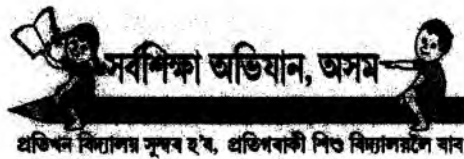


Annual Work Plan & Budget 2005-06



State Plan



Axom Sarba Siksha Abhijan Mission Kahilipara, Guwahati-19

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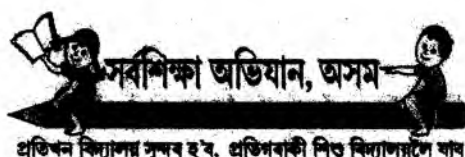
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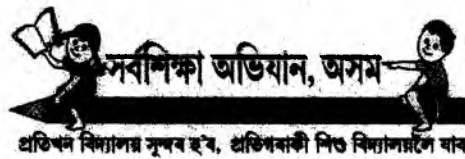
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CHAPTER-I

Profile & Educational Scenario



Introduction

In Assam, like several other states the education sector has been beset with several problems. Therefore, despite a relatively high investment in the education sector under plan and non-plan component (Assam has the 4th highest per capita investment in elementary education in the country); we are still far from achieving the goals of universalisation of elementary education and also improving the quality of secondary and higher education.

Of late, we have started to take stock of all the problems and issues confronting the education sector in Assam. In the area of elementary education we have identified the following issues:

1. Need for norm based criteria for recruitment and placement of teachers.
2. Efficient utilization of resources for improvement of school infrastructure by using transparent, objective criteria for identification of schools.
3. Need for special focus on disadvantaged areas and groups in different education programmes. Presently, these areas have low school enrolment and also inadequate number of teachers and poor school infrastructure.
4. The centralization of administrative and financial powers has often led to delays and a feeling of powerlessness at lower administrative levels.
5. Due to the policy of "provincialisation" of existing community schools, even now there are several thousand habitations not having primary and upper-primary schools as per norms.
6. Need for improvement in the quality of education especially at the middle and secondary school levels.

The state is committed to work for achieving universal elementary education (UEE) in a fixed time-frame. This work is being pursued vigorously with the help of programmes like District Primary Education Programme, Sarba Siksha Abhijan & other schemes under the state plan. The entire UEE effort is being coordinated through a UEE Mission called the Axom Sarba Siksha Abhijan Mission.

The salient objectives of the mission are:

- All children of 6-14 years in school by 2005.
- Universal retention (dropout rates lower than 5%) at primary and upper primary levels by 2010.
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary level by 2010.

The Mission is committed to achieve the above within the target dates through broad strategies guided by the following principles.

- Habitation as a unit of planning
- A need based approach to provision of school infrastructure, teachers, bridge course etc.
- Community Empowerment & transparency
- Institutional Capacity building
- Improving Mainstream Educational Administration
- Focus on special Areas – Char, Tea Garden & Border areas
- Thrust on Quality.

The direction of our work in the area of education, especially elementary education focuses on:

- i. Decentralisation and devolution of powers to lower administrative levels, PRIs and people's groups.
- ii. Use of norm based criteria for ensuring efficient utilization of resources.
- iii. Thrust on improvement of education in marginalized areas and groups and following the principle of **equity** in allocation of resources under different programmes.

Following set of tables give an idea of the over-all scenario of the elementary education in the state.

Table No: 3-1
Data On Population

[In '000s]

.No.	Districts	Population all community						Total Population all Community			Population								Density	Sex ratio
		Urban			Rural			Male	Female	Total	SC				ST					
		Male	Female	Total	Male	Female	Total				Male	Female	Total	% to total population	Male	Female	Total	% to total population		
	Barpeta	66	61	127	782	738	1520	849	799	1647	49	45	94	5.70%	62	62	123	7%	506	941
	Bongaigaon	58	52	110	408	387	795	465	440	905	48	45	93	10.25%	55	55	111	12%	361	945
	Cachar	103	98	201	640	604	1244	743	702	1445	108	100	208	14.41%	9	9	19	1%	381	945
	Darrang	40	35	75	734	696	1429	774	730	1504	35	33	68	4.55%	126	124	250	17%	432	944
	Dhemaji	21	18	39	274	259	533	295	277	572	16	15	30	5.33%	138	132	270	47%	176	941
	Dhubri	99	93	192	742	703	1445	841	796	1637	33	30	63	3.86%	16	16	33	2%	584	947
	Dibrugarh	123	105	228	490	467	957	614	572	1185	25	23	48	4.05%	45	44	88	7%	347	931
	Goalpara	35	32	67	386	369	755	420	402	822	20	19	39	4.80%	66	66	132	16%	451	956
	Golaghat	44	37	81	447	419	865	490	456	946	26	25	51	5.41%	48	46	94	10%	270	930
0	Hailakandi	23	22	44	258	241	499	281	262	543	31	29	59	10.91%	0	0	1	0%	409	935
1	Jorhat	91	80	171	426	402	828	517	482	999	40	38	79	7.87%	62	61	123	12%	354	933
2	Kamrup	494	415	908	833	781	1614	1327	1195	2522	88	82	171	6.76%	127	123	250	10%	579	901
3	Karbi Anglong	49	43	92	373	348	721	422	391	813	16	14	30	3.63%	231	222	453	56%	78	926
4	Karimganj	38	36	74	480	455	934	518	490	1008	68	63	131	12.99%	2	1	3	0%	555	947
5	Kokrajhar	34	30	64	432	409	842	466	440	906	16	15	31	3.44%	154	151	305	34%	294	943
6	Lakhimpur	35	30	65	421	403	824	456	433	889	36	34	70	7.88%	106	103	209	23%	391	951
7	Morigaon	20	18	38	379	359	738	399	377	776	52	48	100	12.93%	61	60	121	16%	455	946
8	Nagaon	146	133	278	1045	991	2036	1191	1124	2315	111	105	215	9.30%	45	44	89	4%	604	944
9	Nalbari	14	13	27	578	543	1121	592	556	1149	44	42	86	7.51%	102	100	203	18%	504	939
0	NC Hills	33	27	59	67	62	129	100	88	188	2	1	3	1.79%	66	62	128	68%	38	884
1	Sibsagar	53	44	97	492	463	955	545	506	1052	18	18	36	3.40%	21	20	42	4%	395	928
2	Sonitpur	98	78	176	773	732	1506	872	810	1682	45	42	88	5.23%	100	95	195	12%	315	929
3	Tinsukia	121	103	224	480	446	926	601	549	1150	17	15	31	2.72%	35	33	67	6%	303	913
4	Assam	1837	1602	3439	11940	11276	23216	13777	12878	26656	944	882	1826	6.85%	1678	1630	3309	12%	340	935

Source: Census 2001

Table No: 3-2
Data On Literacy Rates]

Si No	Districts	Literates			Literacy Rate						Rural Female Literacy rate
					1991			2001			
		Persons	Males	Females	Persons	Males	Females	Persons	Males	Females	
1	Barpeta	769,225	456,870	312,355	43.24	52.61	33.2	57.35	65.95	48.16	44.4
2	Bongaigaon	449,754	264,957	184,797	49.06	58.67	38.72	60.27	68.81	51.16	46.1
3	Cachar	835,888	481,106	354,782	59.19	68.79	48.76	68.42	76.51	59.85	55.6
4	Darrang	694,570	412,510	282,060	42	50.8	32.53	55.92	64.32	46.95	44.7
5	Dhemaji	313,511	184,856	128,655	53.84	65.43	41.12	65.96	75.15	56.11	52.4
6	Dhubri	649,944	381,442	268,502	38.36	47.38	28.79	49.86	56.61	42.64	35.6
7	Dibrugarh	717,603	418,053	299,550	58.32	66.72	48.89	71.21	79.58	62.1	54.0
8	Goalpara	390,278	223,407	166,871	46.81	55.47	37.58	58.56	65.36	51.4	49.0
9	Golaghat	568,250	327,692	240,558	58.54	66.5	49.75	70.36	78.01	62.07	58.9
10	Hailakandi	266,909	157,474	109,435	53.07	64.08	41.04	59.84	68.47	50.65	47.3
11	Jorhat	689,414	384,685	304,729	65.51	73.29	56.88	77.91	82.76	72.54	65.4
12	Kamrup	1,628,088	938,144	689,944	65.04	73.67	55.01	74.69	81.24	67.31	57.9
13	Karbi Anglong	392,589	237,761	154,828	45.57	55.55	34.35	58.83	68.11	48.65	43.7
14	Karimganj	559,512	317,584	241,928	54.71	64.05	44.76	67.21	73.87	60.09	54.7
15	Kokrajhar	400,123	242,482	157,641	40.47	49.46	30.83	52.55	61.9	42.65	39.6
16	Lakhimpur	517,607	298,539	219,068	58.96	68.28	48.85	69.59	78.26	60.47	58.4
17	Marigaon	375,465	215,215	160,250	47.99	56.17	39.19	59.46	66.13	52.36	50.1
18	Nagaon	1,184,140	675,105	509,035	54.74	62.49	46.3	62.28	68.52	55.57	51.1
19	Nalbari	664,886	389,686	275,200	55.99	66.95	44.19	68.08	77.12	58.4	56.6
20	NC Hills	107,173	63,991	43,182	57.76	66.39	47.34	68.59	76.59	59.4	47.4
21	Sibsagar	685,949	389,242	296,707	64.46	71.91	56.14	75.33	82.08	68	65.0
22	Sonitpur	852,201	494,298	357,903	48.14	56.7	38.6	60.29	67.64	52.43	45.8
23	Tinsukia	614,461	368,978	245,483	50.28	59.27	39.99	63.28	72.16	53.4	44.0
24	Assam	14,327,540	8,324,077	6,003,463	52.89	61.87	43.03	64.28	71.93	56.03	50.8

Source: Census 2001, Data on SC & ST Literacy Rates Not Released

Table No: 3-3
Data On Basic Indicators

Districts	CD Blocks	Blocks	CRCs	VECs	Village	GPEC	WEC	TGEC	CEC	Mothers Groups
Barpeta	12	8	146	1023	1077	149	48	1	0	1879
Bongaigaon	7	5	91	826	971	93	31	2	19	1150
Cachar	14	8	116	978	1526	163	36	128	0	1745
Darrang	11	6	123	1245	1306	155	28	32	1	1495
Dhemaji	5	3	67	1222	1292	65	8	0	9	1122
Dhubri	14	7	131	1232	1289	172	41	10	0	1975
Dibrugarh	7	6	88	1047	1367	92	31	167	0	1440
Goalpara	8	4	79	730	755	81	23	2	0	1159
Golaghat	8	5	75	994	1029	107	35	108	0	1248
Hailakandi	5	3	70	352	402	62	14	36	0	1003
Jorhat	8	6	113	375	813	111	24	111	0	1569
Kamrup	24	11	161	1185	1279	180	74	9	11	2757
Karbi Anglong	11	11	145	641	691	26	40	10	0	1771
Karimganj	7	6	84	1000	1000	96	31	52	0	1485
Kokrajhar	6	5	85	970	991	88	20	6	6	1404
Lakhimpur	9	6	132	1020	1021	81	18	12	0	1429
Morigaon	6	4	63	542	542	85	8	0	0	1099
Nagaon	18	11	168	1261	1397	241	94	40	18	2337
Nalbari	12	7	113	834	891	115	16	4	37	2006
N.C. Hills	5	5	75	744	757	23	16	6	72	744
Sibsagar	9	6	142	740	864	118	51	118	0	2184
Sonitpur	14	7	134	1234	1965	158	47	98	130	1458
Tinsukia	8	5	72	740	887	86	45	100	0	1138
Total	228	145	2473	20935	24112	2547	779	1052	303	35597

Source: DISE Additional 2004-05

Table No: 3-4
Access-Less Habitations

Sl. No.	Districts	Total No. of habitations	Habitations without primary schools/EGS	Habitations eligible for EGS	No of EGS opened Till Date	No. of Proposed LP EGS	No. of Proposed UP EGS	No. of eligible school less habitations for UPS as per distance & population norms
1	Barpeta	3285	410	219	176	43	72	72
2	Bongaigaon	1647	575	247	215	32	10	10
3	Cachar	1865	496	429	270	159	50	50
4	Darrang	1818	925	587	504	83	160	160
5	Dhemaji	2974	665	346	247	83	25	352
6	Dhubri	3565	917	734	184	550	50	50
7	Dibrugarh	1379	182	174	120	54	12	12
8	Goalpara	1160	561	579	447	132	22	22
9	Golaghat	1091	375	127	97	30	47	255
10	Hailakandi	1767	911	208	76	132	33	
11	Jorhat	1656	123	74	42	32	14	27
12	Kamrup	2650	624	244	158	85	14	548
13	Karbi Anglong	3556	1645	530	320	233	50	50
14	Karimganj	3596	276	258	134	124	38	38
15	Kokrajhar	2262	101	402	300	101	29	29
16	Lakhimpur	4258	169	169	137	32	36	78
17	Morigaion	1583	323	285	208	77	10	0
18	Nagaon	6914	753	418	342	76	40	40
19	Nalbari	5250	292	186	121	65	20	20
20	NC Hills	721	62	72	53	19	20	17
21	Sivasagar	2048	183	120	37	83	10	10
22	Sonitpur	1161	685	590	482	100	10	620
23	Tinsukia	3,510	1,261	194	100	85	49	49
24	Total	59716	12514	7192	4770	2410	821	2437

Source: DISE Additional 2004-05

Table No: 3-5 (a)
Data On Child Population of 6-10 Age Group

Districts	Rural			Urban			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARPETA	118665	111500	230165	4207	3879	8086	122872	115379	238251
BONGAIGAON	59445	56314	115759	2814	2607	5421	62259	58921	121180
CACHAR	74723	68456	143179	2977	2772	5749	77700	71228	148928
DARRANG	96475	89415	185890	6377	6249	12626	102852	95664	198516
DHEMAJI	43174	41321	84495	1356	1311	2667	44530	42632	87162
DHUBRI	136279	128882	265161	5992	5666	11658	142271	134548	276819
DIBRUGHAR	43242	41233	84475	2278	1771	4049	45520	43004	88524
GOALPARA	59096	56309	115405	2204	2128	4332	61300	58437	119737
GOLAGHAT	49102	46696	95798	2227	2137	4364	51329	48833	100162
HAILAKANDI	43605	39855	83460	0	0	0	43605	39855	83460
JORHAT	50875	48639	99514	1895	1806	3701	52770	50445	103215
KAMRUP	101339	94884	196223	0	0	0	101339	94884	196223
KARBI ANGLONG	51406	47955	99361	4273	3747	8020	55679	51702	107381
KARIMGANJ	66406	62002	128408	2228	1944	4172	68634	63946	132580
KOKRAJHAR	52288	48796	101084	1033	795	1828	53321	49591	102912
LAKHIMPUR	57633	55471	113104	413	372	785	58046	55843	113889
MORIGAON	54151	52756	106907	1120	1068	2188	55271	53824	109095
NAGAON	164929	158234	323163	7426	6792	14218	172355	165026	337381
NALBARI	73559	68378	141937	1053	954	2007	74612	69332	143944
NCHILLS	7734	7166	14900	746	764	1510	8480	7930	16410
SIVASAGAR	53872	51380	105252	2216	2022	4238	56088	53402	109490
SONITPUR	85059	81317	166376	2991	2986	5977	88050	84303	172353
TINSUKIA	62753	58811	121564	1421	1316	2737	64174	60127	124301
Grand Total	1605810	1515770	3121580	57247	53086	110333	1663057	1568856	3231913

Source: DISE Additional 2004-05

Table No: 3-5 (b)
Data On Child Population of 11-14 Age Group

Districts	Rural			Urban			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARPETA	58613	52453	111066	2835	2673	5508	61448	55126	116574
BONGAIGAON	31016	28336	59352	1892	1833	3725	32908	30169	63077
CACHAR	42856	39024	81880	1777	1669	3446	44633	40693	85326
DARRANG	51381	46307	97688	4296	4015	8311	55677	50322	105999
DHEMAJI	24944	22770	47714	549	608	1157	25493	23378	48871
DHUBRI	57868	51967	109835	3264	3240	6504	61132	55207	116339
DIBRUGHAR	27380	25001	52381	1180	1050	2230	28560	26051	54611
GOALPARA	28644	26679	55323	1151	1087	2238	29795	27766	57561
GOLAGHAT	32200	29282	61482	1697	1555	3252	33897	30837	64734
HAILAKANDI	22191	20052	42243	0	0	0	22191	20052	42243
JORHAT	33702	31013	64715	1173	1190	2363	34875	32203	67078
KAMRUP	61548	56372	117920	0	0	0	61548	56372	117920
KARBI ANGLONG	28034	25606	53640	2860	2554	5414	30894	28160	59054
KARIMGANJ	40001	36322	76323	1337	1171	2508	41338	37493	78831
KOKRAJHAR	24594	22367	46961	888	959	1847	25482	23326	48808
LAKHIMPUR	35457	33309	68766	295	261	556	35752	33570	69322
MORIGAON	24989	23503	48492	590	675	1265	25579	24178	49757
NAGAON	84946	76830	161776	5104	4631	9735	90050	81461	171511
NALBARI	48658	42183	90841	626	594	1220	49284	42777	92061
NCHILLS	3367	3224	6591	461	388	849	3828	3612	7440
SIVASAGAR	35626	32826	68452	1697	1484	3181	37323	34310	71633
SONITPUR	44615	41242	85857	2243	2281	4524	46858	43523	90381
TINSUKIA	38019	34548	72567	1069	981	2050	39088	35529	74617
Grand Total	880649	801216	1681865	36984	34899	71883	917633	836115	1753748

Source: DISE Additional 2004-05

Table No: 3-5 (c)
Data On Caste & Age Wise Child Population: General

Sl No	District	3 Yrs			4 Yrs			5-8 Yrs			9-11 Yrs			12-14 Yrs		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	BARPETA	50512	48834	99346	19854	18882	38736	82235	77913	160148	49763	46352	96115	32318	28204	60522
2	BONGAIGAON	15136	14075	29211	6523	6457	12980	27926	26845	54771	16806	15830	32636	11433	10217	21650
3	CACHAR	11837	11112	22949	7505	7197	14702	27447	25631	53078	19425	17948	37373	14164	12998	27162
4	DARRANG	19763	20042	39805	13528	13038	26566	49730	46200	95930	28467	26313	54780	19670	17305	36975
5	DHEMAJI	701	644	1345	385	329	714	1430	1283	2713	863	858	1721	743	698	1441
6	DHUBRI	56194	54378	110572	25203	23989	49192	105755	99861	205616	56897	53778	110675	34498	30418	64916
7	DIBRUGHAR	1771	1581	3352	783	747	1530	4096	3537	7633	2725	2464	5189	2334	2104	4438
8	GOALPARA	16474	15772	32246	8512	8214	16726	34219	32215	66434	18675	17948	36623	12358	11020	23378
9	GOLAGHAT	3730	3515	7245	1880	1830	3710	8252	7740	15992	6261	5856	12117	5613	5073	10686
10	HAILAKANDI	13956	13715	27671	5736	5448	11184	22381	20966	43347	14857	13517	28374	9666	8824	18490
11	JORHAT	3835	3661	7496	1737	1695	3432	6491	5849	12340	4866	4662	9528	4681	4384	9065
12	KAMRUP	23997	22089	46086	12551	12143	24694	48258	45188	93446	32609	30045	62654	25149	22432	47581
13	KARBI ANGLONG	1132	1009	2141	632	547	1179	2465	2245	4710	1719	1328	3047	1389	1103	2492
14	KARIMGANJ	15072	14524	29596	8352	7905	16257	32976	30486	63462	22623	20713	43336	17191	15633	32824
15	KOKRAJHAR	7722	7372	15094	3495	3346	6841	14316	13602	27918	8951	8203	17154	5416	4775	10191
16	LAKHIMPUR	5212	4961	10173	3328	3342	6670	12170	11686	23856	7968	7961	15929	6431	5812	12243
17	MORIGAON	12153	12243	24396	7568	7468	15036	28977	28774	57751	15219	15188	30407	9057	8537	17594
18	NAGAON	54133	52956	107089	28695	25691	54386	100506	97030	197536	60450	58320	118770	42914	37440	80354
19	NALBARI	14041	12362	26403	6905	6454	13359	27395	25534	52929	19533	18284	37817	19095	14564	33659
20	NCHILLS	230	232	462	135	102	237	397	441	838	261	244	505	231	172	403
21	SIVASAGAR	2887	2755	5642	1310	1226	2536	5083	4734	9817	3703	3486	7189	3731	3382	7113
22	SONITPUR	11363	10943	22306	5511	5159	10670	21811	20924	42735	13288	12603	25891	9377	8600	17977
23	TINSUKIA	2596	2488	5084	1516	1375	2891	6059	5549	11608	4421	4032	8453	4269	3718	7987
24	Total	344447	331263	675710	171644	162584	334228	670375	634233	1304608	410350	385933	796283	291728	257413	549141

Source: DISE Additional 2004-05

Table No: 3-5 (d)
Data On Caste & Age Wise Child Population: SC

Sl No	District	3 Yrs			4 Yrs			5-8 Yrs			9-11 Yrs			12-14 Yrs		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	BARPETA	3674	3606	7280	1569	1439	3008	6405	5849	12254	4338	3997	8335	3041	2706	5747
2	BONGAIGAON	3167	2989	6156	1460	1345	2805	6039	5764	11803	4134	3624	7758	2764	2495	5259
3	CACHAR	4816	4536	9352	3028	2810	5838	11958	10586	22544	8020	7378	15398	5914	5420	11334
4	DARRANG	1781	1737	3518	1461	1389	2850	5652	5138	10790	3659	3461	7120	2848	2645	5493
5	DHEMAJI	2278	2028	4306	1023	1182	2205	4191	3979	8170	2492	2353	4845	1789	1508	3297
6	DHUBRI	2279	2241	4520	1040	928	1968	3941	3619	7560	2615	2496	5111	1635	1503	3138
7	DIBRUGHAR	958	952	1910	494	493	987	2067	1850	3917	1426	1338	2764	1195	1084	2279
8	GOALPARA	1279	1180	2459	701	684	1385	2943	2843	5786	2070	2101	4171	1392	1382	2774
9	GOLAGHAT	1255	1250	2505	684	635	1319	2849	2871	5720	2132	1989	4121	1797	1703	3500
10	HAILAKANDI	2876	2718	5594	1178	1073	2251	4567	4310	8877	3188	2783	5971	2332	1992	4324
11	JORHAT	2316	2051	4367	1015	1043	2058	4069	4033	8102	3018	3029	6047	2686	2590	5276
12	KAMRUP	3739	3582	7321	3067	2104	5171	8142	7709	15851	6066	5444	11510	4853	4270	9123
13	KARBI ANGLONG	1698	1665	3363	856	790	1646	3622	3458	7080	2368	2279	4647	1955	1674	3629
14	KARIMGANJ	4448	4058	8506	2161	2129	4290	8340	8042	16382	5644	5356	11000	4752	4417	9169
15	KOKRAJHAR	1006	968	1974	505	480	985	2273	2029	4302	1513	1349	2862	1092	1028	2120
16	LAKHIMPUR	2082	2230	4312	1218	1177	2395	4941	4657	9598	3436	3304	6740	2689	2621	5310
17	MORIGAON	2633	2545	5178	1711	1614	3325	6202	5759	11961	4011	3591	7602	2839	2629	5468
18	NAGAON	7419	7006	14425	3854	3687	7541	16129	14930	31059	10908	10231	21139	8144	7445	15589
19	NALBARI	3302	3082	6384	1669	1579	3248	6659	6244	12903	4475	4302	8777	3924	3354	7278
20	NCHILLS	125	132	257	85	87	172	219	240	459	124	125	249	91	97	188
21	SIVASAGAR	1261	1171	2432	586	564	1150	2280	2101	4381	1683	1582	3265	1385	1339	2724
22	SONITPUR	2861	2905	5766	1369	1358	2727	5804	5791	11595	3986	3657	7643	2743	2641	5384
23	TINSUKIA	672	640	1312	450	408	858	1715	1667	3382	1353	1124	2477	1212	1107	2319
24	Total	57925	55272	113197	31184	28998	60182	121007	113469	234476	82659	76893	159552	63072	57650	120722

Source: DISE Additional 2004-05

Table No: 3-5 (e)
Data On Caste & Age Wise Child Population: ST

SI No	District	3 Yrs			4 Yrs			5-8 Yrs			9-11 Yrs			12-14 Yrs		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	BARPETA	3442	3390	6832	1335	1302	2637	6306	6033	12339	4181	4030	8211	3259	3034	6293
2	BONGAIGAON	2503	2479	4982	1586	1515	3101	5743	5664	11407	3729	3533	7262	2738	2643	5381
3	CACHAR	1341	1346	2687	843	838	1681	2755	2682	5437	1858	1646	3504	1459	1353	2812
4	DARRANG	4851	4944	9795	3371	3265	6636	12602	11895	24497	8083	7308	15391	6377	5823	12200
5	DHEMAJI	10316	9809	20125	5123	5312	10435	20145	19191	39336	11873	11477	23350	10011	8973	18984
6	DHUBRI	1604	1479	3083	851	850	1701	3170	3055	6225	1932	1760	3692	1109	1140	2249
7	DIBRUGHAR	1416	1184	2600	723	623	1346	2698	2494	5192	1957	1865	3822	1642	1552	3194
8	GOALPARA	5447	5313	10760	2731	2795	5526	11807	11296	23103	7590	7240	14830	5325	5121	10446
9	GOLAGHAT	2372	2402	4774	1247	1301	2548	5650	5305	10955	3797	3705	7502	3269	3062	6331
10	HAILAKANDI	1164	1449	2613	515	380	895	1674	1527	3201	998	897	1895	621	536	1157
11	JORHAT	3610	3464	7074	1837	1841	3678	7249	7083	14332	4725	4364	9089	3896	3609	7505
12	KAMRUP	7308	7083	14391	3216	3367	6583	13702	13427	27129	9725	9419	19144	8107	7662	15769
13	KARBI ANGLONG	16225	15504	31729	9213	8548	17761	32695	30222	62917	19048	17601	36649	14423	13509	27932
14	KARIMGANJ	595	567	1162	337	300	637	1294	1208	2502	828	679	1507	655	537	1192
15	KOKRAJHAR	7776	7791	15567	3682	3608	7290	16629	15902	32531	10066	9489	19555	6506	6078	12584
16	LAKHIMPUR	6927	6642	13569	3819	3819	7638	14532	14042	28574	8986	8309	17295	7164	6850	14014
17	MORIGAON	3662	3609	7271	2217	2052	4269	7941	7745	15686	4861	4597	9458	3583	3285	6868
18	NAGAON	4242	4111	8353	1916	1907	3823	7916	7624	15540	5513	4587	10100	4183	3574	7757
19	NALBARI	6518	5987	12505	3294	3144	6438	12621	12078	24699	7809	7560	15369	6808	6117	12925
20	NCHILLS	4714	4650	9364	2323	2258	4581	6745	6431	13176	3397	2982	6379	2166	2129	4295
21	SIVASAGAR	1440	1319	2759	647	638	1285	2646	2548	5194	1737	1778	3515	1875	1652	3527
22	SONITPUR	5687	5592	11279	2949	2955	5904	11794	11304	23098	7038	6531	13569	4859	4341	9200
23	TINSUKIA	1747	1770	3517	1142	1068	2210	4184	4146	8330	2695	2641	5336	2129	2051	4180
24	Total	104907	101884	206791	54917	53686	108603	212498	202902	415400	132426	123998	256424	102164	94631	196795

Source: DISE Additional 2004-05

Table No: 3-5 (f)
Data On Caste & Age Wise Child Population: Tea Tribes

SI No	District	3 Yrs			4 Yrs			5-8 Yrs			9-11 Yrs			12-14 Yrs		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	BARPETA	147	152	299	38	51	89	191	151	342	107	95	202	79	76	155
2	BONGAIGAON	114	96	210	61	41	102	181	170	351	72	62	134	73	49	122
3	CACHAR	3000	2746	5746	2091	2050	4141	7972	7309	15281	5429	4478	9907	3962	3169	7131
4	DARRANG	2296	2184	4480	1737	1675	3412	5798	5548	11346	3680	3438	7118	3119	2872	5991
5	DHEMAJI	190	172	362	87	95	182	339	316	655	198	205	403	164	144	308
6	DHUBRI	245	285	530	102	106	208	464	442	906	278	279	557	194	192	386
7	DIBRUGHAR	6200	5726	11926	3302	3467	6769	14643	14480	29123	10134	9152	19286	7617	6828	14445
8	GOALPARA	60	52	112	35	28	63	157	112	269	129	76	205	62	38	100
9	GOLAGHAT	5206	4987	10193	2963	2994	5957	13304	12512	25816	8889	8194	17083	7127	5870	12997
10	HAILAKANDI	853	822	1675	267	278	545	1235	995	2230	857	752	1609	478	407	885
11	JORHAT	5426	5433	10859	2851	2801	5652	11415	11215	22630	8211	7643	15854	6095	5283	11378
12	KAMRUP	247	223	470	110	91	201	495	419	914	344	293	637	389	217	606
13	KARBI ANGLONG	1004	972	1976	482	465	947	2145	2077	4222	1448	1214	2662	1027	861	1888
14	KARIMGANJ	1065	1053	2118	673	701	1374	2774	2457	5231	1880	1553	3433	1474	1236	2710
15	KOKRAJHAR	296	246	542	102	96	198	498	477	975	332	324	656	323	262	585
16	LAKHIMPUR	1742	1826	3568	857	828	1685	3924	3718	7642	2871	2468	5339	2315	1954	4269
17	MORIGAON	80	83	163	35	35	70	166	168	334	115	105	220	67	62	129
18	NAGAON	2410	2435	4845	1185	1155	2340	4880	4698	9578	3119	2881	6000	2136	1965	4101
19	NALBARI	610	576	1186	373	275	648	1475	1242	2717	856	671	1527	561	468	1029
20	NCHILLS	4	5	9	5	1	6	6	9	15	1	0	1	2	0	2
21	SIVASAGAR	7597	7512	15109	3624	3723	7347	14922	14745	29667	9944	9370	19314	8011	6800	14811
22	SONITPUR	8256	8068	16324	4348	4279	8627	16578	15798	32376	10623	9787	20410	8173	7727	15900
23	TINSUKIA	8186	7975	16161	5374	5462	10836	23158	22164	45322	15931	14439	30370	11984	10430	22414
24	Total	55234	53629	108863	30702	30697	61399	126720	121222	247942	85448	77479	162927	65432	56910	122342

