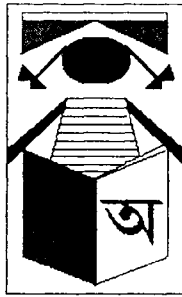


SARVA SIKSHA ABHIYAN

Cachar District



DISTRICT ELEMENTARY EDUCATION PLAN (DPEP)

(2002-2003 to 2009-2010)

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

MAP OF CACHAR DISTRICT

CONTENTS

MAP OF CACHAR DISTRICT	2
DISTRICT AT A GLANCE.....	6
CHAPTER – I : DISTRICT PROFILE.....	7
General and physical features :-	7
History.....	7
Area, Demography , Density & Administrative Division.....	8
Topography.....	8
Climate.....	9
Drainage	9
Population.....	9
Economic condition of people and occupation pattern	9
Table 1.1 : Area Number of Blocks, Inhabited Villages, GPs, Towns & Density	9
Table 1.2 Distribution of Population.....	10
Table 1.3 Population of SCs & STs & their percentage to total population	10
Literacy	10
Table 1.4 Literates and Literacy Rates.....	10
Table: 1.5 Literates by area & sex.....	10
Table: 1.6 Literacy Rates by area & sex.....	10
Table: 1.7: Literates & Literacy Rates By Caste.....	11
CHAPTER – II: EDUCATIONAL PROFILE OF THE DISTRICT	12
A. Access:	12
Table 2.1 Distance Mapping of Schools.....	12
Table 2.2 No of Primary & upper Primary Schools (Management Wise).....	12
Table 2.3 Medium wise No of L.P. Schools and U/P Schools (Provincialised).....	13
Table 2.4: Block Wise Distribution of Provincialised Primary & Upper Primary Schools	13
Table 2.5: Block Wise Distribution of Venture & Private Primary & Upper Primary Schools.....	13
B. Enrollment & Drop out:	14
Table 2.6: 5 - 13 Age Group Child population, School Going & Not Going Children	15
Table 2.7: 5-13 Age Group School Going & Not Going Children (In %).....	15
Table 2.8: 5-8 Age Group Child population, School Going & Not Going Children	16
Table 2.9: 5-8 Age Group School Going & Not Going Children (In %).....	16
Table 2.10: 9-11 Age Group Child population, School Going & Not Going Children	17
Table 2.11: 9-11 Age Group School Going & Not Going Children (In %).....	17
Table 2.12: 12-13 Age Group Child population, School Going & Not Going Children	18
Table 2.13: 12-13 Age Group School Going & Not Going Children (In %).....	18
Table 2.14: 5-13 Age Group Population, Child Labour & Disabled Children.....	19
Table 2.15: 5-13 Age Group Population, Child Labour & Disabled Children (In %).....	19
Table 2.16: 5-8 Age Group Population, Child Labour & Disabled Children.....	20
Table 2.17: 5-8 Age Group Population, Child Labour & Disabled Children (In %).....	20
Table 2.18: 9-11 Age Group Population, Child Labour & Disabled Children.....	21
Table 2.19: 9-11 Age Group Population, Child Labour & Disabled Children (In %).....	21
Table 2.20: 12-13 Age Group Population, Child Labour & Disabled Children.....	22
Table 2.21: 12-13 Age Group Population, Child Labour & Disabled Children (In %).....	22
Table 2.23: Gender Gap In Enrolment Age Group Wise.....	22
Table 2.24: Class wise Enrolment in Govt./Provincialised Schools.....	23
Table 2.25: Class & Caste, Community Wise Enrollment in Govt. / Provincialised / Schools.....	24
Table 2.26: Class & Caste, Community Wise Enrollment in Govt. / Provincialised / Schools in %.....	25

Table 2.27: Block Wise Enrollment in Govt. / Provincialised Schools By Caste & Community	26
Table 2.28: Block Wise Enrollment in Govt. / Provincialised Schools By Caste & Community In %	27
Table 2.29: Block Wise & Class Wise Enrollment in Govt. / Provincialised Schools By Caste & Community In Number & %	28
Table 2.30: Comparative Share of Caste, Community Wise Class I & Class VII Children (Children of Class VII / Class I).....	39
Table 2.31. Teachers Position in Govt./Provincialised Primary Schools	40
Table 2.32 Teachers Position in Govt./Provincialised Upper Primary Schools	40
Table 2.33 Block wise Pupil Teacher Ratio at Primary & Upper Primary Schools	41
CHAPTER – III: PLANNING PROCESS	42
A. Key Resource Persons Training at State Level:	42
B. District Resource Persons Training at Zonal Level:	42
C. District Resource Persons Planning Meeting at District Level :	42
D. Block Resource Persons Training at Block Level:	44
E. Block Resource Persons Planning Meeting at Block Level:.....	45
F. Meeting of Gaon Panchayat Functionaries at GP Level :	46
G. Gaon Sabha Meeting:.....	46
H. Training of Village Volunteers at GP level.	47
I. Micro Planning, School Mapping and Other Village Level activities:.....	48
J. Village Mapping And Listing Of Resources:	48
K. House To House Survey	49
L. Collection Of Information Religious Madrassa/Tols/Moths.....	49
M. Collection of Information On Venture, Private Schools	49
N. Compilation of House-to-House Survey Results	50
O. Conduct of Group Discussion:.....	50
P. Interview of teachers:	51
Q. Constitution of VEC and Survey Sharing Meeting.....	52
R. Constitution of GPEC and survey sharing meeting	52
S. First Meeting of Village Education Committee:.....	53
T. Constitution of SMCs:.....	53
U. Constitution of District Planning Team:.....	53
V. Constitution of District Core Team (DCT):.....	53
W. Training of District Core Team Members:	54
CHAPTER IV: OTHER EXISTING INTERVENTIONS OF ELEMENTARY EDUCATION	55
CHAPTER V: SPECIAL AREAS AND GROUPS	57
Hilly area	57
Forest areas.....	58
Punji/Isolated areas	59
Status of District As a Whole.....	59
Boarder/Hilly extremist Areas.....	60
Flood affected areas.....	61
Tea Garden Area.....	62
CHAPTER VI: FUNCTIONAL AREA WISE STRATEGIES & INTERVENTIONS.....	68
6.1 Coverage of Out of School Children in Un-served Area.....	68
Table: 6.1.1 Un-served Habitation wise Child Population	69
Table: 6.1.2 Block Wise Proposal of EGS Centres in Special Focus Area	69
6.2 Coverage of Out of School children of Served areas	78
Table : 6.2.1 Age Group Wise School Going and Not Going Children	78
Table : 6.2.2 Age Group Wise School Going and Not Going Children In %.....	79
Table : 6.2.3 School Going and Not Going Children In % to total children.....	79
Table : 6.2.4 Over all Out Of School Children & Coverage Under EGS.....	79
Table : 6.2.5 Distribution of Remaining Out Of School Children Age Wise	80
Table : 6.2.6 Projection Of BC Centres for 7& 8 Years	80

Table : 6.2.7	Projection Of BC Centres for 9-13 Years	80
Table : 6.2.8	Projection Of Overall BC Centres.....	81
Bridge course for urban area.....		84
Table : 6.2.9	Projection Of BC For Urban Areas	85
6.3	Community Mobilization	86
6.4	Quality.....	90
Table: 6.4.1	Availability of Teachers and Vacancy Position at Primary Level	91
Table: 6.4.2	Teachers by Training Status at Primary Level	91
Table: 6.4.3	The position of U.P. School teacher in the district	92
Table: 6.4.5	Distribution of Primary School by Number of Teachers	93
Table :6.4.6	School Inspecting Staff Ratio	95
Table: 6.4.7	The Status Of Schools In Problem Areas	99
6.5	Research, Evaluation & Monitoring.....	106
6.6	Management Information System.....	108
6.7	Integrated Education for Disabled Children	114
Table 6.7.1	District/Block Wise Age Wise Number Of Disabled Children.....	114
Table 6.7.2	District/Block Wise Age Wise Number Of Disabled Children In Percentages Within Age group	114
Table: 6.7.3	District/Block Wise Age Wise Number Of Disabled Children In Percentages Between Age groups To Total.....	115
Table 6.7.4	Resource : District Special	115
6.8	Early Childhood and Care Education.....	120
Table 6.8.1	Block wise Status of Distribution of Teachers:.....	121
Table 6.8.2	Block Wise Availability of ICDS Centres	121
Table 6.8.3	Special Focus Area.....	123
6.9	Media.....	124
6.10	School Infrastructure.....	127
Table – 6.10.1:	Area Wise Distribution Of School.....	127
Table – 6.10.2 :	Area Wise Distribution Of School (In percentage).....	127
Table –6.10.3.	Present Status Of Schools Building	128
Table –6.10.4	Present Status of School Building in Percentages	128
Table –6.10.5	Status Of Toilet & Drinking Water Facilities	129
Table –6.10.6	Distribution of Schools by Availability of Other Facilities	129
Table 6 –.10.7	Distribution of Schools by Availability of Other Facilities (In %)	130
6.11	Project Management:	132
Table: 6.11.1	Staffing pattern of District Elementary Education Office,.....	133
Table: 6.11.2	Staffing pattern of DI Office.....	133
Table: 6.11.3	Staffing pattern of BEEO Offices.....	133
Table: 6.11.4	Proposed Additional Staffing	134
Annexure-I	Tea Garden AT A GLANCE	135
Annexure-II	Area Wise Status of Primary & Upper Primary Schooling Facilities and Education of the Children	138
Annexure-III	: List of Resource Persons and Officials Involved in Pre-project Activities and Preparation of Perspective Plan.....	140
Table No. III.I	The list of Officials attended the State Level KRPs training.....	140
Table No. III.II	: The list of Personnel attended the attended the DRPs training.....	140
Table ill.III	List of Members of District Planning Team	141
Table III.IV	List of Members of District Planning Team	142
Annexure-IV	Urban Area At A Glance :	143

DISTRICT AT A GLANCE

1. Geography	:	Southern part of Assam in north east India.
Distance from state capital	:	396 K.M
Area & Border	:	3,786 K/M.- North-N.C Hills, Meghalaya state, East- Manipur state, West-Hailakandi, Bangladesh, South - Mizoram
Major River	:	Barak
Major Hills	:	Barail Hills
Total Forest Covers	:	5465.98 Hac (50.69%)
2. History	:	Attained district status- 1838 A.D.
3. Administration		
Head Quarter	:	Silchar Town
No of sub-division	:	2 Nos (Silchar & Lakhipur)
No of Police station	:	8 Nos.
Name of police Station	:	Silchar, Katigorah, Barkhala, Sonai, Dholai, Udarbond, Lakhipur & Jirighat.
No of Anchalik Panchayat	:	15
No of Gaon Panchayat	:	163
No of villages	:	1101
No of Towns	:	2
4. Population		
Total population	:	1442141
S.C Population	:	192928
ST Population	:	9396
Rural Population	:	1,255,070 (87%)
Urban population	:	187,071 (13%)
Literary rate	:	57.96%
Male Female Ratio	:	945
Major Language	:	Bengali
5. Economy (As on 1997-98)		
Major Economic sector	:	Agriculture
Not area sown	:	125148 hctrs. (1999-2000)
Production of winter paddy	:	177465.72 M.T
Production of sugarcane	:	3510 MT
Number of Tea garden	:	57
Are under Tea Plantation	:	35000 hctrs
Production of Black Tea	:	54 Million K.G.
Major fruit production	:	Banana, Orange, pineapple
Major forest product	:	Bamboo, Cane, Timber, Stone, sand
Major Industry	:	Tea Processing, Cane Products, Food Product Timbers sawing etc.
Total Electricity consumption	:	936.36 Million unit.
Villages Electrified	:	936 Nos (85% village)
Total Road length	:	862.82 KMS
Metal Road	:	201,11 KMS
Number of Colleges	:	07
Nos. of Secondary/H.S. School	:	Secondary – 130, H. S. School – 28
Nos of Elementary School	:	1615
Nos. of Govt. Hospital	:	05
Major Railway Station	:	Silchar
Airport :		Kumbirgram (20. K.ms. from Silchar Town)

CHAPTER – I : DISTRICT PROFILE

General and physical features :-

Locations

The District of Cachar, which is located in the southernmost part of Assam, is one of the oldest districts of Assam. It is bounded on the north by Barail and Jayantia Hill ranges, on the south by the state of Mizoram, on the east by Manipur and on the west by sister districts of Karimganj and Hailakandi and Bangladesh State. The British created the district in 1830 after annexation of Kachari kingdom.

Geographically, Cachar is not situated in an advantageous position but strategically, the district is important. Cachar is the gateway to the Indian States of Mizoram and also to the western parts of Manipur. Surrounded by hills in almost three sides, communication to Cachar is not trouble-free.

The linkage facility regarding communication with other district as well as State Head Quarter is poor and dissatisfactory.

There is only single road communication network of the district with the State Head Quarter. This too some times gets closed specially during rainy season due to landslide. This not only effects the economy of the district but also on many occasions important administrative decisions gets delayed due to late communication of important relevant documents. This has spin-off effects on the functioning of education department as a whole.

The other means of communication with the State Head Quarter is the Railway. But this means is hardly used since last five years due to the disruption occurred for gauge conversion activities.

History

Origin of the name:

There are two possibilities regarding the origin of the name. They are:

1. The Kacharis gave this name Cachar when they ruled this land.
2. The word 'Kachar' in Sylhette (Bengali of Sylhet) means a stretch of land at the foot of a mountain. Hence Bengalis of Sylhet might have given the name Cachar as mountains surround the land.

The circumstances under which the Kacharis came and ruled this land is briefly stated below:

In December, 1706, the Kachari King Tamradhaja, whose capital was at Maibong on the bank of the Mahur River, was invaded by the most powerful Ahom king Rudra Singha. Being defeated by the Ahom King, Tamradhaja fled southwards to Khaspur. From this time onwards the Kachari princes seemed to have settled in the plains of Cachar, their court being located at Khaspur. The Kachari King Suradarpa Narayan set himself to recognise the people and improve the capital. Brick built palaces and temples were constructed in different parts of Khaspur. It is said that the demoness Hirimba, whom the second Pandava Bhima married, resided in this place. Hence the kingdom was named Hirimba kingdom in memory of the demoness.

The first connection of British with the District dates from 1762, when Mr. Verelst marched from Chittogong to assist the Manipuri king Jay Singha who had been driven from his throne by the Burmese and halted with his army at Jatrapur near the present Silchar town. The army remained there for about a year, but due to death and disease among the army, Mr Verelst could not proceed further and was ultimately recalled.

The next historical event of importance was the formal conversion of Kachari King Krishna Chandra to Hinduism in 1770.

A few years later, the last prince Gobinda Chandra was driven from throne by Marjit Singha of Manipur with the help of the Burmese. Afterwards the Burmese drove Marjit Singha from this place to Surma Valley. But the British Govt. which was in possession of Sylhet expelled the Burmese and handed back the district to Gobinda Chandra. In return he was required to pay an annual tribute of Rs. 10,000. The king then shifted his abode to Haritkar, but in 1830 he was assassinated by a batch of Manipuri murderers. In the absence of a natural heir, this territory lapsed to the British Govt. under the term of a treaty executed in 1826. Mr. T. Fisher, an army officer was sent to take charge of the territory with the power of a Collector and Magistrate and he took over charge on June 30, 1830, with headquarters at Cherrapunji. In 1833, the headquarters were shifted to Dudpatil and then to Silchar. Plain portion of Cachar was formally annexed to the British dominion on August 14, 1832 by a proclamation of the Governor General-in-Council. Mr. T. Fisher was gazetted to the first post of the Superintendent of the district. He unfortunately died while in service and was succeeded respectively by Messrs I.G. Burns, E.R. Lyons, E. Pearson, P.G. Verner and others. In 1854, North Cachar was annexed to the British dominion after the death of Senapati Tularam, and tagged with Cachar. In 1874, Cachar was included in the Chief Commissionership of Assam as per proclamation of February 6, 1874, and the post of Superintendent was re-designated as the Deputy Commissioner and Mr. R.. Stuart was the first Deputy Commissioner of the district. Hailakandi Sub-division was formed on June 1, 1869.

As a result of the partition of India in 1947, four Thanas of erstwhile Karimganj Sub-division of Sylhet district were transferred to Cachar.

On November 17, 1951, North Cachar Sub-division was carved out of this district and made part of the newly formed district of United Mikir and North Cachar Hills.

On July 1, 1983, Karimganj sub-division was taken out of Cachar and declared a separate district.

On October 1, 1989, Hailakandi Sub-division was taken out of Cachar and declared a separate district.

Area, Demography , Density & Administrative Division

The total land area of the district is 3,786 sq. K.M. having total population of 14,42,141 according to 2001 census. The density of population 381 sq. K.M. The Cachar district consists of two sub-division namely Silchar & Lakhipur.

Topography

Topography of the district in general is undulating rather than plain, there are few patches of inter mountain plains cut by various rocky stream. The elevation of the district head quarter from above means Sea level is 21 feet.

Climate

Climate of Barak Valley is significant for excessive humidity and being shut in by ranges of hills on North, East and South, heat during summer becomes unbearable. During rainy season, the air is surcharged with moisture and rainfall is extremely heavy. The winter is not so cold as that of Brahmaputra valley. The rainy season starts from May and continues upto August.

Drainage

The district is rich with natural drainage system. The main natural drainage is Barak river. The river finds its sources in the hills of Manipur. The area is traversed by a lot of tributaries streams of the Barak river, the important being Jiri, Chiri, Madura, Jatinga, Dhaleshari. There are some low-lying areas covered by flood known as Hawar. The southern part of the district locally known as Chatla Hawar is the worst flood affected area.

Population

The distributional pattern is not even. The density is high in the area around the Silchar. The density is very low in hills and foothill area. There are passages of populated area in and around tea garden; all the hills slope are occupied by tea garden. The density is comparatively higher in the fertile plain in both side of the Barak. The general density of the area is 381 per sq. K.M.

Economic condition of people and occupation pattern

The socio-economic condition of the district still remains backward with lack of major industrial establishment in the district. However there are potentialities for improving the economic condition of the district in view of the huge water resources, forest product, and oil and natural gas reserves. The completion of the ongoing work for exploration of natural gas and extension of Broad gauge railway line up to the state head quarter will help in a great way to accelerate the process of socio-economic development in the district.

a)Agriculture: The majority of the population lives in rural area and their main source of livelihood is agricultural activities. Almost 70% of the total population is dependant on primary sector, i.e. on agriculture.

b)Livestock: The livestock density of the district is moderately high. Cattle are the only livestock of the district and it remains a major resource of income to the local people. High breed cattle farming are spreading gradually.

c)Industries:-The district is famous for its cottage based industry. Bamboo and Cane industries are dominating. Food processing is another type of industries mostly located in the southeastern part of the district the whole district is dotted by tea industry beside Agro-based industry like poultry, fisheries, sericulture etc.

Table 1.1 : Area Number of Blocks, Inhabited Villages, GPs, Towns & Density

Year	Area	No. of CD blocks	No. of Educational Blocks	No. of Villages	No. of Gaon Panchayats	No. of Towns	Density
1991							
2001		15	8	1101	163	2	381

Table 1.2 Distribution of Population

Year	All			Rural			Urban			Sex ratio	Growth rate
	Male	Female	Total	Male	Female	Total	Male	Female	Total		
1991	629196	586189	1215385	567110	529051	1096161	62086	57138	119224	932	
2001	741580	700580	1442141	638561	602162	1240723	103019	98399	201418	945	+18.66

It is seen from the above table that there is an overall increase of 18.66. It is noticeable that the share of urban population to total population has increased from 10% in 1991 to 14% in 2001. Similarly, the share of female population has also increased.

Table 1.3 Population of SCs & STs & their percentage to total population

		Population			% of Population		
		Male	Female	Total	Male	Female	Total
1991	SC	91038	87586	178624	14.47	14.94	14.67
	ST	9928	7635	16563	1.58	1.30	1.36
2001	SC	101497	91426	192928	13.69	13.05	13.38
	ST	12739	9396	22035	1.73	1.34	1.52

Literacy

Out of total 14.42 lacs population 8.36 lacs are literate and 6.28 lacs are illiterate. The overall literacy rates of the district have increased from 48.29 in 1991 to 57.96 in 2001. In terms of literacy the district stands at 7th rank amongst the 23 districts of the state. It is higher than the state average (). The female literacy rate of the district is 50.64, which is higher than the state average. In terms of female literacy rates the district position is 6th.

Table 1.4 Literates and Literacy Rates

Year	Population			Literates			Literacy rate		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1991	629196	586189	1215385	355124	231828	586952	56.44	39.55	48.29
2001	741586	700561	1442141	481106	354782	835888	64.88	50.64	57.96

From the table above it can be seen overall increase of literacy is 9.67%. It is also significant that the gap between male female literacy rates has been reduced from 16.89 in 1991 to 14.24 in 2001. It is also noticed that the growth of female literacy has occurred at faster rate in this decade than their male counterpart. There is an increase of 8.44% of male literacy rates while the increase of female literacy rate is 11.09%. It is also noticeable that in absolute number there are more literates than illiterates.

Table: 1.5 Literates by area & sex

Year	Rural			Urban		
	Male	Female	Total	Male	Female	Total
1991	307448	193081	500529	47676	38747	86423
2001	397148	282345	679487	83964	72437	156401

Table: 1.6 Literacy Rates by area & sex

Year	Rural			Urban		
	Male	Female	Total	Male	Female	Total
1991	54.21%	36.50%	45.66%	76.79%	67.81%	72.49%
2001	62.19%	46.89%	54.77%	81.50%	73.62%	77.65%

There is vast difference between rural and urban literacy rates. However, the positive trend is that the rural literacy rates are increasing at faster rate. The male female differences in literacy rates have been significantly reduced both in rural and urban area. However the difference between the male and female literacy rates specially in rural area is still high.

Table: 1.7: Literates & Literacy Rates By Caste

Year	Caste Category	Population			Literates		
		Male	Female	Total	Male	Female	Total
1991	SC	91038	87586	178624	12019	9720	21739
	ST	9928	7635	16563	992	893	1885
2001	SC	101497	91426	192928	12728	11580	24308
	ST	12739	9396	22035	1028	985	2013

CHAPTER – II: EDUCATIONAL PROFILE OF THE DISTRICT

A. Access:

Out of total 3561 habitations 2153 habitations (60%) are having a primary school within a walkable distance of 1 KM. While 1407 habitations (40%) are having an upper primary school within a distance of 3 KM.

Table 2.1 Distance Mapping of Schools

Name of the Block	No. of habitations	No. of habitations having Schools with Lower Primary Stage			No. of habitations 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
Narsingpur	441	297	124	20	300	134	7
Lakhipur	311	291	12	8	271	15	25
Udharbond	517	469	31	17	137	220	160
Sonai	686	247	250	188	150	203	332
Salchapra	562	340	210	12	376	161	25
Rajabazar	340	136	121	83	20	199	121
Katigorah	600	290	150	160	54	80	15
Silchar	104	83	21		99	5	
Total	3561	2153	919	488	1407	1017	685

Table 2.2 No of Primary & upper Primary Schools (Management Wise)

Type of Management	Primary Schools	In %	Middle School	In %	High/Higher Secondary Schools having primary/middle sections	In %
Central Government	Nil		Nil		5	4%
State govt.	1615	80%	300	71%	66	50%
Venture	344	17%	110	26%	50	38%
Private	52	3%	15	4%	12	9%
Others	4	0.20%	0	0.00%	0	0.00%
	2015		425		133	

80% of the primary schools are managed by the state govt. while the community manages 17% of the schools. The private participation is only 3% at primary stage. In case of Middle schools the state govt. is managing only 71% of the schools and 26% of the schools are still at venture stage. Only 50% of the high and higher secondary schools are managed by the state govt. There is participation of central government in providing this level of education.

Table 2.3 Medium wise No of L.P. Schools and U/P Schools (Provincialised)

MEDIUM	L.P.	%	U.P.	%	Composite school	%
(a)Bengali	1547	95.79%	286	95.33%	58	87.88%
(b)English		0.00%		0.00%	7	10.61%
©Assamese	1	0.06%	2	0.67%	1	1.52%
(d)Hindi	3	0.19%	2	0.67%		0.00%
(e)Manipuri	51	3.16%	10	3.33%		0.00%
(f)Hmar	13	0.80%		0.00%		0.00%
Total	1615	100.00%	300	100.00%	66	100.00%

The number of medium of instruction at primary and lower primary level is five while in composite schools there are only three medium of instruction. More than 95 percent of both Primary and Upper Primary schools are Bengali medium. It is further noticed that in 11% of the composite schools English is the medium of Instruction.

