	2196	4409
	Grand Total	211	656	0	656	10695	7222	17917

Enrollment

Total number of school-aged children between 6-14 years is 418566 as per the House-to-House Survey data collected in April 2002. Among them 301634 are enrolled in schools and 117132 are found to be never enrolled.

Table 2.6 . 5-13+ age groups Enrolled, Never Enrolled & Dropout Children

Name of Block	Enrolled	In %	Never Enrolled	In %	Drop out	In %	Total Child Population 5-13+
Golokganj	28411	11.4	5732	5.3	3171	12.4	37314
Agomoni	31253	12.5	8469	7.8	3034	11.9	42756
Gauripur	60140	24.1	28563	26.2	5964	23.4	94667
Bilasipara	46068	18.4	22864	20.9	4478	17.6	73410
Chapor	20198	8.1	6639	6.1	2044	8.0	28881
Mankachar	29438	11.8	18958	17.4	3058	12.0	51454
S-Salmara	34506	13.8	17913	16.4	3765	14.8	56184
Total	250014		109138		25514		384666

(Source: V(VER 2002)

Table 2.7: 5-8 age groups Enrolled, Never Enrolled & Dropout Children

Name of Block	Enrolled	In %	Never Enrolled	In %	Drop out	In %	Total Child Population 5-8
Golokganj	16072	11.2	3573	5.7	648	11.8	20293
Agomoni	15307	10.7	5003	7.9	621	11.4	20931
Gauripur	33969	23.8	16945	26.9	1260	23.0	52174
Bilasipara	28435	19.9	12705	20.2	995	18.2	42135
Chapor	11972	8.4	3830	6.1	360	6.6	16162
Mankachar	16536	11.6	10881	17.3	785	14.3	28202
S-Saimara	20599	14.4	10104	16.0	802	14.7	31505
Total	142890		63041		5471		211402

(Source: VER 2002)

Table 2.8: 9-13+ age groups Enrolled, Never Enrolled & Dropout Children

Name of Block	Enrolled	In %	Never Enrolled	In %	Drop out	In %	Total Child Population 9-13+
Golokganj	12339	11.5	2159	4.7	2523	12.6	17021
Agomoni	15946	14.9	3466	7.5	2413	12.0	21825
Gauripur	26171	24.4	11618	25.2	4704	23.5	42493
Bilasipara	17633	16.5	10159	22.0	3483	17.4	31275
Chapor	8226	7.7	2809	6.1	1684	8.4	12719
Mankachar	12902	12.0	8070	17.5	2273	11.3	23245
S-Saimara	13907	13.0	7809	16.9	2963	14.8	24679
Total	107124		46090		20043		173257

(Source: VER 2002)

Table 2.9 Class Wise Enrollment in Govt./Provincialised Schools

Class	In Numbers			In %age		
	Boys	Girls	Total	Boys	Girls	Total
Ka-Maan	26418	21900	45318	22%	20%	20%
Class I	44927	42964	87891	38%	39%	39%
Class I'	19595	18927	38522	16%	17%	17%
Class II	16239	15530	31769	14%	14%	14%
Class IV	12401	11769	24170	10%	11%	11%
Class I To IV	93162	89190	182352	78%	80%	80%
Ka - Maan To Class IV	119580	111090	227670	52%	48%	100%
Class V	13001	11440	24441	40%	41%	40%
Class VI	10784	9267	20051	33%	33%	33%
Class VII	8777	7245	16022	27%	26%	26%
Class V To VII	32562	27952	60514	54%	46%	100%
Class I To VII	125724	117142	242866	52%	48%	100%

Class & Caste Wise Enrollment in Govt./Provincialised/Recognised Schools In Number

Class	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Class I	37666	35005	72671	1668	1580	3248	1964	1818	3782	3629	3561	7190
Class II	15397	14925	30322	1013	961	1974	876	771	1647	2309	2270	4579
Class III	12602	12083	24685	866	800	1666	651	630	1281	2120	2017	4137
Class IV	9218	8972	18190	821	625	1446	590	572	1162	1772	1600	3372
Class I To IV	74883	70985	145868	4368	3966	8334	4081	3791	7872	9830	9448	19278
Class V	9307	8052	17419	844	757	1601	818	805	1623	1972	1826	3798
Class VI	7632	6414	14046	647	635	1282	709	628	1337	1796	1590	3386
Class VII	6158	4913	11071	541	501	1042	574	482	1056	1504	1349	2853
Class V To VII	23157	19379	42536	2032	1893	3925	2101	1915	4016	5272	4765	10037
Class I To VII	98040	90364	188404	6400	5859	12259	6182	5706	11888	15102	14213	29315

Class & Caste Wise Enrollment in Govt./Provincialised/Recognised Schools In %

Class	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Class I	83.84%	83.42%	83.63%	3.71%	3.77%	3.74%	4.37%	4.33%	4.35%	8.08%	8.49%	8.27%
Class II	78.58%	78.86%	78.71%	5.17%	5.08%	5.12%	4.47%	4.07%	4.28%	11.78%	11.99%	11.89%
Class III	77.60%	77.80%	77.70%	5.33%	5.15%	5.24%	4.01%	4.06%	4.03%	13.05%	12.99%	13.02%
Class IV	74.33%	76.23%	75.26%	6.62%	5.31%	5.98%	4.76%	4.86%	4.81%	14.29%	13.60%	13.95%
Class I To IV	80.38%	80.49%	80.43%	4.69%	4.50%	4.60%	4.38%	4.30%	4.34%	10.55%	10.71%	10.63%
Class V	72.05%	70.38%	71.27%	6.49%	6.62%	6.55%	6.29%	7.04%	6.64%	15.17%	15.96%	15.54%
Class VI	70.77%	69.21%	70.05%	6.00%	6.85%	6.39%	6.57%	6.78%	6.67%	16.65%	17.16%	16.85%
Class VII	70.16%	67.81%	69.10%	6.16%	6.92%	6.50%	6.54%	6.65%	6.59%	17.14%	18.62%	17.81%
Class V To VII	71.12%	69.33%	70.29%	6.24%	6.77%	6.49%	6.45%	6.85%	6.64%	16.19%	17.05%	16.55%
Class I To VII	77.98%	77.80%	77.90%	5.09%	5.04%	5.07%	4.92%	4.91%	4.92%	12.01%	12.24%	12.12%

Block Wise Enrollment in Govt. provincialised/recognised schools By Caste in Number

Block Name	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Golokganj	6840	6493	13333	944	781	1725	763	725	1488	3950	3871	7821
Agomoni	9690	8984	18680	951	852	1803	761	710	1471	4970	4445	9415
Gauripur	23797	21584	45381	2139	1992	4131	1378	1265	2643	1617	1658	3275
Bilasipara	19502	17812	37314	1274	1279	2553	2475	2303	4778	2077	2005	4082
Chapor	5415	5302	10717	475	445	920	427	382	809	2143	1895	4038
Mankachar	15280	14199	29479	400	318	718	378	321	699	331	330	661
S-Salmara	17510	15090	33500	217	192	409	0	0	0	14	9	23
Total :	98040	90364	188404	6400	5859	12259	6182	5706	11888	15102	14213	29315

Block Wise Enrollment in Govt. provincialised/recognised schools By Caste in %

Block Name	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Golokganj	54.73%	54.70%	54.72%	7.55%	6.58%	7.08%	6.11%	6.11%	6.11%	31.61%	32.61%	32.10%
Agomoni	59.20%	59.93%	59.55%	5.81%	5.68%	5.75%	4.65%	4.74%	4.69%	30.35%	29.65%	30.01%
Gauripur	82.25%	81.45%	81.87%	7.39%	7.52%	7.45%	4.76%	4.77%	4.77%	5.59%	6.26%	5.91%
Bilasipara	77.00%	76.12%	76.58%	5.03%	5.47%	5.24%	9.77%	9.84%	9.81%	8.20%	8.57%	8.38%
Chapor	64.01%	66.08%	65.01%	5.61%	5.55%	5.58%	5.05%	4.76%	4.91%	25.33%	23.62%	24.50%
Mankachar	93.23%	93.61%	93.42%	2.44%	2.10%	2.28%	2.31%	2.12%	2.22%	2.02%	2.18%	2.09%
S-Salmarā	98.70%	98.76%	98.73%	1.22%	1.19%	1.21%	0.00%	0.00%	0.00%	0.08%	0.06%	0.07%
Total :	77.98%	77.80%	77.90%	5.09%	5.04%	5.07%	4.92%	4.91%	4.92%	12.01%	12.24%	12.12%

Block Wise Ka-Srene Enrollment in Number

Block Name	Ka-maan Enrol (All)		
	Boys	Girls	Total
Golokganj	2607	2280	4887
Agomoni	1864	1692	3556
Gauripur	5075	4823	9898
Bilasipara	6468	5871	12339
Chapor	974	943	1917
Mankachar	1854	1947	3801
S-Salmarā	4576	4344	8920
Total :	26418	21900	45318

Block Wise Enrollment in Govt. provincialised/recognised schools By Caste in Number in Class -I

Block Name	Class-I											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Golokganj	2536	2330	4866	272	266	538	229	223	452	1057	1103	2160
Agomoni	3462	3147	6609	223	240	463	146	120	266	1219	1201	2420
Gauripur	8781	8047	16828	477	452	929	457	368	825	236	246	482
Bilasipara	7711	7156	14867	371	329	700	876	869	1745	516	488	1004
Chapor	2106	2138	4244	146	146	292	109	115	224	506	447	953
Mankachar	5627	5112	10739	126	107	233	147	123	270	89	75	164
S-Salmarā	7443	7075	14518	53	40	93	0	0	0	6	1	7
Total :	37666	35005	72671	1668	1580	3248	1964	1818	3782	3629	3561	7190

Block Wise Enrollment in Govt. provincialised/recognised schools By Caste in % in Class -I

Block Name	Class-I in %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Golokganj	62%	59%	61%	7%	7%	7%	6%	6%	6%	26%	28%	27%
Agomoni	69%	67%	68%	4%	5%	5%	3%	3%	3%	24%	26%	25%
Gauripur	88%	88%	88%	5%	5%	5%	5%	4%	4%	2%	3%	3%
Bilasipara	81%	81%	81%	4%	4%	4%	9%	10%	10%	5%	6%	5%
Chapor	73%	75%	74%	5%	5%	5%	4%	4%	4%	18%	16%	17%
Mankachar	94%	94%	94%	2%	2%	2%	2%	2%	2%	1%	1%	1%
S-Salmara	99%	99%	99%	1%	1%	1%	0%	0%	0%	0%	0%	0%
Total :	84%	83%	84%	4%	4%	4%	4%	4%	4%	8%	8%	8%

Block Wise Enrollment in Govt. provincialised/recognised schools By Caste in Number in Class -II

Block Name	Class-II											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Golokganj	1176	1205	2381	149	129	278	93	71	164	671	666	1337
Agomoni	1684	1717	3401	138	131	269	70	66	136	800	768	1568
Gauripur	3858	3623	7481	324	341	665	201	177	378	169	180	349
Bilasipara	2995	2925	5920	256	233	489	383	323	706	293	308	601
Chapor	976	965	1941	66	63	129	65	66	131	331	297	628
Mankachar	2454	2439	4893	69	52	121	64	68	132	43	50	93
S-Salmara	2254	2051	4305	11	12	23	0	0	0	2	1	3
Total :	15397	14925	30322	1013	961	1974	876	771	1647	2309	2270	4579

Block Wise Enrollment in Govt. provincialised/recognised schools By Caste in % in Class -II

Block Name	Class-II In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Golokganj	56%	58%	57%	7%	6%	7%	4%	3%	4%	32%	32%	32%
Agomoni	63%	64%	63%	5%	5%	5%	3%	2%	3%	30%	29%	29%
Gauripur	85%	84%	84%	7%	8%	7%	4%	4%	4%	4%	4%	4%
Bilasipara	76%	77%	77%	7%	6%	6%	10%	9%	9%	7%	8%	8%
Chapor	68%	69%	69%	5%	5%	5%	5%	5%	5%	23%	21%	22%
Mankachar	93%	93%	93%	3%	2%	2%	2%	3%	3%	2%	2%	2%
S-Salmara	99%	99%	99%	0%	1%	1%	0%	0%	0%	0%	0%	0%
Total :	79%	79%	79%	5%	5%	5%	4%	4%	4%	12%	12%	12%

Block Wise Enrollment in Govt. provincialised/recognised schools By Caste in Number in Class -III

Block Name	Class-III											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Golokganj	902	925	1827	118	124	242	75	71	146	654	579	1233
Agomoni	1155	1230	2385	99	108	207	53	47	100	693	630	1323
Gauripur	3315	3031	6346	332	250	582	148	152	300	177	169	346
Bilasipara	2465	2220	4685	181	181	362	294	279	573	289	292	581
Chapor	721	716	1437	51	66	117	36	44	80	259	292	551
Mankachar	2211	2240	4451	65	57	122	45	37	82	45	51	96
S-Salmarā	1833	1721	3554	20	14	34	0	0	0	3	4	7
Total :	12602	12083	24685	866	800	1666	651	630	1281	2120	2017	4137

Block Wise Enrollment in Govt. provincialised/recognised schools By Caste in % in Class -III

