

SARVA SIKSHA ABHIYAN



District : Lakhimpur.

DISTRICT ELEMENTARY EDUCATION PLAN (DEEP)

(2002-2003 to 2009-2010)

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

MAP OF THE DISTRICT

PREFACE

Universalisation of Elementary Education is a Constitutional obligation. Introduction of Article 21(A) further indicates the shared responsibility of the State and Parents, who have been made responsible party for attaining the goal of UEE.

With a view to hasten the pace of reaching the goal of UEE through time bound, focused initiatives, with missionary zeal, the District Board of Education at district level and Block Board of Education at block level have been constituted in collaboration with the Assam Sarba Siksha Abhijan Mission in the State level.

The marching towards UEE has already been started through the 1st meeting of District Board of Education, Lakhimpur held at North Lakhimpur Circuit House conference hall on 5th March 2002. The meeting was presided over by Mr I. Ali ,ADC(Development) Lakhimpur, North Lakhimpur .Just after the meeting started Mr . L .Phangchu, DC Lakhimpur and Chairman of District Board of Education arrived in the meeting,where the aims and objectives of UEE along with launching of pre-project activities of Alok Jatra had been discussed broadly.

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

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

With this commitment the massive task of SSA to reach the goal of UEE starts in the district of Lakhimpur.

District Elementary Education Officer
& District Mission Co-ordinator
Lakhimpur

CONTENTS

MAP OF THE DISTRICT	2
PREFACE	3
CHAPTER-1 DISTRICT PROFILE	7
1. HISTORY	7
2. GEOGRAPHY	7
3. ADMINISTRATION	8
4. POPULATION	8
Table -1.1 Total Population on Religious Pattern	8
Table 1.2 – Block Wise BPL Families	11
Table 1.3: Year, Number of Blocks Inhabited villages, GPs, Towns and Density	11
Table 1.4 The Population of Lakhimpur District from 1872 to 2001.	12
Table 1.5 Distribution of Population.	12
Table 1.6 Population of SC & ST & their percentage of total population	12
LITERACY	12
Table 1.7 Literacy Rates	12
Table 1.8 Literacy Rates by Area and Sex	13
Table 1.9 Literacy Rates by Caste.	13
Chapter-II : EDUCATIONAL PROFILE OF THE DISTRICT	14
Access :	14
Table 2.1 Availability of Primary Schools	14
Table 2.2 Availability of Upper Primary Schools	14
Table 2.3 : No. of Primary & Upper Primary Schools (Management wise)	14
Table-2.4: Number of Government /Provincialised Primary and Upper Primary Schools, Teachers and Revenue villages(CD Block Wise).	15
Table 2.5 : No of Govt./Provincialised Primary & Upper Primary Schools	15
Enrollment & Drop out:	15
Table 2.6: 5-13 Age Group Child population, School Going & Not Going Children	17
Table 2.7: 5-13 Age Group School Going & Not Going Children (In %)	17
Table 2.8: 5-8 Age Group Child population, School Going & Not Going Children	18
Table 2.9: 5-8 Age Group School Going & Not Going Children (In %)	18
Table 2.10: 9-11 Age Group Child population, School Going & Not Going Children	19
Table 2.11: 9-11 Age Group School Going & Not Going Children (In %)	19
Table 2.12: 12-13 Age Group Child population, School Going & Not Going Children	20
Table 2.13: 12-13 Age Group School Going & Not Going Children (In %)	20
Table 2.14: 5-13 Age Group Population, Child Labour & Disabled Children	21
Table 2.15: 5-13 Age Group Population, Child Labour & Disabled Children (In %)	21
Table 2.16: 5-8 Age Group Population, Child Labour & Disabled Children	22
Table 2.17: 5-8 Age Group Population, Child Labour & Disabled Children (In %)	22
Table 2.18: 9-11 Age Group Population, Child Labour & Disabled Children	23
Table 2.19: 9-11 Age Group Population, Child Labour & Disabled Children (In %)	23
Table 2.20: 12-13 Age Group Population, Child Labour & Disabled Children	24
Table 2.21: 12-13 Age Group Population, Child Labour & Disabled Children (In %)	24
Table 2.22: Gender Gap In Enrolment Age Group Wise	25
Table 2.23 Class wise Enrolment in Govt./Provincialised Schools	26
Table 2.24: Class & Caste, Community Wise Enrollment in Govt. / Provincialised Schools	27
Table 2.25: Class & Caste, Community Wise Enrollment in Govt. / Provincialised Schools in %	28
Table 2.26: Block Wise Enrollment in Govt. / Provincialised Schools By Caste & Community In Number	29

Table 2.27: Block Wise Enrollment in Govt. / Provincialised Schools By Caste & Community In %.....	30
Table 2.28: Block Wise & Class Wise Enrollment in Govt. / Provincialised Schools By Caste & Community In Number & %.....	31
Table 2.29: Comparative Share of Caste, Community Wise Class I & Class VII Children (Children of Class VII / Class I)	42
Table 2.30 Teachers Position in Govt./Provincialised Primary Schools.....	43
Table 2.31 : Teachers by Training Status at Primary Level.....	43
Table 2.32 : The position of U.P. School teacher in the district.....	43
Table 2.33 Block wise Pupil Teacher Ratio at Primary & Upper Primary Schools.....	44
CHAPTER-III PLANNING PROCESS	45
A. Key Resource Persons Training at State Level:	45
B. District Resource Persons Training at Zonal Level:.....	45
C. District Resource Persons Planning Meeting at District Level:.....	46
D. Block Resource Persons Training at Block Level:	47
E. Block Resource Persons Planning Meeting at Block Level :	48
F. Meeting of Gaon Panchayat Functionaries at GP Level:.....	49
G. Gaon Sabha Meeting:.....	49
H. Training of Village Volunteers at GP level.....	50
I. Micro Planning, School Mapping and Other Village Level activities:.....	51
J. Village Mapping And Listing Of Resources:.....	51
K. House To House Survey.....	51
L. Collection of Information on Religious Madrassa/Tols/Moths.....	52
M. Collection of Information On Venture, Private Schools.....	52
N. Compilation of House-to-House Survey Results.....	52
O. Group Discussion:.....	53
P. Interview of teachers:.....	54
Q. Constitution of VEC and Survey Sharing Meeting	54
R. Constitution of GPEC and survey sharing meeting.....	55
S. First Meeting of Village Education Committee:	55
T. Constitution of SMCs:	56
U. Constitution of District Planning Team:	56
V. Constitution of District Core Team (DCT):	56
CHAPTER-IV : EXISTING SCHEMES OF ELEMENTARY EDUCATION	58
CHAPTER-V : SPECIAL FOCUS AREAS AND GROUPS.....	62
CHAPTER VI : FUNCTIONAL AREA WISE STRATEGIES AND INTERVENTIONS.....	70
6.1 Coverage of out of School Children of Unserved Habitations	70
6.2 Coverage of Out of School children of Served areas.....	79
Table: 6.2.1 Block wise out of school children (5-13 years)	79
Table: 6.2.2 Block wise out of school children age wise.....	80
Table: 6.2.3 Projection of BC centres for 7-8 years	80
Table: 6.2.4 Projection of BC centres for 9-13 years.....	80
Table 6.2.5 Projection of Total BC centres for 7-13 years.....	81
Bridge course for urban area.....	83
6.3 Community Mobilisation.....	85
6.4 Quality	89
Table: 6.4.1 Availability of Teachers and Vacancy Position at Primary Level.....	90
Table: 6.4.2 Teachers by Training Status at Primary Level.....	90
Table: 6.4.3 The Position of U.P. School teacher	90
Table: 6.4. 4 Distribution of Primary School by Number of Teachers.....	91
Table: 6.4.6 Some Schools with Abnormal PTR.....	91
Table: 6.4.5 School inspecting Staff Ratio	93
Table 6.4.7 The Status Of Schools In Problem Areas	103
6.5 Research & Evaluation Monitoring	106
6.6 Management Information System.....	108

6.7	Education Of Children With Special Educational Needs	122
	Table 6.7.2 Selected GP including disabled children to be covered initially.....	123
	Table 6.7.3 Resource: District Special	124
6.8	Early Childhood and Care Education	129
	Table : 6.8.1 Block wise Availability of Pre & Elementary Educational Institutions.....	130
	Table 6.8.2 : Special Focused Area For ECCE.....	132
6.9	Media.....	133
6.10	School Infrastructure (<i>Civil Works</i>).....	136
	Table 6.10.1: Area Wise Distribution Of School.....	136
	Table 6.10.2 : Area Wise Distribution Of School (In percentage).....	136
	Table –6.10.3 Present Status Of Schools Building	137
	Table –6.10.4 Present Status Of Schools Building in %.....	137
	Table –6.10.5 Status Of Toilet & Drinking Water Facilities.....	138
	Table –6.10.6 Distribution of Schools by Availability of Other Facilities.....	138
	Table –6.10.7 Distribution of Schools by Availability of Other Facilities (In %).	138
6.11	Project Management:.....	147
	Annexure-I : List of Officials and Resource Persons Participated in the Pre-project	
	Activities and Preparation of Perspective Plan	147
	Table I.I : Officials attended the State Level KRP's Training	147
	Table I.II : List of Persons attended the DRP's Training.....	147
	Table I.III : List of the members of District Planning Team	148
	Table I.IV : List of the members of District Core Team	149
	Table I.V: List of the members of Functional Area Wise Study Teams	149

CHAPTER-1 DISTRICT PROFILE

1. HISTORY :

In July ,1839 a proclamation was issued by the governor general in council annexing his territory to Bengal and dividing it into two districts of Sivasagar and Lakhimpur
(Source-Lakhimpur district Gezeteer,1976.page-4).

Some of the scholars studied the origin of Lakhimpur and found that the king belong to the northern part occupied the area of Lakhimpur in 14th century and his son Ratna Singha ruled for a few years. But unfortunately one of his ministers named Samudra started to rule himself by capturing this region applying evil political tricks. He had a daughter named Lakshmi Rani. Her second son Sumanta named the capital of the region as Lakhimpur in his mother's memory. Since it has been known as Lakhimpur.

(Source-Department of historical and Antiquarian Research ,Guwahati-1962,Page-195-197.)

1. HISTORY	
Attained sub-division status	1.Lakhimpur 2.Dhakua Khana-2 nd Oct,1989.
Attained district status	Lakhimpur district was established in 1839 AD. Its head quarter was Dibrugarh. It was separated in the year 2 nd Oct,1972 and again Dhemaji was separated from Lakhimpur in the year 1989(2 nd Oct.).

2.GEOGRAPHY	
Location	Northern Assam in North-East India.
Distance from the state capital	396 Km.
Total Area	2957 Sq. km.
Rural Area	2937 Sq. Km.
Urban Area	20 sq. Km.
Total Forest cover	84321.26 Hect.
Boundaries	To the North- Arunachal Pradesh. To the South-Majuli sub-division under Jorhat district. To the East -Dhemaji district and the Brahmaputra river. To the West-Sonitpur district.
Major rivers	Boginadi,Subansiri, Ranganodi, Korha, Charikonja, Champara, Dikrong,Ghagar,Singari, Kakoi, Dhal, Sumduri
Major hills	Pathali pahar, North arunachal Pradesh hills, Dofala pahar, Bhanga pahar.

3. ADMINISTRATION	
Head quarter	North Lakhimpur
No. of Sub-divisions	2
No. of Circles/Tehsil	7
Name of Circles/Tehsils	Narayanpur, Bihpuria, Nawboicha, Lakhimpur, Kadam, Subansgiri, Dhakuakhana
No. of Community Development(CD) Block.	9
Name of CD Block	Narayanpur, Bihpuria, Karunabari,, Nawboicha, Lakhimpur, Boginodi, Telahi, Ghilamora, Dhakuakhana
No. of Zila Parishad	1
Name of Zila Parishad	Lakhimpur.
No. of Police Station	3
Names of the Police Station	North Lakhimpur, Bihpuria, Dhakuwa Khana.
Number of Police out post	24
No. of Anchalik Parishad(AP)..	9
Name of A.P	Narayanpur, Bihpuria, Karunabari,, Nawboicha, Lakhimpur, Boginodi, Telahi, Ghilamora, Dhakuakhana
No. of GP	81
No. of towns	2
Name of the Town	North Lakhimpur, Bihpuria
Name of Municipality	North Lakhimpur
Name of Town Committee	Bihpuria.
No. of revenue villages	1101
No. of forest villages	8
Nos. of Habitations	3641

4. POPULATION		
Total	7,51,517.	8,89,325.
S.C	60,180	-
S.T	1,77,156	-
Rural	7,02,387	8,24,196
Urban	49,130	65,129
Literacy rate	58.96 %	69.59%
Total literacy	354137	517607
Female /1000 Males	931/1000	951/1000
Major Languages	Assamese, Bodo, Bengali, Hindi, Missing, Nepali, Tai.	Assamese, Bodo, Bengali, Hindi, Missing, Nepali, Tai.
Population	2000(Projected)	2001(Projected)
Total	8,84,000	9,85,000

Table -1.1 Total Population on Religious Pattern.

Sl No	Religion	Population (As per 1991 Census)
1	Hindu	5,98,946
2	Muslim	1,09,017
3	Buddhist	12,264
4	Christian	30,401
5	Jain	204
6	Sikha	412

7	Others	81
8	Un-classified	191
Total		7,51,517

Source_ Swarna Shree Megazine..

5.AGRICULTURE	
Major Economic Sector	Agriculture
Agricultural area	1,51,980 Hect.
Net Area Shown	1,47,682 Hects.
Irrigation area	158 Hect.
Autumn Paddy Area	17058 hect.
Winter Paddy Area	89846 Hect.
Summer Paddy Area	1045 Hect.
Jute Production Area	1009 Hect.
Oil sheets Production Area	10177 Hect.
Wheat Production Area	2363 Hect.
Potato Production Area	2912 Hect.
Sugar Cane Production Areas	454 Hect.
Arrecanut Production Area	1768 Hect.

6.TEA	
Number of tea-garden.	0.
Area under tea –plantation.	4693.11 Hects.
Production of Black tea	83,83,630.Kgs(2001).
Nos. of tea garden divisions	15

7. EDUCATION	
Nos. of Primary Schools	1372
Nos of Upper Primary Schools	341
Nos. of High & Higher Secondary Schools	152
Nos. of High & Higher Secondary Schools having Upper Primary Sections	52
Nos. of Colleges	15
Nos. of Basic Training Centre	1
Nos. of DIET	1
Nos. of PGT College	1
Nos of Law College	1

8. HEALTH	
Nos. of civil Hospital	1
Nos of PHC	17
Nos. of State Hospital	9
Nos. of TB Centre	1
Nos. of Leprosy Centre	1
Nos. of Health Sub centre	20
Nos. of Beds for patients	380
Nos. of Doctors	79
Nos of Nurses	139

9. COMMUNICATION	
Total Road length	954.949 Km.
Metalled Road	200.43 Km.
National High Way	110 Km.
Major Railway Station	North Lakhimpur (3 Km. From district HQ)
Nearest Airport	Lilabari (6 Km. From district head quarter)

10. INDUSTRY	
Nos. of Registered Industry as per law of factory	26
Nos. of Industry Registered in the industry Department	76

11. LABOUR AND EMPLOYMENT:	
Number of Employment Exchange Office	2
Registered unemployed	37882.

12. VETERINARY DEPARTMENT.	
Number of animals.	5,70,692
Number of Veterinary hospitals.	17
Number of Veterinary Sub-centers.	34
Number of Veterinary doctors.	19
Number of field assistance.	49

13. FISHERY DEPARTMENT	
Number of Registered Beels.	25
Number of Govt. Fishery Farm.	51
Number of Private fishery farm.	2837

14.ELECTRICITY:	
Total electricity consumption.	2.741518 MWH
Number of Villages electrified.	854(78%).

15.HANDLOOM AND TEXTILE:	
Number of Weaving centers	5
Number of Weaving Extension Centers	2
Number of Trainees trained at Weaving training center.	85

16.WATER SUPPLY:	
Number of Villages covered by Rural Water Supply Scheme.	368.
Number of villages having Well and Tube-Wells	745.

17.BANK.	
Number of Bank Branches.	51.

Remarks: All the data mentioned above are collected from the census of 1991 and 2001 and official reports of 1994.

Table 1.2 – Block Wise BPL Families

Sl .No	Name of CD Block	No of families under BPL(Rural).	No of Families under BPL.(Urban)
1	Narayanpur	12,908	-
2	Bihpuria	9138	-
3	Krunabari	7078	-
4	Nowboicha	8152	-
5	Lakhimpur	8767	-
6	Telahi	6252	-
7	Boginadi	9599	-
8	Ghilamora	6572	-
9	Dhakuwakhana	7289	-

Source:-Report from respective CD blocks.

Table 1.3: Year, Number of Blocks Inhabited villages, GPs, Towns and Density.

Year	No. of CD Block area.	No. of Educational Block.	No. of inhabited villages.	No. of G.P	No .of Towns.	Density & population
1991	9	6	1103	81	2	254/Sq.Km.
2001	9	6	1103	81	2	391/Sq.Km

Table 1.4 The Population of Lakhimpur District from 1872 to 2001.

Year	Population	Growth Rate in %.
1872	39,158	-
1881	46,737.	19.36
1891	55,150.	18.00.
1901	73,736.	33.07.
1911	86,492.	26.29.
1921	106,230.	34.07.
1931	133,839.	23.92.
1941	183,332.	22.70.
1951	222,969.	17.94.
1961	335,345	38.85.
1971	480,851.	35.46.
1991	751,517.	55.91
2001	9,85,000	

Table 1.5 Distribution of Population.

Year	All			Rural			Urban			Sex Ratio	Growth Rate
	Male	Female	Total	Male	Female	Total	Male	Female	Total		
1991	389125	362392	754517	361841	340546	702387	27284	21846	49130	931/1000	R=+17.34 U=+37.56.
2001	455689	433636	8,89,325	421028	403168	824196	34661	30468	65129	952/1000	-

Table 1.6 Population of SC & ST & their percentage of total population.

Year	Caste Category	Population			% of Population		
		Male	Female	Total	Male	Female	Total
1991	SC	29825	27930	57755	7.66	7.71	7.65
	ST	88950	85704	174654	22.34	23.65	23.15
2001	SC						
	ST						

LITERACY

Out of the Total 8,89,325 population 517607 are literate as per 2001 census. The overall literacy rates of the district have increased from 56.96 to 69.59% in 2001. In terms of literacy the district stands at 11th rank amongst the 23 district of the state. It stands middle in the state average. The female literacy rate of the district is 60.47% in the year 2001 which is higher than the state average.

The literacy rates of urban population are higher than the rural population. The literacy of SCs & STs is lower than the general population as per 2001 Census.

Table 1.7 Literacy Rates.

Year	Population			Literates			Illiteracy Rate.(%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1991	389125	362392	751517	213460	140677	354137	67.29	47.51	56.96
2001	455689	433636	889325	298539	219068	517607	78.26	60.47	69.59

Table 1.8 Literacy Rates by Area and Sex

Year	Rural (%)			Urban (%)		
	Male	Female	Total	Male	Female	Total
1991	67.29	47.51	57.74	80.57	68.87	75.46
2001	77.64	59.29	68.67	85.40	75.50	80.78

Analysis: From the above table it is seen that the literacy rate of urban area is higher than that of rural area.

Table 1.9 Literacy Rates by Caste.

Year	SC			ST			All(Total population)%		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1991	29825	27930	57755	88950	85704	174654	68.28	48.80	58.96
							67.29(R)	47.51(R)	67.29(R)
							80.57(U)	68.87(U)	80.57(U)
2001	-	-	-	-	-	-	77.64(R)	59.29(R)	77.64(R)
							85.40(U)	75.56(U)	85.40(U)

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Chapter-II : EDUCATIONAL PROFILE OF THE DISTRICT

Access :

57.32.% of the habitations in the district are having a primary school within the state norm of 1 KM range 18.09 % of the habitations are having a school beyond 1.5 KM. Regarding the availability of Upper Primary Facilities 89.39% of the habitations are having an Upper Primary School within 3 KM. The children of the 0.96% of the habitations have to go beyond 5 KM for reaching to an Upper Primary schools.

Table 2.1 Availability of Primary Schools

Name of Block	Number of Habitations having a Primary Schools			
	Within 1 KM	Between 1-1.4 KM	1.5 KM	More than 1.5 KM
Narayanpur	485	208	58	47
Bordoloni	222	95	10	16
Bihpuria	331	155	42	61
Dhakuakhana	290	124	23	32
Nowboicha	417	179	72	114
Lakhimpur	312	134	76	108
Total	2087	895	281	378

Table 2.2 Availability of Upper Primary Schools

Name of Block	Number of Habitations having an Upper Primary Schools		
	Within 3 KM	Between 3-5 KM	More than 5 KM
Narayanpur	759	36	3
Bordoloni	277	56	10
Bihpuria	578	38	3
Dhakuakhana	427	41	1
Nowboicha	686	92	4
Lakhimpur	528	88	14
Total	3255	351	35

Table 2.3 : No. of Primary & Upper Primary Schools (Management wise)

Sl.No.	Type of Management	Primary Schools	Middle School	High/Higher Secondary Schools having Primary/Middle Sections
1.	Central Government	Nil	Nil	1
2.	State Government	1372	341	52
3.	Venture	745	429	7
4.	Privates	34	23	19
Total		2151	793	79

63.78% of the primary schools are managed by the state government. Only 2.51% of primary schools are private while 1.58% are venture. The reverse is the case for Upper

Primary schools where only 54.09% schools are venture against 2.9% private schools. The share of state government (65.82%) in providing high/higher schools is higher than the combined share of venture and private schools (32.91%).

Table-2.4: Number of Government /Provincialised Primary and Upper Primary Schools, Teachers and Revenue villages(CD Block Wise).

Number of CD Block.	No. of LP Schools.	No. of UP Schools.	No. of Teachers of LP Schools.	No. of Teachers of UP Schools.	No. of Revenue Villages.
Lakhimpur	113	19	298	133	114
Boginodi	154	26	304	185	140
Nowboicha	199	55	452	312	135
Telahi	87	19	216	190	68
Bihpuria	77	19	274	164	62
Karunabari	105	26	312	194	107
Narayanpur	256	86	847	701	194
Bordoloni	133	33	344	207	113
Dhakuakhana	186	41	509	378	168
DI, North Lakhimpur.	27	9	216	108	Nil
DI,Dhakuakhana	35	8	210	72	Nil
Total	1372	341	3982	2644	1101

Table 2.5 : No of Govt./Provincialised Primary & Upper Primary Schools

Name of Block	Primary Schools	In %	Middle Schools	In %	High/Higher Secondary Schools having Primary/Middle Sections	In %
Narayanpur	256	18.65	86	1.75	8	15.38
Bordoloni	133	9.69	33	9.67	5	9.61
Bihpuria	182	13.26	45	13.19	7	13.46
Dhakuakhana	186	13.56	41	12.02	8	15.38
Nowboicha	286	20.85	74	21.70	4	9.69
Lakhimpur	267	19.46	45	13.19	11	21.15
DIs of North Lakhimpur	27	1.96	9	2.63	7	13.46
DIs of Dhakuakhana	35	2.55	8	2.34	2	3.84
Total	1372		341		52	

Nos. of Primary school is highest in the Nowboicha block and lowest in the Bordoloni Block. Nos. of middle school is highest in the Narayanpur Block and lowest in the Bordoloni block. Nos. of high and higher school is highest in Lakhimpur block and lowest in the Bodoloni block.

Enrollment & Drop out:

Total number of school-aged children between 6-14 years is 193020 as per the House-to-House Survey data collected in April 2002. Among them 156017 are enrolled in schools, 8153 have dropped out from the school and 28850 are found to be never enrolled children.

OUT OF 8153 (4%) dropout in the district of which 3678 are girls drop out and 4475 are boys drop out. The highest percentage (5.74%) is in Nowboicha block . The lowest drop out children is in Bordoloni (1.95%) block. The rates of dropout in different blocks are as follows-

Narayanpur	-2.55%.	Bordoloni	-1.95%	Bihpuria	-5.11%
Dhakuakhana	-2.27%.	Nowboicha	-5.74%	Lakhimpur	-4.50%.

There are 1569 disabled children in the district

As per House-to-House Survey 4469 children are reported to be as child labour of which 2005 (45% are girls).

Table 2.6: 5-13 Age Group Child population, School Going & Not Going Children

Name of Block	Total Child Population			School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
NARAYANPUR	12789	12276	25065	11675	11279	22954	745	692	1437	369	305	674	1114	997	2111
BORDOLONI	8009	7400	15409	7176	6599	13775	677	654	1331	156	147	303	833	801	1634
BIHPURIA	20393	19707	40100	15540	14530	30070	3729	4248	7977	1124	929	2053	4853	5177	10030
DHAKUAKHANA	11613	10999	22612	10591	10018	20609	751	748	1499	271	233	504	1022	981	2003
NOWBOICHA	24552	22757	47309	18610	16787	35397	4530	4817	9347	1412	1153	2565	5942	5970	11912
LAKHIMPUR	23655	20866	44521	18754	16047	34801	3755	3843	7598	1146	976	2122	4901	4819	9720
Total	101011	94005	195016	82346	75260	157606	14187	15002	29189	4478	3743	8221	18665	18745	37410

Table 2.7: 5-13 Age Group School Going & Not Going Children (In %)

Name of Block	School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
NARAYANPUR	91.29%	91.88%	91.58%	5.83%	5.64%	5.73%	2.89%	2.48%	2.69%	8.71%	8.12%	8.42%
BORDOLONI	89.60%	89.18%	89.40%	8.45%	8.84%	8.64%	1.95%	1.99%	1.97%	10.40%	10.82%	10.60%
BIHPURIA	76.20%	73.73%	74.99%	18.29%	21.56%	19.89%	5.51%	4.71%	5.12%	23.80%	26.27%	25.01%
DHAKUAKHANA	91.20%	91.08%	91.14%	6.47%	6.80%	6.63%	2.33%	2.12%	2.23%	8.80%	8.92%	8.86%
NOWBOICHA	75.80%	73.77%	74.82%	18.45%	21.17%	19.76%	5.75%	5.07%	5.42%	24.20%	26.23%	25.18%
LAKHIMPUR	79.28%	76.91%	78.17%	15.87%	18.42%	17.07%	4.84%	4.68%	4.77%	20.72%	23.09%	21.83%
Total	81.52%	80.06%	80.82%	14.05%	15.96%	14.97%	4.43%	3.98%	4.22%	18.48%	19.94%	19.18%

Table 2.8: 5-8 Age Group Child population, School Going & Not Going Children

Name of Block	Total Child Population			School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
NARAYANPUR	6055	5995	12050	5585	5531	11116	427	416	843	43	48	91	470	464	934
BORDOLONI	4186	3909	8095	3728	3493	7221	437	382	819	21	34	55	458	416	874
BIHPURIA	10671	10743	21414	8273	7726	15999	2248	2869	5117	150	148	298	2398	3017	5415
DHAKUAKHANA	5924	5758	11682	5414	5226	10640	465	476	941	45	56	101	510	532	1042
NOWBOICHA	12853	12182	25035	9808	8964	18772	2772	2991	5763	273	227	500	3045	3218	6263
LAKHIMPUR	12064	10814	22878	9601	8338	17939	2242	2276	4518	221	200	421	2463	2476	4939
Total	51753	49401	101154	42409	39278	81687	8591	9410	18001	753	713	1466	9344	10123	19467

Table 2.9: 5-8 Age Group School Going & Not Going Children (In %)

Name of Block	School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
NARAYANPUR	92.24%	92.26%	92.25%	7.05%	6.94%	7.00%	0.71%	0.80%	0.76%	7.76%	7.74%	7.75%
BORDOLONI	89.06%	89.36%	89.20%	10.44%	9.77%	10.12%	0.50%	0.87%	0.68%	10.94%	10.64%	10.80%
BIHPURIA	77.53%	71.92%	74.71%	21.07%	26.71%	23.90%	1.41%	1.38%	1.39%	22.47%	28.08%	25.29%
DHAKUAKHANA	91.39%	90.76%	91.08%	7.85%	8.27%	8.06%	0.76%	0.97%	0.86%	8.61%	9.24%	8.92%
NOWBOICHA	76.31%	73.58%	74.98%	21.57%	24.55%	23.02%	2.12%	1.86%	2.00%	23.69%	26.42%	25.02%
LAKHIMPUR	79.58%	77.10%	78.41%	18.58%	21.05%	19.75%	1.83%	1.85%	1.84%	20.42%	22.90%	21.59%
Total	81.95%	79.51%	80.76%	16.60%	19.05%	17.80%	1.45%	1.44%	1.45%	18.05%	20.49%	19.24%

Table 2.10: 9-11 Age Group Child population, School Going & Not Going Children

Name of Block	Total Child Population			School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
NARAYANPUR	3891	3828	7719	3601	3556	7157	185	164	349	105	108	213	290	272	562
BORDOLONI	2305	2211	4516	2131	2001	4132	123	155	278	51	55	106	174	210	384
BIHPURIA	5661	5478	11339	4632	4341	8973	841	802	1643	388	335	723	1229	1137	2366
DHAKUAKHANA	3333	3204	6537	3092	2970	6062	157	156	313	84	78	162	241	234	475
NOWBOICHA	7146	6624	13770	5658	5125	10783	1002	1083	2085	486	416	902	1488	1499	2987
LAKHIMPUR	6896	6137	13033	5674	4882	10556	844	913	1757	378	342	720	1222	1255	2477
Total	29432	27482	56914	24788	22875	47663	3152	3273	6425	1492	1334	2826	4644	4607	9251

Table 2.11: 9-11 Age Group School Going & Not Going Children (In %)

Name of Block	School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
NARAYANPUR	92.55%	92.89%	92.72%	4.75%	4.28%	4.52%	2.70%	2.82%	2.76%	7.45%	7.11%	7.28%
BORDOLONI	92.45%	90.50%	91.50%	5.34%	7.01%	6.16%	2.21%	2.49%	2.35%	7.55%	9.50%	8.50%
BIHPURIA	79.03%	79.24%	79.13%	14.35%	14.64%	14.49%	6.62%	6.12%	6.38%	20.97%	20.76%	20.87%
DHAKUAKHANA	92.77%	92.70%	92.73%	4.71%	4.87%	4.79%	2.52%	2.43%	2.48%	7.23%	7.30%	7.27%
NOWBOICHA	79.18%	77.37%	78.31%	14.02%	16.35%	15.14%	6.80%	6.28%	6.55%	20.82%	22.63%	21.69%
LAKHIMPUR	82.28%	79.55%	80.99%	12.24%	14.88%	13.48%	5.48%	5.57%	5.52%	17.72%	20.45%	19.01%
Total	84.22%	83.24%	83.75%	10.71%	11.91%	11.29%	5.07%	4.85%	4.97%	15.78%	16.76%	16.25%