Table 2.4: Block Wise Distribution of Provincialised Primary & Upper Primary Schools

Sl. No.	Name of Block	Primary Schools	%	Middle School	%	High/Higher Secondary Schools having primary/middle sections	%	LP /UP ratio
1	Narsingpur	256	16%	52	17%	10	15%	4
2	Lakhipur	201	12%	33	11%	3	5%	6
3	Udarbond	153	9%	17	6%	6	9%	7
4	Sonai	247	15%	50	17%	8	12%	4
5	Salchapra	241	15%	48	16%	10	15%	4
6	Rajabazar	136	8%	20	7%	1	2%	6
7	Katigorah	292	18%	54	18%	13	20%	4
8	Silchar	89	6%	26	9%	15	23%	2
Total		1615		300		66		4

Table 2.5: Block Wise Distribution of Venture & Private Primary & Upper Primary Schools

Sl. No.	Name of Block	Type of School					
		Venture			Private		
		LP	ME	HS	LP	ME	HS
1	Narsingpur	43	7	3	7	1	0
2	Lakhipur	39	20	15	17	1	4
3	Udharbond	34	7	4	0	0	1
4	Rajabazar	23	7	4	0	0	1
5	Sonai	69	15	7	0	0	5
6	Salchapra	28	24	9	7	0	1
7	Katigorah	73	25	15	18	3	1
8	Silchar	7	1	0	4	0	1
Total		316	106	57	53	5	14

From the block wise distribution of schools it can be seen that different types of schools are almost evenly distributed across the block except Silchar the Head Quarter Town. In Silchar

the percentage of Middle and Composite schools is higher than the primary schools. Katigorah block is having highest number of all types of schools.

Though the schools are almost evenly distributed amongst the blocks the LP – UP ratio is very high in all blocks except for Silchar (urban area). There is one Upper Primary School for every four primary schools in the district.

B. Enrollment & Drop out:

Total number of school-aged children between 5-13 years is 280904 as per the House-to-House Survey data collected in April 2002. Among them 207830 (74%) are enrolled in schools, 15060 (5%) have dropped out from the school and 58014 (21%) are found to be never enrolled children.

Out of 15060 (5%) drop out children 6986 (5.27%) are girl drop out while the percentage of boys dropout is 5.58%. The highest percentage (8%) is in Sonai block followed by Silchar & Narsingpur . The lowest drop out children is in Lakhipur block. Muslims pre-dominantly inhabit the block having highest drop out children.

Udarbond block is having highest percentage (29%) of never enrolled children. The block is having 16 Tea gardens and majority of the never enrolled children are from these tea gardens. Silchar is having lowest percentage of never enrolled children. The maximum percentage of availability of all types of schools may be attributed to the lower incidence of non-enrollment in Silchar.

There are 2183 disabled children in the district, which is only one percent of the total child population in the age group of 6-14 years.

As per House-to-House Survey 5331 children are reported to be as child labour of which 2172 (40.7 %) are girls.

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

Name of Block	Total Child Population			School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
SALCHAPRA	30792	27842	58634	23817	21584	45401	5208	4688	9896	1767	1570	3337	6975	6258	13233
RAJA BAZAR	10436	9396	19832	7906	6679	14585	2177	2327	4504	353	390	743	2530	2717	5247
NARASINGPUR	25276	23337	48613	18228	15827	34055	5638	6124	11762	1410	1386	2796	7048	7510	14558
KATIGARH	28009	25700	53709	20548	18911	39459	5972	5615	11587	1489	1174	2663	7461	6789	14250
UDAR BOND	16825	14683	31508	11378	9542	20920	4637	4482	9119	810	659	1469	5447	5141	10588
LAKHIPUR	15055	13528	28583	12336	10972	23308	2178	2150	4328	541	406	947	2719	2556	5275
SONAI	19268	17877	37145	14127	13460	27587	3386	3032	6418	1755	1385	3140	5141	4417	9558
Total	145661	132363	278024	108340	96975	205315	29196	28418	57614	8125	6970	15095	37321	35388	72709

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

Name of Block	School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
SALCHAPRA	77.35%	77.52%	77.43%	16.91%	16.84%	16.88%	5.74%	5.64%	5.69%	22.65%	22.48%	22.57%
RAJA BAZAR	75.76%	71.08%	73.54%	20.86%	24.77%	22.71%	3.38%	4.15%	3.75%	24.24%	28.92%	26.46%
NARASINGPUR	72.12%	67.82%	70.05%	22.31%	26.24%	24.20%	5.58%	5.94%	5.75%	27.88%	32.18%	29.95%
KATIGARH	73.36%	73.58%	73.47%	21.32%	21.85%	21.57%	5.32%	4.57%	4.96%	26.64%	26.42%	26.53%
UDAR BOND	67.63%	64.99%	66.40%	27.56%	30.53%	28.94%	4.81%	4.49%	4.66%	32.37%	35.01%	33.60%
LAKHIPUR	81.94%	81.11%	81.54%	14.47%	15.89%	15.14%	3.59%	3.00%	3.31%	18.06%	18.89%	18.46%
SONAI	73.32%	75.29%	74.27%	17.57%	16.96%	17.28%	9.11%	7.75%	8.45%	26.68%	24.71%	25.73%
Total	74.38%	73.26%	73.85%	20.04%	21.47%	20.72%	5.58%	5.27%	5.43%	25.62%	26.74%	26.15%

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

Name of Block	Total Child Population			School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
SALCHAPRA	15034	13689	28723	11343	10253	21596	3378	3130	6508	313	306	619	3691	3436	7127
RAJA BAZAR	5306	4834	10140	3859	3294	7153	1389	1473	2862	58	67	125	1447	1540	2987
NARASINGPUR	12918	11941	24859	8954	7848	16802	3716	3872	7588	248	221	469	3964	4093	8057
KATIGARH	14409	13332	27741	9786	8970	18756	4423	4196	8619	200	166	366	4623	4362	8985
UDAR BOND	8836	7887	16723	5361	4611	9972	3289	3134	6423	186	142	328	3475	3276	6751
LAKHIPUR	7694	7132	14826	6205	5644	11849	1419	1419	2838	70	69	139	1489	1488	2977
SONAI	9990	9228	19218	7321	6835	14156	2313	2060	4373	356	333	689	2669	2393	5062
Total	74187	68043	142230	52829	47455	100284	19927	19284	39211	1431	1304	2735	21358	20588	41946

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

Name of Block	School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
SALCHAPRA	75.45%	74.90%	75.19%	22.47%	22.87%	22.66%	2.08%	2.24%	2.16%	24.55%	25.10%	24.81%
RAJA BAZAR	72.73%	68.14%	70.54%	26.18%	30.47%	28.22%	1.09%	1.39%	1.23%	27.27%	31.86%	29.46%
NARASINGPUR	69.31%	65.72%	67.59%	28.77%	32.43%	30.52%	1.92%	1.85%	1.89%	30.69%	34.28%	32.41%
KATIGARH	67.92%	67.28%	67.61%	30.70%	31.47%	31.07%	1.39%	1.25%	1.32%	32.08%	32.72%	32.39%
UDAR BOND	60.67%	58.46%	59.63%	37.22%	39.74%	38.41%	2.11%	1.80%	1.96%	39.33%	41.54%	40.37%
LAKHIPUR	80.65%	79.14%	79.92%	18.44%	19.90%	19.14%	0.91%	0.97%	0.94%	19.35%	20.86%	20.08%
SONAI	73.28%	74.07%	73.66%	23.15%	22.32%	22.75%	3.56%	3.61%	3.59%	26.72%	25.93%	26.34%
Total	71.21%	69.74%	70.51%	26.86%	28.34%	27.57%	1.93%	1.92%	1.92%	28.79%	30.26%	29.49%

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

Name of Block	Total Child Population			School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
SALCHAPRA	9051	8210	17261	7437	6846	14283	1061	902	1963	553	462	1015	1614	1364	2978
RAJA BAZAR	2963	2650	5613	2369	2038	4407	474	488	962	120	124	244	594	612	1206
NARASINGPUR	7273	6667	13940	5705	4900	10605	1140	1313	2453	428	454	882	1568	1767	3335
KATIGARH	8064	7529	15593	6759	6326	13085	854	820	1674	451	383	834	1305	1203	2508
UDAR BOND	4695	3997	8692	3717	3031	6748	734	753	1487	244	213	457	978	966	1944
LAKHIPUR	4315	3751	8066	3717	3205	6922	422	422	844	176	124	300	598	546	1144
SONAI	5485	5164	10649	4278	4160	8438	639	551	1190	568	453	1021	1207	1004	2211
Total	41846	37968	79814	33982	30506	64488	5324	5249	10573	2540	2213	4753	7864	7462	15326

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

Name of Block	School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
SALCHAPRA	82.17%	83.39%	82.75%	11.72%	10.99%	11.37%	6.11%	5.63%	5.88%	17.83%	16.61%	17.25%
RAJA BAZAR	79.95%	76.91%	78.51%	16.00%	18.42%	17.14%	4.05%	4.68%	4.35%	20.05%	23.09%	21.49%
NARASINGPUR	78.44%	73.50%	76.08%	15.67%	19.69%	17.60%	5.88%	6.81%	6.33%	21.56%	26.50%	23.92%
KATIGARH	83.82%	84.02%	83.92%	10.59%	10.89%	10.74%	5.59%	5.09%	5.35%	16.18%	15.98%	16.08%
UDAR BOND	79.17%	75.83%	77.63%	15.63%	18.84%	17.11%	5.20%	5.33%	5.26%	20.83%	24.17%	22.37%
LAKHIPUR	86.14%	85.44%	85.82%	9.78%	11.25%	10.46%	4.08%	3.31%	3.72%	13.86%	14.56%	14.18%
SONAI	77.99%	80.56%	79.24%	11.65%	10.67%	11.17%	10.36%	8.77%	9.59%	22.01%	19.44%	20.76%
Total	81.21%	80.35%	80.80%	12.72%	13.82%	13.25%	6.07%	5.83%	5.96%	18.79%	19.65%	19.20%

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

Name of Block	Total Child Population			School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
SALCHAPRA	6707	5943	12650	5037	4485	9522	769	656	1425	901	802	1703	1670	1458	3128
RAJA BAZAR	2167	1912	4079	1678	1347	3025	314	366	680	175	199	374	489	565	1054
NARASINGPUR	5085	4729	9814	3569	3079	6648	782	939	1721	734	711	1445	1516	1650	3166
KATIGARH	5536	4839	10375	4003	3615	7618	695	599	1294	838	625	1463	1533	1224	2757
UDAR BOND	3294	2799	6093	2300	1900	4200	614	595	1209	380	304	684	994	899	1893
LAKHIPUR	3046	2645	5691	2414	2123	4537	337	309	646	295	213	508	632	522	1154
SONAI	3793	3485	7278	2528	2465	4993	434	421	855	831	599	1430	1265	1020	2285
Total	29628	26352	55980	21529	19014	40543	3945	3885	7830	4154	3453	7607	8099	7338	15437

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

Name of Block	School Going			Never Enrolled			Dropout		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
SALCHAPRA	75.10%	75.47%	75.27%	11.47%	11.04%	11.26%	13.43%	13.49%	13.46%
RAJA BAZAR	77.43%	70.45%	74.16%	14.49%	19.14%	16.67%	8.08%	10.41%	9.17%
NARASINGPUR	70.19%	65.11%	67.74%	15.38%	19.86%	17.54%	14.43%	15.03%	14.72%
KATIGARH	72.31%	74.71%	73.43%	12.55%	12.38%	12.47%	15.14%	12.92%	14.10%
UDAR BOND	69.82%	67.88%	68.93%	18.64%	21.26%	19.84%	11.54%	10.86%	11.23%
LAKHIPUR	79.25%	80.26%	79.72%	11.06%	11.68%	11.35%	9.68%	8.05%	8.93%
SONAI	66.65%	70.73%	68.60%	11.44%	12.08%	11.75%	21.91%	17.19%	19.65%
Total	72.66%	72.15%	72.42%	13.32%	14.74%	13.99%	14.02%	13.10%	13.59%

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

Name of Block	Child Labour			Disabled			Total Child Population		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
SALCHAPRA	656	447	1103	95	70	165	30792	27842	58634
RAJA BAZAR	100	82	182	18	31	49	10436	9396	19832
NARASINGPUR	415	302	717	38	42	80	25276	23337	48613
KATIGARH	629	423	1052	36	32	68	28009	25700	53709
UDAR BOND	519	377	896	38	35	73	16825	14683	31508
LAKHIPUR	269	134	403	18	14	32	15055	13528	28583
SONAI	662	332	994	55	55	110	19268	17877	37145
Total	3250	2097	5347	298	279	577	145661	132363	278024

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

Name of Block	Child Labour			Disabled		
	Boys	Girls	Total	Boys	Girls	Total
SALCHAPRA	2.13%	1.61%	1.88%	0.31%	0.25%	0.28%
RAJA BAZAR	0.96%	0.87%	0.92%	0.17%	0.33%	0.25%
NARASINGPUR	1.64%	1.29%	1.47%	0.15%	0.18%	0.16%
KATIGARH	2.25%	1.65%	1.96%	0.13%	0.12%	0.13%
UDAR BOND	3.08%	2.57%	2.84%	0.23%	0.24%	0.23%
LAKHIPUR	1.79%	0.99%	1.41%	0.12%	0.10%	0.11%
SONAI	3.44%	1.86%	2.68%	0.29%	0.31%	0.30%
Total	2.23%	1.58%	1.92%	0.20%	0.21%	0.21%

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

Name of Block	Child Labour			Disabled			Total Child Population		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
SALCHAPRA	108	116	224	89	92	181	15034	13689	28723
RAJA BAZAR	12	18	30	21	39	60	5306	4834	10140
NARASINGPUR	67	43	110	105	86	191	12918	11941	24859
KATIGARH	118	79	197	159	108	267	14409	13332	27741
UDAR BOND	125	88	213	60	43	103	8836	7887	16723
LAKHIPUR	37	45	82	40	46	86	7694	7132	14826
SONAI	92	78	170	120	96	216	9990	9228	19218
Total	559	467	1026	594	510	1104	74187	68043	142230

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

Name of Block	Child Labour			Disabled		
	Boys	Girls	Total	Boys	Girls	Total
SALCHAPRA	0.72%	0.85%	0.78%	0.59%	0.67%	0.63%
RAJA BAZAR	0.23%	0.37%	0.30%	0.40%	0.81%	0.59%
NARASINGPUR	0.52%	0.36%	0.44%	0.81%	0.72%	0.77%
KATIGARH	0.82%	0.59%	0.71%	1.10%	0.81%	0.96%
UDAR BOND	1.41%	1.12%	1.27%	0.68%	0.55%	0.62%
LAKHIPUR	0.48%	0.63%	0.55%	0.52%	0.64%	0.58%
SONAI	0.92%	0.85%	0.88%	1.20%	1.04%	1.12%
Total	0.75%	0.69%	0.72%	0.80%	0.75%	0.78%

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

Name of Block	Child Labour			Disabled			Total Child Population		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
SALCHAPRA	196	122	318	49	56	105	9051	8210	17261
RAJA BAZAR	33	24	57	9	12	21	2963	2650	5613
NARASINGPUR	152	115	267	57	39	96	7273	6667	13940
KATIGARH	227	153	380	90	63	153	8064	7529	15593
UDAR BOND	173	159	332	30	51	81	4695	3997	8692
LAKHIPUR	103	45	148	30	27	57	4315	3751	8066
SONAI	252	129	381	68	54	122	5485	5164	10649
Total	1136	747	1883	333	302	635	41846	37968	79814

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

Name of Block	Child Labour			Disabled		
	Boys	Girls	Total	Boys	Girls	Total
SALCHAPRA	2.17%	1.49%	1.84%	0.54%	0.68%	0.61%
RAJA BAZAR	1.11%	0.91%	1.02%	0.30%	0.45%	0.37%
NARASINGPUR	2.09%	1.72%	1.92%	0.78%	0.58%	0.69%
KATIGARH	2.81%	2.03%	2.44%	1.12%	0.84%	0.98%
UDAR BOND	3.68%	3.98%	3.82%	0.64%	1.28%	0.93%
LAKHIPUR	2.39%	1.20%	1.83%	0.70%	0.72%	0.71%
SONAI	4.59%	2.50%	3.58%	1.24%	1.05%	1.15%
Total	2.71%	1.97%	2.36%	0.80%	0.80%	0.80%

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

Name of Block	Child Labour			Disabled			Total Child Population		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
SALCHAPRA	352	209	561	78	45	123	6707	5943	12650
RAJA BAZAR	55	40	95	12	11	23	2167	1912	4079
NARASINGPUR	196	144	340	61	51	112	5085	4729	9814
KATIGARH	284	191	475	93	59	152	5536	4839	10375
UDAR BOND	221	130	351	26	37	63	3294	2799	6093
LAKHIPUR	129	44	173	31	21	52	3046	2645	5691
SONAI	318	125	443	73	56	129	3793	3485	7278
Total	1555	883	2438	374	280	654	29628	26352	55980

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

Name of Block	Child Labour			Disabled		
	Boys	Girls	Total	Boys	Girls	Total
SALCHAPRA	5.25%	3.52%	4.43%	1.16%	0.76%	0.97%
RAJA BAZAR	2.54%	2.09%	2.33%	0.55%	0.58%	0.56%
NARASINGPUR	3.85%	3.05%	3.46%	1.20%	1.08%	1.14%
KATIGARH	5.13%	3.95%	4.58%	1.68%	1.22%	1.47%
UDAR BOND	6.71%	4.64%	5.76%	0.79%	1.32%	1.03%
LAKHIPUR	4.24%	1.66%	3.04%	1.02%	0.79%	0.91%
SONAI	8.38%	3.59%	6.09%	1.92%	1.61%	1.77%
Total	5.25%	3.35%	4.36%	1.26%	1.06%	1.17%

Table 2.23: Gender Gap In Enrolment Age Group Wise

Name of Block	5-8 Years	9-11 Years	12-13 Years	5-13 Years
SALCHAPRA	0.55%	-1.22%	-0.37%	-0.18%
RAJA BAZAR	4.59%	3.05%	6.98%	4.67%
NARASINGPUR	3.59%	4.94%	5.08%	4.30%
KATIGARH	0.63%	-0.20%	-2.40%	-0.22%
UDAR BOND	2.21%	3.34%	1.94%	2.64%
LAKHIPUR	1.51%	0.70%	-1.01%	0.83%
SONAI	-0.78%	-2.56%	-4.08%	-1.97%
Total	1.47%	0.86%	0.51%	1.11%

Table 2.24: Class wise Enrolment in Govt./Provincialised Schools.

Class	In Numbers			In %age		
	Boys	Girls	Total	Boys	Girls	Total
Ka-Maan	8449	7426	15875	53.22%	46.78%	100.00%
Class I	27052	23828	50880	53.17%	46.83%	100.00%
Class II	19107	17020	36127	52.89%	47.11%	100.00%
Class III	16449	14581	31030	53.01%	46.99%	100.00%
Class IV	13199	11888	25087	52.61%	47.39%	100.00%
Class I To IV	75807	67317	143124	52.97%	47.03%	100.00%
Ka - Maan To Class IV	84256	74743	158999	52.99%	47.01%	100.00%
Class V	11611	10246	21857	53.12%	46.88%	100.00%
Class VI	9668	8984	18652	51.83%	48.17%	100.00%
Class VII	8269	7880	16149	51.20%	48.80%	100.00%
Class V To VII	29548	27110	56658	52.15%	47.85%	100.00%
Class I To VII	105355	94427	199782	52.73%	47.27%	100.00%

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

Class	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Class I	3105	2785	5890	5342	4528	9870	1325	1235	2560	4456	4014	8470
Class II	2549	2191	4740	4012	3614	7626	649	568	1217	3428	2953	6381
Class III	2366	2025	4391	3554	3047	6601	493	508	1001	2920	2557	5477
Class IV	1934	1773	3707	2825	2400	5225	405	364	769	2460	2182	4642
Class I To IV	9954	8774	18728	15733	13589	29322	2872	2675	5547	13264	11706	24970
Class V	2230	1997	4227	2328	1939	4267	347	278	625	2336	1974	4310
Class VI	2094	1799	3893	1919	1615	3534	270	304	574	1922	1775	3697
Class VII	1826	1779	3605	1564	1374	2938	239	261	500	1777	1553	3330
Class V To VII	6150	5575	11725	5811	4928	10739	856	843	1699	6035	5302	11337
Class I To VII	16104	14349	30453	21544	18517	40061	3728	3518	7246	19299	17008	36307

Class	Muslim			Tea Tribe			Others			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Class I	11213	9944	21157	1523	1219	2742	88	103	191	27052	23828	50880
Class II	7287	6827	14114	1136	822	1958	46	45	91	19107	17020	36127
Class III	6160	5779	11939	893	607	1500	63	58	121	16449	14581	31030
Class IV	4845	4772	9617	688	362	1050	42	35	77	13199	11888	25087
Class I To IV	29505	27322	56827	4240	3010	7250	239	241	480	75807	67317	143124
Class V	3659	3665	7324	618	360	978	93	33	126	11611	10246	21857
Class VI	2888	3171	6059	506	310	816	69	10	79	9668	8984	18652
Class VII	2436	2618	5054	400	271	671	27	24	51	8269	7880	16149
Class V To VII	8983	9454	18437	1524	941	2465	189	67	256	29548	27110	56658
Class I To VII	38488	36776	75264	5764	3951	9715	428	308	736	105355	94427	199782

*Table 2.26: Class & Caste, Community Wise Enrollment in Govt. / Provincialised / Schools
in %*

Class	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Class I	11.48%	11.69%	11.58%	19.75%	19.00%	19.40%	4.90%	5.18%	5.03%	16.47%	16.85%	16.65%
Class II	13.34%	12.87%	13.12%	21.00%	21.23%	21.11%	3.40%	3.34%	3.37%	17.94%	17.35%	17.66%
Class III	14.38%	13.89%	14.15%	21.61%	20.90%	21.27%	3.00%	3.48%	3.23%	17.75%	17.54%	17.65%
Class IV	14.65%	14.91%	14.78%	21.40%	20.19%	20.83%	3.07%	3.06%	3.07%	18.64%	18.35%	18.50%
Class I To IV	13.13%	13.03%	13.09%	20.75%	20.19%	20.49%	3.79%	3.97%	3.88%	17.50%	17.39%	17.45%
Class V	19.21%	19.49%	19.34%	20.05%	18.92%	19.52%	2.99%	2.71%	2.86%	20.12%	19.27%	19.72%
Class VI	21.66%	20.02%	20.87%	19.85%	17.98%	18.95%	2.79%	3.38%	3.08%	19.88%	19.76%	19.82%
Class VII	22.08%	22.58%	22.32%	18.91%	17.44%	18.19%	2.89%	3.31%	3.10%	21.49%	19.71%	20.62%
Class V To VII	20.81%	20.56%	20.69%	19.67%	18.18%	18.95%	2.90%	3.11%	3.00%	20.42%	19.56%	20.01%
Class I To VII	15.29%	15.20%	15.24%	20.45%	19.61%	20.05%	3.54%	3.73%	3.63%	18.32%	18.01%	18.17%

Class	Muslim			Tea Tribe			Others			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Class I	41.45%	41.73%	41.58%	5.63%	5.12%	5.39%	0.33%	0.43%	0.38%	100.00%	100.00%	100.00%
Class II	38.14%	40.11%	39.07%	5.95%	4.83%	5.42%	0.24%	0.26%	0.25%	100.00%	100.00%	100.00%
Class III	37.45%	39.63%	38.48%	5.43%	4.16%	4.83%	0.38%	0.40%	0.39%	100.00%	100.00%	100.00%
Class IV	36.71%	40.14%	38.33%	5.21%	3.05%	4.19%	0.32%	0.29%	0.31%	100.00%	100.00%	100.00%
Class I To IV	38.92%	40.59%	39.70%	5.59%	4.47%	5.07%	0.32%	0.36%	0.34%	100.00%	100.00%	100.00%
Class V	31.51%	35.77%	33.51%	5.32%	3.51%	4.47%	0.80%	0.32%	0.58%	100.00%	100.00%	100.00%
Class VI	29.87%	35.30%	32.48%	5.23%	3.45%	4.37%	0.71%	0.11%	0.42%	100.00%	100.00%	100.00%
Class VII	29.46%	33.22%	31.30%	4.84%	3.44%	4.16%	0.33%	0.30%	0.32%	100.00%	100.00%	100.00%
Class V To VII	30.40%	34.87%	32.54%	5.16%	3.47%	4.35%	0.64%	0.25%	0.45%	100.00%	100.00%	100.00%
Class I To VII	36.53%	38.95%	37.67%	5.47%	4.18%	4.86%	0.41%	0.33%	0.37%	100.00%	100.00%	100.00%

Table 2.27: 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	Total
KATIGORAH	2190	1904	4094	3732	3210	6942	382	326	708	2118	1829	3947
LAIHIPUR	1793	1527	3320	1461	1153	2614	589	641	1230	2923	2768	5691
NARASINGHPUR	1414	1226	2640	4498	3593	8091	645	605	1250	4508	3797	8305
RAJABAZAR	604	527	1131	851	647	1498	1115	1057	2172	1982	1698	3680
SALCHAPARA	5792	5600	11392	6645	5966	12611	482	414	896	3470	2961	6431
SOVAI	1546	1320	2866	2482	2254	4736	255	235	490	2673	2588	5261
UDARBOND	2765	2245	5010	1875	1694	3569	260	240	500	1625	1367	2992
Total :	16104	14349	30453	21544	18517	40061	3728	3518	7246	19299	17008	36307

Block Name	Muslim			Tea Tribe			Others			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
KATIGORAH	8120	7622	15742	716	574	1290	14	22	36	17272	15487	32759
LAIHIPUR	4181	3783	7964	522	407	929	8	11	19	11477	10290	21767
NARASINGHPUR	4258	4028	8286	386	253	639	60	40	100	15769	13542	29311
RAJABAZAR	1315	1155	2470	1439	934	2373	99	114	213	7405	6132	13537
SALCHAPARA	9053	9224	18277	1651	1205	2856	194	72	266	27287	25442	52729
SOVAI	8098	7838	15936	192	99	291	45	37	82	15291	14371	29662
UDARBOND	3463	3126	6589	858	479	1337	8	12	20	10854	9163	20017
Total :	38488	36776	75264	5764	3951	9715	428	308	736	105355	94427	199782