Block Name	Class-III In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Golokganj	52%	54%	53%	7%	7%	7%	4%	4%	4%	37%	34%	36%
Agomoni	58%	61%	59%	5%	5%	5%	3%	2%	2%	35%	31%	33%
Gauripur	83%	84%	84%	8%	7%	8%	4%	4%	4%	4%	5%	5%
Bilasipara	76%	75%	76%	6%	6%	6%	9%	9%	9%	9%	10%	9%
Chapor	68%	64%	66%	5%	6%	5%	3%	4%	4%	24%	26%	25%
Mankachar	93%	94%	94%	3%	2%	3%	2%	2%	2%	2%	2%	2%
S-Salmarā	99%	99%	99%	1%	1%	1%	0%	0%	0%	0%	0%	0%
Total :	78%	78%	78%	5%	5%	5%	4%	4%	4%	13%	13%	13%

Block Wise Enrollment in Govt. provincialised/recognised schools By Caste in Number in Class -IV

Block Name	Class-IV											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Golokganj	693	659	1352	104	82	186	77	73	150	466	440	906
Agomoni	882	830	1712	116	71	187	46	46	92	588	513	1101
Gauripur	2481	2442	4923	289	236	525	130	123	253	169	175	344
Bilasipara	1898	1844	3742	186	145	331	265	257	522	278	231	509
Chapor	579	522	1101	60	50	110	38	34	72	241	221	462
Mankachar	1432	1425	2857	52	31	83	34	39	73	28	20	48
S-Salmarā	1253	1250	2503	14	10	24	0	0	0	2	0	2
Total :	9218	8972	18190	821	625	1446	590	572	1162	1772	1600	3372

Block Wise Enrollment in Govt. provincialised/recognised schools By Caste in % in Class -IV

Block Name	Class-IV In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Golokganj	52%	53%	52%	8%	7%	7%	6%	6%	6%	35%	35%	35%
Agomoni	54%	57%	55%	7%	5%	6%	3%	3%	3%	36%	35%	36%
Gauripur	81%	82%	81%	9%	8%	9%	4%	4%	4%	6%	6%	6%
Bilasipara	72%	74%	73%	7%	6%	6%	10%	10%	10%	11%	9%	10%
Chapor	63%	63%	63%	7%	6%	6%	4%	4%	4%	26%	27%	26%
Mankachar	93%	94%	93%	3%	2%	3%	2%	3%	2%	2%	1%	2%
S-Salmara	99%	99%	99%	1%	1%	1%	0%	0%	0%	0%	0%	0%
Total :	74%	76%	75%	7%	5%	6%	5%	5%	5%	14%	14%	14%

Block Wise Enrollment in Govt. provincialised/recognised schools By Caste in Number in Class- I-IV

Block Name	Class-I-IV											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Golokganj	5307	5119	10426	643	601	1244	474	438	912	2848	2788	5636
Agomoni	7183	6924	14107	576	550	1126	315	279	594	3300	3112	6412
Gauripur	18435	17143	35578	1422	1279	2701	936	820	1756	751	770	1521
Bilasipara	15069	14145	29214	994	888	1882	1818	1728	3546	1376	1319	2695
Chapor	4382	4341	8723	323	325	648	248	259	507	1337	1257	2594
Mankachar	11724	11216	22940	312	247	559	290	267	557	205	196	401
S-Salmara	12783	12097	24880	98	76	174	0	0	0	13	6	19
Total :	74883	70985	145868	4368	3966	8334	4081	3791	7872	9830	9448	19278

Block Wise Enrollment in Govt. provincialised/recognised schools By Caste in % in Class -I-IV

Block Name	Class-I-IV In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Golokganj	57%	57%	57%	7%	7%	7%	5%	5%	5%	31%	31%	31%
Agomoni	63%	64%	63%	5%	5%	5%	3%	3%	3%	29%	29%	29%
Gauripur	86%	86%	86%	7%	6%	6%	4%	4%	4%	3%	4%	4%
Bilasipara	78%	78%	78%	5%	5%	5%	9%	10%	9%	7%	7%	7%
Chapor	70%	70%	70%	5%	5%	5%	4%	4%	4%	21%	20%	20%
Mankachar	94%	94%	94%	2%	2%	2%	2%	2%	2%	2%	2%	2%
S-Salmara	99%	99%	99%	1%	1%	1%	0%	0%	0%	0%	0%	0%
Total :	80%	80%	80%	5%	4%	5%	4%	4%	4%	11%	11%	11%

Block Wise Enrollment in Govt. provincialised/recognised schools By Caste in Number in Class -V

Block Name	Class-V											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Golokganj	625	560	1185	106	74	180	111	124	235	429	430	859
Agomoni	978	838	1816	146	113	259	159	143	302	654	464	1118
Gauripur	2214	1799	4013	311	266	577	192	182	374	261	335	596
Bilasipara	1837	1560	3397	130	146	276	243	272	515	280	284	564
Chapor	406	440	846	56	63	119	80	54	134	287	246	533
Mankachar	1401	1202	2603	42	43	85	33	30	63	60	66	126
S-Salmara	1906	1653	3559	53	52	105	0	0	0	1	1	2
Total :	9367	8052	17419	844	757	1601	818	805	1623	1972	1826	3798

Block Wise Enrollment in Govt. provincialised/recognised schools By Caste in % in Class -V

Block Name	Class-V In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Golokganj	49%	47%	48%	8%	6%	7%	9%	10%	10%	34%	36%	35%
Agomoni	50%	54%	52%	8%	7%	7%	8%	9%	9%	34%	30%	32%
Gauripur	74%	70%	72%	10%	10%	10%	6%	7%	7%	9%	13%	11%
Bilasipara	74%	69%	71%	5%	6%	6%	10%	12%	11%	11%	13%	12%
Chapor	49%	55%	52%	7%	8%	7%	10%	7%	8%	35%	31%	33%
Mankachar	91%	90%	90%	3%	3%	3%	2%	2%	2%	4%	5%	4%
S-Salmara	97%	97%	97%	3%	3%	3%	0%	0%	0%	0%	0%	0%
Total :	72%	70%	71%	6%	7%	7%	6%	7%	7%	15%	16%	16%

Block Wise Enrollment in Govt. provincialised/recognised schools By Caste in Number in Class -VI

Block Name	Class-VI											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Golokganj	520	449	969	95	72	167	104	84	188	364	333	697
Agomoni	840	669	1509	123	106	229	153	170	323	547	485	1032
Gauripur	1743	1459	3202	227	252	479	136	159	295	322	306	628
Bilasipara	1434	1190	2624	81	134	215	237	161	398	242	217	459
Chapor	364	304	668	52	25	77	50	38	88	285	219	504
Mankachar	1147	1048	2195	26	16	42	29	16	45	36	29	65
S-Salmara	1579	1295	2874	43	30	73	0	0	0	0	1	1
Total :	7632	6414	14046	647	635	1282	709	628	1337	1796	1590	3386

Block Wise Enrollment in Govt. provincialised/recognised schools By Caste in % in Class -VI

Block Name	Class-VI In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Golokganj	48%	48%	48%	9%	8%	8%	10%	9%	9%	34%	36%	34%
Agomoni	51%	47%	49%	7%	7%	7%	9%	12%	10%	33%	34%	33%
Gauripur	72%	67%	70%	9%	12%	10%	6%	7%	6%	13%	14%	14%
Bilasipara	72%	70%	71%	4%	8%	6%	12%	9%	11%	12%	13%	12%
Chapor	48%	52%	50%	7%	4%	6%	7%	6%	7%	38%	37%	38%
Mankachar	93%	94%	94%	2%	1%	2%	2%	1%	2%	3%	3%	3%
S-Salmara	97%	98%	97%	3%	2%	2%	0%	0%	0%	0%	0%	0%
Total :	71%	69%	70%	6%	7%	6%	7%	7%	7%	17%	17%	17%

Block Wise Enrollment in Govt. provincialised/recognised schools By Caste in Number in Class -VII

Block Name	Class-VII											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Golokganj	388	365	753	100	34	134	74	79	153	309	320	629
Agomoni	695	553	1248	106	83	189	134	118	252	469	384	853
Gauripur	1400	1183	2583	179	195	374	114	104	218	283	247	530
Bilasipara	1162	917	2079	69	111	180	177	142	319	179	185	364
Chapor	263	217	480	44	32	76	49	31	80	234	173	407
Mankachar	1008	733	1741	20	12	32	26	8	34	30	39	69
S-Salmara	1242	945	2187	23	34	57	0	0	0	1	0	1
Total :	6158	4913	11071	541	501	1042	574	482	1056	1505	1348	2853

Block Wise Enrollment in Govt. provincialised/recognised schools By Caste in % in Class -VII

Block Name	Class-VII In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Golokganj	45%	46%	45%	11%	4%	8%	8%	10%	9%	35%	40%	37%
Agomoni	50%	49%	49%	8%	7%	7%	10%	10%	10%	33%	34%	33%
Gauripur	71%	68%	70%	9%	11%	10%	6%	6%	6%	14%	14%	14%
Bilasipara	73%	68%	71%	4%	8%	6%	11%	10%	11%	11%	14%	12%
Chapor	45%	48%	46%	7%	7%	7%	8%	7%	8%	40%	38%	39%
Mankachar	93%	93%	93%	2%	2%	2%	2%	1%	2%	3%	5%	4%
S-Salmara	98%	97%	97%	2%	3%	3%	0%	0%	0%	0%	0%	0%
Total :	70%	68%	69%	6%	7%	7%	7%	7%	7%	17%	19%	18%

Block Wise Enrollment in Govt. provincialised/recognised schools By Caste in Number in Class -V-VII

Block Name	Class-V-VII											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Golokganj	1533	1374	2907	301	180	481	289	287	576	1102	1083	2185
Agomoni	2513	2060	4573	375	302	677	446	431	877	1670	1333	3003
Gauripur	5362	4441	9803	717	713	1430	442	445	887	866	888	1754
Bilasipara	4433	3667	8100	280	391	671	657	575	1232	701	686	1387
Chapor	1033	961	1994	152	120	272	179	123	302	806	638	1444
Mankachar	3556	2983	6539	88	71	159	88	54	142	126	134	260
S-Salmara	4727	3893	8620	119	116	235	0	0	0	2	2	4
Total :	23157	19379	42536	2032	1893	3925	2101	1915	4016	5273	4764	10037

Block Wise Enrollment in Govt. provincialised/recognised schools By Caste in % in Class -V-VII

Block Name	Class-V-VII In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Golokganj	48%	47%	47%	9%	6%	8%	9%	10%	9%	34%	37%	36%
Agomoni	50%	50%	50%	7%	7%	7%	9%	10%	10%	33%	32%	33%
Gauripur	73%	68%	71%	10%	11%	10%	6%	7%	6%	12%	14%	13%
Bilasipara	73%	69%	71%	5%	7%	6%	11%	11%	11%	12%	13%	12%
Chapor	48%	52%	50%	7%	7%	7%	8%	7%	8%	37%	35%	36%
Mankachar	92%	92%	92%	2%	2%	2%	2%	2%	2%	3%	4%	4%
S-Salmara	98%	97%	97%	2%	3%	3%	0%	0%	0%	0%	0%	0%
Total :	71%	69%	70%	6%	7%	6%	6%	7%	7%	16%	17%	17%

Block Wise Enrollment in Govt. provincialised/recognised schools By Caste in Number in Class -I-VII

Block Name	Class-I-VII											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Golokganj	6840	6493	13333	944	781	1725	763	725	1488	3950	3871	7821
Agomoni	9696	8984	18680	951	852	1803	761	710	1471	4970	4445	9415
Gauripur	23797	21584	45381	2139	1992	4131	1378	1265	2643	1617	1658	3275
Bilasipara	19502	17812	37314	1274	1279	2553	2475	2303	4778	2077	2005	4082
Chapor	5415	5302	10717	475	445	920	427	382	809	2143	1895	4038
Mankachar	15280	14199	29479	400	318	718	378	321	699	331	330	661
S-Salmara	17510	15990	33500	217	192	409	0	0	0	15	8	23
Total :	98040	90364	188404	6400	5859	12259	6182	5706	11888	15103	14212	29315

Block Wise Enrollment in Govt. provincialised/recognised schools By Caste in % in Class -I-VII

Block Name	Class-I-VII In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Golokganj	55%	55%	55%	8%	7%	7%	6%	6%	6%	32%	33%	32%
Agomoni	59%	60%	60%	6%	6%	6%	5%	5%	5%	30%	30%	30%
Gauripur	82%	81%	82%	7%	8%	7%	5%	5%	5%	5%	6%	6%
Bilasipara	77%	76%	77%	5%	5%	5%	10%	10%	10%	8%	9%	8%
Chapor	64%	66%	65%	6%	6%	6%	5%	5%	5%	25%	24%	24%
Mankachar	93%	94%	93%	2%	2%	2%	2%	2%	2%	2%	2%	2%
S-Saimara	99%	99%	99%	1%	1%	1%	0%	0%	0%	0%	0%	0%
Total :	78%	78%	78%	5%	5%	5%	5%	5%	5%	12%	12%	12%

Comparative Share of Caste 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
Golokganj	15%	16%	15%	37%	13%	25%	32%	35%	34%	29%	29%	29%
Agomoni	20%	18%	19%	48%	35%	41%	92%	98%	95%	38%	32%	35%
Gauripur	16%	15%	15%	38%	43%	40%	25%	28%	26%	120%	100%	110%
Bilasipara	15%	13%	14%	19%	34%	26%	20%	16%	18%	35%	38%	36%
Chapor	12%	10%	11%	30%	22%	26%	45%	27%	36%	46%	39%	43%
Mankachar	18%	14%	16%	16%	11%	14%	18%	7%	13%	34%	52%	42%
S-Saimara	17%	13%	15%	43%	85%	61%	Nil	Nil	Nil	17%	0%	14%
Total :	16%	14%	15%	32%	32%	32%	29%	27%	28%	41%	38%	40%

Table 2.12: Class Wise Enrollment in Venture Schools

Class	Boys	Girls	Total
I	9512	9312	18824
II	4415	3915	8330
III	3353	3195	6548
IV	2517	2455	4972
Sub -total I-IV	19797	18877	38674
V	1803	1677	3480
VI	1613	1579	3192
VII	1501	1439	2940
Sub:-total V-VII	4917	4695	9612
Total I-VII	24714	23572	48286

Table 2.12: Class Wise Enrollment in Private Schools

Class	Boys	Girls	Total
I	520	347	867
II	468	312	781
III	399	266	665
IV	347	231	578
Sub -total I-IV	1735	1156	2891
V	391	261	652
VI	349	233	582
VII	317	212	529
Sub:-total V-VII	1058	705	1763
Total I-VII	2792	1862	4654

(Source: H2H data 2001)

Table 2.16: Block Wise Age Specific Enrolments at Primary Level (4-13 Age.)