Table 2.12: 12-13 Age Group Child population, School Going & Not Going Children

Name of Block	Total Child Population			School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
NARAYANPUR	2843	2453	5296	2489	2192	4681	133	112	245	221	149	370	354	261	615
BORDOLONI	1518	1280	2798	1317	1105	2422	117	117	234	84	58	142	201	175	376
BIHPURIA	3861	3486	7347	2635	2463	5098	640	577	1217	586	446	1032	1226	1023	2249
DHAKUAKHANA	2356	2037	4393	2085	1822	3907	129	116	245	142	99	241	271	215	486
NOWBOICHA	4553	3951	8504	3144	2698	5842	756	743	1499	653	510	1163	1409	1253	2662
LAKHIMPUR	4695	3915	8610	3479	2827	6306	669	654	1323	547	434	981	1216	1088	2304
Total	19826	17122	36948	15149	13107	28256	2444	2319	4763	2233	1696	3929	4677	4015	8692

Table 2.13: 12-13 Age Group School Going & Not Going Children (In %)

Name of Block	School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
NARAYANPUR	87.55%	89.36%	88.39%	4.68%	4.57%	4.63%	7.77%	6.07%	6.99%	12.45%	10.64%	11.61%
BORDOLONI	86.76%	86.33%	86.56%	7.71%	9.14%	8.36%	5.53%	4.53%	5.08%	13.24%	13.67%	13.44%
BIHPURIA	68.25%	70.65%	69.39%	16.58%	16.55%	16.56%	15.18%	12.79%	14.05%	31.75%	29.35%	30.61%
DHAKUAKHANA	88.50%	89.45%	88.94%	5.48%	5.69%	5.58%	6.03%	4.86%	5.49%	11.50%	10.55%	11.06%
NOWBOICHA	69.05%	68.29%	68.70%	16.60%	18.81%	17.63%	14.34%	12.91%	13.68%	30.95%	31.71%	31.30%
LAKHIMPUR	74.10%	72.21%	73.24%	14.25%	16.70%	15.37%	11.65%	11.09%	11.39%	25.90%	27.79%	26.76%
Total	76.41%	76.55%	76.48%	12.33%	13.54%	12.89%	11.26%	9.91%	10.63%	23.59%	23.45%	23.52%

Table 2.14: 5-13 Age Group Population, Child Labour & Disabled Children

Name of Block	Child Labour			Disabled			Total Child Population		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
NARAYANPUR	175	121	296	95	70	165	12789	12276	25065
BORDOLONI	80	54	134	18	31	49	8009	7400	15409
BIHPURIA	758	465	1223	38	42	80	20393	19707	40100
DHAKUAKHANA	189	164	353	36	32	68	11613	10999	22612
NOWBOICHA	604	521	1125	38	35	73	24552	22757	47309
LAKHIMPUR	615	659	1274	18	14	32	23655	20866	44521
Total	2421	1984	4405	243	224	467	101011	94005	195016

Table 2.15: 5-13 Age Group Population, Child Labour & Disabled Children (In %)

Name of Block	Child Labour			Disabled		
	Boys	Girls	Total	Boys	Girls	Total
NARAYANPUR	1.37%	0.99%	1.18%	0.74%	0.57%	0.66%
BORDOLONI	1.00%	0.73%	0.87%	0.22%	0.42%	0.32%
BIHPURIA	3.72%	2.36%	3.05%	0.19%	0.21%	0.20%
DHAKUAKHANA	1.63%	1.49%	1.56%	0.31%	0.29%	0.30%
NOWBOICHA	2.46%	2.29%	2.38%	0.15%	0.15%	0.15%
LAKHIMPUR	2.60%	3.16%	2.86%	0.08%	0.07%	0.07%
Total	2.40%	2.11%	2.26%	0.24%	0.24%	0.24%

Table 2.16: 5-8 Age Group Population, Child Labour & Disabled Children

Name of Block	Child Labour			Disabled			Total Child Population		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
NARAYANPUR	43	35	78	50	45	95	6055	5995	12050
BORDOLONI	16	14	30	17	8	25	4186	3909	8095
BIHPURIA	162	145	307	87	75	162	10671	10743	21414
DHAKUAKHANA	53	64	117	31	44	75	5924	5758	11682
NOWBOICHA	133	154	287	113	95	208	12853	12182	25035
LAKHIMPUR	160	202	362	68	71	139	12064	10814	22878
Total	567	614	1181	366	338	704	51753	49401	101154

Table 2.17: 5-8 Age Group Population, Child Labour & Disabled Children (In %)

Name of Block	Child Labour			Disabled		
	Boys	Girls	Total	Boys	Girls	Total
NARAYANPUR	0.71%	0.58%	0.65%	0.83%	0.75%	0.79%
BORDOLONI	0.38%	0.36%	0.37%	0.41%	0.20%	0.31%
BIHPURIA	1.52%	1.35%	1.43%	0.82%	0.70%	0.76%
DHAKUAKHANA	0.89%	1.11%	1.00%	0.52%	0.76%	0.64%
NOWBOICHA	1.03%	1.26%	1.15%	0.88%	0.78%	0.83%
LAKHIMPUR	1.33%	1.87%	1.58%	0.56%	0.66%	0.61%
Total	1.10%	1.24%	1.17%	0.71%	0.68%	0.70%

Table 2.18: 9-11 Age Group Population, Child Labour & Disabled Children

Name of Block	Child Labour			Disabled			Total Child Population		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
NARAYANPUR	64	46	110	38	35	73	3891	3828	7719
BORDOLONI	29	23	52	11	11	22	2305	2211	4516
BIHPURIA	277	172	449	62	39	101	5861	5478	11339
DHAKUAKHANA	60	56	116	26	12	38	3333	3204	6537
NOWBOICHA	222	202	424	61	59	120	7146	6624	13770
LAKHIMPUR	223	241	464	42	34	76	6896	6137	13033
Total	875	740	1615	240	190	430	29432	27482	56914

Table 2.19: 9-11 Age Group Population, Child Labour & Disabled Children (In %)

Name of Block	Child Labour			Disabled		
	Boys	Girls	Total	Boys	Girls	Total
NARAYANPUR	1.64%	1.20%	1.43%	0.98%	0.91%	0.95%
BORDOLONI	1.26%	1.04%	1.15%	0.48%	0.50%	0.49%
BIHPURIA	4.73%	3.14%	3.96%	1.06%	0.71%	0.89%
DHAKUAKHANA	1.80%	1.75%	1.77%	0.78%	0.37%	0.58%
NOWBOICHA	3.11%	3.05%	3.08%	0.85%	0.89%	0.87%
LAKHIMPUR	3.23%	3.93%	3.56%	0.61%	0.55%	0.58%
Total	2.97%	2.69%	2.84%	0.82%	0.69%	0.76%

Table 2.20: 12-13 Age Group Population, Child Labour & Disabled Children

Name of Block	Child Labour			Disabled			Total Child Population		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
NARAYANPUR	68	40	108	51	32	83	2843	2453	5296
BORDOLONI	35	17	52	22	14	36	1518	1280	2798
BIHPURIA	319	148	467	59	53	112	3861	3486	7347
DHAKUAKHANA	76	44	120	22	18	40	2356	2037	4393
NOWBOICHA	249	165	414	75	38	113	4553	3951	8504
LAKHIMPUR	232	216	448	80	33	113	4695	3915	8610
Total	979	630	1609	309	188	497	19826	17122	36948

Table 2.21: 12-13 Age Group Population, Child Labour & Disabled Children (In %)

Name of Block	Child Labour			Disabled		
	Boys	Girls	Total	Boys	Girls	Total
NARAYANPUR	2.39%	1.63%	2.04%	1.79%	1.30%	1.57%
BORDOLONI	2.31%	1.33%	1.86%	1.45%	1.09%	1.29%
BIHPURIA	8.26%	4.25%	6.36%	1.53%	1.52%	1.52%
DHAKUAKHANA	3.23%	2.16%	2.73%	0.93%	0.88%	0.91%
NOWBOICHA	5.47%	4.18%	4.87%	1.65%	0.96%	1.33%
LAKHIMPUR	4.94%	5.52%	5.20%	1.70%	0.84%	1.31%
Total	4.94%	3.68%	4.35%	1.56%	1.10%	1.35%

Table 2.22: Gender Gap In Enrolment Age Group Wise

Name of Block	5-8 Years	9-11 Years	12-13 Years	5-13 Years
NARAYANPUR	-0.02%	-0.35%	-1.81%	-0.59%
BORDOLONI	-0.30%	1.95%	0.43%	0.42%
BIHPURIA	5.61%	-0.21%	-2.41%	2.47%
DHAKUAKHANA	0.63%	0.07%	-0.95%	0.12%
NOWBOICHA	2.73%	1.81%	0.77%	2.03%
LAKHIMPUR	2.48%	2.73%	1.89%	2.38%
Total	2.44%	0.98%	-0.14%	1.46%

Table 2.23 Class wise Enrolment in Govt./Provincialised Schools.

Class	In Numbers			In %age		
	Boys	Girls	Total	Boys	Girls	Total
Ka-Maan	13930	12937	26867	51.85%	48.15%	100.00%
Class I	18422	17930	36352	50.68%	49.32%	100.00%
Class II	11033	10236	21269	51.87%	48.13%	100.00%
Class III	9818	9006	18824	52.16%	47.84%	100.00%
Class IV	7977	7744	15721	50.74%	49.26%	100.00%
Class I To IV	47250	44916	92166	51.27%	48.73%	100.00%
Ka - Maan To Class IV	61180	57853	119033	51.40%	48.60%	100.00%
Class V	4701	4210	8911	52.76%	47.24%	100.00%
Class VI	4195	3726	7921	52.96%	47.04%	100.00%
Class VII	3752	3369	7121	52.69%	47.31%	100.00%
Class V To VII	12648	11305	23953	52.80%	47.20%	100.00%
Class I To VII	59898	56221	116119	51.58%	48.42%	100.00%

Table 2.24: Class & Caste, Community Wise Enrollment in Govt. / Provincialised Schools

Class	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Class I	2284	2243	4527	1712	1775	3487	6442	6382	12824	4318	4205	8523
Class II	1561	1486	3047	1238	1187	2425	2910	2637	5547	2766	2731	5497
Class III	1461	1379	2840	1176	1053	2229	2555	2275	4830	2617	2500	5117
Class IV	1234	1327	2561	928	779	1707	2048	1945	3993	2341	2257	4598
Class I To IV	6540	6435	12975	5054	4794	9848	13955	13239	27194	12042	11693	23735
Class V	804	764	1568	617	492	1109	1177	1037	2214	1314	1304	2618
Class VI	667	684	1351	490	399	889	1124	999	2123	1295	1163	2458
Class VII	632	632	1264	417	350	767	1054	907	1961	1164	1101	2265
Class V To VII	2103	2080	4183	1524	1241	2765	3355	2943	6298	3773	3568	7341
Class I To VII	8643	8515	17158	6578	6035	12613	17310	16182	33492	15815	15261	31076

Class	Muslim			Tea Tribe			Others			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Class I	2852	2684	5536	750	596	1346	64	45	109	18422	17930	36352
Class II	1965	1751	3716	544	403	947	49	41	90	11033	10236	21269
Class III	1523	1449	2972	444	317	761	42	33	75	9818	9006	18824
Class IV	1112	1118	2230	291	281	572	23	37	60	7977	7744	15721
Class I To IV	7452	7002	14454	2029	1597	3626	178	156	334	47250	44916	92166
Class V	531	442	973	245	153	398	13	18	31	4701	4210	8911
Class VI	418	347	765	194	126	320	7	8	15	4195	3726	7921
Class VII	312	263	575	164	105	269	9	11	20	3752	3369	7121
Class V To VII	1261	1052	2313	603	384	987	29	37	66	12648	11305	23953
Class I To VII	8713	8054	16767	2632	1981	4613	207	193	400	59898	56221	116119

Class	All	SC	ST	Tea Tribe	Total
	Girls	Boys	Boys	Boys	
Class I		1712	6442	750	26834
Class II		1238	2910	544	14928
Class III		1176	2555	444	13181
Class IV		928	2048	291	11011
Class I To IV	44916	5054	13955	2029	65954
Class V		617	1177	245	6249
Class VI		490	1124	194	5534
Class VII		417	1054	164	5004
Class V To VII	11305	1524	3355	603	16787
Class I To VII	56221	6578	17310	2632	82741

Table 2.25: Class & Caste, Community Wise Enrollment in Govt. / Provincialised Schools in %

Class	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Class I	12.40%	12.51%	12.45%	9.29%	9.90%	9.59%	34.97%	35.59%	35.28%	23.44%	23.45%	23.45%
Class II	14.15%	14.52%	14.33%	11.22%	11.60%	11.40%	26.38%	25.76%	26.08%	25.07%	26.58%	25.95%
Class III	14.88%	15.31%	15.09%	11.98%	11.69%	11.84%	26.02%	25.26%	25.66%	26.66%	27.76%	27.18%
Class IV	15.47%	17.14%	16.29%	11.63%	10.06%	10.86%	25.67%	25.12%	25.40%	29.35%	29.15%	29.25%
Class I To IV	13.84%	14.33%	14.08%	10.70%	10.67%	10.69%	29.53%	29.48%	29.51%	25.49%	26.03%	25.75%
Class V	17.10%	18.15%	17.60%	13.12%	11.69%	12.45%	25.04%	24.63%	24.85%	27.95%	30.97%	29.38%
Class VI	15.90%	18.36%	17.06%	11.68%	10.71%	11.22%	26.79%	26.81%	26.80%	30.87%	31.21%	31.03%
Class VII	16.84%	18.76%	17.75%	11.11%	10.39%	10.77%	28.09%	26.92%	27.54%	31.02%	32.68%	31.81%
Class V To VII	16.63%	18.40%	17.46%	12.05%	10.98%	11.54%	26.53%	26.03%	26.29%	29.83%	31.56%	30.65%
Class I To VII	14.43%	15.15%	14.78%	10.98%	10.73%	10.86%	28.90%	28.78%	28.84%	26.40%	27.14%	26.76%

Block Name	Muslim			Tea Tribe			Others			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Class I	15.48%	14.97%	15.23%	4.07%	3.32%	3.70%	0.35%	0.25%	0.30%	100.00%	100.00%	100.00%
Class II	17.81%	17.11%	17.47%	4.93%	3.94%	4.45%	0.44%	0.40%	0.42%	100.00%	100.00%	100.00%
Class III	15.51%	16.09%	15.79%	4.52%	3.52%	4.04%	0.43%	0.37%	0.40%	100.00%	100.00%	100.00%
Class IV	13.94%	14.44%	14.18%	3.65%	3.63%	3.64%	0.29%	0.48%	0.38%	100.00%	100.00%	100.00%
Class I To IV	15.77%	15.59%	15.68%	4.29%	3.56%	3.93%	0.38%	0.35%	0.36%	100.00%	100.00%	100.00%
Class V	11.30%	10.50%	10.92%	5.21%	3.63%	4.47%	0.28%	0.43%	0.35%	100.00%	100.00%	100.00%
Class VI	9.96%	9.31%	9.66%	4.62%	3.38%	4.04%	0.17%	0.21%	0.19%	100.00%	100.00%	100.00%
Class VII	8.32%	7.81%	8.07%	4.37%	3.12%	3.78%	0.24%	0.33%	0.28%	100.00%	100.00%	100.00%
Class V To VII	9.97%	9.31%	9.66%	4.77%	3.40%	4.12%	0.23%	0.33%	0.28%	100.00%	100.00%	100.00%
Class I To VII	14.55%	14.33%	14.44%	4.39%	3.52%	3.97%	0.35%	0.34%	0.34%	100.00%	100.00%	100.00%

**Table 26: Block Wise Enrollment in Govt. / Provincialised Schools By Caste & Community
In Number**

Block Name	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BIHPURIA	1471	1564	3035	1325	1167	2492	1796	1595	3391	1726	1605	3331
BORDOLONI	498	508	1006	313	278	591	2469	2363	4832	2238	2079	4317
DHAKUAKHANA	853	1014	1867	703	697	1400	3443	3622	7065	2692	2985	5677
LAKHIMPUR	1809	1593	3402	1318	1413	2731	3795	3297	7092	3961	3562	7523
NARAYANPUR	2216	2092	4308	1030	905	1935	1965	1950	3915	2892	2911	5803
NOWBOICHA	1796	1744	3540	1889	1575	3464	3842	3355	7197	2306	2119	4425
Total :	8643	8515	17158	6578	6035	12613	17310	16182	33492	15815	15261	31076

Block Name	Muslim			Tea Tribe			Others			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BIHPURIA	3765	3652	7417	624	464	1088	46	53	99	10753	10100	20853
BORDOLONI	13	3	16	45	34	79	9	13	22	5585	5278	10863
DHAKUAKHANA	441	95	536	33	19	52	12	11	23	8177	8443	16620
LAKHIMPUR	2101	1848	3949	1015	761	1776	74	65	139	14073	12539	26612
NARAYANPUR	156	176	332	224	205	429	10	9	19	8493	8248	16741
NOWBOICHA	2237	2280	4517	691	498	1189	56	42	98	12817	11613	24430
Total :	8713	8054	16767	2632	1981	4613	207	193	400	59898	56221	116119

**Table 2.27: Block Wise Enrollment in Govt. / Provincialised Schools By Caste & Community
In %**

Block Name	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BIHPURIA	13.68%	15.49%	14.55%	12.32%	11.55%	11.95%	16.70%	15.79%	16.26%	16.05%	15.89%	15.97%
BORDOLONI	8.92%	9.62%	9.26%	5.60%	5.27%	5.44%	44.21%	44.77%	44.48%	40.07%	39.39%	39.74%
DHAKUAKHANA	10.43%	12.01%	11.23%	8.60%	8.26%	8.42%	42.11%	42.90%	42.51%	32.92%	35.35%	34.16%
LAKHIMPUR	12.85%	12.70%	12.78%	9.37%	11.27%	10.26%	26.97%	26.29%	26.65%	28.15%	28.41%	28.27%
NARAYANPUR	26.09%	25.36%	25.73%	12.13%	10.97%	11.56%	23.14%	23.64%	23.39%	34.05%	35.29%	34.66%
NOWBOICHA	14.01%	15.02%	14.49%	14.74%	13.56%	14.18%	29.98%	28.89%	29.46%	17.99%	18.25%	18.11%
Total :	14.43%	15.15%	14.78%	10.98%	10.73%	10.86%	28.90%	28.78%	28.84%	26.40%	27.14%	26.76%

Block Name	Muslim			Tea Tribe			Others			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BIHPURIA	35.01%	36.16%	35.57%	5.80%	4.59%	5.22%	0.43%	0.52%	0.47%	100.00%	100.00%	100.00%
BORDOLONI	0.23%	0.06%	0.15%	0.81%	0.64%	0.73%	0.16%	0.25%	0.20%	100.00%	100.00%	100.00%
DHAKUAKHANA	5.39%	1.13%	3.23%	0.40%	0.23%	0.31%	0.15%	0.13%	0.14%	100.00%	100.00%	100.00%
LAKHIMPUR	14.93%	14.74%	14.84%	7.21%	6.07%	6.67%	0.53%	0.52%	0.52%	100.00%	100.00%	100.00%
NARAYANPUR	1.84%	2.13%	1.98%	2.64%	2.49%	2.56%	0.12%	0.11%	0.11%	100.00%	100.00%	100.00%
NOWBOICHA	17.45%	19.63%	18.49%	5.39%	4.29%	4.87%	0.44%	0.36%	0.40%	100.00%	100.00%	100.00%
Total :	14.55%	14.33%	14.44%	4.39%	3.52%	3.97%	0.35%	0.34%	0.34%	100.00%	100.00%	100.00%

Table 2.28: Block Wise & Class Wise Enrollment in Govt. / Provincialised Schools By Caste & Community in Number & %

Block Name	K-maan											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BIHPURIA	276	278	554	365	344	709	678	670	1348	468	421	889
BORDOLONI	41	39	80	22	16	38	171	148	319	166	184	350
DHAKUAKHANA	75	83	158	173	179	352	406	351	757	464	440	904
LAKHIMPUR	342	310	652	382	299	681	951	850	1801	991	916	1907
NARAYANPUR	406	356	762	179	184	363	585	546	1131	468	427	895
NOWBOICHA	494	516	1010	451	425	876	1326	1314	2640	640	567	1207
Total :	1634	1582	3216	1572	1447	3019	4117	3879	7996	3197	2955	6152

Block Name	K-maan									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BIHPURIA	1153	1114	2267	212	176	388	20	25	45	3172	3028	6200
BORDOLONI	0	2	2	3	1	4	0	0	0	403	390	793
DHAKUAKHANA	11	10	21	19	14	33	3	0	3	1151	1077	2228
LAKHIMPUR	466	372	838	387	324	711	16	15	31	3535	3086	6621
NARAYANPUR	60	68	128	68	66	134	1	2	3	1767	1649	3416
NOWBOICHA	805	721	1526	158	145	303	28	19	47	3902	3707	7609
Total :	2495	2287	4782	847	726	1573	68	61	129	13930	12937	26867

Block Name	K-maan in %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BIHPURIA	8.70%	9.18%	8.94%	11.51%	11.36%	11.44%	21.37%	22.13%	21.74%	14.75%	13.90%	14.34%
BORDOLONI	10.17%	10.00%	10.09%	5.46%	4.10%	4.79%	42.43%	37.95%	40.23%	41.19%	47.18%	44.14%
DHAKUAKHANA	6.52%	7.71%	7.09%	15.03%	16.62%	15.80%	35.27%	32.59%	33.98%	40.31%	40.85%	40.57%
LAKHIMPUR	9.67%	10.05%	9.85%	10.81%	9.69%	10.29%	26.90%	27.54%	27.20%	28.03%	29.68%	28.80%
NARAYANPUR	22.98%	21.59%	22.31%	10.13%	11.16%	10.63%	33.11%	33.11%	33.11%	26.49%	25.89%	26.20%
NOWBOICHA	12.66%	13.92%	13.27%	11.56%	11.46%	11.51%	33.98%	35.45%	34.70%	16.40%	15.30%	15.86%
Total :	11.73%	12.23%	11.97%	11.28%	11.18%	11.24%	29.55%	29.98%	29.76%	22.95%	22.84%	22.90%

Block Name	K-maan in %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BIHPURIA	36.35%	36.79%	36.56%	6.68%	5.81%	6.26%	0.63%	0.83%	0.73%	100.00%	100.00%	100.00%
BORDOLONI	0.00%	0.51%	0.25%	0.74%	0.26%	0.50%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
DHAKUAKHANA	0.96%	0.93%	0.94%	1.65%	1.30%	1.48%	0.26%	0.00%	0.13%	100.00%	100.00%	100.00%
LAKHIMPUR	13.18%	12.05%	12.66%	10.95%	10.50%	10.74%	0.45%	0.49%	0.47%	100.00%	100.00%	100.00%
NARAYANPUR	3.40%	4.12%	3.75%	3.85%	4.00%	3.92%	0.06%	0.12%	0.09%	100.00%	100.00%	100.00%
NOWBOICHA	20.63%	19.45%	20.06%	4.05%	3.91%	3.98%	0.72%	0.51%	0.62%	100.00%	100.00%	100.00%
Total :	17.91%	17.68%	17.80%	6.08%	5.61%	5.85%	0.49%	0.47%	0.48%	100.00%	100.00%	100.00%

Block Name	Class-I											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BIHPURIA	318	340	658	308	298	606	514	494	1008	392	355	747
BORDOLONI	206	258	464	116	123	239	1230	1184	2414	917	904	1821
DHAKUAKHANA	299	319	618	224	243	467	1551	1669	3220	832	836	1668
LAKHIMPUR	471	389	860	365	405	770	1322	1283	2605	957	879	1836
NARAYANPUR	474	452	926	228	243	471	563	561	1124	790	823	1613
NOWBOICHA	516	485	1001	471	463	934	1262	1191	2453	430	408	838
Total :	2284	2243	4527	1712	1775	3487	6442	6382	12824	4318	4205	8523

Block Name	Class-I									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BIHPURIA	1376	1300	2676	159	114	273	8	5	13	3075	2906	5981
BORDOLONI	9	1	10	24	22	46	6	5	11	2508	2497	5005
DHAKUAKHANA	70	30	100	14	8	22	3	1	4	2993	3106	6099
LAKHIMPUR	587	538	1125	298	249	547	22	16	38	4022	3759	7781
NARAYANPUR	35	53	88	65	68	133	1	2	3	2156	2202	4358
NOWBOICHA	775	762	1537	190	135	325	24	16	40	3668	3460	7128
Total :	2852	2684	5536	750	596	1346	64	45	109	18422	17930	36352

Block Name	Class-I in %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BIHPURIA	10.34%	11.70%	11.00%	10.02%	10.25%	10.13%	16.72%	17.00%	16.85%	12.75%	12.22%	12.49%
BORDOLONI	8.21%	10.33%	9.27%	4.63%	4.93%	4.78%	49.04%	47.42%	48.23%	36.56%	36.20%	36.38%
DHAKUAKHANA	9.99%	10.27%	10.13%	7.48%	7.82%	7.66%	51.82%	53.73%	52.80%	27.80%	26.92%	27.35%
LAKHIMPUR	11.71%	10.35%	11.05%	9.08%	10.77%	9.90%	32.87%	34.13%	33.48%	23.79%	23.38%	23.60%
NARAYANPUR	21.99%	20.53%	21.25%	10.58%	11.04%	10.81%	26.11%	25.48%	25.79%	36.64%	37.38%	37.01%
NOWBOICHA	14.07%	14.02%	14.04%	12.84%	13.38%	13.10%	34.41%	34.42%	34.41%	11.72%	11.79%	11.76%
Total :	12.40%	12.51%	12.45%	9.29%	9.90%	9.59%	34.97%	35.59%	35.28%	23.44%	23.45%	23.45%

Block Name	Class-I in %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BIHPURIA	44.75%	44.74%	44.74%	5.17%	3.92%	4.56%	0.26%	0.17%	0.22%	100.00%	100.00%	100.00%
BORDOLONI	0.36%	0.04%	0.20%	0.96%	0.88%	0.92%	0.24%	0.20%	0.22%	100.00%	100.00%	100.00%
DHAKUAKHANA	2.34%	0.97%	1.64%	0.47%	0.26%	0.36%	0.10%	0.03%	0.07%	100.00%	100.00%	100.00%
LAKHIMPUR	14.59%	14.31%	14.46%	7.41%	6.62%	7.03%	0.55%	0.43%	0.49%	100.00%	100.00%	100.00%
NARAYANPUR	1.62%	2.41%	2.02%	3.01%	3.09%	3.05%	0.05%	0.03%	0.07%	100.00%	100.00%	100.00%
NOWBOICHA	21.13%	22.02%	21.56%	5.18%	3.90%	4.56%	0.65%	0.46%	0.56%	100.00%	100.00%	100.00%
Total :	15.48%	14.97%	15.23%	4.07%	3.32%	3.70%	0.35%	0.25%	0.30%	100.00%	100.00%	100.00%

Block Name	Class-II											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BIHPURIA	299	261	560	242	253	495	307	308	615	363	348	711
BORDOLONI	79	79	158	58	42	100	322	322	644	338	298	636
DHAKUAKHANA	143	172	315	149	112	261	579	498	1077	447	459	906
LAKHIMPUR	322	271	593	263	288	551	660	576	1236	775	749	1524
NARAYANPUR	364	345	709	166	149	315	336	341	677	456	489	945
NOWBOICHA	354	358	712	360	343	703	706	592	1298	387	388	775
Total :	1561	1486	3047	1238	1187	2425	2910	2637	5547	2766	2731	5497

Block Name	Class-II									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BIHPURIA	928	853	1781	144	102	246	13	17	30	2296	2142	4438
BORDOLONI	0	2	2	8	5	13	0	0	0	805	748	1553
DHAKUAKHANA	67	17	84	7	6	13	2	0	2	1394	1264	2658
LAKHIMPUR	440	366	806	209	155	364	19	10	29	2688	2415	5103
NARAYANPUR	36	45	81	46	45	91	1	2	3	1405	1416	2821
NOWBOICHA	494	468	962	130	90	220	14	12	26	2445	2251	4696
Total :	1965	1751	3716	544	403	947	49	41	90	11033	10236	21269

Block Name	Class-II In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BIHPURIA	13.02%	12.18%	12.62%	10.54%	11.81%	11.15%	13.37%	14.38%	13.86%	15.81%	16.25%	16.02%
BORDOLONI	9.81%	10.56%	10.17%	7.20%	5.61%	6.44%	40.00%	43.05%	41.47%	41.99%	39.84%	40.95%
DHAKUAKHANA	10.26%	13.61%	11.85%	10.69%	8.86%	9.82%	41.54%	39.40%	40.52%	32.07%	36.31%	34.09%
LAKHIMPUR	11.98%	11.22%	11.62%	9.78%	11.93%	10.80%	24.55%	23.85%	24.22%	28.83%	31.01%	29.86%
NARAYANPUR	25.91%	24.36%	25.13%	11.81%	10.52%	11.17%	23.91%	24.08%	24.00%	32.46%	34.53%	33.50%
NOWBOICHA	14.48%	15.90%	15.16%	14.72%	15.24%	14.97%	28.88%	26.30%	27.64%	15.83%	17.24%	16.50%
Total :	14.15%	14.52%	14.33%	11.22%	11.60%	11.40%	26.38%	25.76%	26.08%	25.07%	26.68%	25.85%

