

ANNUAL PLAN

DISTRICT ELEMENTARY EDUCATION PLAN

(DEEP)

DISTRICT:: GOALPARA

YEAR-2003-04

AXOM SARBA SIKSHA ABHIJAN MISSION

Annual Plan 2003-04 (July'03 to April'04)

GOALPARA DISTRICT

A. Information:

(a) Demographic Information of the district:

Total Area of the district	911 Sq. Km.
No. Of Sub division	1
Nos. of Educational Block	4
Nos. Of Villages (As per 2001 census)	837
Nos. Of Towns	2
Density Of Population	822306
Male	420707
Female	401599
Sex Ratio	955 per 1000 Male
Population Growth Rate	23.07 % during 1991 to 2001
Literac / Rate	58.56%
Male Literacy	65.24%
Female Literacy	51.28%

(b) Educational Information:

1. Total Child Population (6-14 age group

SL. No.	Blocks	Population
1	Dudhnoi	32089
2	Matia	40438
3	Balijana	37457
4	Lakhipur	51460
5	Urban	10809
	Total	172253

2. Enrolment in all types of institutions:

2.1: Class wise and Caste wise Enrolment in schools as per EMIS 2001-02

Class	All			General			SC			ST		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	18412	17280	35692	9645	10281	19926	881	747	1628	5335	5294	10629
II	11538	10583	22121	6882	6291	13173	723	944	1667	3217	2916	6133
III	8559	8704	17263	5410	4893	10303	597	543	1140	2802	2587	5389
IV	8066	7500	15566	4526	4295	8821	535	443	978	2309	1990	4299
Sub total I-IV	46575	44067	90642	26463	25760	52223	2736	2677	5413	13663	12787	26450
V	6471	5908	12379	3345	3250	6595	511	424	935	1876	1735	3611
VI	5020	4443	9463	2607	2282	4889	382	323	705	1511	1375	2886
VII	6510	3705	10215	4449	1786	6235	348	316	664	1233	1222	2455
Sub total V-VII	18001	14056	32057	10401	7318	17719	1241	1063	2304	4620	4332	8952
Total I-VII	64576	58123	122699	36864	33078	69942	3977	3740	7717	18283	17119	35402

2.2: Class wise enrolment and teachers in Private / Venture / Public schools in the district:

BLOCKS	Class I	Class II	Class III	Class IV	Total	Nos. Of Teachers
Balijana	1589	1017	972	652	4230	251
Dudhnoi	1388	822	788	588	3586	169
Lakhipur	1722	1077	830	664	4293	159
Matia	1245	599	468	336	2648	102
Total	5944	3515	3058	2240	14757	681

2.3 Enrolment in Alternative schooling centers:

BLOCK	NOS. OF CENTRE	Class I	Class II	Class III	Class IV	Total
Balijana	61	1238	807	383	186	2614
Lakhipur	89	2591	913	594	320	4418
Dudhnoi	34	665	331	213	109	1318
Matia	65	1694	939	493	207	3333
Total	249	6188	2990	1683	822	11683

3. Block wise total out of school children (6-14 years age group) and the % of out of school children against total population of the specific age Group.

Block wise nos. of out of school children & % of total child population

Name of Block	of Enrolled	In %	Never Enrolled	In %	Drop out	In %	Total Child Population 6-14
Dudhnoi	27647	21%	2987	10%	1455	13%	32089
Matia	33728	26%	4634	15%	2076	18%	40438
Balijana	28158	22%	7102	23%	2197	19%	37457
Lakhipur	32031	25%	14433	46%	4996	44%	51460
Urban	8257	6%	1915	6%	637	6%	10809
Total	129821	75%	31071	18%	11361	7%	172253

4. **Nos. of LP and UP schools including composite schools in the district**

Name of Block	Primary Schools	In %	Middle Schools	In %	Recognized Middle School	In %	Composite Schools having Primary/ Middle Sections	In %	Total
Dudhnoi	268	27%	26	15%	17	30%	9	38%	320
Matia	214	22%	32	18%	9	16%	6	25%	261
Balijan	247	25%	40	23%	8	14%	3	13%	298
Lakhipur	223	23%	67	38%	20	35%	1	4%	311
Urban	32	3%	12	7%	3	5%	5	21%	52
Total	984	79%	177	14%	57	5%	24	2%	1242

B. Progress Overview of the District during DPEP period:

The National Policy of Education, 1986 (as updated in 1992) and the Programme of Action(POA) resolves that free and compulsory education of satisfactory quality should be provided to all children up to 14 years of age before India enters 21st century. The NPE emphasizes on three aspects:

- I. Universal access and enrolment;
- II. Universal retention of children up to 14 years of age; and
- III. A substantial improvement in quality of education to enable all children to achieve essential level of learning.

