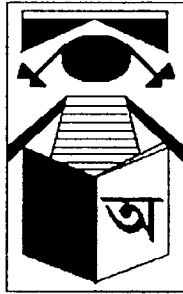


SARVA SIKSHA ABHIYAN

DISTRICT : JORHAT



**DISTRICT ELEMENTARY EDUCATION PLAN
(DEEP)**

(2002-2003 to 2009-2010)

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

MAP OF THE DISTRICT

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DISTRICT AT A GLANCE

Geography: -

Location	-	A district of upper Assam . (in north East India)
Distance from State Capital-		308 Kms.
Area	-	2793.9 Sq.Km (rural), 65.4 Kms (Urban)
Boundary	-	North - District of Lakhimpur . South - State of Nagaland. East - District of Sivasagar. West - District of Golaghat and Karbi Anglong.
Major Rivers	-	Jhanji, Bhogdoi and Kakodonga.
Major Hills	-	Tiru Hills, Dessoi Hills.
Total Forest Cover	-	115 Sq. Km (19,683.63 hect)
Forest Village	-	1(New Sonowal, Jungle Block)

History:

Attained Sub-division Status	:1869 AD.
Attained District Status	:1980.

Administration :-

Head Quarter	:Jorhat.
Number of Sub-division	:2+1.
Name of Sub-division	:Jorhat,Majuli,Titabor(proposed).
Number of circles	:5.
Name of circles	:Teok, Jorhat East,JorhatWest,Titabor and Majuli
Number of Blocks	:8.
Name of Blocks	:1. East Jorhat 2. Central Jorhat 3. North West Jorhat 4. Titabar 5. Jorhat Block, 6. Kaliapani, 7. Majuli Ujani, 8.Majuli Namoni
Number of police station	:10 Out post-17.
Name of police stations	:Teok, Marioni,Titabor Jorhat,Borholla, Pulibar(Under Jorhat subdivn.),Garamur, Jengrai ,Majuli (Under Majuli sub-divn)
Number of Anchalik Panchayats	:8.
Number of Gaon Panchayats	:111.
Number of Villages	:885.
Number of Towns	:2.
Name of Towns	:Jorhat, Mariani.
Population	(2001 Census)

Total population	-	10,09,197.
S.C population	-	76,138.
S.T population	-	1,21,708.
Rural population	-	8,38,549.
Urban population	-	1,70,648.
Literacy Rate	-	77.91 %.
Sex Ratio:	-	903/1000 Male 917/1000 (Demographic Diversity of India ,1991, A Bose)
Major Language	-	Assamese, Bengali, Hindi, Deori, Mishing.
Population	-	1009197(2001),868445(1991)
Density	-	305/SqKm

Economy (As in 1997-98)\

Major Economic Sector	-	Agriculture .
Net area Shown	-	158370 Hect.
Production of Winter paddy	-	1.39.lacks M.T(1991), 1.6 lacks M.T (rice)(2001).
Production of Sugarcane	-	24,000 M.T (1991), 13,000 M.T (2001).

No. of Tea Gardens	-	116.
Area under Tea plantation	-	22451 hector.
Production of Black Tea	-	118324 thousand Kgs (Sibsagar)
Production of Arecanut	-	2400 MT(1991), 2200 MT (2001)
Major Fruit productions	-	Orange, Banana.
Major Forest Products	-	- Timber.
Major industry	-	Tea,Oil,Bakery.
Total Electricity consumption-18 Mw	-	(12-14 Mw)
Villages Electrified	-	614 out of 798(1991)
Total Road Length	-	1800 Km with NEC div.
Metalled Road	-	600 KM
National highway	-	34 Kms.
Number of Colleges	-	14.
No. of Secondary/HS School	-	178.
No. of Elementary School	-	1569+324=1893.
No. of Govt hospitals	-	Govt sub-centre-12,Civil Hospital-1 Primary Health center-7,State dispensaries-14, Mini Health Center-10
No. of Bank Branches	-	23.
Major Railway Stations	-	13.
Nearest airport	-	1,Rowraiah(4 Km for H.Q)

CHAPTER-I DISTRICT PROFILE.

General and Physical features :

I. Location:

Jorhat district is a part of the upper Brahmaputra plain of Upper Assam (in North-East India). Its landmass extends between 26°5'N – 27°5' north latitudes and 93°E -94°5' east longitudes of the earth. The maximum extension of Jorhat district is from east to west 101 Km and north to south about 60 Km.

II Boundaries:

The southern side is bounded by State of Nagaland. The districts of Sonitpur and Lakhimpur lie to the north of the Jorhat district. Its eastern side is bounded by Sibsagar district. To the west lie Golaghat district.

III. History :

The present district of Jorhat was formerly a sub division of the district of Rongpur (Sibsagar at present).Jorhat was declared as a sub division on 15th Feb 1869 when major A E Camp Bell was the Deputy Commissioner of the district. Jorhat became a full-fledged district in the year 1980. It is with a total land area of 2859.3 sq. K.M. And with two Sub-division Jorhat and Majuli Historians have established that the name Jorhat emerged from two 'hats' or weekly bazars ' Machar hat' and ' Choki hat ' . Macharhat ' to maintain its own identity as a market place even today while 'Choki hat' has turned to be a residential place in later period .Jorhat was the last capital of Ahom kings , shifted from trouble torn Rongpur to Disoi-Bahar (Jorhat) in the year 1794 by the last Ahom king 'Swargadeo Gaurinath Singha ' and continued to be the capital till the end of the rule. Formerly Jorhat was not a place of importance. It was known as 'Disoi Bahar' (temporary resort) covered with dense forest infested with wild animals. Swargadeo Pratap Singha and Swargadeo Rajeswar Singha wished to turn this area to an ideal township in their own times but could not turn this place to 'Hostinapur'(the proposed name of the township by Swargadeo Pratap Singha) . The place Jorhat had come to focus and became a place of importance only when it became the capital of the Ahom kings. The stream 'Disoi' was dug and made to flow by the new capital , the very stream is now known as river 'Bhogdoi'.Shifting of the capital resulted in the migration of skilled and professional people to Jorhat .But during those days Ahom kings had to spend most of their times in and finally the fighting Burmese invaders.. Burmese invasion touched badly the economy for which the Ahom rulers could build only a few monuments in Jorhat. Construction of some tanks and a few roads were among the note worthy monuments of those days. Assam came under the control of 'East India Company' in 26thFeb 1826 .David Scott took charge of Upper Assam he was followed by commissioner Robartson. Richards became the first Junior commissioner in charge of eastern Assam with H.Q at 'Rongpur'(Sibsagar) He shifted the district H.Q to Jorhat in1828 AD. He was followed by Lt Cornel Cooper. Then came John Bryan Neuville. But the British rulers had failed to rule Upper Assam peacefully for which in 2nd march 1833 Purandar Singha was made the king of Upper Assam with the capital at Jorhat with an engagement that the king was to pay an annual tribute of Rs. 50,000/- to the British government. In October 1938 Purandar Singha territory was brought under the company for his failure to pay the tribute and granted a pension of Rs 1000/- to the royal family which the king refused to accept. The rulers divided the territory into two

districts Sibsagar and Lakhimpur.. This time Sibsagar again became the HQ of the district of Sibsagar. In 1839 Jorhat became a sub-division of Sibsagar district while Brody was the ruler of the district. But Official declaration was not done. In 15th Feb 1869 Jorhat was declared as a sub-division of Sibsagar district. On 1st April 1912, Remfield Phular (known as *Phool Sahab*) governor of East Bengal and Assam shifted the district HQ to Jorhat. Discovery of tea plants in Assam made the British interested towards this state and they started cultivating tea in large scale .Jorhat became the center of the tea industry . In 1911 they established the Tocklai Tea-Research Experimental center. They also established the Gymkhana club to meet with the recreational needs of the planters and to hold Informal discussion on professional problems. By way of tea plantation there came a major change in political, social and economic life of Jorhat, with the development of Jorhat as the center of the tea industry and the consequent improvement of transport and communication. People from different parts of India began to come over here. People from Orissa ,Madhya Pradesh and Tamilnadu came as tea garden labours . Marwaris came as traders and bankers to the tea garden. The first Marwari merchant to construct *Borgolai* the first Marwari farm by purchasing bricks from British rulers obtained from the dilapidated royal palace which perhaps the only brick structure constructed by the Ahom kings in Jorhat some where near the present court building . The present court building was constructed in 1911. This is in the way one development followed the other in all directions. Educational and literary activities made people of Jorhat conscious about their socio-economic and political conditions. Then there came the Second World War in 1939. In later 1939 a team of Royal Indian Air force officials requisitioned the waste land of Rowriah Tea Estate and its surrounding area and built the air port with sheer manual labour. The first United States air force plane landed there in early 1940. The runway was lengthened and surfaced with PSP (pierced steel plates) for heavy aircrafts. Dakotas, Fighters and twin boomed lighting fighters were seen moving in the air creating panic to the simple and ignorant masses. It became full-fledged airport on 1st Aug 1952. further the main roads were widened and graveled constructed a steamer Ghat at Neemati along with the connecting road from Jorhat town to which waterway through Brahamaputra.

Jagganath Baruah (B.A.Jagganath) was the first graduate of Jorhat and Krishana Kanta Handique was the first Vice-Chancellor of Gauhati University, Assam.Both scholars were the inhabitant of Jorhat district.

- IV. Date of Establishment - 1980.
- V. Area - 2859.3 Sq. Km.
- VI. Administrative Divisions - 1. Jorhat, 2. Majuli, 3. Titabor .

VII. Topography

The whole region has a general slope from south to north. The direction of flow of the river (Bhogdoi) very well points to the foothills of the Nagaland. It is highly undulating in nature. On the basis of the physiographic characteristics, the district may, therefore, be divided into three major physiographic regions: (i) the foothill regions, (ii) the middle built up plain region, (iii) the low-lying flood plain region.

The *foothill region* adjacent to the Naga hills and estimated width of this region is about 5 to 6 Km. And lies from the hills up to the 110 meters contour line towards the

plain. The foothill region is high and covered with dense forest. The higher ground is sometimes occupied by tea plantation.

The *middle built up plain* extends from Jhanji to the river Kakodonga. The average width of this region is about 20 Km. The region lies between 110 and 9 meters contour lines. The region slopes down gradually from the south to the north at an average gradient of 1m/Km. This is made up entirely by the aggradational work of river Brahmaputra and its tributaries (Bhogdoi, Puthinadi, Teok, Jhanji, Kakajan and Kakodonga). The population is very dense. Tea, rice and sugarcane are produced abundantly and lines of transports and communication as also towns and service centre are well developed here.

To the south of the *built up plain* the bank of the river Brahmaputra there lies stretches of low lying area ranging in wide from 5 Km. to 12 Km. in its different parts. This region represented flood plain of Brahmaputra. The area is below 90metre altitude. The river of the Brahmaputra annually inundates it during rainy season. The region is full of marshes and swamps created partly by water logged natural depression and partly by the shifting lower courses of the southern tributaries.

A special part of the flood plain region is the Majuli Island, the greatest Riverine Island of the world. The northern branch of Brahmaputra, which bounds the island, is known as Lohit Kharkatia suti. It is a pearl shaped island with an area of 924.6 Sq. Km. and average width about 10-12 Km. and length about 70-90 Km. The island can be well included in the flood plain region for most of it is inundated during high summer floods.

VIII. Natural drainage -

Brahmaputra, Bhogdoi, Kakodonga , Kakajan, Teok, Tuni [only the river of Majuli]

IX. Population pattern -

Total population of Jorhat district 1009197persons(according to 2001 Census). Among them 530240 male and 478957female. The rural population 838549 persons and 439282 male and 399267 female .The urban population 170648 persons. Among them 90958 are male and 79690 female

X. Economic Conditions of the People and Occupation Pattern.

Agriculture-

Tea and Paddy are the main agricultural crops of the district. Other crops are Mustard oil, Sugar ,Peas, Potato and vegetables are pre-dominant.

Livestock -

Livestock farming are very rare. Local base farming (Mahals) are available in different places in the district. One government Frozen Semen production situated in Kaliapani block of Jorhat.

Industries-

Various cottage industries were there in the Pre-British period in Jorhat. There were professionals jewelers and black smiths in different places of Jorhat .Tea manufacturing industries are available in different places of Jorhat district which providing a lot of engagement. Cotton ,Eri-muga and silk weaving industries are also pre-dominant. Bakery and other manufacturing industries are other important industries of the district. Present status of industries of Jorhat district:

1. Registered factory -201
2. Registered industries-237.
3. Industrial estate -1.
4. Commercial estate -3.

XI. Rural development -

Above 80% population are inhabiting in the rural area DRDA imparting important role for the development of the district. Through the RPRS , SSA, PMGY, National savings schemes Government are trying to decentralized the schemes.

Table- 1:1 Block wise BPL survey.

Sl.No	Name of CD Block/Urban Area	Total Families	No. of families under BPL	% of Families
1	East Jorhat		4845	7.71
2	North Jorhat		10678	17.00
3	Central Jorhat		5445	8.67
4	Titabor		10395	16.55
5	Jorhat		12348	19.66
6	Majuli Ujani		13480	21.47
7	Majuli Namani			
8	Kalia pani		5593	8.90
	Total		62784	

Population

TABLE 1:3 Area, Number of Blocks , Inhabited villages, GP's , Towns and Density

Area	Name of block	No. of inhabited villages	No. of GPs	No. of Towns
Jorhat	Jorhat	123	27	2
	Titabar	133	17	Nil
	East	112	15	Nil
	Central	117	14	Nil
	North-West	99	18	Nil
Majuli	Majuli	210	20	Nil
		794	111	

Year	CD Blocks	Educational Blocks	Villages	Gaon Panchayat	Town	Density
1991	7	6	815	111	2	306/Sq
2001	8	6	885	111	2	354/Sq

TABLE 1:4 Distribution of Population.

Year	All			Rural			Urban			Sex ratio	Growth rate
	Male	Female	Total	Male	Female	Total	Male	Female	Total		
1991	453,001	415,444	868445	382873	335306	738179	44013	35347	79360	913	33.1
2001	530240	478,957	1009197	439282	399267	838549	90958	79690	170648	903	15.84

TABLE 1.5 Population of SCs and STs and their percentage of total population.

Year		Population			% of Population		
		Male	Female	Total	Male	Female	Total
1991	SC	34266	314693	65729	7.5	7.56%	75.75%
	ST	53365	51701	105066	11.7	11.78%	10.79%
2001	SC	39879	36259	76138	7.5	7.52%	7.57%
	ST	61818	59890	121708	11.7	11.66%	12.50%

(XIII) Literacy

Out of total 1109197 lakhs population 689414 lakhs are literate and 3,11,783 lakhs are illiterate. The overall literacy rates of the district has increased from 65.51 % in 1991 to 77.91% in 2001. In terms of literacy the district stands at first rank amongst the 23 district of the state .It is higher than the state average . The female literacy rate of the district is 72.54% which is higher than the state average .In terms of female literacy rates the district position is first.

The literacy rates of Urban population is higher than the rural population .

TABLE 1.6 Literates & Literacy Rates.

Year	Population			Literates			Literacy rate		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1991	455605	415600	811206	281456	197611	479067	73.29%	56.88%	65.51%
2001	530240	478957	1009197	384685	304729	689414	82.76%	72.54%	77.91%

TABLE 1.7 Literacy rates by Area and Sex

Year	Rural			Urban		
	Male	Female	Total	Male	Female	Total
1991	59.5%	44.2%	52.1%	73.1%	65.5%	69.71%
2001	71.15%	61.66%	66.63%	79.28%	73.45%	76.56%

TABLE 1.8 Literacy rates by Caste.

Year	SC			ST			All		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1991	14.43	8.24	11.48	11.71	12.44	12.06	73.29%	56.88%	65.51%
2001							82.76%	72.54%	77.91%

CHAPTER-II EDUCATIONAL PROFILE OF THE DISTRICT

Access

Out of total 1896 habitations 1690 habitations(89.13%)are having a primary school within a walking distance of 1 Km. While 1811 habitations (95.51%) are having an upper primary school within a distance of 3 Km.

Table 2.1 Distance Mapping of Schools

Nos. of habitations	Nos. of habitations having Schools with Lower Primary Stage.			Nos. of habitations having Schools with Upper Primary Stage.		
	Within 1 Km	Within 1-2 Km	More than 2 Km	Within 3 Km	Within 3-5 Km	More than 5 Km
1896	1690	43	211	1811	98	30

Source: Alokar Jatra,2002

The table 2.1 reveals that in a coverage of total habitation of 1896, the total number of lower primary school is 1944. Of this 169 number of schools are found within a distance of 1 km., only 43 schools are found in the next coverage of 1 to 1.4 Kilometers while 211 number of schools are located within the distance of 1.5 km to 2.5 km. On the other hand in the same coverage of habitation the total number of upper primary schools are 1939. The number of schools within the distance range of 3.0 km., 3 to 5 km. and more than 5.0 km. are 1811, 98 and 30 respectively.

Table 2.2 Nos. 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	5	5	5
2	State government	1567	324	81
3	Local bodies (Municipality etc.)			
4	Venture	316	115	
5	Private			
6	Others			

Table: 2.3 Nos. of LP & UP school (block wise)

Sl. No.	Name of Block	Primary school (Govt./Venture/Pvt. Provn.)	Middle school (Govt./Venture/Pvt. Provn.)	HS & HSS having LP and UP (Govt./Venture/Pvt. Provn.)
1	East			
2	Titabar			
3	Jorhat			
4	Central			
5	Majuli			
6	North West			
Total				

Enrolment & Drop out:

Total number of school aged children between 6-14 years is 96524 (excluding urban area) as per the house to house survey data collected in April 2002. Among them 79315 (83%) are enrolled in school 3714 have dropped out from the school and 13405 are found to be never enrolled children. The majority of the children are in Govt. and Provincialized schools. The gross enrollment ratio of the district is 82.17. Block wise variations exist in Majuli block is having highest GER (88.96) while the Jorhat block with lowest GER is 77.66. And 3714 (3.84%) children are reported to be drop out in the district of which 1753 (3.5%) are girl child drop out. The highest percentage (4.6%) is East Jorhat block followed by Central block (4.4%), Jorhat block (4.32%). The lowest drop out children is in North West block (2.9%). The block having highest drop out children is predominantly inhabited by disadvantaged and tea garden areas. There are 733 nos. of disabled children and 1587 total nos. of children are child labour in the district.

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

Name of Block	Total Child Population			School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
EAST JORHAT	14905	13287	28192	12538	10524	23062	1829	2227	4056	538	536	1074	2367	2763	5130
TITABAR	16356	14978	31334	13472	12022	25494	2312	2465	4777	572	491	1063	2884	2956	5840
JORHAT	17754	16124	33878	14618	12472	27090	2423	2997	5420	713	655	1368	3136	3652	6788
CENTRAL BLOCK	10693	9993	20686	9120	8089	17209	1091	1445	2536	482	459	941	1573	1904	3477
MAJULI	18292	16718	35010	16387	14957	31344	1259	1238	2497	646	523	1169	1905	1761	3666
NORTHWEST BLOCK	13904	12753	26657	11798	10863	22661	1669	1466	3135	437	424	861	2106	1890	3996
Total	91904	83853	175757	77933	68927	146860	10583	11838	22421	3388	3088	6476	13971	14926	28897

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

Name of Block	School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
EAST JORHAT	84.12%	79.21%	81.80%	12.27%	16.76%	14.39%	3.61%	4.03%	3.81%	15.88%	20.79%	18.20%
TITABAR	82.37%	80.26%	81.36%	14.14%	16.46%	15.25%	3.50%	3.28%	3.39%	17.63%	19.74%	18.64%
JORHAT	82.34%	77.35%	79.96%	13.65%	18.59%	16.00%	4.02%	4.06%	4.04%	17.66%	22.65%	20.04%
CENTRAL BLOCK	85.29%	80.95%	83.19%	10.20%	14.46%	12.26%	4.51%	4.59%	4.55%	14.71%	19.05%	16.81%
MAJULI	89.59%	89.47%	89.53%	6.88%	7.41%	7.13%	3.53%	3.13%	3.34%	10.41%	10.53%	10.47%
NORTHWEST BLOCK	84.85%	85.18%	85.01%	12.00%	11.50%	11.76%	3.14%	3.32%	3.23%	15.15%	14.82%	14.99%
Total	84.80%	82.20%	83.56%	11.52%	14.12%	12.76%	3.69%	3.68%	3.68%	15.20%	17.80%	16.44%

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

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
EAST JORHAT	7579	6750	14329	6314	5288	11602	1187	1359	2546	78	103	181	1265	1462	2727
TITABAR	8052	7502	15554	6509	5952	12461	1441	1448	2889	102	102	204	1543	1550	3093
JORHAT	9277	7873	17150	7656	5997	13653	1506	1748	3254	115	128	243	1621	1876	3497
CENTRAL BLOCK	5319	5012	10331	4547	4074	8621	674	828	1502	98	110	208	772	938	1710
MAJULI	9549	8975	18524	8687	8179	16866	735	694	1429	127	102	229	862	796	1658
NORTHWEST BLOCK	6644	6064	12708	5637	5063	10700	966	945	1911	41	56	97	1007	1001	2008
Total	46420	42176	88596	39350	34553	73903	6509	7022	13531	561	601	1162	7070	7623	14693

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

Name of Block	School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
EAST JORHAT	83.31%	78.34%	80.97%	15.66%	20.13%	17.77%	1.03%	1.53%	1.26%	16.69%	21.66%	19.03%
TITABAR	80.84%	79.34%	80.11%	17.90%	19.30%	18.57%	1.27%	1.36%	1.31%	19.16%	20.66%	19.89%
JORHAT	82.53%	76.17%	79.61%	16.23%	22.20%	18.97%	1.24%	1.63%	1.42%	17.47%	23.83%	20.39%
CENTRAL BLOCK	85.49%	81.28%	83.45%	12.67%	16.52%	14.54%	1.84%	2.19%	2.01%	14.51%	18.72%	16.55%
MAJULI	90.97%	91.13%	91.05%	7.70%	7.73%	7.71%	1.33%	1.14%	1.24%	9.03%	8.87%	8.95%
NORTHWEST BLOCK	84.84%	83.49%	84.20%	14.54%	15.58%	15.04%	0.62%	0.92%	0.76%	15.16%	16.51%	15.80%
Total	84.77%	81.93%	83.42%	14.02%	16.65%	15.27%	1.21%	1.42%	1.31%	15.23%	18.07%	16.58%

Table 2.8: 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
EAST JORHAT	4335	3943	8278	3825	3265	7090	356	484	840	154	194	348	510	678	1188
TITABAR	4908	4492	9400	4231	3766	7997	484	561	1045	193	165	358	677	726	1403
JORHAT	5018	5098	10116	4229	4174	8403	542	717	1259	247	207	454	789	924	1713
CENTRAL BLOCK	3166	2989	6155	2774	2483	5257	238	354	592	154	152	306	392	506	898
MAJULI	5128	4645	9773	4644	4179	8823	273	326	599	211	140	351	484	466	950
NORTHWEST BLOCK	4098	3893	7991	3598	3489	7087	374	293	667	126	111	237	500	404	904
Total	26653	25060	51713	23301	21356	44657	2267	2735	5002	1085	969	2054	3352	3704	7056

Table 2.9: 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
EAST JORHAT	88.24%	82.80%	85.65%	8.21%	12.27%	10.15%	3.55%	4.92%	4.20%	11.76%	17.20%	14.35%
TITABAR	86.21%	83.84%	85.07%	9.86%	12.49%	11.12%	3.93%	3.67%	3.81%	13.79%	16.16%	14.93%
JORHAT	84.28%	81.88%	83.07%	10.80%	14.06%	12.45%	4.92%	4.06%	4.49%	15.72%	18.12%	16.93%
CENTRAL BLOCK	87.62%	83.07%	85.41%	7.52%	11.84%	9.62%	4.86%	5.09%	4.97%	12.38%	16.93%	14.59%
MAJULI	90.56%	89.97%	90.28%	5.32%	7.02%	6.13%	4.11%	3.01%	3.59%	9.44%	10.03%	9.72%
NORTHWEST BLOCK	87.80%	89.62%	88.69%	9.13%	7.53%	8.35%	3.07%	2.85%	2.97%	12.20%	10.38%	11.31%
Total	87.42%	85.22%	86.36%	8.51%	10.91%	9.67%	4.07%	3.87%	3.97%	12.58%	14.78%	13.64%

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

Name of Block	Total Child Population			School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
EAST JORHAT	2991	2594	5585	2399	1971	4370	286	384	670	306	239	545	592	623	1215
TITABAR	3396	2984	6380	2732	2304	5036	387	456	843	277	224	501	664	680	1344
JORHAT	3459	3153	6612	2733	2301	5034	375	532	907	351	320	671	726	852	1578
CENTRAL BLOCK	2208	1992	4200	1799	1532	3331	179	263	442	230	197	427	409	460	869
MAJULI	3615	3098	6713	3056	2599	5655	251	218	469	308	281	589	559	499	1058
NORTHWEST BLOCK	3162	2796	5958	2563	2311	4874	329	228	557	270	257	527	599	485	1084
Total	18831	16617	35448	15282	13018	28300	1807	2081	3888	1742	1518	3260	3549	3599	7148

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

Name of Block	School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
EAST JORHAT	80.21%	75.98%	78.25%	9.56%	14.80%	12.00%	10.23%	9.21%	9.76%	19.79%	24.02%	21.75%
TITABAR	80.45%	77.21%	78.93%	11.40%	15.28%	13.21%	8.16%	7.51%	7.85%	19.55%	22.79%	21.07%
JORHAT	79.01%	72.98%	76.13%	10.84%	16.87%	13.72%	10.15%	10.15%	10.15%	20.99%	27.02%	23.87%
CENTRAL BLOCK	81.48%	76.91%	79.31%	8.11%	13.20%	10.52%	10.42%	9.89%	10.17%	18.52%	23.09%	20.69%
MAJULI	84.54%	83.89%	84.24%	6.94%	7.04%	6.99%	8.52%	9.07%	8.77%	15.46%	16.11%	15.76%
NORTHWEST BLOCK	81.06%	82.65%	81.81%	10.40%	8.15%	9.35%	8.54%	9.19%	8.85%	18.94%	17.35%	18.19%
Total	81.15%	78.34%	79.84%	9.60%	12.52%	10.97%	9.25%	9.14%	9.20%	18.85%	21.66%	20.16%