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

Block Name	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
KATIGORAH	12.68%	12.29%	12.50%	21.61%	20.73%	21.19%	2.21%	2.10%	2.16%	12.26%	11.81%	12.05%
LAKHIPUR	15.62%	14.84%	15.25%	12.73%	11.21%	12.01%	5.13%	6.23%	5.65%	25.47%	26.90%	26.15%
NARASINGHPUR	8.97%	9.05%	9.01%	28.52%	26.53%	27.60%	4.09%	4.47%	4.26%	28.59%	28.04%	28.33%
RAJABAZAR	8.16%	8.59%	8.35%	11.49%	10.55%	11.07%	15.06%	17.24%	16.04%	26.77%	27.69%	27.18%
SALCHAPARA	21.23%	22.01%	21.60%	24.35%	23.45%	23.92%	1.77%	1.63%	1.70%	12.72%	11.64%	12.20%
SONAI	10.11%	9.19%	9.66%	16.23%	15.68%	15.97%	1.67%	1.64%	1.65%	17.48%	18.01%	17.74%
UDARBOND	25.47%	24.50%	25.03%	17.27%	18.49%	17.83%	2.40%	2.62%	2.50%	14.97%	14.92%	14.95%
Total :	15.29%	15.20%	15.24%	20.45%	19.61%	20.05%	3.54%	3.73%	3.63%	18.32%	18.01%	18.17%

Block Name	Muslim			Tea Tribe			Others			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
KATIGORAH	47.01%	49.22%	48.05%	4.15%	3.71%	3.94%	0.08%	0.14%	0.11%	100.00%	100.00%	100.00%
LAKHIPUR	36.43%	36.76%	36.59%	4.55%	3.96%	4.27%	0.07%	0.11%	0.09%	100.00%	100.00%	100.00%
NARASINGHPUR	27.00%	29.74%	28.27%	2.45%	1.87%	2.18%	0.38%	0.30%	0.34%	100.00%	100.00%	100.00%
RAJABAZAR	17.76%	18.84%	18.25%	19.43%	15.23%	17.53%	1.34%	1.86%	1.57%	100.00%	100.00%	100.00%
SALCHAPARA	33.18%	36.26%	34.66%	6.05%	4.74%	5.42%	0.71%	0.28%	0.50%	100.00%	100.00%	100.00%
SONAI	52.96%	54.54%	53.73%	1.26%	0.69%	0.98%	0.29%	0.26%	0.28%	100.00%	100.00%	100.00%
UDARBOND	31.91%	34.12%	32.92%	7.90%	5.23%	6.68%	0.07%	0.13%	0.10%	100.00%	100.00%	100.00%
Total :	36.53%	38.95%	37.67%	5.47%	4.18%	4.86%	0.41%	0.33%	0.37%	100.00%	100.00%	100.00%

Table 2.29: Block Wise & Class Wise Enrollment in Govt. / Provincialised Schools By Caste & Community In Number & %

Block Name	K-maan											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
KATIGORAH	120	119	239	289	239	528	22	20	42	101	85	186
LAHIPUR	276	209	485	249	256	505	185	195	380	624	525	1149
NARASINGHPUR	139	96	235	572	487	1059	86	73	159	525	421	946
RABIABAZAR	17	14	31	20	16	36	32	24	56	82	66	148
SACHAPARA	264	237	501	537	476	1013	28	39	67	312	284	596
SCNAI	23	21	44	84	74	158	0	0	0	73	75	148
UARBOND	129	98	227	178	134	312	18	22	40	83	83	166
Total :	968	794	1762	1929	1682	3611	371	373	744	1800	1539	3339

Block Name	K-maan									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
KATIGORAH	496	470	966	54	46	100	0	4	4	1082	983	2065
LAHIPUR	492	425	917	130	99	229	0	1	1	1956	1710	3666
NARASINGHPUR	408	378	786	53	49	102	9	7	16	1792	1511	3303
RABIABAZAR	86	91	177	3	4	7	0	0	0	240	215	455
SACHAPARA	795	667	1462	228	192	420	2	0	2	2166	1895	4061
SCNAI	293	283	576	0	0	0	0	0	0	473	453	926
UARBOND	292	294	586	39	28	67	1	0	1	740	659	1399
Total :	2862	2608	5470	507	418	925	12	12	24	8449	7426	15875

Block Name	K-maan in %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
KATIGORAH	11.09%	12.11%	11.57%	26.71%	24.31%	25.57%	2.03%	2.03%	2.03%	9.33%	8.65%	9.01%
LAHIPUR	14.11%	12.22%	13.23%	12.73%	14.97%	13.78%	9.46%	11.40%	10.37%	31.90%	30.70%	31.34%
NARASINGHPUR	7.76%	6.35%	7.11%	31.92%	32.23%	32.06%	4.80%	4.83%	4.81%	29.30%	27.86%	28.64%
RABIABAZAR	7.08%	6.51%	6.81%	8.33%	7.44%	7.91%	13.33%	11.16%	12.31%	34.17%	30.70%	32.53%
SACHAPARA	12.19%	12.51%	12.34%	24.79%	25.12%	24.94%	1.29%	2.06%	1.65%	14.40%	14.99%	14.68%
SCNAI	4.86%	4.64%	4.75%	17.76%	16.34%	17.06%	0.00%	0.00%	0.00%	15.43%	16.56%	15.98%
UARBOND	17.43%	14.87%	16.23%	24.05%	20.33%	22.30%	2.43%	3.34%	2.86%	11.22%	12.59%	11.87%
Total :	11.46%	10.69%	11.10%	22.83%	22.65%	22.75%	4.39%	5.02%	4.69%	21.30%	20.72%	21.03%

Block Name	K-maan in %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
KATIGORAH	45.84%	47.81%	46.78%	4.99%	4.68%	4.84%	0.00%	0.41%	0.19%	100.00%	100.00%	100.00%
LAHIPUR	25.15%	24.85%	25.01%	6.65%	5.79%	6.25%	0.00%	0.06%	0.03%	100.00%	100.00%	100.00%
NARASINGHPUR	22.77%	25.02%	23.80%	2.96%	3.24%	3.09%	0.50%	0.46%	0.48%	100.00%	100.00%	100.00%
RABIABAZAR	35.83%	42.33%	38.90%	1.25%	1.86%	1.54%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
SACHAPARA	36.70%	35.20%	36.00%	10.53%	10.13%	10.34%	0.09%	0.00%	0.05%	100.00%	100.00%	100.00%
SCNAI	61.95%	62.47%	62.20%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
UARBOND	39.46%	44.61%	41.89%	5.27%	4.25%	4.79%	0.14%	0.00%	0.07%	100.00%	100.00%	100.00%
Total :	33.87%	35.12%	34.46%	6.00%	5.63%	5.83%	0.14%	0.16%	0.15%	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
KATIGORAH	498	470	968	1050	824	1874	140	115	255	530	489	1019
LAKHIPUR	410	347	757	388	342	730	207	229	436	697	613	1310
NARASINGHPUR	237	209	446	1070	824	1894	176	160	336	959	818	1777
RAJABAZAR	117	119	236	210	180	390	497	423	920	518	483	1001
SALCHAPARA	806	800	1606	1563	1387	2950	96	98	194	705	634	1339
SONAI	389	316	705	623	594	1217	114	115	229	677	690	1367
UDARBOND	648	524	1172	438	377	815	95	95	190	370	287	657
Total :	3105	2785	5890	5342	4528	9870	1325	1235	2560	4456	4014	8470

Block Name	Class-I									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
KATIGORAH	2452	2174	4626	247	211	458	1	7	8	4918	4290	9208
LAKHIPUR	1019	866	1885	116	109	225	0	0	0	2837	2506	5343
NARASINGHPUR	1231	1066	2297	97	69	166	11	11	22	3781	3157	6938
RAJABAZAR	381	313	694	339	257	596	39	42	81	2101	1817	3918
SALCHAPARA	2298	2108	4406	475	412	887	12	19	31	5955	5458	11413
SONAI	3078	2808	5886	30	22	52	25	24	49	4936	4569	9505
UDARBOND	754	609	1363	219	139	358	0	0	0	2524	2031	4555
Total :	11213	9944	21157	1523	1219	2742	88	103	191	27052	23828	50880

Block Name	Class-I in %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
KATIGORAH	10.13%	10.96%	10.51%	21.35%	19.21%	20.35%	2.85%	2.68%	2.77%	10.78%	11.40%	11.07%
LAKHIPUR	14.45%	13.85%	14.17%	13.68%	13.65%	13.66%	7.30%	9.14%	8.16%	24.57%	24.46%	24.52%
NARASINGHPUR	6.27%	6.62%	6.43%	28.30%	26.10%	27.30%	4.65%	5.07%	4.84%	25.36%	25.91%	25.61%
RAJABAZAR	5.57%	6.55%	6.02%	10.00%	9.91%	9.95%	23.66%	23.28%	23.48%	24.65%	26.58%	25.55%
SALCHAPARA	13.53%	14.66%	14.07%	26.25%	25.41%	25.85%	1.61%	1.80%	1.70%	11.84%	11.62%	11.73%
SONAI	7.88%	6.92%	7.42%	12.62%	13.00%	12.80%	2.31%	2.52%	2.41%	13.72%	15.10%	14.38%
UDARBOND	25.67%	25.80%	25.73%	17.35%	18.56%	17.89%	3.76%	4.68%	4.17%	14.66%	14.13%	14.42%
Total :	11.48%	11.69%	11.58%	19.75%	19.00%	19.40%	4.90%	5.18%	5.03%	16.47%	16.85%	16.65%

Block Name	Class-I in %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
KATIGORAH	49.86%	50.68%	50.24%	5.02%	4.92%	4.97%	0.02%	0.16%	0.09%	100.00%	100.00%	100.00%
LAKHIPUR	35.92%	34.56%	35.28%	4.09%	4.35%	4.21%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
NARASINGHPUR	32.56%	33.77%	33.11%	2.57%	2.19%	2.39%	0.29%	0.35%	0.32%	100.00%	100.00%	100.00%
RAJABAZAR	18.13%	17.23%	17.71%	16.14%	14.14%	15.21%	1.86%	2.31%	2.07%	100.00%	100.00%	100.00%
SALCHAPARA	38.59%	38.62%	38.61%	7.98%	7.55%	7.77%	0.20%	0.35%	0.27%	100.00%	100.00%	100.00%
SONAI	62.36%	61.46%	61.93%	0.61%	0.48%	0.55%	0.51%	0.53%	0.52%	100.00%	100.00%	100.00%
UDARBOND	29.87%	29.99%	29.92%	8.68%	6.84%	7.86%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
Total :	41.45%	41.73%	41.58%	5.63%	5.12%	5.39%	0.33%	0.43%	0.38%	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
KATIGORAH	356	370	726	658	623	1281	71	67	138	391	340	731
LAKHIPUR	351	280	631	317	259	576	119	92	211	552	481	1033
NARASINGHPUR	222	173	395	818	685	1503	97	85	182	810	644	1454
RAJABAZAR	106	93	199	149	127	276	196	183	379	381	305	686
SALCHAPARA	771	711	1482	1246	1197	2443	76	67	143	613	553	1166
SONAI	222	200	422	424	379	803	47	28	75	405	399	804
UDARBOND	521	364	885	400	344	744	43	46	89	276	231	507
Total :	2549	2191	4740	4012	3614	7626	649	568	1217	3428	2953	6381

Block Name	Class-II									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
KATIGORAH	1544	1442	2986	131	113	244	4	5	9	3155	2960	6115
LAKHIPUR	778	715	1493	107	71	178	2	0	2	2226	1898	4124
NARASINGHPUR	820	730	1550	69	41	110	10	9	19	2846	2367	5213
RAJABAZAR	264	199	463	277	179	456	13	18	31	1386	1104	2490
SALCHAPARA	1853	1761	3614	381	315	696	11	9	20	4951	4613	9564
SONAI	1357	1396	2753	12	2	14	6	3	9	2473	2407	4880
UDARBOND	671	584	1255	159	101	260	0	1	1	2070	1671	3741
Total :	7287	6827	14114	1136	822	1958	46	45	91	19107	17020	36127

Block Name	Class-II In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
KATIGORAH	11.28%	12.50%	11.87%	20.86%	21.05%	20.95%	2.25%	2.26%	2.26%	12.39%	11.49%	11.95%
LAKHIPUR	15.77%	14.75%	15.30%	14.24%	13.65%	13.97%	5.35%	4.85%	5.12%	24.80%	25.34%	25.05%
NARASINGHPUR	7.80%	7.31%	7.58%	28.74%	28.94%	28.83%	3.41%	3.59%	3.49%	28.46%	27.21%	27.89%
RAJABAZAR	7.65%	8.42%	7.99%	10.75%	11.50%	11.08%	14.14%	16.58%	15.22%	27.49%	27.63%	27.55%
SALCHAPARA	15.57%	15.41%	15.50%	25.17%	25.95%	25.54%	1.54%	1.45%	1.50%	12.38%	11.99%	12.19%
SONAI	8.98%	8.31%	8.65%	17.15%	15.75%	16.45%	1.90%	1.16%	1.54%	16.38%	16.58%	16.48%
UDARBOND	25.17%	21.78%	23.66%	19.32%	20.59%	19.89%	2.08%	2.75%	2.38%	13.33%	13.82%	13.55%
Total :	13.34%	12.87%	13.12%	21.00%	21.23%	21.11%	3.40%	3.34%	3.37%	17.94%	17.35%	17.66%

Block Name	Class-II In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
KATIGORAH	48.94%	48.72%	48.83%	4.15%	3.82%	3.99%	0.13%	0.17%	0.15%	100.00%	100.00%	100.00%
LAKHIPUR	34.95%	37.67%	36.20%	4.81%	3.74%	4.32%	0.09%	0.00%	0.05%	100.00%	100.00%	100.00%
NARASINGHPUR	28.81%	30.84%	29.73%	2.42%	1.73%	2.11%	0.35%	0.38%	0.36%	100.00%	100.00%	100.00%
RAJABAZAR	19.05%	18.03%	18.59%	19.99%	16.21%	18.31%	0.94%	1.63%	1.24%	100.00%	100.00%	100.00%
SALCHAPARA	37.43%	38.17%	37.79%	7.70%	6.83%	7.28%	0.22%	0.20%	0.21%	100.00%	100.00%	100.00%
SONAI	54.87%	58.00%	56.41%	0.49%	0.08%	0.29%	0.24%	0.12%	0.18%	100.00%	100.00%	100.00%
UDARBOND	32.42%	34.95%	33.55%	7.68%	6.04%	6.95%	0.00%	0.06%	0.03%	100.00%	100.00%	100.00%
Total :	38.14%	40.11%	39.07%	5.95%	4.83%	5.42%	0.24%	0.26%	0.25%	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
KATIGORAH	339	297	636	629	550	1179	59	46	105	335	307	642
LAKHIPUR	315	283	598	281	195	476	71	82	153	446	418	864
NARASINGHPUR	179	176	355	695	586	1281	94	100	194	687	559	1246
RAJABAZAR	99	77	176	122	91	213	128	155	283	317	276	593
SALCHAPARA	770	734	1504	1102	1010	2112	64	67	131	525	430	955
SONAI	210	146	356	397	316	713	34	25	59	358	367	725
UDARBOND	454	312	766	328	299	627	43	33	76	252	200	452
Total :	2366	2025	4391	3554	3047	6601	493	508	1001	2920	2557	5477

Block Name	Class-III									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
KATIGORAH	1318	1255	2573	108	91	199	6	8	14	2794	2554	5348
LAKHIPUR	671	579	1250	89	54	143	0	2	2	1873	1613	3486
NARASINGHPUR	708	623	1331	56	25	81	12	10	22	2431	2079	4510
RAJABAZAR	185	171	356	250	160	410	21	19	40	1122	949	2071
SALCHAPARA	1558	1545	3103	260	203	463	19	16	35	4298	4005	8303
SONAI	1151	1114	2265	11	1	12	5	2	7	2166	1971	4137
UDARBOND	569	492	1061	119	73	192	0	1	1	1765	1410	3175
Total :	6160	5779	11939	893	607	1500	63	58	121	16449	14581	31030

Block Name	Class-III In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
KATIGORAH	12.13%	11.63%	11.89%	22.51%	21.53%	22.05%	2.11%	1.80%	1.96%	11.99%	12.02%	12.00%
LAKHIPUR	16.82%	17.54%	17.15%	15.00%	12.09%	13.65%	3.79%	5.08%	4.39%	23.81%	25.91%	24.78%
NARASINGHPUR	7.36%	8.47%	7.87%	28.59%	28.19%	28.40%	3.87%	4.81%	4.30%	28.26%	26.89%	27.63%
RAJABAZAR	8.82%	8.11%	8.50%	10.87%	9.59%	10.28%	11.41%	16.33%	13.66%	28.25%	29.08%	28.63%
SALCHAPARA	17.92%	18.33%	18.11%	25.64%	25.22%	25.44%	1.49%	1.67%	1.58%	12.21%	10.74%	11.50%
SONAI	9.70%	7.41%	8.61%	18.33%	16.03%	17.23%	1.57%	1.27%	1.43%	16.53%	18.62%	17.52%
UDARBOND	25.72%	22.13%	24.13%	18.58%	21.21%	19.75%	2.44%	2.34%	2.39%	14.28%	14.18%	14.24%
Total :	14.38%	13.89%	14.15%	21.61%	20.90%	21.27%	3.00%	3.48%	3.23%	17.75%	17.54%	17.65%

Block Name	Class-III In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
KATIGORAH	47.17%	49.14%	48.11%	3.87%	3.56%	3.72%	0.21%	0.31%	0.26%	100.00%	100.00%	100.00%
LAKHIPUR	35.82%	35.90%	35.86%	4.75%	3.35%	4.10%	0.00%	0.12%	0.06%	100.00%	100.00%	100.00%
NARASINGHPUR	29.12%	29.97%	29.51%	2.30%	1.20%	1.80%	0.49%	0.48%	0.49%	100.00%	100.00%	100.00%
RAJABAZAR	16.49%	18.02%	17.19%	22.28%	16.86%	19.80%	1.87%	2.00%	1.93%	100.00%	100.00%	100.00%
SALCHAPARA	36.25%	38.58%	37.37%	6.05%	5.07%	5.58%	0.44%	0.40%	0.42%	100.00%	100.00%	100.00%
SONAI	53.14%	56.52%	54.75%	0.51%	0.05%	0.29%	0.23%	0.10%	0.17%	100.00%	100.00%	100.00%
UDARBOND	32.24%	34.89%	33.42%	6.74%	5.18%	6.05%	0.00%	0.07%	0.03%	100.00%	100.00%	100.00%
Total :	37.45%	39.63%	38.48%	5.43%	4.16%	4.83%	0.38%	0.40%	0.39%	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
KATIGORAH	276	260	536	485	454	939	42	32	74	295	245	540
LAKHIPUR	239	215	454	188	163	351	61	64	125	374	371	745
NARASINGHPUR	170	124	294	558	434	992	82	70	152	587	493	1080
RAJABAZAR	74	76	150	99	69	168	122	109	231	250	199	449
SALCHAPARA	647	687	1334	949	804	1753	49	49	98	464	403	867
SONAI	162	139	301	306	265	571	26	18	44	296	305	601
UDARBOND	366	272	638	240	211	451	23	22	45	194	166	360
Total :	1934	1773	3707	2825	2400	5225	405	364	769	2460	2182	4642

Block Name	Class-IV									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
KATIGORAH	1082	1079	2161	72	44	116	3	2	5	2255	2116	4371
LAKHIPUR	494	473	967	69	38	107	3	0	3	1428	1324	2752
NARASINGHPUR	527	537	1064	49	27	76	11	7	18	1984	1692	3676
RAJABAZAR	156	179	335	192	107	299	6	7	13	899	746	1645
SALCHAPARA	1232	1209	2441	198	111	309	11	16	27	3550	3279	6829
SONAI	874	882	1756	5	0	5	8	2	10	1677	1611	3288
UDARBOND	480	413	893	103	35	138	0	1	1	1406	1120	2526
Total :	4845	4772	9617	688	362	1050	42	35	77	13199	11888	25087

Block Name	Class-IV In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
KATIGORAH	12.24%	12.29%	12.26%	21.51%	21.46%	21.48%	1.86%	1.51%	1.69%	13.08%	11.58%	12.35%
LAKHIPUR	16.74%	16.24%	16.50%	13.17%	12.31%	12.75%	4.27%	4.83%	4.54%	26.19%	28.02%	27.07%
NARASINGHPUR	8.57%	7.33%	8.00%	28.13%	25.65%	26.99%	4.13%	4.14%	4.13%	29.59%	29.14%	29.38%
RAJABAZAR	8.23%	10.19%	9.12%	11.01%	9.25%	10.21%	13.57%	14.61%	14.04%	27.81%	26.68%	27.29%
SALCHAPARA	18.23%	20.95%	19.53%	26.73%	24.52%	25.67%	1.38%	1.49%	1.44%	13.07%	12.29%	12.70%
SONAI	9.66%	8.63%	9.15%	18.25%	16.45%	17.37%	1.55%	1.12%	1.34%	17.65%	18.93%	18.28%
UDARBOND	26.03%	24.29%	25.26%	17.07%	18.84%	17.85%	1.64%	1.96%	1.78%	13.80%	14.82%	14.25%
Total :	14.65%	14.91%	14.78%	21.40%	20.19%	20.83%	3.07%	3.06%	3.07%	18.64%	18.35%	18.50%

Block Name	Class-IV In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
KATIGORAH	47.98%	50.99%	49.44%	3.19%	2.08%	2.65%	0.13%	0.09%	0.11%	100.00%	100.00%	100.00%
LAKHIPUR	34.59%	35.73%	35.14%	4.83%	2.87%	3.89%	0.21%	0.00%	0.11%	100.00%	100.00%	100.00%
NARASINGHPUR	26.56%	31.74%	28.94%	2.47%	1.60%	2.07%	0.55%	0.41%	0.49%	100.00%	100.00%	100.00%
RAJABAZAR	17.35%	23.99%	20.36%	21.36%	14.34%	18.18%	0.67%	0.94%	0.79%	100.00%	100.00%	100.00%
SALCHAPARA	34.70%	36.87%	35.74%	5.58%	3.39%	4.52%	0.31%	0.49%	0.40%	100.00%	100.00%	100.00%
SONAI	52.12%	54.75%	53.41%	0.30%	0.00%	0.15%	0.48%	0.12%	0.30%	100.00%	100.00%	100.00%
UDARBOND	34.14%	36.88%	35.35%	7.33%	3.13%	5.46%	0.00%	0.09%	0.04%	100.00%	100.00%	100.00%
Total :	36.71%	40.14%	38.33%	5.21%	3.05%	4.19%	0.32%	0.29%	0.31%	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
KATIGORAH	1469	1397	2866	2822	2451	5273	312	260	572	1551	1381	2932
LAKHIPUR	1315	1125	2440	1174	959	2133	458	467	925	2069	1883	3952
NARASINGHPUR	808	682	1490	3141	2529	5670	449	415	864	3043	2514	5557
RAJABAZAR	396	365	761	580	467	1047	943	870	1813	1466	1263	2729
SALCHAPARA	2994	2932	5926	4860	4398	9258	285	281	566	2307	2020	4327
SONAI	983	801	1784	1750	1554	3304	221	186	407	1736	1761	3497
UDARBOND	1989	1472	3461	1406	1231	2637	204	196	400	1092	884	1976
Total :	9954	8774	18728	15733	13589	29322	2872	2675	5547	13264	11706	24970

Block Name	Class-I-IV									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
KATIGORAH	6396	5950	12346	558	459	1017	14	22	36	13122	11920	25042
LAKHIPUR	2962	2633	5595	381	272	653	5	2	7	8364	7341	15705
NARASINGHPUR	3286	2956	6242	271	162	433	44	37	81	11042	9295	20337
RAJABAZAR	986	862	1848	1058	703	1761	79	86	165	5508	4616	10124
SALCHAPARA	6941	6623	13564	1314	1041	2355	53	60	113	18754	17355	36109
SONAI	6460	6200	12660	58	25	83	44	31	75	11252	10558	21810
UDARBOND	2474	2098	4572	600	348	948	0	3	3	7765	6232	13997
Total :	29505	27322	56827	4240	3010	7250	239	241	480	75807	67317	143124

Block Name	Class-I-IV In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
KATIGORAH	11.19%	11.72%	11.44%	21.51%	20.56%	21.06%	2.38%	2.18%	2.28%	11.82%	11.59%	11.71%
LAKHIPUR	15.72%	15.32%	15.54%	14.04%	13.06%	13.58%	5.48%	6.36%	5.89%	24.74%	25.65%	25.16%
NARASINGHPUR	7.32%	7.34%	7.33%	28.45%	27.21%	27.88%	4.07%	4.46%	4.25%	27.56%	27.05%	27.32%
RAJABAZAR	7.19%	7.91%	7.52%	10.53%	10.12%	10.34%	17.12%	18.85%	17.91%	26.62%	27.36%	26.96%
SALCHAPARA	15.96%	16.89%	16.41%	25.91%	25.34%	25.64%	1.52%	1.62%	1.57%	12.30%	11.64%	11.98%
SONAI	8.74%	7.59%	8.18%	15.55%	14.72%	15.15%	1.96%	1.76%	1.87%	15.43%	16.68%	16.03%
UDARBOND	25.61%	23.62%	24.73%	18.11%	19.75%	18.84%	2.63%	3.15%	2.86%	14.06%	14.18%	14.12%
Total :	13.13%	13.03%	13.09%	20.75%	20.19%	20.49%	3.79%	3.97%	3.88%	17.50%	17.39%	17.45%