The experience since independence for achieving UEE established that UEE is contextual and varies across the country, its needs local area planning with disaggregated targets and decentralized planning & management, resources are important but not the sufficient conditions for achieving UEE.

Based on the above experience the District primary Education programme(DPEP) was launched in 1994 initially in 8 states. Assam was one of the states where the programme was started initially with 4 districts and later expanded to another five districts having female literacy rate below the national average. The principal objectives of the programme were:

- I. Universal access of educational facility for primary education;

- II. Universal enrolment of children in primary schools,
- III. Reducing the gender disparity, disparity amongst social caste, community etc. to below 5%;
- IV. Reduction of drop out to less than 10% and retention of all children enrolled in schools;
- V. Raising the level of learning by 25% over the baseline level.

The progress in access& enrollment, retention, reduction of drop out rate and raising the level of learning in the District is as follows:

(a).Access & Enrolment:

During the Micro planning and school mapping in 2002 a total of 198 unserved habitations have been identified in the district.

1. Block wise Nos. of Un-served habitations:

Block	Nos. of un-served habitations
Balijana	70
Lakhipur	71
Dudhnoi	23
Matia	34
Total	198

2. Alternative schooling (AS) centers established and functioning under DPEP in un-served habitations::

At present 249 Alternative schooling and Moktab centres are running in the district where most of the learners out of school children and child labour.

BLOCK	NOS. OF AS /Moktab centers
Balijana	61
Lakhipur	89
Dudhnoi	34
Matia	65
Total	249

From the year 1999-2000 a total of 1345 numbers of AS and Moktab learners were shifted to nearest formal school. Following are the year wise break up of learners mainstreamed from the As/Moktab centre.

Year wise nos. of learners mainstreamed from AS centers.

Name of block	1999-2000	2000-2001	2001-2002	Total
Dudhnoi	51	87	121	297
Matia	89	146	47	274
Balijana	160	221	71	343
Lakhipur	81	199	72	431
TOTAL	381	653	311	1345

Early Child Education (ECE) centres:

At present 300 ECE centres are running in the district covering 10843 children of 3-5 years age group.

BLOCK	NOS. OF ECE centres
Balijana	128
Lakhipur	43
Dudhnoi	69
Matia	60
Total	300

In the year 2000-01 and 2001-02 a total of 5434 children have been shifted to formal school from the ECE centers in the district. Following are the break up of children shifted to formal school from ECE. It is felt from different study that ECE background child have much competency than non ECE back ground child. During the DPEP period Ka stern schoolteacher have been also trained and adequate TLMs also provided.

Children Joined formal schools from ECE in different years:

Block	Nos. of Centre	2000-01	2001-02
Lakhipur	43	195	487
Matia	60	600	673
Balijana	128	1166	1189
Dudhnoi	69	448	676
Total	300	4408	5024

Block wise Nos. of Community Forums .

Besides the village education Committees , School Management committees (SMC) have been constituted during the year 2002-03. In Tea Garden areas Tea garden Education Committees have been constituted.

BLOCK	NOS. OF VEC	NOS. OF TGEC	NOS. OF SMC
Balijana	213	0	315
Lakhipur	205	0	297
Dudhnoi	177	1	292
Matia	154	1	246
Total	749	2	1150

Nos. of readiness Centres and RPs engaged in Centres:

To prepare disabled children for joining formal primary schools, readiness centers have been opened and made functional in the district. Resource persons oriented on disabilities have been engaged to run the readiness centers.

Block wise Nos of Readiness Centres and RPs engaged

BLOCK	NOS. OF Readiness Centres	NOS. OF Resource Persons Engaged
Balijana	17	17
Lakhipur	8	8

	Priority I		Priority II		Priority III, IV, V, VI		Priority VII		Priority XI		Priority VIII, IX, X		Priority XII and XIII	
	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP
Dudhnoi	4		3		30		4		38		37		146	
Matia	1		0		10		20		79		11		87	
Balijana	2		7		10		9		99		5		132	
Lakhipur	6		8		22		16		92		12		60	
Total	13		18		72		49		308		65		425	

B. Quality Improvement:

1. Under quality improvement, in the year 2002 Remedial Teaching for Failed and weak learners of Class I & II and bridge course for never enrolled children of age group 7-9 years were implemented with great success in the district.

In the remedial Teaching a total of 18616 students are covered in the district of which 11603 are in class-I and 7013 are in class-II.