Block Name	Class-II In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BIHPURIA	40.42%	39.82%	40.13%	6.27%	4.76%	5.54%	0.57%	0.79%	0.68%	100.00%	100.00%	100.00%
BORDOLONI	0.00%	0.27%	0.13%	0.99%	0.67%	0.84%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
DHAKUAKHANA	4.81%	1.34%	3.16%	0.50%	0.47%	0.49%	0.14%	0.00%	0.08%	100.00%	100.00%	100.00%
LAKHIMPUR	16.37%	15.16%	15.79%	7.78%	6.42%	7.13%	0.71%	0.41%	0.57%	100.00%	100.00%	100.00%
NARAYANPUR	2.56%	3.18%	2.87%	3.27%	3.18%	3.23%	0.07%	0.14%	0.11%	100.00%	100.00%	100.00%
NOWBOICHA	20.20%	20.79%	20.49%	5.32%	4.00%	4.68%	0.57%	0.53%	0.55%	100.00%	100.00%	100.00%
Total :	17.81%	17.11%	17.47%	4.93%	3.94%	4.45%	0.44%	0.40%	0.42%	100.00%	100.00%	100.00%

Block Name	Class-III											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BIHPURIA	286	268	554	249	214	463	311	252	563	306	315	621
BORDOLONI	82	64	146	41	39	80	309	276	585	324	302	626
DHAKUAKHANA	130	147	277	94	126	220	486	475	961	466	505	971
LAKHIMPUR	308	318	626	250	242	492	573	469	1042	672	618	1290
NARAYANPUR	356	309	665	191	163	354	299	289	588	438	422	860
NOWBOICHA	299	273	572	351	269	620	577	514	1091	411	338	749
Total :	1461	1379	2840	1176	1053	2229	2555	2275	4830	2617	2500	5117

Block Name	Class-III									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BIHPURIA	700	676	1376	110	76	186	6	11	17	1968	1812	3780
BORDOLONI	4	0	4	7	7	14	2	1	3	769	689	1458
DHAKUAKHANA	69	11	80	4	4	8	3	1	4	1252	1269	2521
LAKHIMPUR	360	324	684	172	126	298	20	13	33	2355	2110	4465
NARAYANPUR	40	26	66	38	35	73	0	2	2	1362	1246	2608
NOWBOICHA	350	412	762	113	69	182	11	5	16	2112	1880	3992
Total :	1523	1449	2972	444	317	761	42	33	75	9518	9006	18824

Block Name	Class-III In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BIHPURIA	14.53%	14.79%	14.86%	12.65%	11.81%	12.25%	15.80%	13.91%	14.89%	15.55%	17.38%	16.43%
BORDOLONI	10.66%	9.29%	10.01%	5.33%	5.66%	5.49%	40.18%	40.06%	40.12%	42.13%	43.83%	42.94%
DHAKUAKHANA	10.38%	11.58%	10.99%	7.51%	9.93%	8.73%	38.82%	37.43%	38.12%	37.22%	39.80%	38.52%
LAKHIMPUR	13.08%	15.07%	14.02%	10.62%	11.47%	11.02%	24.33%	22.23%	23.34%	28.54%	29.29%	28.89%
NARAYANPUR	26.14%	24.80%	25.50%	14.02%	13.08%	13.57%	21.95%	23.19%	22.55%	32.16%	33.87%	32.98%
NOWBOICHA	14.16%	14.52%	14.33%	16.62%	14.31%	15.53%	27.32%	27.34%	27.33%	19.46%	17.98%	18.76%
Total :	14.88%	15.31%	15.09%	11.98%	11.69%	11.84%	26.02%	25.26%	25.66%	26.66%	27.76%	27.18%

Block Name	Class-III In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BIHPURIA	35.57%	37.31%	36.40%	5.59%	4.19%	4.92%	0.30%	0.61%	0.45%	100.00%	100.00%	100.00%
BORDOLONI	0.52%	0.00%	0.27%	0.91%	1.02%	0.96%	0.26%	0.15%	0.21%	100.00%	100.00%	100.00%
DHAKUAKHANA	5.51%	0.87%	3.17%	0.32%	0.32%	0.32%	0.24%	0.08%	0.16%	100.00%	100.00%	100.00%
LAKHIMPUR	15.29%	15.36%	15.32%	7.30%	5.97%	6.67%	0.85%	0.62%	0.74%	100.00%	100.00%	100.00%
NARAYANPUR	2.94%	2.09%	2.53%	2.79%	2.81%	2.80%	0.00%	0.16%	0.08%	100.00%	100.00%	100.00%
NOWBOICHA	16.57%	21.91%	19.09%	5.35%	3.67%	4.56%	0.52%	0.27%	0.40%	100.00%	100.00%	100.00%
Total :	15.51%	16.09%	15.79%	4.52%	3.52%	4.04%	0.43%	0.37%	0.40%	100.00%	100.00%	100.00%

Block Name	Class-IV											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BIHPURIA	221	250	471	209	174	383	245	234	479	286	269	555
BORDOLONI	63	60	123	44	19	63	238	256	494	297	246	543
DHAKUAKHANA	101	132	233	91	74	165	387	352	739	412	442	854
LAKHIMPUR	267	297	564	170	195	365	453	433	886	636	599	1235
NARAYANPUR	343	340	683	143	109	252	225	232	457	381	380	761
NOWBOICHA	239	248	487	271	208	479	500	438	938	329	321	650
Total :	1234	1327	2561	928	779	1707	2048	1945	3993	2341	2257	4598

Block Name	Class-IV									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BIHPURIA	513	547	1060	67	82	149	10	10	20	1551	1566	3117
BORDOLONI	0	0	0	3	0	3	1	0	1	646	581	1227
DHAKUAKHANA	49	12	61	2	1	3	1	3	4	1043	1016	2059
LAKHIMPUR	293	288	581	120	109	229	4	16	20	1943	1937	3880
NARAYANPUR	14	19	33	23	21	44	1	2	3	1130	1103	2233
NOWBOICHA	243	252	495	76	68	144	6	6	12	1664	1541	3205
Total :	1112	1118	2230	291	281	572	23	37	60	7977	7744	15721

Block Name	Class-IV In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BIHPURIA	14.25%	15.96%	15.11%	13.48%	11.11%	12.29%	15.80%	14.94%	15.37%	18.44%	17.18%	17.81%
BORDOLONI	9.75%	10.33%	10.02%	6.81%	3.27%	5.13%	36.84%	44.06%	40.26%	45.98%	42.34%	44.25%
DHAKUAKHANA	9.68%	12.99%	11.32%	8.72%	7.28%	8.01%	37.10%	34.65%	35.89%	39.50%	43.50%	41.48%
LAKHIMPUR	13.74%	15.33%	14.54%	8.75%	10.07%	9.41%	23.31%	22.35%	22.84%	32.73%	30.92%	31.83%
NARAYANPUR	30.35%	30.83%	30.59%	12.65%	9.88%	11.29%	19.91%	21.03%	20.47%	33.72%	34.45%	34.08%
NOWBOICHA	14.36%	16.09%	15.20%	16.29%	13.50%	14.95%	30.05%	28.42%	29.27%	19.77%	20.83%	20.28%
Total :	15.47%	17.14%	16.29%	11.63%	10.06%	10.86%	25.67%	25.12%	25.40%	29.35%	29.15%	29.25%

Block Name	Class-IV In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BIHPURIA	33.08%	34.93%	34.01%	4.32%	5.24%	4.78%	0.64%	0.64%	0.64%	100.00%	100.00%	100.00%
BORDOLONI	0.00%	0.00%	0.00%	0.46%	0.00%	0.24%	0.15%	0.00%	0.08%	100.00%	100.00%	100.00%
DHAKUAKHANA	4.70%	1.18%	2.96%	0.19%	0.10%	0.15%	0.10%	0.30%	0.19%	100.00%	100.00%	100.00%
LAKHIMPUR	15.08%	14.87%	14.97%	6.18%	5.63%	5.90%	0.21%	0.83%	0.52%	100.00%	100.00%	100.00%
NARAYANPUR	1.24%	1.72%	1.48%	2.04%	1.90%	1.97%	0.09%	0.18%	0.13%	100.00%	100.00%	100.00%
NOWBOICHA	14.60%	16.35%	15.44%	4.57%	4.41%	4.49%	0.36%	0.39%	0.37%	100.00%	100.00%	100.00%
Total :	13.94%	14.44%	14.18%	3.65%	3.63%	3.64%	0.29%	0.48%	0.38%	100.00%	100.00%	100.00%

Block Name	Class-I-IV											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BIHPURIA	1124	1119	2243	1008	939	1947	1377	1288	2665	1347	1287	2634
BORDOLONI	430	461	891	259	223	482	2099	2038	4137	1876	1750	3626
DHAKUAKHANA	673	770	1443	558	555	1113	3003	2994	5997	2157	2242	4399
LAKHIMPUR	1368	1275	2643	1048	1130	2178	3008	2761	5769	3040	2845	5885
NARAYANPUR	1537	1446	2983	728	664	1392	1423	1423	2846	2065	2114	4179
NOWBOICHA	1408	1364	2772	1453	1283	2736	3045	2735	5780	1557	1455	3012
Total :	6540	6435	12975	5054	4794	9848	13955	13239	27194	12042	11693	23735

Block Name	Class-I-IV									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BIHPURIA	3517	3376	6893	480	374	854	37	43	80	8890	8426	17316
BORDOLONI	13	3	16	42	34	76	9	6	15	4728	4515	9243
DHAKUAKHANA	255	70	325	27	19	46	9	5	14	6682	6655	13337
LAKHIMPUR	1680	1516	3196	799	639	1438	65	55	120	11008	10221	21229
NARAYANPUR	125	143	268	172	169	341	3	8	11	6053	5967	12020
NOWBOICHA	1862	1894	3756	509	362	871	55	39	94	9889	9132	19021
Total :	7452	7002	14454	2029	1597	3626	178	156	334	47250	44916	92166

Block Name	Class-I-IV In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BIHPURIA	12.64%	13.28%	12.95%	11.34%	11.14%	11.24%	15.49%	15.29%	15.39%	15.15%	15.27%	15.21%
BORDOLONI	9.09%	10.21%	9.64%	5.48%	4.94%	5.21%	44.40%	45.14%	44.76%	39.68%	38.76%	39.23%
DHAKUAKHANA	10.07%	11.57%	10.82%	8.35%	8.34%	8.35%	44.94%	44.99%	44.97%	32.28%	33.69%	32.98%
LAKHIMPUR	12.43%	12.47%	12.45%	9.52%	11.06%	10.26%	27.33%	27.01%	27.18%	27.62%	27.83%	27.72%
NARAYANPUR	25.39%	24.23%	24.82%	12.03%	11.13%	11.58%	23.51%	23.85%	23.68%	34.12%	35.43%	34.77%
NOWBOICHA	14.24%	14.94%	14.57%	14.69%	14.05%	14.38%	30.79%	29.95%	30.39%	15.74%	15.93%	15.84%
Total :	13.84%	14.33%	14.08%	10.70%	10.67%	10.69%	29.53%	29.48%	29.51%	25.49%	26.03%	25.75%

Block Name	Class-I-IV In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BIHPURIA	39.56%	40.07%	39.81%	5.40%	4.44%	4.93%	0.42%	0.51%	0.46%	100.00%	100.00%	100.00%
BORDOLONI	0.27%	0.07%	0.17%	0.89%	0.75%	0.82%	0.19%	0.13%	0.16%	100.00%	100.00%	100.00%
DHAKUAKHANA	3.82%	1.05%	2.44%	0.40%	0.29%	0.34%	0.13%	0.08%	0.10%	100.00%	100.00%	100.00%
LAKHIMPUR	15.26%	14.83%	15.05%	7.26%	6.25%	6.77%	0.59%	0.54%	0.57%	100.00%	100.00%	100.00%
NARAYANPUR	2.07%	2.40%	2.23%	2.84%	2.83%	2.84%	0.05%	0.13%	0.09%	100.00%	100.00%	100.00%
NOWBOICHA	18.83%	20.74%	19.75%	5.15%	3.96%	4.58%	0.56%	0.43%	0.49%	100.00%	100.00%	100.00%
Total :	15.77%	15.59%	15.68%	4.29%	3.56%	3.93%	0.38%	0.35%	0.36%	100.00%	100.00%	100.00%

Block Name	Class-V											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BIHPURIA	139	165	304	120	87	207	161	121	282	121	100	221
BORDOLONI	27	20	47	17	18	35	129	108	237	125	104	229
DHAKUAKHANA	72	102	174	61	50	111	151	224	375	189	280	469
LAKHIMPUR	169	108	277	107	109	216	262	184	446	319	278	597
NARAYANPUR	269	241	510	128	100	228	181	168	349	291	295	586
NOWBOICHA	128	128	256	184	128	312	293	232	525	269	247	516
Total :	804	764	1568	617	492	1109	1177	1037	2214	1314	1304	2618

Block Name	Class-V									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BIHPURIA	120	105	225	65	38	103	4	6	10	730	622	1352
BORDOLONI	0	0	0	1	0	1	0	3	3	299	253	552
DHAKUAKHANA	69	9	78	1	0	1	1	2	3	544	667	1211
LAKHIMPUR	163	137	300	82	40	122	4	3	7	1106	859	1965
NARAYANPUR	13	9	22	21	14	35	4	1	5	907	828	1735
NOWBOICHA	166	182	348	75	61	136	0	3	3	1115	981	2096
Total :	531	442	973	245	153	398	13	18	31	4701	4210	8911

Block Name	Class-V In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BIHPURIA	19.04%	26.53%	22.49%	16.44%	13.99%	15.31%	22.05%	19.45%	20.86%	16.58%	16.08%	16.35%
BORDOLONI	9.03%	7.91%	8.51%	5.69%	7.11%	6.34%	43.14%	42.69%	42.93%	41.81%	41.11%	41.49%
DHAKUAKHANA	13.24%	15.29%	14.37%	11.21%	7.50%	9.17%	27.76%	33.58%	30.97%	34.74%	41.98%	38.73%
LAKHIMPUR	15.28%	12.57%	14.10%	9.67%	12.69%	10.99%	23.69%	21.42%	22.70%	28.84%	32.36%	30.38%
NARAYANPUR	29.66%	29.11%	29.39%	14.11%	12.08%	13.14%	19.96%	20.29%	20.12%	32.08%	35.63%	33.78%
NOWBOICHA	11.48%	13.05%	12.21%	16.50%	13.05%	14.89%	26.28%	23.65%	25.05%	24.13%	25.18%	24.62%
Total :	17.10%	18.15%	17.60%	13.12%	11.69%	12.45%	25.04%	24.63%	24.85%	27.95%	30.97%	29.38%

Block Name	Class-V In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BIHPURIA	16.44%	16.88%	16.64%	8.90%	6.11%	7.62%	0.55%	0.96%	0.74%	100.00%	100.00%	100.00%
BORDOLONI	0.00%	0.00%	0.00%	0.33%	0.00%	0.18%	0.00%	1.19%	0.54%	100.00%	100.00%	100.00%
DHAKUAKHANA	12.68%	1.35%	6.44%	0.18%	0.00%	0.08%	0.18%	0.30%	0.25%	100.00%	100.00%	100.00%
LAKHIMPUR	14.74%	15.95%	15.27%	7.41%	4.66%	6.21%	0.36%	0.35%	0.36%	100.00%	100.00%	100.00%
NARAYANPUR	1.43%	1.09%	1.27%	2.32%	1.69%	2.02%	0.44%	0.12%	0.29%	100.00%	100.00%	100.00%
NOWBOICHA	14.89%	18.55%	16.60%	6.73%	6.22%	6.49%	0.00%	0.31%	0.14%	100.00%	100.00%	100.00%
Total :	11.30%	10.50%	10.92%	5.21%	3.63%	4.47%	0.28%	0.43%	0.35%	100.00%	100.00%	100.00%

Block Name	Class-VI											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BIHPURIA	108	153	261	102	84	186	133	96	229	148	114	262
BORDOLONI	21	14	35	25	25	50	125	116	241	105	116	221
DHAKUAKHANA	56	68	124	43	51	94	135	206	341	178	216	394
LAKHIMPUR	156	105	261	91	92	183	274	182	456	320	230	550
NARAYANPUR	205	221	426	95	62	157	193	203	396	268	268	536
NOWBOICHA	121	123	244	134	85	219	264	196	460	276	219	495
Total :	667	684	1351	490	399	889	1124	999	2123	1295	1163	2458

Block Name	Class-VI									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BIHPURIA	73	92	165	47	27	74	2	1	3	613	567	1180
BORDOLONI	0	0	0	1	0	1	0	2	2	277	273	550
DHAKUAKHANA	76	10	86	0	0	0	1	1	2	489	552	1041
LAKHIMPUR	146	112	258	65	50	115	1	4	5	1053	775	1828
NARAYANPUR	10	17	27	17	7	24	3	0	3	791	778	1569
NOWBOICHA	113	116	229	64	42	106	0	0	0	972	781	1753
Total :	418	347	765	194	126	320	7	8	15	4195	3726	7921

Block Name	Class-VI In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BIHPURIA	17.62%	26.98%	22.12%	16.64%	14.81%	15.76%	21.70%	16.93%	19.41%	24.14%	20.11%	22.20%
BORDOLONI	7.58%	5.13%	6.36%	9.03%	9.16%	9.09%	45.13%	42.49%	43.82%	37.91%	42.49%	40.18%
DHAKUAKHANA	11.45%	12.32%	11.91%	8.79%	9.24%	9.03%	27.61%	37.32%	32.76%	36.40%	39.13%	37.85%
LAKHIMPUR	14.81%	13.55%	14.28%	8.64%	11.87%	10.01%	26.02%	23.48%	24.95%	30.39%	29.68%	30.09%
NARAYANPUR	25.92%	28.41%	27.15%	12.01%	7.97%	10.01%	24.40%	26.09%	25.24%	33.88%	34.45%	34.16%
NOWBOICHA	12.45%	15.75%	13.92%	13.79%	10.88%	12.49%	27.16%	25.10%	26.24%	28.40%	28.04%	28.24%
Total :	15.90%	18.36%	17.06%	11.68%	10.71%	11.22%	26.79%	26.81%	26.80%	30.87%	31.21%	31.03%

Block Name	Class-VI In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BIHPURIA	11.91%	16.23%	13.98%	7.67%	4.76%	6.27%	0.33%	0.18%	0.25%	100.00%	100.00%	100.00%
BORDOLONI	0.00%	0.00%	0.00%	0.36%	0.00%	0.18%	0.00%	0.73%	0.36%	100.00%	100.00%	100.00%
DHAKUAKHANA	15.54%	1.81%	8.26%	0.00%	0.00%	0.00%	0.20%	0.18%	0.19%	100.00%	100.00%	100.00%
LAKHIMPUR	13.87%	14.45%	14.11%	6.17%	6.45%	6.29%	0.09%	0.52%	0.27%	100.00%	100.00%	100.00%
NARAYANPUR	1.26%	2.19%	1.72%	2.15%	0.90%	1.53%	0.38%	0.00%	0.19%	100.00%	100.00%	100.00%
NOWBOICHA	11.63%	14.85%	13.06%	6.58%	5.38%	6.05%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
Total :	9.96%	9.31%	9.66%	4.62%	3.38%	4.04%	0.17%	0.21%	0.19%	100.00%	100.00%	100.00%

Block Name	Class-VII											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BIHPURIA	100	127	227	95	57	152	125	90	215	110	104	214
BORDOLONI	20	13	33	12	12	24	116	101	217	132	109	241
DHAKUAKHANA	52	74	126	41	41	82	154	198	352	168	247	415
LAKHIMPUR	116	105	221	72	82	154	251	170	421	282	209	491
NARAYANPUR	205	184	389	79	79	158	168	156	324	268	234	502
NOWBOICHA	139	129	268	118	79	197	240	192	432	204	198	402
Total :	632	632	1264	417	350	767	1054	907	1961	1164	1101	2265

Block Name	Class-VII									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BIHPURIA	55	79	134	32	25	57	3	3	6	520	485	1005
BORDOLONI	0	0	0	1	0	1	0	2	2	281	237	518
DHAKUAKHANA	41	6	47	5	0	5	1	3	4	462	569	1031
LAKHIMPUR	112	83	195	69	32	101	4	3	7	906	684	1590
NARAYANPUR	8	7	15	14	15	29	0	0	0	742	675	1417
NOWBOICHA	96	88	184	43	33	76	1	0	1	841	719	1560
Total :	312	263	575	164	105	269	9	11	20	3752	3369	7121

Block Name	Class-VII In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BIHPURIA	19.23%	26.19%	22.59%	18.27%	11.75%	15.12%	24.04%	18.56%	21.39%	21.15%	21.44%	21.29%
BORDOLONI	7.12%	5.49%	6.37%	4.27%	5.06%	4.63%	41.28%	42.62%	41.89%	46.98%	45.90%	46.53%
DHAKUAKHANA	11.26%	13.01%	12.22%	8.87%	7.21%	7.95%	33.33%	34.80%	34.14%	36.36%	43.41%	40.25%
LAKHIMPUR	12.80%	15.35%	13.90%	7.95%	11.99%	9.69%	27.70%	24.85%	26.48%	31.13%	30.56%	30.88%
NARAYANPUR	27.63%	27.26%	27.45%	10.65%	11.70%	11.15%	22.64%	23.11%	22.87%	36.12%	34.67%	35.43%
NOWBOICHA	16.53%	17.94%	17.18%	14.03%	10.99%	12.63%	28.54%	26.70%	27.69%	24.26%	27.54%	25.77%
Total :	16.84%	18.76%	17.75%	11.11%	10.39%	10.77%	28.09%	26.92%	27.54%	31.02%	32.68%	31.81%

Block Name	Class-VII In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BIHPURIA	10.58%	16.29%	13.33%	6.15%	5.15%	5.67%	0.58%	0.62%	0.60%	100.00%	100.00%	100.00%
BORDOLONI	0.00%	0.00%	0.00%	0.36%	0.00%	0.19%	0.00%	0.84%	0.39%	100.00%	100.00%	100.00%
DHAKUAKHANA	8.87%	1.05%	4.56%	1.08%	0.00%	0.48%	0.22%	0.53%	0.39%	100.00%	100.00%	100.00%
LAKHIMPUR	12.36%	12.13%	12.26%	7.62%	4.68%	6.35%	0.44%	0.44%	0.44%	100.00%	100.00%	100.00%
NARAYANPUR	1.08%	1.04%	1.06%	1.89%	2.22%	2.05%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
NOWBOICHA	11.41%	12.24%	11.79%	5.11%	4.59%	4.87%	0.12%	0.00%	0.06%	100.00%	100.00%	100.00%
Total :	8.32%	7.81%	8.07%	4.37%	3.12%	3.78%	0.24%	0.33%	0.28%	100.00%	100.00%	100.00%

Block Name	Class-V-VII											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BIHPURIA	347	445	792	317	228	545	419	307	726	379	318	697
BORDOLONI	68	47	115	54	55	109	370	325	695	362	329	691
DHAKUAKHANA	180	244	424	145	142	287	440	628	1068	535	743	1278
LAKHIMPUR	441	318	759	270	283	553	787	536	1323	921	717	1638
NARAYANPUR	679	646	1325	302	241	543	542	527	1069	827	797	1624
NOWBOICHA	388	380	768	436	292	728	797	620	1417	749	664	1413
Total :	2103	2080	4183	1524	1241	2765	3355	2943	6298	3773	3568	7341

Block Name	Class-V-VII									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BIHPURIA	248	276	524	144	90	234	9	10	19	1863	1674	3537
BORDOLONI	0	0	0	3	0	3	0	7	7	857	763	1620
DHAKUAKHANA	186	25	211	6	0	6	3	6	9	1495	1788	3283
LAKHIMPUR	421	332	753	216	122	338	9	10	19	3065	2318	5383
NARAYANPUR	31	33	64	52	36	88	7	1	8	2440	2281	4721
NOWBOICHA	375	386	761	182	136	318	1	3	4	2928	2481	5409
Total :	1261	1052	2313	603	384	987	29	37	66	12648	11305	23953

Block Name	Class-V-VII In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BIHPURIA	18.63%	26.58%	22.39%	17.02%	13.62%	15.41%	22.49%	18.34%	20.53%	20.34%	19.00%	19.71%
BORDOLONI	7.93%	6.16%	7.10%	6.30%	7.21%	6.73%	43.17%	42.60%	42.90%	42.24%	43.12%	42.65%
DHAKUAKHANA	12.04%	13.65%	12.92%	9.70%	7.94%	8.74%	29.43%	35.12%	32.53%	35.79%	41.55%	38.93%
LAKHIMPUR	14.39%	13.72%	14.10%	8.81%	12.21%	10.27%	25.68%	23.12%	24.58%	30.05%	30.93%	30.43%
NARAYANPUR	27.83%	28.32%	28.07%	12.38%	10.57%	11.50%	22.21%	23.10%	22.64%	33.89%	34.94%	34.40%
NOWBOICHA	13.25%	15.32%	14.20%	14.89%	11.77%	13.46%	27.22%	24.99%	26.20%	25.58%	26.76%	26.12%
Total :	16.63%	18.40%	17.46%	12.05%	10.98%	11.54%	26.53%	26.03%	26.29%	29.83%	31.56%	30.65%

Block Name	Class-V-VII In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BIHPURIA	13.31%	16.49%	14.81%	7.73%	5.38%	6.62%	0.48%	0.60%	0.54%	100.00%	100.00%	100.00%
BORDOLONI	0.00%	0.00%	0.00%	0.35%	0.00%	0.19%	0.00%	0.92%	0.43%	100.00%	100.00%	100.00%
DHAKUAKHANA	12.44%	1.40%	6.43%	0.40%	0.00%	0.18%	0.20%	0.34%	0.27%	100.00%	100.00%	100.00%
LAKHIMPUR	13.74%	14.32%	13.99%	7.05%	5.26%	6.28%	0.29%	0.43%	0.35%	100.00%	100.00%	100.00%
NARAYANPUR	1.27%	1.45%	1.36%	2.13%	1.58%	1.86%	0.29%	0.04%	0.17%	100.00%	100.00%	100.00%
NOWBOICHA	12.81%	15.56%	14.07%	6.22%	5.48%	5.88%	0.03%	0.12%	0.07%	100.00%	100.00%	100.00%
Total :	9.97%	9.31%	9.66%	4.77%	3.40%	4.12%	0.23%	0.33%	0.28%	100.00%	100.00%	100.00%

Block Name	Class-I-VII											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BIHPURIA	1471	1564	3035	1325	1167	2492	1796	1595	3391	1726	1605	3331
BORDOLONI	498	508	1006	313	278	591	2469	2363	4832	2238	2079	4317
DHAKUAKHANA	853	1014	1867	703	697	1400	3443	3622	7065	2692	2985	5677
LAKHIMPUR	1809	1593	3402	1318	1413	2731	3795	3297	7092	3961	3562	7523
NARAYANPUR	2216	2092	4308	1030	905	1935	1965	1950	3915	2892	2911	5803
NOWBOICHA	1796	1744	3540	1889	1575	3464	3842	3355	7197	2306	2119	4425
Total :	8643	8515	17158	6578	6035	12613	17310	16182	33492	15815	15261	31076

Block Name	Class-I-VII									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BIHPURIA	3765	3652	7417	624	464	1088	46	53	99	10753	10100	20853
BORDOLONI	13	3	16	45	34	79	9	13	22	5585	5278	10863
DHAKUAKHANA	441	95	536	33	19	52	12	11	23	8177	8443	16620
LAKHIMPUR	2101	1848	3949	1015	761	1776	74	65	139	14073	12539	26612
NARAYANPUR	156	176	332	224	205	429	10	9	19	8493	8248	16741
NOWBOICHA	2237	2280	4517	691	498	1189	56	12	98	12817	11613	24430
Total :	8713	8054	16767	2632	1981	4613	207	193	400	59898	56221	116119

Block Name	Class-I-VII In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BIHPURIA	13.68%	15.49%	14.55%	12.32%	11.55%	11.95%	16.70%	15.79%	16.26%	16.05%	15.89%	15.97%
BORDOLONI	8.92%	9.62%	9.26%	5.60%	5.27%	5.44%	44.21%	44.77%	44.48%	40.07%	39.39%	39.74%
DHAKUAKHANA	10.43%	12.01%	11.23%	8.60%	8.26%	8.42%	42.11%	42.90%	42.51%	32.92%	35.35%	34.16%
LAKHIMPUR	12.85%	12.70%	12.78%	9.37%	11.27%	10.26%	26.97%	26.29%	26.65%	28.15%	28.41%	28.27%
NARAYANPUR	26.09%	25.36%	25.73%	12.13%	10.97%	11.56%	23.14%	23.64%	23.39%	34.05%	35.29%	34.66%
NOWBOICHA	14.01%	15.02%	14.49%	14.74%	13.56%	14.18%	29.98%	28.89%	29.46%	17.99%	18.25%	18.11%
Total :	14.43%	15.15%	14.78%	10.98%	10.73%	10.86%	28.90%	28.78%	28.84%	26.40%	27.14%	26.76%

Block Name	Class-I-VII In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BIHPURIA	35.01%	36.16%	35.57%	5.80%	4.59%	5.22%	0.43%	0.52%	0.47%	100.00%	100.00%	100.00%
BORDOLONI	0.23%	0.06%	0.15%	0.81%	0.64%	0.73%	0.16%	0.25%	0.20%	100.00%	100.00%	100.00%
DHAKUAKHANA	5.39%	1.13%	3.23%	0.40%	0.23%	0.31%	0.15%	0.13%	0.14%	100.00%	100.00%	100.00%
LAKHIMPUR	14.93%	14.74%	14.84%	7.21%	6.07%	6.67%	0.53%	0.52%	0.52%	100.00%	100.00%	100.00%
NARAYANPUR	1.84%	2.13%	1.98%	2.64%	2.49%	2.56%	0.12%	0.11%	0.11%	100.00%	100.00%	100.00%
NOWBOICHA	17.45%	19.63%	18.49%	5.39%	4.29%	4.87%	0.44%	0.36%	0.40%	100.00%	100.00%	100.00%
Total :	14.55%	14.33%	14.44%	4.39%	3.52%	3.97%	0.35%	0.34%	0.34%	100.00%	100.00%	100.00%

**Table 2.29: Comparative Share of Caste, Community Wise Class I & Class VII Children
(Children of Class VII / Class I)**

Block Name	In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BIHPURIA	31.45%	37.35%	34.50%	30.84%	19.13%	25.08%	24.32%	18.22%	21.33%	28.06%	29.30%	28.65%
BORDOLONI	9.71%	5.04%	7.11%	10.34%	9.76%	10.04%	9.43%	8.53%	8.99%	14.39%	12.06%	13.23%
DHAKUAKHANA	17.39%	23.20%	20.39%	18.30%	16.87%	17.56%	9.93%	11.86%	10.93%	20.19%	29.55%	24.88%
LAKHIMPUR	24.63%	26.99%	25.70%	19.73%	20.25%	20.00%	18.99%	13.25%	16.16%	29.47%	23.78%	26.74%
NARAYANPUR	43.25%	40.71%	42.01%	34.65%	32.51%	33.55%	29.84%	27.81%	28.83%	33.92%	28.43%	31.12%
NOWBOICHA	26.94%	26.60%	26.77%	25.05%	17.06%	21.09%	19.02%	16.12%	17.61%	47.44%	48.53%	47.97%
Total :	27.67%	28.18%	27.92%	24.36%	19.72%	22.00%	16.36%	14.21%	15.29%	26.96%	26.18%	26.58%

Block Name	In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BIHPURIA	4.00%	6.08%	5.01%	20.13%	21.93%	20.88%	37.50%	60.00%	46.15%	16.91%	16.69%	16.80%
BORDOLONI	0.00%	0.00%	0.00%	4.17%	0.00%	2.17%	0.00%	40.00%	18.18%	11.20%	9.49%	10.35%
DHAKUAKHANA	58.57%	20.00%	47.00%	35.71%	0.00%	22.73%	33.33%	300.00%	100.00%	15.44%	18.32%	16.90%
LAKHIMPUR	19.08%	15.43%	17.33%	23.15%	12.85%	18.46%	18.18%	18.75%	18.42%	22.53%	18.20%	20.43%
NARAYANPUR	22.86%	13.21%	17.05%	21.54%	22.06%	21.80%	0.00%	0.00%	0.00%	34.42%	30.65%	32.51%
NOWBOICHA	12.39%	11.55%	11.97%	22.63%	24.44%	23.38%	4.17%	0.00%	2.50%	22.93%	20.78%	21.89%
Total :	10.94%	9.80%	10.38%	21.87%	17.62%	19.99%	14.06%	24.44%	18.35%	20.37%	18.79%	19.59%

Table 2.30 Teachers Position in Govt./Provincialised Primary Schools

Name of Block	No. of Sanctioned Post	No. of Vacant Post	% of vacant posts	Male	Female	Total	% of Male Teachers	% of Female teachers
Narayanpur	847	0	0	749	98	847	88.42	11.5
Bordoloni	344	0	0	251	93	344	72.96	27.03
Bihpuria	595	9	1.51	417	169	586	71.16	28.95
Dhakuakhana	509	0	0	326	183	509	64.04	26.00
Nowboicha	673	5	0.74	493	175	668	73.99	42.69
Lakhimpur	639	37	5.79	345	257	602	57.30	27.41
Total	3607	51	1.41	2581	975	3556	72.58	27.41

[Source: DEEO Office]

1.41% of the total teachers position are vacant in the district. Against 72.58% male teachers there are only 27.41% female teachers.