Block Name	Class-I-IV In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
KATIGORAH	48.74%	49.92%	49.30%	4.25%	3.85%	4.06%	0.11%	0.18%	0.14%	100.00%	100.00%	100.00%
LAKHIPUR	35.41%	35.87%	35.63%	4.56%	3.71%	4.16%	0.06%	0.03%	0.04%	100.00%	100.00%	100.00%
NARASINGHPUR	29.76%	31.80%	30.69%	2.45%	1.74%	2.13%	0.40%	0.40%	0.40%	100.00%	100.00%	100.00%
RAJABAZAR	17.90%	18.67%	18.25%	19.21%	15.23%	17.39%	1.43%	1.86%	1.63%	100.00%	100.00%	100.00%
SALCHAPARA	37.01%	38.16%	37.56%	7.01%	6.00%	6.52%	0.28%	0.35%	0.31%	100.00%	100.00%	100.00%
SONAI	57.41%	58.72%	58.05%	0.52%	0.24%	0.38%	0.39%	0.29%	0.34%	100.00%	100.00%	100.00%
UDARBOND	31.86%	33.66%	32.66%	7.73%	5.58%	6.77%	0.00%	0.05%	0.02%	100.00%	100.00%	100.00%
Total :	38.92%	40.59%	39.70%	5.59%	4.47%	5.07%	0.32%	0.36%	0.34%	100.00%	100.00%	100.00%

Block Name	Class-V											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
KAIGORAH	254	171	425	366	316	682	23	17	40	237	183	420
LAHIPUR	182	159	341	91	65	156	47	56	103	301	307	608
NAJASINGHPUR	255	192	447	590	388	978	79	56	135	563	493	1056
RAABAZAR	93	57	150	109	78	187	67	66	133	241	152	393
SACHAPARA	960	997	1957	663	624	1287	82	46	128	445	358	803
SOIAI	223	188	411	290	273	563	19	12	31	350	327	677
UD.RBOND	263	233	496	219	195	414	30	25	55	199	154	353
Totl :	2230	1997	4227	2328	1939	4267	347	278	625	2336	1974	4310

Block Name	Class-V									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
KAIGORAH	700	654	1354	69	42	111	0	0	0	1649	1383	3032
LAHIPUR	482	432	914	40	31	71	2	6	8	1145	1056	2201
NAJASINGHPUR	389	438	827	56	36	92	6	1	7	1938	1604	3542
RAABAZAR	115	100	215	147	95	242	6	13	19	778	561	1339
SACHAPARA	871	992	1863	136	64	200	73	3	76	3230	3084	6314
SOIAI	685	649	1334	50	31	81	1	3	4	1618	1483	3101
UD.RBOND	417	400	817	120	61	181	5	7	12	1253	1075	2328
Totl :	3659	3665	7324	618	360	978	93	33	126	11611	10246	21857

Block Name	Class-V In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
KAIGORAH	15.40%	12.36%	14.02%	22.20%	22.85%	22.49%	1.39%	1.23%	1.32%	14.37%	13.23%	13.85%
LAHIPUR	15.90%	15.06%	15.49%	7.95%	6.16%	7.09%	4.10%	5.30%	4.68%	26.29%	29.07%	27.62%
NAJASINGHPUR	13.16%	11.97%	12.62%	30.44%	24.19%	27.61%	4.08%	3.49%	3.81%	29.05%	30.74%	29.81%
RAABAZAR	11.95%	10.16%	11.20%	14.01%	13.90%	13.97%	8.61%	11.76%	9.93%	30.98%	27.09%	29.35%
SACHAPARA	29.72%	32.33%	30.99%	20.53%	20.23%	20.38%	2.54%	1.49%	2.03%	13.78%	11.61%	12.72%
SOIAI	13.78%	12.68%	13.25%	17.92%	18.41%	18.16%	1.17%	0.81%	1.00%	21.63%	22.05%	21.83%
UD.RBOND	20.99%	21.67%	21.31%	17.48%	18.14%	17.78%	2.39%	2.33%	2.36%	15.88%	14.33%	15.16%
Totl :	19.21%	19.49%	19.34%	20.05%	18.92%	19.52%	2.99%	2.71%	2.86%	20.12%	19.27%	19.72%

Block Name	Class-V In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
KAIGORAH	42.45%	47.29%	44.66%	4.18%	3.04%	3.66%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
LAHIPUR	42.10%	40.91%	41.53%	3.49%	2.94%	3.23%	0.17%	0.57%	0.36%	100.00%	100.00%	100.00%
NAJASINGHPUR	20.07%	27.31%	23.35%	2.89%	2.24%	2.60%	0.31%	0.06%	0.20%	100.00%	100.00%	100.00%
RAABAZAR	14.78%	17.83%	16.06%	18.89%	16.93%	18.07%	0.77%	2.32%	1.42%	100.00%	100.00%	100.00%
SACHAPARA	26.97%	32.17%	29.51%	4.21%	2.08%	3.17%	2.26%	0.10%	1.20%	100.00%	100.00%	100.00%
SOIAI	42.34%	43.76%	43.02%	3.09%	2.09%	2.61%	0.06%	0.20%	0.13%	100.00%	100.00%	100.00%
UD.RBOND	33.28%	37.21%	35.09%	9.58%	5.67%	7.77%	0.40%	0.65%	0.52%	100.00%	100.00%	100.00%
Totl :	31.51%	35.77%	33.51%	5.32%	3.51%	4.47%	0.80%	0.32%	0.58%	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
KATIGORAH	249	166	415	312	239	551	28	31	59	165	138	303
LAKHIPUR	166	118	284	105	56	161	48	58	106	290	290	580
NARASINGHPUR	194	173	367	417	381	798	61	77	138	440	400	840
RAJABAZAR	66	42	108	95	55	150	56	61	117	156	168	324
SALCHAPARA	967	866	1833	628	517	1145	57	54	111	353	325	678
SONAI	185	172	357	232	232	464	5	13	18	316	272	588
UDARBOND	267	262	529	130	135	265	15	10	25	202	182	384
Total :	2094	1799	3893	1919	1615	3534	270	304	574	1922	1775	3697

Block Name	Class-VI									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
KATIGORAH	562	564	1126	43	43	86	0	0	0	1359	1181	2540
LAKHIPUR	396	398	794	67	39	106	0	2	2	1072	961	2033
NARASINGHPUR	303	342	645	33	30	63	7	0	7	1455	1403	2858
RAJABAZAR	109	99	208	127	82	209	14	7	21	623	514	1137
SALCHAPARA	670	850	1520	108	54	162	46	0	46	2829	2666	5495
SONAI	509	529	1038	49	22	71	0	0	0	1296	1240	2536
UDARBOND	339	389	728	79	40	119	2	1	3	1034	1019	2053
Total :	2888	3171	6059	506	310	816	69	10	79	9668	8984	18652

Block Name	Class-VI In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
KATIGORAH	18.32%	14.06%	16.34%	22.96%	20.24%	21.69%	2.06%	2.62%	2.32%	12.14%	11.69%	11.93%
LAKHIPUR	15.49%	12.28%	13.97%	9.79%	5.83%	7.92%	4.48%	6.04%	5.21%	27.05%	30.18%	28.53%
NARASINGHPUR	13.33%	12.33%	12.84%	28.66%	27.16%	27.92%	4.19%	5.49%	4.83%	30.24%	28.51%	29.39%
RAJABAZAR	10.59%	8.17%	9.50%	15.25%	10.70%	13.19%	8.99%	11.87%	10.29%	25.04%	32.68%	28.50%
SALCHAPARA	34.18%	32.48%	33.36%	22.20%	19.39%	20.84%	2.01%	2.03%	2.02%	12.48%	12.19%	12.34%
SONAI	14.27%	13.87%	14.08%	17.90%	18.71%	18.30%	0.39%	1.05%	0.71%	24.38%	21.94%	23.19%
UDARBOND	25.82%	25.71%	25.77%	12.57%	13.25%	12.91%	1.45%	0.98%	1.22%	19.54%	17.86%	18.70%
Total :	21.66%	20.02%	20.87%	19.85%	17.98%	18.95%	2.79%	3.38%	3.08%	19.88%	19.76%	19.82%

Block Name	Class-VI In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
KATIGORAH	41.35%	47.76%	44.33%	3.16%	3.64%	3.39%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
LAKHIPUR	36.94%	41.42%	39.06%	6.25%	4.06%	5.21%	0.00%	0.21%	0.10%	100.00%	100.00%	100.00%
NARASINGHPUR	20.82%	24.38%	22.57%	2.27%	2.14%	2.20%	0.48%	0.00%	0.24%	100.00%	100.00%	100.00%
RAJABAZAR	17.50%	19.26%	18.29%	20.39%	15.95%	18.38%	2.25%	1.36%	1.85%	100.00%	100.00%	100.00%
SALCHAPARA	23.68%	31.88%	27.66%	3.82%	2.03%	2.95%	1.63%	0.00%	0.84%	100.00%	100.00%	100.00%
SONAI	39.27%	42.66%	40.93%	3.78%	1.77%	2.80%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
UDARBOND	32.79%	38.17%	35.46%	7.64%	3.93%	5.80%	0.19%	0.10%	0.15%	100.00%	100.00%	100.00%
Total :	29.87%	35.30%	32.48%	5.23%	3.45%	4.37%	0.71%	0.11%	0.42%	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
KATGORAH	218	170	388	232	204	436	19	18	37	165	127	292
LAKHIPUR	130	125	255	91	73	164	36	60	96	263	288	551
NARASINGHPUR	157	179	336	350	295	645	56	57	113	462	390	852
RAJABAZAR	49	63	112	67	47	114	49	60	109	119	115	234
SALCHAPARA	871	805	1676	494	427	921	58	33	91	365	258	623
SONAI	155	159	314	210	195	405	10	24	34	271	228	499
UDARBOND	246	278	524	120	133	253	11	9	20	132	147	279
Tota :	1826	1779	3605	1564	1374	2938	239	261	500	1777	1553	3330

Block Name	Class-VII									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
KATGORAH	462	454	916	46	30	76	0	0	0	1142	1003	2145
LAKHIPUR	341	320	661	34	65	99	1	1	2	896	932	1828
NARASINGHPUR	280	292	572	26	25	51	3	2	5	1334	1240	2574
RAJABAZAR	105	94	199	107	54	161	0	8	8	496	441	937
SALCHAPARA	571	759	1330	93	46	139	22	9	31	2474	2337	4811
SONAI	444	460	904	35	21	56	0	3	3	1125	1090	2215
UDARBOND	233	239	472	59	30	89	1	1	2	802	837	1639
Tota :	2436	2618	5054	400	271	671	27	24	51	8269	7880	16149

Block Name	Class-VII In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
KATGORAH	19.09%	16.95%	18.09%	20.32%	20.34%	20.33%	1.66%	1.79%	1.72%	14.45%	12.66%	13.61%
LAKHIPUR	14.51%	13.41%	13.95%	10.16%	7.83%	8.97%	4.02%	6.44%	5.25%	29.35%	30.90%	30.14%
NARASINGHPUR	11.77%	14.44%	13.05%	26.24%	23.79%	25.06%	4.20%	4.60%	4.39%	34.63%	31.45%	33.10%
RAJABAZAR	9.88%	14.29%	11.95%	13.51%	10.66%	12.17%	9.88%	13.61%	11.63%	23.99%	26.08%	24.97%
SALCHAPARA	35.21%	34.45%	34.84%	19.97%	18.27%	19.14%	2.34%	1.41%	1.89%	14.75%	11.04%	12.95%
SONAI	13.78%	14.59%	14.18%	18.67%	17.89%	18.28%	0.89%	2.20%	1.53%	24.09%	20.92%	22.53%
UDARBOND	30.67%	33.21%	31.97%	14.96%	15.89%	15.44%	1.37%	1.08%	1.22%	16.46%	17.56%	17.02%
Tota :	22.08%	22.58%	22.32%	18.91%	17.44%	18.19%	2.89%	3.31%	3.10%	21.49%	19.71%	20.62%

Block Name	Class-VII In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
KATGORAH	40.46%	45.26%	42.70%	4.03%	2.99%	3.54%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
LAKHIPUR	38.06%	34.33%	36.16%	3.79%	6.97%	5.42%	0.11%	0.11%	0.11%	100.00%	100.00%	100.00%
NARASINGHPUR	20.99%	23.55%	22.22%	1.95%	2.02%	1.98%	0.22%	0.16%	0.19%	100.00%	100.00%	100.00%
RAJABAZAR	21.17%	21.32%	21.24%	21.57%	12.24%	17.18%	0.00%	1.81%	0.85%	100.00%	100.00%	100.00%
SALCHAPARA	23.08%	32.48%	27.64%	3.76%	1.97%	2.89%	0.89%	0.39%	0.64%	100.00%	100.00%	100.00%
SONAI	39.47%	42.20%	40.81%	3.11%	1.93%	2.53%	0.00%	0.28%	0.14%	100.00%	100.00%	100.00%
UDARBOND	29.05%	28.55%	28.80%	7.36%	3.58%	5.43%	0.12%	0.12%	0.12%	100.00%	100.00%	100.00%
Tota :	29.46%	33.22%	31.30%	4.84%	3.44%	4.16%	0.33%	0.30%	0.32%	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
KATIGORAH	721	507	1228	910	759	1669	70	66	136	567	448	1015
LAKHIPUR	478	402	880	287	194	481	131	174	305	854	885	1739
NARASINGHPUR	606	544	1150	1357	1064	2421	196	190	386	1465	1283	2748
RAJABAZAR	208	162	370	271	180	451	172	187	359	516	435	951
SALCHAPARA	2798	2668	5466	1785	1568	3353	197	133	330	1163	941	2104
SONAI	563	519	1082	732	700	1432	34	49	83	937	827	1764
UDARBOND	776	773	1549	469	463	932	56	44	100	533	483	1016
Total :	6150	5575	11725	5811	4928	10739	856	843	1699	6035	5302	11337

Block Name	Class-V-VII									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
KATIGORAH	1724	1672	3396	158	115	273	0	0	0	4150	3567	7717
LAKHIPUR	1219	1150	2369	141	135	276	3	9	12	3113	2949	6062
NARASINGHPUR	972	1072	2044	115	91	206	16	3	19	4727	4247	8974
RAJABAZAR	329	293	622	381	231	612	20	28	48	1897	1516	3413
SALCHAPARA	2112	2601	4713	337	164	501	141	12	153	8533	8087	16620
SONAI	1638	1638	3276	134	74	208	1	6	7	4039	3813	7852
UDARBOND	989	1028	2017	258	131	389	8	9	17	3089	2931	6020
Total :	8983	9454	18437	1524	941	2465	189	67	256	29548	27110	56658

Block Name	Class-V-VII In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
KATIGORAH	17.37%	14.21%	15.91%	21.93%	21.28%	21.63%	1.69%	1.85%	1.76%	13.66%	12.56%	13.15%
LAKHIPUR	15.35%	13.63%	14.52%	9.22%	6.58%	7.93%	4.21%	5.90%	5.03%	27.43%	30.01%	28.69%
NARASINGHPUR	12.82%	12.81%	12.81%	28.71%	25.05%	26.98%	4.15%	4.47%	4.30%	30.99%	30.21%	30.62%
RAJABAZAR	10.96%	10.69%	10.84%	14.29%	11.87%	13.21%	9.07%	12.34%	10.52%	27.20%	28.69%	27.86%
SALCHAPARA	32.79%	32.99%	32.89%	20.92%	19.39%	20.17%	2.31%	1.64%	1.99%	13.63%	11.64%	12.66%
SONAI	13.94%	13.61%	13.78%	18.12%	18.36%	18.24%	0.84%	1.29%	1.06%	23.20%	21.69%	22.47%
UDARBOND	25.12%	26.37%	25.73%	15.18%	15.80%	15.48%	1.81%	1.50%	1.66%	17.25%	16.48%	16.88%
Total :	20.81%	20.56%	20.69%	19.67%	18.18%	18.95%	2.90%	3.11%	3.00%	20.42%	19.56%	20.01%

Block Name	Class-V-VII In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
KATIGORAH	41.54%	46.87%	44.01%	3.81%	3.22%	3.54%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
LAKHIPUR	39.16%	39.00%	39.08%	4.53%	4.58%	4.55%	0.10%	0.31%	0.20%	100.00%	100.00%	100.00%
NARASINGHPUR	20.56%	25.24%	22.78%	2.43%	2.14%	2.30%	0.34%	0.07%	0.21%	100.00%	100.00%	100.00%
RAJABAZAR	17.34%	19.33%	18.22%	20.08%	15.24%	17.93%	1.05%	1.85%	1.41%	100.00%	100.00%	100.00%
SALCHAPARA	24.75%	32.16%	28.36%	3.95%	2.03%	3.01%	1.65%	0.15%	0.92%	100.00%	100.00%	100.00%
SONAI	40.55%	42.96%	41.72%	3.32%	1.94%	2.65%	0.02%	0.16%	0.09%	100.00%	100.00%	100.00%
UDARBOND	32.02%	35.07%	33.50%	8.35%	4.47%	6.46%	0.26%	0.31%	0.28%	100.00%	100.00%	100.00%
Total :	30.40%	34.87%	32.54%	5.16%	3.47%	4.35%	0.64%	0.25%	0.45%	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
KATIGORAH	2190	1904	4094	3732	3210	6942	382	326	708	2118	1829	3947
LAKHIPUR	1793	1527	3320	1461	1153	2614	589	641	1230	2923	2768	5691
NARASINGHPUR	1414	1226	2640	4498	3593	8091	645	605	1250	4508	3797	8305
RAJABAZAR	604	527	1131	851	647	1498	1115	1057	2172	1982	1698	3680
SALCHAPARA	5792	5600	11392	6645	5966	12611	482	414	896	3470	2961	6431
SONAI	1546	1320	2866	2482	2254	4736	255	235	490	2673	2588	5261
UDARBOND	2765	2245	5010	1875	1694	3569	260	240	500	1625	1367	2992
Total :	16104	14349	30453	21544	18517	40061	3728	3518	7246	19299	17008	36307

Block Name	Class-I-VII									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
KATIGORAH	8120	7622	15742	716	574	1290	14	22	36	17272	15487	32759
LAKHIPUR	4181	3783	7964	522	407	929	8	11	19	11477	10290	21767
NARASINGHPUR	4258	4028	8286	386	253	639	60	40	100	15769	13542	29311
RAJABAZAR	1315	1155	2470	1439	934	2373	99	114	213	7405	6132	13537
SALCHAPARA	9053	9224	18277	1651	1205	2856	194	72	266	27287	25442	52729
SONAI	8098	7838	15936	192	99	291	45	37	82	15291	14371	29662
UDARBOND	3463	3126	6589	858	479	1337	8	12	20	10854	9163	20017
Total :	38488	36776	75264	5764	3951	9715	428	308	736	105355	94427	199782

Block Name	Class-I-VII In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
KATIGHAR	12.68%	12.29%	12.50%	21.61%	20.73%	21.19%	2.21%	2.10%	2.16%	12.26%	11.81%	12.05%
LAKHIPUR	15.62%	14.84%	15.25%	12.73%	11.21%	12.01%	5.13%	6.23%	5.65%	25.47%	26.90%	26.15%
NARASINGHPUR	8.97%	9.05%	9.01%	28.52%	26.53%	27.60%	4.09%	4.47%	4.26%	28.59%	28.04%	28.33%
RAJA BAZAR	8.16%	8.59%	8.35%	11.49%	10.55%	11.07%	15.06%	17.24%	16.04%	26.77%	27.69%	27.18%
SALCHAPARA	21.23%	22.01%	21.60%	24.35%	23.45%	23.92%	1.77%	1.63%	1.70%	12.72%	11.64%	12.20%
SONAI	10.11%	9.19%	9.66%	16.23%	15.68%	15.97%	1.67%	1.64%	1.65%	17.48%	18.01%	17.74%
UDARBOND	25.47%	24.50%	25.03%	17.27%	18.49%	17.83%	2.40%	2.62%	2.50%	14.97%	14.92%	14.95%
Total :	15.29%	15.20%	15.24%	20.45%	19.61%	20.05%	3.54%	3.73%	3.63%	18.32%	18.01%	18.17%

Block Name	Class-I-VII In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
KATIGORAH	47.01%	49.22%	48.05%	4.15%	3.71%	3.94%	0.08%	0.14%	0.11%	100.00%	100.00%	100.00%
LAKHIPUR	36.43%	36.76%	36.59%	4.55%	3.96%	4.27%	0.07%	0.11%	0.09%	100.00%	100.00%	100.00%
NARASINGHPUR	27.00%	29.74%	28.27%	2.45%	1.87%	2.18%	0.38%	0.30%	0.34%	100.00%	100.00%	100.00%
RAJABAZAR	17.76%	18.84%	18.25%	19.43%	15.23%	17.53%	1.34%	1.86%	1.57%	100.00%	100.00%	100.00%
SALCHAPARA	33.18%	36.26%	34.66%	6.05%	4.74%	5.42%	0.71%	0.28%	0.50%	100.00%	100.00%	100.00%
SONAI	52.96%	54.54%	53.73%	1.26%	0.69%	0.98%	0.29%	0.26%	0.28%	100.00%	100.00%	100.00%
UDARBOND	31.91%	34.12%	32.92%	7.90%	5.23%	6.68%	0.07%	0.13%	0.10%	100.00%	100.00%	100.00%
Total :	36.53%	38.95%	37.67%	5.47%	4.18%	4.86%	0.41%	0.33%	0.37%	100.00%	100.00%	100.00%

**Table 2.30: 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
KATIGHAR	43.78%	36.17%	40.08%	22.10%	24.76%	23.27%	13.57%	15.65%	14.51%	31.13%	25.97%	28.66%
LAKHIPUR	31.71%	36.02%	33.69%	23.45%	21.35%	22.47%	17.39%	26.20%	22.02%	37.73%	46.98%	42.06%
NARASINGHPUR	66.24%	85.65%	75.34%	32.71%	35.80%	34.05%	31.82%	35.63%	33.63%	48.18%	47.68%	47.95%
RAJA BAZAR	41.88%	52.94%	47.46%	31.90%	26.11%	29.23%	9.86%	14.18%	11.85%	22.97%	23.81%	23.38%
SALCHAPARA	108.06%	100.63%	104.36%	31.61%	30.79%	31.22%	60.42%	33.67%	46.91%	51.77%	40.69%	46.53%
SONAI	39.85%	50.32%	44.54%	33.71%	32.83%	33.28%	8.77%	20.87%	14.85%	40.03%	33.04%	36.50%
UDARBOND	37.96%	53.05%	44.71%	27.40%	35.28%	31.04%	11.58%	9.47%	10.53%	35.68%	51.22%	42.47%
Total :	58.81%	63.88%	61.21%	29.28%	30.34%	29.77%	18.04%	21.13%	19.53%	39.88%	38.69%	39.32%

Block Name	In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
KATIGHAR	18.84%	20.88%	19.80%	18.62%	14.22%	16.59%	0.00%	0.00%	0.00%	23.22%	23.38%	23.29%
LAKHIPUR	33.46%	36.95%	35.07%	29.31%	59.63%	44.00%	#DIV/0!	#DIV/0!	#DIV/0!	31.58%	37.19%	34.21%
NARASINGHPUR	22.75%	27.39%	24.90%	26.80%	36.23%	30.72%	27.27%	18.18%	22.73%	35.28%	39.28%	37.10%
RAJA BAZAR	27.56%	30.03%	28.67%	31.56%	21.01%	27.01%	0.00%	19.05%	9.88%	23.61%	24.27%	23.92%
SALCHAPARA	24.85%	36.01%	30.19%	19.58%	11.17%	15.67%	183.33%	47.37%	100.00%	41.54%	42.82%	42.15%
SONAI	14.42%	16.38%	15.36%	116.67%	95.45%	107.69%	0.00%	12.50%	6.12%	22.79%	23.86%	23.30%
UDARBOND	30.90%	39.24%	34.63%	26.94%	21.58%	24.86%	#DIV/0!	#DIV/0!	#DIV/0!	31.77%	41.21%	35.98%
Total :	21.72%	26.33%	23.89%	26.26%	22.23%	24.47%	30.68%	23.30%	26.70%	30.57%	33.07%	31.74%

Table 2.31. Teachers Position in Govt./Provincialised Primary Schools

Name of Block	Sanctioned Post	Teachers in Position			Vacant Post	Trained Teachers		% of Trained Teachers	
		Male	Female	Total		Male	Female	Male	Female
Narsingpur	635	499	79	578	57	178	67	36%	85%
Lakhipur	608	480	115	595	57	294	80	61%	70%
Udharband	356	189	163	352	4	102	96	54%	59%
Sonai	695	539	107	646	49	295	98	55%	92%
Salchapra	644	294	299	593	51	280	290	95%	97%
Raza Bazar	314	206	85	291	23	157	48	76%	56%
Katigorah	534	392	82	474	60	189	30	48%	37%
Silchar	732	400	313	713	19	245	99	61%	32%
Total	4518	2999	1243	4242	320	1740	808	58%	65%

Block wise percentage distribution of Teachers By Gender

Name of Block	Teachers in Position	
	Male	Female
Narsingpur	79%	12%
Lakhipur	79%	19%
Udharband	53%	46%
Sonai	78%	15%
Salchapra	46%	46%
Raza Bazar	66%	27%
Katigorah	73%	15%
Silchar	55%	43%
Total	79%	12%

Table 2.32 Teachers Position in Govt./Provincialised Upper Primary Schools

Name of Block	Sanctioned Post	Teachers in Position			Vacant Post	Trained Teachers		% of Trained Teachers	
		Male	Female	Total		Male	Female	Male	Female
Narsingpur	481	356	106	462	19	101	98	28.37	92.45
Lakhipur	360	260	79	339	23	103	79	39.61	100
Udharband	158	103	49	152	6	38	15	36.89	30.61
Sonai	510	391	75	466	44	176	33	45.01	44
Salchapra	402	281	97	378	24	85	43	30.24	44.32
Raza Bazar	167	112	41	153	14	49	14	43.75	34.14
Katigorah	401	288	102	390	11	89	69	30.90	67.64
Silchar	295	106	181	287	8	83	29	78.30	16.02
Total	2774	1897	730	2627	149	724	380	38.16	52.05

Block wise percentage distribution of Teachers By Gender

Name of Block	Teachers in Position	
	Male	Female
Narsingpur	77.06%	22.94%
Lakhipur	76.70%	23.30%
Udharband	67.76%	32.24%
Sonai	83.91%	16.09%
Salchapra	74.34%	25.66%
Raza Bazar	73.20%	26.80%
Katigorah	73.85%	26.15%
Silchar	36.93%	63.07%
Total	72.21%	27.79%

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

Name of Block	Primary Teachers-Pupil Ratio			Upper Primary Teacher-Pupil Ratio		
	No of Teachers	No of Pupils	P.T.R	No of Teachers	No of Pupils	P.T.R
Katigora	474	27246	1:57	390	13538	1:35
Salchakra	593	25226	1:43	378	5406	1:14
Udarbond	352	12871	1:37	152	2689	1:18
Lakhipur	595	14653	1:25	352	4292	1:12
RajaBazar	291	4251	1:15	153	1302	1:9
Sonai	646	21574	1:33	466	6540	1:14
Narsingpur	578	22462	1:39	462	6460	1:14
Silchar	713	15909	1:22	287	3702	1:13
Total	4242	144192	1:34	34	43929	1:17

Though the district as whole is within the state norms of 1:40 PTR at primary level. However, two blocks Katigora and Salchakra are having PTR above the state norm. Inter block rationalization may be an answer to the problem. The PTR at Upper Primary level is very comfortable.