BLOCK	Class - I	Class - II
Balijana	3454	2167
Lakhipur	3797	1834
Dudhnoi	1810	1531
Matia	2542	1481
Total	11603	7013

In the Bridge course 8353 numbers of never enrolled children are covered during the year in 265 Bridge course centres. Following are the block wise breakup of the bridge course learners with cen.res.

BLOCK	Bridge Course Centre	Total Learners
Balijana	123	3590
Lakhipur	72	2561
Dudhnoi	19	520
Matia	51	1682
Total	265	8353

During the DPEP period the following major training/Workshops were conducted under the respective components.

- Mass Teacher Training to all the teachers of LP schools on Nature of Implication, Whole schools approach Integrated approach, flexible routine, use of work book, use of learning corner, use resource material (Samal sambhar), learning book, etc.
- Developing of model school.
- Uniform learners evaluation (Introduction of progress card).
- Providing Infrastructure to each schools and TLM grant to each teacher.
- Strengthening of DIET/BTC.

- VEC, TGEC, GPEC members training and implementation VET.
- Students Parliament or students Government has been constituted in every school.
- Training of Ka-sreni teachers of LP schools and supply of TLM package to them.
- Training of teachers, AS/ECE workers/ educational functionaries on Integrated Disabled education.
- Training of ECE / AS workers (Need based, Refresher).
- Training of Resource persons under each component.
- Training of all District / Block and DIET functionaries on all interventions.
- Preparation of Garo / Bodo materials under each component.
- Formation of district examination board and conduct of examination under it.
- Training of all Head Teachers on management of different educational data/record.
- Frequent supervision by block district-level functionaries.

2. Free textbook were supplied to all the students in all subjects. Resource material and work book were also supplied to all the learners and resource persons. In the year 2002 learning book were supplied to the learners and the teachers of Multi Grade schools of the district.

Evaluation of the Improvement in Learning Achievement:

Three Assessment Tests were conducted during the project period to assess the learning levels of students of initial class- Class-I and penultimate class-III. The mean% of students achievements and the raise in the levels is indicated below:

Table-1: Gender wise comparison of achievement of Class-I students in Language on BAS and MAS and TAS conducted during 1997-98, 2000-01 and 2002 -03 respectively.

District	Gender	Achievement% during BAS	Improvement % BAS to TAS(+ or(-)	Improvement % MAS to TAS(+ or(-)	Total Improvement (%) BAS to TAS
Goalpara	Boys	38.10	(+) 25.98	(+) 8.44	(+) 34.42
	Girls	35.00	(+) 29.67	(+) 5.59	(+) 35.26
	Total	37.56	(+) 26.80	(+) 5.59	(+) 33.90

Table-2: Gender wise comparison of achievement of Class-I students in Mathematics on BAS and MAS and TAS conducted during 1997-98, 2000-01 and 2002 -03 respectively.

District	Gender	Achievement% during BAS	Improvement % BAS to TAS(+ or(-)	Improvement % MAS to TAS(+ or(-)	Total Improvement (%) BAS to TAS
Darrang	Boys	36.94	(+) 29.48	(+) 5.37	(+) 34.85
	Girls	35.42	(+) 33.16	(+) 2.06	(+) 35.22
	Total	37.60	(+) 29.85	(+) 3.80	(+) 33.65

Table-3: Gender wise comparison of achievement of Class-III students in Language on BAS and MAS and TAS conducted during 1997-98, 2000-01 and 2002 -03 respectively.

District	Gender	Achievement% during BAS	Improvement % BAS to TAS(+) or(-)	Improvement % MAS to TAS(+) or(-)	Total Improvement (%) BAS to TAS
Goalpara	Boys	40.50	(+) 13.60	(-) 7.71	(+) 5.89
	Girls	42.10	(+) 7.76	(-) 3.88	(+) 3.88
	Total	41.30	(+) 11.01	(-) 6.13	(+) 4.88

Table-4: Gender wise comparison of achievement of Class-III students in Mathematics on BAS and MAS and TAS conducted during 1997-98, 2000-01 and 2002 -03 respectively.

District	Gender	Achievement% during BAS	Improvement % BAS to TAS(+) or(-)	Improvement % MAS to TAS(+) or(-)	Total Improvement (%) BAS to TAS
Goalpara	Boys	40.40	(+) 11.06	(+) 2.13	(+) 13.19
	Girls	41.90	(+) 5.91	(+) 6.29	(+) 12.20
	Total	41.10	(+) 8.82	(+) 3.93	(+) 12.75

D. Financial Information:

Total EFC Cost for the district	Cumulative Expenditure till March, 2003	% of Expenditure
Rs. 2528.84 Lacs.	Rs. 2479.45 Lacs.	98.05%

E. Transition Strategy from DPEP to SSA:

The DPEP will be closed in the district on 30th June, 2003 and on that day, as per the requirement of the project agreement, MOA etc. all liabilities have to be cleared and accounts closed.