Source: DISE Additional 2004-05

Table No: 3-5 (g)
Data On Caste & Age Wise Child Population: All

SI No	District	3 Yrs			4 Yrs			5-8 Yrs			9-11 Yrs			12-14 Yrs		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	BARPETA	62215	60365	122580	24392	23177	47569	102026	96591	198617	63504	59321	122825	42842	37892	80734
2	BONGAIGAON	26969	25466	52435	12481	11946	24427	51265	49355	100620	33050	30582	63632	23272	21170	44442
3	CACHAR	25841	24230	50071	16615	15895	32510	62475	57936	120411	43099	39341	82440	32043	28989	61032
4	DARRANG	34531	34293	68824	24229	22974	47203	87555	81902	169457	53052	49103	102155	39755	35604	75359
5	DHEMAJI	19307	18139	37446	9047	9290	18337	36732	35166	71898	22861	21935	44796	19112	17231	36343
6	DHUBRI	65799	63529	129328	29660	28150	57810	123271	116170	239441	68319	64476	132795	42151	37570	79721
7	DIBRUGHAR	16290	15070	31360	8410	8497	16907	36256	34442	70698	25589	23911	49500	20987	19067	40054
8	GOALPARA	24752	23783	48535	12925	12614	25539	52626	49749	102375	30822	29610	60432	20924	19187	40111
9	GOLAGHAT	17650	16942	34592	9338	9275	18613	40702	38871	79573	28984	27511	56495	25216	22701	47917
10	HAILAKANDI	22002	21707	43709	9008	8439	17447	35399	33097	68496	23484	21228	44712	15675	13957	29632
11	JORHAT	22102	21211	43313	10504	10375	20879	41117	39454	80571	30072	28421	58493	25987	23815	49802
12	KAMRUP	40760	38043	78803	21589	20216	41805	80328	76163	156491	56599	52682	109281	45313	41063	86376
13	KARBI ANGLONG	23326	22326	45652	12898	11948	24846	47623	44180	91803	28878	26456	55334	22293	20380	42673
14	KARIMGANJ	26544	25448	51992	14525	14051	28576	56420	52749	109169	38308	35252	73560	29768	26911	56679
15	KOKRAJHAR	22542	21925	44467	10699	10206	20905	46285	43423	89708	28970	26721	55691	18560	16736	35296
16	LAKHIMPUR	21846	21298	43144	11899	11985	23884	47132	45448	92580	31814	30237	62051	26385	24663	51048
17	MORIGAON	20418	20418	40836	12711	12241	24952	47520	46395	93915	27068	26322	53390	17845	16649	34494
18	NAGAON	75198	73363	148561	38977	35536	74513	143099	137233	280332	89302	85009	174311	64996	57716	122712
19	NALBARI	30605	27558	58163	15356	14362	29718	60373	56435	116808	41000	38520	79520	37388	31006	68394
20	NCHILLS	5414	5386	10800	2702	2623	5325	7857	7567	15424	4027	3577	7604	2649	2546	5195
21	SIVASAGAR	24891	23775	48666	11006	10680	21686	44474	42798	87272	31685	30166	61851	27962	25395	53357
22	SONITPUR	36123	35186	71309	18022	17412	35434	71864	69200	141064	45639	42851	88490	32990	30560	63550
23	TINSUKIA	20217	19524	39741	12533	12467	25000	52653	50096	102749	36333	33854	70187	30110	26992	57102
24	Total	685342	658985	1344327	349526	334359	683885	1375052	1304420	2679472	882459	827086	1709545	664223	597800	1262023

Source: DISE Additional 2004-05

Table No: 3-6
Data On Enrolment & Out OF School Children [6-10 Years]

Districts	6-10 Years											
	Population			Never Enrolled			Dropout			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARPETA	122872	115379	238251	8065	7760	15825	3162	2909	6071	11227	10669	21896
BONGAIGAON	61911	58592	120503	3867	3653	7520	946	853	1799	4813	4506	9319
CACHAR	77580	71131	148711	5639	5350	10989	1543	1384	2927	7182	6734	13916
DARRANG	102852	95664	198516	7615	7181	14796	2916	2673	5589	10531	9854	20385
DHEMAJI	44530	42632	87162	2417	2568	4985	1253	1131	2384	3670	3699	7369
DHUBRI	142271	134548	276819	14079	13010	27089	4891	4239	9130	18970	17249	36219
DIBRUGHAR	45520	43004	88524	4518	5318	9836	954	961	1915	5472	6279	11751
GOALPARA	61300	58437	119737	2782	2556	5338	1544	1502	3046	4326	4058	8384
GOLAGHAT	51329	48833	100162	2169	2282	4451	513	548	1061	2682	2830	5512
HAILAKANDI	43605	39855	83460	2466	2349	4815	780	782	1562	3246	3131	6377
JORHAT	52770	50445	103215	1784	1977	3761	908	876	1784	2692	2853	5545
KAMRUP	101339	94884	196223	7777	7728	15505	1202	1093	2295	8979	8821	17800
KARBI ANGLONG	55679	51702	107381	7148	6908	14056	2765	2808	5573	9913	9716	19629
KARIMGANJ	68634	63946	132580	5490	5339	10829	1185	1092	2277	6675	6431	13106
KOKRAJHAR	55834	52103	107937	1329	1329	2658	788	795	1583	2117	2124	4241
LAKHIMPUR	58046	55843	113889	3220	3364	6584	2916	2899	5815	6136	6263	12399
MORIGAON	55271	53824	109095	2511	2274	4785	1582	1372	2954	4093	3646	7739
NAGAON	172355	165026	337381	14452	13264	27716	4693	4189	8882	19145	17453	36598
NALBARI	74612	69332	143944	4342	4258	8600	2122	1969	4091	6464	6227	12691
NCHILLS	8480	7930	16410	406	388	794	236	232	468	642	620	1262
SIVASAGAR	56279	53590	109869	3368	3503	6871	890	932	1822	4258	4435	8693
SONITPUR	86515	82848	169363	8001	8253	16254	2536	2329	4865	10537	10582	21119
TINSUKIA	66157	61949	128106	7843	8497	16340	893	886	1779	8736	9383	18119
Total	1665741	1571497	3237238	121288	119109	240397	41218	38454	79672	162506	157563	320069

Source: DISE Additional 2004-05

Table No: 3-6 (a)
Data On Enrolment & Out OF School Children [11-14 Years]

Districts	11-14 Years											
	Population			Never Enrolled			Dropout			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARPETA	61448	55126	116574	6670	5610	12280	2613	2048	4661	9283	7658	16941
BONGAIGAON	32722	29984	62706	2607	2378	4985	1035	887	1922	3642	3265	6907
CACHAR	44543	40602	85145	4366	4195	8561	1781	1600	3381	6147	5795	11942
DARRANG	55677	50322	105999	5551	4842	10393	2703	2415	5118	8254	7257	15511
DHEMAJI	25493	23378	48871	1766	1841	3607	913	880	1793	2679	2721	5400
DHUBRI	61132	55207	116339	9813	8718	18531	4525	3740	8265	14338	12458	26796
DIBRUGHAR	28562	26053	54615	2818	3555	6373	951	1012	1963	3769	4567	8336
GOALPARA	29795	27766	57561	1738	1593	3331	1241	1123	2364	2979	2716	5695
GOLAGHAT	33897	30837	64734	2427	2676	5103	775	770	1545	3202	3446	6648
HAILAKANDI	22191	20052	42243	2254	2209	4463	1181	1099	2280	3435	3308	6743
JORHAT	34875	32203	67078	1619	1846	3465	750	729	1479	2369	2575	4944
KAMRUP	61548	56372	117920	6025	5590	11615	1360	1233	2593	7385	6823	14208
KARBI ANGLONG	30894	28160	59054	3486	3522	7008	1811	1806	3617	5297	5328	10625
KARIMGANJ	41338	37493	78831	4418	3943	8361	1860	1646	3506	6278	5589	11867
KOKRAJHAR	26551	24125	50676	897	868	1765	875	825	1700	1772	1693	3465
LAKHIMPUR	35752	33570	69322	2594	2564	5158	1726	1676	3402	4320	4240	8560
MORIGAON	25579	24178	49757	1425	1095	2520	1160	865	2025	2585	1960	4545
NAGAON	90050	81461	171511	12554	10107	22661	5336	4462	9798	17890	14569	32459
NALBARI	49284	42777	92061	2945	2826	5771	1571	1352	2923	4516	4178	8694
NCHILLS	3828	3612	7440	145	225	370	170	178	348	315	403	718
SIVASAGAR	37474	34462	71936	2549	2878	5427	930	928	1858	3479	3806	7285
SONITPUR	46145	42922	89067	4986	5016	10002	2229	2118	4347	7215	7134	14349
TINSUKIA	40468	36731	77199	5489	6257	11746	1035	897	1932	6524	7154	13678
Total	919246	837393	1756639	89142	84354	173496	38531	34289	72820	127673	118643	246316

Source: DISE Additional 2004-05

Table No: 3-6(b)
Data On Enrolment & Out OF School Children [5-6 Years]

Districts	Population			Total 5-6 Years								
				Never Enrolled			Dropout			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARPETA	49330	47047	96377	4035	3871	7906	591	613	1204	4626	4484	9110
BONGAIGAON	26003	24926	50929	2213	2179	4392	227	209	436	2440	2388	4828
CACHAR	31160	29102	60262	3210	2986	6196	363	294	657	3573	3280	6853
DARRANG	44093	41639	85732	4144	3968	8112	618	558	1176	4762	4526	9288
DHEMAJI	17765	17174	34939	1210	1358	2568	320	317	637	1530	1675	3205
DHUBRI	61971	58239	120210	7303	6889	14192	1038	970	2008	8341	7859	16200
DIBRUGHAR	17730	17029	34759	2598	2755	5353	285	237	522	2883	2992	5875
GOALPARA	26619	25010	51629	1601	1491	3092	350	345	695	1951	1836	3787
GOLAGHAT	19227	18715	37942	1024	1139	2163	81	89	170	1105	1228	2333
HAILAKANDI	16993	16373	33366	1311	1261	2572	97	95	192	1408	1356	2764
JORHAT	19305	18435	37740	839	840	1679	242	239	481	1081	1079	2160
KAMRUP	38970	37351	76321	4163	4056	8219	154	149	303	4317	4205	8522
KARBI ANGLONG	24370	22593	46963	4886	4504	9390	823	792	1615	5709	5296	11005
KARIMGANJ	28592	26465	55057	2977	3130	6107	201	156	357	3178	3286	6464
KOKRAJHAR	23344	21820	45164	803	745	1548	145	160	305	948	905	1853
LAKHIMPUR	23109	22214	45323	1871	1856	3727	973	1027	2000	2844	2883	5727
MORIGAON	24103	23785	47888	1349	1229	2578	399	382	781	1748	1611	3359
NAGAON	71043	68733	139776	7815	7205	15020	1023	918	1941	8838	8123	16961
NALBARI	29938	27855	57793	2414	2250	4664	735	685	1420	3149	2935	6084
NCHILLS	4385	4169	8554	462	449	911	132	123	255	594	572	1166
SIVASAGAR	20892	20373	41265	2278	2247	4525	182	165	347	2460	2412	4872
SONITPUR	35925	34435	70360	4379	4339	8718	740	604	1344	5119	4943	10062
TINSUKIA	25361	24629	49990	3992	4255	8247	156	156	312	4148	4411	8559
Grand	680228	648111	1328339	66877	65002	131879	9875	9283	19158	76752	74285	151037

Source: DISE Additional 2004-05

Table No: 3-6(c)
Data On Enrolment & Out OF School Children [7-14 Years]

Districts	7-14 Years											
	Population			Never Enrolled			Dropout			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARPETA	159042	146757	305799	12979	11726	24705	5415	4595	10010	18394	16321	34715
BONGAIGAON	81584	76181	157765	5536	5104	10640	1841	1611	3452	7377	6715	14092
CACHAR	106457	97164	203621	8616	8299	16915	3106	2805	5911	11722	11104	22826
DARRANG	136269	124970	261239	11364	10297	21661	5192	4701	9893	16556	14998	31554
DHEMAJI	60940	57158	118098	3626	3749	7375	2009	1864	3873	5635	5613	11248
DHUBRI	171770	159977	331747	20820	18759	39579	8738	7360	16098	29558	26119	55677
DIBRUGHAR	65102	60391	125493	6210	7643	13853	1761	1836	3597	7971	9479	17450
GOALPARA	77753	73536	151289	3785	3518	7303	2546	2392	4938	6331	5910	12241
GOLAGHAT	75675	70368	146043	4218	4544	8762	1239	1270	2509	5457	5814	11271
HAILAKANDI	57565	51909	109474	4177	4027	8204	1899	1827	3726	6076	5854	11930
JORHAT	77871	73255	151126	3005	3407	6412	1541	1477	3018	4546	4884	9430
KAMRUP	143270	132557	275827	12055	11562	23617	2462	2229	4691	14517	13791	28308
KARBIANGLONG	74424	68423	142847	8585	8538	17123	4064	4111	8175	12649	12649	25298
KARIMGANJ	95904	88447	184351	8671	8022	16693	2926	2656	5582	11597	10678	22275
KOKRAJHAR	70471	65060	135531	1944	1907	3851	1589	1535	3124	3533	3442	6975
LAKHIMPUR	82222	78134	160356	5074	5143	10217	3938	3826	7764	9012	8969	17981
MORIGAON	68330	65581	133911	3315	2774	6089	2478	1986	4464	5793	4760	10553
NAGAON	226354	211225	437579	23819	20473	44292	9393	8060	17453	33212	28533	61745
NALBARI	108823	98106	206929	6218	6094	12312	3189	2808	5997	9407	8902	18309
NCHILLS	10148	9521	19669	406	490	896	354	359	713	760	849	1609
SIVASAGAR	83229	77986	161215	5050	5550	10600	1682	1725	3407	6732	7275	14007
SONITPUR	114568	108176	222744	11009	11344	22353	4374	4131	8505	15383	15475	30858
TINSUKIA	93735	86313	180048	11581	12882	24463	1813	1665	3478	13394	14547	27941
Total	2241506	2081195	4322701	182063	175852	357915	73549	66829	140378	255612	242681	498293

Source: DISE Additional 2004-05

**Table No: 3-7
Coverage & Planning of Out-Of-School Children**

S. No	Districts	No. of out of school children as per house hold survey (5-14 age group)	No. of children covered under different strategies in the preceding year							No. of children to be covered under different strategies in the current year						
			Mainstreaming	EGS	NRBC	RBC	Madarsa/Mukhtab	Innovation	other	Mainstreaming	EGS	NRBC	RBC	Madarsa/Mukhtab	Innovation	other
1	Barpeta	43,825	7,370	12,462	-	144	-	-	-	-	3,200	-	150	-	33,563	650
2	Bongaigaon	18,920	4,392	11,567	-	100	-	535	-	-	1,280	-	100	-	12,899	780
3	Cachar	29,679	-	16,418	-	-	-	-	590	-	6,190	-	-	-	20,987	590
4	Darrang	40,842	10,484	39,328	-	58	-	-	-	-	3,320	-	100	-	29,991	1,000
5	Dhemaji	14,453	5,881	13,536	-	-	-	-	-	-	3,320	-	-	-	9,896	-
6	Dhubri	71,877	28,324	14,032	-	153	-	-	1,400	-	12,000	-	100	-	53,102	1,400
7	Dibrugarh	23,325	6,248	6,654	-	-	-	-	980	-	2,160	-	-	-	15,575	980
8	Goalpara	16,028	7,063	21,439	-	66	-	-	-	-	5,800	-	100	-	11,286	-
9	Golaghat	13,604	7,152	7,155	-	-	-	-	-	-	1,200	-	-	-	9,865	585
10	Hailakandi	14,694	5,918	5,314	-	-	-	-	-	-	6,291	-	-	-	11,089	280
11	Jorhat	11,590	7,997	2,206	-	-	-	-	-	398	1,760	-	-	-	8,290	378
12	Kamrup	36,830	5,927	9,449	-	-	-	-	486	-	3,525	-	-	-	26,985	5,681
13	Karbi Anglong	36,303	67	12,942	-	100	-	-	-	-	8,155	-	100	-	23,557	400
14	Karimganj	28,739	4,861	7,439	-	-	-	-	606	-	4,000	-	-	-	20,821	504
15	Kokrajhar	8,828	6,371	17,500	-	100	-	-	-	-	6,060	-	100	-	5,892	309
16	Lakhimpur	23,708	3,271	9,118	-	-	-	-	-	-	1,280	-	-	-	17,061	894
17	Morigaion	13,912	3,916	13,040	-	100	-	-	-	-	3,604	-	100	-	10,202	120
18	Nagaon	78,706	20,335	33,724	-	-	-	-	1,428	-	3,420	-	-	-	58,477	1,450
19	Nalbari	24,393	6,357	8,625	-	-	-	-	430	-	2,700	-	-	-	16,895	530
20	NC Hills	2,775	478	2,059	-	-	-	-	-	-	628	-	-	-	878	-
21	Sivasagar	18,879	9,942	2,423	-	-	-	-	443	-	3,320	-	-	-	12,559	435
22	Sonitpur	40,920	3,310	25,763	-	100	-	-	-	-	3,200	-	-	-	29,276	727
23	Tinsukia	36,500	7,757	7,675	-	-	-	-	934	-	3,950	-	-	-	26,270	934
24	Total	649,330	163,421	299,868	-	921	-	535	7,695	-	90,363	-	850	-	465,416	18,627

Source: DISE Additional 2004-05

Table No: 3-8
Data on GER, Repetition Rate

District	Primary						Upper Primary					
	GER			Overall Repetition			GER			Overall Repetition		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Barpeta	109%	113%	111%	1%	1%	1%	64%	65%	65%	4%	3%	4%
Bongaigaon	109%	112%	111%	1%	1%	1%	69%	69%	69%	7%	6%	7%
Cachar	130%	129%	129%	0%	1%	0%	80%	81%	80%	6%	6%	6%
Darang	88%	92%	90%	1%	1%	1%	62%	62%	62%	4%	4%	4%
Dhemaji	81%	84%	82%	0%	0%	0%	66%	64%	65%	0%	1%	1%
Dhubri	103%	108%	105%	2%	2%	2%	51%	50%	50%	4%	4%	4%
Dibrugarh	157%	152%	154%	1%	1%	1%	95%	88%	92%	3%	4%	4%
Goalpara	112%	116%	114%	2%	2%	2%	59%	63%	61%	3%	3%	3%
Golaghat	111%	109%	110%	0%	0%	0%	76%	69%	73%	4%	4%	4%
Hailakandi	116%	116%	116%	1%	1%	1%	58%	61%	59%	6%	5%	5%
Jorhat	114%	115%	114%	0%	0%	0%	78%	76%	77%	4%	3%	3%
Kamrup	124%	128%	126%	0%	0%	0%	96%	99%	98%	3%	3%	3%
Karbianglong	104%	108%	106%	2%	2%	2%	73%	69%	71%	4%	4%	4%
Karimganj	116%	115%	115%	1%	1%	1%	67%	71%	69%	7%	7%	7%
Kokrajhar	100%	103%	101%	1%	1%	1%	82%	77%	80%	5%	5%	5%
Lakhimpur	115%	113%	114%	0%	0%	0%	76%	74%	75%	1%	1%	1%
Morigaon	105%	108%	107%	2%	2%	2%	66%	73%	69%	3%	2%	3%
Nagaon	145%	154%	149%	1%	0%	1%	134%	152%	143%	4%	5%	4%
Nalbari	103%	107%	105%	1%	0%	0%	50%	57%	54%	5%	3%	4%
NC Hills	102%	105%	104%	3%	2%	3%	87%	88%	88%	6%	6%	6%
Sivasagar	112%	111%	112%	0%	0%	0%	84%	80%	82%	3%	3%	3%
Sonitpur	114%	112%	113%	1%	1%	1%	70%	66%	68%	8%	6%	7%
Tinsukia	106%	101%	103%	1%	0%	0%	67%	62%	65%	8%	8%	8%
Total	109%	111%	110%	1%	1%	1%	70%	70%	70%	4%	4%	4%

Source: DISE Additional 2004-05

Table No: 3-9
Data On Completion Rates, Primary Graduates, Transition Rate

District	Completion Rate			No of Primary Graduates			Transition Rate from Primary to UP		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Barpeta	99%	99%	99%	13983	13197	27180	119%	115%	117%
Bongaigaon	99%	99%	99%	7544	7352	14896	123%	116%	120%
Cachar	98%	97%	97%	13575	12262	25837	100%	99%	100%
Darrang	99%	99%	99%	10792	10292	21084	119%	115%	117%
Dhemaji	99%	98%	99%	4904	4487	9391	113%	113%	113%
Dhubri	100%	98%	99%	11705	11342	23047	123%	119%	121%
Dibrugarh	98%	97%	97%	10292	8530	18822	93%	94%	93%
Goalpara	99%	99%	99%	7001	7116	14117	108%	111%	110%
Golaghat	99%	99%	99%	7892	7032	14924	106%	101%	104%
Hailakandi	100%	99%	99%	4814	4562	9376	113%	109%	111%
Jorhat	99%	100%	100%	8182	7262	15444	104%	108%	106%
Kamrup	99%	100%	99%	18111	17625	35736	115%	109%	112%
Karbianglong	97%	97%	97%	7473	6660	14133	111%	108%	110%
Karimganj	98%	98%	98%	9141	8838	17979	116%	115%	115%
Kokrajhar	98%	98%	98%	6622	6115	12737	138%	133%	136%
Lakhimpur	98%	98%	98%	8386	7611	15997	111%	111%	111%
Morigaon	99%	99%	99%	6366	6634	13000	111%	112%	112%
Nagaon	99%	99%	99%	18368	18996	37364	101%	103%	102%
Nalbari	99%	98%	99%	10869	9571	20440	125%	131%	128%
NC Hills	91%	94%	92%	1528	1550	3078	127%	123%	125%
Sivasagar	99%	99%	99%	9154	7881	17035	110%	112%	111%
Sonitpur	98%	98%	98%	12594	11133	23727	108%	106%	107%
Tinsukia	100%	99%	100%	9386	7849	17235	104%	105%	104%
State Total	99%	99%	99%	218682	203897	422579	112%	111%	111%

Source: DISE Additional 2004-05

Table No: 3-10
Existing EGS Centres

S.No.	Districts	Status OF Existing EGS Centres		No. of EGS Centres having Enrolment					No. of Additional SM
		No. of Centre	Total	<=40	41-80	81-120	>=120	Total	
1	Barpeta	176	12,462	41	110	20	5	176	165
2	Bongaigaon	215	11,567	134	62	19	0	215	100
3	Cachar	270	16,418	18	244	6	2	270	262
4	Darrang	504	39,328	132	229	143	0	504	515
5	Dhemaji	247	13,536	132	81	29	5	247	154
6	Dhubri	184	14,032	60	82	32	10	184	176
7	Dibrugarh	120	6,654	22	95	3	0	120	101
8	Goalpara	447	21,439	260	172	12	3	447	205
9	Golaghat	97	7,155	43	46	6	2	97	64
10	Hailakandi	76	5,314	34	37	5	0	76	47
11	Jorhat	42	2,206	10	26	5	1	42	39
12	Kamrup	158	9,449	95	44	13	7	158	91
13	Karbi Anglong	320	12,942	269	43	8	0	320	59
14	Karimganj	134	7,439	79	41	11	3	134	72
15	Kokrajhar	300	17,500	119	166	11	4	300	200
16	Lakhimpur	137	9,118	82	17	18	20	137	113
17	Morigaon	208	13,040	79	96	17	16	208	178
18	Nagaon	342	33,724	26	188	82	46	342	490
19	Nalbari	121	8,625	50	34	32	5	121	113
20	NC Hills	53	2,059	32	19	2	0	53	23
21	Sivasagar	37	2,423	12	20	4	1	37	31
22	Sonitpur	482	25,763	270	181	28	3	482	247
23	Tinsukia	100	7,675	47	26	23	4	100	84
Total		4770	299,868	2046	2059	529	137	4770	3529

Source: DISE Additional 2004-05

Table No: 3-11
Existing School Infrastructure

Districts	Building Less Schools		Schools without provision of DW facility			Will Be Covered During 2005-06			Schools without provision of Toilet facility			To Be Covered During 2005-06		
	LP	UP	L.P.	U.P.	TOTAL	L.P.	U.P.	Total	L.P.	UP	Total	L.P.	UP	Total
Barpeta	50	10	1,830	747	2,577	9	0	9	673	267	940	67	267	334
Bongaigaon	16	6	964	363	1,327	2	1	3	697	119	816	70	119	189
Cachar	20	5	1,400	410	1,810	215	32	247	657	168	825	66	168	234
Darrang	0	0	1,443	558	2,001	56	8	64	1070	113	1183	107	113	220
Dhemaji	96	20	847	375	1,222	0	0	0	817	104	921	82	104	186
Dhubri	62	22	1,361	597	1,958	88	25	113	813	313	1126	81	313	394
Dibrugarh	6	1	1,184	380	1,564	0	0	0	986	130	1116	99	130	229
Goalpara	18	15	938	345	1,283	7	2	9	479	153	632	48	153	201
Golaghat	16	10	991	401	1,392	13	13	26	742	141	883	74	141	215
Hailakandi	61	17	1,011	315	1,326	0	0	0	976	287	1263	98	287	385
Jorhat	46	9	1,536	508	2,044	33	27	60	1064	281	1345	106	281	387
Kamrup	34	16	2,081	848	2,929	91	7	98	195	148	343	20	148	168
Karbi Anglong	10	10	589	26	615	809	336	1,145	1010	302	1312	101	302	403
Karimganj	24	16	963	276	1,239	282	59	341	816	139	955	82	139	221
Kokrajhar	24	0	1,038	359	1,397	42	4	46	644	116	760	64	116	180
Lakhimpur	45	4	1,323	661	1,984	49	11	60	1227	217	1444	123	217	340
Morigaon	25	0	813	309	1,122	0	0	0	398	166	564	40	166	206
Nagaon	129	41	1,825	625	2,450	183	112	295	1492	438	1930	149	438	587
Nalbari	9	1	1,356	674	2,030	125	21	146	326	205	531	33	205	238
N.C. Hills	75	31	184	44	228	492	187	679	645	173	818	65	173	238
Sibsagar	40	12	1,681	521	2,202	42	13	55	1245	149	1394	125	149	274
Sonitpur	3	4	1,307	338	1,645	24	8	32	649	72	721	65	72	137
Tinsukia	4	0	839	245	1,084	2	0	2	413	102	515	41	102	143
Total	813	250	27,504	9,925	37,429	2,564	866	3,430	18,034	4,303	22,337	1,806	4,303	6,109

Source: DISE Additional 2004-05

Table No: 3-11 (a)
Existing School Infrastructure

Districts'	Type	Total Schools	Total pucc class room	Nos of repairable Class room	Nos of Schools with access ramp	No of schools with boundary	Nop of Schools With Playground	without own building
Barpeta	LP	1840	1085	2322	300	21	710	39
	UP	538	532	2418	27	38	481	233
	Total	2378	1617	4740	327	59	1191	272
Bongaigaon	LP	966	739	860	176	23	673	53
	UP	288	373	756	20	18	277	147
	Total	1254	1112	1616	196	41	950	200
Cachar	LP	1615	912	1504	59	24	251	126
	UP	339	558	1402	6	15	173	59
	Total	1954	1470	2906	65	39	424	185
Darrang	LP	1499	940	1526	273	38	843	29
	UP	446	568	1558	14	22	323	36
	Total	1945	1508	3084	287	60	1166	65
Dhemaji	LP	847	265	1223	31	6	598	47
	UP	306	214	1038	4	5	274	114
	Total	1153	479	2261	35	11	872	161
Dhubri	LP	1449	763	1728	58	20	802	1
	UP	522	429	1687	13	30	385	189
	Total	1971	1192	3415	71	50	1187	190
Dibrugarh	LP	1184	1655	1684	45	55	834	256
	UP	275	952	980	6	36	254	70
	Total	1459	2607	2664	51	91	1088	326
Goalpara	LP	945	938	936	279	20	657	10
	UP	276	398	725	16	18	252	60
	Total	1221	1336	1661	295	38	909	70
Golaghat	LP	1004	892	799	111	56	470	30
	UP	298	628	801	15	35	252	76
	Total	1302	1520	1600	126	91	722	106