Table 2.31 : Teachers by Training Status at Primary Level

Name of Block	No. of Sanctioned Post	No. of Vacant Post	% of vacant posts	Male	Female	Total	% of Male Teachers	% of Female teachers
Narayanpur	847	0	0	465	85	550	84.54	15.45
Bordoloni	344	0	0	173	49	222	77.92	22.07
Bihpuria	595	9	1.51	190	76	266	71.42	28.57
Dhakuakhana	509	0	0	263	80	343	76.67	23.32
Nowboicha	673	5	0.74	148	56	204	72.54	27.45
Lakhimpur	639	37	5.79	305	168	473	64.48	35.51
Total	3607	51	1.41	1544	514	2058	75.02	24.97

[Source: DEEO Office]

The picture is not encouraging as there are 1498 teachers in primary schools are un-trained till date. The un-trained teachers percentage is 42.12%. Overall share of female teachers in the district is 25%. However block wise variation exists and ranges from 36% in Lakhimpur to 16% in Narayanpur.

Table 2.32 : The position of U.P. School teacher in the district

Block	No. of Sanctioned Post	No. of Vacant Post	Present Position of Teacher		No. of Trained Teacher		No. of Un-Trained Teacher		Total Un-Trained Teachers
			Male	Female	Male	Female	Male	Female	
Narayanpur	708	7	643	58	41	6	602	52	654
Bordoloni	209	2	177	30	15	3	162	27	189
Bihpuria	362	4	270	88	45	9	225	79	304
Dhakuakhana	384	6	322	56	65	6	257	50	307
Nowboicha	506	4	431	71	20	4	411	67	478
Lakhimpur	320	2	228	90	39	13	189	77	266
Total	2489	25	2071	393	225	41	1846	352	2195

[Source: DEEO Office]

The data shows that only 9.13% (225 Nos.) male teachers and 1.66% (41 Nos.) female teachers of Upper Primary schools are trained. A large number of 2195 teachers of Upper Primary School are un-trained. The un-trained teachers percentage is 89.08%.

Table 2.33 Block wise Pupil Teacher Ratio at Primary & Upper Primary Schools

Name of Block	Primary			Upper Primary		
	Total Students	Total Teachers	PTR	Total Students	Total Teachers	PTR
Narayanpur	11107	847	13 :1	16679	318	52 :1
Bordoloni	7232	344	21 :1	16347	502	32 :1
Bihpuria	15997	586	27 :1	14025	350	40 :1
Dhakuakhana	10031	509	19 :1	12202	701	17 :1
Nowboicha	18706	668	28 :1	6726	207	32 :1
Lakhimpur	17554	602	29 :1	9511	378	25 :1
Total	80627	3556	22 :1	75490	2456	30 :1

It is seen from the above table district is having a very comfortable teacher pupil ratio both for primary and upper primary level across the block.

CHAPTER-III PLANNING PROCESS

A lot of interventions have been made since independence for the Universalisation of the Elementary Education, both in terms of quantity and quality, yet the objectives of UEE has remained illusive. The basic reasons may be lack of concentrated steps of attempting the problems in a comprehensive manner.

Therefore, a new intervention for the Universalisation of Elementary Education with a clear time frame, a response to the demand and quality basic education and a meaningful basic education is launched in the district.

The achievement of UEE depends on the quality and extent of people participation in planning, implementation and monitoring of its various aspects. With a view to decentralize the task for mass participation, a large number of human resources were mobilized for ensuring a perspective & contextual planning in the district. Besides the education department officials, services of the following additional manpower were utilized for preparation of the District Elementary Education Plan (DEEP).

Sl.No	Name of the Block	Number of District Resource persons	Number of Block Resource persons	Number of village volunteers.
1	Narayanpur	6	98	1164
2	Bordoloni	3	58	678
3	Bihpuria	6	94	960
4	Dhakuwakhana	5	96	984
5	Nowboicha	10	114	1242
6	Lakhimpur	9	153	1560
Total		39	613	6588

N.B:-Three GPs were allotted to BMC Bordoloni..

A. Key Resource Persons Training at State Level:

The Planning process was initiated with the launch of pre-project activities in the month of February 2002 when a 6 Key Resource Persons attended a 3 day State Level Training Programme at IIE Guwahati from 11th February to 13th February, 2002. **List of officials attended the training programme is given at annexure—Table I.I.**

B. District Resource Persons Training at Zonal Level:

The second important milestone of the pre-project activities was conduct of District Resource Persons training at zonal level. In order to minimize the transmission loss the DRPs training was conducted at zonal level by combining 2 districts i). Dhemaji and ii). Lakhimpur at RVC, Akajan, Dhemaji. This has ensured the conduct of the training jointly by the State Resource Persons (SRPs) and the respective KRPs. The presence of Mission director in the venue was the main source of inspiration.

All together 42 no. of persons from the district attended the DRP's training.

The list persons attended the DRPs training is enclosed at Annexure-I Table I.II

C. District Resource Persons Planning Meeting at District Level:

After the DRPs training two day planning meeting of DRPs held at district level on 11th and 12th ,March .The agenda of the planning meeting was extensive and covered following points.

- Assessment of Additional DRPs required for Tea garden & Remote areas
- Preparation of block wise sets of materials and distribution of materials to BMC offices
- Review of scheduled major works
- Preparation of a final chart showing the allocation of blocks & GPs for each DRP
- Finalisation of block wise dates and venue for BRPs Training & information to be given to all concerned.
- Allocation of DRPs against each block level training venues
- Preparation of plan for supervisory visits of DMC, ADMC, BMC and other department officials
- Arrangements to be made for BRPs training.
- Allocation of villages and Tea Garden Divisions to BRPs
- Discussion on session plan of BRPs & Volunteers training
- Finalisation of dates and venues for GP level meetings
- Distribution of Materials
- Assessment of additional materials if any required and submission of requirements to Mission for the same.
- Activity wise requirement of fund and arrangements made for transfer of fund from DMC to BMC & BMC to BRP
- Opening of BEEOs bank account & decision to transfer Rs.25000/- to each BEEO/BMC immediately at the end of the planning meeting
- Also prepare fund requirement for next 1 month for transfer of fund from state office for DMC and each BMC offices against specific activity and proposed implementation schedule.
- Arrangements made for tea gardens, forest and other remote areas
- Assessment and identification of the additional manpower for DMC & BMC office.

All the DRPs trained at Zonal training were not engaged in field duties . There was one DRP allotted for one or two or three GPs where necessary.

Altogether 39 DRPs were deployed for the district. The DRP wise allocation of GPs, villages & BRP is given below:

	Name of DRP	Name of Allotted Block	Number of GP Allotted	Number of Villages within the allotted GPs	Number of BRP's
1.	Mrs Jyotshna Medak	Nowboicha.	2		
2.	Mrs Dulami Herenz Pandu.	Do	2		
3.	Mrs Dhanada Devi	Do	2		
4.	Sri Jugen Dutta	Do	2		
5.	Sri Achyut Bhuyan.	Do	2		
6.	Sri Mukul Dutta	Bihpuria	1		
7.	Sri Naba Dutta.	Nawboicha/Lak.	2		
8.	Sri Jyotish Payeng.	Nowboicha.	2	15,14	

Name of DRP	Name of Allotted Block	Number of GP Allotted	Number of Villages within the allotted GPs	Number of BRP's
9. Mrs Rupali Hazarika Baruah.	Do	2		
10. Sri Narayan Doley	Do	1		
11. Mrs Elimoni Chaliha	Lakhimpur	2	20,15	
12. Mrs Meena Saikia	Do	2		
13. Mrs Binita Saikia Bhuyan	Do	2		
14. Miss Singeeta Das.	Do	1		
15. Sri Bhogendra Konwar	Do	2		
16. Mrs Smriti Rekha Taid.	Do	1		
17. Sri Indeswar Kaman	Do	3		
18. Sri Kamal Saikia	Do	2		
19. Md Eusuf Ali	Bihpuria	2		
20. Md Jamal Haider Ansari.	Do	3		
21. Sri Bhadreswar Morang.	Do	2		
22. Sri Bogen Das	Do	2		
23. Md Abdul Awal	Do	2		
24. Sri Jayanta Das.	Do	1		
25. Sri Paresch Bhagawarti	Narayanpur	3		
26. Sri Chandan Taid	Do	3		
27. Sri Kama kanta Das	Do	2		
28. Md T.U Laskar.	Do	2		
29. Sri Devajit Borah.	Do	2		
30. Sri Khirod Gogoi.	Dhakuwakhana	3		
31. Sri Luhit Chutia.	Do	2		
32. Sri Suren Dutta	Do	2		
33. Sri Bikash Dey	Do	3		
34. Mrs Meena Devi	Do	2		
35. Sri Progress Medak	Bordoloni	3		
36. Sri Lakhi Konwar	Do	3		
37. Sri Mohan Das	Lakhimpur	1		
38. BMC Bordoloni	Bordoloni	3		
39. Sri Lakhi Gohain.	Narayanpur.	2		
Total		81		

After the training of DRPs and their allocation it was found that there is a shortage of DRPs. So one additional training programme was conducted from 9 to 11th April 2002, at DIET ,Azad.50 numbers of participants attended at the three days residential training programme.

D. Block Resource Persons Training at Block Level:

Followed by DRPs training ,the training of BRPs was held as per the schedule given below. The DRPs of the concerned block conducted the training of BRPs at block level. The state resource person allotted for district also supervised the BRPs training programme.

Name of Block	Date of BRP's Training	Venue of the training .	No. of DRPs conducted the training.	No. of participants who attended the training.
Lakhimpur	16,17,18,19 th March,/02	1.Town MV School(2). 2.Nagar LP School(1)	6	180
Nowboicha	Do	1.Digh pukhuri LP . 2.Khalihamari LP. 3.Dakhin Telahi ME.	6	120
Bihpuria	Do	1.Laluk LP. 2.Bihpuria MV.	6	104
Narayanpur	Do	1.Narayanapur MV. 2.Dhalpur MV.	6	108
Bordoloni	Do	1.Sonari Chapari ME. 2.Ghilamara Adarsh LP.	4	70
Dhakuwakhana.	Do	1.Normal School(A). 2.Normal School(B).	6	96
				678

E. Block Resource Persons Planning Meeting at Block Level :

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

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

The BRPs were entrusted with following field level tasks:-

Sl. No	Tasks
1.	Visiting the assigned GP for giving information for the GP level General Meeting
2.	Acting as RP in the first meeting in the assigned GP
3.	Submitting the report of the meeting to BMC
4.	Visiting the assigned two villages for giving information for the Gaon Sabha Meeting
5.	Acting as RP in the first Gaon Sabha Meeting of each of the 2 villages
6.	Preparation & sending of the reports of Gaon Sabha Meeting to BMC
7.	Training of village volunteers at GP level
8.	Visiting villages during survey
9.	Undertaking sample checks of at least 10 sample household schedules during the process of collection & after they have been received from villages and affixing signature on the body of the formats. In case of mistakes getting them corrected or re-collected.
10.	Compilation of survey data as per format 9 and 10 of the two villages
11.	Conducting group discussion in the assigned villages
12.	Conducting interview of teachers of the schools of the assigned villages
13.	Ensuring timely collection of reports from fields.
14.	Compilation of village survey GP wise and block wise at block level under the supervision of DRP

-
15. Ensuring the smooth functioning of all village volunteers of the two assigned villages.
 16. Acting as RP in the village level meetings for constitution of VEC and sharing of survey findings
 17. Filling up the format for approval of VEC/GPEC available at BEEO/DI office
 18. Getting approval of BEEO/DI for membership of VEC and GPEC and handing over the approval copies to VEC/GPEC
 19. Conduct of First Meeting of Village Education Committee and submission approval of VEC from BEEO to the Member Secretary
 20. Assisting VEC in preparation of Village Education Register (VER)
-

F. Meeting of Gaon Panchayat Functionaries at GP Level:

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

Altogether 81 Gaon Panchayat Level Meetings of GP were held during the month of March/April in which total 25,348 people participated.

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

The major agenda of the meetings were:

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

Number of GP level meeting held.	Period during which the meeting were held	Total participants of the meeting.
81	March,02 to April ,02.	35,348.

G. Gaon Sabha Meeting:

Altogether 1096 Gaon Sabha Meetings were held during the month of April ' 2002 in which total 96242 people participated and 6588 village volunteers were identified by the participants of the meeting for House to House survey.

For giving wide publicity following means were adopted:

- *Distribution of leaflet giving date, venue and agenda of the meeting*
- *Distribution of leaflet signed by Chief Minister and Education Minister of Assam*
- *Pasting of the leaflets in public places*
- *Announcement of the meeting in the local market*
- *Visit of the BRP to the homes of elder persons of the Villages for individual invitation.*
- *Visit of the BRP in schools. In schools the BRP will invite the teachers individually and distribute leaflets to the students for pursuing their guardians to attend the meeting.*

- *In case tea gardens the BRP also met the Garden Manager, Welfare Officer and representatives of the labourers and request their participation in the meeting*
- *In case of forest villages the BRP also met the Forest Department Officials viz. Forester, Ranger and request their participation in the meeting*
- *Special appeal to the mothers, Voluntary Agencies, Club, Mahila Samity of that area to attend the meeting*

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

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

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

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

Sl. No	Name of Block	Number of Gaon Sabha level meetings held	Period during which the meetings were held	Total participants of the meetings
1	Lakhimpur	254	April,02	23401
2	Nowboicha	203	Do	18630
3	Bihpuria	168	Do	13611
4	Narayanpur	194	Do	18430
5	Bordoloni	113	Do	9050
6	Dhakuwakhana	164	Do	13120
Total		1096		96242

H. Training of Village Volunteers at GP level

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

Altogether 6588 Village Volunteers were trained during the month of April in 160 venues.

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

Number of GP is highest in Nowboicha block. So the total number of village volunteers training is highest in Nowboicha block and lowest in Bordoloni block.

Sl.No	Name of Block	Number of Venues for village volunteers training	Period during which the trainings were held	Total Village Volunteers attended the training
1	Lakhimpur	16	April,02	1560
2	Nowboicha	17	Do	1242
3	Bihpuria	13	Do	960
4	Narayanpur	14	Do	1164
5	Bordoloni	9	Do	678
6	Dhakuwakhana	12	Do	984
Total		81		6588

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

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

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

The activities conducted in sequential order are described below:

J. Village Mapping And Listing Of Resources:

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

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

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

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

K. House To House Survey

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

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

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

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

L. Collection of Information on Religious Madrassa/Tols/Moths

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

M. Collection of Information On Venture, Private Schools

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

N. Compilation of House-to-House Survey Results

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

Following guidelines were followed for collection, compilation & submission of formats:

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

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

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

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

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

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

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

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

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

O. Group Discussion:

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

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

Following questions were discussed in the group discussion:

1. Functioning of the school
2. Opinion of the Teachers of the school
(*Regularity, teaching, behaviour with children*)
3. Problems in the functioning of the schools
4. School Management Committee
5. Appropriateness of the school Calendar
6. Suggestions for Improvement of the functioning of schools
7. Irregular children
8. Children who are not enrolled in school(*kind of families*)
9. Most disadvantaged group/ families in the village?
10. Measures to ensure that Children do not dropout and attend school regularly

Sl. No.	Name of Block	Number of Group discussion held	Period during which the discussions were held	Total participants of the discussions
1	Lakhimpur	310	July/02.	1550
2	Nowboicha	360	Do	1875
3	Bihpuria	227	Do	1472
4	Narayanpur	194	Do	2118
5	Bordoloni	166	Do	2102
6	Dhakuwakhana	270	Do	1585
Total		1527		10702

P. Interview of teachers:

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

The teachers' opinion on following areas were sought :

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

Name of Block	Number of HTs interviewed	No. of other teachers interviewed
Lakhimpur	310	610
Nowboicha	360	660
Bihpuria	227	447
Narayanpur	342	1046
Bordoloni	166	366
Dhakuwakhana	270	470
	1675	3599

In Lakhimpur district number of teachers interview was held in highest number in Narayanpur block and lowest number in Bordoloni block.

Q. Constitution of VEC and Survey Sharing Meeting

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

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

Name of Block	No. of total villages	No. of total tea garden divisions	Number of VEC Constituted	Number of TGEC Constituted	Period of constitution	Total participants of the meetings
Lakhimpur	254	6	254	6	July/02	
Nowboicha	203	4	203	4	Do	
Bihpuria	169	3	157	3	Do	
Narayanpur	194	-	194	-	Do	
Bordoloni	113	1	113	1	Do	
Dhakuwakhana	168	1	168	1	Do	
	1101	15	1089	15		

Some villages have been found habitation less or few house hold . So total number of villages differs from total number of VEC constitutes. There are habitation villages in Bihpuria and Dhakuakhana block. The highest number of VEC is in Lakhimpur block and lowest in Bordoloni block number of TGEC is highest in Lakhimpur block. In Naryanpur block there are no tea-gardens.

R. Constitution of GPEC and survey sharing meeting

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

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

Sl No	Name of Block	No. of GP	Number of GPEC Constituted	Period of constitution	Total participants of the meetings
1	Lakhimpur	16	16	May/02	
2	Nowboicha	17	17	Do	
3	Bihpuria	13	13	May/June/02	
4	Narayanpur	14	14	Do	
5	Bordoloni	9	9	Do	
6	Dhakuwakhana	12	12	Do	
Total		81	81		

Number of GP/GPEC is highest in Nowboicha block and lowest in Bordoloni block.

S. First Meeting of Village Education Committee:

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

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

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

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

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

T. Constitution of SMCs:

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

U. Constitution of District Planning Team:

A 56 member District Planning Team was constituted under the chairmanship of Deputy Commissioner. The representative of District Administration, Rural Development, Social Welfare, NGOs and education department were included in the DPT. ***The list of the members of District Planning Team is given at Annexure-I Table I.III***

V. Constitution of District Core Team (DCT):

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

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

The district core team was constituted with 22 members. The list of the members of DCT is enclosed at Annexure-I table I.IV

District Core Team Members attended 6 day training on procedure of preparation of perspective plan at State Level from 18th to 23rd July 2002.

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

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

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

The functional area wise findings have been shared and fine-tuned at the state level plan writing workshops 12th September/02 to 17th September/02.

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

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CHAPTER-IV : EXISTING SCHEMES OF ELEMENTARY EDUCATION

1. Mid-day meal Scheme :

Coverage :

The Mid-day meal scheme is aimed to increase the enrolment & attendance. Year-wise status of the implementation of the scheme is discussed below :

Year	Allocation	Items supplied	Quantity of items supplied	No. of Schools covered	No of Children Covered	Remarks
1995		Rice	17343.56 Qtls	1406	111523	
1996		- do -	25852.04 Qtls	1413	117862	
1996-97		- do -	25390.06 Qtls	1416	120033	
1997-98						
1998-99						
1999-2000		Rice	18849.90 Qtls	1421	111000	
2000-01		- do -	3134.26 Qtls	1426	115035	
2001-02		- do -	41242.36 Qtls	1372	120102	

Implementation Process :

- i) **Receipt & Distribution** : Previously rice was lifted from FCI by STATEFED & handed over the same to Samabay Samities to distribute among schools. But now rice is being lifted from FCI by DRDA & handed over the same to BDOs for distribution among the schools.
- ii) **Impact on enrollment and attendance** : Mid-day meal system increases enrolment & attendance. On the very day of distribution it has been notified that the students who have been enrolled for rice only used to attend the classes.
- iii) **Implementation difficulties**: The mid-day meal is not being supplied regularly. The quantity of rice supplied for the district has now not covered 100% LP Schools. It has been suggested that the entire distribution system should be dealt with BDOs concerned.

2. Operation Black Board :

The Operation Black Board Scheme was started in the year 1987. Year wise and Components wise status of the implementation of the scheme is discussed below :

Year	Amount received	Amount Spent	Nos of teachers appointed	Nos. of Schools covered	Nos. of Schools to which equipments supplied.
1987-88	22,95,000/-	22,95,000	-	-	TLM 396 X502 Schools
1988-89	50,85,000/-	50,85,000	-	-	-
1991-92	-	-	-	-	TLM 268 X 508 Schools
1996	-	-	80	80	-
1997	4,99,110	-	-	-	-
1999	-	-	97	97	-
2000	75,000	75,000	106	97	Moulded Chair & Desk = 900 nos. Moulded Chair & Arms = 225 nos. Plastik Buket & Mug 105 nos. Steel Table – 225 nos. Wall Clock – 35 Steel Almirah – 75 Black Board – 190 Chalk Pencil – 9000 pkts. Duster – 450, Map – 210
2001	-	-	152	152	-
	75,000	75,000	432	426	-

Implementation Process :

- i) **Operation Black board** : By operating the Scheme OBB 432 were appointed covering 426 nos. of different L.P. Schools and equipments were supplied time to time and distributed by the concerning DEEO/DI/BEE0 as per Govt. norms.
- ii) **Impact on enrollment and attendance** : Appointment is normal case under OBB Scheme, but the equipments supplied has traced good impact on enrolment and attendance . The equipments supplied by the Govt. were not utilized properly due to inadequate knowledge such as training of teachers and TLM.
- iii) **Implementation difficulties**: Though TLM were supplied, they were not used properly for want of adequate training and because of the poorest infrastructure in which no TLMs are to be kept safely. Moreover the untrained teacher would not utilized them as per the lesson and the teaching point. So in some schools of flood affected, forest areas money has been spent on equipments and TLMs under OBB scheme. It is to be suggested that before supplying equipments under OBB schemes, the teacher should be trained up by the DIET faculty or other RPs.

3. MP/ MLA Fund :

Coverage :

Name of Block	Nos. of new Schools Constructed	Nos of Additional Classroom constructed	Nos of Schools Provided drinking Water facilities	Nos. of schools provided with other facilities
Narayanpur	71	20	41	230
Bordoloni	39	18	28	138
Bihpuria	32	16	88	136
Dhakuakhana	51	21	72	198
Nowboicha	75	15	64	136
Lakhimpur	82	32	59	173
Total	350	122	352	1011

In MLA/MP fund nos. of newly constructed schools is highest in Lakhimpur block & lowest in Bihpuria block. Schools having drinking water facilities is higher in number in Bihpuria block and lower in number in Bordoloni block.

Implementation Process of MP/MLA fund :

- i) **Receipt & Distribution :** 350 new schools & 122 additional classrooms were constructed under MP/MLA fund. The MP/MLA funds are handed over by Deputy Commissioner & concerned Head Masters are authorized to implement the schemes. The money was dealt by cheque system.
- ii) **Impact on enrollment and attendance :** The construction of new schools and additional classroom has decrease over crowded by providing space facilities.

4. Construction of Schools Under PMGY :

Construction of Schools under MLA/MP fund :-

Coverage :

Name of Block	Nos. of new Schools Constructed	Nos of Additional Classroom constructed	Nos of Schools Provided drinking Water facilities	Nos. of schools provided with Toilet facilities
Narayanpur	-	5	5	5
Bordoloni	-	3	0	0
Bihpuria	-	10	17	17
Dhakuakhana	-	5	6	6
Nowboicha	-	8	9	9
Lakhimpur	-	15	9	9
Total	-	46	46	46

Remarks : Rs 80,000 for one additional class-room and Rs 20,000 for drinking water/ sanitation are sanctioned for each School.

5. Other incentive Schemes viz. Scholarship etc. :

Sl. No.	Name of Schemes	Amount Received	Amount Spent	Physical Target	Physical achievement
1.	Award of special scholarship to S.T. Girls students of L.P. and M.E schools	2,02,800/-	2,02,800/-	676	676
2.	Awarded of attendance scholarships to ST students of LP & ME	1,39,600/-	1,39,600/-	1396	1396
3.	Award of special scholarships to SC Girls students of L. P. & M.E.	1,07,700/-	1,07,700/-	359	359
4.	Award of attendance scholarships to SC students of LP & ME	75,400/-	75,400/-	754	754

The introduction of the incentive schemes increases the enrolment of S,C. and ST students and specially girls students of the said two communities.

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CHAPTER-V : SPECIAL FOCUS AREAS AND GROUPS

Background:

From Lakhimpur District Gezeteer, 1976, Page No.-4, it is found that In July, 1839 AD, a proclamation was issued by the Governor General in Council annexing his territory to Bengal and dividing it into two districts (i) Sibsagar & (ii) Lakhimpur. According to department of Historical and Antiquarian Research, Guwahati, 1962, Page 195-197, it is found that Sumanta named the Capital of the region ruled himself as Lakhimpur for the memorial of his mother Lakshmi Rani. Since then it has been known as Lakhimpur. Dibrugarh, one of its Sub-Division was separated as district in 1972 (2nd October) and again Dhemaji was Separated as new district from Lakhimpur in 1989 (2nd October). The people of Lakhimpur residing far and near, hills and plains are handicapped with diversified problems of the communities. The heterogeneous characteristics of the people of hills, plains, slums, flood prone areas, Muslims & SC areas make the district position critical & stringent in all respects.

The experiences & findings gathered during pre project activities – Alok Jatra in respect of the 'NEED & MANNER' of Community mobilization and other special intervention in special areas and for special groups are discussed below.

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

Taking all the findings into consideration certain areas and groups have been identified for special interventions. These can be classified into two broad categories:

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

Status :-

A. **Educationally backward groups or areas (also groups /area with low motivation).**

A1. **Tea-Garden & Ex-tea Tribe inhabiting areas:-**

Name of Block	No. of TE Div.	No. of Schools		No. of Schools	
		LP	UP	LP	UP
Narayanpur	-	-	-	-	-
Bordoloni	1	2	1	133	33
Bihpuria	3	6	4	182	45
Dhakuakhana	1	3	1	186	41
Nowboicha	4	7	4	286	74
Lakhimpur	6	13	6	267	45
Total	15	31	16	1054	238

There are 9 (nine) Tea gardens consisting of 15 divisions. In the tea gardens area, there are 31 nos. of LP schools, 10 nos. of Upper Primary schools. The UP : LP ratio is 1 : 3 (approximate). Which is higher than the district ratio 1 : 5.

A2. Schedule Caste dominated Areas:

All the SC areas are not targeted for community mobilization and other interventions. Only 98 nos. of schedule caste dominated villages are identified as special areas for community mobilization. Approximately 23% of the total SC population are concentrated in these areas.

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

There are 64 nos. of villages that are inhabited by Muslim Community have been identified as **Educationally Backward Muslim Areas and targeted Specially for Girls Education**. Education in general and specially girl's education is not given priority in these villages.

B. Areas which are remote and with difficult accessibility

B1. Forest Villages:

There are two types of forest villages namely – Reserve Forest & Revenue Forest. The problems are most pertinent to the forest villages as in most of the forest villages there are considerable numbers of inhabitants are levelled as encroacher. It may be noted that some of the families such as – Mishing, Bodo, Khamti, Deuri, Sonowal Kochari etc. are stated as encroacher are from tribal communities (Son of the Soil) & are living in Lakhimpur from medieval period.

In Lakhimpur district there are 9 Revenue Forest Villages and Reserve forest villages. From the 'Alokar Jatra' Educational survey in the Pre-Project activities it is found that Revenue forest villages are having some portion under encroachment. In these forest villages there are 25 Nos. of LP schools and 10 Nos. of UP schools. From the data itself it shows that UP-LP ratio is 2:5 which is higher than the district ratio, 1:5

B2. Tribal Areas : Mishing/Bodo/Khamti/Deuri/Sonowal Kochari:

There are 105 nos. of villages inhabited by different small tribes. These villages are mostly isolated. Besides, the concentration of high out of school children these villages are also having lack of supervision support. Specially the Khamti people of the district are indifferent to the education of their children. Most of the Mishing have no schooling facilities due to isolation for flood every year.