Name of Block	All		
	Boys	Girls	Total
Golokganj	11110	10438	21548
Agomoni	11700	11244	22944
Gauripur	22601	20444	43045
Bilasipara	17478	16964	34442
Chapor	7551	7355	14906
Mankachar	11986	11423	23409
S-Salmara	13771	13190	26961
Total	96197	91058	187255

(Source: From VER data 2002)

Table 2.17: Block Wise Age Specific Enrolments at Upper Primary (5-13 Age.)

Name of Block	All		
	Boys	Girls	Total
Golokganj	3078	2591	5669
Agomoni	3817	3478	7295
Gauripur	6796	6204	13000
Bilasipara	4802	4407	9209
Chapor	2035	1885	3920
Mankachar	2512	2316	4828
S-Salmara	2392	2002	4394
Total	25432	22883	48315

Table 2.18 Availability of Teachers and Vacancy Position at LPrimary and upper primary Level.

Lower Primary School

Name of Block	Head wise no. of sanction post in						Total Sanctioned Post	No. of Working Teachers in						Total working Teachers	Vacancy (12-19)	Total working Teachers against non sanctioned post	% of Vacancy
	Govt. School			Prov. School				Govt. School			Prov. School						
	Plan	Non-Plan	Total	Plan	Non-Plan	Total		Plan	Non-Plan	Total	Plan	Non-Plan	Total				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Agomoni			0	55	331	386	386			0	40	331	371	371	15	0	4%
Golokganj			0	36	313	349	349			0	32	303	335	335	14	9	4%
Gauripur			0	165	655	820	820			0	143	621	764	764	56	10	7%
Bilasipara			0	191	691	882	882			0	131	645	776	776	106	0	12%
Chapor			0	55	264	319	319			0	50	248	298	298	21	0	7%
Salmara			0	81	407	488	488			0	40	410	450	450	38	2	8%
Mankachar			0	85	332	417	417			0	22	332	354	354	63	0	15%
District Total	0	0	0	668	2993	3661	3661	0	0	0	458	2890	3348	3348	313	27	9%

[Source: DEEO Office]

In Dhubri district total No. of 313 teacher positions are vacant, which is 9% of the total sanctioned post in Lower Primary Schools in 7 Nos of Education Block. The Highest vacancy position is in Mankachar block followed by Bilasipara and South Salmara respectively. It also reveals that in Dhubri district maximum number vacancy positions are lying in rural area. This position has made the rationalisation exercise essential and the recruitment of adequate teachers.

Upper Primary School

Name of Block	Head wise no. of sanction post in						Total Sanctioned Post	No. of Working Teachers in						Total working Teachers	Vacancy (12-19)	Total working Teachers against non sanctioned post	% of Vacancy
	Govt. School			Prov. School				Govt. School			Prov. School						
	Plan	Non-Plan	Total	Plan	Non-Plan	Total		Plan	Non-Plan	Total	Plan	Non-Plan	Total				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Agomoni	0	0	0	230	197	427	427	0	0	0	120	163	283	283	144	1	34%
Golokganj	0	0	0	109	163	272	272	0	0	0	106	126	232	232	40	5	15%
Gauripur	1	12	13	184	357	541	554	6	1	7	177	276	453	460	101	3	18%
Bilasipara	0	0	0	164	317	481	481	0	0	0	199	272	471	471	10	1	2%
Chapor	0	0	0	46	85	131	131	0	0	0	45	75	120	120	11	0	8%
Salmara	0	0	0	155	282	437	437	0	0	0	150	256	406	406	31	12	7%
Mankachar	0	0	0	141	196	337	337	0	0	0	134	163	297	297	40	0	12%
District Total	1	12	13	1029	1597	2626	2639	6	1	7	931	1331	2262	2269	377	22	14%

[Source: DEEO Office]

In Upper primary School also the vacancy position in the district shows 14 % while the maximum Percentage is in Agomoni block with 34 % followed by Gauripur and Golokganj with 18 % and 15 % respectively. This position has made the rationalization mandatory in the district.

Table 2.19 Block wise Pupil Teacher Ratio at Primary & Upper Primary Schools

Name of Block	Primary			Upper Primary		
	Total Students	Total Teachers	PTR	Total Students	Total Teachers	PTR
Golokganj	18155	371	49	6149	283	22

Agomoni	22239	335	66	9130	232	39
Gauripur	41556	764	54	13874	460	30
Bilasipara	37334	776	48	11390	471	24
Chapor	12472	298	42	4012	120	33
Salmara	25073	450	54	8859	406	17
Mankachar	24457	354	71	7100	297	29
District Total	181286	3348	54	60514	2269	26

The data shows that PTR of Primary School of this district is 54 and that of Upper-primary is 26. Both in Primary and Upper Primary category, Agomani Block is having highest PTR with 66 and 39 respectively. It is clearly shown in the picture that the distribution of teachers in schools has to be reorganised or additional hands are to be engaged for effective TLP.

The single teacher problem is more acute in the district, which may vividly be shown with following table:

Table : 2.20 Distribution of Lower Primary & Upper Primary School by Number of Teachers & PTR as per Enrolment.

Name of Block	Lower Primary				Upper Primary		Enrolled	PTR	
	Trs. Position	No. of School	No. of Trs.	Enrolled	PTR	No. of School			No. of Trs.
Golakganj	Single Trs.	10	10	1012	101	0	0	0	0
	2 Trs.	111	222	11542	52	0	0	0	0
	3 Trs.	27	71	3325	47	1	3	283	94
	above 3 Trs.	9	44	2276	52	55	356	5866	16
Agomani	Single Trs.	40	40	3906	98	0	0	0	0
	2 Trs.	121	242	12915	53	0	0	0	0
	3 Trs.	19	57	2503	44	2	6	226	38
	above 3 Trs.	5	22	2915	133	89	556	8904	16
Gauripur	Single Trs.	55	55	5902	107	0	0	0	0
	2 Trs.	151	302	18323	61	0	0	0	0
	3 Trs.	46	138	6377	46	2	6	341	57
	above 3 Trs.	42	227	10954	48	117	708	13530	19
Bilasipara	Single Trs.	60	60	4288	71	0	0	0	0
	2 Trs.	171	342	13932	41	0	0	0	0
	3 Trs.	103	309	9256	30	1	3	89	30
	above 3 Trs.	72	322	9858	31	114	714	11304	16
Chapor	Single Trs.	16	16	1113	70	0	0	0	0
	2 Trs.	65	130	5265	41	0	0	0	0
	3 Trs.	25	75	2615	35	0	0	0	0
	above 3 Trs.	21	96	3479	36	27	206	4012	19
Mankachar	Single Trs.	20	20	2018	101	0	0	0	0
	2 Trs.	102	204	12045	59	0	0	0	0
	3 Trs.	28	84	4818	57	0	0	0	0
	above 3 Trs.	19	92	5576	61	59	399	7100	18

S-Salmara	Single Trs.	41	41	2752	67	0	0	0	0
	2 Trs.	112	224	12752	57	0	0	0	0
	3 Trs.	36	108	5378	50	0	0	0	0
	above 3 Trs.	15	70	4191	60	94	608	8859	15
District	Single Trs	242	242	20991	87	0	0	0	0
	2 Trs.	833	1666	86774	52	0	0	0	0
	3 Trs.	284	842	34272	41	6	18	939	52
	above 3 Trs.	184	873	39249	45	555	3547	59575	17

[Source: DISE 2001]

The above picture shows that as many as 242 Nos. of Singal Teachers L.P. School are in dhubri district with PTR of 1:87 and 833 Nos. of 2 Teachers Schools with 52:1 PTR. This data indicates the miserable condition of classroom practics. In case of Upper Primary School in respect of Distribution of Teachers to School as per PTR is also discouraging. The 3 (Three) Teachers UP schools can be taken in accounts of singal Teachers School, which have a dangrous threatening. The Picture advoctes for Teachers recruitment or engagement of community volunteers in those schools of high PTR. The VolunTERS as Siksha Karmi which have been engaged through community in single teachers & high PTR School can be engaged through SSA for effective classroom trangaction as those S.K. are trained up by DFEP (If Govt. don't recruit any permanent Teachers) in present context.

Chapter –III: PLANNING PROCESS

CHAPTER III – PLANNING PROCESS :

Dhubri is one of the nine DPEP Districts of Assam. As such the planning process for the SSA will naturally be different from that of Non-DPEP Districts. As much of the ground works have already been done during various schemes implemented under DPEP activities. For example the Trg. of Key Resource Persons, District and Block level RPs, House toHouse Survey, Micro Planning etc. have been done from time to time in connection with different DPEP activities. The source materials for making a plan of any Educational Scheme in the DPEP Districts, therefore, can easily be collected and used from such earlier activities. However, some new planning process as Micro-planning had been under taken for making the SSA Plan a fullproof one.

The Planning Process of SSA, Dhubri has virtually been started from the formation of new VECs, SMCs, GPECs, WECs and TGECS. For this purpose the steps mentioned below had been taken.

1. District training/orientation for KRPs
2. Block level Training/Orientation for RPs & CRCCs.
 - Village, Ward, GP, Tea Garden Divisions, School level general meetings where achievement of DPEP have been reported and discussed and also messages of SSA have been disseminated.
 - Distribution of leaflet containing UEE objectives, people's participation.
 - Seeking suggestions from the people regarding activities to be included in SSA.
 - Compilation of the suggestions collected in different grass-root level meetings at Block level RP & CRCC's meet.
 - Finalization of suggestions to be included in SSA at district level.
3. VEC and GPEC level meeting and orientation :
 - After formation and approval of VEC,GPEC,SMC the meeting of these institutions were organised at their respective levels under the guidance of RPs/CRCC etc. to orient them on DPEP activities and about the aims and objectives of SSA.
 - 3-days orientation for the members of these institutions on their duties and responsibilities, concept of good schools, school and village development plan, development schemes of Govt., students Govt, motivational activities etc. alongwith suggestions for steps to be taken under SSA.
4. An intensive house to house Survey had been done in the year 2001 with a view to gauge the achievement of DPEP which would be treated as the "Base Line" for the SSA. For this purpose, Planning teams at various levels had been formed and oriented as per need as shown below.

District Level	Dist.Project Co-ordinator	Chairman
	Principal, DIET	Vice Chairman
	Sr.Lecturer, Lecturer Planning Unit, DIET	Members
	BTC, Principal	Member
	BTC Instructors	Member
	All Dis	Member
	All BEEO	Member
	All BRCCs	Member
	Programmer	Member Secretary
	All Dist.Programme Officer	Member
	Five Selected DLRG member (If DLRG members are other than DIET/BTC faculties)	Members
	Facilitator (One SPO/Consultant) Dist. May adopt some member as per need.	Member
Block Level	Block Elementary Education Officer	Chairman
	BRC	Vice Chairman
	Selected DIET Faculties	Member
	Selected Instructor of BTC	Member
	SI of Schools of the Block	Member
	All CRCCs of the Block	Member
	Five selected BLRGs	Member
	Associate BRCC	Member Secretary
	Facilitators (One DPO/Consultant)	Member

The next phase of orientation of different functionaries at different levels was organized as mentioned in the chart below.

- ✓ District Level orientation for DLRG, CRCC, BEEO, SIS etc. in House to House and Micro-planning.
- ✓ Block Level – Orientation for CRCC, ECE, AS, Supervisors functionaries.
- ✓ Cluster Level – Orientation for Head Teachers, one educated youths, VEC members etc.
- ✓ Village level meeting with general public for general awareness regarding House toHouse Survey and Micro-planning.
- ✓ Actual House to House Survey by VEC, Mother group members under the guidance of one educated youth engaged for this purpose.
- ✓ Compilation of habitation wise data at village level by the VEC.
- ✓ Discussion on collected data and preparation of village action plan on the basis of the data.

Implementation of the Action Plan as far as practicable during the DPEP tenure and inclusion of the residue in the SSA.

Micro-Planning of Un-served Habitation :

Dhubri has 1257 un-served habitations as per House to House Survey report. Out of these figure 454 no. of habitations are beyond 1 KM from nearest existing school and 292 no. of habitations are beyond 1.5 KM from the nearest school. For the habitations of the later group, comprehensive micro-plan was done for each Habitation by engaging VECs and RP/CRCCs. The outcome of this micro planning has already given birth to some new interventions like EGS, AS, Bridge Course etc. In the SSA also the Data collected from the micro planning will be used for introducing the interventions in these areas.