Table No: 3-11 (a)
Existing School Infrastructure

Districts'	Type	Total Schools	Total pucc class room	Nos of repairable Class room	Nos of Schools with access ramp	No of schools with boundary	Nop of Schools With Playground	without own building
Hailakandi	LP	1011	214	924	49	8	147	93
	UP	277	169	659	3	16	85	36
	Total	1288	383	1583	52	24	232	129
Jorhat	LP	1569	1579	1411	143	87	501	97
	UP	358	1036	1388	10	35	311	45
	Total	1927	2615	2799	153	122	812	142
Kamrup	LP	2172	1629	2998	118	125	990	150
	UP	576	1228	2965	15	93	469	125
	Total	2748	2857	5963	133	218	1459	275
Karbianglon	LP	1398	697	1395	26	25	755	86
	UP	273	607	787	3	23	273	42
	Total	1671	1304	2182	29	48	1028	128
Karimganj	LP	1245	753	863	32	6	153	39
	UP	271	593	726	4	13	102	17
	Total	1516	1346	1589	36	19	255	56
Kokrajhar	LP	1080	881	754	173	21	779	64
	UP	313	452	776	12	20	271	94
	Total	1393	1333	1530	185	41	1050	158
Lakhimpur	LP	1372	809	1897	65	16	650	58
	UP	512	839	2001	18	18	515	235
	Total	1884	1648	3898	83	34	1165	293
Morigaon	LP	813	672	851	39	19	417	30
	UP	236	381	773	4	20	207	74
	Total	1049	1053	1624	43	39	624	104
NCHills	LP	2008	287	744	13	12	100	62
	UP	541	265	451	4	6	45	64
	Total	2549	552	1195	17	18	145	126
Nagaon	LP	1481	1612	2660	88	89	690	208
	UP	521	1189	2141	9	60	350	155
	Total	2002	2801	4801	97	149	1040	363

Table No: 3-11 (a)
Existing School Infrastructure

Districts'	Type	Total Schools	Total pucc class room	Nos of repairable Class room	Nos of Schools with access ramp	No of schools with boundary	Nop of Schools With Playground	without own building
Nalbari	LP	676	478	2116	72	43	504	11
	UP	188	499	2131	15	53	381	14
	Total	864	977	4247	87	96	885	25
Sivasagar	LP	1723	2126	1934	46	53	700	64
	UP	378	1218	1091	7	46	291	32
	Total	2101	3344	3025	53	99	991	96
Sonitpur	LP	1331	2045	1361	156	52	800	97
	UP	230	1009	917	20	30	234	63
	Total	1561	3054	2278	176	82	1034	160
Tinsukia	LP	841	1445	1053	56	35	675	254
	UP	181	728	641	3	28	160	66
	Total	1,022	2173	1694	59	63	835	320
Total	LP	30,068	23416	33543	2408	854	13699	1904
	UP	8,143	14865	28812	248	678	6365	2046
	Total	38,211	38281	62355	2656	1532	20064	3950

Table No: 3-12
Details of Disabled Children

Districts	Total Disabled Children	No. of GPs with Disabled Children	GPs with <10 Disabled Children		GPs with <10 Disabled Children	
			No. Of GPs	Learners	No. Of GPs	Learners
Barpeta	3837	106	20	129	86	3708
Bongaigaon	1585	93	39	133	54	1452
Cachar	5551	163	68	312	95	5239
Darrang	2921	155	45	240	110	2681
Dhemaji	3573	65	0	0	65	3573
Dhubri	1690	151	96	476	55	1214
Dibrugarh	3491	96	1	5	95	3486
Goalpara	2715	82	0	0	82	2715
Golaghat	3873	101	2	9	99	3864
Hailakandi	1571	57	12	61	45	1510
Jorhat	2741	111	5	43	106	2698
Kamrup	5079	175	12	109	163	4970
Karbi Anglong	1735	87	9	16	78	1719
Karimganj	2235	96	1	5	95	2230
Kokrajhar	3751	87	7	39	80	3712
Lakhimpur	2421	80	16	80	64	2341
Morigaon	1589	46	0	0	46	1589
Nagaon	7856	239	41	261	198	7595
Nalbari	4255	115	5	43	110	4212
N.C. Hills	819	29	5	49	24	770
Sibsagar	2564	118	56	200	62	2364
Sonitpur	4271	158	2	20	156	4251
Tinsukia	2156	86	16	89	70	2067
Total	72279	2496	458	2319	2038	69960

Source: DISE Additional 2004-05

Table No: 3-13
Details of Disabled Children

Districts	No. of Govt Schools With having upto 3 Classrooms	No. of Govt Schools With more than 3 Classrooms	Total Schools
Barpeta	2148	380	2528
Bongaigaon	1195	112	1307
Cachar	1739	276	2015
Darrang	1624	196	1820
Dhemaji	959	188	1147
Dhubri	1834	200	2034
Dibrugarh	1254	262	1516
Goalpara	1109	135	1244
Golaghat	1196	150	1346
Hailakandi	1218	100	1318
Jorhat	1749	264	2013
Kamrup	2273	669	2942
Karbianglong	1639	128	1767
Karimganj	1568		1568
Kokrajhar	1265	147	1412
Lakhimpur	1649	367	2016
Morigaon	971	128	1099
NCHills	811	74	885
Nagaon	2172	499	2671
Nalbari	1629	463	2092
Sivasagar	1812	371	2183
Sonitpur	1684		1684
Tinsukia	832	220	1052
Total	34330	5329	39659

Source: DISE Additional 2004-05

Table No: 3-14
Data On Teachers

District	Teacher In Govt Schools					Teacher In Govt Aided School					Teacher in Unaided Schools				
	LP Only	LP with UP	Primary With Sec/HS	UP Only	UP with Sec/HS	LP Only	LP with UP	Primary With Sec/HS	UP Only	UP with Sec/HS	LP Only	LP with UP	Primary With Sec/HS	UP Only	UP with Sec/HS
Barpeta	4170	401	0	2318	910				1329	134	3	8			8
Bongaigaon	2456	242	0	1019	302				808	37			19		
Cachar	3909	345	0	1975	591	2			302	10					
Darrang	3898	340	0	1375	701	56					2			974	15
Dhemaji	2576	255	0	1229	241	13			755	71				18	
Dhubri	2812	287	0	1704	290				1096	108					
Dibrugarh	3219	493	8	1179	389	21	6		119	27	331				7
Goalpara	2201	300	0	1213	203	6			324	12					
Golaghat	2280	313	0	1104	550	2			292	11	1				
Hailakandi	2480	330	5	1526	159				272	55					
Jorhat	3443	411	0	1584	1007				224	74	3		44		7
Kamrup	6229	711	177	2932	1290	2			732	135	16		9	8	9
Karbianglong	2821	11	0	1469	387				47	22	2		4	4	8
Karimganj	2694	430	0	1341	237			22	312	47			10		
Kokrajhar	2520	146	32	1097	235	3	21		1091	6			20		
Lakhimpur	4661	545	0	2267	952				1199	344	18				
Morigaon	1891	244	0	1176	315				360	9					
Nagaon	5530	704	0	2676	943				701	71	66				
Nalbari	4636	543	0	3656	622										
NCHills	2396	59	26	814	86		20	25	223	0	4	12	23	5	
Sivasagar	9276	1055	40	2956	1021	9	5	4	228	38					13
Sonitpur	3295	416	23	936	383	13	5		122	37	158	1	2	7	25
Tinsukia	2290	68	0	1090	299				132	27	331				
Total	81683	8649	311	38636	12113	127	57	51	10668	1275	935	21	131	1016	92

Source: DISE Additional 2004-05

Table No: 3-14 (a)
Data On Teachers: Primary Only

District	Enrolment				Teacher in Position	Single Teacher School	Female Teacher	%age Of Female Teacher
	I-IV		V-VII					
	Boys	Girls	Boys	Girls				
Barpeta	100498	98973	0	0	4170	432	939	23%
Bongaigaon	50014	49421	0	0	2456	184	693	28%
Cachar	83608	77079	0	0	3909	588	1452	37%
Darrang	70625	69884	0	0	3898	254	1016	26%
Dhemaji	24663	24294	0	0	2576	62	965	37%
Dhubri	122096	120147	0	0	2812	518	634	23%
Dibrugarh	44158	41260	0	0	3219	206	1395	43%
Goalpara	55045	54335	0	0	2201	249	584	27%
Golaghat	42466	39632	0	0	2280	292	880	39%
Hailakandi	39466	37008	0	0	2480	392	741	30%
Jorhat	42404	40870	0	0	3443	426	1416	41%
Kamrup	92975	90587	0	0	6229	383	2379	38%
Karbianglong	47097	45527	0	0	2821	570	1039	37%
Karimganj	65342	61488	0	0	2694	517	739	27%
Kokrajhar	40574	39359	0	0	2520	194	668	27%
Lakhimpur	45522	43386	0	0	4661	223	1851	40%
Morigaon	46851	47058	0	0	1891	176	533	28%
Nagaon	143517	142112	0	0	5530	466	2036	37%
Nalbari	52070	49923	0	0	4636	200	1023	22%
NCHills	9793	9396	0	0	2396	206	1280	53%
Sivasagar	45691	42992	0	0	9276	13	4391	47%
Sonitpur	68462	65518	0	0	3295	240	1156	35%
Tinsukia	43369	40518	0	0	2290	131	855	37%
Total	1376306	1330767	0	0	81683	6922	28665	35%

Source: DISE Additional 2004-05

Table No: 3-14 (b)
Data On Teachers: Primary with Upper Primary

District	Enrolment				Teacher in Position	Single Teacher School	Female Teacher	%age Of Female Teacher
	I-IV		V-VII					
	Boys	Girls	Boys	Girls				
Barpeta	2346	2220	1861	1429	401		86	21%
Bongaigaon	1853	1912	1781	1844	242		65	27%
Cachar	2014	1745	2585	2454	345		112	32%
Darrang	1203	1176	1766	1623	340		77	23%
Dhemaji	960	952	1205	1069	255		74	29%
Dhubri	5085	4923	2516	2294	287		34	12%
Dibrugarh	1175	1196	4151	3514	493		126	26%
Goalpara	2316	2424	1912	1993	300		47	16%
Golaghat	1360	1258	1729	1426	313		107	34%
Hailakandi	1446	1437	1368	1613	330		81	25%
Jorhat	1151	1065	1518	1302	411		150	36%
Kamrup	2972	2724	5343	4737	711		180	25%
Karbianglong	86	97	81	78	11		3	27%
Karimganj	2000	1878	3171	3541	430		88	20%
Kokrajhar	748	735	884	747	146		17	12%
Lakhimpur	1869	1670	2128	1934	545		183	34%
Morigaon	1836	1830	1717	1760	244		58	24%
Nagaon	3421	3444	3816	3421	704		260	37%
Nalbari	2057	1915	2111	1842	543		101	19%
NCHills	0	0	233	218	59		1	2%
Sivasagar	1637	1563	2670	2269	1055		444	42%
Sonitpur	2164	2162	3673	2970	416		133	32%
Tinsukia	366	303	615	589	68		19	28%
Total	40065	38629	48834	44667	8649	0	2446	28%

Source: DISE Additional 2004-05

Table No: 3-14 (c)
Data On Teachers: Primary With Secondary/Higher Secondary

District	Enrolment				Teacher in Position	Single Teacher School	Female Teacher	%age Of Female Teacher
	I-IV		V-VII					
	Boys	Girls	Boys	Girls				
Barpeta								
Bongaigaon								
Cachar								
Darrang								
Dhemaji								
Dhubri								
Dibrugarh	0	0	64	81	8		3	38%
Goalpara								
Golaghat								
Hailakandi	141	97	126	78	5		2	40%
Jorhat								
Kamrup	401	453	1432	1205	177		72	41%
Karbianglong								
Karimganj								
Kokrajhar	73	46	342	295	32			
Lakhimpur								
Morigaon								
Nagaon								
Nalbari								
NCHills	20	607	108	450	26		18	69%
Sivasagar	0	0	387	400	40		19	48%
Sonitpur	88	64	724	160	23		8	35%
Tinsukia								
Total	723	1267	3183	2669	311	0	122	39%

Source: DISE Additional 2004-05

Table No: 3-14 (d)
Data On Teachers: Upper Primary Only

District	Enrolment				Teacher in Position	Single Teacher School	Female Teacher	%age Of Female Teacher
	I-IV		V-VII					
	Boys	Girls	Boys	Girls				
Barpeta	0	0	18945	17574	2318		283	12%
Bongaigaon	0	0	11115	9681	1019		153	15%
Cachar	0	0	19628	20054	1975		468	24%
Darrang	0	0	14338	13026	1375		202	15%
Dhemaji	0	0	8365	7654	1229		211	17%
Dhubri	0	0	16435	17719	1704		195	11%
Dibrugarh	0	0	13216	11600	1179		400	34%
Goalpara	0	0	9522	10763	1213		174	14%
Golaghat	0	0	12815	11568	1104	1	265	24%
Hailakandi	0	0	8338	8213	1526	4	233	15%
Jorhat	0	0	12562	11406	1584	1	415	26%
Kamrup	0	0	25642	26004	2932	1	705	24%
Karbianglong	0	0	14574	12888	1469	1	222	15%
Karimganj	0	0	15412	15657	1341		221	16%
Kokrajhar	0	0	11210	8889	1097		291	27%
Lakhimpur	0	0	11162	10537	2267		470	21%
Morigaon	0	0	9978	11291	1176		236	20%
Nagaon	0	0	23868	28153	2676	1	589	22%
Nalbari	0	0	22161	22518	3656	1	498	14%
NCHills	0	0	2935	2699	814	2	160	20%
Sivasagar	0	0	13229	11709	2956		1103	37%
Sonitpur	0	0	14728	13138	936	1	184	20%
Tinsukia	0	0	17092	15490	1090		331	30%
Total	0	0	327270	318231	38636	13	8009	21%

Source: DISE Additional 2004-05

Table No: 3-14 (d)
Data On Teachers: Upper Primary with Secondary/Higher Secondary

District	Enrolment				Teacher in Position	Single Teacher School	Female Teacher	%age Of Female Teacher
	I-IV		V-VII					
	Boys	Girls	Boys	Girls				
Barpeta	0	0	10064	8626	910		230	25%
Bongaigaon	0	0	4038	3174	302		86	28%
Cachar	0	0	9684	7452	591		222	38%
Darrang	0	0	8151	6773	701		129	18%
Dhemaji	0	0	1280	938	241		69	29%
Dhubri	0	0	6346	3661	290		71	24%
Dibrugarh	0	0	5101	4569	389		207	53%
Goalpara	0	0	3454	2986	203		69	34%
Golaghat	0	0	5158	3834	550		248	45%
Hailakandi	0	0	2182	1573	159		39	25%
Jorhat	0	0	7663	7114	1007		476	47%
Kamrup	0	0	16088	14510	1290		505	39%
Karbianglong	0	0	5814	4550	387		98	25%
Karimganj	0	0	3534	3117	237		89	38%
Kokrajhar	0	0	2874	2267	235		55	23%
Lakhimpur	0	0	5427	4354	952		271	28%
Morigaon	0	0	3366	2819	315		92	29%
Nagaon	0	0	11866	10536	943		374	40%
Nalbari	0	0	10002	7526	622		108	17%
NCHills	0	0	937	1046	86		29	34%
Sivasagar	0	0	9054	7921	1021		464	45%
Sonitpur	0	0	7380	7389	383		146	38%
Tinsukia	0	0	4857	3403	299		167	56%
Total	0	0	144320	120138	12113	0	4244	35%

Source: DISE Additional 2004-05

Table No: 3-15
Distribution Of LP Schools By Range of PTR

Districts	0-40	40-80	80-120	120-160	Above 160	Total
Barpeta	599	501	336	196	208	1840
Bongaigaon	420	271	146	66	63	966
Cachar	619	543	242	91	114	1609
Darrang	817	363	149	80	114	1523
Dhemaji	604	212	22	4	5	847
Dhubri	192	310	320	219	408	1449
Dibrugarh	779	400	116	28	10	1333
Goalpara	351	296	124	72	99	942
Golaghat	475	324	125	43	37	1004
Hailakandi	479	317	115	54	38	1003
Jorhat	1100	329	85	23	32	1569
Kamrup	1229	643	210	49	49	2180
Karbianglong	726	494	119	28	43	1410
Karimganj	362	475	211	104	92	1244
Kokrajhar	583	309	110	39	37	1078
Lakhimpur	944	257	95	43	38	1377
Morigaon	255	291	134	59	77	816
NCHills	618	41	3		22	684
Nagaon	578	555	381	224	299	2037
Nalbari	991	310	98	45	40	1484
Sivasagar	1614	82	8	2	8	1714
Sonitpur	568	467	229	93	101	1458
Tinsukia	374	374	135	46	32	961
Total	15277	8164	3513	1608	1852	30528
In %	50%	27%	12%	5%	6%	100%

Source: DISE Additional 2004-05

Table No: 3-16
Distribution Of LP Schools By Number Of Teachers

Districts	1-Tch	2-Tch	3-Tch	4-Tch	Above 4	Total
Barpeta	432	875	311	126	96	1840
Bongaigaon	184	412	200	93	77	966
Cachar	604	504	215	127	159	1609
Darrang	261	662	316	160	124	1523
Dhemaji	62	390	172	101	122	847
Dhubri	521	656	181	51	40	1449
Dibrugarh	231	611	252	107	132	1333
Goalpara	249	418	142	68	65	942
Golaghat	294	405	168	84	53	1004
Hailakandi	393	291	123	93	103	1003
Jorhat	431	736	250	79	73	1569
Kamrup	388	882	406	232	272	2180
Karbianglong	594	479	188	78	71	1410
Karimganj	518	416	154	59	97	1244
Kokrajhar	195	586	159	77	61	1078
Lakhimpur	225	396	266	173	317	1377
Morigaon	177	390	137	61	51	816
NCHills	226	188	93	40	137	684
Nagaon	471	783	362	173	248	2037
Nalbari	200	449	372	208	255	1484
Sivasagar	13	264	294	277	866	1714
Sonitpur	303	635	267	120	133	1458
Tinsukia	145	437	197	76	106	961
Total	7117	11865	5225	2663	3658	30528
In %	23%	39%	17%	9%	12%	100%

Source: DISE Additional 2004-05

Table No: 3-17
District Wise Single Teacher Schools & Enrolment

District	No. Of Schools	Enrolment
Barpeta	432	66802
Bongaigaon	184	21187
Cachar	604	58017
Darrang	261	29752
Dhemaji	62	4648
Dhubri	521	102442
Dibrugarh	231	17955
Goalpara	249	29286
Golaghat	294	25470
Hailakandi	393	34273
Jorhat	431	25180
Kamrup	388	32876
Karbianglong	594	32655
Karimganj	518	55772
Kokrajhar	195	17895
Lakhimpur	225	21789
Morigaon	177	24108
NCHills	226	6218
Nagaon	471	78907
Nalbari	200	21958
Sivasagar	13	720
Sonitpur	303	30395
Tinsukia	145	15736
Total	7117	754041

Source: DISE Additional 2004-05

Table No: 3-18
District Wise Four or More Teacher Schools & Enrolment

District	No. Of LP Schools	Enrolment
Barpeta	222	27833
Bongaigaon	170	25552
Cachar	286	44970
Darrang	284	33103
Dhemaji	223	17673
Dhubri	91	21761
Dibrugarh	239	31187
Goalpara	133	24734
Golaghat	137	17963
Hailakandi	196	20039
Jorhat	152	15615
Kamrup	504	65763
Karbianglong	149	22936
Karimganj	157	25284
Kokrajhar	138	15216
Lakhimpur	490	36496
Morigaon	112	16473
Nagaon	421	64550
Nalbari	463	36548
NC Hills	176	9086
Sivasagar	1143	65984
Sonitpur	317	40541
Tinsukia	182	31340
Total	6385	710647

Source: DISE Additional 2004-05

Table No: 3-19
District Wise Caste Wise & Class Wise Primary School Enrolment

Districts	Caste Wise Enrolment									Class Wise Enrolment					
	General		SC		ST		Total			Ka	Class I	Class II	Class III	Class IV	Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total						
Barpeta	122057	119716	8669	8460	7492	7647	138218	135823	274041	69403	59745	55722	53734	35437	274041
Bongaigaon	52884	52245	8948	8638	7940	7890	69772	68773	138545	35176	28262	27558	27966	19583	138545
Cachar	76919	71413	22175	20454	3489	3354	102583	95221	197804	33266	45033	45518	44330	29657	197804
Darrang	75485	74317	6963	6568	15951	16092	98399	96977	195376	48511	44130	38864	37292	26579	195376
Dhemaji	13016	13341	2892	2796	21068	21017	36976	37154	74130	23136	14493	13282	12569	10650	74130
Dhubri	148973	146342	5417	5236	3738	3655	158128	155233	313361	61110	80601	66802	68147	36701	313361
Dibrugarh	59832	55181	4542	4424	5669	5485	70043	65090	135133	29101	28952	26365	27385	23330	135133
Goalpara	53397	53098	3738	3609	15967	15627	73102	72334	145436	31096	35292	30402	28349	20297	145436
Golaghat	43258	40616	4380	4435	7832	7454	55470	52505	107975	23133	21986	21246	23459	18151	107975
Hailakandi	43031	40858	6926	6443	1419	1075	51376	48376	99752	20157	21190	22019	22598	13788	99752
Jorhat	42109	40480	6572	6448	10240	10199	58921	57127	116048	29641	22639	21414	23766	18588	116048
Kamrup	88866	86493	16348	15394	21514	21181	126728	123068	249796	59120	49740	48990	50930	41016	249796
Karbianglong	15005	14149	6377	6161	41441	40063	62823	60373	123196	30144	29730	23479	22676	17167	123196
Karimganj	68139	64042	12432	11704	1405	1128	81976	76874	158850	27612	36802	35502	34766	24168	158850
Kokrajhar	36162	34642	2893	2745	17837	17750	56892	55137	112029	30305	23338	21200	21241	15945	112029
Lakhimpur	41299	39127	6757	6640	19729	19354	67785	65121	132906	38838	26135	24236	24894	18803	132906
Morigaon	44916	45580	8460	8159	9938	9555	63314	63294	126608	29033	27975	26321	26593	16686	126608
NCHills	2290	2422	737	744	12232	12492	15259	15658	30917	10305	7178	5244	4639	3551	30917
Nagaon	155412	154727	22007	20552	10381	9801	187800	185080	372880	75974	88680	85083	75437	47706	372880
Nalbari	53444	51303	8787	8624	15152	14685	77383	74612	151995	45487	29382	27988	26726	22412	151995
Sivasagar	54762	51770	3303	3280	4243	4157	62308	59207	121515	29562	23978	23794	24031	20150	121515
Sonitpur	80452	76564	9364	8971	12362	11889	102178	97424	199602	38232	42241	42409	42390	34330	199602
Tinsukia	60862	54631	3109	2953	5326	5294	69297	62878	132175	27602	29610	27635	25789	21539	132175
Total	1432570	1383057	181796	173438	272365	266844	1886731	1823339	3710070	845944	817112	761073	749707	536234	3710070

Source: DISE Additional 2004-05

Table No: 3-20
District Wise Caste Wise & Class Wise Upper Primary School Enrolment

District	Upper Primary									Class Wise Enrolment			
	General		SC		ST		Total			Class V	Class VI	Class VII	Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total				
Barpeta	33516	31727	3426	3149	3983	3579	40925	38455	79380	31788	25465	22127	79380
Bongaigaon	15825	15017	3175	2661	3705	3452	22705	21130	43835	17805	14212	11818	43835
Cachar	26100	24590	7121	6417	1093	893	34314	31900	66214	25889	21900	18425	66214
Darrang	22191	20474	2824	2554	7824	7519	32839	30547	63386	24651	20288	18447	63386
Dhemaji	6293	5792	1316	1274	7534	6913	15143	13979	29122	10598	9717	8807	29122
Dhubri	30880	28711	2014	1680	1652	1640	34546	32031	66577	27828	21289	17460	66577
Dibrugarh	19193	16542	1899	1625	3220	2879	24312	21046	45358	17581	14493	13284	45358
Goalpara	11600	12076	1679	1728	4931	4927	18210	18731	36941	15495	12086	9360	36941
Golaghat	17040	14844	2030	1738	3079	2509	22149	19091	41240	15513	13503	12224	41240
Hailakandi	11102	10676	2354	2033	253	158	13709	12867	26576	10421	8635	7520	26576
Jorhat	16485	15236	2832	2639	4042	3837	23359	21712	45071	16349	14965	13757	45071
Kamrup	39071	37769	6519	6294	8885	8241	54475	52304	106779	40042	35525	31212	106779
Karbianglong	6377	5373	2276	2129	12383	10671	21036	18173	39209	15512	12879	10818	39209
Karimganj	20623	20339	4479	4390	379	336	25481	25065	50546	20880	16341	13325	50546
Kokrajhar	13147	10966	1850	1584	8769	7989	23766	20539	44305	17324	14404	12577	44305
Lakhimpur	14645	13556	2739	2417	6802	6450	24186	22423	46609	17693	15066	13850	46609
Morigaon	11056	12941	2997	2814	3812	3413	17865	19168	37033	14495	12225	10313	37033
NCHills	1072	1079	376	320	3962	4032	5410	5431	10841	3838	3548	3455	10841
Nagaon	34026	37993	7517	7696	3450	2852	44993	48541	93534	38169	29827	25538	93534
Nalbari	24500	23140	4062	3747	7195	6947	35757	33834	69591	26154	22678	20759	69591
Sivasagar	22665	20608	1941	1622	2047	1857	26653	24087	50740	18899	16723	15118	50740
Sonitpur	24632	21394	3357	3446	3780	3287	31769	28127	59896	25018	19031	15847	59896
Tinsukia	20674	17711	1365	1132	2270	2153	24309	20996	45305	18113	14209	12983	45305
Total	442713	418554	70148	65089	105050	96534	617911	580177	1198088	470055	389009	339024	1198088

Source: DISE Additional 2004-05

Table No: 3-20
Untrained Teachers: LP & UP

Districts	Total Teachers		Trained Teachers		Total Untrained Teachers	
	LP	UP	LP	UP	LP	UP
BARPETA	4369	4,130	3,773	347	596	3,783
BONGAIGAON	2556	1,233	1,070	148	1,486	1,085
CACHAR	4067	2,571	3,309	690	758	1,881
DARRANG	4017	2,634	2,959	337	1,058	2,297
DHEMAJI	2487	1,232	1,101	190	1,386	1,042
DHUBRI	2931	2,802	1,797	321	1,134	2,481
DIBRUGHAR	3234	1,491	2,786	378	448	1,113
GOALPARA	2278	1,510	1,853	263	425	1,247
GOLAGHAT	2542	1,924	1,605	509	937	1,415
HAILAKANDI	2413	2,361	1,820	452	593	1,909
JORHAT	3574	2,151	3,385	568	189	1,583
KAMRUP	6463	2,802	3,741	571	2,722	2,231
KARBI ANGLONG	2776	1,151	1,792	36	984	1,115
KARIMGANJ	2788	1,521	1,728	553	1,060	968
KOKRAJHAR	2532	2,236	661	45	1,871	2,191
LAKHIMPUR	5124	2,361	2,155	450	2,969	1,911
MORIGAON	1945	1,593	1,333	225	612	1,368
NAGAON	5846	2,097	4,464	692	1,382	1,405
NALBARI	4583	3,260	2,226	219	2,357	3,041
NCHILLS	2352	1,196	680	92	1,672	1,104
SIVASAGAR	8782	4,089	5,297	579	3,485	3,510
SONITPUR	3698	1,452	2,405	370	1,293	1,082
TINSUKIA	2324	1,516	1,745	346	579	1,170
Total	83681	49,313	53,685	8,381	29,996	40,932

Source: DISE Additional 2004-05

Challenges and Issues

Following important issues and challenges emerge out of the indicators on educational scenario and efforts made so far:

- i. To ensure that all the elementary school teachers receive 20-days in service training for every academic year
 - ii. Each and every school is visited by the Resource Persons at least once in every two months for providing academic support to the teachers.
 - iii. No school has the PTR of more than 1:40.
 - iv. There should not be any single teacher school in the state.
 - v. Learning achievement of the children are assessed periodically and slow learners are taken special care of.
 - vi. All the 6.49 lakh out of school children of the age group of 5-14 years are brought to the schools.
 - vii. All the school-less habitations are provided with schooling facilities.
 - viii. Children under special category like working children, children with disability etc. are provided due care through a proper mechanism.
 - ix. There is no building less school.
 - x. There is adequate sitting space for the children in all the schools.
 - xi. There is no school without drinking water and toilet facility.
2. Before the strategy to meet the challenges mentioned above during the year 2005-06 is dealt with, it will be better to dwell on some of these issues at a greater length.

First of the issue of providing In-serving-training to the teachers. The ABRCCs and CRCCs who are responsible for providing regular academic support to the teachers have been over-burdened with miscellaneous activities related to various components and programme management. They need to be allowed adequate time to devote to their main job of organising training programmes for the teachers and paying regular visits to the schools. Besides, the strategy of organising training programme through training modules of 5, 7 or 10 days also needs to be relooked into both from the viewpoint of the efficacy and feasibility of the training programme for 20 days in every academic year.

Second important issue of bringing out of school children to schools also requires vigorous and well-thought-out strategy in view of the fact that a large number of formal schools do not have the required capacity in terms of space and number of teachers to cater to the academic needs of even the children enrolled therein. These schools cannot take due care of the out of school children even if they are mainstreamed through bridge courses. It will have to be ensured that as long as the formal schools do not acquire the capacity to provide due care and attention to the

enrolled children, some alternative mechanism is there to support the out of school children being mainstreamed in these schools; otherwise we will be confronted with the problem of mainstreamed children again going out of school.

Thirdly opening of EGS centres in school less habitation without providing accommodation of required standard is going to be only a temporary solution. These centres will be required to be converted into full-fledged formal school with adequate facilities to ensure that the children of these habitations get a viable means of getting education. The state like Assam, where we have rains during 6 to 7 months of the year, it becomes very difficult to ensure regular and quality education to the children of EGS centres which do not have satisfactory accommodation to run these centres.