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

Name of Block	Child Labour			Disabled			Total Child Population		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
EAST JORHAT	188	225	413	95	70	165	14905	13287	28192
TITABAR	212	197	409	18	31	49	16356	14978	31334
JORHAT	266	347	613	38	42	80	17754	16124	33878
CENTRAL BLOCK	109	96	205	36	32	68	10693	9993	20686
MAJULI	335	202	537	38	35	73	18292	16718	35010
NORTHWEST BLOCK	168	119	287	18	14	32	13904	12753	26657
Total	1278	1186	2464	243	224	467	91904	83853	175757

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

Name of Block	Child Labour			Disabled		
	Boys	Girls	Total	Boys	Girls	Total
EAST JORHAT	1.26%	1.69%	1.46%	0.64%	0.53%	0.59%
TITABAR	1.30%	1.32%	1.31%	0.11%	0.21%	0.16%
JORHAT	1.50%	2.15%	1.81%	0.21%	0.26%	0.24%
CENTRAL BLOCK	1.02%	0.96%	0.99%	0.34%	0.32%	0.33%
MAJULI	1.83%	1.21%	1.53%	0.21%	0.21%	0.21%
NORTHWEST BLOCK	1.21%	0.93%	1.08%	0.13%	0.11%	0.12%
Total	1.39%	1.41%	1.40%	0.26%	0.27%	0.27%

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

Name of Block	Child Labour			Disabled			Total Child Population		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
EAST JORHAT	35	45	80	43	51	94	7579	6750	14329
TITABAR	67	74	141	63	76	139	8052	7502	15554
JORHAT	82	113	195	61	90	151	9277	7873	17150
CENTRAL BLOCK	23	28	51	39	39	78	5319	5012	10331
MAJULI	95	52	147	44	41	85	9549	8975	18524
NORTHWEST BLOCK	31	37	68	15	15	30	6644	6064	12708
Total	333	349	682	265	312	577	46420	42176	88596

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

Name of Block	Child Labour			Disabled		
	Boys	Girls	Total	Boys	Girls	Total
EAST JORHAT	0.46%	0.67%	0.56%	0.57%	0.76%	0.66%
TITABAR	0.83%	0.99%	0.91%	0.78%	1.01%	0.89%
JORHAT	0.88%	1.44%	1.14%	0.66%	1.14%	0.88%
CENTRAL BLOCK	0.43%	0.56%	0.49%	0.73%	0.78%	0.76%
MAJULI	0.99%	0.58%	0.79%	0.46%	0.46%	0.46%
NORTHWEST BLOCK	0.47%	0.61%	0.54%	0.23%	0.25%	0.24%
Total	0.72%	0.83%	0.77%	0.57%	0.74%	0.65%

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

Name of Block	Child Labour			Disabled			Total Child Population		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
EAST JORHAT	63	73	136	33	57	90	4335	3943	8278
TITABAR	77	61	138	30	42	72	4908	4492	9400
JORHAT	80	122	202	53	50	103	5018	5098	10116
CENTRAL BLOCK	38	33	71	27	32	59	3166	2989	6155
MAJULI	115	90	205	28	28	56	5128	4645	9773
NORTHWEST BLOCK	56	40	96	31	30	61	4098	3893	7991
Total	429	419	848	202	239	441	26653	25060	51713

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

Name of Block	Child Labour			Disabled		
	Boys	Girls	Total	Boys	Girls	Total
EAST JORHAT	1.45%	1.85%	1.64%	0.76%	1.45%	1.09%
TITABAR	1.57%	1.36%	1.47%	0.61%	0.93%	0.77%
JORHAT	1.59%	2.39%	2.00%	1.06%	0.98%	1.02%
CENTRAL BLOCK	1.20%	1.10%	1.15%	0.85%	1.07%	0.96%
MAJULI	2.24%	1.94%	2.10%	0.55%	0.60%	0.57%
NORTHWEST BLOCK	1.37%	1.03%	1.20%	0.76%	0.77%	0.76%
Total	1.61%	1.67%	1.64%	0.76%	0.95%	0.85%

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

Name of Block	Child Labour			Disabled			Total Child Population		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
EAST JORHAT	90	107	197	38	32	70	2991	2594	5585
TITABAR	68	62	130	35	33	68	3396	2984	6380
JORHAT	104	112	216	55	22	77	3459	3153	6612
CENTRAL BLOCK	48	35	83	24	22	46	2208	1992	4200
MAJULI	125	60	185	24	19	43	3615	3098	6713
NORTHWEST BLOCK	81	42	123	34	5	39	3162	2796	5958
Total.	516	418	934	210	133	343	18831	16617	35448

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

Name of Block	Child Labour			Disabled		
	Boys	Girls	Total	Boys	Girls	Total
EAST JORHAT	3.01%	4.12%	3.53%	1.27%	1.23%	1.25%
TITABAR	2.00%	2.08%	2.04%	1.03%	1.11%	1.07%
JORHAT	3.01%	3.55%	3.27%	1.59%	0.70%	1.16%
CENTRAL BLOCK	2.17%	1.76%	1.98%	1.09%	1.10%	1.10%
MAJULI	3.46%	1.94%	2.76%	0.66%	0.61%	0.64%
NORTHWEST BLOCK	2.56%	1.50%	2.06%	1.08%	0.18%	0.65%
Total	2.74%	2.52%	2.63%	1.12%	0.80%	0.97%

Table 2.20: Gender Gap In Enrolment Age Group Wise

Name of Block	5-8 Years	9-11 Years	12-13 Years	5-13 Years
EAST JORHAT	4.97%	5.43%	4.22%	4.91%
TITABAR	1.50%	2.37%	3.24%	2.10%
JORHAT	6.35%	2.40%	6.03%	4.99%
CENTRAL BLOCK	4.20%	4.55%	4.57%	4.34%
MAJULI	-0.16%	0.59%	0.64%	0.12%
NORTH WEST BLOCK	1.35%	-1.82%	-1.60%	-0.33%
Total	2.84%	2.20%	2.81%	2.60%

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

Class	In Numbers			In %age		
	Boys	Girls	Total	Boys	Girls	Total
Ka-Maan	13284	12616	25900	51.29%	48.71%	100.00%
Class I	12797	12145	24942	51.31%	48.69%	100.00%
Class II	10115	9163	19278	52.47%	47.53%	100.00%
Class III	9211	8387	17598	52.34%	47.66%	100.00%
Class IV	8088	7113	15201	53.21%	46.79%	100.00%
Class I To IV	40211	36808	77019	52.21%	47.79%	100.00%
Ka - Maan To Class IV	53495	49424	102919	51.98%	48.02%	100.00%
Class V	7431	6470	13901	53.46%	46.54%	100.00%
Class VI	6860	5871	12731	53.88%	46.12%	100.00%
Class VII	6208	5319	11527	53.86%	46.14%	100.00%
Class V To VII	20499	17660	38159	53.72%	46.28%	100.00%
Class I To VII	60710	54468	115178	52.71%	47.29%	100.00%

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

Class	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Class I	2284	2219	4503	1317	1341	2658	2920	2872	5792	2705	2663	5368
Class II	1885	1780	3665	1088	1010	2098	1727	1631	3358	2399	2272	4671
Class III	1932	1824	3756	918	941	1859	1461	1375	2836	2457	2353	4810
Class IV	1731	1642	3373	819	770	1589	1275	1136	2411	2199	2111	4310
Class I To IV	7832	7465	15297	4142	4062	8204	7383	7014	14397	9760	9399	19159
Class V	1890	1557	3447	857	715	1572	1190	1075	2265	2049	2013	4062
Class VI	1844	1466	3310	805	664	1469	1102	885	1987	2071	1875	3946
Class VII	1689	1345	3034	753	548	1301	1036	868	1904	1823	1851	3674
Class V To VII	5423	4368	9791	2415	1927	4342	3328	2828	6156	5943	5739	11682
Class I To VII	13255	11833	25088	6557	5989	12546	10711	9842	20553	15703	15138	30841

Class	Muslim			Tea Tribe			Others			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Class I	587	551	1138	2883	2405	5288	101	94	195	12797	12145	24942
Class II	580	543	1123	2344	1849	4193	92	78	170	10115	9163	19278
Class III	494	506	1000	1852	1327	3179	97	61	158	9211	8387	17598
Class IV	503	434	937	1493	965	2458	68	55	123	8088	7113	15201
Class I To IV	2164	2034	4198	8572	6546	15118	258	288	546	40211	36808	77019
Class V	633	453	1086	777	575	1352	35	82	117	7431	6470	13901
Class VI	454	461	915	538	465	1003	46	55	101	6860	5871	12731
Class VII	442	358	800	425	301	726	40	48	88	6208	5319	11527
Class V To VII	1529	1272	2801	1740	1341	3081	121	185	306	20499	17660	38159
Class I To VII	3693	3306	6999	10312	7887	18199	479	473	952	60710	54468	115178

Class	All	SC	ST	Tea Tribe	Total
	Girls	Boys	Boys	Boys	
Class I	12145	1317	2920	2883	19265
Class II	9163	1088	1727	2344	14322
Class III	8387	918	1461	1852	12618
Class IV	7113	819	1275	1493	10700
Class I To IV	36808	4142	7383	8572	56905
Class V	6470	857	1190	777	9294
Class VI	5871	805	1102	538	8316
Class VII	5319	753	1036	425	7533
Class V To VII	17660	2415	3328	1740	25143
Class I To VII	54468	6557	10711	10312	82048

Table 2.23: 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
ss I	17.85%	18.27%	18.05%	10.29%	11.04%	10.66%	22.82%	23.65%	23.22%	21.14%	21.93%	21.52%
ss II	18.64%	19.43%	19.01%	10.76%	11.02%	10.88%	17.07%	17.80%	17.42%	23.72%	24.80%	24.23%
ss III	20.97%	21.75%	21.34%	9.97%	11.22%	10.56%	15.86%	16.39%	16.12%	26.67%	28.06%	27.33%
ss IV	21.40%	23.08%	22.19%	10.13%	10.83%	10.45%	15.76%	15.97%	15.86%	27.19%	29.68%	28.35%
ss I To IV	19.48%	20.28%	19.86%	10.30%	11.04%	10.65%	18.36%	19.06%	18.69%	24.27%	25.54%	24.88%
ss V	25.43%	24.06%	24.80%	11.53%	11.05%	11.31%	16.01%	16.62%	16.29%	27.57%	31.11%	29.22%
ss VI	26.88%	24.97%	26.00%	11.73%	11.31%	11.54%	16.06%	15.07%	15.61%	30.19%	31.94%	31.00%
ss VII	27.21%	25.29%	26.32%	12.13%	10.30%	11.29%	16.69%	16.32%	16.52%	29.37%	34.80%	31.87%
ss V To VII	26.45%	24.73%	25.66%	11.78%	10.91%	11.38%	16.23%	16.01%	16.13%	28.99%	32.50%	30.61%
ss I To VII	21.83%	21.72%	21.78%	10.80%	11.00%	10.89%	17.64%	18.07%	17.84%	25.87%	27.79%	26.78%

Block Name	Muslim			Tea Tribe			Others			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
ss I	4.59%	4.54%	4.56%	22.53%	19.80%	21.20%	0.79%	0.77%	0.78%	100.00%	100.00%	100.00%
ss II	5.73%	5.93%	5.83%	23.17%	20.18%	21.75%	0.91%	0.85%	0.88%	100.00%	100.00%	100.00%
ss III	5.36%	6.03%	5.68%	20.11%	15.82%	18.06%	1.05%	0.73%	0.90%	100.00%	100.00%	100.00%
ss IV	6.22%	6.10%	6.16%	18.46%	13.57%	16.17%	0.84%	0.77%	0.81%	100.00%	100.00%	100.00%
ss I To IV	5.38%	5.53%	5.45%	21.32%	17.78%	19.63%	0.89%	0.78%	0.84%	100.00%	100.00%	100.00%
ss V	8.52%	7.00%	7.81%	10.46%	8.89%	9.73%	0.47%	1.27%	0.84%	100.00%	100.00%	100.00%
ss VI	6.62%	7.85%	7.19%	7.84%	7.92%	7.88%	0.67%	0.94%	0.79%	100.00%	100.00%	100.00%
ss VII	7.12%	6.73%	6.94%	6.85%	5.66%	6.30%	0.64%	0.90%	0.76%	100.00%	100.00%	100.00%
ss V To VII	7.46%	7.20%	7.34%	8.49%	7.59%	8.07%	0.59%	1.05%	0.80%	100.00%	100.00%	100.00%
ss I To VII	6.08%	6.07%	6.08%	16.99%	14.48%	15.80%	0.79%	0.87%	0.83%	100.00%	100.00%	100.00%

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

Block Name	General			SC			ST			OBC	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
CENTRAL JORHAT	1355	1075	2430	621	590	1211	514	482	996	1692	1622
EAST JORHAT	1291	1221	2512	306	316	622	123	134	257	2687	2499
JORHAT	1580	1382	2962	636	546	1182	497	460	957	2634	2503
JORHAT URBAN	2719	2392	5111	478	501	979	138	138	276	761	1110
MAJULI	2912	2442	5354	2081	1676	3757	6660	5984	12644	2933	2575
NORTH WEST JORHAT	2243	2251	4494	1559	1560	3119	1364	1078	2442	2143	2139
TITABOR	1155	1070	2225	876	800	1676	1415	1566	2981	2853	2690
Total :	13255	11833	25088	6557	5989	12546	10711	9842	20553	15703	15138

Block Name	Muslim			Tea Tribe			Others			Total	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
CENTRAL JORHAT	898	802	1700	1466	1006	2472	26	8	34	6572	5585
EAST JORHAT	647	566	1213	2342	1794	4136	32	32	64	7428	6562
JORHAT	644	626	1270	3262	2539	5801	176	101	277	9429	8157
JORHAT URBAN	616	480	1096	132	109	241	57	130	187	4901	4860
MAJULI	117	98	215	105	39	144	48	49	97	14856	12863
NORTH WEST JORHAT	157	143	300	226	147	373	7	17	24	7699	7335
TITABOR	614	591	1205	2779	2253	5032	133	136	269	9825	9106
Total :	3693	3306	6999	10312	7887	18199	479	473	952	60710	54468

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

Block Name	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
CENTRAL JORHAT	20.62%	19.25%	19.99%	9.45%	10.56%	9.96%	7.82%	8.63%	8.19%	25.75%	29.04%	27.26%
EAST JORHAT	17.38%	18.61%	17.96%	4.12%	4.82%	4.45%	1.66%	2.04%	1.84%	36.17%	38.08%	37.07%
JORHAT	16.76%	16.94%	16.84%	6.75%	6.69%	6.72%	5.27%	5.64%	5.44%	27.94%	30.69%	29.21%
JORHAT URBAN	55.48%	49.22%	52.36%	9.75%	10.31%	10.03%	2.82%	2.84%	2.83%	15.53%	22.84%	19.17%
MAJULI	19.60%	18.98%	19.32%	14.01%	13.03%	13.55%	44.83%	46.52%	45.61%	19.74%	20.02%	19.87%
NORTH WEST JORHAT	29.13%	30.69%	29.89%	20.25%	21.27%	20.75%	17.72%	14.70%	16.24%	27.83%	29.16%	28.48%
TITABOR	11.76%	11.75%	11.75%	8.92%	8.79%	8.85%	14.40%	17.20%	15.75%	29.04%	29.54%	29.28%
Total :	21.83%	21.72%	21.78%	10.80%	11.00%	10.89%	17.64%	18.07%	17.84%	25.87%	27.79%	26.78%

Block Name	Muslim			Tea Tribe			Others			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
CENTRAL JORHAT	13.66%	14.36%	13.98%	22.31%	18.01%	20.33%	0.40%	0.14%	0.28%	100.00%	100.00%	100.00%
EAST JORHAT	8.71%	8.63%	8.67%	31.53%	27.34%	29.56%	0.43%	0.49%	0.46%	100.00%	100.00%	100.00%
JORHAT	6.83%	7.67%	7.22%	34.60%	31.13%	32.99%	1.87%	1.24%	1.58%	100.00%	100.00%	100.00%
JORHAT URBAN	12.57%	9.88%	11.23%	2.69%	2.24%	2.47%	1.16%	2.67%	1.92%	100.00%	100.00%	100.00%
MAJULI	0.79%	0.76%	0.78%	0.71%	0.30%	0.52%	0.32%	0.38%	0.35%	100.00%	100.00%	100.00%
NORTH WEST JORHAT	2.04%	1.95%	2.00%	2.94%	2.00%	2.48%	0.09%	0.23%	0.16%	100.00%	100.00%	100.00%
TITABOR	6.25%	6.49%	6.37%	28.28%	24.74%	26.58%	1.35%	1.49%	1.42%	100.00%	100.00%	100.00%
Total :	6.08%	6.07%	6.08%	16.99%	14.48%	15.80%	0.79%	0.87%	0.83%	100.00%	100.00%	100.00%

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

Block Name	K-maan											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
CENTRAL JORHAT	273	320	593	131	167	298	109	114	223	337	362	699
EAST JORHAT	187	201	388	75	67	142	23	30	53	523	541	1064
JORHAT	413	231	644	172	127	299	76	103	179	519	498	1017
JORHAT URBAN	165	135	300	39	30	69	11	11	22	34	34	68
MAJULI	711	649	1360	466	537	1003	1836	1851	3687	581	537	1118
NORTH WEST JORHAT	356	377	733	383	381	764	492	514	1006	434	396	830
TITABOR	207	206	413	172	172	344	263	232	495	453	413	866
Total :	2312	2119	4431	1438	1481	2919	2810	2855	5665	2881	2781	5662

Block Name	K-maan									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
CENTRAL JORHAT	41	32	73	539	468	1007	3	4	7	1433	1467	2900
EAST JORHAT	69	53	122	740	670	1410	7	10	17	1624	1572	3196
JORHAT	97	96	193	984	865	1849	34	32	66	2295	1952	4247
JORHAT URBAN	49	39	88	13	13	26	3	2	5	314	264	578
MAJULI	2	2	4	0	0	0	21	16	37	3617	3592	7209
NORTH WEST JORHAT	44	37	81	75	54	129	8	9	17	1792	1768	3560
TITABOR	94	89	183	973	848	1821	47	41	88	2209	2001	4210
Total :	396	348	744	3324	2918	6242	123	114	237	13284	12616	25900

Block Name	K-maan in %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
NTRAL RHAT	19.05%	21.81%	20.45%	9.14%	11.38%	10.28%	7.61%	7.77%	7.69%	23.52%	24.68%	24.10%
ST JORHAT	11.51%	12.79%	12.14%	4.62%	4.26%	4.44%	1.42%	1.91%	1.66%	32.20%	34.41%	33.29%
RHAT	18.00%	11.83%	15.16%	7.49%	6.51%	7.04%	3.31%	5.28%	4.21%	22.61%	25.51%	23.95%
RHAT URBAN	52.55%	51.14%	51.90%	12.42%	11.36%	11.94%	3.50%	4.17%	3.81%	10.83%	12.88%	11.76%
JULI	19.66%	18.07%	18.87%	12.88%	14.95%	13.91%	50.76%	51.53%	51.14%	16.06%	14.95%	15.51%
ORTH WEST RHAT	19.87%	21.32%	20.59%	21.37%	21.55%	21.46%	27.46%	29.07%	28.26%	24.22%	22.40%	23.31%
ABOR	9.37%	10.29%	9.81%	7.79%	8.60%	8.17%	11.91%	11.59%	11.76%	20.51%	20.64%	20.57%
Total :	17.40%	16.80%	17.11%	10.83%	11.74%	11.27%	21.15%	22.63%	21.87%	21.69%	22.04%	21.86%

Block Name	K-maan in %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
NTRAL RHAT	2.86%	2.18%	2.52%	37.61%	31.90%	34.72%	0.21%	0.27%	0.24%	100.00%	100.00%	100.00%
ST JORHAT	4.25%	3.37%	3.82%	45.57%	42.62%	44.12%	0.43%	0.64%	0.53%	100.00%	100.00%	100.00%
RHAT	4.23%	4.92%	4.54%	42.88%	44.31%	43.54%	1.48%	1.64%	1.55%	100.00%	100.00%	100.00%
RHAT URBAN	15.61%	14.77%	15.22%	4.14%	4.92%	4.50%	0.96%	0.76%	0.87%	100.00%	100.00%	100.00%
JULI	0.06%	0.06%	0.06%	0.00%	0.00%	0.00%	0.58%	0.45%	0.51%	100.00%	100.00%	100.00%
ORTH WEST RHAT	2.46%	2.09%	2.28%	4.19%	3.05%	3.62%	0.45%	0.51%	0.48%	100.00%	100.00%	100.00%
ABOR	4.26%	4.45%	4.35%	44.05%	42.38%	43.25%	2.13%	2.05%	2.09%	100.00%	100.00%	100.00%
Total :	2.98%	2.76%	2.87%	25.02%	23.13%	24.10%	0.93%	0.90%	0.92%	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
CENTRAL JORHAT	212	195	407	103	129	232	111	129	240	289	314	603
EAST JORHAT	247	252	499	64	69	133	22	23	45	514	534	1048
JORHAT	196	175	371	110	108	218	67	61	128	497	470	967
JORHAT URBAN	266	281	547	44	33	77	8	2	10	21	20	41
MAJULI	783	710	1493	547	524	1071	2147	2124	4271	635	586	1221
NORTH WEST JORHAT	386	409	795	303	322	625	328	296	624	360	363	723
TITABOR	194	197	391	146	156	302	237	237	474	389	376	765
Total :	2284	2219	4503	1317	1341	2658	2920	2872	5792	2705	2663	5368

Block Name	Class-I									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
CENTRAL JORHAT	148	146	294	438	353	791	1	1	2	1302	1267	2569
EAST JORHAT	91	74	165	656	552	1208	10	7	17	1604	1511	3115
JORHAT	85	113	198	954	797	1751	38	28	66	1947	1752	3699
JORHAT URBAN	103	57	160	13	3	16	9	7	16	464	403	867
MAJULI	28	28	56	0	0	0	7	8	15	4147	3980	8127
NORTH WEST JORHAT	29	19	48	88	65	153	3	4	7	1497	1478	2975
TITABOR	103	114	217	734	635	1369	33	39	72	1836	1754	3590
Total :	587	551	1138	2883	2405	5288	101	94	195	12797	12145	24942

Block Name	Class-I in %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
CENTRAL JORHAT	16.28%	15.39%	15.84%	7.91%	10.18%	9.03%	8.53%	10.18%	9.34%	22.20%	24.78%	23.47%
EAST JORHAT	15.40%	16.68%	16.02%	3.99%	4.57%	4.27%	1.37%	1.52%	1.44%	32.04%	35.34%	33.64%
JORHAT	10.07%	9.99%	10.03%	5.65%	6.16%	5.89%	3.44%	3.48%	3.46%	25.53%	26.83%	26.14%
JORHAT URBAN	57.33%	69.73%	63.09%	9.48%	8.19%	8.88%	1.72%	0.50%	1.15%	4.53%	4.96%	4.73%
MAJULI	18.88%	17.84%	18.37%	13.19%	13.17%	13.18%	51.77%	53.37%	52.55%	15.31%	14.72%	15.02%
NORTH WEST JORHAT	25.78%	27.67%	26.72%	20.24%	21.79%	21.01%	21.91%	20.03%	20.97%	24.05%	24.56%	24.30%
MITABOR	10.57%	11.23%	10.89%	7.95%	8.89%	8.41%	12.91%	13.51%	13.20%	21.19%	21.44%	21.31%
Total :	17.85%	18.27%	18.05%	10.29%	11.04%	10.66%	22.82%	23.65%	23.22%	21.14%	21.93%	21.52%

Block Name	Class-I in %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
CENTRAL JORHAT	11.37%	11.52%	11.44%	33.64%	27.86%	30.79%	0.08%	0.08%	0.08%	100.00%	100.00%	100.00%
EAST JORHAT	5.67%	4.90%	5.30%	40.90%	36.53%	38.78%	0.62%	0.46%	0.55%	100.00%	100.00%	100.00%
JORHAT	4.37%	6.45%	5.35%	49.00%	45.49%	47.34%	1.95%	1.60%	1.78%	100.00%	100.00%	100.00%
JORHAT URBAN	22.20%	14.14%	18.45%	2.80%	0.74%	1.85%	1.94%	1.74%	1.85%	100.00%	100.00%	100.00%
MAJULI	0.68%	0.70%	0.69%	0.00%	0.00%	0.00%	0.17%	0.20%	0.18%	100.00%	100.00%	100.00%
NORTH WEST JORHAT	1.94%	1.29%	1.61%	5.88%	4.40%	5.14%	0.20%	0.27%	0.24%	100.00%	100.00%	100.00%
MITABOR	5.61%	6.50%	6.04%	39.98%	36.20%	38.13%	1.80%	2.22%	2.01%	100.00%	100.00%	100.00%
Total :	4.59%	4.54%	4.56%	22.53%	19.80%	21.20%	0.79%	0.77%	0.78%	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
CENTRAL JORHAT	199	203	402	99	111	210	84	99	183	300	289	589
EAST JORHAT	203	167	370	43	52	95	15	18	33	463	408	871
JORHAT	215	201	416	136	109	245	67	58	125	463	456	919
JORHAT URBAN	313	283	596	33	32	65	4	2	6	27	17	44
MAJULI	425	389	814	338	305	643	1063	1030	2093	372	361	733
NORTH WEST JORHAT	335	358	693	262	251	513	283	189	472	376	342	718
TITABOR	195	179	374	177	150	327	211	235	446	398	399	797
Total :	1885	1780	3665	1088	1010	2098	1727	1631	3358	2399	2272	4671

Block Name	Class-II										Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total				
CENTRAL JORHAT	160	141	301	366	284	650	1	1	2	1209	1128	2337	
EAST JORHAT	79	80	159	473	415	888	1	10	11	1277	1150	2427	
JORHAT	119	126	245	872	648	1520	36	17	53	1908	1615	3523	
JORHAT URBAN	74	46	120	9	5	14	5	4	9	465	389	854	
MAJULI	9	10	19	1	0	1	5	8	13	2213	2103	4316	
NORTH WEST JORHAT	28	34	62	54	42	96	1	7	8	1339	1223	2562	
TITABOR	111	106	217	569	455	1024	43	31	74	1704	1555	3259	
Total :	580	543	1123	2344	1849	4193	92	78	170	10115	9163	19278	