VILLAGE EDUCATION REGISTER :

In 2002 the Novel Venture namely preparation of a VER for each village has been undertaken with a view to create a database on every information of each child in the village. This has been done with special care as because even after massive Enrolment Drive carried out in last five/six years, a good number of children could not be brought to the school, while in some cases no record of non-starter could be maintained. On the basis of the data recorded in the VER, DPEP has already taken some interventions like opening of Bridge Course, starting of remedial teaching, special motivational and awareness campaign at backward areas through trained RPs. Few of these programs have already been completed successfully. The data of VER will fully be utilized in preparing perspective plan for the SSA.

Collection of Information on other Educational Institutions (Religious Madrassa/ Tols/ Moths)

Regarding the information of children studying in other educational institutions as mentioned above, we have collected the data of such students through field level mechanism in a format prepared by the State. The collected data are mentioned below:

Sl. No.	Name of Block	No. of Madrassa	Category Wise Total No. Madrassa				Total No. of Teachers		Total Enrolment		
			Only Hafiza	Only Quamiya	Hafiza & Quamiya	Alia madrasa	No. of Teachers including General Teacher	No. of Teachers having General Qualification HSLC & onwards	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	
1	Agomoni	15	4	10	0	4	43	14	515	301	816
2	Biiasipara	76	17	42	0	21	201	54	2941	2872	5813
3	Chapor	10	5	8	2	0	58	21	964	54	1018
4	Gauripur	34	14	16	0	2	142	55	2212	1211	3423
5	Golakganj	8	2	6	0	1	37	8	474	304	778
6	Mankachar	18	7	10	1	0	66	13	1376	284	1660
7	South Salmara	50	7	27	0	5	109	38	2213	2196	4409
G.TOTAL		211	56	119	3	33	656	203	10695	7222	17917

COHORT STUDY :

A sample study of determining the present status of students admitted into Class-I in 1995 is being taken by the State through DIET Lecturers. In the study five schools of each block are selected at random and one DIET Lecturer in each has been entrusted to carry out this study (see list below). The out comes of this study will enable us in the preparation of Perspective Plan for SSA.

SI	Name of Block	Year 1995			No. of Children pass class IV in four Years			No. of Children pass class IV in Five Years			No. of Children pass class IV In Six Years			No. of Children pass class IV in Seven Years		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Golakganj	116	109	225	8	7	15	16	11	27	9	20	29	10	11	21
2	Gauripur	109	82	191	15	15	30	20	23	43	33	33	66	38	39	77
3	Bilasipara	67	56	123	11	8	19	23	14	37	33	19	52	11	13	24
4	Chapor	106	104	210	27	30	57	46	50	96	56	62	118	60	70	130
5	Mankchar	105	71	176	31	27	58	11	13	24	20	17	37	7	6	13
6	S. Salmara	163	114	277	12	21	33	31	30	61	37	33	70	37	38	75
7	Agomoni	86	82	168	16	26	42	14	15	29	5	7	12	0	2	2
	Total	752	618	1370	120	134	254	161	156	317	193	191	384	163	179	342

CHAPTER-IV: EXISTING SCHEMES OF ELEMENTARY EDUCATION

1. Mid-day meal scheme:

Coverage:

The Mid-day meal scheme is also continuing in Dhubri district like other districts and 3 kg rice is provided to every student of primary school on a monthly basis. This programme was aimed to increase the enrolment & retention

Implementing Process:

Civil authority (Deputy Commissioner) receives the Mid-day mill rice from FCI and delivers to the BDO's for distribution. The concerned BDO distribute the Mid-day Mill Rice through the Head Teacher of the school. In every month 2/3 days all the single teacher school remains closed for lifting and distribution of rice and hence present distribution system of Mid-day meal rice is one of the constraining factor of elementary education.

2. Operation Black Board:

Operation Black Board scheme was launched in the district in the year 1986-87 in a phase manner. In the 1st phase Mankachar and Gauripur Block were taken and subsequently all the other blocks viz. Chapor Bilisipara, Agomoni, Golokganj and South Salmara have been brought under the scheme respectively. In the period Teaching Learning Materials (Blackboard, Tap-transistor, kit box, furniture etc. were supplied under this scheme. Grants for repairing/construction school building, supply of furniture were also sanctioned under this scheme.

3. MP/ MLA Fund :

- 26 nos. of new school buildings have been constructed & 35 nos. of school buildings have been improved under MLA/MP fund during the period from 1998-99 to 2001-02.

4. PMGY (Prime Minister Gramya Yojona)

Name of LAC	No. of additional classrooms constructed.	No of schools provided toilet & drinking water facility
Agomoni	0	0
Golokganj	11	11
Gauripur	16	16
Bilasipara	22	22
Chapor	0	0
Mankachar	5	5
S-Salmara	5	5
Dist.	59	59

The above schools were provided fund during the year of 2000-2001, 2001-2002 in the district.

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 would provide assistance to the VEC/TGEC for running of Amar Parhashalis. This assistance 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]
'*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 :

- a. 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.
- b. 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.
- c. 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 Parhashali*s.

Pre Conditions :

Micro planning :

- d. 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:

- e. 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.
- f. 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.
- g. 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 Axon Sarva Siksha Abhijan Mission

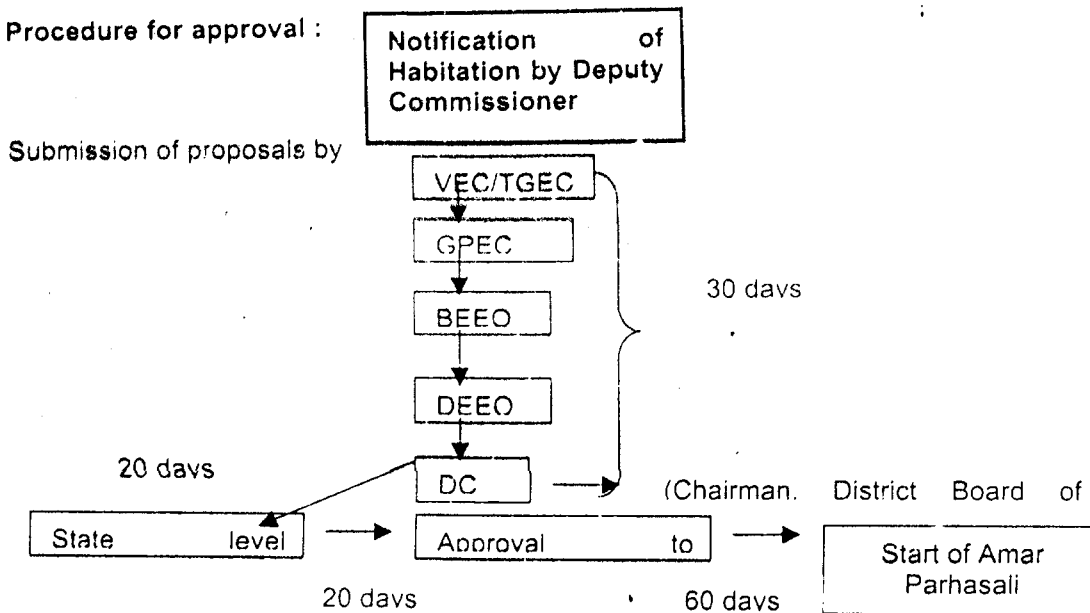
(ASSAM) will ensure that the assistance for running of 'Amar Parhashali's would be provided to VEC/TGECs within a period of three months from the date of approval of proposal and after providing all necessary inputs.

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 the Deputy Commissioner notifies unserved habitations, 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/DEEO 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 :

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

Supervision & Monitoring:

- State educational functionaries and Mission functionaries will regularly supervise the EGS schools.
- 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 SSA Mission Directly would make arrangements.

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 huge number of children in the 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:-

- ★ Main-streaming 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 Feb'2001 in Dhubri District reflects that there are 1,34,652 no. of out of school children, out of 3,84,666 which is 35% of total children of the district. Out of this 1,12,917 (84%) of children are living in served habitations. Total out of school children 68,512 are in 5-8 years age group and 66,140 are in 9-13 years age group.

Table : 6.2.1 Age Group Wise Population & School Going and Not Going Children (VER)

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
Golokganj	20293	16072	3573	648	10693	8429	1156	1108	6328	3910	1003	1415
Agomoni	20931	15307	5003	621	13256	10368	1825	1063	8569	5578	1641	1350
Gauripur	52174	33969	16945	1260	26142	17626	6345	2171	16351	8545	5273	2533
Bilasipara	42135	28435	12705	995	19466	12061	5772	1633	11809	5572	4387	1850
Chapor	16162	11972	3830	360	8150	5628	1693	829	4569	2598	1116	855
Mankachar	28202	16536	10881	785	14593	8746	4780	1067	8659	4156	3297	1206
S-Salmara	31505	20599	10104	802	15699	9825	4459	1415	8980	4082	3350	1548
Total	211402	142890	63041	5471	107999	72683	26030	9286	65265	34441	20067	10757

Table :6.2.2 Age Group Wise Population & School Going and Not Going Children In %(VER)

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
Golokganj	21%	79%	18%	3%	21%	79%	11%	10%	38%	62%	16%	22%
Agomoni	27%	73%	24%	3%	22%	78%	14%	8%	35%	65%	19%	16%
Gauripur	35%	65%	32%	2%	33%	67%	24%	8%	48%	52%	32%	15%
Bilasipara	33%	67%	30%	2%	38%	62%	30%	8%	53%	47%	37%	16%
Chapor	26%	74%	24%	2%	31%	69%	21%	10%	43%	57%	24%	19%
Mankachar	41%	59%	39%	3%	40%	60%	33%	7%	52%	48%	38%	14%
S-Salmara	35%	65%	32%	3%	37%	63%	28%	9%	55%	45%	37%	17%
Total	32%	68%	30%	3%	33%	67%	24%	9%	47%	53%	31%	16%

Table : 6.2.4 Age group wise of Out of School Children & Coverage 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
Golokganj	4221	2264	2418	8903	674	8229
Agomoni	5624	2888	2991	11503	1639	9864
Gauripur	18205	8516	7806	34527	4278	29249
Bilasipara	13700	7405	6237	27342	3523	23319
Chapor	4190	2522	1971	8683	2522	6161
Mankachar	11666	5847	4503	22016	3707	17809
S-Salmara	10906	5874	7898	24678	5392	18286
Total	68512	35316	30824	134652	21735	112917

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
Golokganj	3547	2264	2418	8229	1234	1357	2036	3602
Agomoni	3985	2888	2991	9864	1480	1628	2442	4314
Gauripur	12927	8516	7806	29249	4387	4826	7239	12797
Bilasipara	9677	7405	6237	23319	3498	3848	5772	10201
Chapor	1668	2522	1971	6161	924	1016	1524	2697
Mankachar	7459	5847	4503	17809	2671	2938	4407	7793
S-Salmara	4514	5874	7898	18286	2743	3017	4522	8004
Total	35394	35316	30824	112917	16937	18630	27942	49408

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

Blocks	2002-03		2003-04 (Running)			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
Golokganj	243	8	2529	81	3	89	-	45	45	-	23	23
Agomoni	830	31	2371	67	31	98	-	49	49	-	24	24
Gauripur	372	13	8060	127	13	140	-	70	70	-	35	35
Bilasipara	1382	45	6148	182	45	227	-	115	115	-	57	57
Chapor	401	11	2059	69	11	80	-	40	40	-	20	20
Mankachar	3348	81	6360	120	81	201	-	100	100	-	50	50
S-Salmarā	684	22	5588	143	22	165	-	82	82	-	41	41
Total	7260	211	33115	789	211	1000	-	501	501	-	250	250

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
Golokganj			4686	60	-	60	-	44	44	-	42	42
Agomoni			5839	75	-	75	-	70	70	-	50	50
Gauripur			16017	187	-	187	-	175	175	-	171	171
Bilasipara			27771	312	-	312	-	310	310	-	304	304
Chapor			4723	55	-	55	-	52	52	-	50	50
Mankachar			11519	130	-	130	-	129	129	-	125	125
S-Salmarā			10715	125	-	125	-	120	120	-	112	112
Total	-	-	81270	944	-	944	-	900	900	-	854	854

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
Golokganj	243	8	7215	141	8	149	-	89	89	-	65	65
Agomoni	830	31	8210	142	31	173	-	119	119	-	74	74
Gauripur	372	13	24077	314	13	327	-	245	245	-	206	206
Bilasipara	1382	45	33919	494	45	539	-	425	425	-	361	361
Chapor	401	11	6782	124	11	135	-	92	92	-	70	70
Mankachar	3348	81	17879	250	81	331	-	229	229	-	175	175
S-Salmarā	684	22	16303	268	22	290	-	202	202	-	153	153
Total	7260	211	114385	1733	211	1944	-	1401	1401	-	1104	1104

So total 211 Bridge courses Learner already mainstreamed and 789 Bridge Course Learner will be mainstreamed the out of school children.

Block wise Focus Group.

Tea garden, Char, Border (National & International) area, Forest & Remote area, Riverine, SC/ST area.

Problem and Issues In Served Area

General Problem:

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

Specific Problems

Tea Garden:

1. Language problem that is difference between home & school language
2. Lack of cooperation between tea garden management and community.
3. School timing is not supporting the children to attend school during plucking season.
4. Addiction to liquor which effect in the home environment resulting absenteeism and dropout .
5. Child labour.

Border/Forest & Remote area.

1. Insurgency problem
2. Lack of communication of all sorts
3. Lack of infrastructure facilities.
4. Language problem (school & home differs).In adequate facility of medium schools.

Strategy.