The **Fourth** important issue is the strengthening of formal school system. Although the State Government has a policy of rationalisation of teachers and steps have also been initiated in this regard, it is going to take sometime before the process can be completed. There is no denying the fact that if the rationalisation of deployment of teachers is done within the district themselves, the problem of single teacher schools will be solved and each and every school will have a minimum of two teachers. Even then, we will be far short of achieving the objectives of having one teacher for all the 5 classes of the schools. Besides, till the process of rationalisation is completed, it is necessary to ensure that the single teacher schools are provided with Para-teachers.

3. An important issue in regard to the strengthening of formal school system is ensuring adequate space for all the children enrolled in the schools. Following **Tables (1 & 2)** makes it clear that 53% of the LP schools and 39% of the UP schools in the state have less than required space for the children enrolled therein. Hence, although we can say that after the year 2005-06 there will be no building less schools in the state, the 53% of the LP schools and 39% of the UP schools will, in fact, have to be considered as building less and suitable strategy under Civil works component will have to be finalised

Table-1 (LP Schools)

District	Total LP Schools	Nos. of LP School with Adequate Space	Nos. of LP School with Adequate Space in %age	Nos. of LP Schools with Inadequate space			Nos. of LP Schools with Inadequate space in %age
				Nos. of LP Schools with 50% or more than 50% of the required space	Nos. of LP schools with less than 50% of the adequate space	Total	
BARPETA	1840	640	35%	476	724	1200	65%
BONGAIGAON	966	451	47%	240	275	515	53%
CACHAR	1609	479	30%	436	694	1130	70%
DARRANG	1523	803	53%	327	393	720	47%
DHEMAJI	847	360	43%	303	184	487	57%
DHUBRI	1449	262	18%	358	829	1187	82%
DIBRUGHAR	1333	659	49%	410	264	674	51%
GOALPARA	942	476	51%	246	220	466	49%
GOLAGHAT	1004	519	52%	320	165	485	48%
HAILAKANDI	1003	241	24%	362	400	762	76%
JORHAT	1569	1074	68%	363	132	495	32%
KAMRUP	2180	1233	57%	658	289	947	43%
KARBI ANGLONG	1410	1028	73%	229	153	382	27%
KARIMGANJ	1245	263	21%	427	555	982	79%

District	Total LP Schools	Nos. of LP School with Adequate Space	Nos. of LP School with Adequate Space in %age	Nos. of LP Schools with Inadequate space			Nos. of LP Schools with Inadequate space in %age
				Nos. of LP Schools with 50% or more than 50% of the required space	Nos. of LP schools with less than 50% of the adequate space	Total	
KOKRAJHAR	1079	626	58%	239	214	453	42%
LAKHIMPUR	1377	672	49%	324	381	705	51%
MORIGAON	816	377	46%	211	228	439	54%
NAGAON	2037	691	34%	527	819	1346	66%
NALBARI	1484	822	55%	386	276	662	45%
NCHILLS	685	401	59%	140	144	284	41%
SIVASAGAR	1699	1137	67%	400	162	562	33%
SONITPUR	1171	705	60%	30	436	466	40%
TINSUKIA	961	393	41%	357	211	568	59%
Grand Total	30229	14312	47%	7769	8148	15917	53%

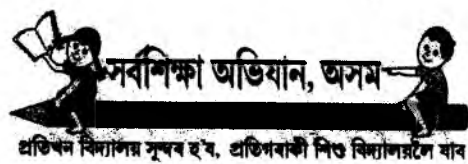
Table-2 (UP Schools)

District	Total UP Schools	Nos. of UP School with Adequate Space	Nos. of UP School with Adequate Space in %age	Nos. of UP Schools with Inadequate space			Nos. of UP Schools with Inadequate space in %age
				Nos. of UP Schools with 50% or more than 50% of the required space	Nos. of UP schools with less than 50% of the adequate space	Total	
BARPETA	691	472	68%	156	63	219	32%
BONGAIGAON	343	210	61%	102	31	133	39%
CACHAR	406	169	42%	92	145	237	58%
DARRANG	446	270	61%	98	78	176	39%
DHEMAJI	302	169	56%	89	44	133	44%
DHUBRI	585	295	50%	193	97	290	50%
DIBRUGHAR	320	193	60%	87	40	127	40%
GOALPARA	302	197	65%	68	37	105	35%
GOLAGHAT	343	215	63%	83	45	128	37%
HAILAKANDI	315	160	51%	97	58	155	49%
JORHAT	450	344	76%	75	31	106	24%
KAMRUP	767	548	71%	169	50	219	29%
KARBI ANGLONG	361	259	72%	57	45	102	28%
KARIMGANJ	325	104	32%	132	89	221	68%
KOKRAJHAR	337	190	56%	79	68	147	44%
LAKHIMPUR	648	446	69%	88	114	202	31%
MORIGAON	283	172	61%	60	51	111	39%
NAGAON	663	400	60%	171	92	263	40%
NALBARI	608	411	68%	124	73	197	32%
NCHILLS	209	143	68%	22	44	66	32%
SIVASAGAR	478	347	73%	86	45	131	27%
SONITPUR	284	42	15%	5	237	242	85%
TINSUKIA	213	109	51%	75	29	104	49%
Grand Total	9679	5865	61%	2208	1606	3814	39%

4. The issue of ensuring adequate drinking water and toilet facilities to the schools is equally important. A cell has been created in the State Mission Office with the help of UNICEF and having representation from Public Health Engineering Department for planning strategy to cover all the elementary schools with drinking water and toilet facilities. It is expected that all the 3430 number of schools will get the drinking water facility under the Swajal dhara programme of the PHE department by the end of the year 2005-06, but will be possible to provide toilet facility to the remaining 22337 number of schools only by the year 2008-09 under the Total Sanitation Campaign of the PHE department.

CHAPTER – II

Planning Process



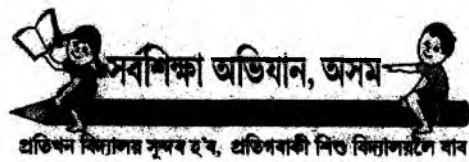
Process of Planning for Preparation of Annual Work Plan 2005-06

1. Involvement of stakeholders including the community leaders is one of the principal aspects in the entire process of planning followed by SSA Assam leading to preparation of Annual Work Plan & Budget 2005-06. The elected member of the Panchayati Raj Institutions, Village Education Committees, Tea Garden Education Committees, School Management Committees, Ward Education Committees and Mothers Groups participated in the discussion on the need of school development plan, role to be played by members of various committees, school teachers, student community, educational administrators etc for the effective management of elementary education.
2. The entire process of discussion on plan preparation started in the month of September 2004 with the DISE Survey. The DISE Survey during 2004 was not only focused in collection of information as per the recommended DISE DCFs but also tried to capture all relevant information that is of utmost important to prepare a equity based Annual Work Plan & Budget for achieving the goals of UEE. The DISE Survey 2004 has tried to visualize the approach & broad strategies for 2005-06 in advance and accordingly the gap areas have been identified which were tried to be captured through additional DCFs along with the original DISE Formats.
3. During the DISE Survey, 2004, information was collected/updated for each Habitation, Village and Educational Institutions viz-HTR Centres, RBC Centres, Bridge Courses, Venture Schools beside the Formal Schools and EGS Centres. A 3-day discussion on DISE Survey 2004 was held from 9th to 10th September 2004 at the State Level, wherein all the DCFs have been discussed elaborately and the importance of each piece of information explained with reference to its need for planning and finalization of future strategies.
4. It is worth mentioning that SSA, Assam has adopted the process of plan preparation based on habitation level information since the year of inception. DISE Survey-2004 was mainly focused on updation of earlier information and also collection of additional information which has created demand for need-based planning. SSA, Assam has also experienced that any survey should have mass participation and total transparency. Keeping this in view, SSA Assam has involved all the SSA Functionaries and PRI members during the DISE Survey not only to capture the information through DCFs, but also to share the information collected at each level. This process has helped in achieving two important objectives - one, getting authentic data and two, creating a sense of responsibility among all stake holders. A copy of each of the DCFs collected during DISE Survey 2004 was kept for records at the CRC Level to avoid repeated data collection.
5. One of the important initiatives at the same time was to develop an overall approach to finalize the strategies for 2005-06. An Approach Paper was developed at the State Mission Office and shared with the District and Sub-District level officials to have an idea on what should be the approach for the next year keeping in view the salient goals of SSA.
6. A 4-day discussion on the approach and strategy to be followed for implementation under various components during 2005-06 was held from 24th December 2004 to 5th January 2005 at the State Level. The approach paper conceptualized at the State Level and feedback from the districts and sub-districts were discussed elaborately and broad strategies finalized. Formats already devised by the planning and monitoring unit of the State Mission Office for collection of information/data required to be supplied by districts for the plans were also shared in the workshop. The District Mission Co-ordinators,

Associate District Mission Co-ordinators, District Programme Officers, Programmers, MIS and FAO's participated in the discussions.

7. After the State Level discussion, a 2-day District level discussion took place among the members of District Planning Team wherein the District Mission Co-ordinators and Principal DIET/DRC Coordinator (where DIET has not yet been established), Associate District Mission Coordinator, DIET Faculties, BTC Instructors, Normal Schools Instructors, Block Mission Co-ordinators, Associate Block Mission Coordinators and Sub-Inspector of schools also participated.
8. The District Level Discussion was followed by the Block Level Discussions wherein the Block Level Planning Team comprising Block Mission Coordinator, Associate Block Mission Coordinator, one DIET faculty member nominated by District level Planning team as member cum adviser, all Sub inspectors of schools and all CRCCs and Resource Teachers participated. The 2 days discussion took place in district on various dates in between 11th January 2006 to 17th January 2006.
9. After the Block Level discussion, during 19th to 22nd January 2005, discussions took place in every cluster of the state where the teachers of schools (both primary & upper primary) participated along with 3 members from VECs and 2 members from each of the SMCs. The GPEC members also participated in the discussion. In the discussion, the demand of the community in regard to infrastructure, enrolment of children , their retention in schools, needs of TLM to assist teacher in classroom transaction, role of VEC & SMC, Mother group, up-dation of VER and issues related to Out-of-school etc. are discussed. However, no budget is prepared at CRC level discussion.
10. On completion of discussion at CRC level, a sharing meeting was held at the block level which was followed by the district level sharing.
11. It is pertinent to mention here that this process has enabled the Mission to understand and analyse the problems at grass-root levels and fine-tune the strategies for the year 2005-06. the goal of finalizing the plan along with the detailed budget at the cluster level is, of course, yet to be achieved for myriad of problems, particularly the financial implications of various strategies, but Axom Sarba Siksha Abhijan Mission has made an honest and sincere attempt to prepare a plan which is based on active participation and consent on each and every stake-holder.

CHAPTER – III
Progress made so far



Progress during the year 2004-05.

1. Before we go into the activities undertaken during the year 2004-05 and gains and shortfalls thereof, it is pertinent to have familiarity with the financial constraints faced by the SSA, Assam, because this familiarity will facilitate the understanding of how the whole plan could not be implemented in the manner and as per the time-frame envisaged. It needs to be pointed out in this regard that it is not only during the year 2004-05 that SSA, Assam has been faced with financial constraints. Following table clarifies the position :

(Rs. In lakhs)

1.	2.	3.	4.	5.
Year	Approved Annual Plan & Budget	Govt. of India's share	State share	Fund released by Govt. of India
2001-02	7,651.86	6,504.08	1,147.78	3,252.04
2002-03	18,685.75	14,014.31	4,671.44	10,054.06
2003-04	41,859.26	31,394.45	10,464.82	10,798.94
→ 2004-05	31,746.45	23,809.83	7,936.61	16,654.00
Total:	99,943.32	75,722.67	24,220.64	40,759.04

6.	7.	8.	9.	10.
Year	State share proportionate to Govt. of India release	Fund released by State Govt.	Balance state share in proportion to Govt. of India release	Balance state share out of its planned share
2001-02	573.89	754.00	+ 180.11	- 393.78
2002-03	3,351.35	750.00	- 2,601.35	- 3,921.44
2003-04	3,599.65	2,238.00	- 1,361.65	- 8,226.82
2004-05	5,551.33	6,000.00	+ 448.67	- 1,936.61
Total:	13,076.22	9,742.00	- 3,334.22	- 14,478.64

It will be obvious from the figures shown above that except in the year 2001-02, the SSA, Assam could never receive its due share from the State Government and as a result of that, from the Government of India. Although an amount of Rs. 99943.32 lakhs was provided for in the Annual Work Plan & Budget from the year 2001-02 to 2004-05, the actual receipt of fund from both Government of Assam and Government of India has been only Rs. 50501.04 lakhs, which clearly means that not more than 51% of the planned activities have been able to be implemented ever since the inception of SSA in Assam. Not only that the entire fund provided for in the Annual Work Plan & Budget, 2004-05 was not received, but also that whatever was received was not received in time and in the beginning of the plan year. Besides, there always prevailed an atmosphere of uncertainty whether any fund will be received at all. This spectre of uncertainty compelled the Mission to priorities the activities which could be implemented with the available limited fund and revise the time-frame for the implementation of such activities.

2. This short listing of prioritised activities included the following:
- i. Operationalisation of EGS Centres in the identified schoolless habitations.
 - ii. Providing para teachers known as Siksha Sarathi-1 to the single teacher schools.

- iii. Activating the BRCs and CRCs to ensure regular academic support to the teachers.
- iv. Convergence with ICDS to provide support to the pre-primary section i.e. Ka-Sreni of the selected formal schools.
- v. Engagement and training of the IED Resource Teachers, Volunteers to conduct the counselling and support programmes for the disabled children.
- vi. Operationalisation of the Hard to Reach Children Centres in the identified urban areas.
- vii. Printing and distribution of free textbooks.
- viii. Development of new textbooks for the class –VI and workbooks for class III.
- ix. Development of handbook for theme-based teaching learning and a handbook on activities and rhymes for Ka-Sreni.
- x. Conduct of four number of periodic evaluations in all the elementary schools.
- xi. Organising in-service training for the upper-primary teachers.
- xii. Organising training for the LP School teachers of the schools having four or more teachers.
- xiii. Organising training for all the para teachers engaged in formal schools, EGS Centres, RBCs and HTR Children Centres.
- xiv. Organising training for Anganwadi Workers, IED Resource Teachers and Volunteers and one teacher from each of the schools having four or more than four teacher on Ka-Sreni support.
- xv. Conducting DISE Survey.
- xvi. Organising Enrolment Drive, EFA Week and Annual Block level Convention.
- xvii. Re-constitution of the School Managing Committees, organising training for the members of the newly constituted SMCs and periodic meetings with the representatives of peoples committees.
- xviii. Implementation of the Bidyajoyti Programme with assistance from UNICEF and expansion of the Learning Assurance Programme.
- xix. Completion of all the school buildings, BRC buildings lying half-done.
- xx. Providing drinking water and toilet facilities to the selected schools.

3. Component-wise description of the implementation of these activities is given below:

A. BRC, CRC and Teachers' Training:

3-day Residential Refresher, capacity-building, planning & reinforcement work shop for ABRCC(academic) & CRCCs:

The morale of field-level functionaries like Cluster Resource Centre Coordinators, Resource Teachers and ABRCCs needed to be uplifted because there was an obvious dip in the level of their enthusiasm and dynamism due to non-payment of salary and non-release of Centre Contingency Grant, TLM Grant etc. in time due to the financial crisis. In order to motivate them and streamline their activities for effective school support & monitoring, a 3-day work shop was organised for all ABRCCs (academic) and 3 CRCCs from each block.

- The work shop was conducted at SMO from 12th July, '04 to 23rd July, '04. For the districts of Cachar, Karimganj, Hailakandi & NC Hills the work shop was conducted at Silchar as a state level programme.
- This programme was immediately followed by 3-day residential work shop for the other CRCCs of the districts in the district level from 1st August'05.

One very positive outcome of this workshop is that the monthly CRC-level teachers meeting and also the monthly Zone-level UP-teachers meeting have started focusing on lesson plan preparation, Teaching-Learning materials preparation and lesson demonstrations in the meetings.

2. 3/5 day Resource Teachers Training:

- The Resource teachers of all blocks who are engaged for Upper Primary School support & monitoring were trained on Up-text books/content (G. Science, G. Mathematics, Social Science, English & Language), Teaching-Learning approach and other general aspects of School support & monitoring.
- 6 Training modules (in Assamese & Bengali) were prepared for the training programme.
- The Resource Persons training was held at SMO from 2nd to 4th Aug, 04.
- The residential training programme was conducted from 7thAug to 11thAug,'04 in 12 different Zones, and was imparted in Assamese & Bengali medium.
- A total of 600 RTs were trained.

3. Modification of Karma puthi (work books) for Classes-I & II, and its adaptation into other 5 medium of instructions namely, Bengali, Manipuri, Nepali, Gado, Bodo along with Camera Ready Copies preparation was completed in April,'04.

4. Introduction of Learning Assurance Programme (LAP):

On the basis of the feedbacks received from the Bidyajyoti-intervention it was observed that the good elements of Bidyajyoti-intervention like the Children Group activity, Competency mile stone based evaluation, children record maintenance, teacher's diary maintenance, remedial teaching, intensive school support, subject-wise teaching approach etc. could be expanded to other blocks in a phased manner for quality achievement. These ways, a total of 1477 Schools (Assamese & Bengali medium) from all blocks were taken up for the intervention.

In order to initiate the intervention the following activities were performed:

- Preparation of Children Learning materials and distribution.
- Preparation of training module for teachers' training.
- A 2-day state level residential training programme for the DPOs(TT), CRCCs & Resource Teachers(dedicated) was organised in 12 Zones all over the state on 10th & 11th May, 04.
- This programme was followed by 2-day teachers training on 14th & 15th May 04 at the districts.
- Preparation of Training module for 1-day SMC, VEC, Mothers' Group training
- 1-day training programme for the SMC, VEC, Mothers' group was conducted on LAP-approach during 28th to 30th June, 04.
- Mid term Assessment was conducted in LAP-schools in Sept, 04

5. Expansion of Bidyajyoti-intervention:

Adopting a block saturation approach, another 290 schools were taken up as Bidyajyoti-phase II schools during this academic session. Initially in 2003 there were 465 Bidyajyoti phase-I schools in the five blocks of Rampur (Kamrup), Sipajhar (Darrang), Kaliabar (Nagaon), Titabar (Jorhat) & Udhaband (Cachar).

The intervention is being undertaken in collaboration with the UNICEF.

During the year the following activities were performed:

- Preparation of training module for 1-day SMC, VEC, Mothers' Group training
- Conduct of 1-day SMC, VEC, Mothers' Group training
- Modification & finalization of Work sheets for Class-I & II in Bengali & Assamese. The preparation of Work sheets for Class-III (in Assamese & Bengali) is presently underway, and is expected to be completed by 30th Sept, 04.
- BJ- teachers' convention were organized at 5-BJ districts
- Finalisation of schedule/formats for Quality mapping of BJ-schools
- 3-day reinforcement workshop for all DQMT-members was conducted from 15th to 17th Dec, 04 at SMO.
- Dev of Prastuti-2005 (Bidyajyoti) package and trg of DQMT, CRCCs, RTs, ABRCCs and teachers were completed.

6. Para teachers' (Siksha Sarathi-I) training:

- The 7-day Para teachers' training programme was organized in phases from 24th Sept, 04 in all districts. The following activities have preceded the 7-day residential training programme.
- Development & Preparation of Camera Ready Copies of training module for 7-day Para teachers' training in districts.
- 4-day Key Resource Person training for Para teachers training conducted w.e.f. 6th to 9th Sep, 04 at the SMO.
- The 4-day Resource person training for Para teachers' training was conducted from 13th Sept, 04 in 6 venues at state level to cover 282 Resource Persons of different districts.
- 7 days residential para teachers training at districts from 24th Sept'05 onwards.

7. A 10-day residential Para teachers' (SS-1) training programme: The following activities were performed for this:

- Module preparation at SMO
- 3-day KRP training at the SMO from 13th to 15th Feb, 05
- 4-day RP-training at SMO from 16th to 19th Feb, 2005
- 4 day RP training at Cachar for Borak velly districts from 22nd to 25th Feb'05
- 10-day SS-1 residential training from 5th March to 14th March, 2005.

8. Upper Primary Teachers' & Siksha Sarothi-II Training Programme:

- A total of 14 days training programme for the Upper Primary teachers & Siksha Sarothi-2 has been completed. For this, the following activities were performed:
- Formation of State Core Group with personnel from SCERT & SMO.
- Preparation of Training plan & Guideline for the UP-training.
- Sharing meeting with the DIET Principals, DRC Coordinators, DPOs (TT) & DMCs.
- Development of training modules for Gen. Science, Gen. Mathematics, Social Science, English & Language (MIL) in 5 mediums of Assamese, Bengali, Bodo, English, Manipuri. Hindi as MIL was also developed for training. The SCERT, Assam has been entrusted for the development of the modules in co-ordination with Teachers- Training component of SMO
- 3-day Key Resource Persons training for UP teachers' training was held from 28th to 30th Sept, 04 for all subjects & mediums at the SMO.
- 5-day Resource Persons training at 20 Zones from 4th to 8th Oct, 04
- 6-day, 3-day & 5-day teachers training programme in all medium were held from 1st Nov, 04 to 20th Nov, 04 in all 22 districts.
- A total of about 31,000 UP-teachers were trained.

9. Initiation of Comprehensive Readiness Programme: In order to prepare the children for the new academic year learning, "Prastuti-2005" has been introduced in all classes from I to VII. The following activities were conducted –

- Dev of Prastuti package (set of 7 booklets) for Class-I to VII in Ass, Ben, Gado, Bodo & English
- Trg of KRPs at SMO for LP-classes (23rd & 24th Nov, 04)
- Trg of KRPs at SMO for UP-classes (18th & 19th Dec, 04)
- 2-day trg of RPs at district (residential)
- 2- day trg of LP- teachers & SS-I at cluster.
- 2-day trg of UP-teachers at Zone (29th & 30th Dec, 04).

10. 2-day W/S for the ABRCCs, selected CRCC at SMO in Feb, 05

11. 2-day W/S for all CRCCs, RTs(LP) at district, Feb-March, 05.

12. 1-day sharing with Lead School Principal/HM :

- 2-day Orientation of RPs (DIET, DRC, DPO- TT at State level) (Feb, 05)
- 1-day Sharing orientation with Principal/HM of Lead Schools (Feb-Mar, 05)

13. Discussion with the DPO (TT) on initial task for preparation of AWP&B, 2005-06 held on 5th Feb, 05.

14. Conduct of 4th Periodic Evaluation in all schools from 16th Dec'04 to 22nd Dec'04.

15. 5-day LP school T/trg programme (for 4 or more teacher-schools):

- Module preparation for the training at SMO
- 4-day KRP-trg at SMO from 24th 27th Feb , 05
- 4 day RP training at Districts 2nd to 5th March 2005
- 5-day teachers' trg in districts from 15th March to 24th March, 05

16. 3-day Review of SS-1 with DPO(TT)/Consultants at SMO fro 10th Feb to 12th Feb, 05.

B. Interventions for Out of School Children:

1. Education Guarantee Scheme(EGS):

- i. A pre-project Survey had been conducted to identify the school less habitations (habitations not having any LP School within a radius of 1.5 K.M.) and 3,194 Number of LP EGS Centres had been opened in the year 2003-04. To cover the remaining school less habitations under this programme, a massive field level re-verification exercise of the available data was organised in the months of June and July, 2004. The Data Re-verification Drive threw up 7,192 number of actually school less habitations. Out of these, 4,770 number of habitations could be provided with the EGS Centres during the year covering 2,99,868 Children.

A total of 4770 Nos. of EGS centres are running in the state with 2,99,868 of children in the age group 6 to 10 years. Against these centers, as per enrolment status of the centers, 8,299 numbers of Siksha Mitras (Education Volunteers) has been engaged. District wise break up of EGS centers, number of Siksha Mitras engaged and enrolment status is shown in the following table.

<i>District</i>	<i>No. of EGS centers running</i>	<i>Number of Siksha Mitras engaged</i>	<i>No. of children covered</i>
Barpeta	176	341	12462
Bongaigaon	215	315	11567
Cachar	270	532	16418
Darrang	504	1019	39328
Dhemaji	247	401	13536
Dhubri	184	360	14032
Dibrugarh	120	221	6654
Goalpara	447	652	21439
Golaghat	97	161	7155
Hailakandi	76	123	5314
Jorhat	42	81	2206
Kamrup	158	249	9449
Karbi Anglong	320	379	12942
Karimganj	134	206	7439
Kokrajhar	300	500	17500
Lakhimpur	137	250	9118
Morigaon	208	386	13040
Nagaon	342	832	33724
Nalbari	121	234	8625
N.C. Hills	53	76	2059
Sibsagar	37	68	2423
Sonitpur	482	729	25763

Tinsukia	100	184	7675
Total	4770	8299	299868

- ii. Operationalisation of these EGS Centres required formulation of detailed guidelines for the selection procedure of the Siksha Mitras and management of EGS Centres, training of DPOs on these guidelines at the State level and chalking out a detailed programme for the training of BMCs, ABRCCs and CRCCs and also the Presidents and Secretaries of Village Education Committees and GP Presidents at district and block levels. All these EGS Centres were provided the required number of textbooks, workbooks for class – I and II, Centres Establishment Grant, TLM Grant, Centre Contingency Grant etc. Training modules were developed for 15 day induction level training of the new Siksha Mitras and 10-day reinforcement training for the Siksha Mitras.
- iii. It was felt that Siksha Mitras required constant academic support and hence, it was decided to have bi-monthly two-day planning and review workshops with them at district level. Agenda for each of the bi-monthly workshops was discussed with the DPOs at the state level.

2. Residential Bridge Course Centre (Asha Deep):

- i. The Asha-Deep centers were opened in UEE pilot blocks of erstwhile 9 DPEP districts. Near about 200 children have been mainstreamed in formal school in the running session.

Present positions of Asha-Deep centers are as follows:-

District	Block	Enrolment	Medium
Barpeta	Chenga	100 boys	Assamese
Barpeta	Alopati Char	50 boys	Assamese
Bongaigaon	Boitamari	100 boys	Assamese
Darrang	Dalgaon	120 girls	Assamese
Dhubri	Agomoni	100 boys	Assamese
Goalpara	Dudhnoi	100 boys	Assamese
Kokrajhar	Titagori	100 boys	Bodo & Assamese
Karbi-Anglong	Howraghat	100 boys & girls.	Assamese
Morigaon	Lahorighat	100 girls	Assamese
Sonitpur	Naduar	100 girls	Assamese

- ii. *Review meeting of RBC at SMO:* The bimonthly review meeting of RBC Centres was organized. The Camp i/c of all the 10 RBC Centres took part in the review along with another SK and the Camp Coordinator.
- iii. *One day review of districts activities:* A day long review of district activities was held at SMO on October 16. Threadbare discussion on the activities of collection of data on mainstreamed children and visit to school and VEC etc. took place in the meeting. The AS consultants were asked to finalise venue for the proposed RBC Centre in their respective districts.
- iv. *5 days training for Siksha Karmi of RBCC:* 5 days training programme for Siksha Karmi of RBCCs was held on Management and Teaching Learning Process. 5 Siksha Karmi's of each RBCCs and District Consultant (AS) of the concerned districts were participated in the training programme.

- v. *Preparation of Module for orientation of newly inducted AS Consultants:* A module is prepared for the three day long training programme for orientation of the newly inducted AS Consultants by the AS component of the SMO.
- vi. *Module preparation workshop for SK training of RBC Centres:* A two workshop for preparation of module for the induction training of SK of proposed RBC centres was held on October 18th & 19th, 2004 at SMO. Some of the District AS Consultants and two DIET faculties along with the AS Component of SMO participated in the workshop. Finally a draft seven day training module was prepared covering all academic and management issues relating to RBC centre.

3. Summer Camp(i):

During the summer vacation period in June '04 a 30 days residential summer camp had been organized for LTBC mainstreamed learners in 22 districts to enhance their quality & personality.

4. Summer Camp(II):

A 7-day Summer Camp for community, SMC, VEC & Mothers Group had been organized in the UEE pilot blocks of 23 districts for active participation and awareness during June'04.

5. Orientation of newly engaged AS Consultant:

The Orientation programme for the newly inducted AS District Consultants was organized from September 10-12, 2004. Along with the AS component, SMO, the CAO, SSA and one DPO (AS) also acted as RP in the three day training programme. The Consultants were oriented on the themes, objectives, vision and activities of SSA. The training tried to get them motivated towards the goal of UEE. An action plan was prepared for the AS consultant for next one month.



C. Deprived Urban Children:

- i. *Long Term Bridge Course for 8-10 years children:* 200 long Term Bridge Courses were started in the pocket areas for 8-10 years children in the month of August,03. 5647 no of children covered by this programme. After completion of Bridge Course children were mainstreamed into age appropriate class in formal school in the month of March,04.Total 4061 children are mainstreamed into formal school.
- ii. *Operationalisation of HTR Children Centres (Jyoti Kendras):* Total of 517 nos. of Hard to Reach children centres started through partnership with NGOs and under SSA in the urban areas of 18 districts Viz. Kamrup, Nagaon, Lakhimpur, Jorhat, Nalbari, Bongaigaon, Sivsagar, Golagahat, Dibrugarh, Cachar, Karimganj, Tinsukia, BARPETA, , Marigaon, Kokrajhar, Sonitpur, Dhubri, Darrang. Total no of children covered 17648.
- iii. *5 Days Training on academic package for Siksha Karmis:* The Siksha Karmis of Jyoti centres run by NGOs were give training on the academic package developed for this purpose. They were also trained on how to arrange Group work learning, use of TLM and other methodology to make teaching learning method attractive and interesting for the children.