Special Focus Area & Group Wise Major problems & Issues:

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

Tea Gardens

The gardens of the district are confronted with many problems like parental apathy, first generation learner. Irregular attendance of teachers & students, poor supervision & monitoring by the garden management & education department are same as other specialized areas. Unlike other districts of the state of Assam, all the schools in the tea-garden areas are Provincialised and managed by education department. The contribution of garden management is almost nil & stop-fatherly.

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

1st generation learner drop out : Most of the students of the garden schools are 1st generation learners. So, they do not get the essential family support for continuing education. The parents don't bother about their learning outcome, which sometimes resulted in poor achievement level of children.

Less Number of working days:

In addition to the normal holidays which is already very high, the tea garden schools also does not function on some other days without being declaring as holidays. It is also seen that on market day even if school is normally functioning, the attendance of the children is very poor. The school does not function on weekly holidays of tea garden which is generally a school day as the children don't attend school.

Thus, it is seen that weekly besides other holidays the school does not function for 2 days.

162 Nos. of schools are single teacher schools. As stated earlier, the school closed for 2 days on normal school days. In these schools owing to the due leave of the teacher the schools remain closed for some more days.

Single Teacher Schools: Out of the total 47 no. of primary schools in tea garden 22 no. of schools are single teacher schools. Thus 46 % of the schools are having only one teacher against district average of 11.8 %.

Sibling care : The provision of crèches as per Assam plantation labour act, 1956 is not implemented in these garden. Sibling care is more prominent in tea garden areas & the girl children are more affected.

Lack of Upper primary Schooling facilities: The ratio of Lower Primary to Upper Primary school is 1:7 against the district average of 1 : 5

School timing: School timings is not according to the need of the school going children of the garden areas. The parents of tea garden start for garden work at 7-8 AM. But the school starts at 10-00 AM. causing irregular & occasional attendance of children in the schools.

Socio-religious barrier & lack of educational environment at home : In case particular tea gardens the higher caste teacher & higher caste people don't welcome the children of the garden community who are from lower cast. On the other hand, the children find it difficult to get themselves adjusted in those schools which are located in nearby villages inhabited by general community people. This inhabitation of these children leads to their irregular attendance & ultimate withdrawal from the school.

Child labour & Addiction to liquor : The addiction to country liquor which is systematically in a chain reaction effecting the thought process of the tea garden community as a whole. Due to the perverted thought process of the parents, their major share of their minimum wages spent on alcohol consumption, leaving a scanty amount for educational expenses of the children.

The addiction to liquor also affects the decision of the parents to bring the better aspects of well being of their children.

The most evil affects alcoholic consumption is the birth of child labour, to get their livelihood, children are forced to go to work.

As like other focused areas some of the tea gardens have very poor infrastructure facilities.

Unique issues and strategies for Tea Garden areas.

The tea garden workers generally do not use the management provided sanitation facilities and use the open space of dwelling houses for attending to the call nature. They instead use the sanitation facilities for sheltering domestic animals. The spoiling of open spaces near by dwelling houses results in the regular occurrences of infectious diseases. Many tea garden workers die every year because of this. The management never bothers to discipline the worker, which is well in control. It is also an unfortunate fact that considerable delay happens in communicating the occurrences of mass diseases to the health authorities. The district administration awakes only after the raise of hue and cry of many deaths.

Schedule Caste dominated areas :

Lakhimpur district is itself an economically educationally backward district. The problems of the selected schedule caste villages are almost the same as the problems of the other specialized areas. The problems like parental apathy, irregular functioning of schools are also common to these areas. The main occupation of the SC peoples are cultivation, fishing, fire-wood cutting, cane & bamboo works. Their economic condition is very bad which forces them to get their school aged & school going children for additional carrying resulting in a high rate of never enrolled irregular attendance. The ignorance & no value to education is also prevalent among the illiterate parents & guardians.

Forest Villages :

Remote, Isolated, Remote and Isolated and Border dispute: All the forest villages both revenue and reserve are remote & some are isolated and also some are remote & isolated. Some of the forest villages are in the inter-state border & are affected for ongoing territorial disputes between Assam & Arunachal Pradesh covering 99 Kms. This is an acute problem of the villages. In the extreme & worst situations, the inhabitants are forced to become nomadic leaving their hearth & home for fear of lives not to speak of education.

Insurgency Problem: 2 nos of forest and reserve forest villages are under threat of insurgency problem. The nature & dimensions of insurgency problems are peculiar to these areas. Some villages are used as hideouts for anti-socials. Looting and Kidnapping also happen now & then which also affects regular functioning of schools along with the life & property of the people.

Communication Problem : These areas are plain, forest, hilly and no-proper communication as well as public transportation. Most of the forest villages are almost unapproachable by the common means of transportation. This resulted in aloofness of the residing to irregular attendance of teacher & students.

Lack of Proper Source of Earning: Inhabitants of the area have poor source of earnings. Absence of regular earning source resulting in poverty & living below poverty line. Poverty in most occasions in these areas affects the schooling decisions.

Irregular attendance of the teacher: The absence of any conditions or norms for recruitment of local people as teachers resulted in the placement of teachers from the other distant areas. Taking the excuse of the absence of public transportation and remoteness some of the teachers are reported to be irregular. Besides, the punishment posting of some of the teachers in those areas made them more reluctant. Also some of the willing teachers are unable to attend school regularly due to non-availability of transportation facilities. The

teacher who even intends to stay could not do so because of insurgency problem and non-availability of rented house.

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

Child labour, irregular attendance of Children & high rate of never enrolled : The so-called child labour has its unique features in these areas. The most children don't go for other work but most of them are involved for 3-4 months at a stretch in a year for collection of a particular forest products which is fetched by their parents. The parent earns their whole year livelihood, therefore they take their wards with them for additional bucks. In the district the total number of never enrolled is 28,850(14.9%) and child labour is 4459(2.3%) of the total school aged children . In the agricultural season, the children also accompany their parents for agricultural works. As a result, the children even who are enrolled in schools remain absent & most them never go back to school again.

Health Hazards : Another acute problem of this area is the epidemic of diarrhea & Malaria which adversely affects the regular attendance of the teacher & students alike. The medical check-up and treatment of such diseases are few and far between. Total number of disabled children in the district is 1569(0.8%) out of total school aged (6-14 years) children.

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

Poor-Infrastructural facilities : Most of the schools of the Forest and flood affected villages are buildingless and in dilapidated condition.

Flood Prone Areas : Lakhimpur district falls under the prey of almost annual floods, that affect one part of the area & the other in a cyclic manner causing disruption of village-mud roads even closer of schools of the affected areas for considerable days.

The entire Dhakuakhana sub-division is badly affected by flood every year .Most parts specially South-east part of North-Lakhimpur sub-division is seriously affected by flood every year.The seriously affected areas of Ghunasuti GP ,Kadam GP ,Na-Kadam GP, Pub-Telahi GP, Pabha GP, Madhya-Telahi GP ,Panigaon GP ,Khabalu GP, Ronganodi GP ,Bahgora Dhunaguri GP,Badati Jamuguri GP ,Matmora GP , Damgdhora GP,Kherkota GP,Harhi GP, Dhenukhona Batomari GP,Subansiri GP, Borkhamukh GP, Pub-Dhakuakhana GP,Bhimpara GP,Kekuri GP are the special problem area due to heavy flood every year. Special attentions should be given in these areas for elementary education.

In the district, there are 310 Nos. of villages, which are, some way or other, affected by floods So 28 % of the villages are affected by floods out of which 310 Nos. of villages & 345 nos. of schools are affected by flood for 4-5 months annually. This year floods make 75 schools buildingless.

The Strategy

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

In general

- Creating a Task Group at district level to oversee Special Focus Group/Special Focus Area coverage
- Provisioning of additional RPs to concentrate on SFG area issues.
- Forming sub-groups in DACG and BACG entrusting concentrated academic support to SFGs/ SFAs, including academic supervision and monitoring.

- Specially and contextually designed community mobilization activities would be initiated during initial years

For remote and difficult accessibility areas

- Emphasis will be on intensive and continuous supervision and monitoring in the SFG areas all through out.
- Flexible norms in regard to use of vehicle, TA/DA rates and monthly visit targets for functionaries for these areas would be set.
- Special Allowances for teachers placed in the remote and difficult areas has been proposed.

The Task Group for SFG interventions will be constituted on the basis one RP per 20 villages (identified as Special Focus Group / Area) per block basis. The ADMC will be the over-all in-charge for SFG interventions in the district. A separate fund allocation will be provided for intensified supervision & monitoring as well as certain context-specific interventions. Each component will, of course, keep budgetary provisions for SFG interventions on the basis of well-defined strategies. The Task Group will ensure that all components have given special attention to these groups/areas. A pool of Field Mobilisers for TG areas will also be developed.

The experiences and findings of the pre-project activities – Alokar Jatra and relevant other information from the areas have helped us to a great extent to identify the change agents for different ethnic group and communities of the district. Besides, the identified change agents and socio ethnic functions will be **used as platform for community mobilisation**. The Change Agents are like the village headmen, religious leaders, indigenous ‘Panchayat’-like fora, informal fora, NGOs, social activities. Use of traditional and local media forms will also be made in mobilization initiatives.

Specific Strategy for SFA/SFG :

Flood Area :

- a. Identification and pick up of leaders who could locally arrange the helpline before the Government support.
- b. Training to different Social Groups like VEC/SMC by SSA.
- c. Folding structure of School building.
- d. Flexibility in class routine.
- e. The teacher of such area has to be kept in notice whether they take any advantage of flood.
- f. Holidays of such area should be flexible and it should maintain according to that particular environment/weather.
- g. If any child migrate at that time, they should be trace out where they are now.
- h. Inter/concern Departmental support to the educational institute for attending school.
- i. Raising platform (Chang Ghar) for permanent School Building.

SC & ST Area :

- a) Awareness Camp about basic needs like health, food, water, power supply etc.
- b) Special education to house wife with the help of NGO, Mohila Samittee etc.
- c) Head Masters must be transferred within the GP.
- d) Frequent School inspection must be performed.

- e) Assamese teachers should be transferred to teach Assamese Language with proper pronunciation
- f) Traditions like women hard working, drinking vodka for ST community should be discarded.
- g) Community awareness programme should be held in a month or in fortnightly
- h) Sitting arrangement, School building, TLM should be provided.
- i) Venture School with satisfactory enrolment should be provincialised.
- j) ECE, AS and Bridge Course should be opened where necessary.

Tea Garden Area :

- a) Postering
- b) Exhibition
- c) Games & sports
- d) Mela of Science.
- e) Video Show/Display of educational theme.
- f) Setup of ECE, Bridge Course, AS etc.
- g) Awareness camp
- h) Cultural Programme.
- i) Flexible Routine.
- j) Enrolment drive.
- k) Health Check-up camp etc.

Forest Area :

- a) Awareness camp with science society and other NGO.
- b) Detection of possible eversion areas.
- c) Discussion with Forest Deptt. NGO, police Deptt etc.
- d) Improvement of connected roads and bridge.
- e) Taking help from Eco. club, distance education (TV, Radio, E mail etc)

Border Area :

- a) Camp on communal Harmony.
- b) Remedial measures should be taken for linguistic problem.
- c) Video show and culture Programme
- d) Health Check-up

Following Specific Activities have been budgeted under different functional areas

Plan for Special Disadvantaged Areas

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

Inputs to Religious Madrasa for Introduction of formal curriculum

- Meeting with Religious Leaders, Educational Functionaries & Panchayat Functionaries at district level & other mobilisation activities
- Introduction of formal curriculum in religious institute.

- Library grant
- 20-day Training of Additional Teachers

CHAPTER VI : FUNCTIONAL AREA WISE STRATEGIES AND INTERVENTIONS

6.1 Coverage of out of School Children of Unserved Habitations

Introduction:

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

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

Many states are already implementing specific interventions to provide access to un-served habitations viz. Education Guarantee Scheme (EGS) of Madhya Pradesh, Rajiv Gandhi Swarna Jayanti Pathshalas (RGSJP) of Rajasthan, Sishu Siksha Karmasuchi Project (SSK) of West Bengal, Community/Maabadi schools in Andhra Pradesh etc.

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

Objectives :

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

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

1. Status :

The House to House Survey conducted during April 2002 in Lakhimpur district reflects that there are 37410 number of out of school children in the district and out of which 4742 Number of children are leaving in 82 number of habitations having no primary formal school (Govt./Provincialised/ventures/private schools) within a walkable distance of 1.5 KM radius.

Table : 1.1 Un-served Habitation wise Child Population (Minimum 25 Out of school children)

Block	Area	No. of GP	Total No. of un-served Habitation with distance criteria			Total No. of Out of School children (5-13 Yrs.)	Total No. of EGS school (AP) required
			1.5 – 2 KM	More than 2 KM	Total		
Narayanpur	TG						
	Forest						
	General	1	0	1	1	36	1
	Total	1	0	1		36	
Bordoloni	TG						
	Forest						
	General	1	0	2	2	120	2
	Total	1	0	2	2	120	2

Bihpuria	TG						
	General	7	15	3	18	919	18
	Total	7	15	3	18	919	18
Dhakuakhana	TG	1	1	0	1	36	1
	General	1	0	1	1	28	1
	Total	2	1	1	2	64	2
Nowboicha	TG	3	5	2	7	482	7
	Forest	2	0	2	2	97	2
	General	10	21	4	25	1590	25
	Total	15	26	8	34	2169	34
Lakhimpur	TG	2	2	5	7	465	7
	General	10	12	6	18	969	18
	Total	12	14	11	25	1434	25
District Total		38	56	26	82	4742	160

2. Problem and Issues :

General: Total unserved habitations-

- Physical access is the major constraints of these areas.
- Communication especially in the areas like forest, isolated areas, border areas.
- Parental awareness towards education of their wards.
- Adult illiteracy and parental apathy.
- Poverty in district 40% of population are under BPL.
- Children assisting their parents in different household works as well as in agricultural field, village base cottage industries, fishing etc.
- Child labour mostly engaged in daily waged labour, household labour, tea stall/shops/garage and in daily market etc
- Lack of health among most of the communities often suffers from skin disease, malaria dysentery etc .

Specific Problems and issues:

Tea – Garden areas: (Number of habitation – 23)

- Sibling care
- Child labour
- Alcoholic adiction
- Lack of co- ordination between garden management and labour community.
- Lack of infrastructural facilities
- Home and school language differs.

Forest and border areas (Number of habitation- 30)

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

Flood prone areas (50 numbers of habitations)

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

3. Overall Frame Work :

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

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

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

Strategies :

- The EGS would be implemented as an integral part of SSA. Hence, the structure and personnel for supervision of '*Amar Parhashali*'s would, therefore be a part of the Mission.
- All VA proposals would also form part of the district level EGS proposal. The VA proposals would be approved by state EGS Grant-in-Aid Committee.
- During initial years (2002-03) the '*Amar Parhashali*'s (EGS school) would run for class-I & II only. But, if in any place, class III/ IV drop out children are found then in those areas provision would be kept for higher classes.
- The '*Amar Parhashali*'s (EGS school) would use the Formal Curriculum and Formal Textbooks used in Primary Formal Schools.
- The '*Amar Parhashali*'s (EGS school) would run for a period of minimum 4 (four) hours during day time.
- The '*Amar Parhashali*'s (EGS school) would receive the incentives which are specifically meant for primary provincialised/government schools, viz.
 - ❖ School infrastructure grant of Rs. 2000/- per annum.
 - ❖ Mid-day meal facilities (as per government norms)

Eligibility :

- I. The habitation must be an un-served area i.e. having no primary formal school within 1.5 Km. radius. The primary formal school means, the primary schools using formal curriculum recognized by state Government/Boards/Organisations. These primary formal schools are may be of any type, viz, government/provincialised schools, private and venture schools etc.
- II. For Tea Garden areas the provisions of 'Assam Plantation Labour Rules (APLR), 1956' clearly state the responsibility of the garden management providing educational facilities (primary schools). "Every Employer shall offer children between the age of 6 and 12 in his plantation exceeds 25, provide and

maintain a primary school or schools for imparting primary education within a distance of 1 mile from the place where the workers resides. [Sec – 14, Rule 52 and 57 (A) – Pg. 20 & 21]

- III. *'Amar Parhashali's'* (EGS schools) will be supported in tea gardens where necessary under SSA only if considered decision is reached between the State Government and the Tea Garden Management about the discharge of responsibilities under the APLR, 1956).
- III. The minimum number of 'out of school' (not enrolled in any school) children in the age group 5-13 years should be 30 for general areas (plains)
- IV. In case of Reserve Forest & Boarder areas, Isolated Char & Hill areas the minimum number of 'Out of school' (not enrolled in any school) children must be at least 25 in the age group of 5-13 years.

Prioritization :

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

Pre Conditions :

Micro planning :

- Conduct of micro planning exercises, including House-to-House Survey and identifying the specific age group children who are still unenrolled and mapping of schooling facilities would be a pre-requisite for EGS school.

This would also be applicable for VA run EGS proposals also. The VAs have to ensure that the proposal is based on the findings of the micro-planning exercises or House-to-House Survey.

Community Demand :

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

The proposals would need to clearly indicate that community mobilization and consultation has been undertaken in all the habitations.

The VAs during submission of EGS proposals have to ensure that mobilization of the community would be done in all habitations.

Guarantee :

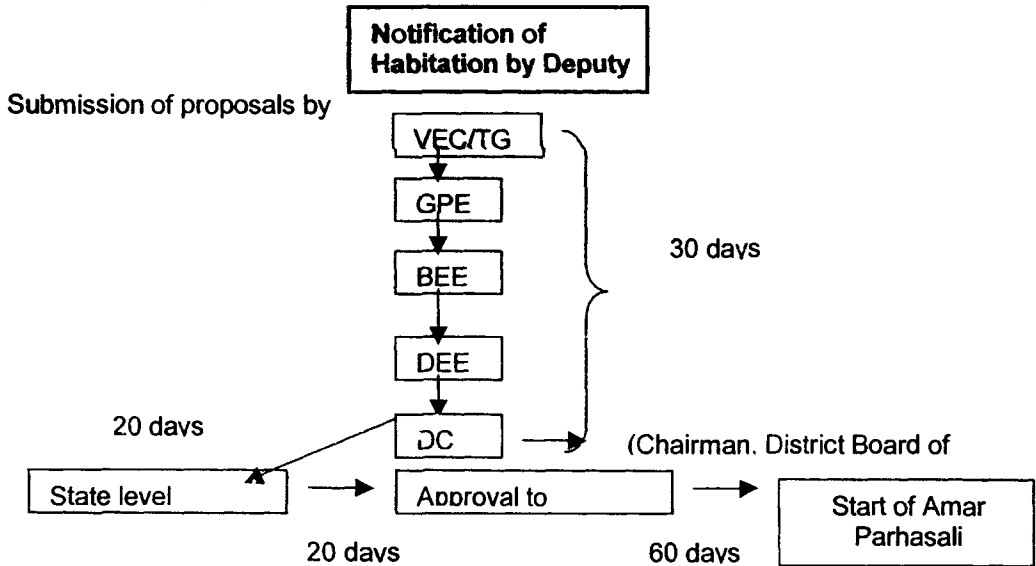
Once the proposal for assistance to VEC/TGEC for running of 'Amar Parhashali' has been approved by the State Level Committee, the Axom Sarva Siksha Abhijan Mission (ASSAM) will ensure that the assistance for running of 'Amar Parhashali's would be provided to VEC/TGECs within a period of three months from the date of approval of proposal and after providing all necessary inputs.

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

Process of approval :

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

Procedure for approval :



Selection of Siksha Mitras (Education Volunteers) :

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

a) Qualiification :

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

b) Who can apply :

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

c) Selection committee :

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

d) Selection Process :

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

Role of community :

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

Training of Siksha Mitra :

a) Induction level training

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

b) Need Based Training/Refresher Training:

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

Teaching Learning Materials (TLMs)

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

Academic Evaluation of learner :

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

Testing, Certification and Mainstreaming :

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

Support System :

Academic support :

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

Supervision & Monitoring :

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

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

The overall ceiling of financial support to VECs/TGECs for primary level 'Amar Parhashali's (EGS schools) would be Rs. 745/- per year per learner. The ASSAM may also run certain Innovative Alternative Schools. The maximum ceiling of cost may be Rs. 3000/- per learner per year in case of Innovative Proposals viz. Residential 'Amar Parhashali's etc. This is to be considered only in rare cases where there is a need for such a facility due to remote, dispersed habitations or frequent shifting of families.

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

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

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

Assistance to VEC/TGEC

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

Support from Mission for running of Amar Parhashali

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

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

Specific area Strategy

Community Mobilization for 'Thinly Populated/ Scattered Area' :

Residential EGS schools:

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

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

EGS Schools with Upper Primary Sections :

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

Special Intervention for Children of Religious Institutions :

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

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

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

Special Intervention for 'Different Linguistic Groups' :

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

Special Intervention for 'Isolated Areas' :

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

6.2 Coverage of Out of School children of Served areas

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

Our Goal:-

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

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

Present Status

The House to House survey conducted during April 2002 in Lakhimpur District reflects that there are 37410 no. of out of school children, which is 19.4% of total children of the district. Total out of school children 19467 are in 5-8 years age group and 17943 are in 9-13 years age group.

Table: 6.2.1 Block wise out of school children (5-13 years)

Name of Blocks	Out of school children 5-8 yrs.	Out of school children 9-11 yrs.	Out of school children 12-13 yrs	Total Out of school children	In EGS	Balance
Narayanpur	934	562	615	2111	36	2075
Bordoloni	874	384	376	1634	120	1514
Bihpuria	5415	2366	2249	10030	919	9111
Dhakuakhana	1042	475	486	2003	64	1939
Nowboicha	6263	2987	2662	11912	2169	9743
Lakhimpur	4939	2477	2304	9720	1434	8286
Total	19467	9251	8692	37410	4742	32668

Table: 6.2.2 Block wise out of school children age wise

Blocks	5-8 Years	9-11 Years	12 13 Years	Total	5 Yrs	6 Yrs	7 & 8 Yrs	9-13 Yrs
					23.89	24.9		
Narayanpur	898	575	395	1868	214	224	460	970
Bordoloni	716	399	247	1363	171	178	367	647
Bihpuria	4379	2319	1502	8200	1046	1090	2242	3821
Dhakuakhana	902	504	339	1745	215	224	462	844
Nowboicha	4640	2552	1576	8769	1109	1155	2376	4128
Lakhimpur	3832	2183	1442	7457	915	954	1962	3625
Total	15366	8533	5502	29401	3671	3826	7869	14035

Table: 6.2.3 Projection of BC centres for 7-8 years

Blocks	2002-03		2003-04			2004-05			2005-06			
	Learners	No Of New Centres	Learners	No Of Centres			No Of Centres			No Of Centres		
				New	Old	Total	New	Old	Total	New	Old	Total
Narayanpur	276	9	138	5	5	9	-	5	5	-	2	2
Bordoloni	220	7	110	4	4	7	-	4	4	-	2	2
Bihpuria	1345	45	673	22	22	45	-	22	22	-	11	11
Dhakuakhana	277	9	139	5	5	9	-	5	5	-	2	2
Nowboicha	1426	48	713	24	24	48	-	24	24	-	12	12
Lakhimpur	1177	39	589	20	20	39	-	20	20	-	10	10
Total	4721	157	2361	79	79	157	-	79	79	-	39	39

Table: 6.2.4 Projection of BC centres for 9-13 years.

Blocks	2002-03		2003-04			2004-05			2005-06			
	Learners	No Of New Centres	Learners	No Of Centres			No Of Centres			No Of Centres		
				New	Old	Total	New	Old	Total	New	Old	Total
Narayanpur	-	-	582	19	-	19	-	10	10	-	5	5
Bordoloni	-	-	388	13	-	13	-	6	6	-	3	3
Bihpuria	-	-	2,293	76	-	76	-	38	38	-	19	19
Dhakuakhana	-	-	506	17	-	17	-	8	8	-	4	4
Nowboicha	-	-	2,477	83	-	83	-	41	41	-	21	21
Lakhimpur	-	-	2,175	73	-	73	-	36	36	-	18	18
Total	-	-	8,421	281	-	281	-	140	140	-	70	70

Table 6.2.5 Projection of Total BC centres for 7-13 years.

Blocks	2002-03		2003-04			2004-05			2005-06			
	Learners	No Of New Centres	Learners	No Of Centres			No Of Centres			No Of Centres		
				New	Old	Total	New	Old	Total	New	Old	Total
Narayanpur	276	9	720	24	5	29	-	14	14	-	7	7
Bordoloni	220	7	498	17	4	20	-	10	10	-	5	5
Bihpuria	1,345	45	2,965	99	22	121	-	61	61	-	30	30
Dhakuakhana	277	9	645	21	5	26	-	13	13	-	7	7
Nowboicha	1,426	48	3,190	106	24	130	-	65	65	-	33	33
Lakhimpur	1,177	39	2,764	92	20	112	-	56	56	-	28	28
Total	4,721	157	10,782	359	79	438	-	219	219	-	110	110

Blockwise Focus Group.

Tea garden, Ex tea garden, Char, Border area, Forest area, Riverine, SC/ST area.

Problem and Issues in Served Area

General Problem:

- a. Lack of awareness among the parents and guardians of the children.
- b. Lack of academic support at home specially incase of first generation learners.
- c. Difference between home and school language.
- d. Poverty and need to intent support in household activities like sibling care.
- e. Non-functioning of school leads to dropout
- f. Socio-religious barrier leads to never enrolled specially incase of girl child
- g. Low demand of education.
- h. Inadequate infrastructure facilities.
- i. Due to lack of joyful learning.
- j. Non availability of satisfactory TLM

Specific Problems

Tea Garden:

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

Border/Forest area.

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

Strategy.

Community mobilization –

1. Create awareness among the community/parents/ZPC members/AP members/VEC/TGEC/GPEC/NGO and elected peoples representative
 2. Educational functionaries of all level & other relevant agencies.
- Formation of Dist. Level Task Force comprising off educational functionaries from dist. & block level ,Panchayat members, NGO, Dept. of social Welfare etc. to mobilize the community.
 - Formation of Block level Task Force comprising of educational functionaries from block & cluster level , NGO, GPEC, VEC etc.

Teaching learning practices:

(a) A group RP's will be trained to raise the quality of BC centers learning.

- i. Various types of training like introductory and refresher training for AC and HT's.
- ii. Training for the workers of religious institution (Madrassa, Moth).
- iii. TLM will be provided to each BC centers
- iv. After completion of course certification and mainstreaming of BC learner will be done properly by giving financial support to AC of BC centers(@ Rs. 50/- per learner in two phases).
- v. Monitoring supervision and follow –up will be done by BRCC, CRCC and other educational functionaries and VEC /TGEC/ SMC/GPEC.
- vi. Exposure visit of AC , HT and VEC members will be under taken.
- vii. Grant- in -aid will be given by Mission to willing voluntary organization who intend to run BC centers.
- viii. Documentation of the whole process will be done for future modification and alteration.
- ix. Translation, adaptation and development of group specific material for various language group of the district.

Different categories of Bridge Course

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

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

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

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

- For 12– 13 years aged group children who were engaged in various works will be covered under residential bridge courses
- For 5 – 13 years aged group children who were only studying in religious institute like Maktab, Madrassa (Long term bridge course for 6 – 12 months)
- Motivate parents to enroll children through contact programmes.

- Motivation camps for children to attract towards school education.
- Opening the camps through community support as extended part of FPS.
- Condensed curriculum to be used with relevant TLM
- Certification of children after completion of the curriculum by the HT of the FPS and mainstreaming into FPS.

Residential Bridge Course for Adolescent Girls

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

Bridge Course for children of migrated families:

Short-term bridge course at seasonal community hostels

Converting the houses of the migrants into hostels to be managed by the community. Provision to be made for boarding, lodging, coaching and care of children who stay back and continue in schools when the parents migrate.

- ❖ Short-term bridge course at the place where the people migrates
- ❖ Remedial teaching will be undertaken at that place by the AC.

Short-term bridge course for children of migrated families.

Organising condensed bridge course for the children on their return to their village to make up for the schooling time lost during the period of migration.

Bridge course for urban area

Coverage for Urban Deprive Children under SSA

Name of Town	Child Population (5 to 13 years)	Out of School Children (5 to 13 years)	No. of BC centers
North Lakhimpur	3,852	764	25
Bihpuria	771	153	5
Total	4,623	917	31

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

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

Strategy:

- (1) General : As of now there are three major strategies that can be adopted for urban areas. They are opening new school where access is the problem, running Bridge course to mainstream children who have dropped out of school, and running early

childhood care centers for children under the age of 6. To cover out of school children, Bridge course would be started. At the same community mobilization needs to take is to ensure mainstreaming and retention of children in the formal school. Also in areas where access is a problem EGS may be run by NGOs based on the guidelines that have been by the MHRD.

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

Structure:

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

6.3 Community Mobilisation

Lakhimpur district was established in 1839, so to say, the miniature of Assam with heterogeneous people viz plains and hills, Hindus, Muslims, Christian and ethnic groups residing in the kick and corner with their respective socio- cultural background. A large part of the South-West sides of the districts face the havoc of annual floods making the live of the inhabitants measurable in all respects. In the northern part, there are forest villages and Arunachal Pradesh Boarder having economically and educationally backward habitants.

Lakhimpur is handicapped with roads and communication, making remote areas, and isolated track, to the district headquarters for transport bottlenecks. The economic condition is measurable without any support from trade and commerce.

The support to education in this district is pessimistic. Consequently, literacy rate in the district is average 69.59, male 78.26%, female 60.47%. The district is backward in female education in comparison with other districts of the state.

In the above scenario and as per house to house pre- project SSA survey, DISE and TRPs reports, Lakhimpur district requires special attention for community awareness and involvement in the school children of education with proper linkage in every state of works as per the goal of achieving UEE.

It needs mentioning that from the early days the communities were found to run their educational institution smoothly and efficiently. There also found to take all initiative in utilizing their own resources for such institutions. If community mobilization is done as per SSA perspective right from habitation level to the district level, they will definitely agreeable to include the issue of education in their agenda of day- to- day life and they too will be able to use local resources and activation for education within their jurisdiction. More precisely, this sense of belongingness in the mind of the community as one of the partner in education planning and management is to be inculcated and developed through grass- root level organization and Panchayat Raj Institutions in the context of UEE for getting all the children 6 –14 years in to school in Lakhimpur district from 2003 and so on up to 2010, making left out 0%.