Block Name	Class-II In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
CENTRAL JORHAT	16.46%	18.00%	17.20%	8.19%	9.84%	8.99%	6.95%	8.78%	7.83%	24.81%	25.62%	25.20%
EAST JORHAT	15.90%	14.52%	15.25%	3.37%	4.52%	3.91%	1.17%	1.57%	1.36%	36.26%	35.48%	35.89%
JORHAT	11.27%	12.45%	11.81%	7.13%	6.75%	6.95%	3.51%	3.59%	3.55%	24.27%	28.24%	26.09%
JORHAT URBAN	67.31%	72.75%	69.79%	7.10%	8.23%	7.61%	0.86%	0.51%	0.70%	5.81%	4.37%	5.15%
MAJULI	19.20%	18.50%	18.86%	15.27%	14.50%	14.90%	48.03%	48.98%	48.49%	16.81%	17.17%	16.98%
NORTH WEST JORHAT	25.02%	29.27%	27.05%	19.57%	20.52%	20.02%	21.14%	15.45%	18.42%	28.08%	27.96%	28.02%
TITABOR	11.44%	11.51%	11.48%	10.39%	9.65%	10.03%	12.38%	15.11%	13.69%	23.36%	25.66%	24.46%
Total :	18.64%	19.43%	19.01%	10.76%	11.02%	10.88%	17.07%	17.80%	17.42%	23.72%	24.80%	24.23%

Block Name	Class-II In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
CENTRAL JORHAT	13.23%	12.50%	12.88%	30.27%	25.18%	27.81%	0.08%	0.09%	0.09%	100.00%	100.00%	100.00%
EAST JORHAT	6.19%	6.96%	6.55%	37.04%	36.09%	36.59%	0.08%	0.87%	0.45%	100.00%	100.00%	100.00%
JORHAT	6.24%	7.80%	6.95%	45.70%	40.12%	43.15%	1.89%	1.05%	1.50%	100.00%	100.00%	100.00%
JORHAT URBAN	15.91%	11.83%	14.05%	1.94%	1.29%	1.64%	1.08%	1.03%	1.05%	100.00%	100.00%	100.00%
MAJULI	0.41%	0.48%	0.44%	0.05%	0.00%	0.02%	0.23%	0.38%	0.30%	100.00%	100.00%	100.00%
NORTH WEST JORHAT	2.09%	2.78%	2.42%	4.03%	3.43%	3.75%	0.07%	0.57%	0.31%	100.00%	100.00%	100.00%
TITABOR	6.51%	6.82%	6.66%	33.39%	29.26%	31.42%	2.52%	1.99%	2.27%	100.00%	100.00%	100.00%
Total :	5.73%	5.93%	5.83%	23.17%	20.18%	21.75%	0.91%	0.85%	0.88%	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
CENTRAL JORHAT	206	225	431	93	114	207	104	59	163	272	270	542
EAST JORHAT	192	160	352	53	55	108	18	15	33	465	431	896
JORHAT	199	208	407	98	121	219	55	70	125	505	463	968
JORHAT URBAN	372	292	664	34	25	59	4	11	15	24	11	35
MAJULI	436	388	824	299	239	538	904	851	1755	372	333	705
NORTH WEST JORHAT	363	375	738	203	243	446	191	158	349	366	467	833
TITABOR	164	176	340	138	144	282	185	211	396	453	378	831
Total :	1932	1824	3756	918	941	1859	1461	1375	2836	2457	2353	4810

Block Name	Class-III									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
CENTRAL JORHAT	161	146	307	303	174	477	1	2	3	1140	990	2130
EAST JORHAT	65	91	156	41	316	727	6	2	8	1210	1070	2280
JORHAT	94	94	188	624	475	1099	26	18	44	1601	1449	3050
JORHAT URBAN	53	53	106	7	3	10	35	11	46	529	406	935
MAJULI	11	5	16	0	0	0	7	5	12	2029	1821	3850
NORTH WEST JORHAT	22	22	44	41	15	56	1	2	3	1187	1282	2469
TITABOR	88	95	183	466	344	810	21	21	42	1515	1369	2884
Total	494	506	1000	1852	1327	3179	97	61	158	9211	8387	17598

Block Name	Class-III In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
CENTRAL JORHAT	18.07%	22.73%	20.23%	8.16%	11.52%	9.72%	9.12%	5.96%	7.65%	23.86%	27.27%	25.45%
EAST JORHAT	15.87%	14.95%	15.44%	4.38%	5.14%	4.74%	1.49%	1.40%	1.45%	38.43%	40.28%	39.30%
JORHAT	12.43%	14.35%	13.34%	6.12%	8.35%	7.18%	3.44%	4.83%	4.10%	31.54%	31.95%	31.74%
JORHAT URBAN	70.32%	71.92%	71.02%	6.43%	6.16%	6.31%	0.76%	2.71%	1.60%	4.54%	2.71%	3.74%
MAJULI	21.49%	21.31%	21.40%	14.74%	13.12%	13.97%	44.55%	46.73%	45.58%	18.33%	18.29%	18.31%
NORTH WEST JORHAT	30.58%	29.25%	29.89%	17.10%	18.95%	18.06%	16.09%	12.32%	14.14%	30.83%	36.43%	33.74%
TITABOR	10.83%	12.86%	11.79%	9.11%	10.52%	9.78%	12.21%	15.41%	13.73%	29.90%	27.61%	28.81%
Total :	20.97%	21.75%	21.34%	9.97%	11.22%	10.56%	15.86%	16.39%	16.12%	26.67%	28.06%	27.33%

Block Name	Class-III In %									Total		
	Muslims			Tea Tribe			Others					
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
CENTRAL JORHAT	14.12%	14.75%	14.41%	26.58%	17.58%	22.39%	0.09%	0.20%	0.14%	100.00%	100.00%	100.00%
EAST JORHAT	5.37%	8.50%	6.84%	33.97%	29.53%	31.89%	0.50%	0.19%	0.35%	100.00%	100.00%	100.00%
JORHAT	5.87%	6.49%	6.16%	38.98%	32.78%	36.03%	1.62%	1.24%	1.44%	100.00%	100.00%	100.00%
JORHAT URBAN	10.02%	13.05%	11.34%	1.32%	0.74%	1.07%	6.62%	2.71%	4.92%	100.00%	100.00%	100.00%
MAJULI	0.54%	0.27%	0.42%	0.00%	0.00%	0.00%	0.34%	0.27%	0.31%	100.00%	100.00%	100.00%
NORTH WEST JORHAT	1.85%	1.72%	1.78%	3.45%	1.17%	2.27%	0.08%	0.16%	0.12%	100.00%	100.00%	100.00%
TITABOR	5.81%	6.94%	6.35%	30.76%	25.13%	28.09%	1.39%	1.53%	1.46%	100.00%	100.00%	100.00%
Total :	5.36%	6.03%	5.68%	20.11%	15.82%	18.06%	1.05%	0.73%	0.90%	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
CENTRAL JORHAT	176	193	369	104	85	189	65	67	132	279	275	554
EAST JORHAT	173	170	343	49	34	83	12	13	25	458	425	883
JORHAT	165	199	364	84	92	176	66	47	113	438	440	878
JORHAT URBAN	244	248	492	28	46	74	3	2	5	14	10	24
MAJULI	422	372	794	247	207	454	779	685	1464	341	317	658
NORTH WEST JORHAT	375	322	697	197	189	386	177	128	305	315	311	626
TITABOR	176	138	314	110	117	227	173	194	367	354	333	687
Total :	1731	1642	3373	819	770	1589	1275	1136	2411	2199	2111	4310

Block Name	Class-IV									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
CENTRAL JORHAT	102	101	203	233	140	373	2	2	4	961	863	1824
EAST JORHAT	58	59	117	351	227	578	10	10	20	1111	938	2049
JORHAT	83	75	158	512	348	860	23	17	40	1371	1218	2589
JORHAT URBAN	124	99	223	2	2	4	4	2	6	419	409	828
MAJULI	11	5	16	0	0	0	11	5	16	1811	1591	3402
NORTH WEST JORHAT	24	20	44	30	14	44	2	3	5	1120	987	2107
TITABOR	101	75	176	365	234	599	16	16	32	1295	1107	2402
Total :	503	434	937	1493	965	2458	68	55	123	8088	7113	15201

Block Name	Class-IV In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
CENTRAL JORHAT	18.31%	22.36%	20.23%	10.82%	9.85%	10.36%	6.76%	7.76%	7.24%	29.03%	31.87%	30.37%
EAST JORHAT	15.57%	18.12%	16.74%	4.41%	3.62%	4.05%	1.08%	1.39%	1.22%	41.22%	45.31%	43.09%
JORHAT	12.04%	16.34%	14.06%	5.13%	7.55%	6.80%	4.81%	3.86%	4.36%	31.95%	36.12%	33.91%
JORHAT URBAN	58.23%	60.64%	59.42%	6.68%	11.25%	8.94%	0.72%	0.49%	0.60%	3.34%	2.44%	2.90%
MAJULI	23.30%	23.38%	23.34%	13.64%	13.01%	13.35%	43.01%	43.05%	43.03%	18.83%	19.92%	19.34%
NORTH WEST JORHAT	33.48%	32.62%	33.08%	17.59%	19.15%	18.32%	15.80%	12.97%	14.48%	28.13%	31.51%	29.71%
MITABOR	13.59%	12.47%	13.07%	8.49%	10.57%	9.45%	13.36%	17.52%	15.28%	27.34%	30.08%	28.60%
Total :	21.40%	23.08%	22.19%	10.13%	10.83%	10.45%	15.76%	15.97%	15.86%	27.19%	29.68%	28.35%

Block Name	Class-IV In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
CENTRAL JORHAT	10.61%	11.70%	11.13%	24.25%	16.22%	20.45%	0.21%	0.23%	0.22%	100.00%	100.00%	100.00%
EAST JORHAT	5.22%	6.29%	5.71%	31.59%	24.20%	28.21%	0.90%	1.07%	0.98%	100.00%	100.00%	100.00%
JORHAT	6.05%	6.16%	6.10%	37.35%	28.57%	33.22%	1.68%	1.40%	1.54%	100.00%	100.00%	100.00%
JORHAT URBAN	29.59%	24.21%	26.93%	0.48%	0.49%	0.48%	0.95%	0.49%	0.72%	100.00%	100.00%	100.00%
MAJULI	0.61%	0.31%	0.47%	0.00%	0.00%	0.00%	0.61%	0.31%	0.47%	100.00%	100.00%	100.00%
NORTH WEST JORHAT	2.14%	2.03%	2.09%	2.68%	1.42%	2.09%	0.18%	0.30%	0.24%	100.00%	100.00%	100.00%
MITABOR	7.80%	6.78%	7.33%	28.19%	21.14%	24.94%	1.24%	1.45%	1.33%	100.00%	100.00%	100.00%
Total :	6.22%	6.10%	6.16%	18.46%	13.57%	16.17%	0.84%	0.77%	0.81%	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
CENTRAL JORHAT	793	816	1609	399	439	838	364	354	718	1140	1148	2288
EAST JORHAT	815	749	1564	209	210	419	67	69	136	1900	1798	3698
JORHAT	775	783	1558	428	430	858	255	236	491	1903	1829	3732
JORHAT URBAN	1195	1104	2299	139	136	275	19	17	36	86	58	144
MAJULI	2066	1859	3925	1431	1275	2706	4893	4690	9583	1720	1597	3317
NORTH WEST JORHAT	1459	1464	2923	965	1005	1970	979	771	1750	1417	1483	2900
TITABOR	729	690	1419	571	567	1138	806	877	1683	1594	1486	3080
Total :	7832	7465	15297	4142	4062	8204	7383	7014	14397	9760	9399	19159

Block Name	Class-I-IV									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
CENTRAL JORHAT	571	534	1105	1340	951	2291	5	6	11	4612	4248	8860
EAST JORHAT	293	304	597	1891	1510	3401	27	29	56	5202	4669	9871
JORHAT	381	408	789	2962	2268	5230	123	80	203	6827	6034	12861
JORHAT URBAN	354	255	609	31	13	44	53	24	77	1877	1607	3484
MAJULI	59	48	107	1	0	1	30	26	56	10200	9495	19695
NORTH WEST JORHAT	103	95	198	213	136	349	7	16	23	5143	4970	10113
TITABOR	403	390	793	2134	1668	3802	113	107	220	6350	5785	12135
Total :	2164	2034	4198	8572	6546	15118	358	288	646	40211	36808	77019

Block Name	Class-I-IV In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
CENTRAL JORHAT	17.19%	19.21%	18.16%	8.65%	10.33%	9.46%	7.89%	8.33%	8.10%	24.72%	27.02%	25.82%
EAST JORHAT	15.67%	16.04%	15.84%	4.02%	4.50%	4.24%	1.29%	1.48%	1.38%	36.52%	38.51%	37.46%
JORHAT	11.35%	12.98%	12.11%	6.27%	7.13%	6.67%	3.74%	3.91%	3.82%	27.87%	30.31%	29.02%
JORHAT URBAN	63.67%	68.70%	65.99%	7.41%	8.46%	7.89%	1.01%	1.06%	1.03%	4.58%	3.61%	4.13%
MAJULI	20.25%	19.58%	19.93%	14.03%	13.43%	13.74%	47.97%	49.39%	48.66%	16.86%	16.82%	16.84%
NORTH WEST JORHAT	28.37%	29.46%	28.90%	18.76%	20.22%	19.48%	19.04%	15.51%	17.30%	27.55%	29.84%	28.68%
MITABOR	11.48%	11.93%	11.69%	8.99%	9.80%	9.38%	12.69%	15.16%	13.87%	25.10%	25.69%	25.38%
Total :	19.48%	20.28%	19.86%	10.30%	11.04%	10.65%	18.36%	19.06%	18.69%	24.27%	25.54%	24.88%

Block Name	Class-I-IV In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
CENTRAL JORHAT	12.38%	12.57%	12.47%	29.05%	22.39%	25.86%	0.11%	0.14%	0.12%	100.00%	100.00%	100.00%
EAST JORHAT	5.63%	6.51%	6.05%	36.35%	32.34%	34.45%	0.52%	0.62%	0.57%	100.00%	100.00%	100.00%
JORHAT	5.58%	6.76%	6.13%	43.39%	37.59%	40.67%	1.80%	1.33%	1.58%	100.00%	100.00%	100.00%
JORHAT URBAN	18.86%	15.87%	17.48%	1.65%	0.81%	1.26%	2.82%	1.49%	2.21%	100.00%	100.00%	100.00%
MAJULI	0.58%	0.51%	0.54%	0.01%	0.00%	0.01%	0.29%	0.27%	0.28%	100.00%	100.00%	100.00%
NORTH WEST JORHAT	2.00%	1.91%	1.96%	4.14%	2.74%	3.45%	0.14%	0.32%	0.23%	100.00%	100.00%	100.00%
MITABOR	6.35%	6.74%	6.53%	33.61%	28.83%	31.33%	1.78%	1.85%	1.81%	100.00%	100.00%	100.00%
Total :	5.38%	5.53%	5.45%	21.32%	17.78%	19.63%	0.89%	0.78%	0.84%	100.00%	100.00%	100.00%

Block Name	Class-V In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
CENTRAL JORHAT	22.87%	13.63%	19.04%	10.51%	12.42%	11.31%	9.80%	11.22%	10.39%	29.26%	35.87%	32.00%
EAST JORHAT	19.58%	22.71%	20.98%	3.77%	4.66%	4.17%	2.48%	3.64%	3.00%	34.32%	35.66%	34.92%
JORHAT	30.97%	29.45%	30.27%	7.10%	5.64%	6.44%	9.36%	8.34%	8.90%	27.26%	30.55%	28.76%
JORHAT URBAN	49.34%	40.35%	44.68%	10.92%	11.62%	11.28%	4.33%	4.19%	4.26%	16.85%	28.91%	23.11%
MAJULI	17.99%	16.45%	17.33%	13.96%	12.66%	13.40%	38.09%	41.13%	39.39%	25.09%	26.61%	25.74%
NORTH WEST JORHAT	32.37%	32.51%	32.44%	21.94%	23.56%	22.71%	14.16%	12.72%	13.48%	28.65%	29.09%	28.86%
BITABOR	10.85%	12.23%	11.54%	10.29%	6.88%	8.59%	15.84%	21.05%	18.43%	33.92%	34.98%	34.45%
Total :	25.43%	24.06%	24.80%	11.53%	11.05%	11.31%	16.01%	16.62%	16.29%	27.57%	31.11%	29.22%

Block Name	Class-V In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
CENTRAL JORHAT	18.89%	20.64%	19.62%	7.81%	6.21%	7.15%	0.85%	0.00%	0.50%	100.00%	100.00%	100.00%
EAST JORHAT	14.62%	13.68%	14.20%	24.65%	19.21%	22.21%	0.59%	0.44%	0.52%	100.00%	100.00%	100.00%
JORHAT	10.19%	9.94%	10.07%	13.68%	15.34%	14.44%	1.44%	0.74%	1.12%	100.00%	100.00%	100.00%
JORHAT URBAN	14.78%	7.16%	10.83%	3.77%	3.32%	3.53%	0.00%	4.45%	2.31%	100.00%	100.00%	100.00%
MAJULI	1.08%	1.21%	1.14%	3.37%	1.13%	2.41%	0.42%	0.81%	0.59%	100.00%	100.00%	100.00%
NORTH WEST JORHAT	2.13%	1.41%	1.79%	0.75%	0.71%	0.73%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
BITABOR	6.59%	5.34%	5.97%	22.27%	18.54%	20.41%	0.24%	0.97%	0.61%	100.00%	100.00%	100.00%
Total :	8.52%	7.00%	7.81%	10.46%	8.89%	9.73%	0.47%	1.27%	0.84%	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
CENTRAL JORHAT	198	112	310	81	45	126	45	38	83	199	117	316
EAST JORHAT	161	150	311	35	36	71	21	25	46	270	242	512
JORHAT	251	188	439	62	44	106	75	65	140	233	228	461
JORHAT URBAN	530	423	953	113	134	247	39	39	78	255	370	625
MAJULI	280	202	482	205	148	353	588	403	991	408	327	735
NORTH WEST JORHAT	253	266	519	202	182	384	106	99	205	256	210	466
TITABOR	171	125	296	107	75	182	228	216	444	450	381	831
Total :	1844	1466	3310	805	664	1469	1102	885	1987	2071	1875	3946

Block Name	Class-VI									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
CENTRAL JORHAT	106	95	201	42	9	51	8	2	10	679	418	1097
EAST JORHAT	100	88	188	149	91	240	0	0	0	736	632	1368
JORHAT	84	81	165	96	85	181	17	8	25	818	699	1517
JORHAT URBAN	63	78	141	32	29	61	1	30	31	1033	1103	2136
MAJULI	24	19	43	24	11	35	10	4	14	1539	1114	2653
NORTH WEST JORHAT	11	28	39	3	2	5	0	0	0	831	787	1618
TITABOR	66	72	138	192	238	430	10	11	21	1224	1118	2342
Total :	454	461	915	538	465	1003	46	55	101	6860	5871	12731

Block Name	Class-VI In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
CENTRAL JORHAT	29.16%	26.79%	28.26%	11.93%	10.77%	11.49%	6.63%	9.09%	7.57%	29.31%	27.99%	28.81%
EAST JORHAT	21.88%	23.73%	22.73%	4.76%	5.70%	5.19%	2.85%	3.96%	3.36%	36.68%	38.29%	37.43%
JORHAT	30.68%	26.90%	28.94%	7.58%	6.29%	6.99%	9.17%	9.30%	9.23%	28.48%	32.62%	30.39%
JORHAT URBAN	51.31%	38.35%	44.62%	10.94%	12.15%	11.56%	3.78%	3.54%	3.65%	24.69%	33.54%	29.26%
MAJULI	18.19%	18.13%	18.17%	13.32%	13.29%	13.31%	38.21%	36.18%	37.35%	26.51%	29.35%	27.70%
NORTH WEST JORHAT	30.45%	33.80%	32.08%	24.31%	23.13%	23.73%	12.76%	12.58%	12.67%	30.81%	26.68%	28.80%
HITABOR	13.97%	11.18%	12.64%	8.74%	6.71%	7.77%	18.63%	19.32%	18.96%	36.76%	34.08%	35.48%
Total :	26.88%	24.97%	26.00%	11.73%	11.31%	11.54%	16.06%	15.07%	15.61%	30.19%	31.94%	31.00%
Block Name	Class-VI In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
CENTRAL JORHAT	15.61%	22.73%	18.32%	6.19%	2.15%	4.65%	1.18%	0.48%	0.91%	100.00%	100.00%	100.00%
EAST JORHAT	13.59%	13.92%	13.74%	20.24%	14.40%	17.54%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
JORHAT	10.27%	11.59%	10.88%	11.74%	12.16%	11.93%	2.08%	1.14%	1.65%	100.00%	100.00%	100.00%
JORHAT URBAN	6.10%	7.07%	6.60%	3.10%	2.63%	2.86%	0.10%	2.72%	1.45%	100.00%	100.00%	100.00%
MAJULI	1.56%	1.71%	1.62%	1.56%	0.99%	1.32%	0.65%	0.36%	0.53%	100.00%	100.00%	100.00%
NORTH WEST JORHAT	1.32%	3.56%	2.41%	0.36%	0.25%	0.31%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
HITABOR	5.39%	6.44%	5.89%	15.69%	21.29%	18.36%	0.82%	0.98%	0.90%	100.00%	100.00%	100.00%
Total :	6.62%	7.85%	7.19%	7.84%	7.92%	7.88%	0.67%	0.94%	0.79%	100.00%	100.00%	100.00%

Block Name	Class-VII In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
CENTRAL JORHAT	35.18%	18.81%	28.28%	11.61%	10.48%	11.13%	6.24%	8.10%	7.02%	25.48%	42.38%	32.60%
EAST JORHAT	23.21%	28.92%	25.90%	4.67%	6.62%	5.59%	2.18%	2.61%	2.38%	35.20%	37.28%	36.18%
JORHAT	31.16%	28.08%	29.84%	9.48%	4.27%	7.25%	9.36%	14.94%	11.75%	28.69%	32.35%	30.26%
JORHAT URBAN	50.59%	40.10%	45.14%	11.84%	9.75%	10.75%	3.66%	3.38%	3.52%	25.94%	34.93%	30.61%
MAJULI	18.35%	17.46%	17.98%	14.64%	9.47%	12.52%	37.53%	37.57%	37.55%	26.67%	31.66%	28.72%
NORTH WEST JORHAT	28.88%	33.61%	31.16%	23.66%	23.73%	23.70%	18.58%	13.72%	16.24%	25.57%	27.30%	26.40%
MITABOR	11.92%	10.74%	11.34%	6.95%	7.54%	7.24%	18.27%	22.00%	20.10%	38.43%	40.39%	39.39%
Total :	27.21%	25.29%	26.32%	12.13%	10.30%	11.29%	16.69%	16.32%	16.52%	29.37%	34.80%	31.87%

Block Name	Class-VII In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
CENTRAL JORHAT	15.25%	16.67%	15.85%	5.03%	3.57%	4.41%	1.21%	0.00%	0.70%	100.00%	100.00%	100.00%
EAST JORHAT	20.25%	13.94%	17.27%	14.49%	10.63%	12.66%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
JORHAT	9.85%	9.20%	9.57%	8.74%	10.02%	9.29%	2.71%	1.15%	2.04%	100.00%	100.00%	100.00%
JORHAT URBAN	4.52%	6.47%	5.53%	3.12%	2.89%	3.00%	0.32%	2.49%	1.45%	100.00%	100.00%	100.00%
MAJULI	1.10%	1.58%	1.30%	1.65%	1.38%	1.54%	0.07%	0.89%	0.41%	100.00%	100.00%	100.00%
NORTH WEST JORHAT	2.93%	1.10%	2.05%	0.38%	0.41%	0.40%	0.00%	0.14%	0.07%	100.00%	100.00%	100.00%
MITABOR	6.26%	6.51%	6.38%	17.48%	12.19%	14.89%	0.70%	0.62%	0.66%	100.00%	100.00%	100.00%
Total :	7.12%	6.73%	6.94%	6.85%	5.66%	6.30%	0.64%	0.90%	0.76%	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
CENTRAL JORHAT	203	79	282	67	44	111	36	34	70	147	178	325
EAST JORHAT	149	166	315	30	38	68	14	15	29	226	214	440
JORHAT	253	171	424	77	26	103	76	91	167	233	197	430
JORHAT URBAN	470	403	873	110	98	208	34	34	68	241	351	592
MAJULI	267	177	444	213	96	309	546	381	927	388	321	709
NORTH WEST JORHAT	227	245	472	186	173	359	146	100	246	201	199	400
TITABOR	120	104	224	70	73	143	184	213	397	387	391	778
Total :	1689	1345	3034	753	548	1301	1036	868	1904	1823	1851	3674

Block Name	Class-VII									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
CENTRAL JORHAT	88	70	158	29	15	44	7	0	7	577	420	997
EAST JORHAT	130	80	210	93	61	154	0	0	0	642	574	1216
JORHAT	80	56	136	71	61	132	22	7	29	812	609	1421
JORHAT URBAN	42	65	107	29	29	58	3	25	28	929	1005	1934
MAJULI	16	16	32	24	14	38	1	9	10	1455	1014	2469
NORTH WEST JORHAT	23	8	31	3	3	6	0	1	1	786	729	1515
TITABOR	63	63	126	176	118	294	7	6	13	1007	968	1975
Total :	442	358	800	425	301	726	40	48	88	6208	5319	11527

Block Name	Class-V-VII In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
TRAL HAT	28.67%	19.37%	24.90%	11.33%	11.29%	11.31%	7.65%	9.57%	8.43%	28.16%	35.45%	31.12%
T JORHAT	21.38%	24.93%	23.02%	4.36%	5.60%	4.93%	2.52%	3.43%	2.94%	35.35%	37.03%	36.13%
HAT	30.94%	28.21%	29.71%	7.99%	5.46%	6.86%	9.30%	10.55%	9.86%	28.09%	31.75%	29.74%
HAT URBAN	50.40%	39.59%	44.80%	11.21%	11.22%	11.22%	3.94%	3.72%	3.82%	22.32%	32.34%	27.51%
ULI	18.17%	17.31%	17.81%	13.96%	11.91%	13.10%	37.95%	38.42%	38.15%	26.05%	29.04%	27.31%
TH WEST HAT	30.67%	33.28%	31.92%	23.24%	23.47%	23.35%	15.06%	12.98%	14.06%	28.40%	27.74%	28.08%
BOR	12.26%	11.44%	11.86%	8.78%	7.02%	7.92%	17.53%	20.75%	19.10%	36.23%	36.25%	36.24%
:	26.45%	24.73%	25.66%	11.78%	10.91%	11.38%	16.23%	16.01%	16.13%	28.99%	32.50%	30.61%