District wise break-up HTR centres are as follows-

Districts	Total no of Centre running			Total children Covered		
	NGOs	SSA	Total	NGOs	SSA	Total
Barpeta	0	17	17	0	650	650
Bongaigaon	20	7	27	510	270	780
Cachar	0	17	17	0	590	590
Darrang	0	23	23	0	1000	1000
Dhemaji	0	0	0	0	0	0
Dhubri	22	13	35	1000	400	1400
Dibrugarh	22	9	31	740	240	980
Goalpara	0	0	0	0	0	0
Golaghat	0	18	18	0	585	585
Hailakandi	0	7	7	0	280	280
Jorhat	0	13	13	0	378	378
Kamrup	130	26	156	4777	904	5681
Karbi Anglong	0	10	10	0	400	400
Karimganj	0	20	20	0	504	504
Kokrajhar	0	10	10	0	309	309
Lakhimpur	0	24	24	0	894	894
Morigaon	0	4	4	0	120	120
Nagaon	0	46	46	0	1450	1450
Nalbari	17	3	20	430	100	530
N.C. Hills	0	0	0	0	0	0
Sibsagar	0	13	13	0	435	435
Sonitpur	21	0	21	727	0	727
Tinsukia	19	10	29	563	371	934
Total:	251	290	541	8747	9880	18627

- iv. *5 days workshop on adaptation and translation of Academic package:* An academic package suit for Hard to Reach Children was prepared in workshop mode with the help of existing package of Bidyajyoti and the same was translated into Hindi and Bodo language.
- v. *Selection of Siksha Karmis and opening of centres:* Selection of Siksha Karmis for Hard to Reach Centres was done in 38 urban areas through the concerned Ward Education Committees and the same was approved by the District Level Selection Committee as per the Guideline of opening of Hard to Reach children centres in the urban areas. After Selection of the Siksha Karmis the centres were opened.
- vi. *4 Days Resource Persons training for training of Siksha karmis:* 48 nos. of Resource Persons were trained for the Zonal Level Siksha Karmi training at SMO.
- vii. *7 days Zonal level training for Siksha Karmis of HTR centre:* Siksha Karmis of Hard to Reach (JYOTI) centres were given detailed training on the academic package of class I and Class II and transaction of additional reading materials with the help of TLM in 8 Zones.
- viii. *Motivational package (prastuti-2005) and pre testing:* After opening of the new centres a motivational package for the children known as Prastuti-2005 was conducted in the centre. At the end of the programme a pre-testing of the children was conducted with the help of a prescribed format to know the learning level of children.

- ix. *3 days Re enforcement training of District Urban Co-ordinators and selected Siksha Karmis at SMO:* Selected Siksha Karmis (3 from each District) were called at SMO for review the academic progress in the field level. The Siksha Karmi was given inputs which they will be sharing in the District Level monthly review meeting.
- x. *3 days Reinforcement training for Siksha Karmis of Guwahati Urban area:* The Siksha Karmis of NGO run centres of Guwahati urban areas were given 3 days reinforcement training on the academic package and on the management part of the Hard to Reach children centres.

D. Innovative Activity- Early Childhood Care Education (ECCE):

i. Additional Man Power:

Being inspired by the positive feed-back received from the field about the contribution made by 1603 AWWs who were engaged for supporting Ka-shreni in 2003-04, it was decided to re-engage these workers after the expiry of their term. Consequently, a strategy was worked out to reengage these workers after the expiry of their term. Thus, it was decided to renew the engagement of 1166 AWWs (whose performance was stated to be satisfactory by the district officials' school and who fulfilled four conditions laid down for this i.e. qualification should be matriculate, the distance between her centre and the school should not be more than a kilometer, the school where she is planned to be attached should not have more than four teachers and minimum enrolment in Ka-Sreni should be minimum 10) from August 1, 2004. It was also decided to expand the networking with AWWs. Accordingly, action was initiated to cover 4138 schools with AWWs, thus making the AWW attached school 5304.

ii. Teacher identification and teacher training for Ka-sreni

As a measure to streamline regular and proper functioning of ka-sreni in schools with more-or-less adequate teacher strength, a process of teacher identification was undertaken. It was decided to get one teacher identified from all four-or-more teacher LP and MV schools in all the districts for ka-sreni transaction. Districts were asked to identify one teacher possessing certain qualities and skill like, friendliness with children, ability to sing a song, play a game, tell a story in an interesting manner, etc from all four-and-more teacher schools and then prepare and finalise the list. These teachers would be responsible for ka-sreni from 10.00 am to 12.30 pm (usual time for ka-sreni), after that they would be free to look after other classes. During In 2004-05, 2302 teachers from four-or-more teacher schools have been identified for Ka-sreni. These teachers are being imparted a six-day residential training to develop their understanding about ka-sreni and develop their skill for organising different activities in an appropriate manner. The training is complete in all the districts. Further, Reinforcement training of four-day duration has been arranged for nearly 1600 teachers who had received earlier training during 2002-04.with these the total coverage of Ka-Sreni Supported Schools through school teachers is 3902. Training of these teachers on ka-sreni is kept as a top priority area for the districts in 2004-05.

iii. Distribution of TLM Kit:

A total of 13,095 TLM kit boxes were distributed between April-May, 2004 for giving to the schools for ka-sreni. Of these, 11,095 kits were from UNICEF and 2000 were designed and supplied by SSA, Assam. These were despatched to the districts for

distribution among the trained teacher school and AWW attached schools, schools with high enrolment in Ka-sreni and schools affected by flood. These kits consisted of a variety of attractive, durable and purposeful items for promoting holistic development of 4-5 year old children.

iv. Book of song/rhyme and games for Ka-sreni:

A task to collect and compile songs/rhymes and games appropriate for ka-sreni children was undertaken. This Handbook covers more than hundred songs/rhymes on different themes / concepts in four languages – Assamese, English, Hindi and Bengali and nearly 50 games. Initially, one copy of the book is being provided to each of the ka-sreni supported LP schools (AWW attached and trained teacher school). This book is supposed to help the AWWs and teachers to select different songs /rhymes according to different themes.

v. Developing Activity plan:

Considering the difficulty faced by many ECE workers in carrying out Preschool activities following thematic approach, SMO decided to prepare an activity plan based on different themes. This book enlists various activities day-wise, week-wise, and theme-wise. It consists of 28 activity plans based on 28 themes. This book is intended to help the teachers to organise different activities in relation to different themes to make the Ka-sreni transaction interesting and meaningful. The task is nearing completion.

vi. Drawing and colouring book for children:

Development and printing of drawing and colouring books for each learners of ka-sreni.

vii. Meeting with ICDS officials:

All districts held a one- day meeting with ICDS officials i.e. DSWO, CDPOs, supervisors of their district to make them understand the activities of SSA particularly relating to ECE component, scheme of attachment of AWWs in LP schools with Inadequate number of teachers to support Ka-sreni and most importantly need of convergence between ICDS and SSA.

viii. Training for district core group members:

A six-day state level training for 19 members of district core group for ECE (Resource persons) was organized in the month of October '04.

ix. Review Meeting with AWWs:

A two-day review meeting with AWWs and DPOs (ECE) was held at SMO on February 10 and 11, 2005. In all, 66 AWWs from 21 districts participated in the meeting.

x. Book of theme based Activity plan for Ka-sreni teachers:

The book has already been printed out and ready for sending to districts. This book enlists various activities day-wise, week-wise, and theme-wise. It consists of 27 activity plans based on 27 themes.

E. Integrated Education for Disable Children:

i. Selection & Engagement of IED Resource Teacher (New):

Total 78 nos. of IED Resource Teacher were engaged to support the Children With Special Needs at block level through a district level selection committee on an agreement basis for a period of six months. Block Level (IED) Resource Teacher could not be selected for the districts of N.C.Hills and Karbi-Anglong districts due to non-availability of qualified candidates.

ii. Selection & Engagement GP/CRC level IED Volunteers:

Total 1,133 nos of GP/CRC level IED Volunteers were engaged for home and school support of children with special needs. IED-Volunteers were selected by the concerned GP/CRC level selection committee and engaged for a period of six months agreement. IED volunteers could not be selected in N.C.Hills and few CRCs of Karbi-Anglong and some other Special Focus GPs due to non-availability of qualified candidates.

iii. 6-Day State Level Module Finalization Workshop:

6-Day Module Finalization Workshop for induction training of IED-RT and Volunteers and finalization of module for 3-day training of EGS/ ICDS Workers was held in the month of September, 2004 at the State Mission Office. Two modules one for Induction Training of IED-Resource Teachers and Volunteers and one for Anganwadi Workers was developed.

iv. 2-Day Module Sharing and Distribution Workshop:

A 2- day Module Sharing & Distribution Workshop with District Programme Officer and Consultant IED was held on 15 and 16th October, 2004 at the State Mission Office, during the month of September, 2004.

v. 5-day Induction Training:

5 days induction training for IED-RT and Volunteers was held in 20 districts.

vi. 5-Day District Level Teacher Training on IED:

5-day district level Teacher Training on IED was carried out for 2101 teacher in all the districts.

vii. 3-Day District Level Anganwadi Workers Training:

A 3-day district level AWW Trainings on IED for all AWW who are attached in Govt. or Provincialised L.P. Schools for Ka-Sreni Support. Training for AWW was held in 22 districts except N.C.Hills where AWW could not be engaged for Ka-Sreni Support. Around 2000 nos. of AWW was trained in all the districts.

viii. 3-Day EGS Workers Training:

A 3 day EGS Workers Training was conducted in all districts and about 2350 nos. of Siksha Mitras was trained on Integrated Education for the Disabled.

ix. Observation of World Disabled Day:

World Disabled Day, 2004 was observed in all the district headquarters and blocks of the districts ceremonially on 3rd December, 2004. A message from the Mission Director, SSA, Assam on the world Disabled Day, 2004 was printed at the State Mission Officer and supplied to the districts for distribution at function.

x. Medical Assessment Camps:

Medical Assessment Camps for assessment of Children with Special Needs (CWSN) were organized in this year in the districts of Tinsukia, Dibrugarh, Barpeta, Bongaigaon, Goalpara, Sivasagar, Kokrajhar, in collaboration with Composite Regional Centre, Guwahat, ALIMCO, DDRC, Mrinaljyoti (NGO) etc.

xi. Distribution of Aids and Appliances:

Aids and Appliances were distributed in the following districts- Dhemaji, Lakhimpur, Kokrajhar, Barpeta, Tinsukia, Sivasagar, Dibrugarh, Jorhat, Dhubri and Bongaigaon.

F. Community Mobilisation:

i. EFA week:

In commemoration of the World forum on Education for All in Dakar the EFA week was observed in the third week of April. The programme aimed at creating a conducive atmosphere to facilitate the popular participation in EFA efforts. The programme included following activities:

- *Village mapping with special emphasis on out of school and irregular children.*
- *Lobbying for public opinion for EFA.*
- *Orientation of mothers group.*
- *Formation of Student government.*
- *Competition among the children on EFA themes.*

Keeping the objectives suggested by the UNESCO in mind, the activities of EFA week have been modified with a view of local specificity and familiarity to the students, teacher and common people of Assam.

In Assam, this "EFA Week - 2004" was organized simultaneously along with the other part of the globe from April 19 – 25 / 2004 under SSA Mission.

The entire Department of Education, other supportive agencies and Sarba Siksha Abhijan at various levels have given a lot of emphasis to make the EFA week – 2004 a success.

The district, block, cluster and school level functionaries of Education Department and SSA were involved in observance of "EFA Week – 2004".

Total 18,91,000 number of children (Boys: 10,5,600 Girls 8,85,400) were covered in the EFA week –2004 in the state.

The EFA week- 2004 at national level was organized at National Bal Bhawan, New Delhi from April 22 – 24/ 2004 and a 12 members team consisting 10 children of age group of 10-14 years and one teacher and one group leader had been sent to this programme for participation.

A Science Teachers Unit of UP schools in Nalbari district had performed the street play on the theme of EFA during Enrolment Drive – 2004 voluntarily and this team was selected for participating in this programme at New Delhi.

The programme consisted Essay/poetry competition, Slogan competition, Elocution contest, on the spot painting competition, Cultural Programme (one act play, group song, Ballet etc.) and scroll writing.

The children were drawn from the dis-advantaged categories having good performance in Curricular and extra curricular field.

Two escorts have been sent with the team namely Sri Mrinal Chaudhury, DPO (TT), Nalbari district as Group leader and Sri Nripen Dutta, Teacher cum coach of the play and other competitions.

ii. Reconstitution of SMCs:

As the tenure of all the SMCs of LP and UP schools were completed by May, 2004, and the committees were reconstituted as per the Govt notification on formation of SMCs. The process of formation of the SMCs was completed in time and new committees have taken over charges on 1st June, 2004. Maximum care was taken to conduct the process in a democratic and transparent manner. The reconstitution included following activities:

- *Preparation, Printing and distribution of Notification ,guidelines, schedule and format of approvals, format of reporting etc.*
- *Orientation at state district and block level on the guidelines. The issues and complaint raised during constitution of SMcs , VECs last time were also discussed to avoid those errors this time.*
- *Establishment of Control room at district and state mission office to address the complaints immediately.*
- *Publicity in the print and electronic media regarding the norms and schedule of formation SMCs.*

Total SMC reconstituted as follows-

<i>LP school</i>	<i>MV school</i>	<i>ME school</i>	<i>MEM</i>
30063	986	5563	1048

Training of members of newly constituted SMCs and other existing Peoples committees (June, 04): Total 4 members from SMC and 2 members from each VEC/TGEC/WEC were covered in the training. The training of the committees was focused on the following issues:

- *Review of the activities of earlier SMCs and their outcome, the moment of success and failure.*

- *Present status of Elementary education in their respective areas.*
- *Preparation of an annual plan for the SMCs.*
- *Preparation of a village profile.*
- *Organizing community efforts for UEE.*

The training included the following activities:

- *Preparation, printing and distribution of Training Module.*
- *Training of trainers at State, district and block levels.*
- *Training of SMCs members at cluster level by the CRCCs.*

Total 150650 SMC members and 116086 VEC, TGEC, WEC, CEC and Mothers Group members were covered under the training.

iii. Regular meetings of the peoples Committees (Periodical):

The meetings are viewed as one of the important activities which facilitate the committees to plan the strategies implementing and evaluating the programmes. The following meetings were organized directly by the SSA/ education deptt. functionaries. There were some provision of fund to meet the cost of refreshments, contingencies and limited TA/DA (wherever necessary) as per the SR&FR.

- *GPEC bi-monthly meeting: Total 2451 GPEC X 3 numbers of GPEC meeting held in the year and approximate 186525 members were attended in the meeting in this year. Rs. 200/- per GPEC was provided as meeting contingency.*
- *CRC level quarterly meeting: Quarterly review meeting of all presidents, vice presidents, working presidents and member secretaries of all committees and MGs at CRCC level to be organized by the CRCC. Total 3 meetings were held in the year for 2274 CRCs and total 20466 members participated in the meeting.*
- *Quarterly TGEC presidents meet at block level: A representative meeting for all Presidents of the TGEC (the Welfare officer of Tea Gardens representation at block) was held at block level on the issues mentioned above. Total 1055 (approximately) Presidents were assembled in this block level meeting across the state. Some district has organized this meeting at district level due to less number of tea garden in the district. Total 7485 presidents were covered under the meeting.*
- *VEC/ TGEC/ SMC meeting: These are need based meeting and the meetings were held as per requirement of the VEC/TGEC/SMC. Total approximate 60000 meeting held across the state per month.*
- *Quarterly TGEC President meeting at Block level. Total two meeting have organized at block level.*
- *Annual convention of presidents of Peoples committees and mothers group at block level is to be held in February-March,05.*

iv. Organisation of Summer Camp:

The three programmes were conducted in schools during summer vacation as 'Summer Camp' in July, 04-

- *Reading Ability Development Programme: Under this programme, reading session of Library books, News Papers, story etc. were conducted by the Mothers Group. In Tea Garden areas, Bridge Materials were utilised. For this the TG volunteers were engaged for 10 days in total. During Summer Vacation the TG volunteer transacted the Bridge Materials for all classes. The children read out the stories of the material and also read out the stories and lessons of Textbooks, other story books, News papers etc. in Assamese and the TG volunteer interpreted these in Sadry Language.*
- *Pilot Scout & Guide training: The members of Students Govt. were trained on Scouts and Guide by the trained teacher or ex – Army or Policeman.*
- *Visit to “Smart School”: The children of class – III & IV near by LP schools and children of near by UP schools were brought to the Smart School and a demonstration on contents was done.*

Due to devastating flood in the state, the summer camp could not be organised as desired manner. More than 40% of total school were organized the summer camps.

v. DISE survey 2004:

A massive survey is conducted across the state in a two months long programme and total 6 formats were introduced for survey in schools, villages, EGS, RBCs, HTR and venture schools. Through the survey, the out of school children was tried to be identified so that planning for next year can be done. The detailed findings were yet to be chalked out. Checking, Correction and updating of VER was done. The DISE survey was conducted by the CRCCs.

vi. Micro Planning in Ex-tea Garden areas:

The Micro Planning exercises was targeted to conduct in the month of July and August for Ex-Tea Garden areas; But due to devastating flood in the state, the exercises could not be conducted. Said exercises were conducted in the month of December/ 2004. Total 2000 areas and 40000 families were covered under the exercises. The finding of the Micro Planning exercises is yet to be analyzed.

vii. Enrolment drive-2005:

The Enrolment Drive-2005 has been conducted fro December 27/2004 to January 05/ 2005 with the coverage of Enrolment of all fresh and dropped out children in schools and all out of school children in EGS schools, HTR centers and RBC centres.

After organising Enrolment drive for successive years now it is felt that this programme needs much greater efforts in the areas inhabited by the Special Focus groups. The main objectives of Enrolment Drive-2005 were as follows:

- *Identification of children to be enrolled afresh and Drop out & other out of school children from DISE survey.*
- *Enrolment of all the children of 4 years of age in Ka man.*
- *Enrolment of all the children of 5-6 years age in Class I.*
- *Enrolment of all the children reading in class IV in Class V.*
- *Bringing back all Drop-out children of 7-14 years age group and enrolling them in the same class that they have dropped out.*

- *Zeroing the status of out of schooling of all girl children.*
- *Special emphasis on enrolment of children with disability.*

The Enrolment Drive-2005 covered the activities in the 10 days programme like joint sharing meeting with VEC-SMCs, listing of target children with the help of DISE survey and VER, Visit to the families of targeted children, Verification on distribution of Free Textbooks, school wise session ending & starting ceremony, universal enrolment of targeted children, Submission of list of newly enrolled targeted children for distribution of FTB, formation of student Govt., Renewal of Mothers group, Training on 'Morning Assembly' for Students Govt. & its model demonstration, visit to 'Friend school' and 'Smart school', presentation of 'Ka-sreni' activities for community, sharing on PRASTUTI – 2005 etc.(Detail Guideline enclosed).

The IED volunteer, ICDS worker, HTR worker, Siksha Mitra/sarathi were entrusted with the tasks of the programme in their concerned village/Tea Garden/Ward etc.

viii. **Activities conducted in SFG areas:**

During the period of 2004-05 the activities have been conducted as follows –

- **Cabinet memorandum and signing of agreement with Tea Garden Managements:**

A cabinet memorandum was signed in the month of September/ 2004 regarding enhancement of Elementary education in the Tea Garden areas. The Govt. of Assam emphasized to sign the agreement with Tea Garden management and DC of the district to provide the necessary facilities to the schools and schooling to the children in the Tea Garden areas.

Out of 650 Tea garden, 388 Tea Garden have signed the agreement and process for rest of 262 Tea Garden is going on.

- **Training for TGEC and SMC members:**

The members of the Tea Garden Education Committee (TGEC) and SMC were trained at CRC level on regular functioning and other educational issues during the month of August – September/ 2004.

- **Regular meetings for TGECs and SMCs:**

The TGEC and the SMC in TG areas was organised their monthly regular meetings at their respective levels and task based issues and other need based issues were discussed and resolution were also taken thereof. Apart from these meetings, the separate regular meetings at GP, CRC and block level for the office bearers of TGEC and SMCs organized periodically.

- **Special Mobilisation Package for TG areas:**

A special mobilization programme containing street play, rally, and other educational - cultural programme organized during Durga Puja. In some Tea Gardens this programme was conducted in Kali Puja, Christmas days and during enrolment drive also. Regular attendance of children was prime out come of this programme. This programme implemented with the help of local TG based NGO.

- Infrastructure survey in Tea Garden Management school:

During the month of July infrastructure survey in Tea Garden Management schools were done through the Junior Engineers and Civil Works Supervisors for 519 Schools.

G. Minority Education:

1. The State of Assam has a very sizeable minority population, a large chunk of which lives in the most difficult-to-reach areas like riverine islands. The experience shows that the areas inhabited by the people belonging to the Minority Community have the lion's share of the out-of-school children and also suffer from the problems like school-less habitations, single teacher schools, schools with high Pupil Teacher Ratio, teacher absenteeism etc. It is but natural that the SSA interventions for the out of school children have been more in the minority inhabited areas. However, the problem is that the Axom Sarba Siksha Abhijan Mission has not collected any data on the basis of religion so far and hence, it is not in a position to give specific details of the status of the elementary education of the children of the minority communities. On receiving direction from the Government of India, it has been decided to conduct a detailed survey in the month of April, 2005 to collect information on various aspects of the status of minority education.
2. It is pertinent to mention here that Assam has a very egalitarian society and been free from the problem of communal tension despite the issue of immigration from Bangladesh plaguing the State. Even the socio-cultural attitudes and predilections of the Muslim community leaving here have not been very different from those of the majority community. That is why it has not been felt that the educational needs of the children of the minority communities are at variance with those of the children of majority community. It is rather the geography and topography which create differences and distinctions among various groups or sections of people and that is why SSA identified and notified the difficult areas as Special Focus Group Areas and has been making endeavours to reach out to those areas.
3. It must be taken special notice of the fact that the people of the minority inhabited areas have shown very high sensitivity to the need of universal elementary education and receptivity to the efforts being made in this direction. Residential Bridge Courses, EGS Centres, Long-term Bridge Courses or Short-term Bridge Courses started in the minority inhabited areas have found enthusiastic support from the community. It will be obvious from the perusal of the strategies chalked out for covering the out of school children of the State that almost all the villages and habitations having the problem of out of school children are going to be covered. However, while implementing these strategies, care will be taken that if any specific problems with regard to the minority inhabited areas are noticed, efforts are made to address those issues.
4. As far as support to the minority educational institutions and Madrassas recognised by the State Government are concerned, it is to be mentioned that they are getting the benefit of all the programmes taken up by the SSA for support to the formal schooling system like training of teachers, distribution of free textbooks, infrastructure grant, school maintenance grant, TLM grant etc.

H. Civil Works:

- i. Year 2003-04 and 2004-05 have been a disappointing period for the SSA, Assam, as far as the implementation of the civil works activities are concerned. Most of the activities planned and approved for the year 2003-04 could not be implemented during that year with the effect that out of the total budget provision of Rs. 8499.435 Lacs for civil works under the AWP&B 2004-05, spill over works accounted for Rs. 8408.435 Lacs. Even during the year 2004-05, the implementation of major portion of these works could be possible to be taken up only towards the fag end of the plan year. Even then, it is found that works of Rs 1747.947 Lacs will remain as spill over under the AWP&B 2005-06. Further since most the works under AWP&B 2004-05 will actually be implemented during 2005-06, provision for new works of only Rs 5888.807 Lacs has been kept in the AWP&B 2005-06.
- ii. While making this provision it has been ensured that all the building-less schools are covered and a few additional classrooms can be provided.
- iii. Following tables show the updated status of the physical and financial progress under the Civil Works component :

Status of Physical Progress

Sl. No.	Activities	PROGRESS OVERVIEW			
		Target	Works completed	Works in progress	Works Not Started
1	Building Less (LP)	1349	302	882	165
2	Building Less (UP)	300	12	231	57
3	Dilapidated Building/Repair & Renovation (LP)	3932	246	2435	1251
4	Dilapidated Building /Repair & Renovation(UP)	733	14	406	313
5	Additional Classroom (LP)	4355	308	3333	714
6	Additional Classroom (UP)	357	22	301	34
7	Toilet (LP)	1289	269	486	534
8	Toilet (UP)	482	115	173	194
9	Drinking Water Facilities (LP)	651	0	0	651
10	Drinking Water Facilities (UP)	0	0	0	0
11	Urban Resource Centre (URC)	72	9	54	9
12	Block Resource Centre (BRC)	84	5	79	0
Total		13604	1302	8380	3922

Status of Financial Progress As on 31st March 2005

Sl. No.	Activities	FINANCIAL (in Rupees in lakh)		
		Estimated Amount for Works Approved	Total Fund released	Balance Fund required as per estimate
1	Building Less (LP)	2299.572	2020.042	279.530
2	Building Less (UP)	851.283	809.856	41.427
3	Dilapidated Building/Repair & Renovation (LP)	4587.849	3564.541	1023.308
4	Dilapidated Building /Repair & Renovation(UP)	1110.850	769.396	341.454
5	Additional Classroom (LP)	6019.253	4696.286	1322.967
6	Additional Classroom (UP)	601.967	523.301	78.666
7	Toilet (LP)	164.220	140.845	23.375
8	Toilet (UP)	77.860	68.780	9.080
9	Drinking Water Facilities (LP)	9.450	0.000	9.450
10	Drinking Water Facilities (UP)	0.000	0.000	0.000
11	Urban Resource Centre (URC)	138.000	99.600	38.400
12	Block Resource Centre (BRC)	504.000	498.000	6.000
	Total	16364.304	13190.647	3173.657

- iv. There is no escaping the reality that situation on this count is far from satisfactory and the main factor contributing to this situation has been the paucity of fund. Even during the year 2004-05, fund for Civil Works activities could be released only in the months of February and March, 2005. It is expected that all the ongoing works will be completed by June, 2005. Besides, while preparing the plan for 2005-06, it has been ensured that all the building less schools are covered.
- v. It is to be mentioned further that through the balance fund required as per the estimated expenditure is Rs. 3173.657 lakh, it is proposed to have only Rs. 1747.947 lakh as spill-over under the AWP&B, 2005-06 to ensure completion of the building-less schools and other important incomplete works in view of the limited fund availability.

I. Drinking Water and Sanitation facilities:

- i. A WATSAN Cell has been set up at the State Mission Office as per recommendation of the Task Force in the meeting held on 15.3.2003 for effective monitoring of implementations.
- ii. With the advancement of activities the WATSAN Cell has been functioning with the following tasks.
- Proposal collection from District Mission, compilation & submission for implementation.
 - Issuance of guidelines to District Mission.
 - Providing Technical Assistance
 - Co-ordination with different agencies.
 - Follow up actions.
 - Monitoring of activities

- iii. Prior to 2003-04, under UNICEF assistance the State PHE Dept, has provided drinking water facility to 1794 nos. primary schools.
- iv. During 2003-04 & 2004-05 the implementation of drinking water facility through fund convergence with State PHE & Elementary Education Dept. have been launched under SSA as indicated below.

Year	Programme	Resource Utilisation	Coverage of Schools
2003-04	PM's Announcement under PHE Dept.	Rs. 940.48 lakh	6980
2003-04	10 th Finance Commission Award under Elementary Education Dept.	Rs. 1057.19 lakh	5896
2004-05	PM's Announcement under PHE Dept.	Rs. 908.66 lakh	6731
Total			19,607

The district wise implementation are annexed in following tables-

UNICEF assistance	=	1794 Nos. Schools
PM's Announcement (Implementation during 2003-04)	=	6980 Nos. Schools
10 th Finance Commission Award PM's Announcement	=	5896 Nos. Schools
(Implementation during 2004-05)	=	<u>6731</u> Nos. Schools
		21,401 Nos. Schools

- v. Prior 2003-04, under UNICEF assistance, the PHE Dept. has provided toilet facilities to 3379 nos. schools & taken up 344 nos. schools during 2003-04.
- vi. During the year 2003-04, SSA has launched the sanitation programme to provide sanitary toilet facility through fund convergence with state PHE & Elementary Education Dept.
- vii. In addition, SSA has undertaken the construction of toilet along with construction of 1975 nos. new schools buildings & renovation of existing school buildings.

The programme wise implementations are as follows:

Year	Programme	Resource Utilisation	Coverage of Schools
2003-04	Total Sanitation Campaign (TSC) under PHE Dept.	Rs. 263.53 lakh	1889
2003-04	10 th Finance Commission Award under Elementary Education Dept.	Rs. 111.61 lakh	794
2003-04	UNICEF assistance (Balance work) through PHE Dept.	Rs. 53.31 lakh	344
Total			3027
2003-04	SSA (As part of Civil works)	Rs. 304.16 Lakh	<u>1975</u>
2004-05	UNICEF assistance through PHE Dept.	Rs. 98.18 Lakh	561
Total			5563

The district-wise implementations of toilet facilities are annexed in following tables:

Total Sanitation Campaign	=	1889 Nos. schools
10 th Finance Commission Award	=	794 Nos. schools
UNICEF Assistance (3379+344+561)	=	4284 Nos. schools
SSA	=	1975 Nos. schools
		<u>8942 Nos. schools</u>

viii. During Nov. 2003 & July, 2004, the SSA has developed the following materials by organizing a series of workshops under UNICEF support.

1. TLM & classwise transactional plan
 - Booklet on personal cleanliness.
 - Supplementary learning book with poems, stories, riddles etc.
 - Chart showing outer parts of human body.
 - Chart showing inner parts of human body with functions in brief.
 - Calendar for the year 2004 & 2005 with pictures & messages depicting activities on personal hygiene.
 - Chart on locally available nutrition food.
 - Chart on diseases related to water & sanitation with source of disease.
 - Playing kits with messages of good and bad habits, effects etc.
 - Snake-Ladder Ludo
 - Chakra (Pivoted movable disc)
2. Teachers Trainings
 - One hand book for teachers with relevant topics related to drinking water, sanitation & hygiene.
3. IEC
 - One leaflet with information on Sanitation & Hygiene.
4. Community participation
 - One hand book with relevant topics on Sanitation & Hygiene suitable for SMC, VEC, Mothers group etc.

ix Total no. of schools (both primary & upper primary)

- Without drinking water facility = 3430 nos.
- Without toilet facility = 22,337 nos.