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

Problems & Issues

- Community aware but not willing for UEE
- Educated teachers but not active in Teaching Learning Activities
- Child labour
- Sibling Care
- Small School size (over crowd), less facilities.
- Gender angle/early marriage of girls.
- Socio-economic barrier.
- Severe flood disturbance.
- Long walkable distance
- Due to river erosion
- River barin for children for education.
- Low demand for education.
- Drinking water facility is very poor in SFG areas.

Specific steps for Community Mobilization

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

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

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

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

To reach the larger masses, the habitation base fora like Mahila Samities/ Maina Parisad/ Clubs will be actively involved. Need-based formation of various informal fora like Self Help Groups (SHG)/ Parent Teachers Association (PTA)/ Mother Teacher Association (MTA) will also be done.

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

Orientation-cum-sensitisation Sessions

Sharing Meetings

Visioning Workshops

The major focus areas at this stage would be on

advocacy issues

decentralised, local-specific and participatory approach.

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

development of feedback mechanism and database.

linkage with Members and other systemic entities

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

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

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

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

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

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

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

Special Focus Group Interventions

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

Formal Organizations:

- To strengthen the community forum like SMC/VEC/WEC/TGEC/GPEC for discussion and mobilization as the case may be.

Non Govt. organizations:

- To reach the larger masses, the habitation base NGOs/ Mahila Samities/ Mahila Parisad/ Clubs will be actively involved.

- To go into the inner part of the habitation non- govt. organizations Namghar/ Math/ Mandir/ Mazjid SHG/ MGS/ PTAS/ MTAS/ Accepted community agents/ religious fathers will be mobilised.

PRIs and Others:

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

Others:

- Holding woman convention at District/ Block / GP level.
- Formation of MGs by CRCC and RPs.
- Training of change agents/ MGs /NGOs.
- Regular training/ Workshops of VEC/ WEC/ GPEC/ TGEC/ SMC.
- Composition of drama in local dialect/ Exhibition/ Sishu Mela/ Games and Sports.
- Provide active help and voluntary labour for the Infrastructural support of these schools to help the teachers in gearing up of teaching – learning process mono-grade/ multi-grade with voluntary teachers/ retired persons.
- Set up of Residential Schools at Muslim areas because of Porda Pratha. adolescence aged girl of educationally backward Muslim areas are still not allowed to take education in co-educational institution.
- To upgrade VER, data base and house to house annual survey by VEC/ GPEC/ WEC/TGEC/SMC/ RPs....

Following Specific Activities have been budgeted under the plan

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

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

Implementation of VER

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

Enrollment Drive

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

Regular meetings

- Monthly VEC /TGEC WEC/SMC meeting
- Monthly GPEC meeting
- Bi monthly GPEC presidents meet at block level
- Half yearly general meeting for all VEC, TGEC, WEC, SMC and GPEC at GP level
- Quarterly SMC President meeting at GP level

Regular Grants for the schools

School Maintenance Grant
School Infrastructural Grant
Capacity building for PRIs
Exposure visit of PRI members
Reconstitution of VEC, TGEC, WEC and GPEC
Reconstitution of SMC
Gradation of SMC, VEC, TGEC, WEC and GPEC

6.4 Quality

Our Motto –

Every child in school;
Every child learning;

Our Goal –

- To develop a model school which helps children;
- read with comprehension;
- communicate orally and in writing;
- resolve and apply simple mathematical operations
- appreciate good democratic behaviour;
- apply their knowledge/skill in real context.

Introduction:

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

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

Our Basic principles that underscore the pedagogical interventions:

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

Basic strategies before us

- (i) Pursue clear objectives related to the overall vision.
- (ii) Promote advocacy, social mobilization, community participation and stimulation of demand for quality education.
- (iii) Build commitment to these objectives throughout the system.
- (iv) Organization of planning, management and monitoring mechanism at local level must be institutionalized.
- (v) Specific programme for schools in disadvantaged areas.

- (vi) Improvement of Children learning skills in Ka Sreni, class I. before they move to higher classes.
- (vii) Adaptation good practice in schools through permanent opportunities for in-service training.

Status:

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

Name of the Block	No. of total posts.	No. of vacant posts.	% of vacant posts	Male	Female	Total	% of Male Teachers	% of Female teachers
Narayanpur	847	Nil	0	749	98	847	88%	12%
Bordoloni	344	Nil	0	251	93	344	72%	28%
Bihpuria	595	9	1.5	417	169	586	71%	29%
Dhakuwakhana	509	Nil	0	326	183	509	64%	36%
Nowboicha	673	5	.7	493	175	668	73%	27%
Lakhimpur	639	37	5.8	345	257	602	57%	43%
Total	3607	51	8	2581	975	3556	73%	27%

[Source: DEEO Office]

N.B-The total number of posts is calculated excluding the shadar block of Dhakuwakhana and North Lakhimpur.

8% of the total teachers position are vacant in the district. The vacancy position is highest in Lakhimpur block. Against 73% of male teachers there are only 27% female teachers.

Table: 6.4.2 Teachers by Training Status at Primary Level

Block	No. of Trained Teacher		No. of Un-Trained Teacher		Total untrained teachers	% of Untrained teachers		
	Male	Female	Male	Female		Male	Female	Total
Narayanpur	465	85	284	13	297	33%	2%	35%
Bordoloni	173	49	78	44	122	22%	12%	34%
Bihpuria	190	76	227	93	320	38%	15%	53%
Dhakuwakhana	263	80	63	103	166	12%	20%	32%
Nowboicha	148	56	345	201	546	51%	30%	81%
Lakhimpur	305	168	40	89	129	6%	14%	20%
Total	1544	514	1037	543	1580	29%	15%	44%

[Source: DEEO Office]

There are 1580 teachers in the primary schools who are untrained till date. Untrained teachers percentage is 44%. Bihpuria and Nowboicha blocks are having the highest percentage of untrained teacher.

Table: 6.4.3 The Position of U.P. School teacher

Block	No. of Sanctioned Post	No. of Vacant Post	Present Position of Teacher		No. of Trained Teacher		No. of Un-Trained Teacher		Total Un-Trained Teachers
			Male	Female	Male	Female	Male	Female	
Narayanpur	708	7	643	58	41	6	602	52	93
Bordoloni	209	2	177	30	15	3	162	27	189
Bihpuria	362	4	270	88	45	9	225	79	304
Dhakuwakhana	384	6	322	56	65	6	257	50	307
Nowboicha	506	4	431	71	20	4	411	64	478

Lakhimpur	320	2	228	90	39	13	189	77	266
Total	2489	25	2071	393	225	41	1846	349	1637

[Source: DEEO Office]

Only 1% of the total teachers position are vacant of the upper primary schools in the district. But a large number of 1637 teachers are untrained. The untrained teachers percentage is 66%. Against 2071 of male teacher there are only 393 female teachers in the upper primary schools in the district.

Table: 6.4. 4 Distribution of Primary School by Number of Teachers

Block	1 Teacher	2 Teachers	3 Teachers	4 Teachers	5 Teachers	6+ Teachers	Total
Narayanpur	Nil	75	65	85	7	14	256
Bordoloni	27	54	27	12	6	7	133
Bihpuria	18	58	35	28	19	24	182
Dhakuwakhana	42	64	37	22	14	7	186
Nowboicha	26	75	67	53	23	42	286
Lakhimpur	77	103	47	21	6	13	267
Sadar NL	Nil	1	Nil	Nil	6	20	27
Sadar Dhakuwakhana	Nil	Nil	1	Nil	12	22	34
Total	190	430	279	221	103	149	1372

IN PERCENTAGE

Block	1 Teacher	2 Teachers	3 Teachers	4 Teachers	5 Teachers	6+ Teachers	Total
Narayanpur	0%	5.4%	4.7%	6.1%	1.2%	1%	18.4%
Bordoloni	1.9%	3.9%	1.9%	.8%	.4%	.5%	9.4%
Bihpuria	1.3%	4.2%	2.5%	2%	1.3%	1.7%	11.3%
Dhakuwakhana	3%	4.6%	2.6%	1.6%	1%	.5%	12.8%
Nowboicha	1.8%	5.4%	4.8%	3.8%	1.6%	3%	17.4%
Lakhimpur	5.6%	7.5%	3.4%	1.5%	.4%	.9%	18.4%
Sadar NL	0%	.07%	0%	0%	.4%	1.4%	1.8%
Sadar Dhakuwakhana	0%	0%	.07%	0%	.8%	1%	1.8%
Total	13.6%	31.07%	19.97%	15.8%	7.1%	10%	91.3%

[Source: DEEO Office]

There are 190 (13.6%) single teachers in the district. There is a irregular distribution of teachers in the primary schools as per PTR. The number of single teacher school is highest in Lakhimpur and Dhakuwakhana block.

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

The picture shows that below 5 teachers in 95 numbers of schools including Head Master (H.M) are there in the district. If we analyze the PTR as a whole all over the district, it is only 1:23 in primary schools and 1: in upper primary schools. But if we analyze school wise position of PTR in some of the sample schools of the district we will find a vivid picture of un-equal distribution of teachers. Sample data is given below: -

Table: 6.4.6 Some Schools with Abnormal PTR

Sl. No.	Name of School	Enrolment	No. of Teachers	PTR Rate
1.	Barbandha LP School.	170	1	1:170

2	Kadam Baliyan LP School,Kadam.	179	1	1:179
3	Ujantoli LP School,	17	2	1:9
4	Gudambheta ME School,	6	5	1:1
5	Putabil ME School,Ronganadi.	8	5	1:2
6	Gereki LP School,	152	1	1:152

[Field Report]

Problems & Issues:

(1) School Infrastructure:

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

(2) Teachers:

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

(3) Enroiment

- Irregular attendance of children;
- Affects of schools by flood;
- Existence of child labour;
- Non-availability of textbook in time;
- Non-implementation of academic calendar;
- Affect of instructional days by holidays which are not important to the locality;
- Confusion of list of holidays published by state and local department.
- Time table and scheme books are not enforced;

- Parental apathy. Absence of parent-teacher linkage;
- High rate of dropout and non-starter.
- Poor enrolled children, school timing is not suitable in all cases.

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

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

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

- Less importance on Supervision & Monitoring by educational functionaries;
- Lack of special supervising staff for remote, forest and isolated areas;
- Want of special incentive to supervising staff for remote and focused areas;
- Lack of special strategy for problematic areas;
- In-adequate supervising staff;
- Engagement of supervising staff to other administrative activities;
- Lack of DIET and Normal School facilities. Sick condition of existing BTC with only 4 numbers of staff;
- Un-even distribution of schools to inspecting staff for S&M works.

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

Table: 6.4.5 School Inspecting Staff Ratio

Block	No. of Schools			No. of Inspecting Officer (S.I)	Ratio	Remarks
	L.P	U.P	Total			
Narayanpur	256	86	342	3	1:114	
Bordoloni	133	33	166	1	1:166	
Bihpuria	182	45	227	3	1:75	
Dhakuwakhana	186	41	227	1	1:127	
Nowboicha	286	74	360	3	1:120	
Lakhimpur	267	45	312	2	1:156	
Sadar NL	35	9	44	1	1:44	
Sadar Dhakuwakhana	27	8	35	Vacant	-	One post is lying vacant.
Total	1372	341	1713	14	1:122	

[Source ' DEEO Office]

(6) School Community Linkage: -

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

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

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

A) Flood Prone Area

- Termination of communication for more than 3 to 6 months;
- Inundation of school building for more than 1 month during flood period months repeatedly in some areas;
- Schooling facilities are disturbed in flood prone areas (Ghunashuti, Pub Telahi, Bhimpora, Chowldhowa, Luhit Khabulu, Kekuri, Subansree, Sonari Saponi, Dikrong, Dakhin Narayanpur, Jamuguri, Tekelifuta, Matmora, Machkhowa, Borkhamukh, Bilmukh, Kapakchapari, Botamari, Bebejia, Basudeu, Kherkota, South part of Dhokuwakhana, Khoga etc.)

B) Boarder/Forest Area

- Due to lack of communication these areas are being un-served and the schools are not inspected for supervised by the educational functionaries. (Areas are: Phulbari, Kimin, Seajuji, Dirgha, Rajgorh, Nigam, one part of Harmoti, Pathali Pahar, Dulungmukh, Ukhamati, Ranga reserve etc.) Some of these areas are disputed with Arunachal Pradesh and being un-served by Arunachal Pradesh and Assam Government.
- In these areas the medium of instruction does not encourage the children for schooling due to linguistic difference (Hindi, Adi, Akka etc.)
- Schooling disturbed by wild animals mainly elephant (Some parts)

C) Tea Garden Area

- No supervision & monitoring by education department officers.
- Teachers work in factory also.
- School timing 7-00 to 12-00 and 10-00 to 3-00 P.M.
- Infrastructure facilities available but schooling facilities not adequate.
- Drop out high maximum in class-I
- No mid-day meal
- Completion rate is low.
- Low learning level.
- Attendance is poor.
- Maximum first generation learner
- Child labour & sibling care.
- School less divisions
- No free textbooks
- Appointment system of management discourages schooling.

D) Minority Dominated Area

- Very low literacy rate of women.
- Parda Pratha and low enrolment of girls in schools
- Child labour.

- More importance is given to the religious education (Quami) than the formal education in the society. (Areas are: Bangalmara, Tinthengia, Juba Nagar, Ahmedpur, Kutubpur, Mohghuli, Pandhua, Borsola, Dharampur, Kukurbostri, Pava, Sonapur.)
- Early marriage system and high birth rate.

E) SC& ST Dominated Area

- Irregular attendance of pupil
- Regular use of liquere
- Learning level is very low.
- Low enrolment and high dropout
- Living in crowded house/joint family in un-hygienic condition.

8.Children

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

9. Low quality of school system (a summary)

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

Strategies and interventions:

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

A. Community involvement in school

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

B. Better school supervision and academic support.

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

C. School development plan.

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

D. Teachers motivation and training

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

E. Pupils evaluation

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

F. Support to schools with special problem

- Special intervention for identified pockets (SFG).
- Strengthening of teachers.
- Supply of materials.
- Supervision of monitoring.
- Establishment of special CRC in SFG area.
- Special training to the community members (MG) to provide the academic support to their children.
- Special exposure visit of MG of SFG areas.
- Introducing need based items in the school routine and formal curriculum.

G. Innovation

- Special package for early language development in Mono-grade school
- Special package to M.G.T. school

Specific Strategies undertaken

Preparation and use of Teaching and learning materials:

Core teaching learning materials required for each lesson of the textbook will be identified and will be printed in the form of a book. Each school will receive this list and plan for preparation of TLM. Teacher grant will reach the schools before academic year starts and TLM will be developed in the first 10 days of the first month of the academic year. For these the teacher will receive special training on how to prepare material and how and when to use these. This will be followed by monthly preparation of TLM in the regular teacher meeting. This will be a regular feature in every new academic year. There are some TLMs, which cannot be developed by teachers easily, Particularly in Class I and II lot of such materials are to be developed. Such materials will be provided to schools. In case of Schools with limited facilities, (MGT, over crowded class room, Teagarden schools. Flood prone areas

etc) core TLMs will be provided. The teacher will have to use TLMs by following a daily action plan, which is related to lesson plan. Monthly activity plans and scheme book. In case of Multigrade schools and schools in disadvantaged areas, this planning will be built into the package provided. However, the teacher will get full liberty to develop new TLMs as per local need. The DACG and BACG members will review the use of TLMs in all the schools covered by them.

A check towards repetition and drop out:

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

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

Check towards frontal teaching and rote memorization.

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

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

Teacher Motivation and Accountability

Reforms and innovation will not take extra time from teachers, as inputs will be introduced gradually and keeping in view the limitations. No teacher will be left alone to shoulder the responsibility of changes. The gap between theory and practice will be reduced by helping the teacher to do learning to do material and how to link with others. The trainers are required to practice the theory in practical situation before they go for demonstration. Classroom change will be a shared responsibility – Govt. functionaries, facilitators, field activists and parents. Gradation of schools will review the indicators of internal efficiency of schools – completion rate, attendance rate, achievement rate, community participation and children' participation in learning. This will help take up special corrective measures, as weak areas will be identified

School based planning for internal efficiency Village level institution.

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

School based learning improvement programme.

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

Pupil's evaluation.

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

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

Two Additional Proposed BRC at Ghilamora and Boginodi Under Lakhimpur District:

Two additional BRCCs/BEEOs offices are necessary at Lakhimpur district. One BRC is proposed at Ghilamora. Previously the office of the BEEO, Bordoloni was located at Ghilamora which falls under Lakhimpur district. But now the said office is running at Gogamukh which falls under Dhemaji district. As the said office is now located at Gogamukh the teaching communities and general public have to face much troubles mainly due to communication problems. Now a new C.D. block is created at Ghilamora as Ghilamora C.D. block. The said C.D. block is bifurcated from Bordoloni C.D. block. The circle office and other sub-divisional level Govt. Offices are available at Ghilamora. For the better interest of teaching communities and general public a new BRC/BEEO office is proposed at Ghilamora under Lakhimpur district.

Another BRC/BEEO office is proposed at Boginodi under Boginodi C.D. block. Police outpost, CD block and other administrative offices are there at Boginodi. The proposed Boginodi BRC/BEEO office will cover a large part of remote flood affected, forest and tea garden areas of Dhakuakhana constituency under Lakhimpur district. The proposed Boginodi BRC is a most needed BRC/BEEO office in Lakhimpur.

School with limited facilities

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

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

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

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

Training of Language to Non SC/ST teachers:

To make the Teaching Learning Procedure more congenial for the pupils in locally speaking language, the teachers training on local dialects or co-local language would be very much helpful for rapid development of educational qualities in those SC/ST areas.

Training of Mothers Group for giving academic support to their children:

Training of mothers group to prepare their children in academic side during their course of household activities would be very much fruitful to develop the quality education in ST/SC areas.

Establishment of Special CRC at SC/ST areas:

To strengthen the teaching learning machinery in SC/ST areas regular demonstration on new methodology of teaching to the teachers, practice of activity based teaching, use of TLM, CCE system and remedial coaching classes with supervision & monitoring etc a special CRC would be most essential for these special SC/ST areas.

Rationalisation of Specially Assamese Language Teacher in Upper Primary Schools:

To develop in MIL (Assamese) in Upper Primary level specially expert in Assamese language teachers to teach in those schools of SC/ST areas would be very helpful in rapid development of quality education among such backward Community people.

Special Intervention for Tea Garden Schools:

Tea garden community has some rich culture tradition, which they observed and determine to preserve. Any efforts in promoting these cultural traditions will definitely be accepted in high spirit and esteem. It is proposed to hold one class specifically for learning dances like Jhumur, Jadur, Domakaich etc. for class IV and VII children. A module will be prepared through expert and training will be provided to at list one person of tea garden to take the classes. Some elements of curricular area will be included in the module.

1. Supervision & Monitoring (S & M):

District Academic Core Group.

The District Academic Core Group includes the following.

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

- k) Block Resource Centre Co-ordinators (all).

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

Roles and Responsibilities of DACG:

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

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

Principal DIET will function as convener of the DACG will take also take follow up actions on the discussions.

Block Academic Core Group (BACG):

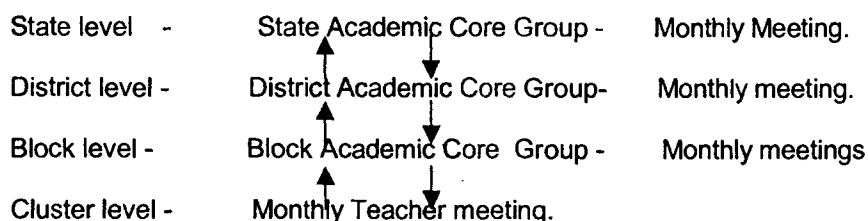
The BACG shall comprise the following:

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

Roles and Responsibilities of BACG:

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

Strategy of this information and feedback linkage:



Monthly VEC meeting.

Role and functions of Block Resource Centre

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

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

Major role of BRC coordinator:

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

Role and Functions of Cluster Resource Centre.

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

Role and functions of Cluster Resource Centre co ordinators.

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

In the district of Lakhimpur, there are 81 nos. of GP & as such 81nos. of CRC will function normally. But one constraining factor of the district is that, 19 nos. of Gaon Panchayats are bifurcated into two parts by the river Dikrong, Subansiri, Khabulu and Brahmaputra and located at disputed boarder areas/poor communicated areas and flood effected areas. At the same time there are 9 gardens having high number of never enrolled and drop out children in these 19 GPs. Hence, considering the situation, 19 nos. of additional CRC is proposed to be set up in the following Gaon Panchayat,

Name of Block	No. of GP	No. of Addl. CRC	No. of total CRC	Name of the GP where additional CRC is proposed	Reasons
Narayanpur	14	3	17	Jamuguri, Rajgarh and Dakhin Narayan G.P.	Jamuguri and Dakhin Narayanpur GPs are bifurcated by Subansiri and Dikrong river. Rajgarh GPs located at very remote and boarder area.
Bordoloni	9	3	12	Borkhamukh, Kekuri and Subansiri G.P.	All three GPs are bifurcated by river Subansiri and Ghagar with very poor communication.
Bihpuria	13	3	16	Dikrong, Harmoti GP	Dikrong GP is bifurcated by river Dikrong. Harmoti covers border disputed area and Harmoti Tea Garden.
Dhakuakhana	12	4	16	Matmara, Kherkata, Choiguri, Dhenukhona batomari GP	All four GP has very poor communication covering high numbers of schools and annually affected by flood.
Nowboicha	17	3	20	Luhit, Khabolu, Pub Telahi, Dijoo GP	Luhit Khabolu, Pub Telahi has poor communicated and bifurcated by Ghagar and Khabolu river. Dijoo covers Dijoo Tea Garden and boarder forest area affected by regular disturbance of wild elephants.
Lakhimpur	16	3	19	Ghunasuti, Bhimpara, Chowldhowa GP	All three GPs are bifurcated and affected by river subansiri and has very poor communication system.
Total	81	19	100		

District Institute of Education and Training (Basic Training Centre)

Role and Responsibilities:

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

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

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

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

Specific interventions:

Table 6.4.7 The Status Of Schools In Problem Areas

AREAS	No. of Tea Garden/Village	L.P Schools	Upper Primary Schools
Tea Garden	9	31	16
Forest /Boarder Areas	188	153	43
Flood Prone Areas	310	310	35
SC & ST Dominated areas	113	132	35
Minority dominated areas.	64	54	20

Strategies:

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

Tea Garden

- Introduction of cultural classes (Music, Dance & Song etc.) in the school routine in tea garden areas. (Training on local culture to the teachers)
- Supply of mid-day meal to the tea garden areas.
- Supply of free textbooks.
- Supply of free uniforms in tea garden areas.
- Special Remedial coaching classes at one month in the school before examination in the evening. (in contract basic)
- Special training of mothers group on giving academic support to their children and health and hygiene.
- Exposure visit of the mothers group.
- HT training in the Tea Garden schools.
- Teacher Training on Textbook – 10 days in first year
- Teacher training of TLP for 5 days in second year in two years intervene.

Forest /Boarder Areas

- Establishment of special CRCC
- Constitution of Supervision & Monitoring group.
- Multi-language training to the schoolteachers.

Flood Prone Areas

- Provision of tent
- Need based holidays
- 'Chang Ghar' for 6 months flood affected areas

SC & ST Dominated areas

- Training of mothers group for giving academic support to their children
- Special CRC establishment in ST/SC areas.
- Language training to non ST/SC teachers in local dialect.
- Rationalisation of special Assamese language teacher in Upper Primary level.

Minority Dominated areas

- Involvement of religious heads in VEC and other community (Molla, Moulabi, Hakim etc.) based forum.
- Special training for mother groups on giving academic support to their child and health & hygiene. (C.P.)
- Exposure visit of mothers groups to schools developed areas. (C.P.). This will be included in the MG training.
- Academic training to the Mulas and Maulabis of the Madrasa/Moqtab.
- Introducing formal curriculum to the religious Moqtab and Dini and Hafizia Madrassa.
- Introduction of residential school for adolescent girls in specially educational backward minority areas due to Parda-Pratha.

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

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

Following Specific Activities have been budgeted under the plan

Setting up of BRC

Setting up of CRC

Supervision & Monitoring

SCHOOL IMPROVEMENT PROGRAMME

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

Training of teachers

- 8 days training of Lower Primary School Teachers
- 8 days training of Upper Primary School Teachers
- Training of K-sreni teachers

- **15-day District level workshop seminar**

Evaluation

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

Free Textbook to Children

Gradation of School

Teacher Grant

6.5 Research & Evaluation Monitoring

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

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

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

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

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

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

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

Major Strategies

The strategy would be to empower the Teacher Training Institute to handle the research and evaluation related activities. Faculties of the training institutes and some selected Resource Teachers and other interested individuals will be trained at state level. The aim is create a

pool of resource people at district level. These pool of Resource Persons will be utilised for training of educational functionaries, teachers and CRCCs for conduct of Action Researches regularly on classroom, school and community related practical issues and problems.

- The institutions and NGOs will be assigned to carry out bigger studies and specifically the evaluation studies.
- Another major strategy for promotion of research in elementary education will be to share the findings of conducted studies with the stakeholders and midcourse correction of strategies based on the acceptance and implementability of the suggested measures of research findings.

6.6 Management Information System

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

Background – Why Monitoring and the Management Information System?

Management Objectives and Functions

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

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

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

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

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

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

- (a) development of activities and delivery systems, and determination of the required inputs and outputs;
- (b) preparation of work plans and schedules;
- (c) determination of the precise responsibilities of various organizational units and supervision of their performance;
- (d) maintenance of detailed records of physical and financial performance and establishment of measurable performance indicators;
- (e) monitoring of the project environment so that implementation can be facilitated of adjustments made; and
- (f) preparation of periodic reports to responsible central agencies and institutions.

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

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

Benefits and Role of a Monitoring System

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

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

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

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

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

The Role of a Management Information System

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

- (a) procurement and physical delivery of goods, structures, and services, and the costs incurred;
- (b) use of the structures and services by the project beneficiaries and their initial reactions;
- (c) reasons (social economic) for unexpected reactions by the project beneficiaries, when these are revealed by the information obtained in (b) or through other sources; and

- (d) measurement of output indicators such as productivity gains to the extent that these can be measured during implementation. Projects in different sectors will call for different emphases among these four areas, with infrastructure projects focusing more on physical and financial implementation, and service projects emphasizing the reactions of the intended beneficiaries from the outset.

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

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

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

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

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

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

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

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

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

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

The MIS Infrastructure.

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

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

Capacity Building

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

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

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

Major strategies

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

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

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

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

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

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

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

Besides following Major Archives will be Generated/Upgraded

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

Monitoring & Follow-up

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

Convergence

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

Following Specific Activities have been budgeted under the plan

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

6.7 Education Of Children With Special Educational Needs.

Background:

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

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

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

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

Status

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

Block Name	No. GP	No. of Disabled Children											
		5-8 Age group			9-11 age group			12-13 age group			5-13 age group		
		Boy	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Narayanpur	14	52	36	90	39	24	63	51	32	83	196	94	290
Bordoloni	9	17	7	24	12	12	24	22	17	39	52	36	88
Bihpuria	13	96	70	166	53	39	102	62	58	120	221	167	388
Dhakuwakha na	12	30	33	63	21	13	34	26	17	43	77	63	140
Nowboicha	17	111	88	199	61	51	112	74	39	113	246	178	424
Lakhimpur	16	70	53	123	47	31	78	59	34	93	176	118	294
Total	81	376	287	665	233	170	413	294	197	491	968	656	1624

It is seen from the above table that there are 1624 disabled children, which is 0.84 % of the total Child population. It may be noted that actual number of disabled children is higher than the number found in the Survey.

Table 6.7.2 Selected GP including disabled children to be covered initially.

Block Name	Name of GP to be covered initially.	No. of disabled children.
Narayanpur	Bhola Bori	44
	Borbali	39
	Narayanpur	31
	Pothali pahar	21
	Pub-Narayanpur	19
Bordoloni	Deolia	20
	Subansiri	19
Bihpuria	Harmoti	32
	Uttar Laluk	49
	Niz Laluk	18
	Tinthengia	43
	Pabha	26
	Bangal Mara	31
	Jubanagar	29
	Pub-Dikrong	35
	Dikrong	39
	Dhakuakhana	Pub-Dhakuakhana
Gandhia		26
Matmara		31
Pachim Dhakuakhana		27
Nowboicha	MadhyaNowboicha	23
	Pahumara	30
	Pachim Nowboicha	20
	Borchala	75
	Ronganodi	20
	Dejoo	38
	Nowboicha	20
	Doolahat	37
Lakhimpur	Luhit Khabalu	56
	Gunasuti	20
	Na-Kadam	26
	Kamala Boria	28
	Thow Thowoni	27
	Ujalpur	29
	Jahinga	49
	Seajuli	24
	Chaboti	21

Table 6.7.3 Resource: District Special

Type of Resources	Yes/no
District Regional Rehabilitation center of NPRD Scheme at Medical College with trained professionals	No
Civil Hospital with specialist Doctors	Yes
PHC	Yes
Dispensary	Yes
Sub center	Yes
FW center	Yes
District Blindness Control Society	Yes
District Malaria Eradication programme	Yes
Health Department	Yes
Social Welfare Dept.	Yes
NGO 'S working with disability	Yes
Public Sector organisation like ONGC, OIL, NRL, BRPL, etc	No
Govt. special school	Yes

Issues

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

The main objective of the programme:

- To improve the enrolment, participation and retention of disabled children in general primary schools;
- To provide viable support services to general primary school teachers to make them understand the educational needs of all categories of disabled children in integrated setting.
- To enhance the competencies and skills of general teachers to meet the educational requirements of children with special needs.
- To instruct trained resource teachers, to assist general teachers in classroom management of children with special need by suggesting appropriate curriculum modification and educational intervention.
- To provide resource support to children with special education need in the form of resource room in the existing cluster resource center structure and a learning corner in the classroom.
- To develop instructional materials and suitable strategies for promoting the education of children with special needs through general school teachers.
- To conduct training and orientation for the staff of the special education center and general primary schools.
- To mobilize the community to facilitate integration children with special needs in general primary schools.

ails and special centers) to cater the needs of children with disabilities.

- To improve the enrolment, participation and retention of disabled children in general primary schools;
- To provide viable support services to general primary school teachers to make them understand the educational needs of all categories of disabled children in integrated setting.