Block Name	Class-V-VII In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
TRAL HAT	16.68%	20.04%	18.05%	6.43%	4.11%	5.49%	1.07%	0.15%	0.70%	100.00%	100.00%	100.00%
JORHAT	15.90%	13.84%	14.96%	20.26%	15.00%	17.84%	0.22%	0.16%	0.19%	100.00%	100.00%	100.00%
HAT	10.11%	10.27%	10.18%	11.53%	12.76%	12.08%	2.04%	0.99%	1.57%	100.00%	100.00%	100.00%
HAT URBAN	8.66%	6.92%	7.76%	3.34%	2.95%	3.14%	0.13%	3.26%	1.75%	100.00%	100.00%	100.00%
ULI	1.25%	1.48%	1.35%	2.23%	1.16%	1.78%	0.39%	0.68%	0.51%	100.00%	100.00%	100.00%
TH WEST HAT	2.11%	2.03%	2.07%	0.51%	0.47%	0.49%	0.00%	0.04%	0.02%	100.00%	100.00%	100.00%
BOR	6.07%	6.05%	6.06%	18.56%	17.62%	18.10%	0.58%	0.87%	0.72%	100.00%	100.00%	100.00%
:	7.46%	7.20%	7.34%	8.49%	7.59%	8.07%	0.59%	1.05%	0.80%	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
CENTRAL JORHAT	562	259	821	222	151	373	150	128	278	552	474	1026
EAST JORHAT	476	472	948	97	106	203	56	65	121	787	701	1488
JORHAT	805	599	1404	208	116	324	242	224	466	731	674	1405
JORHAT URBAN	1524	1288	2812	339	365	704	119	121	240	675	1052	1727
MAJULI	846	583	1429	650	401	1051	1767	1294	3061	1213	978	2191
NORTH WEST JORHAT	784	787	1571	594	555	1149	385	307	692	726	656	1382
TITABOR	426	380	806	305	233	538	609	689	1298	1259	1204	2463
Total :	5423	4368	9791	2415	1927	4342	3328	2828	6156	5943	5739	11682

Block Name	Class-V-VII									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
CENTRAL JORHAT	327	268	595	126	55	181	21	2	23	1960	1337	3297
EAST JORHAT	354	262	616	451	284	735	5	3	8	2226	1893	4119
JORHAT	263	218	481	300	271	571	53	21	74	2602	2123	4725
JORHAT URBAN	262	225	487	101	96	197	4	106	110	3024	3253	6277
MAJULI	58	50	108	104	39	143	18	23	41	4656	3368	8024
NORTH WEST JORHAT	54	48	102	13	11	24	0	1	1	2556	2365	4921
TITABOR	211	201	412	645	585	1230	20	29	49	3475	3321	6796
Total :	1529	1272	2801	1740	1341	3081	121	185	306	20499	17660	38159

Block Name	Class-I-VII In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
CENTRAL JORHAT	20.62%	19.25%	19.99%	9.45%	10.56%	9.96%	7.82%	8.63%	8.19%	25.75%	29.04%	27.26%
EAST JORHAT	17.38%	18.61%	17.96%	4.12%	4.82%	4.45%	1.66%	2.04%	1.84%	36.17%	38.08%	37.07%
JORHAT	16.76%	16.94%	16.84%	6.75%	6.69%	6.72%	5.27%	5.64%	5.44%	27.94%	30.69%	29.21%
JORHAT URBAN	55.48%	49.22%	52.36%	9.75%	10.31%	10.03%	2.82%	2.84%	2.83%	15.53%	22.84%	19.17%
MAJULI	19.60%	18.98%	19.32%	14.01%	13.03%	13.55%	44.83%	46.52%	45.61%	19.74%	20.02%	19.87%
NORTH WEST JORHAT	29.13%	30.69%	29.89%	20.25%	21.27%	20.75%	17.72%	14.70%	16.24%	27.83%	29.16%	28.48%
TITABOR	11.76%	11.75%	11.75%	8.92%	8.79%	8.85%	14.40%	17.20%	15.75%	29.04%	29.54%	29.28%
Total :	21.83%	21.72%	21.78%	10.80%	11.00%	10.89%	17.64%	18.07%	17.84%	25.87%	27.79%	26.78%

Block Name	Class-I-VII In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
CENTRAL JORHAT	13.66%	14.36%	13.98%	22.31%	18.01%	20.33%	0.40%	0.14%	0.28%	100.00%	100.00%	100.00%
EAST JORHAT	8.71%	8.63%	8.67%	31.53%	27.34%	29.56%	0.43%	0.49%	0.46%	100.00%	100.00%	100.00%
JORHAT	6.83%	7.67%	7.22%	34.60%	31.13%	32.99%	1.87%	1.24%	1.58%	100.00%	100.00%	100.00%
JORHAT URBAN	12.57%	9.88%	11.23%	2.69%	2.24%	2.47%	1.16%	2.67%	1.92%	100.00%	100.00%	100.00%
MAJULI	0.79%	0.76%	0.78%	0.71%	0.30%	0.52%	0.32%	0.38%	0.35%	100.00%	100.00%	100.00%
NORTH WEST JORHAT	2.04%	1.95%	2.00%	2.94%	2.00%	2.48%	0.09%	0.23%	0.16%	100.00%	100.00%	100.00%
TITABOR	6.25%	6.49%	6.37%	28.28%	24.74%	26.58%	1.35%	1.49%	1.42%	100.00%	100.00%	100.00%
Total :	6.08%	6.07%	6.08%	16.99%	14.48%	15.80%	0.79%	0.87%	0.83%	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
CENTRAL JORHAT	1355	1075	2430	621	590	1211	514	482	996	1692	1622	3314
EAST JORHAT	1291	1221	2512	306	316	622	123	134	257	2687	2499	5186
JORHAT	1580	1382	2962	636	546	1182	497	460	957	2634	2503	5137
JORHAT URBAN	2719	2392	5111	478	501	979	138	138	276	761	1110	1871
MAJULI	2912	2442	5354	2081	1676	3757	6660	5984	12644	2933	2575	5508
NORTH WEST JORHAT	2243	2251	4494	1559	1560	3119	1364	1078	2442	2143	2139	4282
TITABOR	1155	1070	2225	876	800	1676	1415	1566	2981	2853	2690	5543
Total :	13255	11833	25088	6557	5989	12546	10711	9842	20553	15703	15138	30841

Block Name	Class-I-VII											
	Muslims			Tea Tribe			Others			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
CENTRAL JORHAT	898	802	1700	1466	1006	2472	26	8	34	6572	5585	12157
EAST JORHAT	647	566	1213	2342	1794	4136	32	32	64	7428	6562	13990
JORHAT	644	626	1270	3262	2539	5801	176	101	277	9429	8157	17586
JORHAT URBAN	616	480	1096	132	109	241	57	130	187	4901	4860	9761
MAJULI	117	98	215	105	39	144	48	49	97	14856	12863	27719
NORTH WEST JORHAT	157	143	300	226	147	373	7	17	24	7699	7335	15034
TITABOR	614	591	1205	2779	2253	5032	133	136	269	9825	9106	18931
Total :	3693	3306	6999	10312	7887	18199	479	473	952	60710	54468	115178

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

Block Name	In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
CENTRAL JORHAT	95.75%	40.51%	69.29%	65.05%	34.11%	47.84%	32.43%	26.36%	29.17%	50.87%	56.69%	53.90%
EAST JORHAT	60.32%	65.87%	63.13%	46.88%	55.07%	51.13%	63.64%	65.22%	64.44%	43.97%	40.07%	41.98%
JORHAT	129.08%	97.71%	114.29%	70.00%	24.07%	47.25%	113.43%	149.18%	130.47%	46.88%	41.91%	44.47%
JORHAT URBAN	176.69%	143.42%	159.60%	250.00%	296.97%	270.13%	425.00%	1700.00%	680.00%	1147.62%	1755.00%	1443.90%
MAJULI	34.10%	24.93%	29.74%	38.94%	18.32%	28.85%	25.43%	17.94%	21.70%	61.10%	54.78%	58.07%
NORTH WEST JORHAT	58.81%	59.90%	59.37%	61.39%	53.73%	57.44%	44.51%	33.78%	39.42%	55.83%	54.82%	55.33%
TITABOR	61.86%	52.79%	57.29%	47.95%	46.79%	47.35%	77.64%	89.87%	83.76%	99.49%	103.99%	101.70%
Total :	73.95%	60.61%	67.38%	57.18%	40.87%	48.95%	35.48%	30.22%	32.87%	67.39%	69.51%	68.44%

Block Name	In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
CENTRAL JORHAT	59.46%	47.95%	53.74%	6.62%	4.25%	5.56%	700.00%	0.00%	350.00%	44.32%	33.15%	38.81%
EAST JORHAT	142.86%	108.11%	127.27%	14.18%	11.05%	12.75%	0.00%	0.00%	0.00%	40.02%	37.99%	39.04%
JORHAT	94.12%	49.56%	68.69%	7.44%	7.65%	7.54%	57.89%	25.00%	43.94%	41.71%	34.76%	38.42%
JORHAT URBAN	40.78%	114.04%	66.88%	223.08%	966.67%	362.50%	33.33%	357.14%	175.00%	200.22%	249.38%	223.07%
MAJULI	57.14%	57.14%	57.14%	#DIV/0!	#DIV/0!	#DIV/0!	14.29%	112.50%	66.67%	35.09%	25.48%	30.38%
NORTH WEST JORHAT	79.31%	42.11%	64.58%	3.41%	4.62%	3.92%	0.00%	25.00%	14.29%	52.51%	49.32%	50.92%
TITABOR	61.17%	55.26%	58.06%	23.98%	18.58%	21.48%	21.21%	15.38%	18.06%	54.85%	55.19%	55.01%
Total :	75.30%	64.97%	70.30%	14.74%	12.52%	13.73%	39.60%	51.06%	45.13%	48.51%	43.80%	46.22%

Table 2.28: Teachers Position in Govt./Prov. Primary Schools

		Plan	Non-plan	Total	Plan	Non-plan	Total		Trained Teachers	% of trained teachers
1	East	47	436	483	32	435	467	16	--	
2	Titabar	65	381	446	51	380	431	15	--	
3	Jorhat	58	508	566	23	507	530	36	--	
4	Central	69	452	521	32	451	483	38	--	
5	Majuli	118	631	749	118	596	714	35	--	
6	N.West	56	489	545	26	488	514	31	--	
		413	2897	3310	282	2857	3139	171	2243	71.5%

The total sanctioned post in the schools are 3310 numbers including both plan and non-plan. Out of these 2897 are non-plan teacher and 413 are planned teacher. The district has 171 numbers of vacant post. The total trained teachers are 2243 (71.5%).

Table 2.29: Teachers Position in Govt./Prov. Upper Primary Schools

Sl. No	Block	Sanctioned Post			Teachers in Position			Vacant Post	Trained Teachers	% of trained teachers
		Plan	Non-plan	Total	Plan	Non-plan	Total			
1	East	115	251	366	109	236	345	21	--	
2	Titabar	130	199	329	130	189	319	10	--	
3	Jorhat	79	149	228	75	141	216	12	--	
4	Central	70	209	279	65	184	249	30	--	
5	Majuli	203	298	501	196	266	462	39	--	
6	N.West	120	321	441	113	300	413	28	--	
Total		717	1427	2144	688	1316	2004	140	1481	73.9

In the table no. 2.29 shows that the total sanctioned post of teachers are 2144 out of which teachers in position are 2004 at UP level. And total vacant post of teachers are 140. Among the teachers of 2144, there are 1481 (73.9%) teachers are trained.

CHAPTER III : PLANNING PROCESS

Universalisation of elementary Education for 6-14 years old children is now a fundamental right. This means that the government and the people must ensure that all children in this age group receive quality education up to middle school level Sarba Siksha Abhijan a programme with clear time frame and target has been viewed as an opportunity for academic UEE.

To achieve this elusive goal a large number of human resources were mobilized for ensuring a participative and contextual planning. The services of education officials and additional manpower were utilized as per the details given below.

Sl. No	Name of the block	Number of DRP	Number of BRP	Number of Village Volunteer.
1	East block	4	74	1056
2	Central Block	4	70	662
3	Jorhat Block	4	62	984
4	Titabor Block	4	101	924
5	Majuli Block	10 (remote area)	99	2128
6	North-west Block	4	60	800
District Total		29	466	6554

A. Key Resource Persons Training at State Level:

The planning process has initiated with the launch of pre-project activities in the month of February' 2002 when a 9 member strong 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.

After completion of the State level Training, meeting of District Board of Education was held on 25th February and Educational functionaries meeting was held on 28th February' 2002.

B. District Resource Persons Training at Zonal Level:

The second important milestone of the pre-project activities was the conduct of District Resource Persons (DRP) training at Zonal level. In order to minimize the transmission loss the DRP's training was conducted at zonal level by combining the DRP's of Jorhat, Golaghat and Sivasagar district at Post Graduate Training College, Jorhat from 4th March to 6th March' 2002. This has ensured the conduct of the training jointly by the State Resource Persons and the respective KRP's. The staggering of the Training schedule by one to two days has also ensured the presence of Mission Director D. Jhingran I.A.S in all the venues who was the main source of inspiration.

There were 4 DRP's in all the 5 blocks except in Majuli which being a remote area additional 5 DRP had to be allotted. Altogether 29 nos. DRP attended in the training programme. The DRP of Sivasagar and Golaghat district also attended in the training programme.

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

C. District Resource Persons Planning Meeting at District Level:

After the training of DRPs two day planning meeting of DRPs was held at district level on 8th and 9th March, 2002. The agenda of the Planning meeting was extensive and covered following points:

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

At the end of the district level planning meeting, DRPs were deployed to different blocks and assigned 2-7 GPs to each DRP. Besides 479 nos. of BRP were selected at the ratio of 2:1 per village except TE division, remote and problematic forest village.

The DRP wise allocation of GPs, villages & BRP is given below:

Sl.No	Name of the DRP	Name of the Block	No of GP allotted	No of Villages within the allotted GP	No of BRP
1	Khagen Ch Gogoi	East Block	4	38	19
2	Sarat Konwar		4	38	19
3	Lakhi Dutta		4	38	19
4	Rupjyoti Saikia		3	36	18
5	Bimal Saikia	Central Block	4	32	17
6	Kumud Phukan		4	32	22
7	Mrs B. P. Saikia		3	26	18
8	Jayanta Baruah		3	27	18

Sl.No	Name of the DRP	Name of the Block	No of GP allotted	No of Villages within the allotted GP	No of BRP
9	Bijaya Borthakur	North West	5	30	17
10	Dulal Bhagawati		5	30	17
11	Pramawati Deka		4	20	13
12	Indrani Borgohain		4	20	13
13	Krishna Dutta	Jorhat Block	7	30	15
14	Nazim Khanikar		7	32	16
15	Budhin Saikia		7	32	16
16	Jugat Sarma		6	30	15
17	Hemjyoti Deka	Titabor Block	6	36	16
18	Padma Gayon		7	42	18
19	Wazidur Rahman		6	36	16
20	Kuldip Talukdar		6	36	16
21	Niren Sarma	Majuli Block	2	19	10
22	Chandan Baruah		2	16	11
23	Narendra Dewaria		2	20	10
24	D. Kaman		2	20	10
25	Khireswar Saikia		2	13	11
26	Dadhiram Baruah		2	18	10
27	Nilima Gayan		2	20	10
28	Gobin Borah		2	15	12
29	Haren Hazarika		2	20	10
30	Prafulla Bora		2	20	10
			119	822	442

D. Block Resource Persons Training at Block Level:

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

Sl No	Name of the Block	Date of BRPs training	Venue of the Training	No of DRP conducted the training	No of Participants who attended
1	East Block	13 th , 14 th , 15 th , 16 th March 2002	Teok, TE, LP School	4	74
2	Central Block	13 th , 14 th , 15 th , 16 th March 2002	Mudoijan LPS	4	70
3	Jorhat Block	14 th , 15 th , 16 th , 17 th March 2002	Bongalpukhuri LPS	4	62
4	Titabor Block	11 th , 12 th , 13 th , 14 th March 2002	Srimanta Shankar Vidyapith	4	101
5	Majuli Block	15 th , 16 th , 17 th , 18 th March 2002	Milanjyoti Shangha Komalabari	10	99
6	North West block	14 th , 15 th , 16 th , 17 th March 2002	66 no Hazari LP S	4	60
7	Jorhat Urban	-	-	30	466

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:

Similar to the line of DRPs Planning Meeting, planning meeting of BRPs were also held.

The BRPs were entrusted with the following field level Tasks:

Sl. No	Tasks
1.	Visiting the assigned GP for giving information for the GP level General Meeting
2.	Acting as RP in the first meeting in the assigned GP
3.	Submitting the report of the meeting to BMC
4.	Visiting the assigned two villages for giving information for the Gaon Sabha Meeting
5.	Acting as RP in the first Gaon Sabha Meeting of each of the 2 villages
6.	Preparation & sending of the reports of Gaon Sabha Meeting to BMC
7.	Training of village volunteers at GP level
8.	Visiting villages during survey
9.	Undertaking sample checks of at least 10 sample household schedules during the process of collection & after they have been received from villages and affixing signature on the body of the formats. In case of mistakes getting them corrected or re-collected.
10.	Compilation of survey data as per format 9 and 10 of the two villages
11.	Conducting group discussion in the assigned villages
12.	Conducting interview of teachers of the schools of the assigned villages
13.	Ensuring timely collection of reports from fields.
14.	Compilation of village survey GP wise and block wise at block level under the supervision of DRP
15.	Ensuring the smooth functioning of all village volunteers of the two assigned villages.
16.	Acting as RP in the village level meetings for constitution of VEC and sharing of survey findings
17.	Filling up the format for approval of VEC/GPEC available at BEEO/DI office
18.	Getting approval of BEEO/DI for membership of VEC and GPEC and handing over the approval copies to VEC/GPEC
19.	Conduct of First Meeting of Village Education Committee and submission approval of VEC from BEEO to the Member Secretary
20.	Assisting VEC in preparation of Village Education Register (VER)

F. Meeting of Gaon Panchayat Functionaries at GP Level :

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

Altogether 111 Gaon Panchayat level meetings were held during March' 02 in which total 40-80 people participated in each meeting.

Number of GP level meeting	Period during which the meetings was held	Total participants
111	March'02	40-80

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

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

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

The major agenda of the meetings were:

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

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

Number of GP level meetings held	Period during which the meetings were held	Total participants of the meetings
124	Month of April'2002	12186

G. Gaon Sabha Meeting:

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

Altogether 782 nos. of Gaon Sabha meetings were held during March '02 to April '02 in which approximately 21660 people participated and village volunteers were identified.

SI No	Name of the block	Number of Gaon Sabha meeting	Period during which meetings were held	Total participants of the meeting
1	East block	130	1-3 April '02	2500
2	Central Block	93	2-4th April	2000
3	Jorhat Block	124	1- 5 April'02	4960
4	Titabor	125	1-3 April'02	6500
5	North East	100	4-6 march'02	2300
6	Majuli	210	11-13 April'02	3400
Total		782		21660

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.

H. Training of Village Volunteers at GP level

A 3-day training of village volunteers who were selected in the Gaon Sabha meeting was held for conduct of survey work. The training was provided by the BRP at GP level. The training was staggered to ensure the presence of concerned DRP for at least one full day of the training. Altogether 6482 village volunteers were trained in 782 venues.

SI No	Name of Block	Number of training venues	Period during which training was held	Total nos. of village volunteer.
1	East	130	22 nd -24 th April,02	1056
2	Central	93	2 nd -4 th April,2002	662
3	Jorhat	124	2 nd -4 th April,2002	984
4	Titabor	125	2 nd -4 th April,2002	852
5	North East	100	13-24 th May,2002	800
6	Majuli	210	6 th -8 th April,2002	2128
		782		6482

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.

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

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

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

The activities conducted in sequential order are described below:

J. Village Mapping And Listing Of Resources:

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

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

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

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

K. House To House Survey

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

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

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

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

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

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

M. Collection of Information On Venture, Private Schools

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

N. Compilation of House-to-House Survey Results

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

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

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

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

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

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

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

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

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

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

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

O. Group Discussion:

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

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

Following questions were discussed in the group discussion:

- Functioning of the school
- Opinion of the Teachers of the school
 - *(Regularity, teaching, behaviour with children)*
- Problems in the functioning of the schools
- School Management Committee
- Appropriateness of the school Calendar
- Suggestions for Improvement of the functioning of schools
- Irregular children
- Children who are not enrolled in school(*kind of families*)
- Most disadvantaged group/ families in the village
- Measures to ensure that Children do not dropout and attend school regularly

Sl No	Name of the Block	Number of Group discussion	Period during which the discussion were held	Total participants of the discussion.
1	East	130	1 st -20 th May,02	2600
2	Central	93	27-29 th April,02	4325
3	Jorhat	124	27-29 th April,02	2800
4	Titabor	126	27 th - 29 th April	3400
5	North East	100	5 th -15 th June,02	2000
6	Majuli	210	5 th - 15 th June	4200
				19325

P. Holding of Interview of teachers:

In order to collect the opinions of the teachers' interview of teachers was also conducted as a part of pre-project activities. The BRPs conducted the 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 agriculture 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

Sl No	Name of Block	Number of HT's interviews	Number of other Teacher interviewed.
1	East	274	163
2	Central	261	175
3	Jorhat	256	120
4	Titabor	230	115
5	North East	251	150
6	Majuli	529	350

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

Sl No	Name of Block	No of total villages	No of total tea garden division	No of VEC constituted	No of TGEC constituted	Period of constitution	Total participants
1	East	107	23	107	23	26 th -27 th March	6500
2	Central	117	24	93	24	26 th -27 th March	7050
3	Jorhat	123	36	123	36	11 th May-13 th May	1080
4	Titabor	126	31	125	31	26 th -27 th March	7840
5	Northeast	99	02	99	01	29May-30 June	2300
6	Majuli	210	Nil	210	Nil	26 th -27 th March	5040
							29810

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 are also properly informed.

SL No	Name of Block	No of GP	No of GPEC	Period of constitution	Total Participants of the meeting.
1	East	15	15	18 th May-29 May,02	920
2	Central	14	14	1 st May-10 th May,02	850
3	Jorhat	27	27	1 st May-10 th May,02	2100
4	Titabor	17	17	1 st May-10 th May,02	3000
5	North East	18	18	1 st June -15 th June,02	1200
6	Majuli	20	20	18 th May-29 May,02	1520
					9590

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.

SI No	Name of Block	No of SMC Constituted	Period of constitution	Total no of participants
1	East Block	274	Aug-Sept,02	10960
2	Central	256	Aug-Sept,02	7680
3	Jorhat	358 + urban	Aug-Sept,02	10740
4	Titabor	230	Aug-Sept,02	6900
5	North West	244	Aug-Sept,02	7320
6	Majuli	529 + urban	Aug-Sept,02	15870
				59470

U. Constitution of District Planning Team (DPT):

A 44 member District Planning Team was constituted under the chairmanship of Deputy Commissioner. The representative of District Administration, Rural Development, Social Welfare, NGOs and education department were included in the DPT. ***The list of the members of District Planning Team is given at Annexure-I Table I.III***

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

A 19 member 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 19 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 7th to 12th July 2002.

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

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

Special Study Teams were constituted for designing the functional area wise strategies.

The functional area wise findings have been shared and fine-tuned at the state level plan writing workshops from 2nd to 7th September' 2002.

CHAPTER-IV : EXISTING SCHEMES OF ELEMENTARY EDUCATION

1. Mid-day meal scheme:

It was started in the district in the year 1995. Year wise status of implementation of the scheme is mentioned below.

1st started- 26 January 1985(T.G. area) and discontinued.

Year	Items supplied	Quantity of items supplied	No. of schools covered	No. of children covered
1995	Rice	13,967,570,04	729	49930
1996	Rice	1,712,442	729	50097
1997	Nil	Nil	Nil	Nil
1998	Rice	13,20,195	1567	88013
1999	Rice	21,12,312	1567	88013
2000	Rice	17847.35	1567	88013
2001	Rice	53,865,835	1567	88013
2002	Rice	20,06,025	1627	95525

Implementation process: Items are received by the development block from FCI as allotted by the Deputy Commissioner. The block development officer distributed the rice to each school.

Implementation difficulties:

- 1). Carrying charge from development Block to respective school are not provided by the scheme.
- 2). Due to dilapidated roads some school does not received the meal in due time.

Operation Black Board

It was started in the district Jorhat in the year 1989. Year wise and component wise status of the implementation of the scheme is discussed below.

SI No	Year/Phase	Amount received Rs.	Amount spent	No of Teachers appointed	No of schools covered		No of Schools to which equipment supplied.
					Pry	Upper Pry.	
1	1989(1st P)	52,29,600	52,29,600	Nil	552 Nos	Nil	552 nos. LP
2	1990(2 nd P)	14,77,590	14,77,590	Nil	380 Nos.	Nil	380 Nos. LP
3	1991(3 rd P)	7,07,248	7,07,248	Nil	441 Nos	Nil	441 Nos. LP
4	1992-93	Nil	Nil	Nil	Nil	Nil	Nil
5	1994	1,26,000	1,26,000	Nil	Nil	Nil	Nil
6	1995	Nil	Nil	113 Nos. LP	Nil	Nil	Nil
7	1996	Nil	Nil	Nil	Nil	Nil	Nil
8	1997	4,82,600	4,82,600	Nil	Nil	Nil	Nil

9	1998	Nil	Nil	43Nos ME	Nil	Nil	Nil
10	1999	Nil	Nil	71 Nos. ME	Nil	Nil	Nil
11	2000	Nil	Nil	Nil	Nil	Nil	50 Nos. ME
12	2001	Nil	Nil	Nil	Nil	Nil	40 Nos. ME

Implementation process : The teaching learning materials were supplied by the higher authority and distributed by the DEEO among the schools through the concerned D.I of schools /Block Elementary Education Officer.