CHAPTER – III: PLANNING PROCESS

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

The achievement of UEE depends on the quality and extent of people participation in planning, implementation and monitoring of its various aspects. With a view to decentralize the task for mass participation, a large number of human resources were mobilized for ensuring a perspective & contextual planning in the district. Besides the education department officials, a large number of human resources were mobilized for ensuring a participative and contextual planning. Besides the education department officials services of additional manpower were utilized as per the details given below:

Sl. No.	Name of Block	Number of District Resource Persons	Number of Block Resource Persons	Number of Village Volunteer
1	Narsingpur	7	110	1122
2	Lakhipur	4	75	862
3	Udarbond	6	73	780
4	Sonai	4	70	864
5	Salchapra	6	81	1020
6	Raza Bazar	6	84	111
7	Katigorah	4	82	1452
8	Silchar	3	15	120
Total		40	590	6331

A. Key Resource Persons Training at State Level:

The Planning process was initiated with the launch of pre-project activities in the month of February 2002 when a 4 Key Resource Persons attended a 3 day State Level Training Programme at IIE Guwahati from 9th February to 11th February, 2002. **List of officials attended the training programme is given at annexure-III:**

B. District Resource Persons Training at Zonal Level:

The second important milestone of the pre-project activities was conduct of District Resource Persons training at Zonal Level. In order to minimize the transmission loss the DRPs training was conducted at Zonal level by combining 2-4 districts DRPs in one Zonal venue. This has ensured the conduct of the training jointly by the State Resource Persons (SRPs) and the respective district's KRPs. The staggering of the training schedule by one to two days has also ensured the presence of Mission Director in all the venues who was the main source of inspiration.

There were 1 DRP against 3-4 GP. All together 42 no. of persons from the district attended the DRPs training held from 10th to 12th March, 2002 at DIET, Udarbondh. The DRPs of Hailakandi, Karimganj, & N. C. Hills also attended the training programme. **The list of Personnel attended the DRP training is given at annexure-III Table no. III.II.**

C. District Resource Persons Planning Meeting at District Level :

After the training of DRPs two day planning meeting of DRPs held at district level on [REDACTED]. 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, ADC, 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 planning meeting DRPs were allotted particular blocks and 2-5 Gaon Panchayats within the block. It may be noted that one block resource person (BRP) was selected against every two villages. Altogether 585 BRPs were selected for the district. **The DRP wise allocation of GPs & villages & BRP is given below :**

Sl. No.	Name of DRP	Name of Allotted Block	No. of G.P. allotted	No. of Vill. Within allotted GP	No. of BRPs
1	Tarun Kumar Singh	Sonai	4	16	9
2	Amir Uddin Laskar	Sonai	4	20	11
3	J.B. Mazumder	Sonai	3	25	13
4	Habibur Rahman Laskar	Sonai	4	27	13
5	Ajit Kumar Das	Sonai	3	18	9
6	Abul Fazal Mazumder	Sonai	4	30	15
7	Sri Jyotimoy Das Choudhury	Rajabazar	3	14	10
8	Smt. Brinda Sakhi Singha	Rajabazar	2	12	9
9	Sanatan Misra	Rajabazar	4	12	10
10	Jibandu Dutta	Rajabazar	2	23	14
11	Satyendra Adhikari	Rajabazar	1	26	16
12	Ratish Ram Deb	Rajabazar	1	23	15

13	Sorojit Das	Katigora	5	43	24
14	Dharani Mohan Dev	Katigora	4	30	17
15	Ashok Kumar Debroy	Katigora	4	44	19
16	Abdul Noor Barbhuiya	Katigora	4	23	12
17	Niranjan Mohan Das	Katigora	4	23	15
18	Nurul Haque Laskar	Katigora	4	43	25
19	Islam Uddin Barbhyan	Katigora	4	35	20
20	Mukabbir Ali Barbhyan	Silchar Rural	4	9	5
21	Samiran Dey	Silchar Rural	1	4	2
22	Gita Rani Dhar	Silchar Rural	2	4	2
23	Santimoy Sanda	Salchapra	4	22	12
24	Hira Chakraborty	Salchapra	5	25	13
25	Buandra Ch. Saikia	Salchapra	4	27	14
26	Kishore Bhattacharjee	Salchapra	5	30	20
27	Anita Bhattacharjee	Salchapra	4	31	18
28	Satanjoy Sharma	Salchapra	3	18	10
29	Enamul Haque	Narsingpur	5	20	11
30	Protiva Nath	Narsingpur	4	23	11
31	Shyamalendu Chakraborty	Narsingpur	3	24	11
32	Kumud Goala	Narsingpur	4	35	20
33	Meghnath Kaungo	Narsingpur	5	44	23
34	Pushpendu Chakraborty	Narsingpur	3	18	9
35	Paresh Ch. Nath	Narsingpur	4	19	9
36	Samar Kanti Roy Choudhury	Lakhipur	2	12	6
37	Namar Ali Barbhuyan	Lakhipur	4	18	12
38	L. Manidhar Singh	Lakhipur	3	15	9
39	Chandra Bati Singh	Lakhipur	3	21	11
40	Radha Mohan Singh	Lakhipur	4	21	13
41	Nazrul Islam	Lakhipur	3	26	14
42	Ratindra Ch. Choudhury	Lakhipur	2	16	9
43	Tarindra Ch. Roy	Lakhipur	1	13	7
44	Amit Chakraborty	Udharbond	3	19	10
45	Ranjit Chanda	Udharbond	3	15	9
46	Abdul Mohib Barlaskar	Udharbond	4	42	24
47	Sukla Deb	Udharbond	3	16	9
48	Parnasree Bhatt	Udharbond	2	6	3
49	Bharat Ch. Singh	Udharbond	3	32	18
Total			164	1112	

D. Block Resource Persons Training at Block Level:

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

Sl. No.	Name of Block	Date Of B.R.P.s Training	Venue of Training	No. of DRPs conducted the Training	No. of Participant attend the training
1	Narsingpur	21-3-02 to 24-03-02	Narsingpur Boys M.V. School	7	110
2	Lakhipur	do	Khownow M.E.	4	75
3	Udharbond	do	Participating Govt. Sr.Basic,Udharbond	6	73
4	Razabazar	do	H.B.D.S. Razabazar M.V. School	4	70
5	Sonai	do	182 Sonai Model L.P. School	6	81
6	Salchapra	do	Normal School Silchar	6	84
7	Katigorah	do	Kalaim M.V.	4	82
8	Silchar	do	Normal School Silchar	3	15
Total				40	590

E. Block Resource Persons Planning Meeting at Block Level:

After the BRPs training one day planning meeting was held with the BRPs. Following major points were covered during the planning meeting.

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

The BRPs were entrusted with following field level Tasks:

Tasks
Visiting the assigned GP for giving information for the GP level General Meeting
Acting as RP in the first meeting in the assigned GP
Submitting the report of the meeting to BMC
Visiting the assigned two villages for giving information for the Gaon Sabha Meeting
Acting as RP in the first Gaon Sabha Meeting of each of the 2 villages
Preparation & sending of the reports of Gaon Sabha Meeting to BMC
Training of village volunteers at GP level
Visiting villages during survey
Undertaking sample checks of atleast 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.
Compilation of survey data as per format 9 and 10 of the two villages
Conducting group discussion in the assigned villages
Conducting interview of teachers of the schools of the assigned villages
Ensuring timely collection of reports from fields.
Compilation of village survey GP wise and block wise at block level under the supervision of DRP
Ensuring the smooth functioning of all village volunteers of the two assigned villages.

Acting as RP in the village level meetings for constitution of VEC and sharing of survey findings
 Filling up the format for approval of VEC/GPEC available at BEEO/DI office
 Getting approval of BEEO/DI for membership of VEC and GPEC and handing over the approval copies to VEC/GPEC
 Conduct of First Meeting of Village Education Committee and submission approval of VEC from BEEO to the Member Secretary
 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 163 Gaon Panchayat Level Meetings were held during 17th April to 21st April, 2002 in which total 10707 people participated.

The concerned BRPs visited the GP area for giving information to the participants to attend the meeting. Formal Invitation letter signed by the BMC or concerned DI was given to the participants. The BRPs ensured that the participants have received the invitation letters.

If the attendance of the meeting was found poor, then the meeting was postponed and the meeting was 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
163	18 th to 21 st May, 2002	10707

G. Gaon Sabha Meeting:

In each village a general public meeting was conducted.

Altogether 1096 Gaon Sabha Meetings were held during 1st April to 12th April, 2002 in which total 82337 people participated and 6331 village volunteers were identified.

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 persuading 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 it an effective meeting it was decided that minimum 100 persons in a large Village and 80 persons in a small Village must attend the meeting. 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 will have to be postponed and organised within 2 days. Participants must include Guardians, Teachers, Elderly village persons, representative of Local Club, Mahila Society if any, Panchayat Member, mothers, local unemployed youths etc.

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

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

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

Sl. No.	Name of Block	No. of Gaon Sabha meeting held	Period during which the meeting were held	Total Participant
1	Narsingpur	180	8-4-02 to 12-4-02	11,212
2	Lakhipur	136	do	12,210
3	Udharbond	124	do	8680
4	Rajabazar	106	do	8480
5	Sonai	137	do	10,960
6	Salchapra	151	3-4-02 to 5-4-02	11,355
7	Katigorah	242	8-4-02 to 12-4-02	16,940
8	Silchar	20	1-4-02 to 4-4-02	2500
Total		1096		82,337

H. Training of Village Volunteers at GP level

A 3-day training of village volunteers who were selected in the Gaon Sabha meetings was held for conduct the survey work. The training was provided by the BRPs at GP level. The training schedule was staggered to ensure the presence of concerned DRP for atleast one full day of the training.

Altogether 4845 Village Volunteers were trained during 17th April to 21st April, 2002 in respective venues.

On the last day of the training the BRPs finalised the dates of all fieldwork including the day of the survey sharing meeting and constitution of VEC.

Sl. No.	Name of Block	No. of Village Volunteers Training held	Period during which the Training were held	Total Villages Volunteers attend the Training
1	Narsingpur	1	17-4-2002 to 21-4-2002	626
2	Lakhipur	1	do	734
3	Udharbond	1	do	637
4	Rajabazar	1	do	685
5	Sonai	1	do	411
6	Salchapra	1	do	812
7	Katigorah	1	do	820
8	Silchar	1	do	120
Total				4845

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

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

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

The activities conducted in sequential order are described below:

J. Village Mapping And Listing Of Resources:

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

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

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

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

K. House To House Survey

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

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

Name of the Family Head, his/her educational status, caste, mother tongue, occupation.

Above 14 years gender wise total members of the family by literacy status

Name of the child, his her sex, age, educational status, name school or other institutions wherein he/she is studying, whether he/she is physically handicapped and nature of disability, whether he/she is child Labour and reason of child labour, if dropped out or never enrolled reasons of drop out or never enrollment.

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

L. Collection Of Information 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. The summary of the information collected is given below:

Sl. No.	Name of Block	No. of Religious Moqtabs	No. of Religious Madrasa	No. of Sanskrit Tols
1	Narsingpur	33	27	2
2	Lakhipur	15	15	2
3	Udharbond	13	11	2
4	Rajabazar	5	2	1
5	Sonai	11	39	0
6	Salchapra	48	31	3
7	Katigorah	150	25	2
8	Silchar	72	12	2
Total		347	162	14

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

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

Each BRP had undertaken sample checks of atleast 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 specifically checked that information for all the households (listed at Format 4) have been collected.

Each DRP also undertook sample checks of atleast 5 household schedules of atleast 10 villages of his/her GPs during the process of collection & certified the correctness of the entries and affixed signature on the body of the formats. In case of mistakes the DRP got them corrected or re-collected.

On ensuring the complete collection and sample checks the BRP sit together with the village volunteers and made habitation wise bundle of the Format 6 and started compiling household wise information as per format 9. After completing the compilation as per format 9 the format 10 was compiled. The DRPs also visited the 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 had been signed by them or not, whether any major inconsistency was there or not etc.

The DRPs fixed a common date for receiving of the formats in the block in a specified venue and scrutinize the same with the assistance of the concerned BRPs. GP wise compilation as per format 10 was also 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 was there or not etc.

DRPs put his/her signature on the formats and made GP wise bundle and submitted 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 were submitted to the DRPs were 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. Conduct of 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 on the Teachers of the school regarding their *Regularity, teaching, behavior with children etc.*
- Problems in the functioning of the schools in terms of *Infrastructure, Teachers, Quality of Teaching and Others*
- Activeness of the School Management Committee.
- Appropriateness of the school Calendar in terms of *Schedule of holidays, examinations etc with reference to agriculture seasons, floods, local festivals etc.*
- Suggestions for Improvement of the functioning of schools
- Irregular children
- Kinds of families of irregular children
- Disadvantaged group/ families in the village
- Measures for ensuring that Children do not dropout and attend school regularly

Sl. No.	Name of Block	Number of Group Discussion held	Period during which the discussion were held	Total participant of the discussion
1	Narsingpur	Once in each village	4 th & 5 th May, 2002	35-40 person attend in each village group discussion
2	Lakhipur	- do-	- do-	- do-
3	Udharbond	- do-	- do-	- do-
4	Rajabazar	- do-	- do-	- do-
5	Sonai	- do-	- do-	- do-
6	Salchapra	- do-	- do-	- do-
7	Katigorah	- do-	- do-	- do-
8	Silchar	- do-	- do-	- do-

P. Interview of teachers:

In order to collect the opinions of the teachers' interview of teachers was also conducted as a part of pre-project activities. The BRPs conducted 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 appropriateness
- (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	Nos. of HTs interviewed	Nos. of others teachers interviewed
1	Narsingpur	256	
2	Lakhipur	201	
3	Udharbond	153	
4	Rajabazar	136	
5	Sonai	247	
6	Salchapra	241	
7	Katigorah	292	
8	Silchar	89	

Q. Constitution of VEC and Survey Sharing Meeting

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

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

Name of Block	No. of Total Village	No. of Total Tea-Garden Division	No. of VEC Constituted	No. of TGEC Constituted	Period of Constitution	Total Participation in the meeting
Narsingpur	162	18	162	18	8-5-02 to 13-5-02	10,260
Lakhipur	120	16	112	16	Do	6320
Udharbond	89	34	89	34	Do	8750
Rajabazar	93	13	93	13	Do	7425
Sonai	136	1	136	1	Do	9590
Salchapra	151	21	151	21	Do	12,040
Katigorah	226	16	226	16	Do	16,940
Total	977	119	969	119		71325

R. Constitution of GPEC and survey sharing meeting

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

The concerned DRP convened the meeting. The BRPs informed about the date and venue of the meeting during the conduct of the survey. It was ensured that all the participants who had attended the first GP level meeting held during 18-5-02 to 21-5-02 are also properly informed.

Name of Block	No. of G.P.	No. of GPEC constituted	Period of Constitution	Total Participation in the meetings
Narsingpur	28	28	18-5-02 to 21-15-02	1904
Lakhipur	21	21	do	971
Udharbond	18	18	do	1200
Rajabazar	13	13	do	650
Sonai	21	21	do	1512
Saichapra	25	25	do	1820
Katigorah	29	29	do	2030
Silchar	8	8	do	620
Total	163	163		10707

S. First Meeting of Village Education Committee:

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

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

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

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

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

T. Constitution of SMCs:

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

U. Constitution of District Planning Team:

A district Planning Team was constituted with the Deputy Commissioner as Chairman. The list of the members of District Planning Team is given at Annexure-III table III.iii

V. Constitution of District Core Team (DCT):

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

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

The list of district core team members is given at annexure-III table III.IV

W. Training of District Core Team Members:

The district core team member received a six-day training from 7th July to 13th July 2002 at state level.

After the training the DCT members organized visioning workshops at district and block levels especially on community mobilization and school improvement. Training of Block Planning Team has also been conducted. The Block Planning Team was specially asked to prepare identify the special areas and suggest local specific strategy. Followed by visioning workshops and training of BPT continuous workshops for 10 days was conducted in which village wise details were compiled for an effect journey towards the UEE. This may be noted that the district is now having village wise details in one place, which will go long way in programme implementation.

CHAPTER IV: OTHER EXISTING INTERVENTIONS OF ELEMENTARY EDUCATION

1. Mid-day meal scheme:

Coverage : The Mid-day meal scheme is aimed at Primary level children. It was started in the district in the year August 95. Year-wise status of the implementation of the scheme is discussed below:

Year	Quantity of food grains (Rice) in quintals)				Enrolment I to IV	Total No of	
	Allocation	Lifted	Utilized	Balance		Beneficiaries	Schools
Aug., 95 to Mar.96	28322.145	28322.145	24745.53	35766.15	143326	I – 152825 II-36346 III-31526 IV- 19629	1585
April, 96 to Mar.97	17149.80	17149.80	30618.70	-13468.9	99898	I – 36975 II-28449 III-21356 IV- 13118	1595
April, 97 to Mar.98	18378.718	18378.718	8486.43	-	152602	I – 56462 II-42728 III-33574 IV- 19838	1602
April, 98 to Mar.99	-	-	-	-	0	-	-
Total	63850.663	63850.663	63850.663	63850.660	395826		

Note : The above mentioned 5000 quintals rice was received as state quota of rice from the govt. of Assam vide RO no. 559 dt. 15-12-95 in the month of December, 1995 and thereafter no allotment of rice under quota has been received till now. These 5000 quintals of rice was distributed to the beneficiaries being the additional one Kg. of rice under state government quota in addition to the central quota. (3Kg + 1 Kg = 4 Kg.) both in EAS & Non EAS blocks of the district.

2. Operation Black Board:

3. Construction of Schools under PMGY

Coverage:

Sl. No.	Name of block	No. of Schools Amount Rs. 1 lakh Sanction	No. of Schools Amount Rs. 20,000 Sanction	No of Schools provided with Drinking water facilities (Tara Pump)
1	Narsingpur	11	11	92
2	Lakhipur	11	11	88
3	Udharbond	11	11	72
4	Rajabazar	11	11	72
5	Sonai	11	11	90
6	Salchapra	11	11	92
7	Katigorah	11	11	106
8	Silchar	11	11	48

4. Other Incentive Schemes viz. scholarship etc..

Sl.No.	Name of Scheme	Category of Schools	Physical target	Amount
1	Merit Scholarship 2001-02	Primary	191	Rs. 103140.00
		Middle	24	Rs. 25920.00

CHAPTER V: SPECIAL AREAS AND GROUPS

Identification of Special Areas and Groups while Planning for UEE has been made on two major basis viz. areas which are remote and in accessible and the areas in which the value to the education is very low. So according these two basis the special areas has been identified, their problems have been diagnosed.

Criteria	Type of Area/Groups	No. of areas/Groups
Remote & Isolated	Hilly, Forest and isolated Punjis	77
	Insurgency Prone Areas	61
	Remote & Isolated	37
Low Value to Education	Tea Garden	103
	Hmar & SC, ST dominated areas	

Status of the Special areas and groups are given below :

Hilly area

Hill areas		District as a whole
Type & Nos. of Village	Hilly area Villages , 20	1101
Community	Mikir/Kashia/Muslim/Hmar/TG labourers	
Nos. of L.P.S.	29	1615
Teachers	49	4242
Students	2315	146189
PTR	1:47	1:34
Nos. of UPS	NIL	300
Teachers	Nil	2627
Students	Nil	43889
PTR	Nil	1:17

Age group wise Children Education Status

Age group	Enrolled	Never Enrolled	Drop Out	Total Out of School	Child Labour	Disabled children
5-8 Age group	1664	671	33	704	68	8
9-11 Age group	1042	203	49	252	39	14
12-13 Age group	1678	195	58	253	98	6
5-13 Age group	3384	1069	140	1209	205	28

IN PERCENTAGE

Age group wise Children Education Status	Enrolled	Never Enrolled	Drop Out	Total Out of School	Child Labour	Disabled children
5-8 Age group	70%	28%	1%	30%	3%	0%
9-11 Age group	81%	16%	4%	19%	3%	1%
12-13 Age group	87%	10%	3%	13%	5%	0%
5-13 Age group	74%	23%	3%	26%	4%	1%

Status of District As a Whole

Age Group	Enrolled	Never Enrolled	Drop Out	Total Out of School	Child Labour	Disabled children
5-8 Age group	99394	38706	2721	41427	1177	954
9-11 Age group	63882	10343	3799	14142	1924	563
12-13 Age group	34230	7785	7535	15320	2479	727
5-13 Age group	197506	56834	14055	70889	5580	2244

IN PERCENTAGE

Age Group	Enrolled	Never Enrolled	Drop Out	Total Out of School	Child Labour	Disabled children
5-8 Age group	71%	27%	2%	29%	1%	1%
9-11 Age group	82%	13%	5%	18%	2%	1%
12-13 Age group	69%	16%	15%	31%	5%	1%
5-13 Age group	74%	21%	5%	26%	2%	1%

Forest areas

Type & Nos. of Village	:	Forest Village areas, 23 Nos.
Community	:	ST and others
Nos. of L.P.S.	:	24
Teachers	:	32
Students	:	1402
PTR	:	1:44
Nos. of UPS	:	2
Teachers	:	17
Students	:	372
PTR	:	1:22

Age group wise Children Education Status	Enrolled	Never Enrolled	Drop Out	Total Out of School	Child Labour	Disabled children
5-8 Age group	1007	521	91	612	3	17
9-11 Age group	579	311	87	398	8	3
12-13 Age group	292	171	118	289	6	7
5-13 Age group	1878	1003	296	1299	17	27

IN PERCENTAGE

Age group wise Children Education Status	Enrolled	Never Enrolled	Drop Out	Total Out of School	Child Labour	Disabled children
5-8 Age group	62%	32%	6%	38%	0.19%	1%
9-11 Age group	59%	32%	9%	41%	1%	0.31%
12-13 Age group	50%	29%	20%	50%	1%	1%
5-13 Age group	59%	32%	9%	41%	1%	1%

Status of District As a Whole

No. of Villages	:	1101
Nos. of L.P.S.	:	1615
Teachers	:	4242
Students	:	146189
PTR	:	1:34
Nos. of UPS	:	300
Teachers	:	2627
Students	:	43889
PTR	:	1:17

Age Group	Enrolled	Never Enrolled	Drop Out	Total Out of School	Child Labour	Disabled children
5-8 Age group	99394	38706	2721	41427	1177	954
9-11 Age group	63882	10343	3799	14142	1924	563
12-13 Age group	34230	7785	7535	15320	2479	727
5-13 Age group	197506	56834	14055	70889	5580	2244

IN PERCENTAGE

Age Group	Enrolled	Never Enrolled	Drop Out	Total Out of School	Child Labour	Disabled children
5-8 Age group	71%	27%	2%	29%	1%	1%
9-11 Age group	82%	13%	5%	18%	2%	1%
12-13 Age group	69%	16%	15%	31%	5%	1%
5-13 Age group	74%	21%	5%	26%	2%	1%