Community mobilization –

1. Create awareness among the community/parents/ZPC members/AP members/VEC/WEC/TGEC/GPEC/NGO and elected peoples representative
 2. Educational functionaries of all level & other relevant agencies.
- Formation of Dist. Level Task Force comprising off 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) A group RP's will be trained to raised the quality of BC centers learning.**
- i. Various types of training like introductory and refresher training for AC and HT's.
 - ii. Training for the workers of religious institution (Madrassa, Moth).
 - iii. TLM will be provided to each BC centers
 - iv. 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).

- v. Monitoring supervision and follow –up will be done by BRCC, CRCC and other educational functionaries and VEC /TGEC/ SMC/GPEC.
- vi. Exposure visit of AC, HT and VEC members will be under taken.
- vii. Grant- in -aid will be given by Mission to willing voluntary organization that intend to run BC centers.
- viii. Documentation of the whole process will be done for future modification and alteration.
- ix. Translation, adaptation and development of group specific material for various language group of the district.

Different categories of Bridge Course

1. 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 could be done after school, during holidays with the help of academic coordinator.

2. Long term bridge course will be run 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 Moktab, 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/Boys (10-13 Yrs Age group)

To 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. Every district would prepare a district elementary education plan(DEEP) which would include a range of intervention for school improvement, engagement of AC's, quality improvement along with intervention for mainstreaming and retention of children.

All VA proposal would also be a part of district level BC proposals which would be approved by state EGS Grant in Aid committees.

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 BC's will run for 9 – 13 years age group child of 2 – 12 months duration.

Only a few member 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 AC would be selected by the concerned VEC through a process. The VEC would advertise locally for engaging a AC in the BC Centres of the concern habitation. The advertisement must be enclose the notification issued by DC for setting up BC Centres against the specification habitations. 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 wish 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 Area	Total Urban Population	Child Population (5-13 Yrs)	Out Of School (5-13 Yrs)	No Of BC Centres
Dhubri	63965			
Golokganj	7612			
Sapotgram	12046			
Gauripur	23477			
Bilasipara	31090			
Chapor	18559			
Mankachar	28771			
Anada Nagar	5026			
Total	190546			

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:

- (1) 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.
- (2) 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, social welfare dept., NGOs etc.

6.3 Community Mobilisation

It is probably a fact that to constitute or to build any Institution be it educational or local, the community plays the most rival/central role; although due attention is also to be given on the political and economic factors.

Through lineless exercise and endless efforts conducive atmosphere is to be constructed in the society when the importance of education is widely and reasonably accepted. To make this aspect accepted. The very concept of community ownership is to be introduced and also sincerely provided

To achieve this every district requires special attention for community awareness and involvement in the education matters. Initiations are to be taken by the community utilize their available local resources and to it for the promotion of education and also the educational institutions. With a determined sense of belonging in the mind of the community as one of the partner in educational planning and management which is to be uncalculated and developed through grass-root level organization and Panchayat Raj institutions, the desirable goal of UEE for enrollment of all children of the Age Group 6-14 years into the school may be achieved successfully.

COMMUNITY PARTICIPATION

Broad issues and Problems: -

- Dropout problems in certain villages/pockets.
- Out of school children in certain villages/pockets
- Irregularity of pupils/teachers.
- De-motivation of community in border/forest/char/hilly/reverine and tea garden areas.
- Less-schooling facilities in backward areas (Border, char, flood, hilly, reverine and tea garden areas)
- Teacher's apathy towards school development activity.
- Child labour
- Sibling care
- Community aware but they lack the feeling of ownership.
- De-motivate in teaching learning process.
- High PTR
- Inactive VECs
- Poverty
- Non-involvement of womens in some Muslims
- Dominated areas
- Lack of infrastructure
- Unserved habitation
- Communication gap among community
- Poor transport communication.
- Shifting and migrated population
- **Flood problems**
- Insurgency
- Eviction-specially in forest area/Khas land
- Illiteracy among guardians.

Specific steps for community mobilization.

- Habitation level intervention for development of backward and remote areas.
- Mobilization of womens group (MGs/MS/SHG)
- Community based programme
- Linkage with PRI, religious leaders, village head
- Modification and strengthening of existing monitoring system with special emphasis on communities based monitoring system.
- Empowerment of community based bodies like VECs/TGC/SMC/NGOs/Mahila Samities
- Capacity building of functionaries, glassroot level bodies & workers etc.

COMMUNITY BASED BODIES

- Village Education Committee (VEC)
- School Managing Committee (SMC)
- Tea Garden Education Committee (TGEC)
- Mahila Samities (MS)
- Parent Teacher Association (PTA)
- Self Help Group (SHG)
- NGOs (Non-Government Organization)
- Gaon Panchayat Education Committee (GPEC)

Change Agent

1. Goan burah/ Village headman
2. PRI
3. VEC/TGEC/GPEC/WEC members
4. Teachers
5. Missionaries
6. Religious leaders
7. Village Dewani
8. NGOs members
9. RP

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:

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

Basic strategies before us

- (i) Pursue clear objectives related to the overall vision.
- (ii) Promote advocacy, social mobilization, community participation and stimulation of demand for quality education.
- (iii) Build commitment to these objectives throughout the system.

- (iv) Institutionalisation of planning, management and monitoring mechanism at local level.
- (v) Specific programme for schools in disadvantaged areas.
- (vi) Improvement of children learning skills in Ka Sreni, class I before they move to higher classes.
- (vii) Adaptation of good practices in school through permanent opportunities for in-service training.

Status :

Table 6.4.1 Availability of Teachers and Vacancy Position at LPrimary and upper primary Level.

Lower Primary School

Name of Block	Head wise no. of sanction post in						Total Sanctioned Post	No. of Working Teachers in						Total working Teachers	Vacancy (12-19)	Total working Teachers against non sanctioned post	% of Vacancy
	Govt. School			Prov. School				Govt. School			Prov. School						
	Plan	Non-Plan	Total	Plan	Non-Plan	Total		Plan	Non-Plan	Total	Plan	Non-Plan	Total				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Agomoni			0	55	331	386	386			0	40	331	371	371	15	0	4%
Golokganj			0	36	313	349	349			0	32	303	335	335	14	9	4%
Gauripur			0	165	655	820	820			0	143	621	764	764	56	16	7%
Bilasipara			0	191	691	882	882			0	131	645	776	776	106	0	12%
Chapor			0	55	264	319	319			0	50	248	298	298	21	0	7%
Salmara			0	81	407	488	488			0	40	410	450	450	38	2	8%
Mankachar			0	85	332	417	417			0	22	332	354	354	63	0	15%
District Total	0	0	0	668	2993	3661	3661	0	0	0	458	2890	3348	3348	313	27	9%

[Source: DEEO Office]

In Dhubri district total No. of 313 teacher positions are vacant, which is 9% of the total sanctioned post in Lower Primary Schools in 7 Nos of Education Block. The Highest vacancy position is in Mankachar block followed by Bilasipara and South Salmara respectively. It also reveals that in Dhubri district maximum number vacancy positions are lying in rural area. This position has made the rationalisation exercise essential and the recruitment of adequate teachers.

Upper Primary School

Name of Block	Head wise no. of sanction post in						Total Sanctioned Post	No. of Working Teachers in						Total working Teachers	Vacancy (12-19)	Total working Teachers against non sanctioned post	% of Vacancy
	Govt. School			Prov. School				Govt. School			Prov. School						
	Plan	Non-Plan	Total	Plan	Non-Plan	Total		Plan	Non-Plan	Total	Plan	Non-Plan	Total				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Agomoni	0	0	0	230	197	427	427	0	0	0	120	163	283	283	144	1	34%
Golokganj	0	0	0	109	163	272	272	0	0	0	106	126	232	232	40	5	15%
Gauripur	1	12	13	184	357	541	554	6	1	7	177	276	453	460	101	3	18%
Bilasipara	0	0	0	164	317	481	481	0	0	0	199	272	471	471	10	1	2%
Chapor	0	0	0	46	85	131	131	0	0	0	45	75	120	120	11	0	8%
Salmara	0	0	0	155	282	437	437	0	0	0	150	256	406	406	31	12	7%
Mankachar	0	0	0	141	196	337	337	0	0	0	134	163	297	297	40	0	12%
District Total	1	12	13	1029	1597	2626	2639	6	1	7	931	1331	2262	2269	377	22	14%

[Source: DEEO Office]

In Upper primary School also the vacancy position in the district shows 14 % while the maximum Percentage is in Agomani block with 34 % followed by Gauripur and Golokganj with 18 % and 15 % respectively. This position has made the rationalization mandatory in the district.

Table 6.4.4 Block wise Pupil Teacher Ratio at Primary & Upper Primary Schools

Name of Block	Primary			Upper Primary		
	Total Students	Total Teachers	PTR	Total Students	Total Teachers	PTR
Golokganj	18155	371	49	6149	283	22
Agomani	22239	335	66	9130	232	39
Gauripur	41556	764	54	13874	460	30
Bilasipara	37334	776	48	11390	471	24
Chapor	12472	298	42	4012	120	33
Salmara	25073	450	54	8859	406	17
Mankachar	24457	354	71	7100	297	29
District Total	181286	3348	54	60514	2269	26

The data shows that PTR of Primary School of this district is 54 and that of Upper-primary is 26. Both in Primary and Upper Primary category, Agomani Block is having highest PTR with 66 and 39 respectively. It is clearly shown in the picture that the distribution of teachers in schools has to be reorganised or additional hands are to be engaged for effective TLP.

The single teacher problem is more acute in the district, which may vividly be shown with following table:

Table : 6.4.5 Distribution of Lower Primary & Upper Primary School by Number of Teachers & PTR as per Enrolment.

Name of Block	Lower Primary					Upper Primary		Enrolled	PTR
	Trs. Position	No. of School	No. of Trs.	Enrolled	PTR	No. of School	No. of Trs.		
Golokganj	Single Trs.	10	10	1012	101	0	0	0	0
	2 Trs.	111	222	11542	52	0	0	0	0
	3 Trs.	27	71	3325	47	1	3	283	94
	above 3 Trs.	9	44	2276	52	55	356	5866	16
Agomani	Single Trs.	40	40	3906	98	0	0	0	0
	2 Trs.	121	242	12915	53	0	0	0	0
	3 Trs.	19	57	2503	44	2	6	226	38
	above 3 Trs.	5	22	2915	133	89	556	8904	16
Gauripur	Single Trs.	55	55	5902	107	0	0	0	0
	2 Trs.	151	302	18323	61	0	0	0	0
	3 Trs.	46	138	6377	46	2	6	341	57
	above 3 Trs.	42	227	10954	48	117	708	13530	19
Bilasipara	Single Trs.	60	60	4288	71	0	0	0	0
	2 Trs.	171	342	13932	41	0	0	0	0

	3 Trs.	103	309	9256	30	1	3	89	30
	above 3 Trs.	72	322	9858	31	114	714	11304	16
Chapor	Single Trs.	16	16	1113	70	0	0	0	0
	2 Trs.	65	130	5265	41	0	0	0	0
	3 Trs.	25	76	2615	35	0	0	0	0
	above 3 Trs.	21	96	3479	36	27	206	4012	19
Mankachar	Single Trs.	20	20	2018	101	0	0	0	0
	2 Trs.	102	204	12045	59	0	0	0	0
	3 Trs.	28	84	4818	57	0	0	0	0
	above 3 Trs.	19	92	5576	61	59	399	7100	18
S-Salmara	Single Trs.	41	41	2752	67	0	0	0	0
	2 Trs.	112	224	12752	57	0	0	0	0
	3 Trs.	36	108	5378	50	0	0	0	0
	above 3 Trs.	16	70	4191	60	94	608	8859	15
District	Single Trs.	242	242	20991	87	0	0	0	0
	2 Trs.	833	1666	86774	52	0	0	0	0
	3 Trs.	284	842	34272	41	6	18	939	52
	above 3 Trs.	184	873	39249	45	555	3547	59575	17

[Source: DISE 2001]

The above picture shows that as many as 242 Nos. of Singal Teachers L.P. School are in dhubri district with PTR of 1:87 and 833 Nos. of 2 Teachers Schools with 52:1 PTR. This data indicates the miserable condition of classroom practics. In case of Upper Primary School in respect of Distribution of Teachers to School as per PTR is also discouraging. The 3 (Three) Teachers UP schools can be taken in accounts of singal Teachers School, which have a dangrous threatening. The Picture advoctes for Teachers recruitment or engagement of community volunteers in those schools of high PTR. The VolunTERS as Siksha Karmi which have been engaged through community in single teachers & high PTR School can be engaged through SSA for effective classroom trangaction as those S.K. are trained up by DPEP (If Govt. don't recruit any permanent Teachers) in present context.

Table : 6.4.7 Some Schools with Abnormal PTR

Sl. No.	Name of School	Enrolment	No. of Teachers	PTR Rate
1.	245 NO. LAKHIMARI PT.III LPS	272	1	272 :1
2.	2431 NO. ILSHAMARI LP SCHOOL	270	1	270 :1
3.	1897 NO. JORUAR CHAR LPS	249	1	249 :1
4.	596 NO.KHERBARI LPS	245	1	245 :1
5.	1508NO SANTIPUR LP SCHOOL	224	1	224 :1
6.	1620 NO.DARCHAUKA LPS	220	1	220 :1
7.	2002 NO. PURAN GAON LP SCHOOL	211	1	211 :1
8.	89 NO. BHURAKATA LP SCHOOL	199	1	199 :1
9	2376 NO.UBARIJHORA LP SCHOOL	49	6	8 :1
10	2430 NO. NASRAI BILL LP SCHOOL	41	5	8 :1
11	1882 NO. BELGURI LP SCHOOL	45	5	9 :1

The above Picture advocates the policy of rationalisation of Teachers and new recruitment.