Implementation difficulties:

There is no space or storeroom for storage of OBB materials in the office of the Dist. Elementary Education Officer, Jorhat that created difficulties in proper distribution. Due to the lack of proper building some items are damaged, some items are theft in various schools .In Majuli block, majority schools have their OBB items damaged due to flood.

Construction of school under PMGY (Prime Minister Gramya Yojona)

Name of block/LAC	No. of new schools constructed.	No. of additional classrooms constructed.	No of schools with drinking water facility	No. of schools provided with TL equipments.
Jorhat LAC	*NB.	11	11	12
Teok LAC	Do	11	11	12
Marioni LAC	Do	11	11	12
Titabor LAC	Do	11	11	12
DerGaon LAC	Do	11	11	12
Majuli LAC	Do	11	11	12

NB-List of beneficiaries had not yet been received from some of the local MLA for which the sanction amount is yet to be distributed.

Other incentive scheme viz. scholarship etc.

Sl. No.	Name of scheme	Objective of the scheme	Amount received	Amount spent	Physical target (in Nos.)	Physical achievement (in Nos.)
1.	Attendance scholarship to SC & ST student@ Rs. 100/- p.a.	Increase of attendance	Rs. 193800	Rs.193800	1938	1938
2.	Spl. Scholarship to S.C. & S.T. Girls student @Rs.300/- p.a.	-- Do --	Rs. 261900	Rs.261900	873	873

3.	Jr. Basic Merit scholarship @ Rs. 15/- p.m.	Improvement of quality	Rs.74520	Rs. 74520	141	141
4.	Middle school merit scholarship @Rs.30/p.m.	-- Do --	Rs.29160	Rs. 29160	27	27

Construction of schools under MLA/MP Fund :

Majuli – The block received

- (1) @ Rs. 20,000/- for 12 schools
- (2) @ Rs. 1,00,000/- for 2 schools

Titabar – The block received

- (1) @ Rs. 20,000/- for 12 schools

East Block - The Block received

- (1) @ Rs. 20,000/- for 12 schools (Teok)
- (2) @ Rs. 1 lakh for one schools.

Jorhat (Mariani) – The Block received

- (1) @ Rs. 20,000/- for 15 schools

N.W Jorhat – The Block received

- (1) @ Rs. 20,000/- for 15 school
- (2) @ Rs. 1,00,000/- for 3 schools
- (3) @ Rs. 1,20,000/- for one school.

CHAPTER-V: SPECIAL FOCUS AREAS AND GROUPS

Background:

The group of people inhabited in TSP areas referring flood prone ,char, border, tea garden and Ex-tea garden and forest areas may be termed as special focus group. As such, SC,ST,TG and Ex-tea labour community, Char area people ,flood prone area people ,forest area community in Jorhat district are grouped as special focus group.

Identification of Special Focus Group Area:

After identification of the areas and specific issues of these special areas, we have tried to analyze the pinpointed problems as well as issues, which effects the schooling decisions & provisors. The problems have been earmarked '*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 is 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.

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.

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 inhibition of these children leads to their irregular attendance & ultimate withdrawal from the school. For Example, Chungi TE & Baliyan T.E.

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. For example, Mejenga T.E. & Kheremia T.E.

TABLE below Shows the school going ,Never enrolled ,drop out ,child labour and disabled sex wise in Tea Divisions of Jorhat district.

Age-Group	Sex	School going	Never-enrolled	Drop out	Child Labour	Disabled
5-8 (years)	B	6909	3188	161	161	75
	G	5657	3823	186	225	84
	Total	12566	7011	347	386	159
9-11 (years)	B	4630	1180	313	159	41
	G	2485	1575	322	235	66
	Total	7115	2755	635	394	107
12-13 (years)	B	1582	797	349	162	44
	G	1202	1176	341	225	27
	Total	2784	1973	690	387	71

Tea garden and Ex tea labour community are special focus group in Jorhat district. Further, the people inhabited in Nagaland border area and forest area can be easily placed under special focus group. These people are affected by devastating flood in every year. The community inhabited at Rankham leprosy village ,Tiru hills (Nagaland border) Sadhu chapori ,Banoria chapori,Sira chapori No5, Deuripam Gaon Garukhuti, Sakupara, Kalita chapori, Japai chuk,Kesai khuwa,Param chapari,Jabar chuk kathani,Tokor chuk,Gobindapur,Bonbari,No1 Lise chuburi in Majuli sub-division are placed under SFG.

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 .*
- *Areas which are remote and with difficult accessibility.*

District Status :-

The Table-1: Shows the Percentage of general and tea garden district and Titabor TG block head wise.

Head	District	TG district	TG block	TG girls (Dist.)
School Going	80.27%	60.10%	45.91%	52.96%
Never enrolled	12.75%	31.40%	47.40%	37.31%
DropOut	4.31%	7.44%	6.52%	9.10%
Child Labour	1.41%	3.10%	2.63%	3.88%
Disabled	0.61%	0.90%	1.10%	0.01%

N.B.:TG Block indicates the TG Titabor Block

Educationally backward groups and areas .

A Tea-Garden & Ex-tea Tribe inhabiting areas:-

The total number of school age children between 6-14 years aged group is 17,380(20.78% of the district child population).As per H to H survey data collected during April 2002.Out of 37,380 child population in the tea divisions 22,465 are enrolled in school(60.10% only)where general district Percentage is 80.27.

1,672(7.44%) No. of children dropped out (district rate is 4.31%) from the school and 11,739(31.40%) are found never enrolled. Out of 1,672 dropped out 849(9.10%) are girls drop out. In case of child labour the No. of child labour is 1167(3.10%) out of which girls are 685(3.88%).There are 177 are girls disabled in TG area. It may be focused that only 45.91% is enrolled in TG areas and 47.40% is still unenrolled in Titabor TG block which is border block of the district.

B. Areas which are remote and with difficult accessibility

B1. Border and Forest Villages:

The inter-state border with Nagaland has a long range covering 101 Km length. Almost all the border areas are remote and hard to reach having no transportation facilities. People belongs to these areas are very poor and educationally backward. Right from Janji river of the district border hills,Gabharu,Pithakhowa,Mogroi,Naginijan,Balijan,Morongial,Nagajanka,Disoivalley,Bahani,Band archaliha,Paninora, Swanapur ,Bhagyalakhsmi, Gaharichowa, Medelsssuwajan, Bekajan, Panikheti on the edge have go much so difficulties.

The people of these area faces so much so hard ship and somewhat fear arises out of robbery, etc, from distant border. These areas deserve some special facility and treat as focus area.

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 & Nagaland. This is an acute problems of the villages. As for example in Majuli sub- division, the extreme & worst situations, the inhabitants forced to become nomadic leaving their hearth & home for fear of lives not to speak of education.

Insurgency Problem: 17 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 hilly and no-proper communication as well as public transportation. Most of the forest villages are almost un-approachable by the common means of transportation. Thus resulted 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 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 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 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 of 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.

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

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

B2 Difficult areas in Majuli sub-divisions

Majuli generally known as the biggest river island in the world. Majuli sub-division in Jorhat district itself an educational block. It is annually affected by devastating flood. It is surrounded by the Brahmaputra and the Lohit. As such Majuli is a flood prone area. In Majuli the total No. of school age children is 34,893 between 6-14 years age group of the district total, as per H to H survey data of April 2002. Among them 30,607 are enrolled in school and 1098 have dropped, 2013 is found to be never enrolled. Out of 1098 children 540 are girls drop out.

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.

General

- ❖ Creating a Task Group at district level to oversee SFG/SFA coverage
- ❖ Provisioning of additional RPs to concentrate on SFG area issues.
- ❖ Forming sub-groups in DACG and BACG entrusting concentrated academic support to SFGs/ SFAs, including academic supervision and monitoring.
- ❖ Specially and contextually designed community mobilization activities would be initiated during initial year.

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 SF areas will also be developed.

District specific Strategies:

Tea Garden areas:-

- ❖ Community mobilization with the help of line Sarder of the laboures ATTSA Tea management, MG ,SHG and local leaders.
- ❖ Convening meetings, Discussions on the issues of children specially guards who are involved in sibling care in domestic works/wage earner etc.
- ❖ Conduct back to school camp (residential) for adolescent girls.
- ❖ Presenting documentary in specific interval.
- ❖ Monitoring the school children for regular schooling specially in case of drop out and unenrolled.
- ❖ Improvement of infrastructure facilities in schools for equitable learning facilities.
- ❖ Health care should be taken regularly.
- ❖ Initiatives for child labour issue

Forest and Border area:

- ❖ Contact target group discussions.
- ❖ Community monitoring.
- ❖ Orientation problem for VEC/TGEC members.
- ❖ Community based organization, health care .
- ❖ Alternative arrangement to ensure universal enrolment

C. Majuli Sub-division:

- ❖ Floating and mobile school will be opened for isolated and remote areas .
- ❖ Community motivation.
- ❖ Regular health care.
- ❖ Provide Special incentive to teachers who serving in remote areas.
- ❖ Formation of local core group.
- ❖ Formation of special task force for visiting the remote areas.
- ❖ Orientation programme for religious leaders.
- ❖ Strengthening SMC/VEC/GPEC members etc.

Specific intervention for difficult areas:

What	Why	How
1. Communication linkage amongst school, community and administration be developed	For UEE and smooth and efficient running of school.	Activating SMC, VEC and GPEC
2. Strengthening of local community & NGO's	For academic support to schools and resource support.	Orientation of PRI members and NGOs
3. Supervision and guidance by BACG	Teacher empowerment and quality improvement.	Orientation of BACGs by DACG
4. Activity support to MGT Schools and schools with high PTR	Teacher empowerment supply of TLM, Quality improvement.	BACG to take initiation.
5. To minimize the language problem in classroom transaction.	Teacher rationalization with at least one teacher who can communicate the local language of children.
6. Flexible school timing based on local specific problem/needs.	For making school timing convenient for school children.	Proper discussion with PRI, community & the administration.
7. Holidays to be restructured matching the local specific needs.	-- do --	-- do --
8. Provide Tent schools in flood prone areas of Majuli.	To maintain the regularity in running of schools even in flood season.	Supply of tents and infrastructure to flood prone area school.
9. Specific efforts for school community linkage.	To get full community participation in school improvement.	Organising meeting at GP level and Block level and organizing training.

Following 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 Madrassa 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 AREAS WISE STRATEGIES & 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 Sarva 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 formal schools.

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

Status :

The House to House Survey conducted during April 2002 in Jorhat district reflects that there are 17201 number of out of schools children in the district and out of these figure 9723 Number of children are leaving in 181 number of habitations having no primary formal school (Govt./Provincialised/ventures/private schools) within a walkable distance of 1.5 KM.

Table : 6.1.1 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		
East	Tea	6	27			1100	27
Titabor	Tea	8	40			1881	40
Jorhat	Tea	12	59			2854	59
Central	Tea	3	15			713	15
Majuli	Char	8	18			661	18
North West	SC/ST	6	22			2514	22
Total		43	181			9723	181

Problem and Issues :

General:

- ❖ Physical access is the major constraints of these areas.
- ❖ Communication specially in the areas like forest, isolated hills, border areas.
- ❖ Parental awareness towards education of their wards.
- ❖ Adult illiteracy and parental apathy.
- ❖ 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:

- ❖ Sibling care
- ❖ Child labour
- ❖ Alcohol addiction
- ❖ Lack of co- ordination between garden management and labour community.
- ❖ Lack of infrastructure facilities
- ❖ Home and school language differs. Local lingua- franka is Mishing, Deori, Tai, Tea garden languages but the children have to read Assamese medium

Forest and border areas

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

Flood prone areas

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

Overall Frame Work :

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

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

Directly by the Axom Sarba Siksha Abhijan Mission.

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

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

Strategies :

1. 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.
2. Under SSA every district would prepare a District Elementary Education Plan (DEEP), which would include a range of interventions for School improvement, recruitment of teachers, quality improvement etc. along with interventions for ensuring education of "out of school" children. All VA proposals would also form part of the district level EGS proposal. The VA proposals would be approved by state EGS Grant-in-Aid Committee.
3. These EGS interventions would be funded directly under SSA. The total budgetary allocation under District Elementary Education Plan (DEEP) for both State and VA run EGS proposals would be within a limit of 25% of the overall DEEP budget.
4. 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.
5. The '*Amar Parhashali*'s (EGS school) would use the Formal Curriculum and Formal Textbooks used in Primary Formal Schools.
6. The '*Amar Parhashali*'s (EGS school) would run for a period of minimum 4 (four) hours during day time.
7. 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 :

1. The habitation must be an un-served area i.e. having no primary formal school within 1 Km. radius. The primary formal school means, the primary schools using formal curriculum recognized by state Government/Boards/Organisations. These primary formal schools are may be of any type, viz, government/provincialised schools, private and venture schools etc.

2. 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]

2. 1. '*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).

3. The minimum number of 'out of school' (not enrolled in any school) children in the age group 6-14 years should be 40 for general areas (plains)

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

Prioritization :

1. 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.
2. 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.
3. 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 :

A. 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.

B. 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. (Annexure - 4) 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.

C. 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

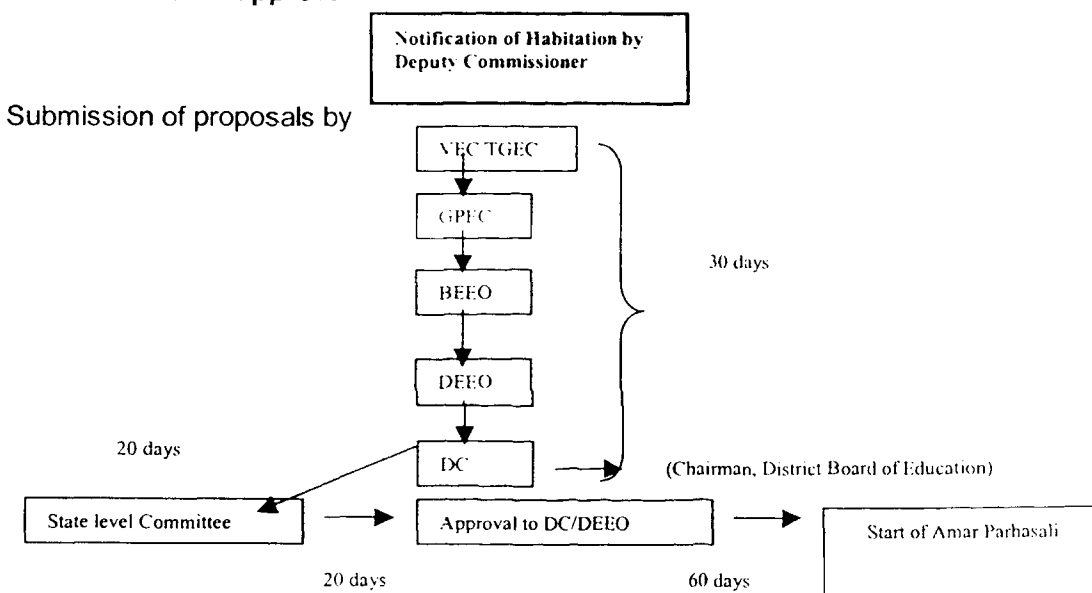
ensure that the assistance for running of 'Amar Parhashali's would be provided to VEC/TGECs within a period of three months from the date of approval of proposal and after providing all necessary inputs.

If at any point of time it becomes clear that any information provided by the VEC/TGECs are incorrect and the 'Amar Parhashali's 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:

D. Procedure for approval :



E. Selection of Siksha Mitras (Education Volunteers) :

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

A. Qualification :

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

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.

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 learners :

- ❖ 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 that 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 learners who wish to join a Primary Formal School either during or at the end of any Academic Session. The certification by the Siksha Mitra of the Amar Parhashali and countersign by Educational administrators would be considered adequate by the Head Teacher of the Formal School for admitting the student to a particular grade.

Support System :

Academic support :

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

Supervision & Monitoring :

- ❖ State educational functionaries and Mission functionaries will regularly supervise the EGS schools.
- ❖ Follow up actions will be taken on the basis of field feedback.

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

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

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

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

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

Assistance to VEC/TGEC

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

Support from Mission for running of Amiar 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

1. 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. Providing academic support as well as maintenance and logistic supports will facilitate the schools. The local community and the educational administrators, Mission functionaries will be responsible for monitoring and management of the residential EGS schools.

2. 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.

3. 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.

4. 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.

5. 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 7- 13 years.
- ❖ Facilitating the children to acquire maximum learning in a minimum period.
- ❖ Retaining all children after mainstreaming.
- ❖ 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

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

Blocks	5-8 Years	9-11 Years	12 13 Years	Total	5 Yrs	6 Yrs	7 & 8 Yrs	9-13 Yrs
East Jorhat	651	374	270	1295	156	162	334	644
Titabor	851	517	352	1721	203	212	436	869
Jorhat	659	411	256	1327	158	164	338	667
Central	273	174	111	558	65	68	140	285
Majuli	765	424	295	1484	183	191	392	719
North -West	169	103	74	346	40	42	86	177
Total	3369	2003	1359	6730	805	839	1725	3361

Table : 6.2.2 Age group wise Coverage of Out of School Children Under EGS

Blocks	Overall Out Of School Children				Under EGS (5-13 Years)	
	5-8 Years	9-11 Years	12 13 Years	Total	In EGS	Balance
East Jorhat	1,350	603	586	2,539	1100	1,439
Titabor	2,016	930	847	3,793	1881	1,912
Jorhat	2,274	1,089	965	4,328	2854	1,474
Central	606	378	349	1,333	713	620
Majuli	1,045	588	677	2,310	661	1,649
North -West	1,577	684	637	2,898	2514	384
Total	8,868	4,272	4,061	17,201	9,723	7,478

Table: 6.2.3 Projection of 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
East Jorhat	200	7	100	3	3	7	0	3	3	0	2	2
Titabor	262	9	131	4	4	9	0	4	4	0	2	2
Jorhat	203	7	101	3	3	7	0	3	3	0	2	2
Central	84	3	42	1	1	3	0	1	1	0	1	1
Majuli	235	8	118	4	4	8	0	4	4	0	2	2
North -West	52	2	26	1	1	2	0	1	1	0	0	0
Total	1035	35	518	17	17	35	0	17	17	0	9	9

Table: 6.2.4 Projection of 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
East Jorhat	0	0	386	13	0	13	0	6	6	0	3	3
Titabor	0	0	522	17	0	17	0	9	9	0	4	4
Jorhat	0	0	400	13	0	13	0	7	7	0	3	3
Central	0	0	171	6	0	6	0	3	3	0	1	1
Majuli	0	0	431	14	0	14	0	7	7	0	4	4
North -West	0	0	106	4	0	4	0	2	2	0	1	1
Total	0	0	2017	67	0	67	0	34	34	0	17	17

Table: 6.2.5 Projection of over all centres

Blocks	2002-03		2003-04			2004-05			2005-06			
	Learners	No Of New Centres	Learners	No Of Centres			No Of Centres			No Of Centres		
				New	Old	Total	New	Old	Total	New	Old	Total
East Jorhat	200	7	486	16	3	20	0	10	10	0	5	5
Titabor	262	9	652	22	4	26	0	13	13	0	7	7
Jorhat	203	7	502	17	3	20	0	10	10	0	5	5
Central	84	3	213	7	1	8	0	4	4	0	2	2
Majuli	235	8	549	18	4	22	0	11	11	0	6	6
North -West	52	2	132	4	1	5	0	3	3	0	1	1
Total	1,035	35	2,534	84	17	102	0	51	51	0	25	25

**Problem and issues in Served Area :
Block wise Focus Group.**

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

Problem and Issues in Served Area

General Problem:

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

Specific Problems

Tea Garden:

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

Border/Forest 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 raised the quality of BC centers learning.

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

Different categories of Bridge Course

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

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

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

2. Long term bridge course 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.

Over all frame works

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

Strategies

Bridge Courses would be implemented under EGS/AIE Scheme. Every district would prepare a district elementary education plan(DEEP) which would include a range of intervention for school improvement, engagement of AC's, quality improvement along with intervention for mainstreaming and retention of children.

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

During initial years BC's will be run for 7 – 8 years children only targeting to mainstreaming them in class 2 and 3.

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

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

Eligibility

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

Selection Procedure

The AC would be selected by the concerned VEC thro a process. The VEC would advertise locally for engaging a AC in the BC Centres of the concern habitation. The advertisement must be enclose the notification issued by DC for setting up BC Centres against the specification habitations. The process of selection of AC can be initiated only after the approval of the DC/DEEO.

Training

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

TLM

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

Academic evaluation of learner

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

Mainstreaming and Certification

- The HT of identified school will be responsible for day to day support to the BC Centre evaluation and remedial teaching of BC learners.

A system of certification would be developed for the learner who wish to join a formal school during any academic session. The certification by the HT of the concerned BC and counter signed by educational administrator would be considered adequate by the HT of the formal school for admitting the student to a particular grade.

Bridge course for urban area

Coverage for Urban Deprive Children under SSA

Status -

Bridge course for urban areas

(Coverage for Deprived Children of Urban area under SSA)

1. Present Status:

Urban Population & Literates

City/Town	Urban Status	Total Population			Population 0-6			Literates			% of Literates		
		Person	M	F	Person	M	F	Person	M	F	Person	M	F
Chekanidhara	LT	7315	3689	3625	590	297	293	6208	3154	3054	84.87%	85.50%	84.23%
Kumarkaivatra	LT	6345	3333	3012	259	271	258	5158	2854	2304	81.29%	85.63%	76.49%
Nauboisia	LT	5042	2586	2456	398	199	199	4086	2274	1812	81.04%	87.94%	73.78%
Senchowa gaon	LT	7366	3963	3403	703	388	315	6037	3266	2771	81.96%	82.41%	81.43%
Titabar Town	LT	7450	4080	3370	837	397	440	6031	3428	2603	80.95%	84.02%	77.24%
Jorhat	OG	66450	36366	30084	6268	3230	3038	54584	30832	23752	82.14%	84.78%	78.95%
Mariani	TC	23065	12455	10610	2767	1439	1328	14992	8096	6896	65%	65%	65%
Total		123033	66472	56567	12092	6221	5871	97096	53904	43192	78.92%	81.09%	73.36%

Table : 6.2.6 Projection Of BC For Urban Areas

	Total Urban Population	Child Population (5-13 Yrs)	Out Of School (5-13 Yrs)	No Of BC Centres
Chekonidhara	7,315	519	103	3
Kumar Kaibarta Gaon	6,345	450	89	3
Naubaisa Gaon	5,042	358	71	2
Senchoa Gaon	7,366	523	104	3
Titabor Town	7,450	529	105	3
Jorhat	66,450	4,717	935	31
Mariani	23,065	1,637	325	11
Total	123,033	8,733	1,732	58

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.

2. Strategy:

A. 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.

B. Strategy: 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.

C. Issues specific towns would be identified to facilitate specific interventions.

3. Structure:

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

6.3 Community Mobilization and Participation:

ASSAM is an effort to universalize elementary education by community ownership of the school systems through effective decentralization. The notion of ownership precisely stands for the development of the sense of belongingness in the mind of the community as one of the partner in educational planning and management in a particular locality.

Until and unless the community is involved in the process of UEE, we cannot attain the goal of UEE. As such community must be mobilized and involved in such an extent, so that it can utilize its efforts for improvement of education. Towards community ownership, a number of phases are to be taken, such as:

- ❖ Mobilizing the community to get involved.
- ❖ Involving the community to participate (mostly under facilitation).
- ❖ Convincing (motivating) the community to participate spontaneously.
- ❖ Taking up initiatives on their own.
- ❖ Development of sense of belongingness in other words-community ownership.

Aspects of Community Involvement in UEE:-

The following aspects of community involvement in UEE will be local concerns in a progressive manner in Jorhat district.

- ❖ Increase demands for elementary education.
- ❖ Working with government in partnership for better education in the form of participating in planning, implementation, monitoring, etc.
- ❖ Developing self-help capacity to sustain initiatives.

Formation of Community Based Organizations

For mobilizing the community to get involved leading to participate spontaneously as well as to develop the sense of belongingness, i.e- community ownership, the Community Based Organisation in the form of SMC,VEC,TGEC and GPEC have already been formed .The WEC ,MGs, PTA and MTA have to be constituted in Jorhat district in a phase manner.

The Table showing the number of SMC,VEC,TGEC,WEC and GPEC along with its total number of members in Jorhat district.

No. of SMC	No. of SMC members.	No. of VEC.	No. of VEC members	No. of TGEC	No. of TGEC members	No. of WEC	No. of WEC members	No. of GPEC	No. of GPEC members	Total Committee members
1891	17019 (189x9)	788	14184 (788x18)	117	2106 (117x18)	24	432 (24x18)	111	1887 (111x17)	2931
										Total Committee members. 35628

Power, Functions and duties of SMC, VEC,TGEC,WEC and GPEC:

The detail power and functions and their duties are indicated below:

- ❖ To conduct H to H survey. Micro planning and School mapping and to maintain up-to date Village Education Register (VER) regularly with names of school going and non-school going children.

- ❖ Plan for UEE for the village for all 6-14 years age group children.
- ❖ Assess the adult literacy needs of the village and take all over responsibility for achieving UEE.
- ❖ Receiving grants provided by the education department, Assam, SSA and other bodies and to distribute among the member-schools and EGS schools as per guideline provided. To keep the records of bank account and expenditures and to get these audited regularly.
- ❖ To mobilize fund with own-initiative and utilize fund for improving educational status of the village including improving school infrastructure.
- ❖ To keep, close contact with and to extend co-operation to standing committees of the GP and other development bodies and to undertake welfare activities for children as well as adults.
- ❖ To act as the linkage forum between the GPEC and SMC.
- ❖ To watch on the functioning of the school and apprised problems relating to school building, teachers etc to higher authority.
- ❖ To generate and sustain a awareness of parents/guardians for enrolment of children and regular attendance and other institutions.
- ❖ To facilitate participation of community and bring about community ownership of the school and other educational /literary centers. To make use of free voluntary labour of the community for the development of schools and other institutions.
- ❖ To keep close contact with SMC.
- ❖ To hold VEC meeting regularly.
- ❖ VEC will take part in various activities of elementary education from time to time.