Punji/Isolated areas

Type & Nos. of Village	:	Punji/Isolated Punji areas, 40 Nos.
Community	:	Hmar/Khashia/Mikir and others
Nos. of L.P.S.	:	34
Teachers	:	65
Students	:	1513
PTR	:	1:23
Nos. of UPS	:	1
Teachers	:	6
Students	:	130
PTR	:	1:21

Age group wise Children Education Status	Enrolled	Never Enrolled	Drop Out	Total Out of School	Child Labour	Disabled children
5-8 Age group	1928	1134	794	-	794	-
9-11 Age group	1146	859	275	12	287	-
12-13 Age group	762	548	169	45	214	4
5-13 Age group	3836	2541	1238	57	1,295	4

IN PERCENTAGE

Age group wise Children Education Status	Enrolled	Never Enrolled	Drop Out	Total Out of School	Child Labour	Disabled children
5-8 Age group	59%	41%	0%	41%	0%	0%
9-11 Age group	75%	24%	1%	25%	0%	0%
12-13 Age group	72%	22%	6%	28%	1%	0%
5-13 Age group	66%	32%	1%	34%	0%	0%

Status of District As a Whole

No. of Villages	:	1101
Nos. of L.P.S.	:	1615
Teachers	:	4242
Students	:	146189
PTR	:	1:34
Nos. of UPS	:	300
Teachers	:	2627
Students	:	43889
PTR	:	1:17

Age Group	Enrolled	Never Enrolled	Drop Out	Total Out of School	Child Labour	Disabled children
5-8 Age group	99394	38706	2721	41427	1177	954
9-11 Age group	63882	10343	3799	14142	1924	563
12-13 Age group	34230	7785	7535	15320	2479	727
5-13 Age group	197506	56834	14055	70889	5580	2244

IN PERCENTAGE

Age Group	Enrolled	Never Enrolled	Drop Out	Total Out of School	Child Labour	Disabled children
5-8 Age group	71%	27%	2%	29%	1%	1%
9-11 Age group	82%	13%	5%	18%	2%	1%
12-13 Age group	69%	16%	15%	31%	5%	1%
5-13 Age group	74%	21%	5%	26%	2%	1%

Boarder/Hilly extremist Areas

Type & Nos. of Village	:	Boarder/Hilly extremist/Isolated areas, 130 Nos.
Community	:	Naga/Barman (Dimasa)/TG Community/Hmar/Manipuri and others
Nos. of L.P.S.	:	99
Teachers	:	140
Students	:	10608
PTR	:	1:76
Nos. of UPS	:	14
Teachers	:	89
Students	:	2090
PTR	:	1 :23

Age group wise Children Education Status	Enrolled	Never Enrolled	Drop Out	Total Out of School	Child Labour	Disabled children
5-8 Age group	6006	2714	259	2973	80	69
9-11 Age group	3681	608	260	868	139	44
12-13 Age group	2056	504	411	915	128	40
5-13 Age group	11743	3826	930	4756	347	153

IN PERCENTAGE

Age group wise Children Education Status	Enrolled	Never Enrolled	Drop Out	Total Out of School	Child Labour	Disabled children
5-8 Age group	67%	30%	3%	33%	1%	1%
9-11 Age group	81%	13%	6%	19%	3%	1%
12-13 Age group	69%	17%	14%	31%	4%	1%
5-13 Age group	71%	23%	6%	29%	2%	1%

Status of District As a Whole

No. of Villages	:	1101
Nos. of L.P.S.	:	1615
Teachers	:	4242
Students	:	146189
PTR	:	1:34
Nos. of UPS	:	300
Teachers	:	2627
Students	:	43889
PTR	:	1:17

Age Group	Enrolled	Never Enrolled	Drop Out	Total Out of School	Child Labour	Disabled children
5-8 Age group	99394	38706	2721	41427	1177	954
9-11 Age group	63882	10343	3799	14142	1924	563
12-13 Age group	34230	7785	7535	15320	2479	727
5-13 Age group	197506	56834	14055	70889	5580	2244

IN PERCENTAGE

Age Group	Enrolled	Never Enrolled	Drop Out	Total Out of School	Child Labour	Disabled children
5-8 Age group	71%	27%	2%	29%	1%	1%
9-11 Age group	82%	13%	5%	18%	2%	1%
12-13 Age group	69%	16%	15%	31%	5%	1%
5-13 Age group	74%	21%	5%	26%	2%	1%

Flood affected areas

Nos. of Village	:	Flood affected areas, 128 Nos.
Community	:	SC/Bengali Muslim and Others
Nos. of L.P.S.	:	230
Teachers	:	599
Students	:	22309
PTR	:	1:37
Nos. of UPS	:	50
Teachers	:	316
Students	:	6139
PTR	:	1:19

Age group wise Children Education Status	Enrolled	Never Enrolled	Drop Out	Total Out of School	Child Labour	Disabled children
5-8 Age group	15939	5275	416	5691	282	138
9-11 Age group	10346	1317	749	2066	255	86
12-13 Age group	6217	1098	961	2059	364	76
5-13 Age group	32502	7690	2126	9816	901	300

IN PERCENTAGE

Age group wise Children Education Status	Enrolled	Never Enrolled	Drop Out	Total Out of School	Child Labour	Disabled children
5-8 Age group	74%	24%	2%	26%	1%	1%
9-11 Age group	83%	11%	6%	17%	2%	1%
12-13 Age group	75%	13%	12%	25%	4%	1%
5-13 Age group	77%	18%	5%	23%	2%	1%

Status of District As a Whole

No. of Villages	:	1101
Nos. of L.P.S.	:	1615
Teachers	:	4242
Students	:	146189
PTR	:	1:34
Nos. of UPS	:	300
Teachers	:	2627
Students	:	43889
PTR	:	1:17

Age Group	Enrolled	Never Enrolled	Drop Out	Total Out of School	Child Labour	Disabled children
5-8 Age group	99394	38706	2721	41427	1177	954
9-11 Age group	63882	10343	3799	14142	1924	563
12-13 Age group	34230	7785	7535	15320	2479	727
5-13 Age group	197506	56834	14055	70889	5580	2244

IN PERCENTAGE

Age Group	Enrolled	Never Enrolled	Drop Out	Total Out of School	Child Labour	Disabled children
5-8 Age group	71%	27%	2%	29%	1%	1%
9-11 Age group	82%	13%	5%	18%	2%	1%
12-13 Age group	69%	16%	15%	31%	5%	1%
5-13 Age group	74%	21%	5%	26%	2%	1%

Tea Garden Area

No. of Tea Garden	:	57
No. of Tea Garden Division	:	120
Nos. of L.P.S.	:	168
Teachers	:	346
Students	:	15831
PTR	:	1:46
Nos. of UPS	:	17
Teachers	:	132
Students	:	3279
PTR	:	1:25

Age group wise Children Education Status in Tea Garden in Absolute Number

Age Group	Enrolled	Never Enrolled	Drop Out	Total Out of School	Child Labour	Disabled children
5-8 Age group	11608	8945	373	9318	259	164
9-11 Age group	7228	2990	707	3697	513	109
12-13 Age group	4146	2238	858	3096	655	203
5-13 Age group	22982	14173	1938	16111	1427	476

Age group wise Children Education Status in Tea Garden in Percentages

Age Group	Enrolled	Never Enrolled	Drop Out	Total Out of School	Child Labour	Disabled children
5-8 Age group	55%	43%	2%	45%	1%	1%
9-11 Age group	66%	27%	6%	34%	5%	1%
12-13 Age group	57%	31%	12%	43%	9%	3%
5-13 Age group	59%	36%	5%	41%	4%	1%

Age group wise Children Education Status District Total in Absolute Number

Age Group	Enrolled	Never Enrolled	Drop Out	Total Out of School	Child Labour	Disabled children
5-8 Age group	99394	38706	2721	41427	1177	954
9-11 Age group	63882	10343	3799	14142	1924	563
12-13 Age group	34230	7785	7535	15320	2479	727
5-13 Age group	197506	56834	14055	70889	5580	2244

Age group wise Children Education Status District Total In Percentage

Age Group	Enrolled	Never Enrolled	Drop Out	Total Out of School	Child Labour	Disabled children
5-8 Age group	71%	27%	2%	29%	1%	1%
9-11 Age group	82%	13%	5%	18%	2%	1%
12-13 Age group	69%	16%	15%	31%	5%	1%
5-13 Age group	74%	21%	5%	26%	2%	1%

Special Focus Area & Group Wise Major problems & Issues:

After identification of the areas and specific issues of these special areas, we have tried to analyse the pinpointed problems as well as issues, which effects the schooling decisions & provisions. 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 area-wise problems is appended below.

Hilly, Forest and isolated Punjis, Insurgency Prone Areas, Remote & Isolated:

Remote, Isolated, Remote and Isolated and Border dispute: All these villages are remote & some are isolated and also some are remote & isolated. Some of these are affected by insurgency.

Insurgency Problem: Some of these 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 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 buildingless and in dilapidated condition.

B) 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 departmental functionaries are same as other focused 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 (Talab bar) even if school is normally functioning, the attendance of the children is very poor. The school does not function on weekly holidays of tea garden, which is generally a school day, as the children don't attend school.

Thus, it is seen that weekly besides other holidays the school does not function for 2 days. There are a large number of single teacher schools in the tea gardens. As stated earlier, the school closed for 2 days on normal school days. In these schools owing to the due leave of the teacher the schools remain closed for some more days.

High PTR: PTR of the LP schools in tea Garden is 1:46, which is much higher than the district average of 1:34. Besides the existence single teacher school is highest in the tea garden areas.

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

Lack of Upper primary Schooling facilities: There are only 17 Upper Primary schools against 346 Primary school. The ratio of Lower Primary to Upper Primary School is 1:20 against the district average of 1:4

School timing: School timings are 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.

Child labour & Addiction to liquor: The addiction to country liquor, which is systematically in a chain reaction affecting 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.

Factor Essential For Special Areas and groups

- A sense of positive ness in the school environment.
- An appropriate instructional match.
- Clearly stated teaching goals and expectation.
- Individual instructional support.
- Effective classroom management.
- Sufficient academic time.
- High opportunities to respond.
- Active monitoring and student progress and understanding.
- Awareness of community and their participation.
- Special importance to disabled children, Girl's education and other backward communities.
- Providing proper communication.
- Providing organizational framework.
- Providing background information.

Other Academic Support

- Special school/ resource room model.
- Special resource persons groups.
- Itinerant/ traveling teacher group model.
- Consultant/ Para teacher group.
- Dual teaching.
- Learning corners.
- EGS school/Bridge Course.
- Community Awareness camp and enrolment drive.
- Distance learning- use of Projector, TV, Radio and other possible media.
- House based education.

Specific Strategies:

Recruitment of resource teachers and special training for them-the resource teachers will be expected to do the following:

- *Functional assessment.*

- *Use of teaching aids and appliances.*
- *Preparation of TLM.*
- *Modify academic assignments.*
- *Co-Teach general classroom.*
- *Spot tutoring provision.*
- *Remedial teaching.*
- *Parental counseling.*
- *Design specific teaching activities.*

Regular monitoring.

Attend monthly VEC/GPEC meetings.
Sensitization of regular teacher

By orientation programme.

By TLM workshop.

By classroom reading support.

By short term training and exposure visit to general areas.

Importance of local language and cultural festivals.

To appoint local language knowing teacher.

To give provision for holding local cultural traditional festivals.

NGO approach

Engage NGO members to accelerate the functioning of school.

To give the chance for supervising and monitoring.

To provide training for community mobilization and their social role.

Children-directed task engagement

Establish student council.

Self-monitoring or self-recording.

Self-assessment or self-evaluation.

Self-instruction.

Self-reinforcement.

Turns in completed homeworks/classworks.

Bring necessary material to classroom.

Socio cultural aspects of Tribal education/ Tea garden education.

Efficiency of teaching in Tribal/ TG dialect medium of instruction against regional language both long term and short term.

Create Community demand for Girl's education and enabling conditions children participations.

Motivating parents/ community through advocacy environment building women's camp/Melas.

Establish closer links between parents and the school/ teachers.

Setting up grass roots facilitative support structures –VEC/PTA/MTA to work towards ensuring girl's participation in Primary education.

Availability of female teachers.

The experiences and findings of the pre-project activities- Alokar Yatra and relevant other information from the areas have help us to a great extent to identify the change agents for different ethnic group and communities of the district. Besides, the identified change agents

and socio-ethnic functions will be used as platform for community mobilization. The change agents like the village headman

Religious leaders, indigenous Panchayat –functionaries, NGOs, social activists. Use of traditional and local media forms will also be made in mobilization initiatives.

Following Specific Activities have been budgeted under different functional areas

Plan for Special Disadvantaged Areas

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

Inputs to Religious 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 AREA WISE STRATEGIES & INTERVENTIONS

6.1 Coverage of Out of School Children in Un-served Area

Introduction:

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

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

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

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

Objectives:

To achieve universal physical access, 'Amar Parhashali's or alternative schools would be set-up in the un-served habitation, which would provide education of equivalent level as that in 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 Cachar district reflects that there are 72709 number of out of schools children in the district and out these figure 7775 (12:72%) number of children are leaving in 133 number of habitation having no primary formal school (Govt./Provisialised/ventures/private schools) within a walkable distance of 1:5 K.M radius

*Table: 6.1.1 Un-served Habitation wise Child Population
(Minimum 25 Out of Schoolchildren)*

Sl. No	Block	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	More than 2 KM	Total		
1	Udarbond	4	17	21	1208	21
2.	Salchapra	13	9	22	1096	22
3.	Silchar	1	1	2	81	2
4.	Sonai	3	16	19	1233	19
5.	Katigorah	4	19	23	948	23
6.	Rajabazar	4	5	9	318	9
7.	Lakhipur		2	2	86	2
8.	Narsingpur	13	22	35	2813	35
Total		42	93	133	7775	133

Focus Area:

In our dist. some villages falls in focus area like forest, tea garden ,border (State & international) punjis flood affected insurgency for which in the survey of "Alokar Jatra" findings show that the rate of never enroll as usual as dropout children is high compare to general village . The proposal of EGS centers in Special Focus area is as below:

Table: 6.1.2 Block Wise Proposal of EGS Centres in Special Focus Area

Sl.No.	Name of Block	1.5 K.M	2 K/M More K/m	No of EGS proposed
1.	Udarbond	5	10	15
2.	Salchapra	7	12	19
3.	Sonai	8	13	21
4.	Katigorah	15	20	35
5.	Lakhipur	20	10	30
Total		55	65	120

Problem and Issues :

General: Total unserved habitations-

- 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.
- Poverty in district 48% of population are under BPL.
- Children assisting their parents in different household works as well as in agricultural field, village base cottage industries, fishing etc.
- Child labour mostly engaged in daily waged labour, household labour, tea stall/ shops/garage and in daily market etc

Specific Problems and issues:

Tea – Garden areas: (Village 138)

- Sibling care
- Child labour
- Alcoholic addiction
- Lack of co- ordination between garden management and labour community.
- Lack of Infrastructural facilities

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.

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 EGS 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 would provide assistance to the VEC/TGEC for running of Amar Parhashalis. This assistance could be routed to the VEC/TGEC in two ways :

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

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

Strategies :

- The EGS would be implemented as an integral part of SSA. Hence, the structure and personnel for supervision of '*Amar Parhashali*'s would, therefore be a part of the Mission.
- All VA proposals would also form part of the district level EGS proposal. The VA proposals would be approved by state EGS Grant-in-Aid Committee.
- These EGS interventions would be funded directly under SSA. The total budgetary allocation under District Elementary Education Plan (DEEP) for both State and VA run EGS proposals would be within a limit of 25% of the overall DEEP budget.

- During initial years (2002-03) the '*Amar Parhashali's*' (EGS school) would run for class-I & II only. But, if in any place, class III/ IV drop out children are found then in those areas provision would be kept for higher classes.
- The '*Amar Parhashali's*' (EGS school) would use the Formal Curriculum and Formal Textbooks used in Primary Formal Schools.
- The '*Amar Parhashali's*' (EGS school) would run for a period of minimum 4 (four) hours during day time.
- The '*Amar Parhashali's*' (EGS school) would receive the incentives which are specifically meant for primary provincialised/government schools, viz.
- School infrastructure grant of Rs. 2000/- per annum.
- Mid-day meal facilities (as per government norms)

Eligibility:

- I. The habitation must be an un-served area i.e. having no primary formal school within 1 Km. radius. The primary formal school means, the primary schools using formal curriculum recognized by state Government/Boards/Organisations. These primary formal schools are may be of any type, viz., government/provincialised schools, private and venture schools etc.
- II. For Tea Garden areas the provisions of '*Assam Plantation Labour Rules (APLR), 1956*' clearly state the responsibility of the garden management providing educational facilities (primary schools). "Every Employer shall offer children between the age of 6 and 12 in his plantation exceeds 25, provide and maintain a primary school or schools for imparting primary education within a distance of 1 mile from the place where the workers resides. [Sec – 14, Rule 52 and 57 (A) – Pg. 20 & 21] .
- III. '*Amar Parhashali's*' (EGS schools) will be supported in tea gardens where necessary under SSA only if considered decision is reached between the State Government and the Tea Garden Management about the discharge of responsibilities under the APLR, 1956).
- III. The minimum number of 'out of school' (not enrolled in any school) children in the age group 6-14 years should be 40 for general areas (plains)
- IV. In case of Reserve Forest & Boarder areas, Isolated Char & Hill areas the minimum number of 'Out of school' (not enrolled in any school) children must be at least 25 in the age group of 6-14 years.

Prioritization:

- 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.
- 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.
- Priority will be given for habitations from where nearby Primary Formal School is at least 1.5 KM away. Based on micro planning and after approval of State Level Mission Authority each Deputy Commissioner shall notify list of unserved habitations where VECs could propose setting up of *Amar Parhashali's*.

Pre Conditions:

Micro planning:

- Conduct of micro planning exercises, including House-to-House Survey and identifying the specific age group children who are still unenrolled and mapping of schooling facilities would be a pre-requisite for EGS School.
- This would also be applicable for VA run EGS proposals also. The VAs have to ensure that the proposal is based on the findings of the micro-planning exercises or House-to-House Survey.

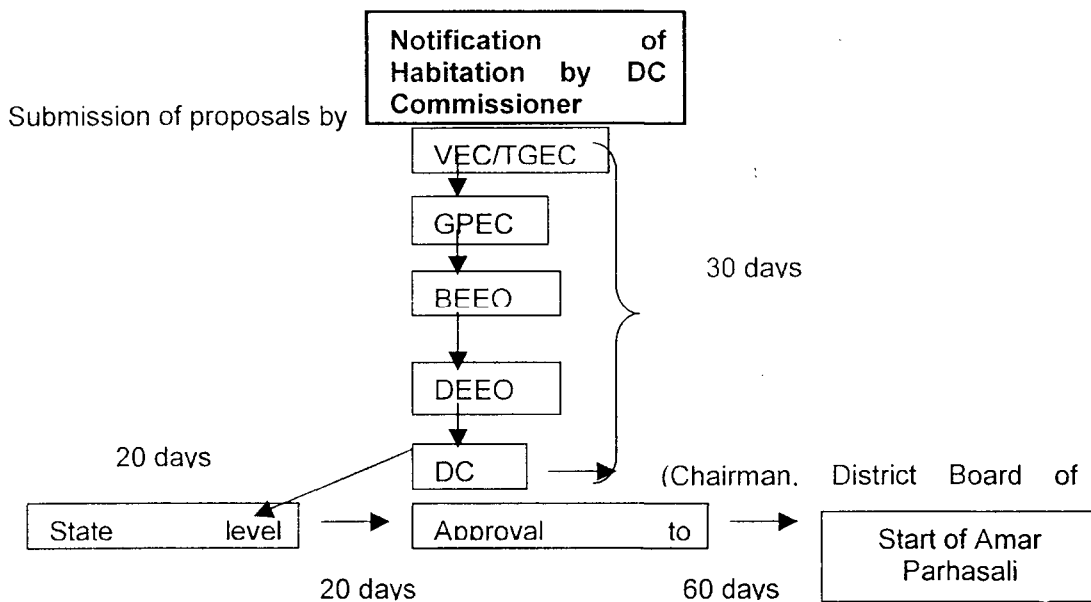
Community Demand:

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

Guarantee:

- Once the proposal for assistance to VEC/TGEC for running of '*Amar Parhashali*' has been approved by the State Level Committee, the Axom Sarva Siksha Abhijan Mission (ASSAM) will ensure that the assistance for running of '*Amar Parhashali*' would be provided to VEC/TGECs within a period of three months from the date of approval of proposal and after providing all necessary inputs.
- If at any point of time it becomes clear that any information provided by the VEC/TGECs are incorrect and the '*Amar Parhashali*' should not be supported as per the EGS camp. Then the financial support to VEC/TGEC could be suspended under the SSA. **Procedure for approval:**

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



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 a 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).

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.

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.

Selection committee:

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

Selection Process:

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

Role of community:

The VEC/TGEC would engage the Siksha Mitra as identified by selection committee in the EGS School on **Contract Basis**. The contract can be signed between VEC/TGEC & Siksha Mitra in a prescribed Agreement Paper only on successful completion of the 30-day induction level training programme.

The Agreement Paper must have to clearly state that the contract will valid for a period of 10 months only.

The VEC/TGEC would evaluate the performance of the Siksha Mitra after completion of 10 months period and would decide whether the same person would continue for another "Academic Session" or go for a fresh selection.

The VEC/TGEC would receive assistance from the District/Block Level Mission office for running of '*Amar Parhashali*'

The Siksha Mitra will have no claims whatsoever for continuation beyond the contract period or adjustment elsewhere in case the '*Amar Parhashali*' is closed down for some reason by the VEC or the ASSAM district wise support to the VEC/TGEC for these purpose.

The Siksha Mitra can be removed by a resolution of the VEC/TGEC to be approved by at least 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 :**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 learner:

A proper system of Evaluation would ensure a continuous process of evaluation of the learner. The monthly evaluation format would be maintained for each learners and necessary remedial measures would need to be taken to improve the achievement level of the learners.

In addition to it, cluster resource centre co-ordinator would also evaluate the performance of the learners two times in a year, viz. half-yearly and annually. The system of evaluation which is prevalent in the state for class (IV) would be applicable in case of '*Amar Parhashali*'.

Older learner may achieve the required level of competencies of a particular class/grade within 5/6 months, such learners would appear in a test at any time of the year and promoted to immediate next class/grade if they qualify.

Testing, Certification and Mainstreaming:

A system of testing and certification of the children studying in '*Amar Parhashali*' would be evolved to ensure the accurate assessment of achievement level of a learner. The certificate would be issued to all learner after completion of class IV duly signed by a Resource Teacher/ CRCC/SI of schools.

The children after completion class IV curriculum would be evaluated through the process exactly similar to the system used in Primary Formal School.

A system of Certification would be developed for the learner who wishes to join a Primary Formal School either during or at the end of any Academic Session. The certification by the Siksha Mitra of the Amar Parhashali and countersign by Educational administrators would be considered adequate by the Head Teacher of the Formal School for admitting the student to a particular grade.

Support System:

Academic support:

DIET & MISSION functionaries of Block and Cluster level will provide regular academic support to the EGS School.

Regular Monthly Review meetings will be held at Cluster level for Siksha Mitras.

Supervision & Monitoring:

State educational functionaries and Mission functionaries will regularly supervise the EGS schools.

Follow up actions will be taken on the basis of field feedback.

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

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

The overall assistance to VA would also be the same for primary level. For VAs a management cost for supervision and monitoring would be made available as per guidelines of EGS and AIE scheme. For supervision and monitoring of '*Amar Parhashali's*' 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 Parhashali' would be as follows:

Assistance to VEC/TGEC

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

Support from Mission for running of Amar Parhashali

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

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

Specific area Strategy

Community Mobilization for 'Thinly Populated/ Scattered Area' :

Residential EGS schools:

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

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

EGS Schools with Upper Primary Sections:

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

Special Intervention for Children of Religious Institutions:

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

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

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

Special Intervention for 'Different Linguistic Groups' :

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

Special Intervention for 'Isolated Areas' :

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

6.2 Coverage of Out of School children of Served areas

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

Our Goal:-

- Mainstreaming all the children who are out of school in the age group 6 - 14 years.
- Facilitating the children to acquire maximum learning in a minimum period.
- Retaining all children after 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

The House-to-House survey conducted during April 2002 in Cachar District reflects that there are 62245 no. of out of school children, which is 25.3% of total children of the district? Out of this 10330 (12.721%) of children are living in served habitations. Total out of school children 18560 are in 5-8 years age group and 15230 are in 9-13 years age group.