- To enhance the competencies and skills of general teachers to meet the educational requirements of children with special needs.
- To instruct trained resource teachers, to assist general teachers in classroom management of children with special need by suggesting appropriate curriculum modification and educational intervention.

Strategies Adopted

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

Major Activities:

The following activities could form components of the programme.

- **Survey:** survey was conducted to identify the number of children with disabilities, though it is expected to be higher than the projected figure. it is planned that survey will be conducted every 3 yrs . For reverification and inclusion of unreported cases.
- **Core Group (DRP):** Resource groups will be constituted at district levels to undertake effective planning and management of the programmes in collaboration with PRIs and NGOs. An apex level resource group at the national level to provide guidance, technical and academic support to the children with special needs under SSA will be constituted Formation of a core team of district administration, health officials, social welfare, educational functionaries, NGO'S will be constituted to initiate the activities .The group will be responsible for awareness and sensitization at different levels, planning, problem solving, supervision & monitoring. Regular quarterly meeting of the group for the first 3 years and half-yearly in the consequent five years and quarterly in the last year will be held to plan, strategies and build innovative activities for the programme. The core group will be dissolved and reconstituted every 3 years.
- **Awareness activities:** Awareness amongst all persons from the community at all level of district functionaries, VEC, CPEC, OMC, HT, Teachers, multi-agency groups and other family members, ICDS, AS workers etc. Will be focused through meetings, seminars orientation, and trainings to various groups. These awareness exercises are planned once for each year. Except the final year when consolidation will be planned. The awareness activities will by conducted by NGO's, District core group, and change agents of the community mobilization group.

- **Selection and training of Resource Persons and workers:** To conduct the activities at district, block and cluster /Panchayat level, persons will be selected and engaged to supervise and work with complete job chart drawn up at state level. The engagement TOR will be on 11months contractual basis and temporary. Induction Training of 10 days in the second year and recurrent refresher training every 6 months on need –based areas, such as, use, repair and maintenance aids & appliances, classroom management, IEP's etc. will be conducted for the above personnel each year except the final year. With the engagement of increased no. of workers on the 3rd year along with geographical expansion of coverage the same process will be followed. Intensive training courses on different kinds of disability is also planned for some selected personnel. Exposure visits of the personnel for further training to Resource centers will be a form of in-service training and conducted each year for selected persons.
- **Honorarium to BRP's at block and IED workers at GP level:** The temporary engagement of the personnel may be renewed on basis of performance report and an honorarium of Rs. 1000/- (one thousand) only P.M. to BRP and Rs. 700/- (seven Hundred) only P.M. to IED workers will be paid.
- **Aids and Appliances:** All children who are recommended at the assessment camp for requiring assistive devices will be provided with aids and appliances, obtained as far as possible through convergence with the Ministry of Social Justice and Empowerment, State Social Welfare and DRDA Departments, National Institutions or NGOs. This will be done after each assessment camp held annually except in the final year.
- **Aids Distribution camp & Follow-up:** After the type of aids is determined for the children, the same will be acquired and distributed to the beneficiaries with training on use and maintenance of the aids. Regular follow-up measures will be designed to keep track of the use, repair and maintenance of the devices, which will be conducted by the IED workers.
- **Early detection and identification:** a concerted drive to detect children with special needs at an early age should be undertaken through PHCs ICDS, ECCE centers and other school readiness programmes, such as bridge course of AS. Identification of children with special needs should become an integral part of the micro-planning and household surveys. For this a training of the Ka –Sreni teachers, ECE/ICDS workers is planned in 2003–04 and also in every year till 2007-08.
- **Functional and formal Assessment:** For each identified child, assessment camps by trained professionals of National and Regional Rehabilitation Centres will be carried out every year co-ordinated by the District Mission Office. A team of professionals will conduct camps at every block and recommend most appropriate placement for every child with special needs.
- **Convergence with all govt. and non Govt. agencies:** Convergence with social welfare, health, rural development, national institutes, rehabilitation centers, special schools, organizations working for the disabled, local Sanghas, religious and community leaders, Mahila Samities will contribute to the success of the programme. Hence, networking with these organization at regular basis is a important feature of the plan.

- **Support Services and Resource support:** Support services will be for both in-school and out-of-school children, like physical access, resource rooms (readiness centers will be opened if necessary to prepare children for formal placements) at cluster level, special equipment, reading material, special educational technique (STLM), remedial teaching, curricular adoption or adapted teaching strategies will be provided at district, block and GP level. This will be an on-going activity, as and when required and functional throughout the year. Resource support will be given by teachers working with children with special needs. Wherever this option is not feasible, long-term training of regular teachers will be undertaken.
- **Teacher training:** Intensive teacher training will be undertaken to sensitize regular teachers on effective classroom management of children with special needs. This training will be recurrent every year at block / cluster levels and integrated with the on-going in-service teacher training schedules in SSA. All training modules at SCERT, DIET and BRC level will include a suitable component on education of children with special needs. **The activity expenditure will be booked in the Teachers Training (Quality) component of the plan.**
- **Individualized Educational Plan (IEP) :** An IEP(case study) will be prepared every year by the teachers for every child every year with special needs in consultation with parents and experts. Its implementation will be monitored from time to time. The programme will test the effectiveness of various strategies and models by measuring the learning achievement of children with special needs periodically, after developing indicators.
- **Parental training and community mobilization:** Parents of children with disabilities will receive counseling and training twice every year till final year on handling and management and basic daily life skills. Intensive advocacy and awareness programmes will form a part of strategy to educate every child with special needs. A component on disability will be included in all the modules for parents, VEC and community and conducted by trained parents, NGO's, District Core persons, BRP and IED workers..
- **Strengthening of special schools:** Wherever necessary, special schools will be approached for resource support like training, supervision & monitoring on TOR basis. These organizations will be strengthened to obtain their resource support, in convergence with departments and agencies working in that area
- **Observance of World Disabled Day:** The 3rd of Dec is observed as the World Disabled Day internationally. It is planned to observe this day in all levels – district, block, GP. A shishu mela will be organized with sports, music, art and other recreational activities for all children with involvement of the community at large.
- **Removal of Architectural barriers:** Architectural barriers in schools will be removed for easy access in convergence with civil work component. Efforts will be taken to provide disable-friendly facilities in schools and educational institutions. Development of innovative designs for schools to provide an enabling environment for children with special needs will also be a part of the programme.
- **Research and Development:** SSA will encourage all types of research on children with special needs including research for designing and developing new devices, teaching aids, special teaching material and other items necessary to give a child with disability equal opportunities in education.
- **Monitoring and evaluation:** On going monitoring and evaluation will be carried out to fine-tune the programme. Half yearly reports on all activities will be documented. For this, appropriate monitoring mechanisms will be devised at every level and field tested at regular intervals.

- **Girls with Disabilities:** Special emphasis will be given to education of girls with disabilities.

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

Activity for the year 2002-2003.

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

Following Specific Activities have been budgeted under the plan

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

6.8 Early Childhood and Care Education

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

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

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

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

Educational Status of the District

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

Lakhimpur District is a backward district of Assam. Though the Govt. of Assam has given and warder to start Ka-Sreni in all Provincialised L.P. Schools but in practice it was not done. In most cases Ka-sreni children are mixed with Class-I children and create a problem in teaching-learning situation in the school.

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

Table : 6.8.1 Block wise Availability of Pre & Elementary Educational Institutions

Sl.No.	Name of Block	No. of LP School	No. of ICDS Centre	No. of M.V. School having L.P. Section
1.	Narayanpur	256	190	11
2.	Bordoloni	133	60	8
3.	Bihpuria	182	202	7
4.	Dhakuakhana	221	144	6
5.	Nowboicha	286	111	6
6.	Lakhimpur	294	245	7
	Total	1372	952	45

ECE goals and its objectives

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

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

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

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

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

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

Issues :

The govt. of Assam by a notification in the year 2000 introduced 'Ka-Sreni' in Primary level in all Provincialised school for the age group 4-5 years old children. But in practice most of the schools in the district of Lakhimpur not introduced Ka-Sreni in Pre-Primary Section.

- No Infrastructural support has been given to Ka-Sreni.
- Existing school teachers of Provincialised school are not trained to take care of Ka-Sreni.
- Non ECCE centre in unserved habitation/remote area/focused area,tea-garden area.
- In non ICDS location ECCE centre to be established on pilot basis.
- Backward, remote area, Tea garden area, Border area are to be get special importance.
- 4-5 years age group children are sitting with Class-I is very unscientific.
- Method of teaching should based on acceptability and capability of minor children in functioning school where Ka-Sreni exist.

- Girls child are engaged in sibling care of their younger one Ka-Sreni in functional school will paved the way of their education.
- Inadequate age appropriate TLM
- Un-equal distribution of ICDS centers.

Strategy

- All Provincialised schools have to start Ka-Sreni.
- In initial phase one teacher from the Primary School having four or more be trained.
- Sufficient Infrastructural facilities by allotting a room for Ka-Sreni is necessary.
- Teacher/Para teacher/Community teacher should be specialized through training and orientation adopting joyful & play method teaching and learning.
- New teacher/junior female teacher will be the best for ECCE.
- Sensibility & participation of community is the pre-condition of it's success.
- Orientation of Educational functionary is necessary.
- In service training of teachers is necessary.
- Evaluation and monitoring in periodical interval is necessary.
- Special step is necessary for focused area relaxing normal norms of SSA.
- Identification of area, training of worker and preparation of TLM with follow up activities.
- Refresher course for all workers engaged in ECCE is necessary.
- Special emphasis to border ,tea-garden ,minority dominated area to select ECCE centers including venture (private)schools of tea-gardens in all activities of ECCE.

Ka-Sreni Intervention :

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

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

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

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

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

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

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

Table 6.8.2 : Special Focused Area For ECCE

Name of Block	Flood effected village	Habitation shifting type		Habitation by type of Isolation	Unserved Habitation by distance more than 1 km	Tea Garden with division
		1	2			
Narayanpur	38	28	1	234	313	-
Bordoloni	42	4	0	74	121	1
Bihpuria	30	11	0	162	258	3
Dhakuakhana	30	25	0	120	179	1
Nowboicha	39	7	6	231	365	4
Lakhimpur	51	19	6	171	319	6
Total	230	95	15	992	1556	15

OUR COMMITMENT

- ☞ Help the child to express himself.
- ☞ Do not compare children.
- ☞ Provide opportunities to explore and manipulate environment.
- ☞ Give as many experiences for play as possible.
- ☞ A child's efforts should be rewarded.

Following Specific Activities have been budgeted under the plan

- **Opening of ECCE Centre**

Honorarium of Workers
Honorarium of Helpers
Centre contingency
Material Cost
10-day Training of workers
Centre Supervision

- **Support to ICDS**

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

- **Supervision & Monitoring**

Other Programme Activities

6.9 Media

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

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

The objectives of the media strategy are as follows:

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

Strategies:

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

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

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

Strategies will be like: --

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

- Organising drama, seminar etc. on community participation at town and village level and to invite media for recording sharing with others.

Interventions:

Public Relation:

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

Print Media:

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

Electronic Media:

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

Field Publicity:

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

Radio Programme:

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

Visit of Media Persons to the district:

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

Following Specific Activities have been budgeted under the plan

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

6.10 School Infrastructure (Civil Works)

Introduction:

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

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

Present Status:

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

Hence, adequate priority is given on development of infrastructures.

Table 6.10.1: Area Wise Distribution Of School

Name of Block	School in Plain Area	School in Hill Area	School in Forest Area	School in Riverine Area	Total
Narayanpur					
Bordoloni					
Bihpuria					
Dhakuakhana					
Nowboicha					
Lakhimpur					
Total					

Table 6.10.2 : Area Wise Distribution Of School (In percentage)

Name of Block	School in Plain Area	School in Hill Area	School in Forest Area	School in Riverine Area	Total
Narayanpur					
Bordoloni					
Bihpuria					
Dhakuakhana					
Nowboicha					
Lakhimpur					
Total					

Table –6.10.3 Present Status Of Schools Building

Name of blocks	No. of schools having no buildings		No. of schools dilapidated conditions		No. of schools required renovation & repairing		No of schools require additional classroom (where space per child is less than 4 sq.ft.)		No of schools require additional classroom (where space per child is more than 4 sq. ft. and less than 10 sq.ft.)		No. of schools require major repairing		No. of schools require minor repairing	
	Priority I		Priority II		Priority III, IV, V, VI		Priority VII		Priority XI		Priority VIII, IX, X		Priority XII and XIII	
	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP
Narayanpur	0	0	7	0	23	8	15	2	9	3	14	4	71	22
Bordoloni	0	0	0	0	0	0	2	1	4	0	0	1	34	7
Bihpuria	0	0	2	1	24	16	9	0	33	2	9	1	13	7
Dhakuakhana	0	0	8	3	67	13	1	0	10	1	35	6	55	8
Nowboicha	4	1	10	1	65	24	14	2	50	4	38	8	80	33
Lakhimpur	0	0	6	0	84	9	5	2	39	4	43	9	104	21
Total														

Table –6.10.4 Present Status Of Schools Building in %

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

Table –6.10.5 Status Of Toilet & Drinking Water Facilities

Name of Blocks	Schools with availability of toilet facilities (Not functioning)	Schools without Toilet facilities	Schools with drinking water facilities at (presently not functioning)	Schools without drinking water facilities (feasible)	Schools without drinking water facilities (Not essential to provide)
Narayanpur	11	150	45	85	4
Bordoloni	0	35	25	8	8
Bihpuria	15	93	28	17	5
Dhakuakhana	2	194	107	3	101
Nowboicha	11	271	106	84	10 68
Lakhimpur	25	252	115	36	77
Total					

Table –6.10.6 Distribution of Schools by Availability of Other Facilities

Name of blocks	Total Schools	No. of School having Electricity facilities (not functioning)	No. of schools having Electricity facility (functioning)	Schools without electricity (No source near campus to provide)	Schools without electricity (source near campus available)	Schools without furniture	Schools without black board	Schools without Signboard
Narayanpur								
Bordoloni								
Bihpuria								
Dhakuakhana								
Nowboicha								
Lakhimpur								
Total								

Table –6.10.7 Distribution of Schools by Availability of Other Facilities (In %)

Name of blocks	Total Schools	No. of School having Electricity facilities (not functioning)	No. of schools having Electricity facility (functioning)	Schools without electricity (No source near campus to provide)	Schools without electricity (source near campus available)	Schools without furniture	Schools without black board	Schools without Signboard
Narayanpur								
Bordoloni								
Bihpuria								
Dhakuakhana								
Nowboicha								
Lakhimpur								
Total								

It reveals from the above projected status of school buildings that the district has large number of building less and building not usable which requires new construction (..... nos.) for providing minimum access facilities. But, the budget provision for civil works is limited upto% of total budget of the district. Besides, scope of longer by phasing in many years

is also not possible for achieving universal enrolment/retention within the targeted period. In this context may be mentioned here that most of the building less schools are situated in the remote, isolated, hilly, forest and backward areas for which enrolment of these schools are not so high and possibility of increasing rate in future is also not too high.

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

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

Major Issues:

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

Strategies :

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

Implementation Procedure:

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

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

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

Supervision & Monitoring:

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

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

Some outlines of supervision and monitoring are given below :

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

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

6.11 Project Management:

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

District Level:

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

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

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

Block Level:

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

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

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

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

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

Cluster Level:

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

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

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

Village Level:

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

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

Staffing pattern of DEEO

Sl. No.	Name of Post.	No. of posts	Person in position
1	DEEO	01	01
2	APO	01	01
3	Inspecting Auditor	01	01
4	SA	01	01
5	UDA	04	03
6	LDA	07	07
7	Computer	01	01
8	Grade IV	06	06
		22	21

The present of the DEEO office is running in a rented building where more space is required for computer section, sitting arrangement additional manpower and a conference hall.

Staffing pattern of DI Offices

Sl. No.	Name of Post.	No. of posts	Person in position
1	DI	2	0
2	SI	15	14
3	HA	0	0
4	SA	2	1
5	UDA	5	4
6	LDA	10	10
7	Grade IV	10	10
	Total	45	39

Staffing pattern of DI Office, North Lakhimpur.

Sl. No.	Name of Post.	No. of posts	Person in position
1	DI	01	01(in charge)
2	SI	12	12
3	HA	Nil	Nil
4	SA	01	Nil
5	UDA	05	03
6	LDA	07	07
7	Grade IV	07	07

Note:-The building of the DI office, North Lakhimpur is permanent government building where more space is required for sitting arrangement of 12 numbers of Sis .Furniture of this office is not available for mainly Sis and the grade-IV employees. The post of SA is now vacant in this office for the withdrawal of the same.

Staffing pattern of DI Office, Dhakuakhana.

Sl. No.	Name of Post.	No. of posts	Person in position
1	DI	01	01(in charge)
2	SI	03	02
3	HA	Nil	Nil
4	SA	01	01
5	UDA	01	01
6	LDA	03	03
7	Grade IV	03	03
	Total	12	11

Staffing pattern of BEEO Offices

Sl. No.	Name of Position	No. of posts	Person in position
1	BEEO	6	6
2	SA	6	6
3	UDA	6	6
4	LDA	6	6
5	Grade IV	14	14
6	Night Guard		
	Total	38	38

Staffing pattern of BEEO Office, Lakhimpur.

Sl. No.	Name of Position	No. of posts	Person in position
1	BEEO	01	01
2	SA	01	01
3	UDA	01	01
4	LDA	01	01
5	Grade IV	02	02
6	Night Guard	Nil	Nil

NB. SIs of school has been placed in different blocks against SI circles.

Staffing pattern of BEEO Office, Nowboicha

Sl. No.	Name of Position	No. of posts	Person in position
1	BEEO	01	01
2	SA	01	01
3	UDA	01	01
4	LDA	01	01
5	Grade IV	02	02
6	Night Guard	Nil	Nil

Staffing pattern of BEEO Office, Bihpuria.

Sl. No.	Name of Position	No. of posts	Person in position
1	BEEO	01	01
2	SA	01	01
3	UDA	01	01
4	LDA	01	01
5	Grade IV	02	02
6	Night Guard	Nil	Nil

Staffing pattern of BEEO Office, Narayanpur.

Sl. No.	Name of Position	No. of posts	Person in position
1	BEEO	01	01
2	SA	01	01
3	UDA	01	01
4	LDA	01	01
5	Grade IV	02	02
6	Night Guard	Nil	Nil

Staffing pattern of BEEO Office, Bordoloni.

Sl. No.	Name of Position	No. of posts	Person in position
1	BEEO	01	01
2	SA	01	01
3	UDA	01	01
4	LDA	01	01
5	Grade IV	03	03
6	Night Guard	Nil	Nil

Staffing pattern of BEEO Office, Dhakuakhana.

Sl. No.	Name of Position	No. of posts	Person in position
1	BEEO	01	01
2	SA	01	01
3	UDA	01	01
4	LDA	01	01
5	Grade IV	03	03
6	Night Guard	Nil	Nil

Regarding Infrastructure of these offices it can be said these are much below the requirement. All these offices are running from rented buildings except the building of DI office, Lakhimpur and in case of rented buildings regular payment of rent is always a problem.

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

Sl.No	Name of post.	No. of personnel		Remarks
		District Level	Block level	
1.	District Mission Co-ordinator	1		Ex-officio
2.	District Academic Mission Co-ordinator	1		Ex-officio
3.	Associate District Mission Co-ordinator	2		Ex-officio
4.	District Programme officer	5		
5.	District Project Engineer	1		
6.	Programmer (MIS)	1		
7.	Finance & Accounts Officer	1		
8.	Jr. Account Officer	1	6	One for each block
9.	Jr. Engineer	1	6	Do
10.	Data Entry Operator (MIS)	2		
11.	UDA	1	6	Do
12.	Accountant cum Cashier	1	6	Do
13.	LDA cum Typist	2	6	Do
16.	Receptionist cum Typist	1	-	
17.	Block Mission Co-ordinator		6	Ex-officio
18.	Resource Teacher	0	140	
19.	Grade-IV	2	6	1 for each block
	Night Guard	1	6	Do
	Total	24	182	

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

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

Sl. No	Name	Designation.
1	Sri Lakhi Nath Das.	DEEO.
2	Smti. Nirada Doley Pegu.	Inspector of Schools.
3	Sri Gobin Chandra Bora.	Principal/DIET.
4	Smti. Eli Moni Chaliha.	Attached.Lecturer.DIET.
5	Sri. Giridhar Rajkhowa.	DI
6	Sri Nripen Saikia	Lecturer.DIET.

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

Sl. No	Name	Designation.
1	Sri Lakhi Nath Das	DEEO/DMC
2	Sri Gobin Chandra Bora	Principal, DIET.
3	Smti. Eli Moni Chaliha.	Attached Lecturer.
4	Sri Maheswar Mishra.	A.P.O ,DEEO Office.
5	Sri Naba Dutta.	PO ,Inspector Office.
6	Sri Giridhar Rajkhowa	BEEO ,Bihpuria /DI
7	Sri Budheswar Bora	BEEO ,Lakhimpur.
8	Sri Zil Mohan Sarkar	BEEO ,Narayanpur.
9	Sri Anil Das Purakaystha.	BEEO,Nowboicha.
10	Sri Paresh Neog.	DI/BEEO,Dhakuwakhana
11	Sri Halidhar Pegu.	BEEO,Bordoloni
12	Smti. Jyotshna Medak	Lecturer,DIET.
13	Smti. Dulami Herenz Pandu.	Lecturer,DIET.
14	Smti. Rupali Hazarika Baruah.	Lecturer,DIET.
15	Smti. Meena Saikia	Instructor,BTC.
16	Smti. Meena Devi.	Principal,Normal.
17	Smti. Beenita Saikia Bhuyan.	Member,NGO.
18	Sri Bhadreswar Morang.	Lecturer, DIET.
19	Sri Nripen Saikia.	Lecturer, DIET.
20	Sri Achyut Bhuyan.	Lecturer, DIET.
21	Sri Parash Bhagawati.	Lecturer, DIET.
22	Sri Mukul Dutta.	Lecturer, DIET.
23	Md .Tajjuddin Laskar.	Lecturer, DIET.
24	Sri Kinaram Gogoi.	Principal, BTC.
25	Sri Shyamanta Chutia.	Instructor,BTC.
26	Sri Imdadul Hussain.	Instructor,BTC.
27	Sri Narayan Doley.	Instructor,BTC.
28	Sri Kamal Saikia	Retd, Principal.
29	Sri Jyotish Payeng.	Member,NGO.
30	Sri Progress Medak.	Member,NGO.
31	Sri Lohit Chutia.	Instructor,Normal.
32	Sri Khirod Gogoi.	Instructor,Normal.
33	Sri Suren Dutta	Instructor,Normal.
34	Sri Sashi Mohan Roy.	Instructor,Normal.
35	Sri Lakhi Konwar.	Instructor,Normal.

36	Sri Bikash Dev	Instructor,Normal.
37	Sri Jogen Dutta	HM,LP School.
38	Sri Mohan Das.	HM,ME School.
39	Sri Bogen Das.	APO,DC.Office.
40	Md Abdul Awal.	DRP.
41	Sri Karna Kanta Das.	Subject Teacher.
42	Sri I Kaman.	District Adult Education Officer.

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

Sl. No	Name	Designation
1	Shri Lanki Phanco,Chairman	D.C,Lakhimpur
2	Shri L.N Das ,Co-ordinator	D.M.C,Lakhimpur.
3	Md I .Ali , Member	A.D.C,Development,Lakhimpur
4	Smti Nirada Doley Pegu,Member	Inspector of schools LDC & DI's,NL.
5	Shri Gobin Borah,Member	Principal ,DIET.AZAD.
6	Mrs Meena Devi.,Member.	Principal,Normal S,Dhakuwakhana.
7	Shri Kinaram Gogoi,Member	Principal,BTC,AZAD.
8	Mr I.H Hazarika,Member.	DIPRO.
9	Sri I Kaman.,Member	DAEO(Adult).
10	Sri D Dutta,Member	Distr.Informatics Officer.
11	Shri Ramesh Chutia,Member	Asstt.Inspector of Schools, LDC.
12	Shri Paresh Neogi, Member	DI,Dhakuwakhana Incharge & BEEO,Dhakuwakhana.
13	Smti Eli moni Chaliha,Member.	Attached ,Lecturer.
14	Shri Nava Dutta,Member	P & SO/IS LDC
15	Shri Bogen Das,Member.	APO ,DC's Office.
16	Shri M.Mishra,Member.	APO,O/O,DEEO,Lakhimpur.
17	Shri B.Bora,Member	BEEO,Lakhimpur.
18	Shri A.C.Das Purkayashtha, Member.	BEEO,Nowboicha.
19	Shri Nanda Gam,Member	BEEO,Bihpuria
20	Shri Jilmohan Sarkar,Member	BEEO,Narayanpur
21	Shri Halidhar Pegu,Member	BEEO,Bordoloni.
22	Shri T.N.Khanikar,Member	SI of Schools.
23	Shri Rudra Konwar,Member.	Do
24	Shri Jiten Saikia,Member	Do
25	Shri Kanakeshwar Deka,Member	Do
26	Shri Prabhuram Chetry,Member	Do
27	Shri Deba Baruah,Member	Do
28	Md Khalek Haque,Member.	Do
29	Shri Saurav Barphukan,Member	Do
30	Shri Pradip Baruah,Member.	Do
31	Shri Dimbeswar Chutia,Member.	Do
32	Shri Dimbeswar Dutta,Member.	Do
33	Shri Chitra Barpatra Gohain,Member.	Do
34	Shri Phuleshwar Koch, Member.	Do
35	Shri M.Doley,Member.	Do
36	Shri Achut Bhuyan,Member.	Lecturer,DIET.
37	Shri B.Morang,Member.	Do
38	Smti. Meena Saikia,Member.	Instructor,BTC,AZAD.
39	Shri Khired Gogoi,Member.	DRP,Dhakuakhana & Instructor Normal School.
40	Shri Lakhi Konwar,Member.	DRP,Bordoloni.

41	Md Jamal Ansari,Member.	DRP,Bihpuria.
42	Shri Bhogendra Konwar,Member.	DRP,Lakhimpur.
43	Shri Parash bhagabati,member,	DRP,Narayanpur.
44	Smti Dhanada Devi ,Member.	DRP,Nowboicha.
45	Shri Paresh Baruah,Member.	HM from ME Teachers Association,
46	Shri Binod Hajarika,Member.	HM from LP Teachers Association.
47	Shri Abani Chetia,Member	NYK,co-ordinator.
48	Shri Jyotish Payeng,Member.	NGO.
49	Smti Sangeeta Das,Member.	Do.
50	Shri Jugal Gogoi,Member.	BRP,Lakhimpur.
51	Shri Azizur Rahman,Member.	BRP,Bihpuria
52	Shri Munindra Bhuyan,Member.	BRP,Narayanpur.
53	Shri Debajit Pegu,Member	BRP,Nowboicha.
54	Shri Guna Kanta Dehingia,Member.	BRP,Bordoloni.
55	Shri Narendra Nath Saikia,Member.	BRP,Dhgakuakhana.s
56	District Social Welfare Officer,Member.	Do.

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

Sl.No	Name	Designation.
1	Shri Lakhi Nath Das.	DEEO & DMC,Lakhimpur.
2	Shri Maheswar Misra.	APO , DEEO office,Lakhimpur.
3	Mrs. Eli Moni Chaliha.	Attached,Lecturer.
4	Mrs. Dhanada Devi.	DRP,Nowboicha.
5	Shri Bhadeswar Morang.	DRP,Bihpuria.
6	Shri Achut Bhuyan.	Lecturer,DIET.
7	Shri Porash Bhagabati	DRP,Narayanpur & DIET,Lecturer.
8	Shri Kanakeswar Deka.	SI of Schools.
9	Shri Jiten Saikia.	Do
10	Shri T.N.Khanikar.	Do
11	Shri A.C.Das.Purkayastha.	BEEO,Nowboicha.
12	Shri Mohan Das.	DRP,Lakhimpur.
13	Shri Lakhi Konwar.	DRP,Ghilamora & Instructor Normal School.
14	Shri khirod Gogoi.	DRP ,Dhakuakhana & instructor Normal School.
15	Shri Suren Dutta.	Instructor Normal School.
16	Shri Naba Dutta	PO ,Inspector of Schools.
17	Shri Ramesh Chutia.	Asstt .Inspector of Schools.
18	Shri Paresh Neog.	DI In- charge Dhakuakhana.
19	Shri Jyotish Payeng.	NGO.
20	Miss Sangita Das.	Do
21	Md J.H.Ansari.	DRP.
22	Shri Kamal Saikia.	Do

Table I.V: List of the members of Functional Area Wise Study Teams

Sl.No	Name of the Functional areas.	Name of the Alloted DCT members.
1	Community Mobilisation.	1.Shri Parash Kr.Bhagabati. 2.Shri Jiten Saikia.
2	Quality/School improvement.	1.Shri Bhadreswar Morang. 2.Mrs.Dulami Herenz Pandu. 3.Mr Mohan Das.

3	IED and ECE.	1.Smti Dhanada Devi. 2.Miss. Sangeeta Das.
4.	EGS and Bridge Course.	1.Shri Taranath Khanikar. 2.Shri Suren Dutta. 3.Shri Lakhi Konwar.

Besides specific tasks had been assigned to following members

Name of the members.	Allotted duties and works.
1.Shri L.N Das,	Co-ordination of all works.
2.Shri Ramesh Chutia,	Collection of statistical data and preparation of Chapter-I
3.Smti Eli moni Chaliha.	
4.Shri Naba Kr.Dutta.	
5. Shri Moheswar Misra.	
6. Shri Guna Sindhu Pegu.	
7. Shri Pranjal Sharma.	
8.Shri Nripen Saikia.	
9.Shri Jogen Dutta.	Calculation of GER/NER for Chapter-II.
10.Shri Kanakeswar Deka.	
11.Shri Ramesh Chutia.	
12.Smti Eli monj Chaliha.	
13.Shri Bhadreswar Morang.	
14.Mrs Runu Bezbaruah.	Preparation of Chapter-III
15.Shri Mohan Das.	Preparation of Chapter-IV & V.
16.Shri Jyotish Payeng.	
17.Miss Sangeeta Das.	
18.Shri Taranath Khanikar.	
19.Shri Jiten Saikia.	
20.Shri Achut Kr. Bhuyan .	
21.Shri Naba Kr. Dutta.	
22.Shri Kamal Saikia.	
23.Md Jamal Ansari.	
24.Smti Dhanada Devi.	
25.Shri Bhadreswar Morang.	