To sum up, the VEC, TGEC, WEC, SMC, GPEC will perform all activities related to educational development in the village /Ward/TG divisions etc. Besides all the committee will also act as a driving force in all developmental activities, like holding awareness camp, enrollment drive, check drop out, attendance of teachers, on health awareness, retention drive, sanitation, equip mental up gradation, quality improvement etc.

Need of TGEC in Jorhat District:

There are 117 Divisions of TG in Jorhat district where the impact of Elementary Education is not satisfactory. This is due to low enrolment, lack of retention system, high drop out and above all, there is no co-ordination between govt. and tea garden authorities to bring out the child labour and disabled to the functional institutions.

Age group	sex	School going	Never enrolled	Drop out	Child labour	Disabled
5-8 years	B	6909	3188	161	161	75
	G	5657	3823	186	225	84
	T	12566	7011	347	386	159
9-11 years	B	4630	1180	313	159	41
	G	2485	1575	322	235	66
	T	7115	2755	635	394	107
12-13 years	B	1582	797	349	162	44
	G	1202	1176	341	225	27
	T	2784	1973	690	387	71
		22465 (60.10%)	11739 (31.40%)	1672 (7.44%)	1167 (3.10%)	337 (.90%)

It is revealed in the above tale that the rate of school going children is 60.10% against the district (general area) rate 80.27%, never enrolled rate in tea-divisions is 31.40% against district general area rate 12.75%. The dropout rate in TG district is 7.44% against district rate 4.31% and child labour rate in TG areas is 0.90% against general district rate 0.61%

Table shows that the total number of child population, girls population, school going, never enrolled, dropout, child labour and disabled in TG division in Jorhat district. (Age group-5-13).

Total child population in TG division.	Girl child population.	Total school going girls.	Never enrolled.	Dropout	Child Labour	Disabl e.
37,380.	16,324.(43.67 %)	8039(49.25%)	6574(40.27 %)	849(10.56%)	685 (4.20%)	177 (1.08 %)

The table reveals that total number of child population in TG district of Jorhat is 37,380 out of total child population 16,324 are girls and out of it only 8039 enrolled in school between 5-13 age group. There are 6,574 children out of school 849 are dropout from the school and there are 685 and 177 girls who are child labour and disable. The percentage of all these are shown side by side. It is a great constrain in the development of elementary education in Jorhat district. As such, their need to mobilize /involve the TG labour community and Ex-TG labour tribe with full participation in SSA plan in the shape of TGEC for implementing the SSA plan and programmes. For mainstreaming these children SSA in Jorhat district constituted TGEC under SSA banner for programme implementation.

The diverse ethnic and geographical configuration of the district of Jorhat where the programme is being implemented specific groups, such as the tribals, inhabitants of Riverines and tea garden areas will be targeted for special or focus interventions. These groups who apparently live under conditions peculiar to them have been called the Special Focus Groups (SFGs) under the programme and will have activities alternatively designed for them. (SFG areas identification specially mentioned under sub-chapter SFG).

Strategies for Community Mobilization in general and Tea garden Areas:

- ❖ Campaigns, awareness building for community mobilization and participation in the management of schools.
- ❖ Making Parent Teacher Associations functional and improving school-home links.
- ❖ Frequent visit of community/parents to the school and enquiring about the quality of the child education and school facility.
- ❖ Capacity building of community management structure, i.e school committee, MGs, TGEC, GPEC, VEC, etc for their participation in school matters by way of orientation, exposure visits, sharing sessions, etc.
- ❖ Convergent between various SHGs for the education of all the children in the age group – 6-14 years simultaneously.
- ❖ Awareness building and sensitization of community on child labour and their educational issues.
- ❖ Conduct of back to school camp habitation based alternative schools exclusively for the girls of TG and Ex-TG labour community.
- ❖ Improved classroom environment to provide equitable learning opportunities.
- ❖ Special focus on deprived pockets, such as remote tribal areas, urban slums, tea gardens, etc.
- ❖ Developing forum of women teachers to take up awareness campaigns on girls education specially TG divisions and low female literacy villages in general areas.
- ❖ Special focus campaigns for education of girls, of ST, SC and OBC areas by sensitizing women groups and other SHGs.

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 Improvement

Providing quality education is an important condition of UEE and is the most challenging constituent.

A (Access) → E(enrollment) → P(Participation) → Q(Quality)=Learning.

P(Participation)+Q(Quality)=Achievement

The demand for Primary education from community has increased since 93rd amendment of the constitution, which has made elementary education compulsory for all children of the age group 6 to 14 years. SSA has set the target for drawing up detailed plans to achieve universal elementary education by the targeted year 2010. The entire effort is now centered 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, text book, 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.

Status of Schools:

(i)	No. of L.P.school	-	1567
(ii)	No. of upper Primary school	-	315
(iii)	No. of senior Basic school	-	07
(iv)	<u>No. of Madrassa school</u>	-	<u>02</u>
		Total	1891

(Source DEEO-Jorhat)

Teacher

(i)	No. of L.P. Teacher	-	4078
(ii)	<u>No. of U.P. Teacher</u>	-	<u>2730</u>
		Total	6808

(Source DEEO-Jorhat)

Trained/Untrained

No. of Trained Teacher

No. of trained Teacher L.P.	-	2261
<u>No. of trained Teacher U.P.</u>	-	<u>1657</u>
	Total	3918

No. of Untrained Teacher		
No. of untrained teacher L.P. -	1817	
No. of untrained teacher U.P. -	1073	
	Total	2890

Schools in Tea Garden Area

No. of L.P. school in Tea Garden Area	-	187
No. of U.P. school in Tea Garden Area	-	26
	Total	213

Border Area

No. of school in Border Area	-	37
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(Source DEEO-Jorhat)

Availability of Teachers and Vacancy position at Primary level

Sl. No.	Name of the Block	No. of sanctioned post	No. of the working teacher	Vacant post
1	D.I. Jorhat	442	409	33
2	Titabar	446	431	15
3	North West	545	541	31
4	East Jorhat	483	467	16
5	BEEO Jorhat	566	530	36
6	Control	451	483	38
7	D.I. Majuli	326	319	07
8	BEEO Majuli	749	714	35
Total		4078	3867	211

At upper Primary level

Sl. No.	Name of the Block	No. of sanctioned post	No. of the working teacher	Vacant post
1	D.I. Jorhat	298	270	28
2	Titabar	329	319	10
3	North West	441	413	28
4	East Jorhat	366	345	21
5	BEEO Jorhat	228	216	12
6	Control	279	249	30
7	D.I. Majuli	288	280	08
8	BEEO Majuli	501	462	39
Total		2730	2554	176

Source DEEO-Jorhat

Venture School

No. of venture school L.P.	-	316
No. of venture school ME	-	115
Recognised ME school	-	36

(Source DEEO-Jorhat)

Our Basic principles that underscore the pedagogical interventions:

Each school is a unit of change.

Change cannot be transplanted but can be inducted into the system inducing demand in targeted customer.

Basic strategies before us.

Advocacy, social mobilization, community participation and stimulation of demand for quality education must be promoted.

Organization of planning, management and monitoring mechanism at local level must be groomed. Specific programme for out of school children and schools in disadvantaged areas.

Children learning skills must be improved in Ka sreni, class I.

Schools must be adapted to good practices gradually.

Status :

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;

TEACHERS :

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

ENROLMENT

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

- ❖ High rate of drop-out and non starter.
- ❖ Poor enrolled children, school timing is not suitable in all cases.

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.

SUPERVISION & MONITOING (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;
- ❖ 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 :-

School Inspecting Staff Ratio

Block	No. of Schools			No. of Inspecting Officer (S.I)	Ratio	Remarks
	L.P	U.P	Total			
URBAN	90	28	118	1	1:118	D.I. i/c
JORHAT	212	28	240	3	1:80	
TITABOR	187	43	230	3	1:76	
NORTH WEST	196	48	244	3	1:81	
CENTRAL JORHAT	221	35	256	3	1:85	BEEO i./c
EAST JORHAT	227	47	274	1	1:274	
MAJULI	434	95	529	3	1:176	D.I. i/c
	1567	324	1891	17	1:111	

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.

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;

- ❖ Flood Prone Area

- ❖ Schooling facilities are disturbed in flood prone areas (Majuli).

Strategies and interventions:

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

A. Community involvement in school

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

B. Better school supervision and academic support.

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

C. School development plan.

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

D. Teachers motivation and training

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

E. Pupils evaluation

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

F. Support to schools with special problem

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

G. Innovation

- ❖ Special package for early language development in Monograde school
- ❖ Special package to M.G.T. school

Specific Strategies undertaken

Preparation and use of Teaching and learning materials:

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

A check towards repetition and dropout:

The most seriously deprived repeaters attend schools with untrained teachers who are busy with the average pupils and have limited learning materials. In order to help these teachers, special package will be provided with both academic and material and strategy support. In case of other schools, the teacher will keep note of absentees, slow learners or otherwise 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 desk, learning table will be made from infrastructure grant and community contribution.

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

Teacher Motivation and Accountability

Reforms and innovation will not take extra time from teachers as inputs will be introduced gradually and keeping in view the limitations. No teacher will be left alone to shoulder the responsibility of changes. The gap between theory and practice will be reduced by helping the teacher to do learning to do material and how to link with others. The trainers are required to practice the theory in practical situation before they go for demonstration. Class-room change will be a shared responsibility – Govt. functionaries, facilitators, field activists and parents. Gradation

of schools will review the indicators of internal efficiency of schools – completion rate, attendance rate, achievement rate, community participation and children' participation in learning. This will help take up special corrective measures as backward areas will be identified

School based planning for internal efficiency of the village level institution.

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

Special School improvement programme

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

Pupil's evaluation:

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

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

School with limited facilities

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 packets—Remote/Forest/Tea Garden and Isolated areas.

There are schools located in some difficult areas of the district, which need special academic support to coup up 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.

Supervision & Monitoring (S & M):

District Academic Core Group.

1. The District Academic Core Group Includes the following.
2. Principal ,DIET.
3. District Elementary Education Officer.
4. Inspector of Schools .
5. Asstt. Inspector of Schools.
6. Deputy inspectors of Schools.
7. Principal .Normal School.
8. Principal , Basic Training Centre.
9. Block Elementary Education Officers (all).
10. Faculty members of DIET.
11. Sub-Inspectors of Schools (all).
12. Block Resource Centre Co-ordinators (all).

The DACG may co-opt 2 (two) additional members having experience in academic work at Primary and Upper Primary level – one from primary and other from composite school (upper primary).

Roles and Responsibilities of DACG :

The DACG is the apex district level body for quality and school support/ supervision.

The DACG will meet once in a month to review and finalise the action plans of the BACGs.

The DACG prepares action plan for the joint as well as individual support visits to schools for the next month.

Each of the members of DACG undertakes individual visits to schools and members undertake a joint visit once in a month also,

The DACG identifies academic problems and issues and take corrective actions at various levels .

The school/classroom observations reports are analyzed in detail.

The DACG Will assign specific tasks to smaller groups of its members or involve additional persons.

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

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

Block Academic Core Group (BACG) :

The BACG shall comprise the following:

The BEEO/ BRC coordinator.

The DIET faculty in-charge of the Block

The sub Inspectors of Schools (Concerned Block).

The Cluster Resource Coordinators.

The Inspector of Schools will nominate one member for each BACG.

Roles and Responsibilities of BACG:

The BACG is the apex Block level body for quality improvement and school support/ supervision.

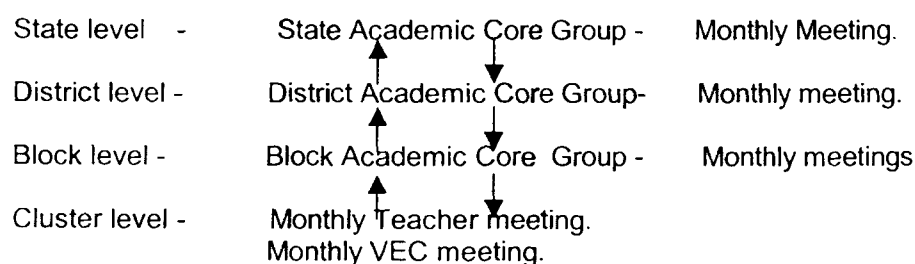
The BACG meet once in a month.

The BACG reviews the reports of field visits and main academic and administrative action points emerging out of the visits to schools.

The BACG prepares its action plan for the next month and present the same to the following DACG meeting.

Each members takes individual visit to schools. and adopt a school every year.
 The BACG members attend CRC level teacher meetings on a regular basis.
 The BACG meeting is convened by the BEEO and S/he maintains all records of the meetings and also initiate follow up action on the discussion.

Strategy of this information and feedback linkage:



Role and functions of Block Resource Centre.

In the BRC, the BRCC along with 6 Resource Teachers (Upper Primary Level) will run the center. The resource teachers for the Upper Primary level will be drawn from the teachers teaching High and Higher Secondary Schools and the two resource teacher for the Primary Level will be drawn from LP/UP school teachers.

- 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.
- The BRC is also a training center for field level functionaries.

Major role of BRC coordinator

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

Role and Functions of Cluster Resource Centre.

- ❖ In the CRC; one teacher will be Co-ordinator.
- ❖ The CRC is a regular training center for Teachers.
- ❖ It acts as the planning center also.
- ❖ All relevant data are kept and regularly updated.
- ❖ Paying regular visits to school.

Role and functions of Cluster Resource Centre co-ordinators.

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

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.

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

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

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

Special Interventions:

To ensure quality education is a major goal of SSA. Hence, strengthening academic support system is a pre-requisite. In this respect, DIET/Normal school will have to take the lead. The major training institutions are accumulated only in Jorhat sub-division. But in case of Majuli the greatest river island in the world there is only one BTC that too is with poor infrastructure and shortage of academic staff. There are only 3 number of instructors with an in charge principal. Therefore in Majuli existing BTC must be upgraded with proper building infrastructure and academic staff in order to cope up the present requirements.

Number of training institutions in the district **Jorhat.**

Sl No.	Name of the institution.	Place.	Total.
1	Normal School	Jorhat	1
2	BTC	Raunapara(Majuli)	1
3	DIET	Titabor,(Jorhat)	1
4	SIE	Jorhat,	1
5	B.Ed. colleges	Jorhat.	2
6	Pre-Primary Teacher Training Centre.	Jorhat.	1

The total number of training Center/Institutions is 7.

The sharing of experiences amongst training institutions will help in identifying local resource persons.

6.5 Research & Evaluation

OBJECTIVES

- ❖ To initiate, promote and direct programme and activities designed to testing about expected changes in achieving Universal Elementary Education through research and innovation.
- ❖ To promote quality in research having relevance to the project – SSA.
- ❖ To provide and develop leadership in educational research
- ❖ Situational analysis and appropriateness of any interventions.
- ❖ To take such measures as are necessary for any midterm correction can be known from evaluation.
- ❖ To disseminate research findings and to promote their implementation in the educational system.
- ❖ To promote activities in the development of leadership and expertise in research.

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

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

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

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

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

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

- Use of grants to school.
- Functioning of DACG/BACG
- Effect of mobilisation activities.

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

Major Strategies

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

6.6 Management Information System

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

Background – Why Monitoring and the Management Information System?

Management Objectives and Functions

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

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

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

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

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

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

- (a) development of activities and delivery systems, and determination of the required inputs and outputs;
- (b) preparation of work plans and schedules;
- (c) determination of the precise responsibilities of various organizational units and supervision of their performance;

- (d) maintenance of detailed records of physical and financial performance and establishment of measurable performance indicators;
- (e) monitoring of the project environment so that implementation can be facilitated of adjustments made; and
- (f) preparation of periodic reports to responsible central agencies and institutions.

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

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

Benefits and Role of a Monitoring System

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

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

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

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

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

The Role of a Management Information System

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

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

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

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

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

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

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

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

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

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

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

The MIS Infrastructure.

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

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

Capacity Building

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

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

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

Major strategies

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

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

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

It is also proposed to made 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

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

6.7 Integrated Education For Disabled Children

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

STATUS

Present Status of the disable children in Jorhat district.

Table 6.7.1 Block wise & age wise number of disabled children

Block Name	No. GP	No. of Disabled Children											
		5-8 Age group			9-11 age group			12-13 age group			5-13 age group		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
East Jorhat	16	37	37	74	26	26	52	32	27	59	95	90	185
Titabor	17	61	55	116	32	31	63	31	38	69	124	124	248
Jorhat	27	55	74	129	34	35	69	49	21	70	138	130	268
Central	13	38	33	71	21	19	40	29	20	49	88	72	160
Majuli	20	42	23	65	33	18	51	23	21	44	98	62	160
North West	18	15	14	29	12	11	23	25	6	31	52	31	83
Jorhat Urban													
Marioni Town													

1. In Jorhat District 1104 children with special needs are found as per the house to house survey "ALOKAR JATRA". The disability are found in the following areas.

- I. Visual.
- II. Hearing.
- III. Locomotor.
- IV. Speech.
- V. Mental retardation.
- VI. Multiple disabilities.
- VII. Cerebral palsy.

The actual picture will be found at the time of medical assessment.

Table no.1 shows the picture of children with special needs (Block Wise) while Table no –2 indicates the nos of disabled children in the tea garden area .It is clear from the Table-1 that highest no. of disabled children in Jorhat Block and minimum in North - West block. So special focus is to be given to the Jorhat Block.

Resources

- ❖ There are three special Institutions in Jorhat District namely
- ❖ Jorhat Blind School.
- ❖ Institute for deaf and dumb Govt.
- ❖ PRERONA,Pratibandhi and sishu bikash Kendra.
- ❖ Moreover, in Prerona , there is provision of a training for 6 Months for the community people.
- ❖ Other ResourcesThe following Institution may be helpful for implementation of the IED at jorhat
- ❖ HERS-(Health, Education and Rehabilitation society)
- ❖ ONGC. Welfare section.
- ❖ LIONS CLUB
- ❖ Assam Tea planters Association.

Issues of Jorhat District

Most of The Parents are not aware of the education of disabled children particularly in backward areas.

Trained persons are not available according to the needs.

Lack of positive and sympathetic attitude of the community for the disabled.

It is seen from the above table that there are **1104** disabled children which is **1.24 %** of the total Child population. It may be noted that actual number of disabled children is higher than the number found in the Survey.

From the block wise data it can be seen that Jorhat block is highest number of disabled children and North-West block is having lowest number of disabled children.

Table 6.7.2 Resource : District Special

Type of Resources	Yes/no
District Regional Rehabilitation center of NPRD Scheme at Medical College with trained professionals	Yes
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	Yes
Govt. special school (Blind and Deaf & Dumb only)	Yes

Issues

- ❖ Lack of awareness on disability related issues
- ❖ Dearth of trained Personnel
- ❖ Misconception on abilities of the disabled
- ❖ Disadvantage areas
- ❖ Lack of proper publicity about IED.

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

SPECIAL AREAS

Majuli sub-division is one of the difficult nature sub-division of the Jorhat district. This sub-division is fully surrounded by the river Brahmaputra and the limit. It is the biggest river island in the world. This land has no direct linkage between other parts of the district. The internal communication of the island is disrupted by flood, erosion etc. In every year the disabled children detected from house to house survey is scattered in different small islands. So in this island a residential medical media is highly required. After proper identification such disabled mission may adopt such a centre for the future generation to.

STRATEGIES ADOPTED

- ❖ Survey
- ❖ Quantitative expansion

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

MAJOR ACTIVITIES:

The following activities could form components of the programme:

Survey : survey was conducted to identify the number of children with disabilities , though it is expected to be higher than the projected figure, it is planned that survey will be conducted every 3 yrs . for re-verification and inclusion of unreported cases.

CORE GROUP (DRP) : Resource groups will be constituted at district levels to undertake effective planning and management of the programmes in collaboration with PRIs and NGOs. An apex level resource group at the national level to provide guidance, technical and academic support to the children with special needs under SSA will be constituted Formation of a core team of district administration , health officials, social welfare, educational functionaries ,NGO'S will be constituted to initiate the activities .The group will be responsible for awareness and sensitization at different levels, planning ,problem solving, supervision & monitoring . Regular quaterly meeting of the group for the first 3 years and half-yearly in the consequent five years and quaterly in the last year will be held to plan, strategies and build innovative activities for the programme. The core group will be dissolved and reconstituted every 3 years.

Awareness activities : Awareness amongst all sections from the district to village level of district functionaries, VEC, GPEC, SMC, HT, Teachers , mothers ,parents and other family members , ICDS, AS workers etc . will be focused through meetings, seminars orientation ,trainings to various groups . These awareness exercises are planned once for each year. except the final year when consolidation will be planned . The awareness activities will be conducted by NGO's, District core group, 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.

Educational Placement : As far as possible, every child with special needs will be placed in regular schools, with required support services. This will be an on-going activity

Convergence with all govt. and non-govt. agencies : Convergence with social welfare, health, rural development, national institutes ,rehabilitation centers, special schools, organizations working for the disabled, local sanghas, religious and community leaders, Mahila Samities will contribute to the success of the programme. Hence, networking with these organization at regular basis is an 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 adaption 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 function will run 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(casestudy) will be prepared every year by the teachers for every child every year with special needs in consultation with parents and experts. Its implementation will be monitored from time to time. The programme will test the effectiveness of various strategies and models by measuring the learning achievement of children with special needs periodically, after developing indicators.

Parental training and community mobilization : Parents of children with disabilities will receive counselling and training twice every year till final year on handling and management and basic daily life skills. Intensive advocacy and awareness programmes will form a part of strategy to educate every child with special needs. A component on disability will be included in all the modules for parents, VEC and community and conducted by trained parents, NGO's, District Core persons, BRP and IED workers ..

Strengthening of special schools: Wherever necessary, special schools will be approached for resource support like training, supervision & monitoring on TOR basis. These organizations will be strengthened to obtain their resource support, in convergence with departments and agencies working in that area

Observance of World Disabled Day : The 3rd of Dec is observed as the World Disabled Day internationally. It is planned to observe this day in all levels –district, block, GP. A shishu mela will be organized with sports, music, art and other recreational activities for all children with involvement of the community at large.

Removal of Architectural Barriers : Architectural barriers in schools will be removed for easy access in convergence with civil work component . Efforts will be taken to provide disable-friendly facilities in schools and educational institutions. Development of innovative designs for schools to provide an enabling environment for children with special needs will also be a part of the programme.

Research : SSA will encourage research in all areas of education of children with special needs including research for designing and developing new assistive devices, teaching aids, special teaching material and other items necessary to give a child with disability equal opportunities in education.

Monitoring and evaluation : On going monitoring and evaluation will be carried out to fine tune the programme. Half yearly reports on all activities will be documented. For this, appropriate monitoring mechanisms will be devised at every level and field tested at regular intervals.

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

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

Activity for the year 2002-2003.

- ❖ Engagement of District co-ordinator
- ❖ Formation of Core Group.
- ❖ Meeting of Core Group.
- ❖ 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 .
- ❖ 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. ECE (Early Childhood Care and Education)

INTRODUCTION: The Sarva Siksha Abhiyan realizes the importance of Pre school learning and ECE and its role in improving participation of children in school. The early years are the most significant period in life. ECE aims at the total development of the child language cognitive physical, emotional, moral, social, aesthetical. ECE is the first stage in the process of education and serve as school readiness. ECE aims at promoting girl education by relieving the elder girl child from sibling care. ECE would help to solve the problem of drop out and retention without which UEE cannot be achieved.

Status:

The existing Ka-Sreni is functioning along with class 1. They do not have any fixed curriculum. The Textbook of class 1 is followed and the students sit together with the class 1. No special care or attention has been given to them. The Teacher teaching in class 1 deals with the students of Ka-Sreni. No separate Teacher has been appointed which gives an additional burden to the Teacher and worsens the pupil Teacher ratio (PTR).

Table: 6.8.1 Availability of Pre-school facility

No of LP Schools	No of Schools with AW Centres	No of AW Centres	No of LP Schools with Ka-Sreni	No of Schools with more than four Teachers
1567	833	833	1567	

Table: 6.8.2: Number of ICDS Project under Jorhat District.

Sl. No	Name of the Project	Name of the Block Covered by ICDS	Total no of AWC
1	N.W Jorhat	Dhekorgarha (NW)	150
2	Jorhat	Baghchung	166
3	Titabor	Titabor	138
4	Central Jorhat	Cipahi Khula	85
5	East Jorhat	Seleng Block	86
6	Kaliapani	Kaliapani	83
7	Majuli	Majuli	140
8	Ujani Majuli	Ujani Majuli	135
Total			833

ISSUES: The Govt. of Assam has by a notification introduced Ka-Sreni has a Pre-primary level class in all the provincialised schools from the year 2000 for the age group 4-5 year old.

It has been observed that the Ka-Sreni have not been functioning as it should have been. Following issues have been identified.

- ❖ Inadequate space
- ❖ Improper sitting arrangement
- ❖ Unattractive classroom
- ❖ Unscientific method and not according to age
- ❖ Non-availability of curriculum
- ❖ Inadequate teacher
- ❖ Untrained teacher

- ❖ Inadequate TLM, Play items
- ❖ Not age appropriate TLM.

GOAL AND VISION: Early childhood care and Education is acknowledged as a crucial input and as a foundation for life long development. In our country it is also essential to goal of Universal elementary education.

Early childhood Education (ECE) refers to the age when the child may be in an institutional setting with specific educational objectives and aims to prepare the child for school. At this stage, ECE objectives are all round development in each and every domain in a balanced and harmonious manner.

In addition the ECE programme aims to

- ❖ Enhance the child's health and physical well-being
- ❖ Involve parent and community
- ❖ Avoid unnecessary burden on the child, and
- ❖ Give special attention to children with special needs.

The vision is to pave the way to attain Universal elementary Education.

STRATEGY: KA- SRENI

In Assam the Pre-primary section was not included in the formal school. The formal school starts from class 1 and the school going age starts from 6 years. The need for pre-primary schooling as school readiness was felt and Govt. of Assam through a notification introduced Ka-Sreni in all the provincialised schools for the 4-5 years old children.

KA-SRENI INTERVENTION:

- ❖ Ka-Sreni to be implemented in all provincialised schools.
- ❖ To identify schools with more than 4 teachers.
- ❖ In schools having less than 4 teachers. Community workers are to be engaged. SMC is to identify. An amount of Rs 500/- to be paid to the worker by SMC from school development fund.
- ❖ Selection and training of the community worker.
- ❖ Infrastructure facility.
- ❖ TLM support.
- ❖ Curriculum.
- ❖ In schools having ICDS center in the same campus. The Anganwadi worker can be made to continue in Ka-Sreni. The timing can be adjusted with discussion with the social welfare department the worker is to be paid an additional amount of Rs 300/- (this is practiced in same state).