As regards the programme, it is observed that much of activities targeted under DPEP could not be fulfilled under the programme. For example, a large number of Lower primary schools were left out from coverage under the Civil Construction programme due to ceiling in the fund allotted for CW. A large number of school less habitations are to be covered under Alternative schooling strategy as the govt of Assam could not provide any schooling facilities in these areas due to financial constraints faced by the Govt. The intervention for disabled children also remains incomplete, as they are ongoing one and needs to be continued.

The community mobilization programme is also continuing one as community members have to be oriented-reoriented again and again so that they are not left to law of inertia. \

The quality improvement programme is also a continuous process and needs to be done in the SSA.

The transition from DPEP to SSA in terms of administrative and management issue is not a problem at all as both the SSA and DPEP is presently looked after by one set of administrators. However, there will be some change in the sub-district structure of the Programme in SSA and DPEP. Under DPEP almost all the CRCCs were persons drawn from Primary School teacher cadre where as, in view of the coverage of Upper primary sector, the CRCCs will be drawn from both Lower Primary as well as upper primary school teacher cadre. Further, in DPEP the BRCC were independent of the BFFO and separate persons while under SSA the BFFO have been designated as the Block Mission Coordinator. Under the BFFO Cum BMC there will be one ABRCC who are primarily belongs to Upper primary, High and Higher secondary teacher cadre. He will be assisting the BMC in academic matters. In addition to the ABRCC, every Block will be having 6 Resource teachers drawn from UP, HE and HS teacher cadre to deal with specialized subjects like Mathematics, General Science, EVS and English/Hindi.

Achievement under the Annual Plan 2002-03 under SSA:

The Annual Plan 2002-03 under sarva Siksha Abhiyan in the districts where the District Primary Education programme is running and implementing interventions for lower primary schools includes the following interventions:

A. School Improvement Grant to Upper primary schools and Teacher Grants to teachers of Upper primary schools:

The School Improvement grant for Lower primary schools has already been included in the DPEP Annual Plan 2002-03 and as such under SSA plan the amount @ Rs. 2000/- per schools for upper Primary including the upper primary sections of composite schools have been included. The amount has already been released to schools. Likewise the teacher grant @ Rs. 500/- each teacher for lower primary teacher was included in DPEP AWP&B 2002-03 and as such the grant for upper primary teacher was included in Annual Plan 2002-03 of SSA and the amount has been released to teacher with a guidelines for utilization of the amount.

B. Teacher Training:

Under DPEP AWP&B 2002-03 the training of Lower primary teacher has been included and the same has been conducted in the month of February-March, 2003. Two training viz. 5 day training of resource teacher training and 8 day training of teacher of upper primary schools have been included in the Annual Plan 2002-03 of SSA. As the Resource teachers

appointment is delayed, the training could not be conducted and like wise the training of upper primary teachers also could not be held. Therefore the amount will be spilled over to year 2003-04.

C. Maintenance Grant:

The maintenance & repair grant to schools was not there under DPEP. However, as the SSA schemes include the same for both Lower primary and Upper primary schools and amount released under Annual Plan 2002-03 of SSA, the amount has been released to schools with clear guidelines for utilization of the same.

D. Free textbooks for SC, ST and girl Children of both Lower Primary & Upper primary schools children:

The Govt. of India introduces the schemes for supply of free textbooks for children studying in both lower and Upper primary schools and amount earmarked under the Annual Plan 2002-03 of SSA. The scheme was not implemented under DPEP. The textbooks has been printed, published and distributed to schools through the mainstream functionaries of education department.

E. Innovation:

Innovation fund was sanctioned in both DPEP as well as under SSA. While the innovation fund under DPEP has been spent mainly on innovation in civil construction(for IED children) in DPEP Assam, the innovation fund under SSA Annual Plan 2002-03 has been allotted under four major head. Viz. (I)Reading skill development for ST children, (II)support to girl child, (III)support to tea garden/special area schools, and (IV) Computer Aided Learning. The innovation fund could not spent in full amount in the district as the principal attention in the period was on completion of DPEP. However, the works under all the categories has started.