Table : 6.2.1 Age Group Wise School Going and Not Going Children

Blocks	5-8 Years				9-11 Years				12-13 Years			
	Total	School Going	Never Enrolled	Dropout	Total	School Going	Never Enrolled	Dropout	Total	School Going	Never Enrolled	Dropout
Salchapra	28723	21596	6508	619	17261	14283	1963	1015	12650	9522	1425	1703
Rajabazar	10140	7153	2862	125	5613	4407	962	244	4079	3025	680	374
Narsingpur	24859	16802	7588	469	13940	10605	2453	882	9814	6648	1721	1445
Katigora	27741	18756	8619	366	15593	13085	1674	834	10375	7618	1294	1463
Udarbond	16723	9972	6423	328	8692	6748	1487	457	6093	4200	1209	684
Lakhipur	14826	11849	2838	139	8066	6922	844	300	5691	4537	646	508
Sonai	19218	14156	4373	689	10649	8438	1190	1021	7278	4993	855	1430
Total	142230	100284	39211	2735	79814	64488	10573	4753	55980	40543	7830	7607

Table : 6.2.2 Age Group Wise School Going and Not Going Children In %

Blocks	5-8 Years				9-11 Years				12-13 Years			
	Total Out of School	School Going	Never Enrolled	Dropout	Total Out of School	School Going	Never Enrolled	Dropout	Total Out of School	School Going	Never Enrolled	Dropout
Salchapra	24.81%	75.19%	22.66%	2.16%	17.25%	82.75%	11.37%	5.88%	24.73%	75.27%	11.26%	13.46%
Rajabazar	29.46%	70.54%	28.22%	1.23%	21.49%	78.51%	17.14%	4.35%	25.84%	74.16%	16.67%	9.17%
Narsingpur	32.41%	67.59%	30.52%	1.89%	23.92%	76.08%	17.60%	6.33%	32.26%	67.74%	17.54%	14.72%
Katigorah	32.39%	67.61%	31.07%	1.32%	16.08%	83.92%	10.74%	5.35%	26.57%	73.43%	12.47%	14.10%
Udarbond	40.37%	59.63%	38.41%	1.96%	22.37%	77.63%	17.11%	5.26%	31.07%	68.93%	19.84%	11.23%
Lakhipur	20.08%	79.92%	19.14%	0.94%	14.18%	85.82%	10.46%	3.72%	20.28%	79.72%	11.35%	8.93%
Sonai	26.34%	73.66%	22.75%	3.59%	20.76%	79.24%	11.17%	9.59%	31.40%	68.60%	11.75%	19.65%
Total	29.49%	70.51%	27.57%	1.92%	19.20%	80.80%	13.25%	5.96%	27.58%	72.42%	13.99%	13.59%

Table : 6.2.3 School Going and Not Going Children In % to total children

Blocks	5-8 Years to total			9-11 Years			12-13 Years		
	Total	School Going	Out Of School	Total	School Going	Out Of School	Total	School Going	Out Of School
Salchapra	48.99%	47.57%	49.18%	29.44%	31.46%	14.83%	21.57%	20.97%	10.77%
Rajabazar	51.13%	49.04%	54.55%	28.30%	30.22%	18.33%	20.57%	20.74%	12.96%
Narasingpur	51.14%	49.34%	52.12%	28.68%	31.14%	16.85%	20.19%	19.52%	11.82%
Katigorah	51.65%	47.53%	60.48%	29.03%	33.16%	11.75%	19.32%	19.31%	9.08%
Udarbond	53.08%	47.67%	60.66%	27.59%	32.26%	14.04%	19.34%	20.08%	11.42%
Lakhipur	51.87%	50.84%	53.80%	28.22%	29.70%	16.00%	19.91%	19.47%	12.25%
Sonai	51.74%	51.31%	45.75%	28.67%	30.59%	12.45%	19.59%	18.10%	8.95%
Total	51.16%	48.84%	53.93%	28.71%	31.41%	14.54%	20.13%	19.75%	10.77%

Table : 6.2.4 Over all Out Of School Children & Coverage Under EGS

Blocks	Overall Out Of School Children				Under EGS (5-13 Years)	
	5-8 Years	9-11 Years	12 13 Years	Total	In EGS	Balance
Salchapra	7,127	2,978	3,128	3,233	1,096	12,137
Rajabazar	2,987	1,206	1,054	5,247	318	4,929
Narasingpur	8,057	3,335	3,166	4,558	2,813	11,745
Katigorah	8,985	2,508	2,757	14,250	948	13,302
Udarbond	6,751	1,944	1,893	10,588	1,208	9,380
Lakhipur	2,977	1,144	1,154	5,275	86	5,189
Sonai	5,062	2,211	2,285	9,558	1,233	8,325
Total	41,946	15,326	15,437	72,709	7,702	65,007

Table : 6.2.5 Distribution of Remaining Out Of School Children Age Wise

Blocks	5-8 Years	9-11 Years	12 Years	13 Total	5 Yrs	6 Yrs	7 & 8 Yrs	9-13 Yrs
Salchapra	5351	3216	2357	10923	1278	1332	2740	5572
Rajabazar	2268	1256	912	4436	542	565	1162	2168
Narasingpur	5405	3031	2134	10571	1291	1346	2768	5165
Katigora	6184	3476	2313	11972	1477	1540	3167	5788
Udarbond	4481	2329	1633	8442	1070	1116	2295	3961
Lakhipur	2422	1318	930	4670	579	603	1241	2248
Sonai	3876	2148	1468	7493	926	965	1985	3616
Total	29987	16773	11746	58506	7164	7467	15357	28519

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

Blocks	2002-03		2003-04				2004-05			2005-06		
	Learners	No Of New Centres	Learners	No Of Centres			No Of Centres			No Of Centres		
				New	Old	Total	New	Old	Total	New	Old	Total
Salchapra	1,644	55	822	27	27	55	-	27	27	-	14	14
Rajabazar	697	23	348	12	12	23	-	12	12	-	6	6
Narasingpur	1,661	55	830	28	28	55	-	28	28	-	14	14
Katigora	1,900	63	950	32	32	63	-	32	32	-	16	16
Udarbond	1,377	46	688	23	23	46	-	23	23	-	11	11
Lakhipur	744	25	372	12	12	25	-	12	12	-	6	6
Sonai	1,191	40	596	20	20	40	-	20	20	-	10	10
Total	9,214	307	4,607	154	154	307	-	154	154	-	77	77

Table : 6.2.7 Projection Of BC Centres for 9-13 Years

Blocks	2002-03		2003-04				2004-05			2005-06		
	Learners	No Of New Centres	Learners	No Of Centres			No Of Centres			No Of Centres		
				New	Old	Total	New	Old	Total	New	Old	Total
Salchapra	-	-	3,343	111	-	111	-	56	56	-	-	-
Rajabazar	-	-	1,301	43	-	43	-	22	22	-	-	-
Narasingpur	-	-	3,099	103	-	103	-	52	52	-	-	-
Katigora	-	-	3,473	116	-	116	-	58	58	-	-	-
Udarbond	-	-	2,377	79	-	79	-	40	40	-	-	-
Lakhipur	-	-	1,349	45	-	45	-	22	22	-	-	-
Sonai	-	-	2,170	72	-	72	-	36	36	-	-	-
Total	-	-	17,111	570	-	570	-	285	285	-	-	-

Table : 6.2.8 Projection Of Overall BC Centres

Blocks	2002-03		2003-04				2004-05			2005-06		
	Learners	No Of New Centres	Learners	No Of Centres			No Of Centres			No Of Centres		
				New	Old	Total	New	Old	Total	New	Old	Total
Salchapra	1,644	55	4,165	139	27	166	-	83	83	-	42	42
Raja Bazar	697	23	1,649	55	12	67	-	33	33	-	17	17
Narasingpur	1,661	55	3,929	131	28	159	-	79	79	-	40	40
Katigarh	1,900	63	4,423	147	32	179	-	90	90	-	45	45
Udar Bond	1,377	46	3,065	102	23	125	-	63	63	-	31	31
Lakhipur	744	25	1,721	57	12	70	-	35	35	-	17	17
Sonai	1,191	40	2,765	92	20	112	-	56	56	-	28	28
Total	9,214	307	21,718	724	154	878	-	439	439	-	219	219

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 of 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.

- Various types of training like introductory and refresher training for (Academic Co-ordinator) AC and HT's.
- Training for the workers of religious institution (Madrassa, Moth).
- TLM will be provided to each BC centers
- 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).
- Monitoring supervision and follow –up will be done by BRCC, CRCC and other educational functionaries and VEC /TGEC/ SMC/GPEC.
- Exposure visit of AC , HT and VEC members will be under taken.
- Grant- in -aid will be given by Mission to willing voluntary organization that intend to run BC centers.
- Documentation of the whole process will be done for future modification and alteration.
- Translation, adaptation and development of group specific material for various language group of the district.

Different categories of Bridge Course

short term bridge course for the age group 7 – 8 years for 45 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.

for 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 -

Table : 6.2.9 Projection Of BC For Urban Areas

Name of Urban area	Total Population	Urban	Child Population (5-13 Yrs)	Out Of School (5-13 Yrs)	No Of BC Centres
Ambikapur Part-X	10,014		594	155	5
Durga Nagar Part-V	7,425		440	115	4
Kanakpur Part-II	7,089		420	110	4
Silchar Part-X	5,313		315	82	3
Uttar Krishnapur Part-I	5,129		304	80	3
Total		34,970	2,073	542	18

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

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

Strategy:

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.

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

Structure:

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

6.3 Community Mobilization

Community ownership is the prime motto of SSA and as per house to house pre-project SSA survey, DISE and TRP reports, Cachar district requires special attention for community awareness and involvement in the education matters. It needs mentioning that from the early days the communities were found to run their educational institution smoothly and efficiently. There also found to take all initiative in utilizing their own resources for such institutions. If community mobilization is done as per SSA perspective right from habitation level to the district level, they will definitely agreeable to include the issue of education in their agenda of day- to- day life and they too will be able to use local resources for education within their jurisdiction. More precisely, this sense of belongingness in the mind of the community as one of the partner in educational planning and management is to be inculcated and developed through grass-root level organization and Panchayat Raj Institutions in the context of UEE for getting all the children in the age-group 6 –14 years in to school in the district.

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

Problems & Issues

- Community aware but not willing for UEE
- Educated teachers but not active in Teaching Learning Activities
- Child labour
- Sibling Care
- Small School size (over crowded), less facilities.
- Gender angle/early marriage of girls.
- Socio-economic barrier.

Specific steps for Community Mobilization

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

At School Level:	<i>School Management Committees</i>
At Village Level:	<i>Village Education Committees</i> <i>Tea-Garden Education Committees</i> (in Tea-Gardens)
At Gaon Panchayat Level:	<i>Gaon Panchayat Education Committees</i>

To enable these Community Based Organisations (CBOs) to initiate certain activities at school-level, certain financial provisions will be made like Rs 2000/- per annum per school as Infrastructure Grant while Rs. 5000/- per school per annum as Repairing and Maintenance Grant for every school every year.

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

To reach the larger masses, the habitation base fora like Mahila Samities/ Maina Parisad/ Clubs will be actively involved. To go into the inner part of the habitation, possibility of involving Namghar/ Math/ Mandir/ Mazjid etc will be explored. Need-based formation of various informal fora like Self Help Groups (SHG)/ Parent Teachers Association (PTA)/ Mother Teacher Association (MTA) will also be done.

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

- *Orientation-cum-sensitisation Sessions*
- *Sharing Meetings*
- *Visioning Workshops*

The major focus areas at this stage would be on

- *advocacy issues*
- *decentralised, local-specific and participatory approach.*
- *(particularly through involvement in construction/repair/maintenance of the school building, supporting school functioning – both in terms of managerial and academic (as far as possible) etc are the other essential dimensions, which are to be integral in the over-all strategy.)*
- *development of feedback mechanism and database.*
- *linkage with PRIs and other systemic entities*

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

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

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

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

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

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

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

Special Focus Group Interventions

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

PRIs and Others:

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

Others:

- Holding woman convention at District/ Block / GP level.
- Formation of MGs by CRCC and RPs.
- Training of change agents/ MGs /NGOs.
- Regular training/ Workshops of VEC/ WEC/ GPEC/ TGEC/ SMC.
- Composition of drama in local dialect/ Exhibition/ Sishu Mela/ Games and Sports.
- Provide active help and voluntary labour for the Infrastructural support of these schools to help the teachers in gearing up of teaching – learning process mono-grade/ multi-grade with voluntary teachers/ retired persons.
- To upgrade VER, data base and house to house annual survey by VEC/ GPEC/ WEC/TGEC/SMC/ RPs.

Following Specific Activities have been budgeted under the plan

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

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

implementation of VER

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

Enrollment Drive

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

Regular meetings

- Monthly VEC /TGEC WEC/SMC meeting
- Monthly GPEC meeting
- Bi monthly GPEC presidents meet at block level

Half yearly general meeting for all VEC, TGEC, WEC, SMC and GPEC at GP level

Quarterly SMC President meeting at GP level

Regular Grants for the schools

School Maintenance Grant

School Infrastructural Grant

Capacity building for PRIs

Exposure visit of PRI members

Reconstitution of VEC, TGEC, WEC and GPEC

Reconstitution of SMC

Graduation of SMC, VEC, TGEC, WEC and GPEC

6.4 Quality

Our Motto --

Every child in school;
Every child learning;

Our Goal --

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

Introduction :

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

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

Our Basic principles that underscore the pedagogical interventions:

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

Basic strategies before us

- (i) Pursue clear objectives related to the overall vision.
- (ii) Promote advocacy, social mobilization, community participation and stimulation of demand for quality education.
- (iii) Build commitment to these objectives throughout the system.
- (iv) Institutionalisation of planning, management and monitoring mechanism at local level.

- (v) Specific programme for schools in disadvantaged areas.
- (vi) Improvement of children learning skills in Ka Sreni, class I before they move to higher classes.
- (vii) Adaptation of good practices in school through permanent opportunities for in-service training.

Status :

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

SL. NO	Name of Block	Sanctioned Post	Teachers in Position			Vacant Post	% of vacant Posts	% of Male Teachers	% of Female Teachers
			Male	Female	Total				
1	Narsingpur	635	499	79	578	57	9%	86%	14%
2	Lakhipur	608	455	102	557	57	9%	82%	18%
3	Udarbond	356	289	63	352	4	1%	82%	18%
4	Sonai	695	539	107	646	49	7%	83%	17%
5	Salchapra	644	494	99	593	51	8%	83%	17%
6	Raza Bazar	314	206	85	291	23	7%	71%	29%
7	Katigorah	534	392	82	474	60	11%	83%	17%
8	Silchar	732	400	313	713	19	3%	56%	44%
Total		4518	3274	930	4204	320	7%	78%	22%

[Source: DEEO Office]

7% of the total teachers position are vacant in the district. The vacancy position is highest in Katigorah block and lowest in Udarbond block. Against 78% male teachers there are only 22% female teachers. Significantly 44% of the total teachers of urban area are female. This position has made the rationalization exercise more difficult.

Table: 6.4.2 Teachers by Training Status at Primary Level

	Teachers in Position			Trained Teachers			% of Male Trained Teachers	% of female Trained Teachers	% of Total Trained Teachers
	Male	Female	Total	Male	Female	Total			
Narsingpur	499	79	578	178	67	245	36%	85%	42%
Lakhipur	455	102	557	294	80	374	65%	78%	67%
Udarbond	289	63	352	102	96	198	35%	152%	56%
Sonai	539	107	646	295	98	393	55%	92%	61%
Salchapra	494	99	593	280	29	309	57%	29%	52%
Razabazar	206	85	291	157	48	205	76%	56%	70%
Katigorah	392	82	474	189	30	219	48%	37%	46%
Silchar	400	313	713	245	99	344	61%	32%	48%
	3274	930	4204	1740	547	2287	53%	59%	54%

[Source: DEEO Office]

Only around half of the teachers are trained. Block wise variation exists and ranges from 70% in Rajabazar to 42% in Narsingpur. More female teachers are trained than **male teachers**.

Table: 6.4.3 The position of U.P. School teacher in the district

Name of Block	Sanctioned Post	Teachers in Position			Vacant Post	% of Vacant Posts	% of Male Teachers	% of Female Teachers
		Male	Female	Total				
Narsingpur	481	356	106	462	19	4%	77%	23%
Lakhipur	360	260	79	339	23	6%	77%	23%
Udarbond	158	103	49	152	6	4%	68%	32%
Sonai	510	391	75	466	44	9%	84%	16%
Salchakra	402	281	97	378	24	6%	74%	26%
Raza Bazar	167	112	41	153	14	8%	73%	27%
Katigora	401	288	102	390	11	3%	74%	26%
Silchar	295	106	181	287	8	3%	37%	63%
Total	2774	1897	730	2627	149	5%	72%	28%

[Source: DEEO Office]

Five percent posts are lying vacant. Sonai block is having highest number of vacancy both in number and percentage terms. Similar to the primary level there are 72% male teachers against 28% female teachers. Silchar the district head quarter is having highest concentration of female teachers (63%).

Table: 6.4.4 Teachers by Training Status at Upper Primary Level

Name of Block	In number			In Percentages		
	Male	Female	Total	Male	Female	Total
Narsingpur	101	98	199	28%	92%	43%
Lakhipur	103	79	182	40%	100%	54%
Udarbond	38	15	53	37%	31%	35%
Sonai	176	33	209	45%	44%	45%
Salchakra	85	43	128	30%	44%	34%
Raza Bazar	49	14	63	44%	34%	41%
Katigora	89	69	158	31%	68%	41%
Silchar	83	29	112	78%	16%	39%
Total	724	380	1104	38%	52%	42%

Only 42% of the teachers are found to be trained. Except in two blocks (Silchar & Udarbond)) in all other blocks there are more trained female teachers. 100% female teachers are trained in Lakhipur block followed by 92% in Narsingpur block.

Table: 6.4.5 Distribution of Primary School by Number of Teachers

Sl. No	Name of Block	No of School having single Teacher	No of School double Teacher	No of School three Teacher	No of School four & above Teacher	Total
1.	Salchapra	79	68	37	57	241
2.	Silchar	3	19	20	47	89
3.	Udarbond	69	29	28	27	153
4.	Rajabazar	61	47	22	6	136
5.	Sonai	62	96	45	44	247
6.	Narsingpur	96	94	37	29	256
7.	Katigora	142	97	33	20	292
8.	Lakhipur	45	58	29	69	201
Total		557	508	251	299	1615

IN PERCENTAGE

Sl. No	Name of Block	% of School having single Teacher	% of School double Teacher	% of School three Teacher	% of School four & above Teacher	Total
1.	Salchapra	5%	4%	2%	4%	15%
2.	Silchar	0.19%	1%	1%	3%	6%
3.	Udarbond	4%	2%	2%	2%	9%
4.	Rajabazar	4%	3%	1%	0%	8%
5.	Sonai	4%	6%	3%	3%	15%
6.	Narsingpur	6%	6%	2%	2%	16%
7.	Katigora	9%	6%	2%	1%	18%
8.	Lakhipur	3%	4%	2%	4%	12%
Total			34%	31%	16%	19%

[Source: DEEO Office]

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;

(2) Teachers :

- Existence of Single Teacher Schools;
- PTR is not in proper order;
- Existence of un-trained teachers;
- Lack of pre-service training;
- Recruitment of poor quality teachers;
- Teachers are not aware of learning 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.

(3) 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.

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

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

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

- Less importance on Supervision & Monitoring by educational functionaries;
- Lack of special supervising staff for remote, forest and isolated areas;
- Want of special incentive to supervising staff for remote and focused areas;
- Lack of special strategy for problematic areas;
- In-adequate supervising staff;

- Engagement of supervising staff to other administrative activities;
- No DIET, and Normal School facilities. Sick condition of existing BTC with only 4 numbers of staff;
- Un-even distribution of schools to inspecting staff for S&M works.

Here, a picture of distribution of schools to the departmental inspecting staff be looked into **Problems & Issues:**

Table :6.4.6 School Inspecting Staff Ratio

Block	No. of Schools			No. of Inspecting Officer BEEO & S.I	Ratio	Remarks
	L.P	U.P	Total			
Narsingpur	256	52	308	3	1: 103	
Lakhipur	201	33	234	3	1: 78	
Udarbond	153	17	170	2	1: 85	
Sonai	247	50	297	2	1: 149	One SI is entrusted with addl. Responsibility of BEEO
Salchapra	241	48	289	2	1: 145	
Rajabazar	136	20	156	2	1: 78	One SI is entrusted with addl. Responsibility of BEEO
Katigorah	292	54	346	2	1: 173	One SI is entrusted with addl. Responsibility of BEEO
Silchar	89	26	115	2	1: 58	
Total	1615	300	1915		1: 106	

[Source ' DEEO Office]

(6) School Community Linkage: -

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

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

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

(8) Flood Prone Area:-

- Termination of communication for more than 3 months (in Bakrihowar area);
- Inundation of school building for more than 1 month during flood period months (Bakrihowar area) repeatedly;
- Schooling facilities are disturbed in flood prone areas (Matijuri, Purbogun, Bandukmara, Bar Hailakandi, Basdhar, Rangpur, Nimaichandpur, Rajyeswarpur, Kalacherra, Lalacherra, Niz-Vernerpur, Roopacherra, Mahammadpur, Harishnagar, Dholai) for 20 to 30 days during flood.

(9) Children:-

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

10. Low quality of school system (a summary)

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

Strategies and interventions:

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

A. Community involvement in school

- Constitution of community based organization and other forces.
- Linkage between 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 emphasis 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 teachers resource group at cluster level.
- Growing the CRC as an in service training center for the teacher.

E. Pupils evaluation

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

F. Support to schools with special problem

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

G. Innovation

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

Specific Strategies undertaken

Preparation and use of Teaching and learning materials:

Core teaching learning materials required for each lesson of the 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, Teagarden schools. Flood prone areas etc) core TLMs will be provided. The teacher will have to use TLMs by following a daily action plan, which is related to lesson plan. Monthly activity plans and scheme book. In case of Multi-grade schools and schools in disadvantaged areas, this planning will be built into the package provided. However, the teacher will get full liberty to develop new TLMs as per local

need. The DACG and BACG members will review the use of TLMs in all the schools covered by them.

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 other wise deprived student and give them extra support. Support measures will be discussed and planned in meetings with VEC, SMC, Mothers group, Teacher meet and all other meetings in the line. Children's progress will be reported to parents regularly.

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

Check towards frontal teaching and rote memorization.

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

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

Teacher Motivation and Accountability

Reforms and innovation will not take extra time from teachers as inputs will be introduced gradually and keeping in view the limitations. No teacher will be left alone to shoulder the responsibility of changes. The gap between theory and practice will be reduced by helping the teacher to do learning to do material and how to link with others. The trainers are required to practice the theory in practical situation before they go for demonstration. 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's participation in learning. This will help take up special corrective measures as weak areas will be identified

School based planning for internal efficiency Village level institution

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

School based learning improvement programme

Special package for school level learning improvement will be launched in all the 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 student's performance will be counted in gradation of the school.

School with limited facilities

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

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

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

Table: 6.4.7 The Status Of Schools In Problem Areas

AREAS	No. of Garden/Village	Tea L.P Schools	Upper Schools	Primary
Tea Garden	35	131	18	
Forest Areas	19	66	11	
Flood Prone Areas	33	81	99	
Remote/ Punjee	21	28	3	

Strategies :

Communication linkage be developed;
Strengthening of local community agencies;
Frequent visit by RPs;

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

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

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

1. Supervision & Monitoring (S & M):

District Academic Core Group.

The District Academic Core Group Includes the following.

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

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

Roles and Responsibilities of DACG :

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

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

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

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

Block Academic Core Group (BACG) :

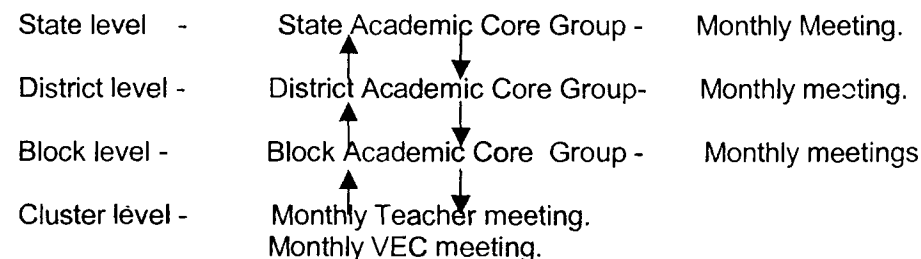
The BACG shall comprise the following:

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

Roles and Responsibilities of BACG:

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

Strategy of this information and feedback linkage:



Role and functions of Block Resource Centre

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

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

Major role of BRC coordinator :

- a) As a planner.
- a) As a co ordinator.
- b) As a Trainer.

- c) As a supervisor.
- d) As a practitioner of good practices.(Adopted school)

Role and Functions of Cluster Resource Centre.

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

Role and functions of Cluster Resource Centre co ordinators

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

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.

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

The Coordinator DACG will present a comprehensive report to the Monthly SACG meeting, Alternatively one BACG of 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:

Support to Normal School Specifically Upper Primary Intervention:

Cachar district is fortunate to have one of the oldest Normal Schools meant for providing in-service training to the teachers of Middle Schools in Bengali medium not only for the Barak Valley School but also for all the Bengali Teachers of the state. However, it is unfortunate

that this institute is decaying and not being supported. Even more pathetically no in-service trainees are now sent to this institute since last two years.

It is proposed to entrust the responsibility of Upper Primary Pedagogical needs to this institute as it is having sufficient manpower and expertise. However, the institute needs revitalization and develop its Institutional Plan. The present status of the Institute is as below:

Present Position of Normal School, Silchar.

Year of Establishment : - 1907

Land : Normal School, Silchar has 18 Bighas & 13 Kathas in two units.

- a) Normal School & its attached practicing Schools Nos. I, II & III
- b) Botanical & Flower garden.
- c) Play Ground
- d) Swimming Pond.