(ii) STRENGTHENING ICDS

Strengthening of the Integrated child Development Services (ICDS) .

The ICDS, which was launched as a centrally sponsored scheme in 1975, is the largest ECCE programme in the country at present. Its packages of services includes

supplementary nutrition, immunization, health check-ups, referred services, non-formal pre school education for children below six years.

The early childhood or pre school education component of the scheme contains to remain one of its weakest areas. SSA realizes the importance of preschool training and early childhood care and its role in improving participation of children in schools. In order to facilitate a greater convergence with the ICDS services, effort to strengthen them in the area pre school education will be made.

- ❖ Limited no of ICDS centers are to be taken up experimented basis.
- ❖ The impact is to be analyzed and based on the impact. Further strengthening strategy to be taken.
- ❖ Thereby expansion to be done phase wise.
- ❖ One supervisor in 20 centers who is to be identified and engaged by SMC.

(iii) Setting up of ECCE centers

- ❖ Limited number of centers to be opened on pilot basis to serve a model.
- ❖ To be opened up preferably in non ICDS location (i.e. areas where there is neither organization center or Ka-Sreni)
- ❖ Universal habitation.
- ❖ Backward, remote and special areas.
- ❖ In Tea garden areas opening up of ECE centers in consultation with the Tea management should be done.
- ❖ In unserved areas can be setup with the EGS centers.

In all the above given strategy the following steps have to be followed

- ❖ Identification.
- ❖ Training.
- ❖ TLM
- ❖ Follow up action
- ❖ Refresher training

Table: 6.8.3 Nos. of TG, Flood affected, border, char, forest habitations

Tea Garden areas (habitations)	Flood affected	Border areas (habitations)	Char areas (habitations)	Forest areas (habitations)
260	72 villages	251	65	7

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 & Advocacy

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 Border Area	School in Forest Area	School in Flood-prone Area	Total
East					
Titabor					
Jorhat					
Central					
Majuli					
North-West					
Total					

Table – 6.10.2 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		No. of schools require major repairing		No. of schools require minor repairing			
	Priority I		Priority II		Priority III, IV, V, VI		Priority VII & XI		Priority VIII, IX, X		Priority XII and XIII			
	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP		
East	0	0	3	2	45	11	23	2	21	6	30	3	110	24
Titabor	2	0	4	0	59	18	5	1	31	2	21	6	102	17
Jorhat	7	8	0	0	45	15	6	0	12	3	17	6	44	10
Central	3	1	7	0	33	10	7	1	12	1	24	4	87	10
Majuli	7	2	21	2	46	8	5	1	6	9	31	9	39	32

L P U P L U L U L U L U L U L U

North-West	11	0	3	0	11	3	7	0	26	3	15	5	78	21
Total														

NB : Report of Technical Infrastructure Survey has not included ~~022~~ no. of provincialised LP & UP schools and all composite school.

Table – 6.10.3 Present Status of School Building in Percentages

Name of blocks	No. of schools having no buildings		No. of schools dilapidated conditions		No. of schools required renovation & repairing		No. of schools require additional classroom		No. of schools require major repairing		No. of schools require minor repairing	
	Priority I		Priority II		Priority III, IV, V, VI		Priority VII & XI		Priority VIII, IX, X		Priority XII and XIII	
	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP
East												
Titabor												
Jorhat												
Central												
Majuli												
North-West												
Total												

Table – 6.10.4 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 (present not functioning)	Schools without drinking water facilities (feasible)	Schools without drinking water facilities (Not essential to provide)
East	53	184	56	123	30
Titabor	50	171	55	113	36
Jorhat	32	119 119	36	100	13
Central	23	200	53	109	57
Majuli	26	382	140	144	65
North-West	26	163	53	81	28
Total					

Table – 6.10.5 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)	With without electricity source near campus	Schools without furniture	Schools without black board	Schools without Signboard
East								
Titabor								
Jorhat								
Central								
Majuli								
North-West								
Total								

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

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

- | | | |
|---|--------------|-----------------|
| a) New school building construction – | Priority-I | Rs. 2.50 lakhs |
| b) New construction with some salvage materials | Priority-II | Rs. 02.00 lakhs |
| c) Renovation- | Priority-III | Rs. 01.80 lakhs |
| d) Repairing & renovation | Priority-IV | Rs. 01.25 lakhs |
| e) Repairing & renovation | Priority-V | Rs. 01.00 lakhs |
| f) Repairing & renovation | Priority-VI | Rs. 00.80 lakhs |

g) Additional Class-room	Priority-VII	Rs. 01.40 lakhs
h) Additional Class room	Priority-XI	Rs. 01.50 lakhs
i) Major Repairing	Priority-VIII	Rs. 00.60 lakhs
j) Major repairing	Priority-IX	Rs. 00.50 lakhs
k) Major repairing	Priority-X	Rs. 00.40 lakhs
L) Repairs	Priority-XII	Rs. 00.30 lakhs
m) Minor repairs	Priority-XIII	Rs. 00.20 lakhs

Major Issues:

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

Strategies :

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

Implementation Procedure:

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

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

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

Supervision & Monitoring:

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

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

Some outlines of supervision and monitoring are given below :

- Selection of schools on priority basis and as per norms of the SSA.
- Proper site verification through technical person.

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

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

Following Specific Activities have been budgeted under the plan

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

6.11 Project Management:

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

District Level:

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

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

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

Block Level:

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

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

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

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

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

Cluster Level:

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

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

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

Village Level:

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

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

Table No 6.11.1 Staffing pattern of DEEO

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

Table No 6.11.2 Staffing pattern of DI Office

Sl. No.	Name of Position	No. of posts	Person in position
1	DI	01	01
2	SI	17	17
3	HA	01	1
4	SA	01	01
5	UDA	04	04
6	LDA	08	08
7	Grade IV	25	23

Table No 6.11.3 Staffing pattern of BEEO Offices

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

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

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

Table : 6.11.4 Proposed Additional Staff

Sl.No	Name of position	No. of personnel		Remarks
		District Level	Block level	
1.	District Mission Co-ordinator	1		Ex-officio
2.	District Academic Mission Co-ordinator	1		Ex-officio
3.	Associate District Mission Co-ordinator	2		Ex-officio
4.	District Programme officer	5		
5.	District Project Engineer	1		
6.	Programmer (MIS)	1		
7.	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
14.	Receptionist cum Typist	1	-	
15.	Block Mission Co-ordinator		6	Ex-officio
16.	Resource Teacher	0	160	20 for each CD block (for block and cluster)
17.	Grade-IV	2	6	1 for each block
18.	Night Guard	1	6	Do
19.		24	124	
		27	84	

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

1	Sonomoni Das, AES	DEEO
2	Gunin Sarma	Principal DIET
3	Kamal Gogoi, AES	Asstt. Inspector of School.
4	Naren Konwar	Deputy Inspector
5	Chandan Goswami	Sr. Lecturer DIET
6	Durgeswar Sarma	DI and BEEEO ,Majuli
7	Ghana Dutta	Principal, BTC, Majuli.
8	Prafulla Barua	Principal , AHCHS, Majuli.
9	Binapani Mahanta	Assistant Teacher Normal School

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

Sl. No	Name	Designation
1.	Mrs . Krishna Dutta Deka	Lect. DIET, Titabor
2.	Najimuddin Khanikar	Teacher
3.	Budhir Saikia	Social worker, Kalyani child welfare.
4.	Jagat Sarma	Teacher, Normal School
5.	Promod Saikia	Retd. Teacher
6.	Kumud Phukan	Headmaster, Rajoi M.E
7.	Padmawati Talukdar	Teacher Normal School Deka
8.	Jayanta Baruah	Teacher Garmur M.E
9.	Bijoya Borthakur	Lecturer DIET. Titabor
10.	Konmoina Das	Retd. I.S Jorhat.
11.	Dulal Ch. Bhagawati	Retd. Headmaster
12.	Khagen Ch. Gogoi	Lecturer, DIET, Titabor.
13.	Sarat ch. Konwar	Lecturer, DIET, Titabor.
14.	Bimal Siakia	Teacher. Normal School
15.	Lakhi Dutta	Teacher, Madrassa M.E.
16.	Rupjyoti Saikia	Teacher, DIET, Titabor
17.	Hemajyoti Deka	Lecturer, DIET, Titabor
18.	Padmeshwar Gayan	Headmaster
19.	Wazidur Rahman	Subject Teacher
20.	Govind Bora	Teacher BTC, Majuli
21.	Niren Sharma	Teacher DIET
22.	Dibeshwar Konwar	SI
23.	Indrani Borgohain	Lecturer DIET
24.	Sayera Rahman	Principal 'Prerana' , an institute for physically and mentally retarded .
25.	Prabodh Sarma	Retd, Principal
26.	Kushal Lahan	Teacher (Secondary)
27.	Chandan Baruah	Lecturer DIET
28.	Haren Hajarika	Teacher
29.	Nilima Bora Gayon	Teacher
30.	Govind Bora	BEEEO, Jorhat Block
31.	Nabin bora	BEEEO, East block
32.	Badan Bora	BEEEO, Central Block
33.	Sushil Hajarika	BEEEO, North West
34.	Lakhyeshwar Thakuria	AIIS, Jorhat

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

SI No	Name	Designation
1	Dr Ravi Kota	Chairman and DC
2	S.Das	DEEO/DMC
3	H.P Bordoloi	ADC,Jorhat
4	D.Sharma	IS, JDC
5	G.Sharma	Principal,DIET
6	G.Dutta	Principal,BTC.Majuli
7	Mrs N.Sharma	Principal Normal School
8	M. Tamuli	Dist.Welfare Officer
9	D.Tassa	Dist. Adult Education Officer
10	P.Bezbaruah	DIO
11	D.M.Sharma	DIPRO
12	K.Gogoi	AIS and ADMC
13	N.Konwar	DI and ADMC
14	M.Sahu	PD, DRDA
15	R.Bordoloi	Sr.Lect.DIET
16	C.Goswami	Sr.Lect.DIET
17	Mrs B.P Mahanta	Teacher, Normal School
18	G.Bora	Teacher BTC,Majuli
19	N.Bharali	S/A, I.S(JDC)Jorhat
20	R.Sharma	APO, DC office, Jorhat
21	P.Bhuyan	APO, DEEO office,Jorhat
22	N.Bora	BMC,East block
23	B.Bora	BMC,central block
24	G.Bora	BMC,Jorhat block
25	N.Konwar	BMC,Titabor block
26	D.Sharma	BMC,Majuli block
27	S.Hazarika	BMC, NW block
28	B.N Hazarika	SI of Schools
29	P.Bordoloi	SI of Schools
30	D.Bora	Secy.Teacher Association
31	P.Saikia	DRP
32	L.Lahan	Teacher
33	P.Gayan	DRP
34	S.Konwar	DRP
35	P.Sharma	DRP
36	N.Sharma	DRP
37	K.Phukan	DRP
38	Mrs .K.D.Deka	DRP
39	D.Saikia	BRP
40	J.Katoki	BRP
41	S.Dutta	BRP
42	S.Gogoi	BRP
43	B.Bezbaruah	BRP
44	N.Bora	Principal, MRS, HSS

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

Sl No	Name	Designation
1	Shri S. Das, A.E.S.	DEEO & DMC
2	Shri K. Gogoi, A.E.S.	A.I.S. & A.D.M.C.
3	Shri N. Konwar,	D.I. & A.D.M.C.
4	Shri R. K. Bordoloi	Senior Lecturer, DIET
5	Shrimoti K. Dutta Deka	Lecturer, DIET
6	Shrimoti H. J. Deka	Lecturer, DIET
7	Shrimoti B. P. Mahanta	Teacher, Normal School
8	Shri P. Gayan	Head Teacher
9	Shri S. Konwar	Lecturer, DIET
10	Shri K. Gogoi	Lecturer, DIET
11	Shri N. Sarmah	Technician, DIET
12	Shri P. Sarmah	Retd, Principal
13	Shri B. Hazarika	S. I.
14	Shri J. Baruah	Teacher
15	Shrimoti J. R. Borah	Educator, Prerona
16.	Shri P. Bhuyan	A.P.O. (Elementary)
17.	Shri N. N. Bharali	P.O. (Secondary)
18.	Shri D. Sarmah	D.I., Majuli
19.	Shri P. Bordoloi	S.I., East Block

Annexure-II List of Abbreviations

1	ADMC	Associate District Mission Coordinator
2	AS	Alternative School
3	ANW	Angan Wadi Worker
4	BACG	Block Academic Core Group
5	BPL	Below Poverty Line
6	BRP	Block Resource Person
7	BPT	Block Planning Team
8	BMC	Block Mission Coordinator
9	BEEEO	Block Elementary Education Officer
10	CRC	Cluster Resource Person
11	CD	Community Development
12	DACG	District Academic Core Group
13	DI	Deputy Inspector
14	DISE	District Information & System of Education
15	DEEO	District Elementary Education Officer
16	DIET	District Institute of Education and Training
17	DPEP	District Primary Education Programme
18	DRP	District Resource Person
19	DCT	District Core Team
20	DMC	District Mission Coordinator
21	ECE	Early Childhood Education
22	EGS	Education Guarantee Scheme
23	EMIS	Education Management Information System
24	GP	Gaon Panchyat
25	GER	Gross Enrolment Ratio
26	GPEC	Gaon Panchyat Education Committee
27	IED	Integrated Education for Disabled
28	ICDS	Integrated Community Development Society
29	KM	Kilo Meter
30	KRP	Key Resource Person
31	LP	Lower Primary
32	MIS	Management Information System
33	MG	Mothers Group
34	NER	Net Enrolment Ratio
35	NGO	Non Government Organization
36	PMGY	Prime Minister Gramin Yojana
37	OBB	Operation Black Board
38	RP	Resource Person
39	RT	Resource Teacher
40	SRP	State Resource Person
41	ST	Schedule Tribe
42	SSA	Sarva Siksha Abhijan
43	ST	Schedule Tribe
44	SCERT	State Council of Education and Research Training
45	SI	Sub Inspector
46	TRP	Technical Research Person
47	TLM	Teaching Learning Material
48	TGEC	Tea Garden Education Committee
49	UEE	Universalisation of Elementary Education
50	UPE	Universalisation of Primary Education
51	UP	Upper Primary
52	VEC	Village Education Committee
53	VER	Village Education Register.

Annexure III List of Special Area
North-West Block SC Areas

Sl. No.		Name of G.P.	SC Areas
1	3 No.	Uttar Pachim Charigaon G.P.	Makorikhuti, Gorla Dhoga, Bhiton Kokila-koiborta, Rondo koiborta.
2	32 No.	Pub Charigaon G.P.	Bhaskar Nagar
3	36 No.	Nowboicha G.P.	Nokari, Katoni
4	37 No.	Rojahowli G.P.	Jankhona, Kolioni Rajotia
5	38 No.	Baligaon G.P.	Rajotia-khotiaputa, ownaborali
6	40 No.	Uttar Parbatia G.P.	Dimoruguri, Bamunidole
7	41 No.	Madhya Parbotia G.P.	Gorumora, Koiborta, Baliati, Gandhali, 2 No. Namgorumara
8	42 No.	Pub Sarusarai G.P.	Sarbaibandha (pipe line area)
9	44 No.	Madhya SarusaralG.P.	Only Ex-Tea Garden sarucharai, Jadavpur, Madhavpur
10	45 No.	Paschim sarucharai G.P.	Tinginia
11	46 No.	Charigaon G.P.	Sarubhui, Borbhui, Derkuria
12	47 No.	Dakhin porbotia G.P.	Bhura kola, Arunachuk, Alokeshwari, Janarguri, Phakuadol, Nabajyoti, Chokalani-pathar.

ST Areas

Sl. No.		Name of G.P.	ST Areas
1	38 No.	.Baligaon G.P.	Khajuwa chapori.
2	39 No.	Uttar Baligaon parbotia G.P.	Namdeori, Upper Deori, Karen sapor, Baghmora
3	40 No.	Uttar parbotia G.P.	Upper Bahphala, Morami Tinali, Khongia-mari, Madhya-bahphala, Jogat pukhuri, Ronganadi, Uttara kalia, Madhya kalia, Bokura, Belguri, Dakhin kolia, Bormukali, Neul gaon, Louit chapori, Khokonaguri, Eporia, Soroguri, Adarsha Ex-Tea Tribes.

ST Areas (Under Titabar Block Area)

1. Miri Gaon
2. Thengal Gaon
3. Bjal Kata Sonowal
4. Chereli Mishing
5. Bheleuguri Mishing
6. Ajay Nagar Mishing
7. Mati Khola Sonowal
8. Tarani Sonowali
9. Milanbhumi'
10. Sumoimari Panikhati
11. Ganiajan
12. Balijan
13. Grajan Mishing
14. Sonowal

15. Pura Chereli Mishing
16. Napam
17. Khermia
18. Bora Bari Ekoeani
19. Betoni Sonowal
20. Kapahtali
21. Khermia Mishing
22. Kacharigaon
23. Borpachi
24. Sadial Kachari
25. Bhalukichuk
26. Bampathar

SC Areas (Under Tibar Block Area)

1. Sapekhati
2. Bijaynagar
3. Gohaingaon
4. Ajaynagar
5. Jonaki
6. Daphalating
7. Namchungi
8. Baghargaon
9. Titabar Tin Ali
10. Kachajan
11. Tipomia Shantipur
12. Mukti Nagar
13. Athgharia
14. Sample Grant
15. Natun Gohain gaon
16. Pahumaria
17. Kamalpur
18. Puranachungi
19. Rangajan Purana Gaon
20. Rangajan Natun Gaon

Border Area Villages

1. Gabharu Konwar Gaon
2. Ali gaon
3. Tiruhills
4. Rangkham
5. Mogroi
6. Naginijan
7. Deberapar Grant
8. Morongial
9. Chinatali
10. Moutjuli
11. Hooloonguri
12. Desoi
13. Pansowal
14. Nagajanka
15. Sonowal
16. Jungle Block
17. Bahoni
18. Khermia

19. Jengani
20. Kankhowa
21. Lehmanbosti
22. Paninora
23. Bandarchaliha
24. Bhagyalakshmi
25. Sarnapur
26. Bekajan
27. Garajan
28. Panikhati
29. Medeuajan
30. Orangbosti etc.

T.E. Area

1. Laojan T.E
2. Gabharu T.E
3. Naginijan T.E
4. Baishabai T.E
5. Selleng T.E
6. Sotai T.E
7. Gohainbari T.E
8. Balijan T.E
9. Tiruwal T.E
10. Bheleuguri T.E
11. Kakajan T.E
12. Rajoi T.E
13. Lahing T.E
14. Durgabari T.E
15. Jayshree T.E
16. Dalim T.E
17. Khanikar T.E
18. Boloma T.E
19. Teok T.E
20. Meleng T.E
21. Chenijan T.E
22. Hatigarh T.E
23. Jogibheta T.E
24. Daklongia T.E
25. Cinnamara T.E
26. Murmuria T.E
27. Katoni T.E
28. Kathkatia T.E
29. Kathalguri T.E
30. Sonowal T.E
31. Nagajanka T.E
32. Dihingia Par T.E
33. Desoi T.E
34. Hooloonguri T.E
35. Khatisona T.E
36. Kharikatia T.E
37. Rangajan T.E
38. Bahoni T.E
39. Gatoonga T.E
40. Dhali T.E

41. Gobindapur T.E
42. Borholla T.E
43. Daphalating T.E
44. Mohbandha T.E
45. Sarucharai T.E
46. Pulibor T.E

S.T. Area

Sl. No.	Name of G.P.	Name of Village	Name of Area
1	North East Nakachari	Gohain Pathar	Gondhia Mishing
2	Bamunpukhuri	Bonai Pathar	Amguri Mishing
3	Gakhirkhowa	Chowdang	Boloma Mishing
4	Boloma	Shyam Mishing	Shyam Mishing
5	Gakhirkhowa	162 No. Lahing Gaon	Lakhibari Mishing
6	Hemlai	Kuli gaon	Milgaon

S.C. Area

Sl. No.	Name of G.P.	Name of Village	Name of Area
1	Chintamonigarh	Sunmaimora	Bonia Podholial
2	Boloma	Johakhat	Natun Chapori
3	Boloma	Dehingia kalita	Hatikhli
4	Pub Lahing	Hatimuria gaon	Dologao
5	Do	Bailung	Bhuyan Hat
6	Bhogamukh	Tamuiigaon	Bhogamukh Podholial
7	Pub Lahing	Bailung	Adarsha Gaon
8	Madhya Nakachari	Bheleuguri	Afalamukh
9	Do	Bheleuguri	Kalia gaon

Remote Areas

Sl. No.	Name of G.P.	Name of Village	Name of Area
1	North East (Nakachari)	Mogroi	Tiru Hills
2	Selleng	Ronkham	Rajabari (Leprosy)
3	Kathalguri	Hooloonguri Grant	Hooloonguri Bosti
4	Chintamonigarh	Jelengidoop	Jelengidoop
5	Do	Ghorachowa Habi	Ghorachowa Habi
6	Do	Ghorachowa Pathar	Ghorachowa Pathar
7	Do	Gelekani	Gelekani
8	Do	Bokur	Borkur

Forest Area

Sl. No.	Name of G.P.	Name of Village	Name of Area
1	Kathalguri	Desoi	Desoi

Ex -Tea Garden Area

Sl. No.	Name of G.P.	Name of Village	Name of Area
1	East Nakachari	Konwar Gaon	Gabharu Grant
2	Lahing	Chowdang	Dalim Boasti

3	Balijan	Naginijan	Naginijan Bosti
4	Lahing	Halwa gaon	Gorchuk
5	Bamunpukhuri	Changmai gaon	Gorhpar
6	Madhya Nakachari	Moutjuli	Moutjuli
7	Chelleng	Laojan	No. 2 Laojan

1. Dhubani
2. Mohanating
3. Daphalatinmg Habi
4. Kuhum Pukhuri
5. Khatbari
6. Garajan
7. Rajabari
8. Phulbari
9. Letekubasti
10. Bokaholla Grant
11. Samaguri
12. Saraipani
13. Bhakalajan

Flood Affected Area

Sl. No.	Name of G.P.	Name of Village	Name of School	Area
1	Boloma	Jpohakhat	Natun Chapori L.P. School	Natunchapori
2	Do	Dulakkkhoria	Madhavdev L.P. School	Dulakakhoria
3	Do	Dehingia kaliat	Srimanta Sankardev L.P.	Dehingia gaon
4	Do	Namsesu	Sambhunath L.P.	Namsesu
5	Do	Boloma pathar	Gudubari Ghatowal L.P.	Ghatowal (Gudubari)
6	Do	Do	Mura Bosti L.P.	Mura Bosti
7	Gakhirkhowa	Lakhibari	Nandinath L.P.	Lakhibari
8	Bamunpukhuri	Bonai pathar	Kotari Kham M.E.	Bonia pathar
9	Do	Baregar pathar	Kotari Kham L.P.	Kotarikham gaon
10	Do	Bonai pathar	Amguri Janajati L.P.	Amguri Mishing
11	Do	Do	Nabajyoti L.P.	Bonia pathar
12	Chintamonigarh	Gelekani	JanjiParia L.P.	Gelekani
13	Do	Do	Padholial Satyajyoti L.P.	Gelekani
14	Do	Ghorachowa pathar	Kalyani L.P.	Ghorachowa
15	Do	Jelengidoop	Jelengidoop L.P.	Jelengidoop
16	Do	Ghorachowa habi	Harinarayan Baruah L.P.	Ghorachowa
17	Do	Sumoimora	Amguri M.E.	Borbil
18	Do	Borkur	Nopamua Bora Gaon L.P.	Ghorachowa habi
19	Do	Do	Borkur L.P.	Borkur
20	Do	Sumoimora	Amguri Nepali L.P.	Sumoimora (Nepaligaon)
21	Do	Do	Sumoimora Napamua L.P.	Amguri
22	Do	Sumoimora	45 No. Padholial L.P.	Bonai Padholial

Majuli Block

Remote / Disadvantages Area of Majuli Block :

1. Dhabali Chapori
2. Sadhu Chapori
3. Banaria Chapori
4. Cherani
5. Polasani
6. Runachuk
7. Lachan Chapori
8. Chang Chapori
9. Major Chapori
10. Sriram Paiea
11. 3 No. Mahari chuk
12. Jamuguri Bhakat Chapori
13. Bhimpara Bhakat Chapori
14. Kartik and Mekahi Chapori

S.C. Area of Majuli Block

1. Hatter Gaon
2. Namani Na-mati
3. Jurbil Palashguri
4. Kathianiati Maj Gaon
5. Kotai Nahoroni
6. Ashokgur Da Dhara
7. Salmara Koibarta
8. Ofala much
9. Alimur Dakhinpat
10. Burha Sensuwa

S. T. Area of Majuli Block

1. Baghedhara
2. Garusuti
3. Bhekeli
4. Bhola chuk
5. Guwalbari
6. Kong kur Mukh
7. Kachukata
8. Kayam Chapori
9. Sadhu chapori
10. Kerker
11. Komolia chapori