F. Civil Works:

The civil construction under DPEP was a massive exercise as 33.3% of the total project cost per district has been allotted for civil construction works. However, considering the huge needs for repair/renovation/construction of school building, provision of drinking water facilities, toilets facilities besides construction of BRC and CRC building, the amount was too meager. There still large number of school building in LP school sector yet to be renovated/constructed. Under the Annual Plan 2002-03 of SSA two principal schemes was included i.e. (I)Construction of additional Classroom for UP schools, and (II)Construction of dilapidated UP school Building. The amount against the two schemes has been allotted to districts and work is in progress(around 65%).

G. Research Evaluation, Supervision & Monitoring:

In DPEP there was no specific item under which the supervision & monitoring could be done or expenditure booked. In SSA under the head of Research & Evaluation, the supervision & monitoring is allowed. Against every school Rs. 1400/- is allowed to spent on this head. As the supervision is generally booked under Project Management in DPEP maximum expenditure on supervision & monitoring head for activity both for DPEP and SSA has been booked under this head and the allotted amount is almost fully spent.

H. Block Research Center:

The BRC in DPEP district is functional. The BRCCs are also in place and working. AS per the SSA norms up to 20-resource teacher could be appointed in each CD block. However, in Assam it is proposed that 6-resource teacher will be appointed in each block to look after special subjects in Upper primary sector. However, due to delay in appointment of Resource teacher, the amount could not be spent and the amount allotted under SSA Annual Plan 2002-03 for the district will be saved.

Strategy & Issues to be taken up under Annual Plan 2003-04 (July, 2003 to March, 2004)

Access & Enrolment:

- 1) From the House-to-House educational survey there are 4240 nos. of out of school children of 6-14 years age group for which 106 numbers of EGS centre have been proposed during the period. For the Short term Bridge course 100 centres are proposed for 3000 out of school children of 7-9 years age. About 200 Long-term

bridge courses are proposed to be opened in the district to mainstream about 6000 out of school children.

- 2) For prevention of drop out and repetition in schools remedial teaching is proposed especially in class-I & II in all the schools over the district. Awareness campaign, contact programmes, sensitization work shops at Village/CRC/ GP/ Block level are proposed to tackle the problems of drop out and repetition in schools.
- 3) For girl child education awareness drive at various level, Balika Abhijan, Maa-Beti mela, street play are proposed. To reduce the gender gaps in the special focus area contact programme and awareness meeting among the village headman, religious leaders are proposed.
- 4) For education of children in special area like Tea Garden, Char, Border area and to handle the problem of child labour contact programmes, meetings are proposed.
- 5) Training of community bodies, NGOs, MGs, and sensitization workshops on UFE and retention are proposed. Special awareness / sensitization drive are also proposed for priority areas / groups.
- 6) Various meetings, workshops are proposed for the SMC, VEC, and GPEC/TGEC members about the management of school. Opening of more SHGs, MGs, and frequent contact among the committees are also proposed.
- 7) In construction of school building by VECs.SMC, it is proposed to speed up the process and issues and problems will be removed. Construction of schools will be according to the prioritization list from the school infrastructure survey reports.

QUALITY EDUCATION:

- 1) The qualification of the Sikshakarni/ Sikshamitra etc. for the Bridge course, Remedial teaching to be selected by SMC or VEC will be as per norms and for this purpose members of VECs and SMCs will be oriented.
- 2) Mass Teacher training is proposed. For sensitization training of Ka-sreni teachers is also proposed.
- 3) VEC, SMC, GPEC, TGEC training is also proposed to motivate and get oriented about the education of children. Identification of special focus area, awareness programmes in border, remote, char, forest areas, training of Resource person, motivators, NGOs are proposed on education in special focus area are proposed to be taken up during the period.
- 4) For quality improvement of BRC's and CRC's management training, TLM grant will be provided
- 5) More emphasis will be given to strengthen the DIET, BTC of the district. Trainings, Workshops are proposed for the DIET/BTC faculties and DACG/BACG members. More supervision by DACG, BACG members are proposed.
- 6) Training of teachers of all schools for collection, up gradation and management of different educational data are proposed. Sharing work shops among district/block level functionaries of EMIS data are proposed. Computer education in schools, connection among block-district-state office via Internet is also proposed.
- 7) Supervision By DRP/BRP will be 20 days per month for the whole period for all components is proposed. There will be supervision by DACG/BACG members.

DHETBTC faculties, and district level functionaries. A common supervision format will be generated for reporting. Regular supervision by supervisors, CRCCs, block level and district level functionaries are proposed. Field level supervision reports will be discussed in BACG, block level supervision will be discussed in DACG, and follow up actions will be taken accordingly.