The following DCT members are deputed for the state level discussions on perspective plan preparation works which was held at Guwahati, with affect from the 12th September/02 to 17th September/02.

- 1.Shri L.N Das,DMC/co-ordinator.
- 2.Shri Moheswar Misra.
- 3.Shri Naba Kr.Dutta.
4. Md Jamal Ansari.
5. Shri Kanakeswar Deka.

DISTRICT ELEMENTARY EDUCATION (DEEP) PERSPECTIVE PLAN

2002-03 to 2009-10
DISTRICT : LAKHIMPUR

GOI Ref Code	Head of account	COMPONENT/Activity Description	Unit of Measures	Unit cost for 02-03 to 04-05	Unit cost for 05-06 to 06-07	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total	Remarks	
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial			
	A	PROJECT MANAGEMENT																						
17	A.1	Furniture & Equipment	Lumpsum	1.00	2.00					1	1.00			1	1.00	1	1	1	1	1	5	2.00		
17	A.2	Salary	Per month	1.5	1.8			12	18.00	12	18.00	12	21.60	12	21.60	12	12	12	12	12	84	79.20		
17	A.3	Office Expenses	Per month	0.03	0.05			12	0.36	12	0.36	12	0.60	12	0.60	12	12	12	12	12	84	1.92		
17	A.4	Hiring of vehicles	Per month	0.2	0.24			12	2.40	12	2.40	12	2.88	12	2.88	12	12	12	12	12	84	10.56		
17	A.5	Rent	Per month	0.05	0.06			12	0.60												12	0.60		
17	A.6	Audit Fees	Per year	0.1	0.15			1	0.10	1	0.10	1	0.15	1	0.15	1	1	1	1	1	7	0.50		
17	A.7	Meeting Seminar	Per year	0.12	0.22			12	1.44	12	1.44	12	2.64	12	1.20	12	12	12	12	12	84	6.72		
17	A.8	TA/DA	Per month	0.24	0.36			12	2.88	12	2.88	12	4.32	12	4.32	12	12	12	12	12	84	14.40		
17	A.9	Salary of BRC support staff	Per month per BRC	0.22	0.264			7	18.48	7	18.48	7	22.18	7	22.18	7	7	7	7	7	49	81.31		
17	A.10	Rent for BRC building	Per Year/Per BRC	0.24				7	1.68	7	1.68											3.36		
17	A.11	Fixed TA for Sis	Per person per month	0.002	0.003			15	0.36	15	0.36	15	0.54	15	0.54	15	15	15	15	15	105	1.80		
17	A.12	Capacity building for Educational Functionaries	Lumpsum	0.6	0.8			1	0.60	1	0.60	1	0.80	1		1	1	1	1	1	7	2.00		
17	A.13	Media & Publicity																						
17	A.13.1	Information Booklet	Lumpsum	0.15	0.1			1	0.15	1	0.15	1	0.10	1	0.10	1	1	1	1	1	7	0.50		
17	A.13.2	Quarterly Press visit	Per quarter	0.02	0.025			1	0.02	1	0.03	1	0.03	1	0.03	1	1	1	1	1	7	0.10		
17	A.13.3	Publicity Campaign	Lumpsum	0.1	0.15			1	0.10	1	0.15	1	0.15	1	0.15	1	1	1	1	1	7	0.55		
17	A.13.4	Other publicity measures	Lumpsum	1.50	1			1	1.50	1	1.50	1	1.00	1	0.15	1	1	1	1	1	7	4.15		
17	A.13.5	Yearly News Letter	Per block	0.1	0.15			7	0.70	7	0.70	7	1.05	7	0.20	7	7	7	7	7	49	2.65		
		COMPONENT TOTAL							49.37		49.83		58.03		55.09								212.32	
	B	COMMUNITY MOBILISATION (CM)																						
	B.1	Training for VEC, TGEC, WEC, GPEC and SMC members																						
14	B.1.1	2-day training of VEC/TGEC/SMC members at GP level	Per person per day	0.0001	0.00015			18,322	3.66	18,322	3.66	18,322	5.50	18,322	5.50	18,322	18,322	18,322	18,322	18,322	128,254	18.32	Training will be provided to selected VEC, TGEC, WEC, GPEC & SMC members	
14	B.1.2	3-day Trg. of RPs at Block level	Per person per day	0.0004	0.0005			916	1.10	916	1.10	916	1.37	916	1.37	916	916	916	916	916	6,413	4.95		
14	B.1.3	3-day Trg. of RPs at District level	Per person per day	0.0005	0.0006			46	0.07	46	0.07	46	0.08	46	0.08	46	46	46	46	46	321	0.30		
14	B.1.4	2-day training of GPEC members at block level	Per person per day	0.0004	0.0005			972	0.78	972	0.78	972	0.97	972	0.97	972	972	972	972	972	6,804	3.50	Training will be provided to selected VEC, TGEC, WEC, GPEC & SMC members	
14	B.1.5	3-day Trg. of RPs at District level	Per person per day	0.0005	0.0006			49	0.07	49	0.07	49	0.09	49	0.09	49	49	49	49	49	340	0.32		
	B.2	Implementation of VER																						
16	B.2.1	8-day Training of RPs, CRCCs & RTs on VER implementation at block level	Per person per day	0.0004	0.0005			242	0.77	242	0.77	242	0.97	242	0.97	242	242	242	242	242	1,694	3.48	Training will be provided for 2 day in four phases	
16	B.2.2	Implementation of VER in General area	Per person per day	0.0007	0.0008			69	0.34	69	0.34	69	0.39	69	0.39	69	69	69	69	69	482	1.45	Visit of one RP per CRC for 7 days	
16	B.2.3	Implementation of VER in Remote Areas	Per person per day	0.0015	0.002			12	0.13	12	0.13	12	0.17	12	0.17	12	12	12	12	12	85	0.60	Visit of one RP per CRC for 7 days	
16	B.2.4	Updating of VER in General areas	Per person per day	0.0007	0.0008			69	0.34	69	0.34	69	0.31	69	0.31	69	69	69	69	69	405	1.24	Visit of one RP per CRC for 7 days in three quarter	
16	B.2.5	Updating of VER in special areas village	Per person per day	0.0015	0.002			12	0.13	12	0.13	12	0.17	12	0.17	12	12	12	12	12	85	0.60	Visit of one RP per CRC for 7 days in three quarter	
	B.3	Enrollment Drive																						
16	B.3.1	1-day orientation for VEC vice president, MS, SMC President and Gaon Burah at cluster or GP level on enrollment drive	Per person per day	0.0001	0.0002			7,351	0.74	1,838	0.37	1,838	0.37	1,838	0.37	1,838	1,838	1,838	1,838	1,838	18,378	1.84		

DISTRICT ELEMENTARY EDUCATION (DEEP) PERSPECTIVE PLAN

2002-03 to 2009-10
DISTRICT : LAKHIMPUR

GOI Ref Code	Head of account	COMPONENT/Activity Description	Unit of Measures	Unit cost for 02-03 to 04-05	Unit cost for 05-06 to 06-07	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total		Remarks
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
16	B.3.2	2-day Block level RP training	Per person per day	0.0004	0.0005			368	0.29	184	0.18	92	0.09	92	0.09	92	92	92	92	1,011	0.66		DRP will assemble at district level on designing the strategy of Enrolment Drive for one day	
16	B.3.3	2-day District level RP training	Per person per day	0.0005				18	0.02											18	0.02		Block level RP will be oriented at block level on Enrolment drive for one day	
16	B.3.4	Traveling cost for RPs (4 day) for General areas during actual drive	Per person per day	0.0007	0.001			69	0.19	35	0.14	18	0.07	18	0.07	18	18	18	18	194	0.48		RP will visit the village during the enrolment drive for general areas	
16	B.3.5	Traveling cost for RPs of Observation of Enrolment drive (4-day) for Special areas	Per person per day	0.0015	0.002			12	0.07	6	0.05	3	0.02	3	0.02	3	3	3	3	33	0.17		RP will work on enrolment drive for special areas	
16	B.3.6	Observation of enrolment drive at village level by the VEC/SMC																		-	-		Non-financial	
	B.4	Regular meetings																						
16	B.4.1	Monthly VEC /TGEC WEC/SMC meeting																					non financial	
16	B.4.2	Monthly GPEC meeting																					non financial	
16	B.4.3	Bi monthly GPEC presidents meet at block level	Per meeting	0.003	0.004			42	0.13	42	0.13	42	0.17	42	0.17	42	42	42	42	294	0.59		GPEC presidents will attend in the block level meeting	
16	B.4.4	Half yearly general meeting for all VEC, TGEC, WEC, SMC and GPEC at GP level	Per meeting	0.01	0.015			162	1.62	162	1.62	162	2.43	162	2.43	162	162	162	162	1,134	8.10			
16	B.4.5	Quarterly SMC President meeting at GP level	Per meeting	0.001	0.002			324	0.32	324	0.32	324	0.65	324	0.65	324	324	324	324	2,268	1.94			
	B.5	Regular Grants for the schools																						
7	B.5.1	School Maintenance Grant	Per school	0.05				2,012	100.60	2,012	100.60	2,012	100.60	2,012	100.60	2,012	2,012	2,012	2,012	16,096	503.00		For all Govt., Provincialisad, recognised Primary, Upper Primary & Composite schools	
10	B.5.2	School Infrastructural Grant		0.02				2,012	40.24	2,012	40.24	2,012	40.24	2,012	40.24	2,012	2,012	2,012	2,012	16,096	201.20		For all Govt., Provincialisad, recognised Primary, Upper Primary & Composite schools	
	B.6	Capacity building for PRIs																						
16	B.6.1	Exposure visit of PRI members	Per person	0.05	0.07			75	3.75	110	5.50	145	10.15	145	10.15	145	145	145	145	910	29.55			
16	B.7	Reconstitution of VEC, TGEC, WEC and GPEC	Per Village		0.0015							1,109	1.66			1,109	1,109	1,109	1,109	4,438	1.66			
16	B.8	Reconstitution of SMC	Per school	0.001	0.0015					2,012	2.01			2,012	3.02					4,024	5.03		The SMCs will be re-constituted in the year of 2004, 2006, 2008 & 2010	
16	B.9	Gradation of SMC, VEC, TGEC, WEC and GPEC	Per Unit	0.001				3,080	3.08					3,080	3.08			3,080	3,080	12,320	6.16		Gradation of SMC, VEC, TGEC, WEC and GPEC will be done in 2004, 2006, 2008, 2009 & 2010 year	
	B.10	Plan for Special Disadvantaged Areas																						
18	B.10.1	NGO mobilisation	Lumpsum	2.00	3.00				2.00		3.00		3.00		3.00								11.00	
18	B.10.2	Engagement of Community based RP for special areas & group	Per person per month for 4 month	0.08	0.12			12	0.97	12	0.97	12	1.46	12	1.46	12	12	12	12	85	4.86		One RP for every 20 special area villages	

DISTRICT ELEMENTARY EDUCATION (JEEP) PERSPECTIVE PLAN

2002-03 to 2009-10
DISTRICT : LAKHIMPUR

GOI Ref. Code	Head of account	COMPONENT/Activity Description	Unit of Measures	Unit cost for 02-03 to 04-05	Unit cost for 05-05 to 06-07	2002-03		2003-04		2004-05		2005-05		2006-07		2007-08		2008-09		2009-10		Total	Remarks
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial		
16	E.1	Institutional Capacity Building	Lumpsum	5.00	3.00			1	5.00			1	3.00	1	3.00	1	1	1	1	6	11.00		
16	E.2	DACG Monthly Meeting	Per meeting	0.014	0.016			12	0.17	12	0.17	12	0.19	12	0.19	12	12	12	12	84	0.72		
16	E.3	School Support Visit	Per month per school	0.01	0.012			30	0.30	30	0.30	30	0.36	30	0.36	30	30	30	30	210	1.32		
16	E.4	Action Research & other research related programmes	Lumpsum	0.4	0.5			1	0.40	1	0.40	1	0.50	1	0.50	1	1	1	1	7	1.80		
12	E.5	Workshop, Seminar & Capacity Building	Lumpsum	2.00	2.50			1	2.00	1	2.00	1	2.50	1	2.50	1	1	1	1	7	9.00		
16	E.6	Hiring of vehicle	Per month	0.10	0.15			12	1.20	12	1.20	12	1.80	12	1.80							6.00	
16	E.6	Documentation	Per month	0.0125	0.015			12	0.15	12	0.15	12	0.18	12	0.18	12	12	12	12	84	0.66		
	E.7	Supervision & Monitoring	Per school	0.003	0.004			2,012	6.04	2,012	6.04	2,012	8.05	2,012	8.05							28.17	
COMPONENT TOTAL									15.25		10.25		16.58		16.58							58.87	
F		QUALITY IMPROVEMENT (QM)																					
1	F.1	Provision for Community Teachers at Remote Area Primary Schools	Per month	0.02	0.03			84	30.24	84	30.24	84	2.52	84	30.24	84	84	84	84	588	93.24		
1	F.2	Provision for Community Teachers at Remote Area Upper Primary Schools		0.025	0.035			21	0.74	5	2.10	5	0.18	5	2.10	5	5	5	5	51	5.11		
12	F.3	Training of teachers																					
12	F.3.1	8 days training of Lower Primary School Teachers	Per person per day	0.0007	0.0008			3,982	22.30	3,982	22.30	3,982	25.48	3,982	25.48	3,982	3,982	3,982	3,982	27,874	95.57	In ph: ss including general mass teacher training, content enrichment & new textbooks etc. including ing. Of RPs. Sanctioned strength of teachers shown as physical target	
12	F.3.2	8 days training of Upper Primary School Teachers	Per person per day	0.0007	0.0008			4,438	24.85	4,438	24.85	4,438	28.40	4,438	28.40	4,438	4,438	4,438	4,438	31,066	106.51		
12	F.3.3	Training of K-sreni teachers		0.0007				237	0.99	237	0.99	271	1.14	271	1.14	271	271	271	271	1,828	4.26		
12	F.4	15-day District level workshop seminar	Per person per day	0.0005	0.0007			50	0.38	50	0.38	50	0.53	50	0.53					200	1.80		
12	F.5	Evaluation																					
12	F.5.1	Teachers diary (yearly)	Per diary	0.0002	0.00025			8,420	1.68	8,420	1.68	8,420	2.11	8,420	2.11	8,420	8,420	8,420	8,420	58,940	7.58	Preparation of teachers diary	
12	F.5.2	Students progress card	Per copy	0.00003	0.00004			157,606	4.73	173,367	6.93	190,703	7.63	209,774	8.39	209,774	209,774	209,774	209,774	1,360,770	27.68		
12	F.5.3	Conduct of Public exam for class IV and class VII (yearly)	Per Block	0.5	0.6			7	3.50	7	3.50	7	4.20	7	4.20	7	7	7	7	49	15.40	Conduct by a group of DACG and BACG	
5	F.6	Free Textbook to Children		0.0015				84,539	126.81	92,813	139.22	101,087	151.63	109,361	164.04	117,635	117,635	117,635	117,635	740,703	581.70		
16	F.7	Gradation of School		0.005	0.001			2,012	10.06	2,012	2.01	2,012	2.01	2,012	10.06	2,012	2,012	2,012	2,012	14,084	24.14		
11	F.8	Teacher Grant		0.005	0.005			8,420	42.10	8,420	42.10	8,420	42.10	8,420	42.10	8,420	8,420	8,420	8,420	67,380	210.50		
9	F.9	TLE Grant to Upper Primary Schools not covered under OBB	Per school	0.5				139	69.67	139	69.67	139	69.67							418	209.00		
COMPONENT TOTAL									42.10		338.04		345.98		337.59		318.79					1,382.49	

DISTRICT ELEMENTARY EDUCATION (DEEP) PERSPECTIVE PLAN

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

GOI Ref. Code	Head of account	COMPONENT/Activity Description	Unit of Measures	Unit cost for 02-03 to 04-05	Unit cost for 05-06 to 06-07	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total	Remarks	
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial			
	G.	ALTERNATIVE SCHOOLS																						
	G.1	EGS for Lower Primary Level																						
20	G.1.1	Preparatory activities	Per school	0.002	0.003			160	0.32													160	0.32	
20	G.1.2	Running the school	Per school per year	0.16	0.2			160	25.60	160	25.60	160	32.00	160	32.00	160	160	160	160	160	160	1,120	115.20	
20	G.1.3	Additional teachers for high enrolment	Per centre year	0.10	0.12			16	1.50	16	1.60	16	1.92	16	1.92	16	16	16	16	16	16	112	7.04	
20	G.2	EGS for Upper Primary Level																						
20	G.2.1	Preparatory activities	Per school	0.002	0.003					50	0.15											50	0.15	
20	G.2.2	Running the School	Per children		0.013					2,000	26.00	2,000	26.00	2,000	26.00	2,000	2,000	2,000	2,000	2,000	2,000	12,000	78.00	
20	G.2.3	Management Cost	Per centre	0.001	0.0015					50	0.05	50	0.05	50	0.05	50	50	50	50	50	50	300	0.20	
20	G.3	Short Term Bridge Course																						
20	G.3.1	Preparatory activities	Per centre	0.002	0.003			236	0.47													236	0.47	
20	G.3.2	Conduct of the course	Per learner per month	0.00062	0.00071			7,082	13.19	2,370	5.04	1,170	2.49									10,622	20.71	
20	G.3.3	Management Cost for Short term bridge course	Per centre per month	0.00100	0.00150			315	0.95	79	0.24	39	0.18									433	1.36	
20	G.4	Long Term Bridge Course																						
20	G.4.1	Preparatory activities	Per centre	0.00200				281	0.56													281	0.56	
20	G.4.2	Conduct of the course	Per learner per month	0.00062	0.00071			8,421	31.37	4,200	17.85	2,100	4.46									14,721	53.68	
20	G.4.3	Management Cost for Long term bridge course	Per centre per month	0.00100	0.00150			281	1.89	140	1.26	70	0.63									491	3.58	
20	G.4.4	Residential Bridge Course																						
20	G.5	Inputs to Religious Madrasa for Introduction of formal curriculum																						
20	G.5.1	Meeting with Religious Leaders, Educational Functionaries & Panchayat Functionaries at district level & other mobilisation activities	Lumpsum	0.05	0.02			1	0.05	1	0.05	1	0.02	1	0.02	1	1	1	1	1	1	7	0.14	
20	G.5.2	Introduction of formal curriculum in religious Institute.	Per Madrasa	0.1	0.015																		Provision of one full time teacher	
20	G.5.3	Library grant			0.01																			
20	G.5.4	20-day Training of Additional Teachers	Per person per day	0.0007	0.0008																			
20	G.6	Declaration of 100% UEE block	Lumpsum	2.00	3.00			1	2.00	2	6.00	2	6.00	2	6.00							7	20.00	
		COMPONENT TOTAL							77.79		83.83		73.77		68.02								301.41	
	H	MANAGEMENT INFORMATION SYSTEM (MIS)																						
16	H.1	Upgradation of Systems		5.000								1	5.00									1	2	5.00
16	H.2	Annual Maintenance of Systems	Per year	0.240	0.360					1	0.36	1	0.36	1	0.36	1	1	1	1	1	1	8	1.08	
16	H.3	Internet & Convergence with NIC/NICNET		0.150	0.200			1	0.15	1	0.20	1	0.20	1	0.20	1	1	1	1	1	1	7	0.75	
16	H.4	MIS Site Setup/Maintenance		1.500						1	1.50			1	1.50							1	3	3.00
16	H.5	Consumables to MIS And Office Expenses	Per month	0.060	0.080			12	0.96	12	0.96	12	0.96	12	0.96	12	12	12	12	12	12	84	3.84	
16	H.6	Training for Data Entry Operators	Per person	0.050	0.070			2	0.10	2	0.10	2	0.14	2	0.14	2	2	2	2	2	2	14	0.98	
16	H.7	Training for DMC / BMC & other Education Department Officials	Lumpsum	0.250	0.350			1	0.25	1	0.25	1	0.35	1	0.35	1	1	1	1	1	1	7	1.20	

DISTRICT ELEMENTARY EDUCATION (DEEP) PERSPECTIVE PLAN

2002-03 to 2009-10

DISTRICT : LAKHIMPUR

GOI Ref. Code	Head of account	COMPONENT/Activity Description	Unit of Measures	Unit cost for 02-03 to 04-05	Unit cost for 05-06 to 06-07	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	2008-09	2009-10	Total		Remarks
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Physical	Physical	Physical	Financial	
15	H.8	Training to BRCC, CRCC, HTs and HMs on data collection	Per person	0.0007	0.0006			8,527	5.97	1,433	5.97	1,433	1.15	1,433	1.15	1,433	1,433	1,470	17,162	14.23	
16	H.9	Data Entry and Mining of Survey, EMIS, Teachers Database etc.	Lumpsum	0.500	0.600			1	0.50	1	0.50	1	0.60	1	0.60	1	1	1	7	2.20	
16	H.10	Dissemination & Analysis of H2H Survey, DISE etc.	Lumpsum	0.500	0.600			1	0.50	1	0.50	1	0.60	1	0.60	1	1	1	7	2.20	
16	H.11	5% Sample Checks of Survey Data	Per school	0.010				426	4.26	72	4.26	72	4.26	72	4.26	1	1	1	644	17.05	
16	H.12	Printing of Data Capture Formats	Per format	0.0002	0.000025			2,012	0.40	1,500	0.40	1,500	0.04	1,500	0.04	1,500	1,500	1,500	11,012	0.68	
16	H.13	Printing of Final Reports for Sharing	Per Report	0.001	0.002			1,000	1.00	1,000	1.00	1,000	1.50	1,000	1.50	1,000	1,000	1,000	7,000	5.00	
16	H.14	Salaries to MIS Staff (1 Programmer, 2 DEOs)	Per month	0.150	0.180			12	1.80	12	1.80	12	2.16	12	2.16	12	12	12	84	7.92	
COMPONENT TOTAL								15.89		17.80		17.32		13.82						64.83	
1		INTEGRATED EDUCATION FOR DISABLED CHILDREN (IED)																			
15	I.1	Meeting of Core Group (District level)	Per meeting	0.02	0.025			4	0.08	4	0.08	4	0.10	4	0.10	4	4	4	28	0.38	
15	I.2	Awareness Programmes																			
15	I.2.1	For community members	Per GP	0.01				27	0.27	27	0.27	14	0.14	14	0.14		14	14	108	0.81	Per GP 20 persons viz. GP President, Member Secretary, All VEC president & MS, Parents & community members
15	I.2.2	For Govt. officials	Per day per person	0.0005	0.006			50	0.05	50	0.05	50	0.30	50	0.30		50	50	300	0.70	
15	I.3	Selection of IED personnel																			
15	I.3.1	Selection of BRPs	Per Block	0.005				7											7		
15	I.3.2	Selection of IED workers	Per Person	0.001				27		27	0.03	14		14	0.07				81	0.09	
15	I.4	Honorarium of RPs																			
15	I.4.1	Honorarium of BRPs	Per person per month	0.01	0.013			7	1.00	7	1.00	7	1.00	7	1.00	7	7	7	58	4.00	
15	I.4.2	Honorarium of IED Workers	Per person per month	0.07	0.01			27	2.97	54	5.94	54	5.94	68	7.43	68	68	68	405	22.28	
15	I.5	Training																			
15	I.5.1	10-day Induction Training of BRPs & IED workers	Per person	0.0007	0.0008			34	0.24	22	0.18		20	0.16					76	0.57	
15	I.5.2	7-days Refresher Training of BRP & IED workers	Per person	0.0007	0.0008			34	0.17	56	0.31	56	0.31	76	0.43	76	76	78	450	1.22	
15	I.5.3	2-day Training of ECEC/CDS Workers Ka Sreni teachers (for Early Detection)	Per person per day	0.0007	0.0008			270	0.38	220	0.35		200	0.32	200	200	200	200	1,290	1.05	Per GP 10 person
15	I.5.4	2-day Tra. Of EGS workers	Per person	0.0007	0.0008			160	0.22	160	0.26	160	0.26						480	0.74	
15	I.6	Medical Assessment Camp	Per Camp	0.05	0.06			7	0.35	14	0.84	14	0.84	14	0.84	14	14	14	91	2.87	
15	I.6.1	Aids and Appliances	Lumpsum	1.00					1.00		1.00		1.00		1.00					4.00	
15	I.6.2	Ceremonial Distribution Camp	Per block	0.02	0.03			7	0.14	14	0.42	14	0.42	14	0.42	14	14	14	91	1.40	
15	I.6.3	Follow up on use, repair and maintenance	Lumpsum	0.1	0.15				0.10		0.15		0.15		0.15					0.55	

DISTRICT ELEMENTARY EDUCATION (DEEP) PERSPECTIVE PLAN

2002-03 to 2009-10
DISTRICT : LAKHIMPUR

GOI Ref. Code	Head of account	COMPONENT/Activity Description	Unit of Measures	Unit cost for 02-03 to 04-05	Unit cost for 05-06 to 06-07	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	2008-09	2009-10	Total		Remarks	
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical		Financial
16	H.8	Training to BRCC. CRCC. HTs and HMs on data collection	Per person	0.0007	0.0008			8.527	5.97	1.433	5.97	1.433	1.15	1.433	1.15	1.433	1.433	1.470	17,162	14.23		
16	H.9	Data Entry and Mining of Survey. EMIS, Teachers Database etc.	Lumpsum	0.500	0.600			1	0.50	1	0.50	1	0.60	1	0.60	1	1	1	7	2.20		
16	H.10	Dissimination & Analysis of H2H Survey, DISE etc.	Lumpsum	0.500	0.600			1	0.50	1	0.50	1	0.60	1	0.60	1	1	1	7	2.20		
16	H.11	5% Sample Checks of Survey Data	Per school	0.010				426	4.26	72	4.26	72	4.26	72	4.26	1	1	1	644	17.05		
16	H.12	Printing of Data Capture Formats	Per format	0.0002	0.000025			2,012	0.40	1,500	0.40	1,500	0.04	1,500	0.04	1,500	1,500	1,500	11,012	0.88		
16	H.13	Printing of Final Reports for Sharing	Per Report	0.001	0.002			1,000	1.00	1,000	1.00	1,000	1.50	1,000	1.50	1,000	1,000	1,000	7,000	5.00		
16	H.14	Salaries to MIS Staff (1 Programmer, 2 DEOs)	Per month	0.150	0.180			12	1.80	12	1.80	12	2.16	12	2.16	12	12	12	84	7.92		
COMPONENT TOTAL									15.89		17.80		17.32		13.82						64.83	
INTEGRATED EDUCATION FOR DISABLED CHILDREN (IED)																						
15	I.1	Meeting of Core Group (District level)	Per meeting	0.02	0.025			4	0.08	4	0.08	4	0.10	4	0.10	4	4	4	28	0.36		
15	I.2	Awareness Programmes																				
15	I.2.1	For community members	Per GP	0.01				27	0.27	27	0.27	14	0.14	14	0.14		14	14	108	0.81	Per GP 20 persons viz. GP President, Member Secretary, All VEC president & MS, Parents & community members	
15	I.2.2	For Govt. officials	Per day per person	0.0005	0.006			50	0.05	50	0.05	50	0.30	50	0.30		50	50	300	0.70		
15	I.3	Selection of IED personnel																				
15	I.3.1	Selection of BRPs	Per Block	0.005				7											7			
15	I.3.2	Selection of IED workers	Per Person	0.001				27		27	0.03	14		14	0.07				81	0.09		
15	I.4	Honorarium of RPs																				
15	I.4.1	Honorarium of BRPs	Per person per month	0.01	0.013			7	1.00	7	1.00	7	1.00	7	1.00	7	7	7	58	4.00		
15	I.4.2	Honorarium of IED Workers	Per person per month	0.07	0.01			27	2.97	54	5.94	54	5.94	68	7.43	68	68	68	405	22.28		
15	I.5	Training																				
15	I.5.1	10-day Induction Training of BRPs & IED workers	Per person	0.0007	0.0008			34	0.24	22	0.18			20	0.16				76	0.57		
15	I.5.2	7-days Refresher Training of BRP & IED workers	Per person	0.0007	0.0008			34	0.17	56	0.31	56	0.31	76	0.43	76	76	76	450	1.22		
15	I.5.3	2-day Training of ECEC/CDS Workers Ka Sreni teachers (for Early Detection)	Per person per day	0.0007	0.0008			270	0.38	220	0.35			200	0.32	200	200	200	1,290	1.05	Per GP 10 person	
15	I.5.4	2-day tra. Of EGS workers	Per person	0.0007	0.0008			160	0.22	160	0.26	160	0.26						480	0.74		
15	I.6	Medical Assessment Camp	Per Camp	0.05	0.06			7	0.35	14	0.84	14	0.84	14	0.84	14	14	14	91	2.87		
15	I.6.1	Aids and Appliances	Lumpsum	1.00					1.00		1.00		1.00		1.00					4.00		
15	I.6.2	Ceremonial Distribution Camp	Per block	0.02	0.03			7	0.14	14	0.42	14	0.42	14	0.42	14	14	14	91	1.40		
15	I.6.3	Follow up on use, repair and maintenance	Lumpsum	0.1	0.15				0.10		0.15		0.15		0.15					0.55		

DISTRICT ELEMENTARY EDUCATION (DEEP) PERSPECTIVE PLAN

2002-03 to 2009-10

DISTRICT : LAKHIMPUR

GOI Ref Code	Head of account	COMPONENT/Activity Description	Unit of measures	Unit cost for 02-03 to 04-05	Unit cost for 05-06 to 06-07	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	2008-09	2009-10	Total		Remarks		
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Physical	Physical	Physical	Financial			
5	L.6	Drinking Water Facilities		0.150			-		-		-		-		-					-	-		
6	L.7	Block Resource Centre		6.000			-		-		-		-		-					-	-		
6	L.8	Cluster Resource Centre		2.000			-		-		-		-		-					-	-		
6	L.9	Urban Resource Centre		6.000			-		-		-		-		-					-	-		
COMPONENT TOTAL									150.00		500.00		500.00		425.00		190.00				-	1,835.00	
GRAND TOTAL									388.87		1,343.22		1,373.00		1,394.68		1,080.07						5,579.64
% of Management cost									-		0.04		0.04		0.04		0.05				-	3.81%	
% of Civil works									39%		0.37		0.36		0.35		0.18				-	32.89%	