2002-03 to 2005-10
DISTRICT : JORHAT

Sl. No.	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		Total	Remarks
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial		
	A	PROJECT MANAGEMENT																			
	A.1	Furniture & Equipment	Lumpsum	1.00	2.00					1	1.00										
	A.2	Salary	Per month	1.5	1.8			12	18.00	12	18.00	12	21.60	12	21.60	12	12	12	84	79.20	
	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	84	1.92	
	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	84	10.56	
	A.5	Rent	Per month	0.05	0.06			12	0.60					0	0					12	0.60
	A.6	Audit Fees	Per year	0.1	0.15			1	0.10	1	0.15	1	0.15	1	0.15	1	1	1	7	0.50	
	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	84	6.72	
	A.8	IA/DA	Per month	0.24	0.36			12	2.88	12	2.88	12	4.32	12	4.32	12	12	12	84	14.40	
	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	49	81.31	
	A.10	Rent for BRC building	Per Year/Per BRC	0.24				7	1.68	7	1.68										
	A.11	Fixed TA for Slis	Per person per month	0.002	0.003			17	0.41	17	0.41	17	0.61	17	0.61	17	17	17	119	2.04	
	A.12	Capacity building for Educational Functionaries	Lumpsum	0.6	0.8			1	0.60	1	0.60	1	0.80	1	0.80	1	1	1	7	2.00	
	A.13	Media & Publicity																			
	A.13.1	Information Booklet	Lumpsum	0.15	0.1			1	0.15	1	0.15	1	0.1	1	0.1	1	1	1	7	0.50	
	A.13.2	Quarterly Press visit	Per quarter	0.02	0.025			1	0.02	1	0.025	1	0.025	1	0.025	1	1	1	7	0.10	
	A.13.3	Publicity Campaign	Lumpsum	0.1	0.15			1	0.1	1	0.15	1	0.15	1	0.15	1	1	1	7	0.55	
	A.13.4	Other publicity measures	Lumpsum	1.50	1			1	1.50	1	1.50	1	1.00	1	1.00	1	1	1	7	4.15	
	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	49	2.65	
		COMPONENT TOTAL						0	49.42		49.87		58.10		54.16						211.56
	B	COMMUNITY MOBILISATION (CM)																			
	B.1	Training for VEC, TGEC, WEC, GPEC and SMC members																			
	B.1.1	2-day training of VEC/TGEC/SMC members at GP level	Per person per day	0.0001	0.00015			15962	3.19	15962	3.19	15962	4.79	15962	4.79	15962	15962	15962	111,734	15.96	Training will be provided to selected VEC, TGEC, WEC, GPEC & SMC members
	B.1.2	3-day Trg. of RPs at Block level	Per person per day	0.0004	0.0005			798	0.96	798	0.96	798	1.20	798	1.20	798	798	798	5,587	4.31	
	B.1.3	3-day Trg. of RPs at District level	Per person per day	0.0005	0.0006			40	0.06	40	0.06	40	0.07	40	0.07	40	40	40	279	0.26	
	B.1.4	2-day training of GPEC members at block level	Per person per day	0.0004	0.0005			1332	1.07	1332	1.07	1332	1.33	1332	1.33	1332	1332	1332	9,324	4.80	Training will be provided to selected VEC, TGEC, WEC, GPEC & SMC members
	B.1.5	3-day Trg. of RPs at District level	Per person per day	0.0005	0.0006			67	0.10	67	0.10	67	0.12	67	0.12	67	67	67	466	0.44	
	B.2	Implementation of VER																			
	B.2.1	8-day Training of RPs, CRCCs & RTs on VER implementation at block level	Per person per day	0.0004	0.0005			264	0.84	264	0.84	264	1.06	264	1.06	264	264	264	1,848	3.80	Training will be provided for 2-day in four phases
	B.2.2	Implementation of VER in General area	Per person per day	0.0007	0.0008			94	0.46	94	0.46	94	0.53	94	0.53	94	94	94	660	1.98	Visit of one RP per CRC for 7 days
	B.2.3	Implementation of VER in Remote Areas	Per person per day	0.0015	0.002			17	0.17	17	0.17	17	0.23	17	0.23	17	17	17	117	0.82	Visit of one RP per CRC for 7 days
	B.2.4	Updating of VER in General areas	Per person per day	0.0007	0.0008			94	0.46	56	0.27	56	0.31	56	0.31	56	56	56	431	1.37	Visit of one RP per CRC for 7 days in three quarter
	B.2.5	Updating of VER in special areas village	Per person per day	0.0015	0.002			17	0.17	17	0.17	17	0.23	17	0.23	17	17	17	117	0.82	Visit of one RP per CRC for 7 days in three quarter
	B.3	Enrollment Drive																			

2002-03 to 2009-10
DISTRICT : JORHAT

GC 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	B 3.1	1-day orientation for VEC vice president / SMC President and Gaon Burah at cluster or GP level on enrolment drive	Per person per day	0.0001	0.0002			622	0.62	1557	0.31	1557	0.31	1557	0.31	1557	1557	1557	1557	15.565	1.56	
16	B 3.2	2-day Block level RP training	Per person per day	0.0004	0.0005			311	0.25	156	0.15	78	0.08	78	0.08	78	78	78	856	0.56	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				16	0.02										16	0.02	Block level RP will be oriented at block 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			94	0.26	47	0.19	24	0.09	24	0.094	24	24	24	259	0.64	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			17	0.10	8	0.07	4	0.03	4	0.033	4	4	4	46	0.23	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	0.005	0.004			42	0.13	42	0.13	42	0.17	42	0.17	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			222	2.22	222	2.22	222	3.33	222	3.33	222	222	222	1554	11.10		
16	B 4.5	Quarterly SMC President meeting at GP level	Per meeting	0.001	0.002			444	0.44	444	0.44	444	0.89	444	0.89	444	444	444	3108	2.66		
		B.5 Regular Grants for the schools																				
7	B 5.1	School Maintenance Grant	Per school	0.05				2003	100.15	2003	100.15	2003	100.15	2003	100.15	2003	2003	2003	16.024	500.75		For all Govt. Provincialisd, recognised Primary, Upper Primary &
10	B 5.2	School infrastructural Grant		0.02				2003	40.06	2003	40.06	2003	40.06	2003	40.06	2003	2003	2003	16.024	200.30		For all Govt. Provincialisd, 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	5.5	145	10.15	145	10.15	145	145	145	910	29.55		
16	B.7	Reconstitution of VEC, TGEC, WEC and GPEC	Per Village		0.0015							794	1.191		794	794	794	794	3176	1.19		
16	B.8	Reconstitution of SMC	Per school	0.001	0.0015					2003	2.00			2003	3.00		0		4.006	5.01		The SMCs will be reconstituted in the year of 2004, 2006, 2008 & 2010
16	B.9	Gradation of SMC, VEC, TGEC, WEC and GPEC	Per Unit	0.001				2827	2.83					2827	2.83		2827	2827	11.308	5.65		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																				

DISTRICT ELEMENTARY EDUCATION (DEEP) PERSPECTIVE PLAN

2002-03 to 2009-10
DISTRICT : JORHAT

SOI Ref Code	Head of account	COMPONENT Activity Description	Unit of Measures	Unit cost for 02-03 to 04-05	Unit cost for 05-05 to 06-07	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total	Remarks	
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial			
18	B 10.1	NGO mobilisation	Lumpsum	2.00	3.00					2.00	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			17	1.33	17	1.33	17	2.00	17	2.00	17	17	17	17	17	17	117	6.66	One RP for every 21 special area group
18	B 10.3	Community based RPs - 1 in each block	Per person per month for 10 month	0.20	0.30			7	1.40	7	1.40	7	2.1	7	2.1	7	7	7	7	7	7	49	7.00	One Community based RP will be engaged per block for special groups
18	B.10.4	Special mobilisation campaign	Per GP	0.02				17	0.33	17	0.33	17	1.1655	17	1.998	17	17	17	17	17	17	117	3.83	
18	B.10.5	Special intervention for educationally disadvantaged minority area	Lumpsum	2.00	1.00			1	2.00	1	2.00	1	1.00	1	1.00	1	1	1	1	1	1	7	6.00	
	B.10.6	Intervention for urban disadvantaged children		2.00	4.00					1	2.00	1	4.00	1	4.00	1	1	1	1	1	1	6	10.00	
COMPONENT TOTAL									140.21		165.39		168.60		179.59		185.06						838.85	
	C	BLOCK RESOURCE CENTRE (BRC)																						
19	C.1	Salary of Resource Teacher	Per month per BRC	0.51	10% increase every year from 04-05	7	14.00	7	42.84	7	47.12	7	54.19	7	59.61	7	7	7	7	7	7	56	217.77	
19	C.2	Contingency	Per year per BRC	0.125		7	0.875	7	0.875	7	0.875	7	0.875	7	0.875	7	7	7	7	7	7	56	4.38	
19	C.3	Meeting & Travel Allowance	Per month per BRC	0.005		7	0.105	7	0.42	7	0.42	7	0.42	7	0.42	7	7	7	7	7	7	56	1.79	
19	C.4	TLM Grant	Per year per BRC	0.05		7	0.35	7	0.35	7	0.35	7	0.35	7	0.35	7	7	7	7	7	7	56	1.75	
16	C.5	Block level Supervision	Per BRC per month	0.1	0.15	7	0.7	7	0.7	7	0.7	7	1.05	7	1.05	7	7	7	7	7	7	49	3.50	
16	C.6	BACG Monthly Meeting	Per month per BRC	0.005	0.007			7	0.42	7	0.42	7	0.59	7	0.588	7	7	7	7	7	7	49	2.02	
16	C.7	BACG Documentation	Per month per BRC	0.002	0.004			7	0.168	7	0.168	7	0.336	7	0.336	7	7	7	7	7	7	49	1.01	
17	C.8	Equipment Maintenance	Per BRC	0.1	0.15			7	0.7	7	0.7	7	1.05	7	1.05							28	3.50	
12	C.9	10-day training of RTs	Per person per day	0.0007	0.0008			153	1.07	153	1.07	153	0.12	153	0.12	153	153	153	153	153	153	1,071	2.39	
COMPONENT TOTAL									15.33		47.54		51.83		58.98		64.40						238.09	
	D	CLUSTER RESOURCE CENTRE (CRC)																						
19	D.1	Furniture & Equipment	Per CRC	0.1				0	0															
19	D.2	Salary of CRCC	Per CRC per month	0.073	10% increase every year from 04-05	111	24.309	111	97.236	111	106.96	111	117.66	111	129.42	111	111	111	111	111	111	888	475.58	For new CRC
19	D.3	Contingency	Per CRC Per year	0.025		111	2.775	111	2.775	111	2.775	111	2.775	111	2.775	111	111	111	111	111	111	888	13.88	
19	D.4	TLM Grant	Per CRC per year	0.01		111	1.11	111	1.11	111	1.11	111	1.11	111	1.11	111	111	111	111	111	111	888	5.55	
16	D.5	Monthly Teachers Meet	Per CRC per month	0.002	0.003			111	2.66	111	2.66	111	4.00	111	4.00	111	111	111	111	111	111	777	13.32	
16	D.6	Monthly Meeting with VEC	Per CRC per month	0.002	0.003			111	2.66	111	2.66	111	4.00	111	4.00	111	111	111	111	111	111	777	13.32	
COMPONENT TOTAL									28.19		106.45		116.17		129.53		141.30						521.65	

DISTRICT ELEMENTARY EDUCATION (DEEP) PERSPECTIVE PLAN

2002-03 to 2009-10
DISTRICT : JORHAT

Serial 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		2005-07		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
E SCHOOL IMPROVEMENT PROGRAMME																									
16	F 1	Institutional Capacity Building	Lumpsum	5.00	3.00			1	5.00			1	3.00	1	3.00	1	1	1	1	1	1	6	11.00		
16	F 2	DACG Monthly Meeting	Per meeting	0.014	0.016			12	0.17	12	0.17	12	0.19	12	0.19	12	12	12	12	12	12	84	0.72		
16	E 3	School Support Visit	Per month per school	0.01	0.012			35	0.35	35	0.35	35	0.42	35	0.42	35	35	35	35	35	35	245	1.54		
16	F 4	Action Research & other research related programmes	Lumpsum	0.4	0.5			1	0.40	1	0.40	1	0.50	1	0.50	1	1	1	1	1	1	7	1.80		
16	E 5	Workshop, Seminar & Capacity Building	Lumpsum	2.00	2.50			1	2.00	1	2.00	1	2.50	1	2.50	1	1	1	1	1	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								60	6.00	
16	E 6	Documentation	Per month	0.0125	0.015			12	0.15	12	0.15	12	0.18	12	0.18	12	12	12	12	12	12	84	0.66		
	E 7	Supervision & Monitoring	Per school	0.003	0.004			2003	6.01	2003	6.01	2003	8.01	2003	8.01								28.04	28.04	
COMPONENT TOTAL									0.00		15.28		10.28		16.60		16.60						58.76		
F QUALITY IMPROVEMENT (QM)																									
1	F 1	Provision for Community Teachers at Remote Area Primary Schools	Per month	0.01	0.02			78	9.402	78	9.402	78	18.80	78	18.80	78	78	78	78	78	78	548	56.41		
1	F 2	Provision for Community Teachers at Remote Area Upper Primary Schools		0.02	0.03			20	4.70	20	4.70	20	7.05	20	7.05	20	20	20	20	20	20	137	23.51		
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			4078	22.84	4078	22.84	4078	26.10	4078	26.10	4078	4078	4078	4078	4078	4078	28.546	97.87	In phases including general mass teacher training, content enrichment & new textbooks etc including trg. Of RPs. Sanctioned strength of teachers shown as physical target	
12	F 3.2	8 days training of Upper Primary School Teachers	Per person per day	0.0007	0.0008			3432	19.22	3432	19.22	3432	21.96	3432	21.96	3432	3432	3432	3432	3432	3432	24.024	82.37		
12	F 3.3	Training of K-sreni teachers		0.0007				392	1.65	392	1.65	116	0.49	116	0.49	116	116	116	116	116	116	1.362	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			7510	1.50	7510	1.50	7510	1.88	7510	1.88	7510	7510	7510	7510	7510	7510	52.570	6.76	Preparation of teachers diary	
12	F 5.2	Students progress card	Per copy	0.00003	0.00004			115178	3.46	126696	5.07	139365	5.575	153302	6.132	153301.918	153302	153301.918	153302	153301.918	153302	994.447	20.23		
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	7	7	49	15.40	Conduct by a group of DACG and BACG	
5	F 6	Free Textbook to Children		0.0015				82875	124.31	91079	136.62	99284	148.93	107489	161.23	115694	115694	115694	115694	115694	115694	727.808	571.09		
16	F 7	Graduation of School		0.005	0.001			2003	10.02	2003	2.00	2003	2.00	2003	10.02	2003	2003	2003	2003	2003	2003	14.021	24.04		
16	F 8	Teacher Grant		0.005	0.005			7510	37.55	7510	37.55	7510	37.55	7510	37.55	7510	7510	7510	7510	7510	7510	60.080	187.75		

DISTRICT ELEMENTARY EDUCATION (DEEP) PERSPECTIVE PLAN

2002-03 to 2009-10
DISTRICT : JORHAT

GOI Ref. Code	Head of account	COMPONENT Activity Description	Unit of Measures	Unit cost for 02-03 to 04-05	Unit cost for 05-05 to 06-07	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total	Remarks
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial		
9	F.9	TLE Grant to Upper Primary Schools not covered under OBB	Per school	0.5				133	66.50	134	67.00	133	66.50								400	200.00	
COMPONENT TOTAL								37.55	305.01		311.42		341.56		295.94							1,291.49	
	G.	ALTERNATIVE SCHOOLS																					
	G.1	EGS for Lower Primary Level																					
20	G.1.1	Preparatory activities	Per school	0.002	0.003			181	0.362												181	0.36	
20	G.1.2	Running the school	Per school per year	0.16	0.2			181	28.95	181	28.95	181	36.20	181	36.20	181	181	181	181	181	1,267	130.32	
20	G.1.3	Additional teachers for high enrollment	Per centre year	0.10	0.12			18	1.81	18	1.81	18	2.17	18	2.17	18	18	18	18	18	127	7.96	
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						2000	26.00	2000	26.00	2000	26.00	2000	2000	2000	2000	2000	12,000	78.00	
20	G.2.3	Management Cost	Per centre	0.001	0.0015					50	0.05	50	0.08	50	0.08	50	50	50	50	50	300	0.20	
20	G.3	Short Term Bridge Course																					
20	G.3.1	Preparatory activities	Per centre	0.002	0.003			52	0.10												52	0.10	
20	G.3.2	Conduct of the course	Per learner per month	0.00052	0.00071			1553	2.89	510	1.08	270	0.57	0	1.00	0	0	0	0	0	2,333	4.55	
20	G.3.3	Management Cost for Short term bridge course	Per centre per month	0.00100	0.00150			69	0.21	17	0.03	9	0.04			0	0	0	0	0	95	0.30	
20	G.4	Long Term Bridge Course																					
20	G.4.1	Preparatory activities	Per centre	0.00200				67	0.13							0	0	0	0	0	67	0.13	
20	G.4.2	Conduct of the course	Per learner per month	0.00062	0.00071			2017	7.51	1020	4.34	510	1.08			0	0	0	0	0	3,547	12.93	
20	G.4.3	Management Cost for Long term bridge course	Per centre per month	0.00100	0.00150			67	0.40	34	0.31	17	0.15			0	0	0	0	0	118	0.86	
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	0.1	0.15			1	0.1	1	0.1	1	0.15	1	0.15	1	1	1	1	1	7	0.50	
20	G.5.2	Introduction of formal curriculum in religious institute.	Per Madrasa	0.1	0.015											0	0	0	0	0			Provision of one full time teacher
20	G.5.3	Library grant			0.1											0	0	0	0	0			
20	G.5.4	20-day Training of Additional Teachers	Per person per day	0.0007	0.0008											0	0	0	0	0			
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								0.00	44.48		68.85		72.45		70.60							256.38	
	H	MANAGEMENT INFORMATION SYSTEM (MIS)																					
16	H.1	Upgradation of Systems		5.000				0					5.00								2	5.00	
16	H.2	Annual Maintenance of Systems	Per year	0.240	0.350			0			0.36	1	0.36	1	0.36	1	1	1	1	1	6	1.08	
16	H.3	Internet & Convergence with NIC/NICNET		0.150	0.200			1	0.15	1	0.20	1	0.20	1	0.20	1	1	1	1	1	7	0.75	
16	H.4	MIS Site Setup/Maintenance		1.500						1	1.50			1	1.50						3	3.00	

DISTRICT ELEMENTARY EDUCATION (DEEP) PERSPECTIVE PLAN

2002-03 to 2009-10
DISTRICT : JORHAT

Sl. No.	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		
15	H.5		Consumables to MIS And Office Expenses	Per month	0.050	0.080			12	0.96	12	0.96	12	0.95	12	0.95	12	12	12	12	84	3.84		
15	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	14	0.48		
15	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	7	1.20		
15	H.8		Training to BRCC, CRCC, HTs and HNs on data collection	Per person	0.0007	0.0008			7628	5.34	1433	5.34	1433	1.15	1433	1.15	1433	1433	1470	16263	00	12.97		
15	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	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	1	7	2.20		
15	H.11		5% Sample Checks of Survey Data	Per school	0.010				381	3.81	72	3.81	72	3.81	72	3.81	1	1	1	599	15.26			
16	H.12		Printing of Data Capture Formats	Per format	0.0002	0.000250			2100	0.42	2100	0.42	2100	0.53	2100	0.53	2100	2100	2100	14,700	1.89			
16	H.13		Printing of Final Reports for Sharing	Per Report	0.001	0.002			1000	1.00	1000	1.00	1000	1.50	1000	1.50	1000	1000	1000	7,000	5.00			
16	H.14		Salaries to MIS Staff (1 Programmer, 2 DEOs)	Per month	0.150	0.180			12	1.80	12	1.80	12	2.16	12	2.16	12	12	12	84	7.92			
COMPONENT TOTAL										14.83		16.74		17.36		13.66							62.79	
			INTEGRATED EDUCATION FOR DISABLED CHILDREN (IED)																					
15	I.1		Meeting of Core Group (District level)	Per meeting	0.02	0.025			4	0.08	4	0.08	4	0.1	4	0.1	4	4	4	4	28	0.36		
15	I.2		Awareness Programmes																					
15	I.2.1		For community members	Per GP	0.01				37	0.37	37	0.37	19	0.185	19	0.185		19	19	148	1.11		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	0.3	50	0.3		50	50	300	0.70			
15	I.3		Selection of IED personnel																					
15	I.3.1		Selection of BRPs	Per Block	0.005				7											7				
15	I.3.2		Selection of IED workers	Per Person	0.001				37		37	0.037	19		19	0.09					111	0.13		
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	56	4.00			
15	I.4.2		Honorarium of IED Workers	Per person per month	0.07	0.01			37	4.07	74	8.14	74	8.14	92.5	10.18	92.5	92.5	92.5	555	30.53			
15	I.5		Training																					
15	I.5.1		10-day Induction Training of BRPs & IED workers	Per person	0.0007	0.0008			44	0.31	22	0.18			20	0.16			0	86	0.64			
15	I.5.2		7-days Refresher Training of BRP & IED workers	Per person	0.0007	0.0008			44	0.22	66	0.37	66	0.37	86	0.48	86	86	86	520	1.44			
15	I.5.3		2-day Training of ECE/CADS Workers Ka Srani teachers (for Early Detection)	Per person per day	0.0007	0.0008			370	0.52	220	0.35			200	0.32	200	200	200	1,390	1.19		Per GP 10 person	
15	I.5.4		2 - day tra. Of EGS workers	Per person	0.0007	0.0008			181	0.25	181	0.29	181	0.29			0	0	0	543	0.83			
15	I.6		Medical Assessment Camp	Per Camp	0.05	0.06			7	0.39	14	0.84	14	0.84	14	0.84	14	14	14	91	2.87			

2:002-03 to 2009-10
DISTRICT : JORHAT

GDA 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 08-07	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				
15	15.1	Aids and Appliances	Lumpsum	1.00					1.00		1.00		1.00		1.00		0	0				4.00			
15	15.2	Ceremonial Distribution Camp	Per block	0.02	0.03			7	0.14	14	0.42	14	0.42	14	0.42	14	14	14	14	14	14	91	1.40		
15	15.3	Follow up on use, repair and maintenance	Lumpsum	0.1	0.15				0.1		0.15		0.15		0.15		0	0				0.55			
15	1.7	Special Resource Support to Disabled Children	Per Child		0.0004			3241	1.30	3241	1.30	6482	2.59	12964	5.19	12964						38.892	10.37		
15	1.8	Material Development(Print, Audio, Audio Visual, Case Study)	Per Child		0.00			3241	3.24	3241	3.24	6482	6.48	12964	12.96	12964	12964	12964	12964	12964	54.820	25.93			
15	1.9	Observation of World Disabled day as Sishu Mea	Per Block	0.05	0.10			7	0.35	7	0.7	7	0.7	7	0.7	7	7	7	7	7	49	2.45			
15	1.10	Exposure visit of BRPs/IED Workers	Lumpsum	1.00					0.50		0.50		1.00		1.00		0	0	0			3.00			
COMPONENT TOTAL									0.00	13.84	19.01	23.57	35.07									91.50			
	J	EARLY CHILDHOOD CARE & EDUCATION (ECCE)																							
	J.1	Opening of ECCE Centre																							
18	J.1.1	Honorarium of Workers	Per person per month	0.007	0.008			20	1.40	20	1.40	20	1.60	20	1.60	20	20	20	20	20	140	6.00			
18	J.1.2	Honorarium of Helpers	Per person per month	0.005	0.006			20	1.00	20	1.00	20	1.20	20	1.20	20	20	20	20	20	140	4.40			
18	J.1.3	Centre contingency	Per month per centre	0.001	0.0015			20	0.20	20	0.20	20	0.30	20	0.30	20	20	20	20	20	140	1.00			
18	J.1.4	Material Cost	Per year per centre	0.01	0.01			20	2.00	20	2.00	20	2.00	20	2.00	20	20	20	20	20	140	8.00			
18	J.1.5	10-day Training of workers	Per person per day	0.0007	0.0008			20	0.14	20	0.14	20	0.16	20	0.16	20	20	20	20	20	140	0.60			
18	J.1.6	Centre Supervision	Per Centre	0.001	0.0015			20	0.20	20	0.20	20	0.30	20	0.30	20	20	20	20	20	140	1.00			
18		Sub-total ECE							4.94		4.94		5.56		5.56									21.00	
18	J.2	Support to ICDS																							
18	J.2.1	Additional Honorarium to ICDS workers		0.003	0.004			122	3.66	122	3.66	122	4.88	122	4.88	122	122	122	122	122	854	17.08			
18	J.2.2	10-day Training of ICDS workers	Per person per day	0.0007	0.0008			122	0.85	122	0.85	122	0.98	122	0.98	122	122	122	122	122	854	3.66			
18	J.2.3	TLIA & Other Play materials	Per centre per year	0.005	0.005			122	0.61	122	0.61	122	0.61	122	0.61	122	122	122	122	122	854	2.44			
18	J.3	Supervision & Monitoring	Per ECE & ICDS centre per month	0.001	0.0015			122	1.83	122	1.22	122	1.83	122	1.83	122	122	122	122	122	854	6.71			
18		Sub-total ICDS							6.95		6.34		8.30		8.30									29.89	
18	J.4	Other Programme Activities	Lumpsum						3.11		3.72		1.14		1.14		0	0	0					9.11	
COMPONENT TOTAL									0.00	15.00	15.00	15.00	15.00	15.00	0	0	0					60.00			
	K	INNOVATION																							
18	K.1	Computer Aided Learning	Lumpsum	15.00				1	15.00	1	15.00	1	15.00	1	15.00	1	1	1	1	1	8	75.00			
COMPONENT TOTAL									15.00	15.00	15.00	15.00	15.00	15.00	0	0	0					75.00			
	L	CIVIL WORKS																							
6	L.1	New School Building Construction		2.500				1	2.50		0.00		0.00		0.00										
6	L.2	New School Building with salvage of some materials		7.000				1	7.00		0.00		0.00		0.00										

DISTRICT ELEMENTARY EDUCATION (DEEP) PERSPECTIVE PLAN

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

Scheme 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				
6	L3	Renovation		1.800			0.00		0.00		0.00		0.00		0.00										
6	L4	Additional Classroom		1.400			0.00		0.00		0.00		0.00		0.00										
6	L5	Toilet		0.200			0.00		0.00		0.00		0.00		0.00										
6	L6	Drinking Water Facilities		0.150			0.00		0.00		0.00		0.00		0.00										
6	L7	Block Resource Centre		6.000			0.00		0.00		0.00		0.00		0.00										
6	L8	Cluster Resource Centre		2.000			0.00		0.00		0.00		0.00		0.00										
6	L9	Urban Resource Centre		4.000			0.00		0.00		0.00		0.00		0.00										
COMPONENT TOTAL							150.00		450.00		475.00		525.00	10	200						10	1,800.00			
GRAND TOTAL							386.28		1242.26		1317.78		1452.75		1106.99								5,506.05		
% of Management cost									3.98%		3.78%		4.00%		4.29%								3.84%		
% of Civil works							38.83%		36.22%		36.05%		36.14%		18.07%									32.69%	