The summary status on drinking water facility is indicated below:

<i>Period</i>	<i>Schools with Drinking water facility</i>	<i>Schools without Drinking water facility</i>
Prior the year 2003-04	17,289 Nos.	23,037 Nos.
As on 1 st April, 2004	30,165 Nos.	10,161 Nos.
As on 1 st January, 2005	36,896 Nos.	3430 Nos.

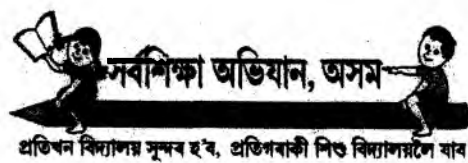
The summery status on toilet facility is indicated below:

<i>Period</i>	<i>Schools with Toilet facility</i>	<i>Schools without Toilet facility</i>
Prior the year 2003-04	12,426 Nos.	27,900 Nos.
As on 1 st April, 2004	17,428 Nos.	22,898 Nos.
As on 1 st January, 2005	17,989 Nos.	22,337 Nos.

- vi. As far as providing drinking water facilities to the schools is concerned, it will be clear from the Table that out of total number of 30068 LP schools and 10791 UP schools, 27504 nos. and 9925 nos. have been provided with drinking water facilities. The remaining schools are going to be provided with this facility by the Public Health Engineering Department under Swajal Dhara scheme.
- vii. As far as the toilet facilities in the schools are concerned, Table No: 3.16 clearly shows that it is not going to be possible to provide toilet facility to all the LP and UP schools before 2008-09. As the situation stands now 18034 LP and 4303 UP schools are yet to be provided with toilet facilities and the PHE Department now proposes to cover 1806 number of LP and 4303 number of UP schools during the year 2005-06 under the Total Sanitation Campaign scheme.

CHAPTER –IV

Strategy and Mile Stone for the year 2005-06
Time Frame for Implementation of Proposed Activities



Strategy and Milestone For The Year 2005-06.

A. Block Resource Centres and Cluster Resource Centre:

Block Resource Centres and Cluster Resource Centres, which were envisaged as the principle centres of capacity building for the teachers, have indeed come a long way in terms of acquiring expertise and insight in this area ever since the launching of the SSA. The interventions of monthly teachers' meetings at the cluster level and regular field visits by the CRCCs have been able to forge a strong bond between the teaching community and trainers and create an atmosphere of understanding and reciprocity in the academic matters between the two. During the year 2005-06, this atmosphere of understanding and reciprocity is to be further vitalised by making the CRCCs the fulcrum of whole strategy of the teacher training. It not only implies that the teacher training will take place at the Cluster level and will be conducted by the Cluster Resource Persons, but also that the approach and the agenda for the training programmes will be decided at the cluster level itself. Although this realisation has always been there that the CRCCs should mainly be devoted to the teacher training activities, in practice, they have been over-burdened with the project management and data collection and reverification activities resulting into non availability of adequate time to seriously focus on their main work. From the year 2005-06 it is going to be ensured with utmost sincerity and commitment that the CRCCs devote themselves primarily to the teacher training and academic support activities. It has been planned that during a month the CRCC will spend a minimum of twenty days only for conducting the training programmes and academic support activities – six to nine days for conducting the training programmes, seven days for visiting the schools, two days for attending the deliberations at Block Academic core Group meetings and five days for preparing lesson plans TLMs for the training programmes and school support visits. This point will be further elaborated while discussing the strategy for teacher training.

2. One major area of concern has been lack of proper record keeping in respect of the major activities conducted at the cluster level, like training programmes, school visits, status of enrolment and attendance in the schools, involvement of community in the educational management and planning. The CRCCs have been collecting the data on all the important educational indicators, but it could not be ensured some how that they evolve as Resource Centres for information on the status of elementary education in their respective areas. An attempt will be made during the year 2005-06 to ensure the proper upkeep and maintenance of the records and data at the CRC level. All the CRCCs will necessarily be maintaining following records inter alia –

- i. enrolment and attendance status register,
- ii. curriculum progress register,
- iii. copy of the filled up DISE Survey data formats,
- iv. record book of the monthly training programmes,
- v. school-wise record of the academic support visits,
- vi. record of the monthly and periodic evaluations,
- vii. village-wise record of the community involvement in educational programmes,
- viii. teacher profile registers,
- ix. village-wise record of out of school children,
- x. register of TLMs and
- xi. guard file for important circulars.

CRCCs are intended to be trained on upkeep and maintenance of these records in a proper and systematic manner. This will ensure the realisation of the long cherished

objective of formulating Cluster-wise plans for the universalisation of elementary education.

3. Block Resource Centres have one ABRCC (Academic) each to support the CRCCs and monitor their functioning. As the CRCs will become the centres of teacher training activities, the responsibility of ABRCC (Academic) will also grow in the same proportion. The practice of two-day Block Academic Core Group meeting was started in the year 2004-05 itself. It is proposed to institutionalise this arrangement by making the BACG meetings more focussed with emphasis on a clear-cut agenda for each and every meeting determined in advance in consultation with CRCCs. To facilitate the effective planning and conduct of the BACG meetings, it is further proposed to designate one faculty member of DIET as the academic in-charge for each of the education blocks and to give him/her the responsibility of helping and guiding the ABRCC (Academic) in planning and implementing the teacher training and school support activities. The DIET faculty in-charge of the Block and the ABRCC both will be responsible for not only conducting the BACG meetings but also for monitoring the Cluster level training programmes.

Table: 5.1 Block & Cluster Level Resource Persons

Units	Number
Block Resource Centre Coordinators	145
Associate Block Mission Coordinator	145
Resource Teachers	870
Cluster Resource Centre Coordinators	2473
Block In-charge-DIET Faculty	145

4. Each of the blocks has been provided with six numbers of Resource Teachers to provide academic support to the teachers of the U.P. schools. All the duties and responsibilities assigned to the CRCCs in respect of the L.P. schools is proposed to be assigned to the Resource Teachers in respect of the U.P. schools. They will conduct the training programmes for the U.P. School teachers at the Zone level, visit schools, maintain all the necessary records in respect of the U.P. schools and participate in the BACG meetings to be held separately in respect of U.P. schools at the block level. So, at the block level two two-day BACG meetings are proposed - one with the CRCCs and another with the Resource Teachers.
5. The main ingredient of the school support programme will be as follows:
 - 5.1 Each of the Resource Teachers and CRCCs will visit at least seven numbers of schools every month.
 - 5.2 While visiting schools, they will not only aid and advise the teachers in ensuring class room transaction as per the agreed pedagogical principles, but will demonstrate at least two lessons by making advance preparation and TLMs for the same. It is expected that the CRCCs and Resource Teachers will be able in this manner to visit each and every schools at least once every two months and will be able to lead by example.
 - 5.3 While preparing their school visit programmes, they will take the help of the curriculum progress register to identify the lessons in respect of which they will be taking classes during their visits to the different schools.
 - 5.4 The ABRCC (Academic) and the DIET faculty in-charge of the block will visit at least six numbers of schools every month giving preference to the schools in respect of which negative feed-back has been received.

5.5 The Resource Teachers, CRCCs, ABRCCs and DIET faculty do not possess the administrative power to take action against the irregular or unpunctual teachers. However, they will prepare a separate record on teacher absenteeism every month and furnish to the Block Mission Coordinator with a copy of the same to the District Mission Coordinator. This record on teacher absenteeism will be entered into computer at the district level, so that it is possible to monitor as to what action has been taken against the irregular and unpunctual teachers.

Table: 5.2 Scheduled School Visits Per Month

<i>Units</i>	<i>Number</i>
<i>Block Resource Centre Coordinators</i>	6 days
<i>Associate Block Resource Centre Coordinators</i>	6 days
<i>Block In-charge [DIET Faculty]</i>	6 days
<i>Resource Teachers</i>	7 days
<i>Cluster Resource Centre Coordinators</i>	7 days
<i>Total Schools</i>	40052
<i>Total Schools to be covered in 10 months</i>	260110
<i>Estimated Visit Per School/Annum</i>	6

6 Provision for TLM Grant to the Teachers, CRCCs, and BRCCs will help them in organising the classroom transaction and TLMs in the desired manner.

B. Teacher Training

Experience of last more than five years in erstwhile DPEP districts and of three years in other districts of the state brings us to the realisation that the in-service teacher-training programmes can be fruitful and result-orientated, only if they are need-based, content-specific and closely inter-linked with an intensive and regular school-support programme. It has also been felt that longer duration training programmes, organised twice or thrice in a year fail to have the desired intensity and induce the sense of urgency among the target groups. Another important lesson from the past has been the need of effective capacity-building of the Resource Persons both in terms of the academic competence and planning capability. And to top it all, a rigorous and continuous scheme of monitoring and documentation of the interventions being made is sine qua non to make this gigantic effort a meaningful one.

Keeping all this empirical wisdom in mind, the teacher-training programme for the year 2005-06 is proposed to be structured on following lines :-

1. Twenty-day in-service training to all the L.P. and U.P. school teachers will be imparted through seven two-day and two three-day programmes during the year – three-day training programmes being organised in the months of February and May and two-day programmes in the months of June, August, September, October, November, January and March.

Table: 5.3 Twenty-day In-Service Training Breakup

<i>Month</i>	<i>Duration</i>	<i>Month</i>	<i>Duration</i>
May'05	3-days	November'05	2-days
June'05	2-days	January'06	2-days
August'05	2-days	February'06	3-days
September'05	2-days	March'06	2-days
October'05	2-days	Total	20-days

2. For conducting the training programmes for the L.P. school teachers, a training Zone will be created with three Clusters keeping in mind the mutual contiguity of the clusters and the number of teachers, so that in one Training Zone, the total number of teachers is not more than 120. It is estimated that around 2073 numbers of LP training zones will be formed. The CRCCs of one zone will sit together and finalise the detailed agenda for the training to be conducted next month. The training programmes will be conducted in three phases for different clusters and all the three CRCCs will participate in each phase of the training. It will further be ensured that in each phase not more than 40 teachers are covered, so that the mutual dialogue and interaction is effective. This arrangement has been envisaged in view of the problems faced by one CRCC conducting the monthly teachers meetings alone. The CRCCs will definitely benefit from the knowledge and experience of one another through this arrangement.
3. The training will focus entirely on improving the quality of class room transaction. The lessons and hard spots of the syllabi to be covered during the training programme will be decided in advance as per the academic calendar and curriculum coverage register and CRCCs will be fully prepared with the lesson plans and TLMs to give practical demonstration on these lessons and hard spots. A minimum of four numbers of lessons and hard spots will be chosen for giving practical demonstration in each of the training programmes. This will be followed by a discussion with the teachers as to how they visualise to conduct the other lessons to be taken up in the schools during the coming month, so that the classroom transaction proceed on the principles of child-centric and

activity based teaching learning process with adequate emphasis on continuous evaluations as follows. CRCCs will maintain record of the lessons and hard-spots covered during each of the training programmes and detailed report on all the training programmes in a hardbound register.

4. Training Zones for the U.P. School teachers have already been constituted in the year 2004-05, but the Zone level discussions could not be very fruitful because of over crowding. It has been decided, therefore, to divide Zones into Sub-Zones with not more than 40 U.P. School teachers in each Zone. Besides it will be ensured that two Resource Teachers conduct the training at each of Zone in the same manner as is visualised for the training of L.P. School teachers.
5. It is clear, therefore, that each of the CRCCs will have to devote six days during seven months and nine days during two months for conducting the training programme and Resource Teachers will have to devote eight days during seven months and twelve days during two months for conducting the training programmes at cluster and sub-zone level respectively. It is expected that the involvement of the Resource Teachers and CRCCs in conducting the training programmes for such duration every month will help them develop into capable trainers and even the teachers will benefit due to focus on actual application of the better pedagogical approaches in prevailing classroom situations.

Table: 5.4 Total Training Days for CRCCs & RTs

Month	Duration	CRCCs	RTs
May'05	3-days	9	12
June'05	2-days	6	8
August'05	2-days	6	8
September'05	2-days	6	8
October'05	2-days	6	8
November'05	2-days	6	8
January'06	2-days	6	8
February'06	3-days	9	12
March'06	2-days	6	8
Total	20-days	60	80

6. One major element of this strategy is to divide teachers of the L.P. schools into two groups on the basis of multi-grade situation prevailing in their schools. Schools with four and more teachers of one training zone will be put into a separate group because they do not have to face the multi-grade situation. The other (as there will be no single teacher schools due the scheme of para-teachers) will be put in another group.
7. As has already been explained above, there will be two-day BACG meetings separately with the CRCCs and Resource Teachers at the block level every month, which will focus on collecting and analysing the feed-back from the CRCCs and Resource Teachers and also discussing the module and agenda for the training programmes to be conducted during the coming month. In the BACG meeting also, at least two lessons/ hard-spots will be identified for actual demonstration on how to transact them. This can be done either by the DIET faculty or ABRCC (Academic) himself/herself or by utilising the services of experience teachers.
8. The District Academic Core Group headed by the Principal DIET will review the whole process of training programmes in the district every month and will also finalise the broad parameters and guidelines for future plan of action.

9. Three no. of four-day State level Planning and Module Finalisation workshops will be held to chalk out the training strategy for the period earmarked for each of the three periodic evaluations. The objective will be work out a clear-cut agenda and module for each of the monthly training programmes well in-advance, so that the Resource Teachers and CRCCs can do the necessary home work like preparation of lesson-plans, TLMs etc. All the DPOs (TT), Lecturers, DIET, in-charge of the block, ABRCCs and two Resource Teachers from each block on rotation basis, will attend the State level workshop. The state-level workshop will be followed by the four-day district level workshops to discuss the plan, module and the strategy.
10. Two four-day workshops are also proposed to be organised at the SMO level for the SCERT and DIET faculty members on the teacher training programme, who will have to provide assistance as K.R.Ps and R.Ps in the state and district level workshops.
11. Most of the single teacher L.P. schools have been provided with the Siksha Sarathis during the year 2004-05 and they will continue to work during the year 2005-06 too. However, the remaining single teacher schools are to be provided with the para-teachers and the schools with high PTR will also be required to be provided with the para-teachers. The requirement of new para-teachers to be engaged is shown below :-

Table: 5.5 Support to Single Teacher Schools

<i>Units</i>	<i>Numbers</i>
No. of Single Teacher LP Schools	7610
No. of Single Teacher LP Schools Provided with Para-Teacher	5971
No. of Single Teachers Schools to Be Provided with Para Teacher	1639

Table: 5.6 Distributions of LP Schools By PTR Range

<i>PTR Range</i>	<i>Numbers</i>
0-40	15277
41-80	8164
81-120	3513
121-160	1608
Above 160	1852

12. The para-teachers engaged in formal schools will receive 20-days training along with the formal school teachers in the manner described above and a 10-day training programme in addition to this will be organised for them in the month of July i.e. during the Summer vacation to further hone their skills in respect of the elements of Reading Ability Guarantee, group-learning, continuous evaluation and teaching of mathematics.
13. A provision for 60 days training to the new Siksha Sarathis to be engaged during 2005-06 has been kept in plan for the year 2005-06. First of all a 15-day induction level training will be organised and then another 15-day re-enforcement training will be organised. Apart from this, these Siksha Sarathis will be attending all the cluster level training programmes along with the regular teachers which will ensure that they received a 60-day training during the plan year.
14. One notable ingredient of the proposed strategy for the teacher training or for that matter any training programme to be conducted during 2005-06, as will be obvious from the perusal of the detailed activities and sub-activities, is added emphasis on the capacity-building of the Key Resource Persons and Resource Persons. Experience shows that the holding of Key Resource Persons and Resource Persons training only in one phase

has resulted in serious transmission loss, because we are not in a position to know whether the KRPs and RPs have fully and actually internalised the messages or not. Besides, we are also not able to know their level of preparedness for conducting the training programmes. It has been decided, therefore, to hold the training of all the KRPs and RPs in two phases- in the first phase the module and strategy will be discussed with them in detail and in the second phase, their level of preparedness will be checked and consolidated by actually asking them to transact the modules and strategies. It will also give us an opportunity to further fine-tune our strategies.

15. Documentation and Impact Assessment of the training programmes is another important activity proposed to be undertaken during the coming year. The Teachers Profile register to be maintained by the CRCCs and Resource Teachers will contain details of the training received by the teacher, TLMs prepared by him, TLMs actually used in transacting lessons, if any innovative TLM or activity developed etc. A confidential response sheet is also planned to be circulated among teacher to know the extent to which they have accepted the improved methods of teaching.

16. Bidyajyoti Intervention:

The strategy under Bidyajyoti Programme being implemented with the help of UNICEF only in 4 and more teacher LP Schools of one block of selected five districts of Cachar, Darrang, Jorhat, Kamrup and Nagaon. During 2005-06 the programme will be expanded in 999 no. of Schools covering all schools in the block. The Bidyajyoti Programme of the district will focus on the following activities during the year, 2005-06.

- 16.1 Initiation of Reading Guarantee Programme in all B.J. schools- (a) Development of Reading Materials (b) Training of teachers for RGP.
- 16.2 Teachers' training on LP-curriculum, different pedagogical aspects of BJ- approach, Work sheets in Class-I, II & III.
- 16.3 Teachers training on English.
- 16.4 Orientation of ABRCCs (aca), RTs, CRCCs, SIs, DIET in-charge on Bidyajyoti-approach and for that matter formation of B.J.-Block.
- 16.5 Sharing of Quality mapping findings, School Sampark Abhijan with teachers & other stake holders.
- 16.6 Intensive on site support by BACG, SQMT, DQMT-members.
- 16.7 Orientation of HT, MG, VEC, SMC-members.
- 16.8 Bi-monthly sharing with DQMT, BACG (BJ-Blocks) at SMO.
- 16.9 Initiation of Action Research by DQMT, SQMT, DIET on BJ.

17. Learning Assurance Programme(LAP):

Experience gained from the B.J. initiative clearly shows that:-

- There should be a shift from teaching improvement initiative to learning improvement initiative.

- Classroom pedagogy should be balanced with whole class/small group/individual and oral/writing activities and that individual's learning needs to be addressed.
- There must be intensive, continuous and sustained support visit and monitoring.
- There must be continuous evaluation with a provision for reinforcement and consolidation at the day's end and provision for remedial teaching.
- There should be record keeping for the achievement shown by the pupils for subsequent follow up with analysis.
- Children's waiting time in class room must be converted to learning time.
- The accountability of quality learning must be brought back from parents to schools and create joint accountability.
- Efficacy of periodic milestones and evaluation thereupon besides the quarterly evaluation.
- There should be reform in the class routine and emphasis upon language in class I & II.

Bidyajyoti-intervention has been able to show certain degree of achievement in the very first year of its initiation. Demand has been generated in other blocks for its implementation in all blocks. It was felt that the adoption and operationalisation of the good elements of the Bidyajyoti Programme in the selected clusters of each block will have a larger demonstration effect.

Learning Assurance Programme (LAP) is a second- level of experimentation of the Bidyajyoti-approach which was initiated last year in selected schools of one cluster in each block. Emboldened with the findings of analysis of base line & Mid-term assessment conducted in LAP schools, it is proposed that LAP would be expanded to cover two cluster of each block during 2005-06 covering 4350 no. of schools.

Proposed activities during the year, 2005-06:

- 17.1 Initiation of Reading Guarantee Programme in all LAP-schools- (a) Development of Reading Materials (b) Training of teachers for RGP.
- 17.2 Teachers' training on LP-curriculum, different pedagogical aspects of LAP- approach, Work sheets in Class-I, II of LAP phase-I & II schools.
- 17.3 Orientation of ABRCCs (aca), RTs, CRCCs, SIs, DIET in-charge on LAP- approach.
- 17.4 Orientation of concerned CRCCs & LAP-dedicated RTs.
- 17.5 Intensive on site support by CRCCs, dedicated RTs, BACG -members.
- 17.6 Orientation of HT, MG, VEC, SMC-members.
- 17.7 District level sharing by District LAP-steering Committee with CRCCs, RTs of LAP-clusters.
- 17.8 Initiation of Action Research by DACG, BACG on LAP.

This is going to be an intervention partly funded by the UNICEF and partly by SSA.

18. **Periodic Evaluations:** In order to introduce continuous evaluation in Elementary schools a process of holding Quarterly Periodic Evaluations were introduced in the elementary classes during the academic session 2003. During the mid-course feedback analysis in 2004, it was found appropriate to have three periodic evaluations instead of earlier four due to shorter gaps in between two consecutive evaluations.

19. Free textbooks and workbooks to the children – Free Textbooks are being given to all the children of the elementary schools and this scheme will be continued. Besides, the workbooks prepared under the Bidyajyoti programme, for Class I, II and III, which have been found to be very useful in improving the teaching-learning processes in the Bidyajyoti schools, are proposed to be given to all the teachers of the formal schools on experimental basis during next academic session. If the feedback is found to be positive, the workbooks will be introduced in the schools from the academic session, 2006.

The workbook for class IV is also in the process of being developed and it will also be given to all the teachers.

20. Development of new textbook for Class-VII – SCERT has already developed new textbooks up to class VI and it is proposed to develop the new textbook for Class VII during the year 2005-06 so that the same can be introduced from the academic session, 2006. Besides, there are many languages like Rabha, Tai, Hmar, Missing, Bishnupriya Manipuri, Deori etc. being taught in the elementary schools with old-fashioned textbooks. It is also proposed to develop new textbooks for these languages for different classes.

It is expected that the strategy described above for Teacher Training will be able to bring a perceptible change in the quality of teaching learning processes in the schools and create an environment conducive for both teachers and trainers to strive for gaining greater expertise in discharge of their responsibilities.

C. Intervention for Out of School Children:

1. The strategy for bringing Out of School Children to the schools hinges on the following four interventions:
 - i. L.P. EGS Centres in the school less habitations having not less than 15 children in Special Areas and 25 children in General Areas.
 - ii. U.P. EGS centres in selected number of school less-habitations.
 - iii. Alternate schooling centres in the villages and habitations (other than school habitations) not having less than 10 number of out of school children of 7 – 14 years of age group.
 - iv. Hard to Reach children centres in the urban pockets with not less than 15 number of out of school children of 7- 14 years of age group.

2. EGS Centres-Lower Primary:

2.1 As has been shown in the Table, 4770 number of L.P. EGS Centres have already been operationalised in the year 2004-05 covering 299868 number of children and 2160 number of habitations have been identified to be provided with EGS Centres in the year 2005-06. The proposed EGS Centres are expected to cover 90759 number of children. A total of 390627 numbers of out of school children are proposed to be provided schooling facility through the operationalisation of L.P. EGS Centres.

Table: 5.7 District Wise Coverage of EGS Interventions

District	Old Centres		New Centres		Total Coverage	
	No. of Centres	Enrolment	No. of Centres	Enrolment	No. of Centres	Enrolment
Barpeta	176	12462	43	3200	219	15662
Bongaigaon	215	11567	32	1280	247	12847
Cachar	270	16418	159	6190	429	22608
Darrang	504	39328	83	3320	587	42648
Dhemaji	247	13536	83	3320	330	16856
Dhubri	184	14032	300	12000	484	26032
Dibrugarh	120	6654	54	2160	174	8814
Goalpara	447	21439	132	5800	579	27239
Golaghat	97	7155	30	1200	127	8355
Hailakandi	76	5314	132	6291	208	11605
Jorhat	42	2206	32	1760	74	3966
Kamrup	158	9449	85	3525	243	12974
Karbi Anglong	320	12942	233	8155	553	21097
Karimganj	134	7439	124	4000	258	11439
Kokrajhar	300	17500	101	6060	401	23560
Lakhimpur	137	9118	32	1280	169	10398
Morigaon	208	13040	77	4000	285	17040
Nagaon	342	33724	76	3420	418	37144
Nalbari	121	8625	65	2700	186	11325
N.C. Hills	53	2059	19	628	72	2687
Sibsagar	37	2423	83	3320	120	5743
Sonitpur	482	25763	100	3200	582	28963
Tinsukia	100	7675	85	3950	185	11625
Total	4770	299868	2160	90759	6930	390627

2.2 For effective functioning of the EGS Centres it is felt necessary to ensure that the Pupil Teacher Ratio therein is not more than 40. As it will be clear from Table No. Table 3.9 & 3.12 there are a large number of EGS centres with a very high PTR and only a few of them could be provided additional Siksha Mitras during the year 2004-05. It is proposed to provide 4272 number of Additional Siksha Mitras to all the EGS Centres (including proposed) with high PTR as per the following norms:

- i. One additional Siksha Mitra to the centre with enrolment up to 80.
- ii. Two additional Siksha Mitras with enrolment up to 120.
- iii. Three additional Siksha Mitras for enrolment above 120.

Table: 5.8 PTR Wise Distribution of EGS Centres & Requirement of Additional SM

District	Against Old Centres				Additional SM	Against New Centres	Total Additional SM
	Upto 40	41-80	81-120	Above 120			
Barpeta	41	110	20	5	165	35	200
Bongaigaon	134	62	19	0	100	45	145
Cachar	18	244	6	2	262	40	302
Darrang	132	229	143	0	515	20	535
Dhemaji	132	81	29	5	154	40	194
Dhubri	60	82	32	10	176	200	376
Dibrugarh	22	95	3	0	101	27	128
Goalpara	260	172	12	3	205	10	215
Golaghat	43	46	6	2	64	20	84
Hailakandi	34	37	5	0	47	35	82
Jorhat	10	26	5	1	39	12	51
Kamrup	95	44	13	7	91	20	111
Karbi Anglong	269	43	8	0	59	10	69
Karimganj	79	41	11	3	72	40	112
Kokrajhar	119	166	11	4	200	60	260
Lakhimpur	82	17	18	20	113	12	125
Morigaon	79	96	17	16	178	15	193
Nagaon	26	188	82	46	490	10	500
Nalbari	50	34	32	5	113	20	133
N.C. Hills	32	19	2	0	23	3	26
Sibsagar	12	20	4	1	31	27	58
Sonitpur	270	181	28	3	247	20	267
Tinsukia	47	26	23	4	84	22	106
Total	2046	2059	529	137	3529	743	4272

2.3 The need for training and continuous academic support to the Siksha Mitras need not be over emphasised. It is proposed to provide 30-day and 20-day training to the new and old Siksha Mitras respectively in two phases during the year. This will be in addition to the two-day bi-monthly district/ block level review and planning workshops to be held with the Siksha Mitras with a view to taking a stock of the academic progress of the children and need assessment of the Siksha Mitras in terms of further support to be provided to them.

2.4 We have realised that training programmes alone are not sufficient to capacitate the Siksha Mitras in discharging their responsibilities effectively. The gains of the training programmes are to be further supplemented by regular and on-the-spot-support to them. It is with this in mind that the decision has been taken to engage one Cluster Resource

Person for a cluster of the twenty numbers of EGS centres. The EGS Clusters have been visualised on the principle of mutual contiguity of the centres, geographical features of that particular locality and transport facilities available. The main responsibility of the Cluster Resource Persons will be to visit all the centres at least once every month, supervise the functioning of these centres, organise model lessons demonstrations and to liaise with the community to ensure maximum support from the clusters. The field visit reports of the CRPs will be discussed at great length in the monthly meetings at the district level and DPOs will take remedial measures as and when required. It is proposed to engage 359 numbers of Cluster Resource Persons during 2005-06.

2.5 Our experience during 2004-05 has also been that supply of activity based workbooks in addition to the textbooks has helped greatly in making the teaching learning process in these centres child centric and activity-based and helped the Siksha Mitras in copying with the multi-grade situation prevailing in all these centres. It has also ensured effective use of the teaching learning materials in the classroom transactions. The innovative workbooks which have already been developed for Class I to Class III and are going to be developed for Class IV during the year 2005-06 will be provided to all the learners of the EGS centres. In addition to this, we propose to supply one evaluation workbook to all the learners during the coming year because of the scheme of constant and continuous evaluation in all the centres: Compilation of the learning achievement levels of the children in prescribed formats will be done every month, the evaluation workbooks and learning achievement levels of the children will be shared with the guardians in the meetings at the centre level and plan of action will be prepared to up grade the learning abilities of the children identified as slow learners. It has been decided that these monthly progress formats will be entered into computer and will be analysed even at the district and state level for planning the future strategies.

2.6 One important activity during the year 2005-06 will be the mid-term and term-end impact assessment of the EGS centres by engaging Resource Persons from outside like DIETs, BTCs, Normal Schools, NGOs etc. and these impact assessment studies will be used for planning the future activities and taking corrective measures.

3. EGS Centres- Upper Primary:

3.1 SSA, Assam could not start U.P. EGS Centres till the year 2004-05. The U.P. EGS Centres are proposed to be started in the habitations which do not have any U.P. Schools within a radius of 3 K.M.. Given the fund constraints and other logistical problems, it is not possible to cover of all such habitations, It is proposed to cover only those school-less habitations during the year 2005-06 where we have provided the L.P. EGS Centres, but no U.P. schools are located within the radius of 3 K.M. The number of such habitation is found to be 781 number.

3.2 All the Siksha Mitras of the U.P. EGS Centres will be provided 15-day training and bi-monthly review and planning meetings with them will be held at the district level.

3.3 As in case of L.P. EGS Centres, monthly evaluation of the academic progress of the children of these centres will also be organised. It is clarified here that these monthly evaluations to be held in L.P. and U.P. EGS Centres will be in addition to the three periodic evaluation held for the formal schools in which the children of the EGS centre will also participate.

3.4 It also special mention in this regard that the Cluster Resource Persons will maintain records like Centre Profile Register, Enrolment & Attendance Status Register, Curriculum coverage Register, Record of evaluation, Register of TLMs etc. in respect of

the EGS Centres in the same manner as is described above for the CRCCs and Resource Teachers in respect of the formal schools.