To provide academic support to the High PTR Schools SMC and Community have initiated a step through engagement of Education volunteers with DPEP/SSA fund. The block wise compiled figure of the engaged volunteers is shown in the following Table:-

Table : 6.4.8 District Compilation of Siksha Karmis in High PTR single Teacher School.

No.	Name of Block	Total No. of Siksha Karmi
1	AGOMANI	43
2	BILASIPARA	63
3	CHAPOR	14
4	GAURIPUR	43
5	GOLAKGANJ	26
6	MANKACHAR	60
7	SOUTH SALMARA	46
	Dist. Total	295

Table : 6.4.9 District Compilation of Siksha Karmis for Remedial Teaching in High PTR Schools .

Sl. No.	Name of Block	Enrolment for R.T.		Total No. of Siksha Karmi
1	AGOMANI	3178	1148	67
2	BILASIPARA	4847	1464	82
3	CHAPOR	1895	754	29
4	GAURIPUR	1032	340	100
5	GOLAKGANJ	1513	573	62
6	MANKACHAR	1360	558	56
7	SOUTH SALMARA	0	0	62
	Dist. Total	13825	4837	458

The services of these volunteers will be continued in SSA for effectiveness of class- room transaction and community supports till the fresh teachers are recruited as per prevailing PTR.

Problems & Issues:

(1) School Infrastructure :

- 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;
- Inadequate furniture / sitting arrangement;
- Having no electricity;
- Insufficient TLM, less use of Learning corner & Library.
- Inadequate child friendly elements.
- Less recreation facilities.
- Having no approach road.
- Affect of instructional days by flood in flood prone areas;
- Less scope of TLM use properly in class room due to accomodation problem.

(2) Teachers :

- Existence of Single Teacher Schools;
- Schools with high PTR.
- Lack of pre-service training;
- Recruitment of poor quality teachers;
- Teachers are less aware of learning out come;
- Irregular payment of teacher's salary;
- Teachers are not given in-service training- Upper Primary Level;
- Inadequate academic support to multigrade schools.
- 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.
- Less support to the teachers of remote areas by supervision and monitoring agency.
- Teachers engagement in other Govt. works like election duty, Census duty etc.

(3) Enrolment

- Irregular attendance of children;
- Affects of schools by flood;
- Existence of child labour;
- Non-availability of textbook in time;
- No proper 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.
- School timing is not suitable in all cases resulting in poor enrolment.

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

- 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;
- Non implementation of periodical evaluations and CCEE properly.
- 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;
- Less number of DIET, and BTC faculty members.
- Un-even distribution of schools to inspecting staff for S&M works.

Table : 6.4.8 status of School Inspecting Staff.

Block	No. of Inspecting Staff (S.I)	DIS	BEEO	DEEO	Remarks
Agomoni	1	1 i/c	1	1	No full fledged Dis is posted. DEEO himself is holding the additional charge of Dis
Golokganj	2		1		
Gauripur	3		1		
Bilisipara	3		1		do
Chapor	1		1		
Mankach ar	2	1 i/c	1		One BEEO (S.S.) is holding the additional charge of Dis
South salmara	2		1		
Total	15	2	7		1

Source ' DEEO Office]

The above table shows acute shortage of inspecting staff and officers for field level support visit and monitoring in Dhubri district against 1502 numbers of LP schools 54 MV schools, 472 numbers of ME schools and 35 number of high/higher secondary schools with

upper primary classes. The DACG members, BACG members and RPs and other functionaries are giving support to the field level activities in addition to the above inspecting staff. The effort will be continued in coming years.

(6) School Community Linkage: -

- Less community ownership of schools.
- Less of parent teacher co-ordination;
- Functioning of SMC is not upto the target.
- Teachers in-difference 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;
- Less infrastructural facility.

(8) Flood Prone Area:-

- Termination of communication for more than 3 months (in char/riverine area of South Salmara, Gauripur, Bilasipara & Mankachar Block).
- Inundation of school building for more than 1 month during flood period months repeatedly.
- Schooling facilities are disturbed in flood prone areas (South Salmara, Gauripur, Bilasipara,Chapor & Mankachar Block) for more than one month 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
- Difference between home and class room environment.
- Rigid calendars and inadequate evaluation system.
- Inadequate Pre and In service training of teachers.
- Less number of teachers 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.
- Non implementation of rationalisation process in the District.

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, public representatives and Panchayati Raj Institutions.
- 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 more 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 innovatives.
- Establishment of effective teaching learning process.
- Establishment of school as the source of social change in the area.
- To make the school resource institution for different informations.

D. Teachers motivation and training

- More emphasize upon Ka-Sreni and class 1.
- Adoptions of schools as model.
- 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
- Preservation of TLMs for good practices and proper utilization.
- Adequate support to teachers for pupils evaluation (CCE, Periodicals, Public exam etc.)
- 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.
- Implementation of CCE.
- 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 and monitoring.
- Additional support through volunteers/Community.

G. Innovation

- Special package for early language development in Mono-grade school
- Special package to M.G.T. school
- Special bridge package for the children with difference between home language and medium of instruction.

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 practice will be adopted in every new academic year, considering the actual need of content area of lesson to be transacted. There are some TLMs which cannot 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 plans and scheme book. In case of Multi-grade 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. The single teacher school will be provided adequate fund with which sufficient materials will be developed. The practice of TLM grant of Rs. 500/- per teacher as in DPEP will not be followed. The amount will be fixed with modified norms considering the teachers position in the school.

A check towards repetition and drop out :

The teachers have not scope of proper attention with learning materials for checking the repeaters and dropouts upto the expected level. In order to help these teachers, special package will be provided with academic, material and strategy support. Through these a special attention will be given by the teachers in keeping 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 through maintaining of childrens progress card.

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 for the purpose. 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.

The initiatives for group type sitting pattern taken by DPEP will be continued. For this purpose the benches and desk, desks, learning table are eing made from infrastructure grant and community contribution.

Different types of Group activities are 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 activitiles so that teachers find it relevant to continue the process.

Teacher Motivation and Accountability

Reforms and innovation will not take extra time from teachers as inputs are being introduced gradually and keeping in view the limitations. No teacher will be left alone to shoulder the responsibility of changes. Helping the teacher to do learning to do material and how to link with others will reduce the gap between theory and practice. 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' 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 absenteeism dropout, 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 blocks 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 to be 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 periodical evaluation.

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 student's 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.
- Use of learning book.
- Supply of TLM.
- Engagement of community Teachers in multi-grade schools.

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

There are some schools in Dhubri district located in some problem areas 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 with special packages and bridge materials.

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 char 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.
- Bridge materials and special package for specific areas.

a) **Supervision & Monitoring (S & M):**

District Academic Core Group.

The District Academic Core Group includes the following.

- Principal, DIET.
- Inspector of Schools.
- District Elementary Education Officer.
- District Mission Coordinator.
- District programme officer TT.
- Faculty members of DIET.
- Deputy inspectors of Schools.
- Principal, Basic Training Centre.
- Block Elementary Education Officers (all).
- Sub-Inspectors of Schools (all).
- 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:

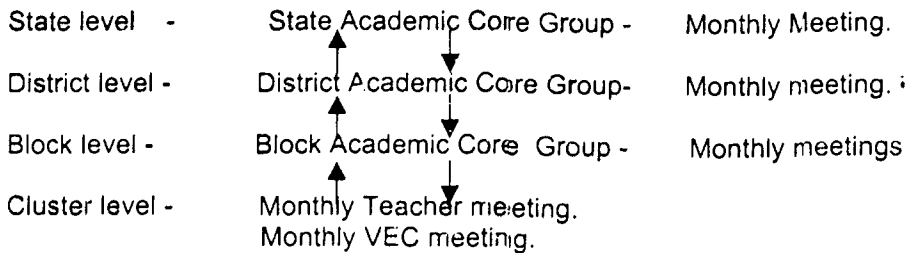
- a) The BEEO/ BRC coordinator.
- b) The DIET faculty in-charge of the Block
- c) The sub Inspectors of Schools (Concerned Block).
- d) The Cluster Resource Coordinators.

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:



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 CRC 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 convert his adept school into a model school every year.

In the district of Dhubri, there are 172 nos. of GPs and 112 nos of CRCCs are functioning in field level. The CRCCs will be reorganized GP wise. In this regard 60 nos of additional CRCCs will be functioning normally with present strength. In the entire district 6 nos of additional CRCCs may be required considering the constraint of communication and natural barrier particularly in i.e. 1 in Agomoni Block, 1 in South Salmara, 1 in Gauripur, 1 in Chapor and 2 in Bilisipara Block.

District Institute of Education and Training and 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 the 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 potentiality as resource person making them accountable and bringing about mutual convergence among the stakeholders in planning, preparation of strategy and in implementation of the activities.

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/BTC. There is one DIET and one BTC in our district. But there are limitations in both the institutions in respect of faculty members, infrastructural facilities and Teaching learning equipments. In both the institutions more faculty members are required to be posted so as to provide adequate academic support in the district.

The provisions for adequate office expenses, accommodation facility, vehicle, TA, DA and other program expenses related to DACG, BACG has been kept.

6.5 Research, Evaluation & Monitoring

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 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;
- Impact study on good practices of DPEP
- 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
- Effectiveness of class room transaction and utilization of TLM in TL process.
- 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 to 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.

The studies that would be undertaken under the above heads are briefly enumerated below :-

A-Planning and Management in Elementary Education

- Studies:
- State finance for elementary education.
- Efficacy of institution grants to schools
- Communication strategies adopted
- Motivation strategy for out of school and working children
- Impact of the project in enrollment and attendance.
- Enrolement and retention in schools.
- Function of village Education Committee and school management committee viz in school development
- Evaluation of maagerial structures and processes
- Appraisal of school management
- Evaluation of SSA in achiving of goals
- Monitoring and evaluation of assistance to VEC
- School efficacy
- Comparison in management between govt. and private schools.

B-Society, Economic, and Education in Elementary Education:

- Educational Status/Backward ness of tribal/girls/SC/Minority/Slum dwellers.
- Educational facilities to disadvantage group.
- Roles of VECs in uplifting educational status of back ward sections.
- Social sassesment study.
- Gender sanitization for under SSA and its impact.
- Problems of handicapped disabled chidren.
- Pattern of migratory people.
- Community mobilization and participation.
- Private and social cost of education.
- Panchayati Raj Institution and their role in education.
- Role of PTA, Mother groups in education.

C-Teacher Education and Training:

- Teacher training and its effectiveness on teachers motivation and knowledge.
- Training needs of teacher.
- Evaluation of onging in service teacher training by Education Department and DPEP.
- Educational policy
- Development of training /motivartional package to promote teachers effectiveness.

- Area intervention for improving teaching methodology.
- Empowering teacher for effective class room transaction.
- On the job support to Elementary teacher Educator.
- Assessment of teachers knowledge on content areas.
- Impact of SSA in teaching methodology in materials / science/ language/ EVS/ Mathematics.
- Teacher absenteeism
- Longitudinal study to assess impact on the program on class room transaction, community participation etc.

D- Pedagogy :: Curriculum Text book and other materials:-

- Teaching language to tribal children
- Oral preparatory program
- Group learning approach and its efficiency.
- Spelling errors by childrens.
- Evaluation of MLL based teaching, child centered activity based teaching.
- Activity approach to teaching in multilevel context.
- Use of TLM in class room.
- Impact of the programme in language/ mathematics learning by children.
- Pedagogy in upper and lower primary schools.
- Efficacy of the local specific /activity oriented research materials.
- Management of learning situations utilizing peers and senior peers.
- Impact of new teaching and learning methodology on childrens achievement .
- Attainment of MLL competencies.
- Large size classes and teacher class room practices.
- Teacher effectiveness in teaching childrens with learning disabilities.
- Readiness programmes and its efficacy in redying children to join formal school.
- Achievement of students.
- Achievements of students without preprimary Education and formal/ Alternative School background.
- Gender based teaching and learning materials and its impact on children.

E- Peoples Evaluation::

- Baseline assessment studies/mid term assessment studies/terminal assessment studies.
- Construction of tools for achievement test.
- Practices of continuous comprehensive pupils evaluation in schools.
- Assessment of scholastic and non scholastic achievement of students.

F- Others::

- Educational Research in Elementary Education field under various universities.
- Effectiveness of ICDS/ECE programme.
- The training learning practices in the EGS.
- Instructional days.
- Problems of recognized schools.
- Utilization of TLM grant to teachers.
- Utilisation of school improvement grant to VECs
- Civil work programme under the programme
- Community sharing in civil work programme.

- Community's sharing in civil work programme.

G- Major Strategies

- Finding out modest activities for achievement of UEE and developing strategies
- Capacity building of teacher and other field staff taking up class room transaction and other research programme.
- Conduct of achievement test, evaluation study.
- Understanding research activity by teachers and other field staff.
- Construction of resource group.
- Providing of random visits by monitoring groups.
- Providing regular generation of community based data.
- Setting up of special task force for tea garden, ex tea garden, remote areas, flooded area, SC, ST and other difficult group.
- Developing techniques regarding monitoring and supervision by preparing scientific format.
- Taking up studies, seminars on emerging issues.

H- Activities

- Conduct of action research by the teachers / VEC / other BLRG staff.
- Conduct of small-scale classroom based research.
- Orientation on research and evaluation
- Conduct of achievement test for primary schools.
- Conduct of achievement test for upper primary schools.
- Baseline and mid term assessment
- Academic monitoring of school by DIET.
- Academic monitoring of schools by school management
- Performing cohort studies.
- School visit by DARG viz DEEO, IS, DI, SI, SI of schools etc.

I- Inputs

- School visit by DARG viz DEEO, IS, DI, SI, SI of schools etc.
- Sponsoring research studies pilot projects to the staff of DIET, NGOs other university based resource within district.
- Conduct of school mapping and micro planning exercises.
- Provision of travel grant and honorarium for the resources in research and innovation.

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 has been 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 collate 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: The Project Management Information System (PMIS) and Educational Management Information (EMIS) The PMIS essentially is serving 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 monitors 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 is 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 were made operational from the DPEPs 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 continue to manage the district unit.

MIS unit is 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. And needfull upgradations will be done time to time.

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: Every year, before collection of EMIS data, the BRCCs, CRCCs and HTs of all primary schools are trained on data capture format and use of EMIS data. And this process will be continued in SSA also. Various level sharing and dissemination workshops were also conducted till now and will also be a recurrent activity during the SSA 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. 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.

Major Archives.

- 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.

Financial Activities

- Procurement & upgradation of MIS Equipment.
- Printing, Computerization and Analysis of field level information collected.
- Operation and Maintenance.
- Computer Stationery, Peripherals.
- Training to MIS Staff, Field Staff.
- Training to Head Masters, Block Resource Co-ordinators, Cluster Resource Co-ordinators and Resource Persons & other educational functionaries.
- Organisation of sharing and dissemination workshops
- Web Site Maintenance and Telephone Charges.
- Honorarium to MIS Person.

Monitoring & Follow-up

- The networking of information-flow is from habitation/school/institution to Gaon Panchayat, Gaon Panchayat to Block, Block to District and District to State.. The MIS In-Charge at the District monitors 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.

6.7 Education Of Children With Special Educational Needs.

Background:

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

SSA will ensure that every child with special needs, irrespective of the kind, category and degree of disability, is provided 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 approaches, options and strategies 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 programme funds 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, learning impairment and mental retardation.

Status:

Table below shows the Class wise/block wise number of disabled children in the district:

Name of Block	Classes							Total	
	I	II	III	IV	V	VI	VII	I-IV	V-VII
GOLAKGANJ	0	0	0	1	0	0	0	1	0
AGOMANI	18	10	5	9	0	0	0	42	0
GAURIPUR	147	83	65	46	0	0	0	341	0
BILASIPARA	4	2	1	1	1	1	4	8	6
CHAPOR	3	3	1	0	0	0	0	7	0
MANKACHAR	4	2	0	1	2	0	0	7	2
SOUTH SALMARA	10	15	21	7	8	2	1	53	11
Dist. Total	186	115	93	65	11	3	5	459	19

Table 6.7.2 Resource: (Dhubri) 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	No
PHC	Yes
Dispensary	Yes
Sub center	Yes
FW center	Yes
District Blindness Control Society	Yes
District Malaria Eradication programme	Yes
Health Department	Yes
Social Welfare Dept.	Yes
NGO 'S working with disability	Yes
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
- others

The main objective 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 re-verification 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 counselling 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 assertive 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.

⇒ Selection of additional IED workers in other clusters which have not been yet covered

The ECE centres of Dhubri district are functioning in the adjoining Primary School. There are only 300 ECE centres out of 1501 No. L.P. Schools. DPEP, Dhubri has initiated Ka-Sreni training of selected teachers of LP Schools having 4-5 teachers covering 137 No. Schools only.

The Block wise availability of ECE: -

Sl. No	Name of block	Total No. of L.P.	Total No. ECE	Total No. Ka-Sreni covered school
1	Agomani	192	42	17
2	Golakganj	157	39	7
3	Gauripur	282	24	47
4	Bilasipara	366	76	36
5	Chapor	120	39	8
6	S/Simara	213	30	10
7	Mankachar	171	50	12
	Total =	1501	300	137

Issues/Problems: -

- ECE interventions in Dhubri District are not covered in all schools.
- High no. On non-enrolled children 3 to 5 years in economically backward areas.
- Lack of awareness on pre-primary education.
- Demand from community/VEC/guardians for sustained ECE centres & workers.
- Backward remote area, Tea Garden area, Boarder area are to get special importance.
- Children of school less habitation/unserved areas have been deprived from pre-education, health & hygiene.
- Demand from community, VEC, Primary teachers associations to open ECE centres & engagement of workers (Malinis & Saha Malinis) in all LP schools & unserved areas.
- Overlapping of ECE & ICDS centres have been observed in few areas, but the need of the ECE centre still exists in order to provide access to nos. of children below 6 years old.
- Poor infrastructure in ECE.

Strategies: -

- To continue the existing ECE centres & workers.
- Opening shifting of ECE in unserved areas.
- Provide ECE intervention in all LP Schools.
- Engagement of workers (selected by the VEC, [GPEC/SMC]) in proposed newly opening ECE centres & LP Schools for Ka-Sreni.
- Providing sufficient infrastructure grand/facilities by allotting additional room for ECE centres.
- Training (Induction, Need Based, Refresher) for workers.
- Regular supervision, monitoring & on site support by supervisions, RPs.
- Follow-up & supervision support by BEEP/SIS/DI3/BRCCs/CRCCs/DIET faculties etc.
- Joint supervision by SSA & ICDS.
- To strength the community/VEC/GPEC/SMC/Mother Group by mobilizing meeting, orientation printing of hand bill, lift-let, etc.
- Regular District level monthly meeting, cluster level monthly & Block level monthly meeting.
- Strengthening the supervision machineris.

Ka-Sreni Intervention

shortage of teacher in many of these L.P. Schools for running the 'Ka-Sreni' these trained ECE workers can be engaged to minimize the shortage. Remaining required number of such extra hands can be engaged by new engagement. In that case, supervision monitoring of the extra hands, particularly of the new ones will have to be trained. For all these purposes the existing ECE supervisors can be engaged alongwith engagement of new supervisors as per need. At present the ECE supervisors are not only supervising & monitoring the functions of the trained teachers of the 'Ka-Sreni' besides their normal duty in the ECE centres, they are also giving academic support in the L.P. Schools.

Strengthening of the ICDS Programme:

The Integrated Child Development Services (ICDS) is the largest ECCE programme at present in the country. It's package of services includes supplementary nutrition, immunization, health check-up referral services, non formal pre-school education & community participation. The workers are not adequately trained or equipped to handle the children. The pre school education component continues to remain its weakest component, with more emphasis on the health & nutrition aspects. Some of the problems such as the co-terminus timings of the ICDS centres & the setting up of the ICDS centres in the proximity of the schools need to be considered. Otherwise the basic problems of sibling care & promotion of girls' education cannot be promoted.

Within Dhubri district, some training was imparted to the ICDS worker of Dharmasala ICDS Block. But it has been seen later on that there had been no desired output. The reasons for this may be the following:

1. ICDS workers treat education component as a secondary matter.
2. Most of the ICDS centres have no well-remarked venue.
3. The ICDS workers being not directly under the education department, their obligation is merely co-operative nature, not of compulsory nature.

The matter being so, we would rather advocate for training & engaging a new batch of persons to work in 'Ka-Sreni' of L.P. Schools than strengthening ICDS workers to utilize their services in L.P. Schools.

6.9 Media

In this modern age of sophisticated technology, media plays a very crucial role in shaping public opinion & creating awareness. And this vital fact was ignored prior to any activity/programme undertaken relating to Elementary Education. To achieve 100% success in U.E.E. Programme under SSA, media should be used to the fullest possible extent.

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:

Keeping the past experience of DPEP, Dhubri in mind the strategy have been checked out in order to reach the grass-root level workers, Teachers, CRCCs & Institutions like VEC, SMC, MG for improvement of Academic Environment and for quality learning popular media like AIR, DD, News Paper, Local Steams/Journals will be used with fullest care and highest priority. There are two system 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.

For that purpose the major Strategies will be :-

- 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, 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 in Assamese will be published.
- SSA booklet which include SSA overview, outlines of the work done will be produced in English, and in other languages in the initial stages of the programme.
- Yearly news letter will be published distributed to all the BRCC, CRCC, teacher, GPEC, VEC, SMC, Community representatives, RPI number 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 stall with posters, slogans, displaying photograph in suitable places on different occasions namely— Netaji Mela at Hailakandi town, Vibeknanda Mela at Lala Town and the tribal and tea garden Melas. 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.

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 (TRP) 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

Sl. No.	Name of Block	No. of Schools	No. of Schools in Different Type of Area				
			School in Plain Area	School in Char/ Reverine Area	School in Forest Area	School In Boarder Area	School in T.G. Area
1	2	3	4	5	6	7	8
1	GOLAKGANJ	157	89	18	12	38	0
2	AGOMANI	192	132	37	6	15	2
3	GAURIPUR	282	146	94	25	17	0
4	BILASIPARA	366	180	125	61	0	0
5	CHAPOR	121	59	34	26	0	2
6	ANKACHAR	171	97	37	3	34	0
7	SOUTH SALMARA	213	0	194	0	19	0
	District Total	1502	703	539	133	123	4

Table - 6.10.2 : Area Wise Distribution Of School In Percentages

Sl. No.	Name of Block	No. of Schools	No. of Schools in Different Type of Area					Total
			School in Plain Area	School in Char/ Reverine Area	School in Forest Area	School in Boarder Area	School in T.G. Area	
1	2	3	4	5	6	7	8	9
1	GOLAKGANJ	10.46%	57%	11%	8%	24%	0%	100%
2	AGOMANI	12.79%	69%	19%	3%	8%	1%	100%
3	GAURIPUR	18.79%	52%	33%	9%	6%	0%	100%
4	BILASIPARA	24.32%	49%	34%	17%	0%	0%	100%
5	CHAPOR	8.06%	49%	28%	21%	0%	2%	100%
6	MANKACHAR	11.39%	57%	22%	2%	20%	0%	100%
7	SOUTH SALMARA	14.19%	0%	91%	0%	9%	0%	100%
	District Total	100.00%	46.77%	35.91%	8.86%	8.19%	0.27%	100%

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
Golakganj	0	0	8	1	24	4	8	0	34	9	6	1	22	9
Agomoni	0	0	6	1	32	14	11	3	38	12	9	2	16	10
Gauripur	0	0	7	2	39	22	33	5	83	13	25	3	16	17
Bilasipara	0	1	12	5	24	8	43	0	69	7	27	10	68	19
Chapor	0	0	4	1	9	4	3	2	24	2	1	0	17	2
Mankachar	0	0	6	1	21	3	11	1	29	3	5	1	3	11
South Salmara	0	1	15	6	19	16	21	0	30	8	21	4	19	19
Total	0	2	58	17	168	71	130	11	307	54	94	21	161	87

Source : Infrastructure Survey Reports

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 (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
Golakganj	0%	0%	14%	6%	14%	6%	6%	0%	11%	17%	6%	5%	14%	10%
Agomoni	0%	0%	10%	6%	19%	20%	8%	27%	12%	22%	10%	10%	10%	11%
Gauripur	0%	0%	12%	12%	23%	31%	25%	45%	27%	24%	27%	14%	10%	20%
Bilasipara	0%	50%	21%	29%	14%	11%	33%	0%	22%	13%	29%	48%	42%	22%
Chapor	0%	0%	7%	6%	5%	6%	2%	18%	8%	4%	1%	0%	11%	2%
Mankachar	0%	0%	10%	6%	13%	4%	8%	9%	9%	6%	5%	5%	2%	13%
South Salmara	0%	50%	26%	35%	11%	23%	16%	0%	10%	15%	22%	19%	12%	22%
Total	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source : Infrastructure Survey Reports

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)
Golakganj	10	79	26	44	7
Agomoni	13	111	47	42	8
Gauripur	25	170	63	83	12
Bilasipara	10	221	56	138	26
Chapor	2	51	20	28	5
Mankachar	5	65	42	16	7
South Salmara	8	145	48	95	47
Grand Total	73	842	302	446	112

Table -6.10.7 Distribution of Schools by Availability of Other Facilities (Primary level)

Name of blocks	Total Schools	No. of School having Electricity facilities	No. of schools not having Electricity facility	Schools without furniture	Schools without black board
Golakganj	157	1	156	0	0
Agomoni	192	0	192	0	0
Gauripur	282	18	264	0	0
Bilasipara	366	3	363	0	0
Chapor	121	4	117	0	0
Mankachar	171	1	170	0	0
South Salmara	213	0	213	0	0
Total	1502	27	1475	0	0

It reveals from the above projected status of school buildings that Dhubri District has large number of building less Schools and having dilapidated building which requires new construction (75 Nos.) for providing minimum access facilities. In this context, it is 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 can also not be anticipated.

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. 02.50 lakhs
b) New construction with some salvage materials	Priority-II	Rs. 02.00 lakhs
c) Renovation-	Priority-III	Rs. 02.00 lakhs
d) Repairing & renovation	Priority-IV	Rs. 01.05 lakhs
e) Repairing & renovation	Priority-V	Rs. 01.25 lakhs
f) Repairing & renovation	Priority-VI	Rs. 01.00 lakhs
g) Additional Class-room	Priority-VII	Rs. 01.40 lakhs
h) Additional Class room	Priority-XI	Rs. 01.25 lakhs
i) Major Repairing	Priority-VIII	Rs. 00.80 lakhs

j) Major repairing	Priority-IX	Rs. 00.70 lakhs
k) Major repairing	Priority-X	Rs. 00.60 lakhs
l) Repairs	Priority-XII	Rs. 00.50 lakhs
m) Minor repairs	Priority-XIII	Rs. 00.25 lakhs

Major Issues:

- Building in dilapidated condition.
- Lack of Addl. Class Room in large no. Schools.
- 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)
- 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 seven blocks.