Table: 5.9 District Wise Proposed Coverage of UP-EGS Interventions

Districts	No. of Centres	Enrolment	No. of SMs
Barpeta	72	3500	144
Bongaigaon	10	400	20
Cachar	50	2000	100
Darrang	160	8000	320
Dhemaji	25	1250	50
Dhubri	50	1000	100
Dibrugarh	12	480	24
Goalpara	22	1082	44
Golaghat	47	2350	94
Hailakandi	33	1055	66
Jorhat	14	700	28
Kamrup	14	280	28
Karbi Anglong	10	400	20
Karimganj	38	3800	76
Kokrajhar	29	725	58
Lakhimpur	36	1440	72
Morigaon	10	400	20
Nagaon	40	1800	80
Nalbari	20	400	40
N.C. Hills	20	1500	40
Sibsagar	10	400	20
Sonitpur	10	400	20
Tinsukia	49	980	98
Total	781	34342	1562

4. Alternate Schooling Centres:

4.1 The Table 5.10 & 5.11 shows, the total number of out of school children of the age group of 7- 14 years is 4,98,293 and the total number of villages and habitations these children are distributed where in is 11,612. These figures of out of school children are based on the DISE Survey with the cut off date 30th September, 2004. It is necessary to re-verify this data and prepare a school / habitation-wise detailed list of the out of school children. A data re-verification drive is proposed to be launched, therefore, in the first half of April, 2005 and only after the detailed listing of the children and updation of the Village Education Registers that the villages and habitations to be provided with alternate schooling centres will be notified.

Table: 5.10 Age Wise Out-Of-School Children

	5 Yrs	6 Yrs	7 Yrs	8-14 Yrs	Total
Child Population	657163	671176	662615	3660086	5651040
Out Of School	82945	68092	62142	436151	649330
% Of Out-Of School	13%	10%	9%	12%	11%
% of In-School	87%	90%	91%	88%	89%

4.2 It has been envisaged to provide an alternate schooling centre in all those villages/ habitations having atleast 10 or more out-of-school children by providing Siksha Karmis for a period of 11 months as per the following norms :-

- i. One Siksha Karmi for out of school children up to 40.
- ii. Two Siksha Karmis for number of out of school children up to 80.

iii. Three Siksha Karmis for the number of out of school children up to 120.

iv. Four Siksha Karmis for number of out of school children above 120.

Table: 5.11 Districts Wise Coverage of Out-Of-School Children in the Age Group 7-14 Years Through Proposed AS Centres

District	Proposed No. Of AS Centres	No. Of Out-Of-School Children [7-14 Years]		
		Boys	Girls	Total
Barpeta	500	17814	15749	33563
Bongaigaon	275	6753	6146	12899
Cachar	393	10816	10181	20997
Darrang	466	15797	14194	29991
Dhemaji	289	4927	4969	9896
Dhubri	731	28237	24865	53102
Dibrugarh	281	6987	8588	15575
Goalpara	196	5868	5518	11386
Golaghat	245	4759	5106	9865
Hailakandi	205	5627	5462	11089
Jorhat	159	4017	4273	8290
Kamrup	390	13805	13180	26985
Karbi Anglong	392	11768	11789	23557
Karimganj	361	10777	10044	20821
Kokrajhar	190	2992	2900	5892
Lakhimpur	251	8574	8497	17071
Morigaon	178	5616	4586	10202
Nagaon	715	31485	26992	58477
Nalbari	304	8630	8265	16895
N.C. Hills	43	416	462	878
Sibsagar	254	5961	6598	12559
Sonitpur	498	14666	14710	29376
Tinsukia	357	12526	13744	26270
Total	7673	238818	226818	465636

4.3 It needs to be mentioned in this regard that during the year 2003-04, SSA, Assam had try to reach out to these categories of children through long term and short term Bridge Courses with the assumption that it will be possible to prepare these children for being mainstreamed to the formal schools during a limited period, but experiences shows that this assumption did not work as expected. The children which are out of school for a variety of reasons require intensive support not only for a longer duration, but also need to be supported constantly even after their mainstreaming to the formal schools. This point can not be missed in this context that one of the principal factors responsible for the phenomenon of out of school children even in the villages having formal schools has been the inability of the formal schools to take care of these children for various reasons like lack of adequate space, lack of adequate number of teachers etc. These problems are bound to haunt these children even in future. And if their retention in the formal schools is really to be ensured, we have to take a longer time-frame for support to them not only in the alternate schooling centres, but even after their mainstreaming to the formal schools. The alternate schooling centres proposed, therefore, have been envisaged with following points in mind :-

- i. Each and every out of school children will be kept in the alternate schooling centres for a period of at least six months and only after this period of six months that attempts for their mainstreaming to the nearest formal school will be made.

- ii. Even after mainstreaming of the out of school children, they will be asked to participate in the monthly evaluations to be held in the centre to take stock of their academic progress in the formal schools.
- iii. If the academic progress of the mainstreamed children is not found to be satisfactory, the Siksha Karmis will organise separate classes of an hour or two to help them get over their problems.
- iv. If even after a period of 11 months, of the out of school children are not possible to be mainstreamed, which will be known on the basis of an impact assessment study to be carried out, we may have to continue the alternate schooling centres even beyond this period.
- v. This strategy has been worked out on the bitter experience of the previous years when it was found that a large sunk of the mainstreamed children in fact continued to be out of schools because of lack of support after the closure of the Bridge Courses.
- vi. The Siksha Karmis of alternate schooling centres will be provided 20-day training in addition to the two-day block level monthly review and planning workshops to be organised.

Table: 5.12 Distribution Of Proposed AS Centres By Range of Out-Of-School

<i>Block</i>	<i>No. Of Centres By Range of Out-Of-School Children</i>				<i>Total</i>
	10-40	41-80	81-120	>120	
Barpeta	261	122	53	64	500
Bongaigaon	174	62	18	21	275
Cachar	235	80	41	37	393
Darrang	236	105	57	68	466
Dhemaji	209	61	11	8	289
Dhubri	328	196	86	121	731
Dibrugarh	170	63	21	27	281
Goalpara	96	64	19	17	196
Golaghat	174	47	10	14	245
Hailakandi	118	50	18	19	205
Jorhat	101	30	11	17	159
Kamrup	214	64	34	78	390
Karbi Anglong	196	114	45	37	392
Karimganj	199	89	35	38	361
Kokrajhar	162	16	5	7	190
Lakhimpur	149	53	21	28	251
Morigaon	100	38	20	20	178
Nagaon	314	180	81	140	715
Nalbari	210	53	18	23	304
N.C. Hills	40	2	1		43
Sibsagar	173	42	18	21	254
Sonitpur	309	103	35	51	498
Tinsukia	194	64	38	61	357
Total	4362	1698	696	917	7673

- vii. As in the case of EGS Centres, it is felt necessary to ensure their effective supervision and monitoring of these centres through regular visits. It has been proposed, therefore, to engage one supervisor for a cluster 30 number of such centres, whose main responsibility will be to visit each and every centre at least once in two months to provide on the spot support to the Siksha Karmis and discuss the relevant issues with the community members. These supervisors will

meet every month at the district level to discuss the finding of their field visit reports and formulate the future plan of action.

- viii. As in case of the EGS Centres', monthly evaluations will be held for the children of the alternative schooling centres too and the compiled progress reports on their achievements levels will be entered in the computer and discussed and analysed at the district and state levels.
- ix. The children will be supplied activity-based workbooks and evaluation workbooks along with the textbooks and provision for centre contingency, TLM for learners and TLM grant for the Siksha Karmis has also been kept, so that the classroom transactions can proceed in the desired manner.
- x. Involvement of the local community for the successful running of these centres is extremely necessary and hence it has been decided to notify all the VECs having the alternate schooling centres as 'special focus VECs'. This aspect of the community mobilisation for the special focus VECs will be explained further while discussing the community mobilisation component.

5. Interventions For Urban Children:

5.1 As will be clear from the perusal of the activities and sub-activities planned for bringing the deprived urban children within the ambit of elementary education, the basic approach will be the same as in case of L.P. EGS Centre.

5.2 14-day training for the new Siksha Karmis, 10-day reinforcement training for the old Siksha Karmis, 2-day district level monthly review and planning workshops with Siksha Karmis, supply of textbooks, workbooks, evaluation workbooks and other TLMs to the learners, TLM grant of Rs.500/- for the Siksha Karmis and centre contingency grant for the centres etc. have been incorporated in the plan of action to run the HTR [Hard to Reach] centres. In view of the practical difficulty in getting proper accommodation for the HTR children centres in the urban areas, provision for house rent has also been kept. Realising the importance of the social mobilisation for bringing deprived urban children particularly the working children to these centres, provision for monthly meeting with the parents/ guardians, quarterly town level meeting with various stake holders like WEC, Labour, Railway and Police department etc. and bi-annual one-day district level meeting with these stake holders has also been kept.

5.3 The existing and proposed HTR children Centres, details of which are given below are expected to cover almost 41455 number of children in 778 number of HTR Centres in Urban Areas.

Table: 5.13 Details on Urban Children Coverage Though HTR Centres

<i>Units</i>	<i>Numbers</i>
No. of HTR Centres Functioning	541
Total Children Covered Till Date	18627
Proposed No. Of HTR Centres	237
No. Of Children To Be Covered	22828
Total Coverage	41455

5.4 It s to be noted in this connection the UNICEF is also helping the SSA in strengthening the HTR Children Centres of Guwahati by providing technical assistance in preparing a

comprehensive city plan using GIS, supplying teaching learning materials and playing equipments and helping in organising workshop for psychological support to be provided to the needy children.

Table: 5.14 Districts Wise Coverage of Out-Of-School Children in the Age Group 7-14 Years through Proposed HTR Centres in Urban Areas

District	Proposed No. Of HTR Centres	No. Of Out-Of-School Children [7-14 Years]		
		Boys	Girls	Total
Barpeta	7	189	177	366
Bongaigaon	5	234	209	443
Cachar	14	493	472	965
Darrang	13	276	277	553
Dhemaji	4	118	111	229
Dhubri	26	790	757	1547
Dibrugarh	16	561	420	981
Goalpara	7	214	206	420
Golaghat	13	271	265	536
Hailakandi	5	235	202	437
Jorhat	7	213	227	440
Kamrup	156*	5062	4502	9564
Karbi Anglong	16	471	443	914
Karimganj	13	398	272	670
Kokrajhar	1	14	10	24
Lakhimpur	3	54	60	114
Morigaon	1	46	60	106
Nagaon	37	1205	1083	2288
Nalbari	12	387	275	662
N.C. Hills	1	8	21	29
Sibsagar	15	358	295	653
Sonitpur	4	125	116	241
Tinsukia	17	361	285	646
Total	237	12083	10745	22828

*In Guwahati City the coverage will be through 156 existing centres.

It is proposed to develop a comprehensive plan for all the urban areas during 2005-06.

6. Residential Bridge Course:

6.1 It has not been proposed to start any new RBC during the year 2005-06 mainly due to the fund crunch and the practical difficulties in arranging accommodation for these centres and also due to the high cost of running of these centres, in terms of per learner requirement of fund. However, it need not obfuscate the reality that the RBCs have been one of the most successful interventions of the SSA, Assam and quality of teaching learning process in these centres have been cut above that in any formal school or even in other alternate schooling centres. The existing 10 centre will be continued and further improved by the activities like 10-day reinforcement training for the Siksha Karmis, 2-day district level monthly review and planning workshops with them, supply of workbooks, evaluation workbooks and TLM for the learners, monthly evaluation etc.

6.2 It merits special mention here that the strategy for brining out of school children to the schools described above will definitely fall short of covering all such children. SSA will not be able to reach out to the villages and habitations having less than 10 no. of out of school children, school-less habitations having less than 25 children and urban blocks

having less than 15 children. But it has to be appreciated that it is an exercise of gigantic proportions and can be undertaken only in a phased manner. The financial crisis which plagued the SSA, Assam during the year 2003-04 and 2004-05 prevented it from taking effective measures in this regard and hence the efforts to cover the remaining children can only be mounted in the year 2006-07 after a realistic assessment of the achievements of the interventions planned for the year, 2005-06.

D. Early Childhood Care and Education (ECE) :

1. Government of Assam introduced Ka-Shreni in all the L.P. Schools, but teachers were not provided to take care of the children of the Ka-Shreni. Except a Karmaputhi (Workbook), no teaching learning material was also provided for the children of Ka-Shreni. As a result, these children were found to be deprived of the quality guidance and care in the formal schools. It is in view of this scenario that SSA adopted the strategy for providing support to the Ka-Shreni children through convergence with the ICDS programme and by providing training to one teacher from each of the schools having more than four teachers specifically on Ka-Shreni support. During the year 2004-05, 5304 number of Anganwadi workers could be attached to the formal schools and 3902 numbers of teachers of the formal schools were provided training.
 - i. It is proposed to go-ahead with this strategy even during the 2005-06. While selecting the Anganwadi workers to be attached to the formal schools, following points have been kept in mind :-
 - ii. The ICDS Centre is located within one K.M. of the formal school.
 - iii. The formal school does not have more than three teachers and a minimum of 10 children enrolled in the Ka-sreni.
 - iv. The Anganwadi worker is at least a matriculate.
2. The extensive survey conducted during the year 2004-05 with the help from the Social Welfare Department has highlighted that we can cover 7536 number of additional formal schools under the scheme of attachment of Anganwadi workers during the year 2005-06.

Table: 5.15 Coverage of Ka-Sreni Support through attachment of AWWs & orientation of Teachers

District	Progress During 2004-05		Proposed During 2005-06		Total Coverage	% to Total LP Schools
	AWW	Teachers	AWW	Teachers		
Barpeta	195	253	500	50	998	54%
Bongaigaon	319	240	191	100	850	88%
Cachar	252	188	450	50	940	58%
Darrang	335	305	350	150	1140	76%
Dhemaji	124	72	300	110	606	72%
Dhubri	226	157	545	50	978	67%
Dibrugarh	239	114	270	200	823	70%
Goalpara	224	120	300	100	744	79%
Golaghat	240	107	417	30	794	79%
Hailakandi	208	99	167	130	604	60%
Jorhat	255	112	480	30	877	56%
Kamrup	254	197	500	130	1081	50%
Karbi Anglong	47	139	20	72	278	20%
Karimganj	261	99	380	50	790	63%
Kokrajhar	356	133	270	75	834	77%
Lakhimpur	208	186	400	150	944	69%
Morigaon	269	164	200	69	702	86%
Nagaon	179	230	427	130	966	48%
Nalbari	270	255	430	108	1063	72%
N.C. Hills	0	166	0	300	466	69%
Sibsagar	206	137	300	350	993	58%
Sonitpur	378	286	454	59	1177	88%
Tinsukia	259	143	185	15	602	72%
Total	5304	3902	7536	2508	19250	64%

3. It has been planned to provide seven-day induction level training and five-day reinforcement training to the new Anganwadi workers to be attached and 10-day reinforcement training to the Anganwadi workers who were attached to the formal schools during the year 2004-05 itself. Besides, two-day bi-monthly review and planning workshops for these workers will be held at the district level to take stock of their performance and needs.
4. The teachers from the schools having four and more teachers already trained during the year 2004-05 will be provided reinforcement training of 10-days and the new ones will be provided 15-day training to be organised in two phases on Ka-sreni support. In addition to this, one-day quarterly review and planning workshops at the block level will be held with all these teachers.
5. SSA, Assam has already developed the detailed strategy for training and support to the Anganwadi workers and identified teachers relying on a theme based approach. A handbook on theme-based learning and a book of rhymes and activities have been developed. The Anganwadi workers and teachers are trained as to how best to use these materials and plan the classes, so that all the developmental aspects of the children at the pre-primary stage are taken care of. Provision for supply of TLM kits has also been kept as it is felt necessary to provide minimum facilities in these schools to support the children of the pre-primary stage. Special four-day block level workshops on the use and preparation of TLMs by the Anganwadi workers and two-day block level workshops for teachers have also been provided for in the plan to maintained higher quality of teaching learning process in the selected schools.
6. There is no overlooking the fact that the scheme of attachment of Anganwadi workers to the formal schools can be successful only with active support and involvement of the officials of the Social Welfare Department and ICDS Programme. Provision, therefore, has been kept for interaction with them from time to time.

As in case of other plan interventions, Impact Assessment of these interventions will also be undertaken covering 10% Anganwadi workers and 5% learners. It is considered necessary to mention here that the impact of this innovative strategy for support to the Ka-sreni children has been widely appreciated and has proved to be a very cost effective way of providing care and support to this group of children.

E. Integrated Education for Disabled Children (IED)

1. As per the detailed field level survey conducted in the year 2004-05, the total number of children with disabilities have been assessed at 72279 numbers. On examining their distribution G.P. wise, it is found that there are 2038 numbers of G.P.s with concentration of disable children above 10 children. It is proposed to provide an IED volunteer for each of these G.P.s.

Table: 5.16 GP Wise Breakup of Children with Special Needs

District	GP with <10 Children		GP with >10 Children		Total Children
	No. of GPs	Children	No. of GPs	Children	
Barpeta	20	129	86	3708	3837
Bongaigaon	39	133	54	1452	1585
Cachar	68	312	95	5239	5551
Darrang	44	240	110	2681	2921
Dhemaji	0	0	65	3573	3573
Dhubri	96	476	55	1214	1690
Dibrugarh	1	5	95	3486	3491
Goalpara	0	0	82	2715	2715
Golaghat	2	9	99	3864	3873
Hailakandi	12	61	45	1510	1571
Jorhat	5	43	106	2698	2741
Kamrup	12	109	163	4970	5079
Karbi Anglong	9	16	78	1719	1735
Karimganj	1	5	95	2230	2235
Kokrajhar	7	39	80	3712	3751
Lakhimpur	16	80	64	2341	2421
Morigaon	0	0	46	1589	1589
Nagaon	41	261	198	7595	7856
Nalbari	5	43	110	4212	4255
N.C. Hills	5	49	24	770	819
Sibsagar	56	200	62	2364	2564
Sonitpur	2	20	156	4251	4271
Tinsukia	16	89	70	2067	2156
Total	462	2319	2038	69960	72279

2. It is also proposed to identify one VEC member willing and capable of doing the counselling work in all the VECs of the Gram Panchayat, where IED volunteers could not be possible to be provided, to be specially trained for assisting in the implementation of IED interventions in those GPs. An annual honorarium of Rs.200/- is proposed to be given to those identified VEC members to be known as Community Volunteers. In total 458 numbers of Community Volunteers will be engaged.
3. 78 numbers of blocks have already been provided an IED Resource Teacher. It is further proposed to provide IED Resource Teachers to the remaining 67 No. of blocks.
4. Main activities proposed under IED component are as follows:-
 - i. Selection of IED volunteers for the identified Gram Panchayats.
 - ii. Identification of VEC members to be given responsibility of counselling and monitoring the IED interventions of the VECs of the remaining G.P.s.
 - iii. Providing one Resource Teacher in all the education blocks.

- iv. Fifteen day's training (in two phases) to IED Resource Teachers and volunteers and Community mobilisers.
- v. Two-day bi-monthly review meetings with the Resource Teachers and IED volunteers at the district level.
- vi. Quarterly one-day review cum planning meetings with the identified VEC members at the block level.
- vii. Organisation of the medical camps at the district/blocks levels with the help of Central Government agencies and NGOs working in this field.
- viii. Working out the requirement of aids and appliances to be distributed among the identified children and sharing this information with the Central Government agencies and NGOs.
- ix. Supply of aids and appliances to the disabled children.
- x. Proper documentation of the activities including the maintenance of a G.P.-wise IED Profile register, documentation of success stories, records of medical assessment camps, aid and appliances distributed etc.
- xi. Impact-assessment covering 50% of the IED Resource Teachers and volunteers and 5% of the children.
- xii. TLM kits to each volunteer.

F. Project Management and MIS

1. With the expansion of the field level activities of the SSA and need for better record keeping and documentation of these activities, the work load on the District Mission Offices has increased manifold. At present, there are only three computers in the 14 number of non-DPEP districts and four computers in the erstwhile 9 number of DPEP district. This has been a persistent demand from the Programme Officer and consultants at the district level that they need at least two more computers, so that all the records can be maintained and updated timely. It is proposed, therefore, to supply two more computers to each of the District Mission Offices.
2. In view of this increased workload at the district level, Executive Committee, Assam Sarba Siksha Abhijan Mission has decided to create five posts of Programme Associate in each of the District Mission offices to assist the Programme Officers / Consultants of the Teacher Training, Community Mobilisation, Alternative Schooling, ECE & IED and EGS. These Programme Associates will be proficient in the use of computer with minimum qualification prescribed for engagement of Electronic Data Processors. Provision has been kept for the payment of remuneration to these Programme Associates.
3. One of important provision in the plan for the next year is for the development of Web enable software for the monitoring of all the activities of the SSA.
4. In view of the vacant posts existing in district and sub-district level positions, the process of selection has already been initiated and all the vacant posts will be filled in by April 2005. The details of staff position is placed at *Annexure-I*.

G. Community Mobilisation

1. The biggest challenge before the SSA Assam in respect of community mobilisation is providing regular inputs to the large number of VECs and SMCs, in regard to the tasks to be performed by them and to collect and analysis the feedback on action taken by them on these inputs. It is also realised that it is not feasible to focus equally on all the VECs and SMCs at a time. A strategy has therefore been worked out to identify the VECs and SMCs of the villages where direct intervention of SSA in the form of providing Para-teachers to the formal schools, attachment of Anganwadi Workers to the schools, providing EGS centres, starting alternative schooling centres etc. have been made as 'special focus VECs and SMCs.'
2. The 'special focus VECs and SMCs' are proposed to be supported and monitored extensively, so that at least in these areas the community participation at the desired level in the management of elementary education can be achieved. This is to be done by constituting a district level monitoring team which will ensure that each and every VEC and SMC of this category is visited at least once in every quarter of the year by a member of the monitoring team to study the status of community participation. The monitoring team member will have discussion with the VECs and SMCs regarding the areas in which their involvement is necessary and submit the study report to the District Mission Office. During such visit, the members of the monitoring team will give utmost emphasis on effective utilisation of the various grants like- school grants, TLM grant for teachers, school maintenance and infrastructure grant, centre establishment grant for EGS centres, centre contingency grant for EGS and Alternative schooling centres etc.

The monitoring team will also see to it that the community members are sensitised and activated to provide required support to the EGS and AS centres, maintain and up-date the village education register and keep vigil on the problem of teacher's absenteeism and irregular attendance of the students.

3. The monitoring team will be provided 2-day orientation at the district level and monitoring formats will be developed. The 2-day district level monthly sharing meeting will be organised to discuss their field visit report and formulate future strategy.

It is clear therefore that the Community Mobilisation component will be working in tandem with other components to ensure successful implementation of various planned interventions.

4. As is known, the Annual Work Plan & Budget AWP&B for a particular year is based primarily on the data collected through DISE survey during the preceding year. However, the field realities change in between due to enrolment drive and various other interventions being made. It becomes necessary, therefore, to re-verify the available data before actual implementation of the activities is taken up. One major grievance of the field level functionaries like CRCCs has been that they are engaged in data collection and re-verification exercises throughout the year and hence, do not find much time to devote to their main work of providing academic support to the schools and teachers. It has been decided, therefore, that the entire gamut of planned activities for which data is not available or needs to be verified, a drive will be launched in the month of April, 2005 i.e. the beginning year of the planned year, to collect and re-verify the data. This will be a month long exercise culminating into the observance of EFA week which will be devoted to the extensive sharing of the information collected and re-verified with the community members and discussing their role and responsibilities in

the activities planned for implementation to achieve the goal of Universalisation of Elementary Education.

5. As per standing Government norms, the VECs, TGECS, WECs, CECs, GPECs will have to be reconstituted during the year 2005-06. A 2-day training will be provided to the selected members of the newly constituted committees. Besides, provision for periodic meeting of the representative of these committees has also been kept. Towards the end of the planned year, a Block level Convention will be held in the entire district in which the Presidents of all the peoples' committee and mothers' groups will participate. This will be an occasion to share the success and failures of the whole year of planned efforts.

Table: 5.17 Various Peoples Committees

<i>Units</i>	<i>Numbers</i>
<i>Village Education Committees</i>	20935
<i>Tea-Garden Education Committees</i>	1052
<i>Ward Education Committees</i>	779
<i>Core Education Committees</i>	303
<i>Gaon Panchayat Education Committees</i>	2547

6. The month of October of every plan year is devoted to DISE Survey. It has been decided that since most of the SSA functionaries have to be in the field in connection with this Survey, it will be utilised for organising drop out prevention and retention drive in all the villages. The VECs, SMCs and Mothers' group will be involved in ensuring that all the drop out children are properly recorded and, as far as possible, brought to the schools. If for some reasons, it is not possible to bring them to the existing formal schools, a detailed documentation to this effect will be done so that proper efforts can be mounted to target such children.
7. Enrolment drive has been a very successful activity of the SSA and it will be continued during the year 2005-06. All the village education registers will be up-dated as a part of this drive and detailed listing of the out school children will be done.
8. It is also proposed to undertake an exercise of grading the VECs and SMCs on the basis of their performance and to share this grading with them during the annual block level convention.
9. One major activity during the year 2005-06 will be proper record keeping and documentation of the field level activities and computer entry of the important records like – enrolment attendance status register, village education register, record of teachers' absenteeism etc.

H. Civil works

1. Year 2003-04 and 2004-05 have been a disappointing period for the SSA, Assam, as far as the implementation of the civil works activities are concerned. Most of the activities planned and approved for the year 2003-04 could not be implemented during that year with the effect that out of the total budget provision of Rs. 8499.434 Lacs for civil works under the AWP&B 2004-05, spill over works accounted for Rs. 8408.434 Lacs. Even during the year 2004-05, the implementation of major portion of these works could be possible to be taken up only towards the fag end of the plan year. Even then, it is found that works of Rs. 1747.946 Lacs will remain as spill over under the AWP&B 2005-06. Further since most the works under AWP&B 2004-05 will actually be implemented during 2005-06, provision for new works of only Rs 5888.807 Lacs has been kept in the AWP&B 2005-06.
2. While making this provision it has been ensured that all the building-less schools are covered and a few additional classrooms can be provided.
3. As far as providing drinking water facilities to the schools is concerned, it will be clear from the Table No: 3.16 that out of total number of 30091 LP schools and 9961 UP schools, 27504 nos. and 9925 nos. have been provided with drinking water facilities. The remaining schools are going to be provided with this facility by the Public Health Engineering Department under Swajal Dhara scheme.
4. As far as the toilet facilities in the schools are concerned, Table No: 3.16 clearly shows that it is not going to be possible to provide toilet facility to all the LP and UP schools before 2008-09. As the situation stands now 18034 LP and 4303 UP schools are yet to be provided with toilet facilities and the PHE Department now proposes to cover 1806 number of LP and 4303 number of UP schools during the year 2005-06 under the Total Sanitation Campaign scheme.

I. Computer Aided learning

500 Smart schools which have been provided with computer during the year 2003-04 are to be strengthened by building capacity of teachers to use the computer and integrate the software developed and provided to them with the actual teaching learning process in the classrooms. It is proposed to organise a 10-day district level teacher training for the teachers of the Smart schools and to provide one Para-teacher to all these schools for this purpose. These Para-teachers will be well-versed on the use of Computer. They will be provided intensive training on academic package and software provided to the schools and their main responsibility will be to assist the Smart school teachers in using the computer and the software in the classroom. These Para-teachers will also be trained to organise model demonstration in the schools on selected lessons, so that the teachers can gain practical understanding of using a computer. It is expected that the teachers will be able to acquire required expertise for transacting the lessons by efficient and intelligent use of computer through this arrangement.

J. School maintenance grant and School development grant

Provision for release of school maintenance grant and school development grant (the two mandatory grants) has also been kept in the plan.

K. S.C., S.T. and Girls Education

1. Total number of SC, ST and Girls children of the age group 7-14 years in the district is 797324, 2145824 and 2746704 respectively. Total number of never enrolled children of the age group of 7-14 years under these three categories in the district is 32654, 180552 and 172484 respectively. Table 3.5, 3.6, 3.7 shows the district wise position of never-enrolled and dropout children Following table clarifies the position of the out of school children of the age group of 7-14 years in the villages and habitations falling in the Special Focus Areas of the districts :-

Table: 5.18 Area Wise coverage of Out-Of-School Children through proposed AS Centres

Area	OS Range	Boys	Girls	Total	% to Total
Non SFG Area	10-40	40604	39039	79643	17%
	41-80	41387	39113	80500	17%
	81-120	28491	27135	55626	12%
	>120	87019	82134	169153	36%
	Total		197501	187421	384922
SFG Area	10-40	6812	6586	13398	3%
	41-80	8213	7623	15836	3%
	81-120	6266	5850	12116	3%
	>120	20026	19338	39364	8%
	Total		41317	39397	80714
Total	10-40	47416	45625	93041	20%
	41-80	49600	46736	96336	21%
	81-120	34757	32985	67742	15%
	>120	107045	101472	208517	45%
	Total		238818	226818	465636

2. It is pertinent to mention here that SSA, Assam has taken up the challenge of bringing majority of the out of school children of the age group of 7- 14 years including the SC, ST and Girl children falling in the Special Focus Areas within the ambit of elementary education during the year 2005-06. The strategy and approach to accomplish this task has already been discussed in a detailed manner. The same strategy and approach is going to be followed even in the Special Focus Areas with added emphasis on sensitisation of the persons responsible for implementing the out of school interventions in these areas on the peculiar problems of the children of the SC, ST Communities and girl children.
3. It also requires to be mentioned in this connection that while conducting the DISE survey in the year 2004, Special Focus Areas had been notified and the CRCCs and Resource Teachers conducting the survey collected all the vital information regarding the problems of these areas. This information will come in handy at the time of the implementation of the out of school interventions.
4. As regards the SC, ST and Girl children enrolled in the schools, SSA, Assam is going to identify the VECs and SMCs of the areas where direct interventions of the SSA have been made and also those of Special Focus Areas as Special Focus VECs and SMCs. These Special Focus VECs and SMCs are proposed to be monitored intensively by formation of a district level monitoring team. It will be ensured that each and every VEC and SMC in the Special Focus Areas is visited at four times during the year to motivate and galvanise the people's participation in these areas with particular reference to the children belonging to the SC, ST Community and Girl children. Since a large number of the Special Focus Areas are inhabited by the people of minority community in riverine islands, popularly known as Char areas, the girls belonging to the minority community are definitely going to benefit by these efforts.
5. It should be appreciated that the magnitude of the problem of out of school children is so enormous that we have to first focus on addressing this problem by ensuring that all the children get minimum facilities to be able to get education. Only after these minimum facilities are ensured that we can probably move to identify the bottlenecks at micro level and devise village / habitation-specific and community-specific activities. It is in this background that no separate and specific activities have been incorporated in the Annual Work Plan & Budget for the 2005-06 for SC, ST or girl children. Rather the activities planned for out of school children will be implemented with the fund available under these heads.