All the works of construction will be executed through the School Managing Committee except the Construction of BRC building. Before the release of fund agreement will be signed with the SMC regarding the role and responsibilities and other aspects. The members of SMCs will be trained on the basics of civil works by the concerned JEs. Besides a Civil Works Manual will be developed in English & Assamese.

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 SMC 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.

- 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 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 SMCs 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 SMC accounts and completion of the work departmentally through Force Account.

6.11 Project Management:

Being a DPEP phase-I District, Jhubri has a present hierarcial setup from its grassroot (CRC) to District level As Sarva Siksha Abhiyan has not been considered as a separate project and therefore it will be implemented through the existing educational machineries and the manpower available with District Primary Education Project and DEEO office. The present status in terms of manpower in the District Block and Cluster level is summarized in the figures shown below:

Figure 1

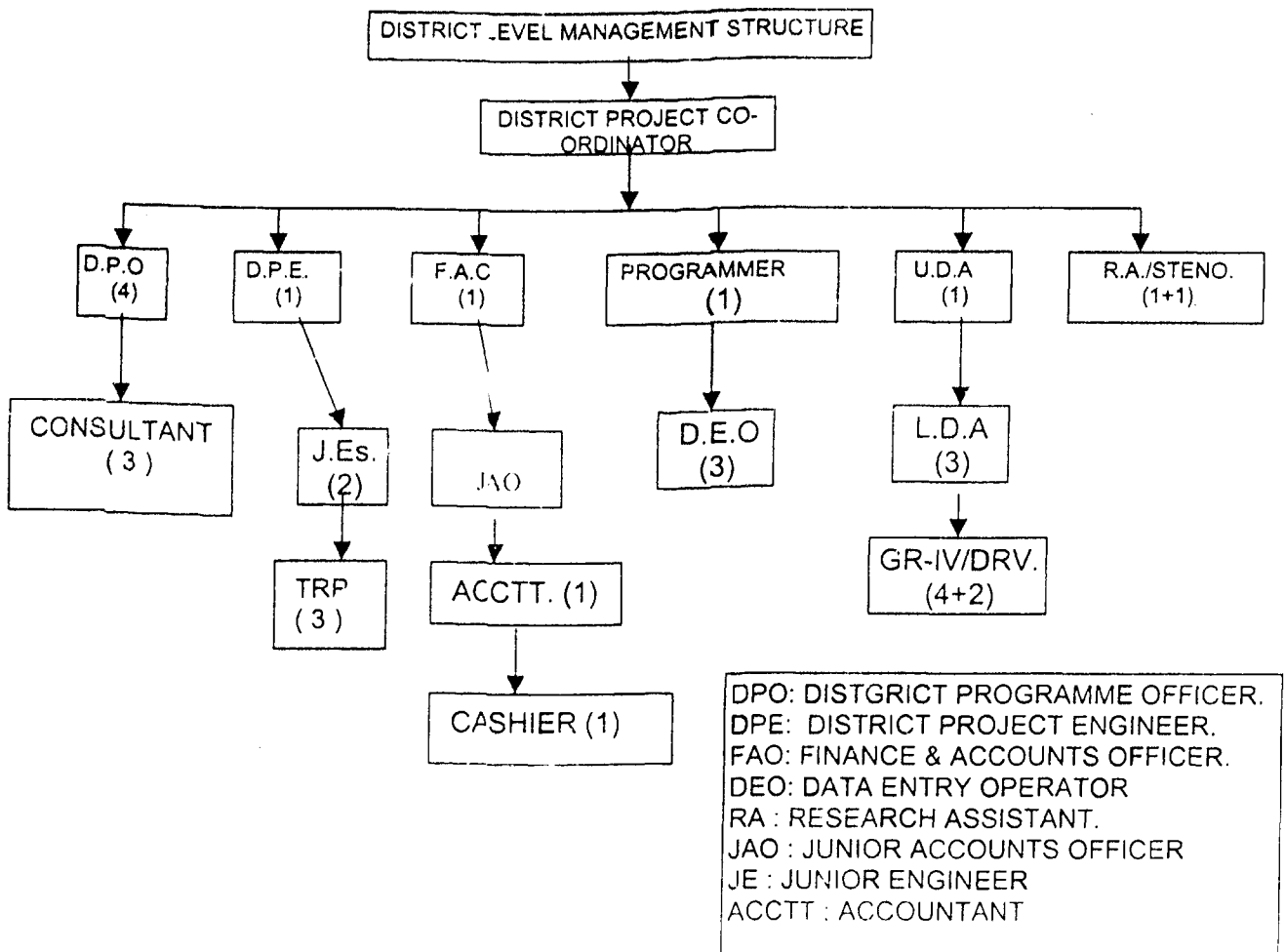
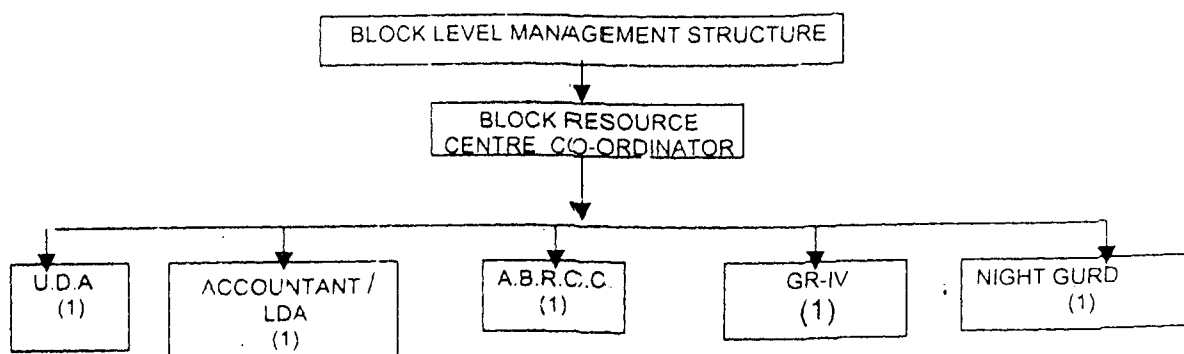


Figure 2



N.B: There 7 numbers of education blocks in Dhubri District. The BRC level structure will be same in each block. Hence every post will be multiplied 7 times i.e. 7 X number of positons.

Cluster Level: There are 112 numbers of Clusters in the district and one CRCC is functioning in each of the Clusters.

The above functionaries have been making effort for UEE in the District and are well experienced in their own position. The functionaries having well versed and equipped with the skill for implementation of activities in different level will be involved in the coming SSA project for effective execution of the policy.

The following table reflects the staff position of DEEO office in Dhubri district.

Table : 6.11.1 Staffing pattern of District Elementary Education Office,

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	04	03
5	SA	01	01
6	LDA	06	06
7	Grade IV	03	03
8	Driver	01	01
		18	17

Table : 6.11.2 Staffing pattern of DI Office

Sl. No.	Name of Position	No. of posts	Person in position
1	DI	0:3	0
2	SI	1:5	15
3	HA	0:1	0
4	SA	0:3	03
5	UDA	0:9	03
6	LDA	1:2	12
7	Grade IV	2:2	3
		6:3	35

Table : 6.11.3 Staffing pattern of BEEO Offices

Sl. No.	Name of Position	No. of posts	Person in position
1	BEEO	07	06
2	SA	07	07
3	UDA	07	7
4	LDA	07	7
5	Grade IV	14	14
6	Night Guard	0	0
		42	41

Infrastructures of these offices are much below the requirement as most of them are running in BRC and rented house and irregular payment of rent is always a problem. Necessary support in this regard will be given to these offices in SSA. The proposed management structure will be as follows:

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 or Assistant Inspector of Schools will be designated as Associate District Mission Co-ordinator (ADMC-administrative) on ex-officio basis and another post of ADPC for performing of academic works will be filled up in the District with an experienced person having track record in this field, on deputation. Besides there will be four district programme officers to assist the DMC in implementation of different activities relating to different functional areas namely – Community Mobilization, Quality Improvement, AS/ECE/IED.

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:

At present 112 number of Cluster Resource Centres have been set up in Dhubri District. The CRCs will be reorganized and 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.

For smooth and effective implementation of the project the following Management Structure is proposed which is aimed at strengthening the said offices for bearing the additional load of SSA.

Table : 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		1 Ex-officio 1 Deputationist
4.	District Programme Officer	4		Deputationist

5.	District Project Engineer	1		Deputationist
6.	Programmer (MIS)	1		Contractual
7.	Finance & Accounts Officer	1		Deputationist/ Contractual
8	R.A	1		Do
9.	Jr. Account Officer	1	7	Do
10.	Jr. Engineer	1	7	Do
11.	Data Entry Operator (MIS)	3	7	Contractual
12.	UDA	1	7	Do
13.	Stenographer	1		Do
14.	LDA cum Typist	3	7	Do
15.	Receptionist cum Typist	1	-	Do
16.	Block Mission Co-ordinator		7	Ex-officio
17	A.B.M.C	0	7	Deputationist
18.	Resource Teacher	0	77	10 for each Edn. 2 n.s in S- Salmara, 2 nos. in Gauripur & 3 nos. in Bilasipara in addition to 10 Nos.
19.	Grade-IV	5	14	2 for each block
20.	Night Guard	1	7	Do

END

**STATUS OF HABITATION WISE ENROLMENT DRIVE 2002 OF AGE GROUP 5-7 YEARS
DPEP, DHUBRI**

DISTRICT ABSTRACT OF BOARDER AREA

Sl.	Block Name	Total Habitation	No. of un-enrolled child population of age group 5-7 yr. as on 28-2-02			No of children of age group 5-7 yr. Enrolled on or before 28-2-02			No of children of age group 5-7 yr. Enrolled after 28-2-02			Total children of age group 5-7 yr. Enrolled so fare			No.Un- Enrol children in the age group of 5-7 yr.		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Golakganj	81	706	671	1377	589	540	1129	53	55	108	642	595	1237	64	76	140
2	Agomoni	25	493	371	864	376	266	642	47	36	83	403	276	679	90	95	185
3	Gauripur	14	271	269	540	184	185	369	87	84	171	271	269	540	0	0	0
4	Mankachar	129	3266	2557	5317	1264	1185	2449	276	246	518	1528	1421	2949	1232	1136	2368
	District Total	249	4736	3868	8098	2413	2176	4589	463	421	880	2844	2561	5405	1386	1307	2693
	TEA GARDEN AREA																
1	Chapor	23	372	310	682	95	71	166	31	16	47	126	87	213	246	223	469

**STATUS OF HABITATION WISE ENROLMENT DRIVE 2002 OF AGE GROUP 5-7 YEARS
DPEP, DHUBRI**

DISTRICT ABSTRACT OF CHAR AREA

SL	Block Name	Total Habitation	No of un enrolled child population of age group 5-7 yrs. As per H.2 H Edn. Servey/01			No of children of age group 5-7 yer. Enrolled on or before 28-2-02			No of children of age group 5-7 yer. Enrolled after 28-2-02			Total children of age group 5-7 yer. Enrolled so fare			No.Un- Enrol children in the age group of 5-7 yer.		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Golakganj	30	450	422	872	354	348	702	51	37	88	405	385	790	45	37	82
2	Agomoni	37	613	540	1153	498	428	926	32	29	61	523	452	977	88	88	176
3	Gauripur	173	3599	3421	7020	2517	2234	4751	335	332	667	2852	2566	5418	747	855	1602
4	Bilasipara	212	6118	5468	11584	3873	3210	7083	656	551	1207	4516	3751	8267	1602	1717	3319
5	Chapor	25	495	463	958	360	356	716	30	23	53	390	379	769	105	84	189
6	Mankachar	78	1002	1060	2062	535	514	1049	265	273	538	800	787	1587	202	273	475
7	S-Salmara	354	6473	6032	12505	4819	4363	9182	528	501	1029	5347	4864	10211	1126	1168	2294
	District Total	909	18750	17406	36154	12956	11453	24409	1897	1746	3643	14833	13184	28019	3915	4222	8137

**STATUS OF HABITATION WISE ENROLMENT DRIVE 2002 OF AGE GROUP 5-7 YEARS
DPEP, DHUBRI**

DISTRICT ABSTRACT OF FOREST AND REMOTE AREA

SL	Block Name	Total Habitation	No of un-enrolled child population of age group 5-7 yrs. As per H.2 H Edn. Survey/01			No of children of age group 5-7 year. Enrolled on or before 28-2-02			No of children of age group 5-7 year. Enrolled after 28-2-02			Total children of age group 5-7 year. Enrolled so fare			No. Un- Enrol children in the age group of 5-7 year.		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Golakganj	17	139	122	261	117	102	219	22	20	42	139	122	261	0	0	0
2	Agomoni	22	233	214	447	191	175	366	1	3	4	192	178	370	41	36	77
3	Gauripur	40	102	89	191	92	76	168	10	13	23	102	89	191	0	0	0
4	Bilasipara	72	306	252	557	154	143	297	8	12	20	159	154	313	147	98	245
5	Chapor	17	192	174	366	76	75	151	21	15	36	97	90	187	95	84	179
6	Mankachar	39	911	925	1834	529	462	991	84	108	186	613	570	1183	298	355	653
	District Total	207	1883	1776	3656	1159	1033	2192	146	171	311	1302	1203	2505	581	573	1154