**Time Frame For Implementation Of Proposed Activities
Under AWP&B 2005-06**

ID	Componer	Activity Code	Activity	Time Frame	Apr '05	May '05	Jun '05	Jul '05	Aug '05	Sep '05	Oct '05	Nov '05	Dec '05	Jan '06	Feb '06	Mar '06
1	BRC	B.4	Furniture Grants	May' 05		■										
2	BRC	B.5	Contingency Grant	May' 05		■										
3	BRC	B.6	1-day District Level Review Meeting with all CRCCs & RTs on administrative issues	Monthly	■	■	■	■	■	■	■	■	■	■	■	■
4	BRC	B.7	TLM Grant	May'05, Sept'05,		■				■				■		
5	BRC	B.8.1	Contingency for Zonal Resource Centres	May' 05		■										
6	CRC	C.3	Furniture Grant	May' 05		■										
7	CRC	C.4	Contingency Grant	May' 05		■										
8	CRC	C.6	TLM Grant	May'05, Sept'05,		■				■				■		
9	CIVIL	D	Spill-over works	By June'05	■	■	■	■	■	■	■	■	■	■	■	■
10	CIVIL	D	New works	By Jan'06	■	■	■	■	■	■	■	■	■	■	■	■
11	EGS(LP)	E.1.1	Honorarium for Siksha Mitra & Cluster Resource Persons	May'05, Sept'05,		■				■				■		
12	EGS(LP)	E.1.2	Centre Establishment & Infrastructure Grants	May'05		■				■				■		
13	EGS(LP)	E.1.3	Monthly Centre Contingency	May'05, Sept'05,		■				■				■		
14	EGS(LP)	E.1.4	TLM for learners	May' 05		■										
15	EGS(LP)	E.1.5	Textbooks, workbooks and Other TLMs	June'05			■									
16	EGS(LP)	E.1.6	30-day Training for New Siksha Mitras	July'05, Jan'06				■						■		
17	EGS(LP)	E.1.7	20-day Reinforcement Training for old Siksha Mitras.	July'05, Jan'06				■						■		
18	EGS(LP)	E.1.8.2	3-day Block level Orientation of VEC & Panchayat Members	July'05				■								

**Timeline -or Implementation Of Proposed Activities
Under AWP&B 2005-06**

ID	Componer	Activity Code	Activity	Time Frame	Apr '05	May '05	Jun '05	Jul '05	Aug '05	Sep '05	Oct '05	Nov '05	Dec '05	Jan '06	Feb '06	Mar '06
19	EGS(LP)	E.1.9.3	Development, Printing & Distribution of the Question Bank for Evaluation	June'05			■									
20	EGS(LP)	E.1.9.5	3-Periodic Evaluations of Learners	April, Aug, Dec'05		■			■				■			
21	EGS(LP)	E.1.10.1	Mid-Term Impact Assessment	Sept'05						■						
22	EGS(LP)	E.1.10.2	Term-End Impact Assessment	Feb'06											■	
23	EGS(UP)	E.2.1	Preparatory activities	July'05				■								
24	EGS(UP)	E.2.3	Centre Establishment Grant	Dec'05									■			
25	EGS(UP)	E.2.4	Monthly Centre Contingency	Dec'05									■			
26	EGS(UP)	E.2.5	TLM for Learners	Dec'05									■			
27	EGS(UP)	E.2.6	Printing & Distribution of Textbooks & Workbooks for Learners	Dec'05									■			
28	EGS(UP)	E.2.7	15-days Training for New Siksha Mitras	Nov'05								■				
29	Innovation	E.7.1	Reverification of the Data on Out-of-school children	April'05	■											
30	Innovation	E.7.2	10-day Training for Siksha Karmis & Supervisors	June'05			■									
31	Innovation	E.7.3	Textbooks, Workbooks and Other TLMs	June'05			■									
32	Innovation	E.7.5	10-day Reinforcement Training for Siksha Karmis	Jan'06											■	
33	Innovation	E.7.7.1	Mid-Term Impact Assessment	Oct'05							■					
34	Innovation	E.7.7.2	Term-End Impact Assessment	Feb'06											■	
35	Other	E.8.1	Reverification of the Data on Out-of-Schools Children	April'05	■											
36	Other	E.8.2	14-day Training for New Siksha Karmis	June'05, Oct'05			■				■					

**Time Frame For Implementation Of Proposed Activities
Under AWP&B 2005-06**

ID	Componer	Activity Code	Activity	Time Frame	Apr '05	May '05	Jun '05	Jul '05	Aug '05	Sep '05	Oct '05	Nov '05	Dec '05	Jan '06	Feb '06	Mar '06
37	Other	E.8.3	10-day Reinforcement Training for Old Siksha Karmis	July'05, Jan'06				■						■		
38	Other	E.8.4	Textbooks, Workbooks and Other TLMs	June'05			■									
39	Other	E.8.7.1	Mid-Term Impact Assessment	Sept'05						■						
40	Other	E.8.7.2	Term-End Impact Assessment	Feb'06											■	
41	FTB	F	Free Textbook	Jan'06										■		
42	ECCE	G.1.1	State level workshop on Action Plan Finalisation for Bi-Monthly Meetings	April'05, Oct'05	■						■					
43	ECCE	G.1.2	5-day Reinforcement Training for Old Anganwadi Workers	July'05				■								
44	ECCE	G.1.3	7-day Training for New Anganwadi workers & Teachers	July'05				■								
45	ECCE	G.1.4.1	1-day Block Level Training for HTs of AWW Support Schools	August'05					■							
46	ECCE	G.1.4.2	1-day Block Level Training for HTs of Ka-Sreni Trained Teacher Schools	August'05					■							
47	ECCE	G.1.4.3	2-day District Level Orientation of ABRCC, CRCC, RTs on Ka-Sreni	July'05				■								
48	ECCE	G.1.5	Supply of TLM Kits & Other Materials	June'05			■									
49	ECCE	G.1.7	Honorarium & TLM Grants for Workers	May'05, Sept'05,		■				■				■		
50	ECCE	G.1.8	TLM Preparation	Oct'05							■					
51	ECCE	G.1.10.1	5-day State Level Workshop on Developing Theme Based Stories	June'05			■									
52	ECCE	G.1.10.2	5-day State Level Workshop on revision of Workbook for Ka-sreni	June'05			■									
53	ECCE	G.1.11	Impact Assessment for Anganwadi Workers (10% of Workers)	Feb'05											■	
54	ECCE	G.1.12	Impact Assessment for Learners (5% of the Learners)	Feb'05											■	

**One Frame For Implementation Of Proposed Activities
Under AWP&B 2005-06**

ID	Ccmponer	Activity Code	Activity	Time Frame	Apr '05	May '05	Jun '05	Jul '05	Aug '05	Sep '05	Oct '05	Nov '05	Dec '05	Jan '06	Feb '06	Mar '06
55	IED	H.2	Selection of Resource Teachers, Volunteers & Community Volunteers	May'05, June'05		■	■									
56	IED	H.3	10-day Training for New Resource Teachers, Volunteers & Community Volunteers	June'05, Oct'05			■				■					
57	IED	H.4	10-day Reinforcement Training for old Resource Teachers & Volunteers	Aug'05, Dec'05					■				■			
58	IED	H.5	4-day Training for School Teachers and AWW workers on IED	Oct'05							■					
59	IED	H.6	Community Sensitization	July'05				■								
60	IED	H.7	Medical Assessment	Oct'05							■					
61	IED	H.11	Honorarium	May'05, Sept'05,		■				■				■		
62	IED	H.12	Impact Assessment	Feb'06											■	
63	IED	H.13	Other Interventions	July'05				■								
64	SMG	I	School Maintenance Grants	May'05		■										
65	SIG	M	Teachers' Grant	May'05		■										
66	Tch Salary	N	Teachers' Salary	May'05		■										
67	TLE OBB	O	Teaching Learning Equipment	May'05		■										
68	Tch Trg	P.1.2	4-day State Level planning & module finalisation workshop	Apr, Jul, Nov'05,	■			■				■		■		
69	Tch Trg	P.1.3	4-day State Level Reinforcement & Consolidation Workshop	Apr, Jul, Nov'05,	■			■				■		■		
70	Tch Trg	P.1.8	Bi-annual Impact Assessment of 5% schools on Mass Teachers Training	Sept'05, Feb'06						■					■	
71	Tch Trg	P.2.1	30-day Training of Old Siksha Sarathis	July'05				■								
72	Tch Trg	P.3.1	20-day Induction Level Training	July'05				■								

**Time Frame For Implementation Of Proposed Activities
Under AWP&B 2005-06**

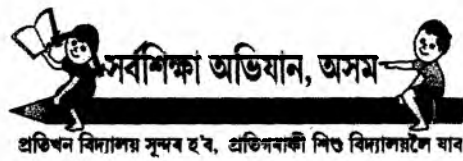
ID	Componer	Activity Code	Activity	Time Frame	Apr '05	May '05	Jun '05	Jul '05	Aug '05	Sep '05	Oct '05	Nov '05	Dec '05	Jan '06	Feb '06	Mar '06
73	Tch Trg	P.3.2	15-day Reinforcement Training	Dec'05									■			
74	Tch Trg	P.4	Para Teachers' Monitoring & Impact Assessment	Oct'05							■					
75	Tch Trg	P.5.1	Sharing of steering committee.(district-level residential)	Feb'06											■	
76	Tch Trg	P.5.2	LAP- CRCC/RT review /progress analysis (district level).	May, July, Sept.		■		■		■		■				
77	Tch Trg	P.5.3	Cluster level LAP- teachers' Sharing & review	April'05 to Dec'05	■								■			
78	Tch Trg	P.5.6	Sharing LAP- H/T & A/T at CRC.	June'05			■									
79	Tch Trg	P.5.7	Mid term assessment for Classes-I,II (with BJ)	June'05			■									
80	Tch Trg	P.5.8	Terminal assesment for classes-I,II (with BJ)	Dec'05									■			
81	Tch Trg	P.5.9	Zone level RP trg (residential).	April'05	■											
82	Tch Trg	P.5.10	LAP -teachers' trg.(Block level)	April'05	■											
83	Tch Trg	P.6	SMART School Teachers' Training	Aug'05					■							
84	Tch Trg	P.8	Periodic Evaluation of Learners	April, Aug, Dec'05	■				■				■			
85	Tch Trg	P.9	Printing & Supply of Pupil's progress card	June'05			■									
86	Tch Trg	P.10	Teaching Learning Materials	June'05			■									
87	Tch Trg	P.10.2	Library Books for the Upper Primary with four & more teacher LP Schools, BJ Schools & LAP	July'05				■								
88	Tch Trg	P.11.1	2-day orientation for ABRCC-aca, CRCCs, RTs, DIET-in-Charge, BMC (Block Level)	April'05, July'05	■			■								
89	Tch Trg	P.11.2	1-day Cluster Level SMC/VEC/MG etc	May'05		■										
90	Tch Trg	P.11.4	Mid-Term Impact Assessment for Classes-I,II,III (with LAP)	Aug'05					■							
91	Tch Trg	P.11.5	Term-End Impact Assessment for Classes-I,II,III (with LAP)	Nov'05								■				
92	Tch Trg	P.11.6	2-day sharing w/s for input analysis of T.trg with ABRCC-aca, CRCCs, RTs, DQMT at block level	June, Oct, Dec'05			■				■					
93	C.M.	Q.1	Data Verification Drive on Selected Indicators	April'05	■											

**Time Frame For Implementation Of Proposed Activities
Under AWP&B 2005-06**

ID	Componer	Activity Code	Activity	Time Frame	Apr '05	May '05	Jun '05	Jul '05	Aug '05	Sep '05	Oct '05	Nov '05	Dec '05	Jan '06	Feb '06	Mar '06
94	C.M.	Q.2	Observance of EFA Week	April'05	■											
95	C.M.	Q.3	Operationalisation of Monitoring Team for special focus VECs & SMCs	May'05		■										
96	C.M.	Q.4	Reconstitution of VECs, TGECs, CECs, GPECs	June'05			■									
97	C.M.	Q.5.6	Block Level Annual Convention for all Presidents of the Peoples Committees and Mothers Group	March'06												■
98	C.M.	Q.6	2-day Training for SMCs and VECs etc.	Aug, Sept'05					■	■						
99	C.M.	Q.7	DISE Survey-2005 & Drop Out Prevention and Retention Drive & GPECs	Oct'05							■					
100	C.M.	Q.8	Enrolment Drive 2006 & Implementation of New VERs	Jan'06										■		
101	C.M.	Q.9	Gradation of VEC-SMCs	March'06												■

CHAPTER – V

Physical & Financial Achievement 2004-05



Physical & Financial Achievement 2004-05

A. Implementation of AWP&B 2003-04:

- The total plan size of SSA Assam for the year 2004-05 was Rs. 31,746.445 lacs (including spill over amount of Rs 9138.37 of 2003-04). The District wise financial outlay and expenditure for the year is as follows:

(Rupees in Lacs)

Status of AWP&B 2004-05						
Sl. No.	District	Approved Budget	Tentative Expenditure Upto March 31 st 2005	Balance amount	Amount lapsed	Spill over for forthcoming year 2005-06
1	Barpeta	1,794.473	1,151.488	642.985	425.509	217.476
2	Bongaigaon	1,030.144	845.041	185.102	88.399	96.704
3	Cachar	1,439.564	1,091.356	348.208	300.999	47.209
4	Darrang	1,647.867	1,095.394	552.473	352.654	199.819
5	Dhemaji	1,125.870	815.038	310.832	177.340	133.492
6	Dhubri	1,665.928	1,323.210	342.718	217.464	125.254
7	Dibrugarh	1,309.490	949.202	360.288	225.709	134.579
8	Goalpara	1,021.782	867.462	154.319	131.210	23.110
9	Golaghat	1,033.188	782.990	250.198	233.170	17.028
10	Hailakandi	885.964	566.780	319.184	224.782	94.402
11	Jorhat	1,068.098	846.312	221.786	155.938	65.848
12	Kamrup	1,980.728	1,302.083	678.644	448.014	230.631
13	Karbi Anglong	1,585.198	905.566	679.632	499.876	179.756
14	Karimganj	970.460	730.482	239.978	208.758	31.220
15	Kokrajhar	1,254.393	949.379	305.013	234.767	70.247
16	Lakhimpur	1,549.498	1,029.683	519.815	337.628	182.187
17	Morigaon	1,047.813	725.429	322.384	223.072	99.312
18	Nagaon	2,249.905	1,513.235	736.670	577.803	158.867
19	Nalbari	1,511.403	1,134.529	376.874	251.043	125.831
20	N.C. Hills	692.883	392.738	300.145	219.080	81.065
21	Sibsagar	1,687.170	1,014.317	672.852	389.253	283.600
22	Sonitpur	1,472.930	1,084.899	388.031	264.247	123.784
23	Tinsukia	976.863	772.324	204.539	190.466	14.073
23	State	744.840	563.581	181.259	32.159	149.100
Total		31,746.445	22,452.518	9,293.927	6,409.340	2,884.587

- Against total approved budget amount of Rs. 31746.445 lacs (including spill over), Rs. 22452.518 lakhs (71%) has been spent during the financial year including the tentative expenditure upt 31st March 2005.
- Out of the total Spill Over Amount of Rs 2884.587 Lacs, Rs 1747.947 is for Civil Works, Rs 533.00 lacs is for TLE Grant for UP Schools not covered under OBB, Rs 363.60 Lacs for Training of Untrained Teachers through IGNOU, Rs 149.10 Lacs for SIEMAT and Rs 85.94Lacs & Rs 5 lacs is for Furniture Grant of CRC and BRC respectively.

Achievement on State Component:

<i>Status of AWP&B 2004-05</i>						
<i>Sl. No</i>	<i>District</i>	<i>Approved Budget Amount 2004-05</i>	<i>Expenditure during 2004-05</i>	<i>Balance amount under 2004-05</i>	<i>Amount lapsed under 2004-05</i>	<i>Spill over for forthcoming year 2005-06</i>
1	Project Management	203.940	195.088	8.852	8.852	
2	Research & Evaluation	384.800	361.493	23.307	23.307	
3	SIEMAT	156.100	7.000	149.100	-	149.100
4	Total	744.840	563.581	181.259	32.159	149.100

B. Committed Liabilities Under 2003-04:

1. An amount of Rs 1802.297 Lacs was committed liabilities of 2003-04 which was met from the AWP&B 2004-05. Though the matter was raised to GOI for budgetary revision vide letter no: SSA/MIS/Plan/AWP&B 2004-05/298/2004/2 Dt 24th June 2004 and letter no: SSA/Accts/Plan/17/2004/pt-I/6236 Dt 23rd June 2004 the same was not agreed to, as a result of which the committed liabilities has to be met from the AWP&B 2004-05.
2. District wise committed liabilities under AWP&B 2003-04 met from the budgetary provision of AWP&B 2004-05 are as follows.

<i>Sl. No.</i>	<i>District</i>	<i>Committed Liabilities</i>
1	Barpeta	106.300
2	Bongaigaon	42.265
3	Cachar	78.332
4	Darrang	97.549
5	Dhemaji	56.253
6	Dhubri	255.288
7	Dibrugarh	80.778
8	Goalpara	87.519
9	Golaghat	15.755
10	Hailakandi	21.364
11	Jorhat	86.896
12	Kamrup	97.979
13	Karbi Anglong	74.942
14	Karimganj	48.412
15	Kokrajhar	84.336
16	Lakhimpur	97.601
17	Morigaon	34.055
18	Nagaon	144.696
19	Nalbari	97.204
20	N.C. Hills	0.000
21	Sibsagar	49.604
22	Sonitpur	87.214
23	Tinsukia	57.955
Total		1802.297

C. Proposal for 2005-06:

1. The District wise total amounts earmarked for 2005-06 are as follows:

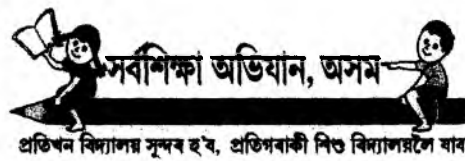
<i>(Rupees in Lacs)</i>				
Sl. No.	District	Spill over Amount	Fresh Proposal	Total Proposed Amount (Fresh + Spillover)
1	Barpeta	217.476	2,145.352	2,362.828
2	Bongaigaon	96.704	1,479.121	1,575.824
3	Cachar	47.209	1,668.801	1,716.010
4	Darrang	199.819	2,102.340	2,302.159
5	Dhemaji	133.492	1,392.847	1,526.339
6	Dhubri	125.254	2,328.971	2,454.224
7	Dibrugarh	134.579	1,448.139	1,582.718
8	Goalpara	23.110	1,475.412	1,498.522
9	Golaghat	17.028	1,318.314	1,335.341
10	Hailakandi	94.402	1,110.856	1,205.259
11	Jorhat	65.848	1,362.064	1,427.911
12	Kamrup	230.631	3,007.846	3,238.476
13	Karbi Anglong	179.756	1,448.939	1,628.694
14	Karimganj	31.220	1,319.925	1,351.145
15	Kokrajhar	70.247	1,587.398	1,657.645
16	Lakhimpur	182.187	1,749.423	1,931.610
17	Morigaon	99.312	1,274.927	1,374.238
18	Nagaon	158.867	3,437.164	3,596.031
19	Naibari	125.831	1,629.570	1,755.401
20	N.C. Hills	81.065	1,017.634	1,098.699
21	Sibsagar	283.600	1,711.014	1,994.613
22	Sonitpur	123.784	2,300.830	2,424.614
23	Tinsukia	14.073	1,396.742	1,410.815
	State	149.100	640.446	789.546
Total		2,884.587	40,354.076	43,238.663

2. Out of the total amount 17.66% is earmarked for Civil Works, 12.48% is for coverage of Out-Of-School Children through EGS, AIE Interventions, 10.62% is for BRC & CRC; around 7% for Teachers Training; 4% for ECE and 2% for Children with Special Needs.
3. Major Component wise break-up of proposed budget are as follows:

Activities	Spill Over	Fresh	Total	% To Total Plan
1. Block Resource Centre	5.000	1,319.931	1,324.931	3.06%
2. Cluster Resource Centre	85.940	3,181.107	3,267.047	7.56%
3. Civil Works	1,747.947	5,888.808	7,636.755	17.66%
4. Interventions for Out of School Children				
5. EGS [Primary]	-	2,542.562	2,542.562	5.88%
6. EGS [Upper Primary]	-	232.196	232.196	0.54%
7. Residential Bridge Course	-	53.156	53.156	0.12%

<i>Activities</i>	<i>Spill Over</i>	<i>Fresh</i>	<i>Total</i>	<i>% To Total Plan</i>
8. Innovation Scheme	-	2,169.929	2,169.929	5.02%
9. Intervention for Urban Children	-	397.031	397.031	0.92%
10. Free Textbook	-	4,304.964	4,304.964	9.96%
11. Innovation				
12. Early Childhood Care & Education	-	1,931.101	1,931.101	4.47%
13. Computer Aided Learning	-	345.000	345.000	0.80%
14. Interventions for Disabled Children	-	783.256	783.256	1.81%
15. School Maintenance Grants	-	2,063.800	2,063.800	4.77%
16. Management & MIS	-	2,111.605	2,111.605	4.88%
17. Research & Evaluation	-	101.300	101.300	0.23%
18. School Infrastructure Grants	-	825.520	825.520	1.91%
19. Teachers' Grant	-	851.180	851.180	1.97%
20. Teachers Salary	-	7,939.560	7,939.560	18.36%
21. Teaching Learning Equipment	533.000	-	533.000	1.23%
22. Teachers Training	363.600	2,589.337	2,952.937	6.83%
23. Community Mobilisation	-	722.735	722.735	1.67%
24. SIEMT	149.100	-	149.100	0.34%
25. Total	2,884.587	40,354.076	43,238.663	

CHAPTER – VI
Activities & Budgeting 2005-06



**Annual Work Plan Budget 2005-2006
State Component**

[Rs. in Lakhs]

Cost's Heads	Activity Code	Activities	Unit Cost	State Component							
				Spill Over		Fresh Amount		Total			
				Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
	J	PROJECT MANAGEMENT-									
J 9.00	J.1	Management Costs									
J 9.00	J.1.1	Salary For Officers	0.180			40	86.400				86.400
J 9.00	J.1.2	Consultancy Charge	0.160			10	19.200				19.200
J 9.00	J.1.3	Salary For Staff	0.120			60	86.400				86.400
J 9.00	J.1.4	Salary for Support Staffs-SCERT	0.065			4	3.120				3.120
J 9.00	J.1.5	Payment of agencies for support services	0.400			12	4.800				4.800
J 9.00	J.1.6	TA/DA etc. of officials	0.600			12	7.200				7.200
J 9.00	J.1.7	Office Expenses	1.250			12	15.000				15.000
J 9.00	J.1.8	Equipment	10.000			L/s	10.000				10.000
J 9.00	J.1.9	Furniture	2.000			L/s	2.000				2.000
J 9.00	J.1.10	POL & Maintenance of office vehicle	0.500			12	6.000				6.000
J 9.00	J.1.11	Internal Office Arrangements	2.000			L/s	2.000				2.000
J 9.00	J.1.12	AMC/Maintenance of office equipments etc.	6.000			L/s	6.000				6.000
J 9.00	J.1.13	Printing/Development of materials	50.000			L/s	50.000				50.000
J 9.00	J.1.14	Meeting & Seminar etc. (including EC & GB)	0.400			12	4.800				4.800
J 9.00	J.1.15	Hireing of Vehicle for Distribution of Materials etc.	0.500			23	11.500				11.500
J 9.00	J.1.16	Exposure visits & attend W/shop, Seminar etc.	10.000			L/s	10.000				10.000
J 9.00	J.1.17	Field Visit & Hiring of Vehicle etc.	1.500			12	18.000				18.000
J 9.00	J.1.18	Audit Fees	3.000			L/s	3.000				3.000
J 9.00	J.1.19	Support to DEE, DSE, SCERT, Secretariat etc.	2.000			L/s	2.000				2.000
J 9.00	J.1.20	Management Information System									-
J 9.00	J.1.21.1	Consumable & office Expenses of MIS cell	0.750			12	9.000				9.000
J 9.00	J.1.21.2	Internal Arrangement of MIS room (including AC)	1.500			L/s	1.500				1.500
J 9.00	J.1.21.3	Net Working	0.500			L/s	0.500				0.500
J 9.00	J.1.21.4	Procurement & Development of software etc.	5.000			L/s	5.000				5.000
J 9.00	J.1.21.5	Centralised MIS Unit	5.000			L/s	5.000				5.000
J 9.00	J.1.21.6	Maintenance, Procurement of Hardware etc.	5.000			L/s	5.000				5.000
J 9.00	J.2	Media & Documentation									-
J 9.00	J.2.1	Documentation	3.000			L/s	3.000				3.000
J 9.00	J.2.2	News letter	5.000			L/s	5.000				5.000
J 9.00	J.2.3	Purchase of Books, Journals, News papers etc.	3.000			L/s	3.000				3.000
J 9.00	J.2.4	Development & Printing of publicity materials	10.000			L/s	10.000				10.000
J 9.00	J.2.5	Publicity through News paper, AIR, DD etc.	0.750			12	9.000				9.000
J 9.00	J.2.6	Documentaries/ Audia-Video Materials etc.	2.000			L/s	2.000				2.000
		Sub Total (Project Management)					405.420				405.420
K 10.00	K	RESEARCH & EVALUATION-									-
K 10.00	K.1	Research & Evaluation									-
K 10.00	K.1.1	Research Studies	2.000			L/s	2.000				2.000

**Annual Work Plan Budget 2005-2006
State Component**

[Rs. in Lakhs]

Costs Heads	Activity Code	Activities	Unit Cost	State Component					
				Spill Over		Fresh Amount		Total	
				Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
K 10.00	K.1.2	Training, Workshop, Seminar etc.	0.200			4	0.800		0.800
K 10.00	K.1.3	Development/Printing of materials	1.000			L/s	1.000		1.000
K 10.00	K.1.4	Consultancy Charge	0.500			L/s	0.500		0.500
K 10.00	K.2	<i>Planning & Management</i>							-
K 10.00	K.2.1	Training, workshop, Seminar etc.	1.000			L/s	1.000		1.000
K 10.00	K.2.2	Educational Reforms(including Court Cases etc)	0.250			12	3.000		3.000
K 10.00	K.3	<i>Supervision & Monitoring</i>							-
K 10.00	K.3.1	Monthly Review Meetings (all Component)	1.000			12	12.000		12.000
K 10.00	K.4	<i>Management Information System</i>							-
K 10.00	K.4.1	Training, workshop, Seminar	1.000			L/s	1.000		1.000
K 10.00	K.4.2	Printing/Development of MIS materials	5.000			L/s	5.000		5.000
K 10.00	K.5	<i>Programme Components</i>							-
K 10.00	K.5.1	<i>Intervention of Out of School Children (EGS,AS,DUC,RBC)</i>	20.000			L/s	20.000		20.000
K 10.00	K.5.1.1	State Level Interventions on behalf of Districts							-
K 10.00	K.5.1.2	EGS [Primary]					11.829		11.829
K 10.00	K.5.1.3	EGS [Upper Primary]					3.893		3.893
K 10.00	K.5.1.4	Innovation					7.655		7.655
K 10.00	K.5.1.5	Urban Interventions					2.889		2.889
K 10.00	K.5.2	<i>Innovation-Early Childhood Education</i>	5.000			L/s	5.000		5.000
K 10.00	K.5.2.1	State Level Interventions on behalf of Districts					21.730		21.730
K 10.00	K.5.3	<i>Integrated Education Disabled Children</i>	5.000			L/s	5.000		5.000
K 10.00	K.5.3.1	State Level Interventions on behalf of Districts					29.792		29.792
K 10.00	K.5.4	<i>Teachers Training</i>	35.000			L/s	35.000		35.000
K 10.00	K.5.4.1	State Level Interventions on behalf of Districts					31.012		31.012
K 10.00	K.5.5	<i>Community Mobilisation</i>	10.000			L/s	10.000		10.000
K 10.00	K.5.5.1	State Level Interventions on behalf of Districts					24.927		24.927
		Sub Total (Research & Evaluation)					235.026	113.736	235.026
R 18.00	R	SIEMAT							-
R 18.00	R.1	Construction of Hostel & Administrative Building-					149.100	1	149.100
		Sub Total (SIEMAT)					149.100		149.100
		Grand Total					149.100	640.446	789.546

14/11/05
 17-B, New Delhi-110016
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