- a) Hostel Superintendent's Quarter.
- Hostel (Male) intake Capacity – 75 boarders.
- Hostel (Female) Intake Capacity – 25 Boarders.

Building :

Name	Nos. of Rooms	Need Major repairing	Needs minor repairing	Toilet facilities available Yes/No
a) Administrative Building	6 Nos.	-	All	Yes
b) Library Building	4 Nos.	4 Nos.	-	No
c) Demonstration Hall (Capacity – 200 Participations)	1 No.	4 Nos.	-	No
d) Hostel (Male) intake capacity (75 boarders)	3 blocks X 8 = 24 rooms	24 rooms	-	No.
e) Hostel (Female) intake capacity 25	8 + 2 = 10	-	10 rooms	Yes
f) Practising School I	1 No.	1 No.	-	No
g) Practising School II	2 Nos.	2 Nos.	-	No.
h) Practising School III	5 Nos.	5 Nos.	-	No.
i) Chowkidar shed (School)	2 Nos.	2 Nos.	-	No.
j) Chowkider Shed (Hostel)	3 Nos.	3 Nos.	-	No.
k) Quarter for Superintendent	6 Nos.	6 Nos.	-	Yes (damaged) at present.
l) Grade-IV Quarter	2 Nos.	2 Nos.	-	Yes
m) Kitchen (mess)	3 Nos.	-	3 Nos.	Yes
n) Dining Hall	1 No.	1 No.	--	No

Drinking Water Facility: Provisional but not sufficient.

Electricity : Provisional & connection but need minor repairing

N. B. : There is a building in the male Hostel campus which is deserted for its deplorable condition. It may be used by making some major repairing

Boundary Wall : No boundary Wall at present so it needs proper boundary wall for both the School & Hostel area.

Library : There are some thousands of rare books but these are going to be perished for wanting of proper maintenance facility.

N. B. : There are about 250 Nos. of rare manuscripts written on papers, barks, palm leaves etc. it needs proper preservation by laminating and keeping in air conditioned containers.

Furniture : Furniture available are not sufficient.

Telephone : There is no telephone connection in the School. It needs telephone facility.

Staff Pattern :

Name of Posts	Sanctioned	Present Position (filled up)	Vacant Post
Principal	1	1	-
Vice Principal	1	1	-
Assistant. Teacher & Pedagogy & Methodology	11	10	1
Ministrial (UDA & LDA)	2	1	1 (LDA)
Chowkldar	3	3	-
Sweeper	2	1	1
Cook	4	3	1
Mall	1	-	1
Total	25	20	05

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

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

Following Specific Activities have been budgeted under the plan

Setting up of BRC

Setting up of CRC

Supervision & Monitoring

SCHOOL IMPROVEMENT PROGRAMME

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

Training of teachers

- 8 days training of Lower Primary School Teachers
- 8 days training of Upper Primary School Teachers
- Training of K-sreni teachers
- **15-day District level workshop seminar**

Evaluation

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

Free Textbook to Children

Gradation of School

Teacher Grant

6.5 Research, Evaluation & Monitoring

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

With a view to ensure successful implementation of plan and programme of SSA, the institutions and individuals will be 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 in-house and third party is another major agenda under this component. Some of the specific areas on which evaluation studies will be undertaken is given below:

- Use of grants to school.
- Functioning of DACG/BACG
- Effect of mobilisation activities.
- Motivation strategy for out of school and working children.
- Impact of SSA in enrolment & Attendance..
- Functioning of village education committees & school management committees
- Evaluation of managerial structures and processes.
- Appraisal of school management.
- Monitoring & Evaluation of assistance to VEC.
- Teacher training and its effectiveness on teachers motivation and knowledge
- Longitudinal study to 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

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

6.7 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, orthopaedic, and learning impairment and mental retardation.

STATUS

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

Block Name	No. GP	No. of Disabled Children											
		5-8 Age group			9-11 age group			12-13 age group			5-13 age group		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Udharbond	18	60	43	103	30	51	81	26	37	63	116	131	247
Sonai	21	120	96	216	68	54	122	73	56	129	261	206	467
Rajabazar	13	21	39	60	9	12	21	12	11	23	42	62	104
Narsingpur	28	105	86	191	57	39	96	61	51	112	223	176	399
Katigorah	29	159	108	267	90	63	153	93	59	152	342	230	572
Lakhipur	21	40	46	86	30	27	57	31	21	52	101	94	195
Salchapra	25	486	505	991	328	293	621	359	275	634	1173	1073	2246
Silchar	8	8	5	13	5	9	14	15	5	20	28	19	47
Total	163	999	928	1927	617	548	1165	670	515	1185	2286	1991	4277

Table 6.7.2 District/Block Wise Age Wise Number Of Disabled Children In Percentages Within Age group

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
Udharbond	18	6%	5%	5%	5%	9%	7%	4%	7%	5%	5%	7%	6%
Sonai	21	12%	10%	11%	11%	10%	10%	11%	11%	11%	11%	10%	11%
Rajabazar	13	2%	4%	3%	1%	2%	2%	2%	2%	2%	2%	3%	2%
Narsingpur	28	11%	9%	10%	9%	7%	8%	9%	10%	9%	10%	9%	9%
Katigorah	29	16%	12%	14%	15%	11%	13%	14%	11%	13%	15%	12%	13%
Lakhipur	21	4%	5%	4%	5%	5%	5%	5%	4%	4%	4%	5%	5%
Salchapra	25	49%	54%	51%	53%	53%	53%	54%	53%	54%	51%	54%	53%
Silchar	8	1%	1%	1%	1%	2%	1%	2%	1%	2%	1%	1%	1%

Table: 6.7.3 District/Block Wise Age Wise Number Of Disabled Children In Percentages Between Age groups To Total

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
Udharbond	18	52%	33%	42%	26%	39%	33%	22%	28%	26%	100%	100%	100%
Sonai	21	46%	47%	46%	26%	26%	26%	28%	27%	28%	100%	100%	100%
Rajabazar	13	50%	63%	58%	21%	19%	20%	29%	18%	22%	100%	100%	100%
Narsingpur	28	47%	49%	48%	26%	22%	24%	27%	29%	28%	100%	100%	100%
Katigorah	29	46%	47%	47%	26%	27%	27%	27%	26%	27%	100%	100%	100%
Lakhipur	21	40%	49%	44%	30%	29%	29%	31%	22%	27%	100%	100%	100%
Salchapra	25	41%	47%	44%	28%	27%	28%	31%	26%	28%	100%	100%	100%
Silchar	8	29%	26%	28%	18%	47%	30%	54%	26%	43%	100%	100%	100%
		44%	47%	45%	27%	28%	27%	29%	26%	28%	100%	100%	100%

It is seen from the above table that there are 4277 disabled children which is 3 % 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 Salchapra block has highest number of disabled children and Silchar is having lowest number of disabled children in terms of absolute number.

From the agegroup wise analysis it can be seen that highest concentration of the disabled children is in the age group of 5-8 that is 45% followed by the age group of 9-11 (27%) and 12-13 age group 28%.

Table 6.7.4 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	1
PHC	8
N.P.H.C	13
Sub-centre	275
Govt. Hospital	5
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 (Regional Office)	Yes
Govt. special school	No

Issues

Lack of awareness on disability related issues

Dearth of trained Personnel.

Misconception on abilities of the disabled

Disadvantaged areas

Special Areas like Border, Forest, Tea Garden, Flood Prone Area and Remote

Others

The Main Objective Of The Programme:

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

Strategies Adopted

- Re-verification of 'Alokar Jatra" Data
- Quantitative expansion in phases
- Composite area planning
- Local specific approach
- Desegregated target setting initially GP level targets fixed
- School restructuring / reform in construction programme. Making compulsory provision of Ramps and other disable friendly elements in school construction
- Establishing Community school mobilization and linkages
- Convergence of all existing mechanisms and services
- Establishing contract with the community
- Establishing contract with institutions
- Establishing contract with other functionaries and organizations
- Survey for identifications
- Assessment of disabled children
- Mobilization of resources
- Training and orientation
- Integration of children with special needs

Facilitating conditions- organizational
Facilitating conditions-pupils
Facilitating conditions-classroom

Major Activities:

The following activities could form components of the programme.

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

Core Group (DRP): Resource groups will be constituted at district levels to undertake effective planning and management of the programmes in collaboration with PRIs and NGOs. An apex level resource group at the national level to provide guidance, technical and academic support to the children with special needs under SSA will be constituted. Formation of a core team of district administration, health officials, social welfare, educational functionaries, NGOs will be constituted to initiate the activities. The group will be responsible for awareness and sensitization at different levels, planning, problem solving, supervision & monitoring. Regular quarterly meeting of the group for the first 3 years and half-yearly in the consequent five years and quarterly in the last year will be held to plan, strategise 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 NGOs, District core group and change agents of the community mobilization group.

Selection and training of Resource Persons and workers: To conduct the activities at district, block and cluster /panchayat level, persons will be selected and engaged to supervise and work with complete job chart drawn up at state level. The engagement TOR will be on 11 months 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. An intensive training course 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 planed in 2003—04 and also in every year till 2007-08.

Functional and formal Assessment : For each identified child, assessment camps by trained professionals of National and Regional Rehabilitation Centres will be carried out every year co-ordinated by the District Mission Office . A team of professionals will conduct camps at every block and recommend most appropriate placement for every child with special needs.

Aids and Appliances : All children requiring assistive devices will be provided with aids and appliances, obtained as far as possible through convergence with the Ministry of Social Justice and Empowerment, State Welfare Departments, National Institutions or NGOs. Follow-up & distribution camp.

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

Convergence with all govt. and non-govt. agencies : Convergence with social welfare, health, rural development, national institutes ,rehabilitation centers, special schools, organizations working for the disabled, local sanghas, religious and community leaders, mahila samities will contribute to the success of the programme. Hence, networking with these organization at regular basis is a important feature of the plan.

Support Services and Resource support : Support services will be for both in-school and out-of-school children, like physical access, resource rooms (readiness centers will be opened if necessary to prepare children for formal placements) at cluster level, special equipment, reading material, special educational technique(STLM), remedial teaching, curricular 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 functional throughout the year. Resource support will be given by teachers working with children with special needs. Wherever this option is not feasible, long term training of regular teachers will be undertaken.

Teacher training: Intensive teacher training will be undertaken to sensitize regular teachers on effective classroom management of children with special needs. This training will be recurrent every year at block / cluster levels and integrated with the on-going in-service teacher training schedules in SSA. All training modules at SCERT, DIET and BRC level will include a suitable component on education of children with special needs. **The activity expenditure will be booked in the Teachers Training (Quality) component of the plan .**

Individualized Educational Plan (IEP): An IEP(case study) will be prepared every year by the teachers for every child every year with special needs in consultation with parents and experts. Its implementation will be monitored from time to time. The programme will test the effectiveness of various strategies and mode:is by measuring the learning achievement of children with special needs periodically, after developing indicators.

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

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

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

Removal of Architectural barriers : Architectural barriers in schools will be removed for easy access in convergence with civil work component . Efforts will be taken to provide

disable-friendly facilities in schools and educational institutions. Development of innovative designs for schools to provide an enabling environment for children with special needs will also be a part of the programme.

Research : 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 Early Childhood and Care Education

OUR COMMITMENT

Help the child to express herself.
Not to compare children.
Opportunities to explore and manipulate environment.
Give as many experiences for play as possible.
Rewarding A child's efforts.

Introduction:

The National Policy on Education (NPE 1986) has emphasized the ECCE programme as an important input in the strategy of human resource development, as a feeder and a support programme for primary education and as a support service for workingwoman. The policy has emphasized that ECCE programme should be Child centric and it should be transacted through the play and activity approach. The SSA acknowledges the importance of early childhood care education as crucial input in improving the enrollment and participation of the children in formal schooling.

ECE goals and its objectives

The main objective of the ECCE is to increase the enrolment, to check the drop out, mentally preparing the child for schooling and promoting girls education by relieving elder girl child from sibling care, without which UEE can not be achieved.

In our visioning workshop it was accepted that the main objective of Early Childhood Care is the all-round integrated development of the child up to school age. The first 6 years of life are critical and it is necessary to optimize development at the stage, for making the child ready for primary schooling. To add to this, UEE has become a fundamental right of children, the government and the community under the provision of constitutional bindings has come to the common platform to achieve the targeted objectives to get all categories of children into school through collective participation of communities.

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

In addition to that, we should keep in mind that the child's health and physical well being, involving parents and community to get rid of unnecessary burden on the child and to give special needs.

Status:

The availability of pre-schooling facility in true sense is almost nil in the district. There are only two pre-primary schools in the district. The private participation for these groups of children is limited to only in some small urban areas.

The situation has not improved with the introduction of Ka Sreni by the Govt. of Assam to all govt.-Provincialised L.P School in the year 2001The introduction was made by a govt. circular only without making any special provision. No additional teacher has been given for the section. Besides, proper curriculum, guideline & provision of TLM have not yet been made in that school. So the children of Ka Sreni are really deprived from their proper

attention. In most of the cases it is found that the children of Ka Sreni are neglected and mixed with the children of class-I, which create a problem in existing school. Following table showing availability teachers explains the position:

Table 6.8.1 Block wise Status of Distribution of Teachers:

Sl. No	Name of Block	No of School having single Teacher	No of School double Teacher	No of School three Teacher	No of School four & above Teacher	Total	% of Schools with less than four teachers	% of Schools with four & above teachers
1.	Salchapra	79	68	37	57	241	76%	24%
2.	Silchar	3	19	20	47	89	47%	53%
3.	Udarbond	69	29	28	27	153	82%	18%
4.	Rajabazar	61	47	22	6	136	96%	4%
5.	Sonai	62	96	45	44	247	82%	18%
6.	Narsingpur	96	94	37	29	256	89%	11%
7.	Katigorah	142	97	33	20	292	93%	7%
8.	Lakhipur	45	58	29	69	201	66%	34%
Total		557	508	251	299	1615	81%	19%

Thus from the data shown above it can be seen that K-Sreni children of only 19% of the schools can afford to get a teacher. In 81% of the schools with less than four teachers there is hardly any possibility of teachers pay attention to them.

The general trend of coverage of almost universalisation of ICDS center is not the case for Cachar district. The coverage of ICDS scheme is given below:

Table 6.8.2 Block Wise Availability of ICDS Centres

Sl. No	Name of Block	No of ICDS centre in formal school	No of School having ICDS centre	% of ICDS centre in formal school	% of School having ICDS centre
1.	Salchapra	150	91	62%	38%
2.	Silchar	35	54	39%	61%
3.	Udarbond	65	88	42%	58%
4.	Rajabazar	60	76	44%	56%
5.	Sonai	140	107	57%	43%
6.	Narsingpur	150	106	59%	41%
7.	Katigorah	102	190	35%	65%
8.	Lakhipur	100	101	50%	50%
	Total	802	813	50%	50%

It can be seen from the table above that only 50% of the schools are having ICDS facility. From the block wise availability of ICDS facility it can be seen Silchar has lowest % of schools with ICDS facility.

Issues :

The issues of ECCE in the district can be categorized into two sets viz, those related to the K-Sreni children and ICDS.

Issues of K-Sreni :

- Existence of 34% single teacher schools
- No earmarking of teachers
- No Infrastructural support.
- No provision for the training of teachers
- Sitting of Class-I & K-Sreni children together
- No standard curriculum.
- No provision of TLM

Issues of ICDS :

- Poor Coverage
- Inadequate attention on education element
- Unsatisfactory functioning
- Lack of supervision & monitoring
- Supply of sub-standard foods

Strategy :

- In initial phase training of one teacher from the Primary School having four or more teachers.
- Sufficient Infrastructural facilities by allotting a room for Ka-Sreni.
- Exploring the possibility of community teacher for K-sreni
- Preference to the female candidates in any fresh recruitment
- Establishing school community linkages.
- Orientation of Educational functionary.
- Periodical Evaluation and monitoring.
- Opening of Pilot ECE centers in remote and isolated non-ICDS areas

Ka-Sreni Intervention:

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

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

Strengthening of ICDS Programme : It is the largest programme at present working in the field of ECCE Programme in our country. So in our district we have under taken an effort to develop an integrated approach to meet the educational needs of the pre-schools. The major interventions of SSA will includes in strengthening of ICDS centers are as follows

Table 6.8.3 Special Focus Area

Name of Block	Flood effected village	Habitation shifting type		Habitation by type of Isolation	Unserved Habitation by distance more than 1 km	Tea Garden with division
		1	2			
Salchapra	48	1	0	10	15	24
Silchar	12	0	0	0	8	0
Udarbond	0	4	0	18	11	16
Rajabazar	2	5	0	27	34	13
Sonai	37	13	1	22	32	1
Narsingpur	8	1	1	30	94	18
Katigorah	18	25	1	33	47	15
Lakhipur	4	17	2	20	12	16
Total	129	67	7	160	254	103

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

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

The objectives of the media strategy are as follows:

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

Strategies:

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

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

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, EGE, 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, 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

Introduction:

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

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

Present Status:

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

Hence, adequate priority is given on development of infrastructures.

Table – 6.10.1: Area Wise Distribution Of School

Name of Block	School in Plain Area	School in Hill Area	School in Forest Area	School in Reverine Area	Total
Udharbond					
Sonai					
Rajabazar					
Narsingpur					
Katigora					
Lakhipur					
Salchapra					
Silchar					
Total					

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

Name of Block	School in Plain Area	School in Hill Area	School in Forest Area	School in Reverine Area	Total
Udharbond					
Sonai					
Rajabazar					
Narsingpur					
Katigora					
Lakhipur					
Salchapra					
Silchar					
Total					

Table –6.10.3. Present Status Of Schools Building

Name of blocks	No. of schools having no buildings		No. of schools dilapidated conditions		No. of schools required renovation & repairing		No. of schools require additional classroom		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
Udharbond												
Sonai												
Rajabazar												
Narsingpur												
Katigora												
Lakhipur												
Salchakra												
Silchar												
Total												

Source : Infrastructure Survey Reports

Table –6.10.4 Present Status of School Building in Percentages

Name of blocks	No. of schools having no buildings		No. of schools dilapidated conditions		No. of schools required renovation & repairing		No. of schools require additional classroom		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
Udharbond												
Sonai												
Rajabazar												
Narsingpur												
Katigora												
Lakhipur												
Salchakra												
Silchar												
Total												

Table –6.10.5 Status Of Toilet & Drinking Water Facilities

Name of Blocks	Schools with availability of toilet facilities (Not functioning)	Schools without Toilet facilities	Schools with drinking water facilities at (present not functioning)	Schools without drinking water facilities (feasible)	Schools without drinking water facilities (Not essential to provide)
Udharbond					
Sonai					
Rajabazar					
Narsingpur					
Katigorah					
Lakhipur					
Salchapra					
Silchar					
Total					

Table –6.10.6 Distribution of Schools by Availability of Other Facilities

Name of blocks	Total Schools	No. of School having Electricity facilities (not functioning)	No. of schools having Electricity facility (functioning)	Schools without electricity (No source near campus)	With without electricity source near campus	Schools without furniture	Schools without black board	Schools without Signboard
Udharbond								
Sonai								
Rajabazar								
Narsingpur								
Katigorah								
Lakhipur								
Salchapra								
Silchar								
Total								

Table 6 – 10.7 Distribution of Schools by Availability of Other Facilities (In %)

Name of blocks	Total Schools	No. of School having Electricity facilities (not functioning)	No. of schools having Electricity facility (functioning)	Schools without electricity (No source near campus)	With without electricity source near campus	Schools without furniture	Schools without black board	Schools without Signboard
Udharbond								
Sonai								
Rajabazar								
Narsingpur								
Katigorah								
Lakhipur								
Salchapra								
Silchar								

It reveals from the above projected status of school buildings that the Cachar 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 33% 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.

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: 6.11.1 Staffing pattern of District Elementary Education Office,

Sl. No.	Name of Position	No. of posts	Person in position
1	DEEO	01	Nil
2	APO	01	Nil
3	Inspecting Auditor	01	01
4	SA	01	01
5	Computer	01	01
6	UDA	04	03
7	LDA	05	05
8	Grade IV	03	03
	Driver	01	01

Table: 6.11.2 Staffing pattern of DI Office

Sl. No.	Name of Position	No. of posts	Person in position
1	DI	01	0
2	SI	18	15
3	HA	01	0
4	SA	01	01
5	UDA	05	05
6	LDA	08	08
7	Grade IV	25	24

Table: 6.11.3 Staffing pattern of BEEO Offices

Sl. No.	Name of Position	No. of posts	Person in position
1	BEEO	07	04
2	SA	07	07
3	UDA	07	07
4	LDA	07	07
5	Grade IV	07	07
6	Night Guard	07	07

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

Regarding Infrastructure of these offices it can be said these are much below the requirement. All these offices except DEEO & DI are running from rented buildings and regular payment of rent is always a problem.

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 Staffing

Sl.No	Name of position	No. of personnel		Remarks
		District Level	Block level	
1.	District Mission Co-ordinator	1		Ex-officio
2.	District Academic Mission Co-ordinator	1		Ex-officio
3.	Associate District Mission Co-ordinator	2		Ex-officio
4.	District Programme officer	5		
5.	District Project Engineer	1		
6.	Jr. Engineer	1	8	Do
7.	Programmer (MIS)	1		
8.	Data Entry Operator (MIS)	2		
9.	Finance & Accounts Officer	1		
10.	Jr. Account Officer	1		
11.	Accountant cum Cashier	1	8	One for each block
12.	UDA	1		
13.	LDA cum Typist	2		
14.	Receptionist cum Typist	1	-	
15.	Resource Teacher		300	20 for each CD block
16.	Grade-IV	2	8	1 for each block
17.	Night Guard	1		
	Total	24	324	

Annexure-I Tea Garden AT A GLANCE

		District As a Whole
No. of Tea Garden	: 57	
No. of Tea Garden Division	: 120	1101 (villages)
Nos. of L.P.S.	: 168	1615
Teachers	: 346	4242
Students	: 15831	146189
PTR	: 1:46	1:34
Nos. of UPS	: 17	300
Teachers	: 132	2627
Students	: 3279	43889
PTR	: 1:25	1:17

Table Distribution Villages by Tea Garden

Name of Block	Name of Main Garden	P. O.	Name of Garden village
Sonai	1.Silcoori TE	Silcoori	Dharmikhal Dargakuna Borakhai.
	2.Bhuban Valley TE	Matinagar	Didarkuah Motinagar.
	3.Rahmannagar TE	Motinagar	Rahmannagar
Narsingpur	1.Benodnagar TE	Dwarbond	Benodnagar
	2.Borjalenga TE	Dwarbond	Alenpur
	3.Bhubandhar TE	Dholai Bazar	Bhubandhar
	4.Derbey TE	Derby	Taranathpur Blurny.
	5.Dwarbond	Dwarbond	Dwarbond
	6.irangmara TE	Dwarbond	Irangmara
	7.Kailaspur TE	Dwarbond	Kailaspur
	8.Monierkhal TE	Monierkhal	Monierkhal
	9.Paloi TE	Paloi	Banakhai
	10.Rukni TE	Palonghat	Punicharra
	11.Sarasawati TE	Dwarbond	Sarasawati
	12.West Jalenga TE	Dwarbond	Kalacherra
Katiogorah	1.Bikrampur TE	Chandranathpur	Dhacherra Kalibari.
	2.Craigpark TE	Kalain	Govindakupa Hanumanthal.
	3.Degubber TE	Kalain	Degubber
	4.Jatinga Valley TE	Damcherra	Sabajpur
	5.Jallalpur TE	Kalain	Batulmara Gumra Rajpur Bastilla.
	6.Kalain TE	Kalain	Sindure Majenta Kinapara.
	7.Kurkorie TE	Kalain	Aylathal Nandankanan.

	8.Kalaincharra TE	Kalain	Digarkhal Natanpur
	9.Hilara TE	Kalain	Hilara
Lakhipur	1.Binnakandi TE	Binnakandi	Mamda Boalin Haticoori.
	2.Dilkhoosh TE	Dilkhoosh	Alney Narindar.
	3.Jirighat TE	Jirighat	Bahadurpur Nandankanam.
	4.Lakhipur TE	Lakhipur	Tilakh Bhubander.
Rajabazar	1.Burthal TE	Dewan	Ladiacherra Bala-dhan.
	2.Dewan TE	Dewan	Bundoo Thailu.
	3.Laboc TE	Dewan	Lalong Bheel Tarapur.
	4.Pallorbond	Pallorbond	Narayanpur Alipur.
Udharbond	1.Aroutipur TE	Silchar	Chappanhal.
	2.Amaranagar TE	Amaranagar	Amaranagar
	3.Chandighat TE	Udharbond	Nagor
	4.Gossaipur TE	Kashipur	New Gossaipur
	5.Coombhigram TE	Coombirgram	Endowgram
	6.Dayapur TE	Udharbond	Majahargram Durganaga.
	7.Dolugram TE	Udharbond	Sootpur Mem Fari.
	8.Haticharra TE	Udharbond	Tamacherra Kanai-kuri murlidhar.
	9.Koomba TE	Coombirgram	Tikal Burthal Long-cherra.
	10.Larahing TE	Udharbond	Borainga chottoinga
	11.Martyachetta TE	Coombirgram	Aenacherra.
	12.Mudura TE	Udharbond	Mudura
	13.Patihcherra TE	Patihcherra	Diguncherra ichacherra.
	14.Pathimara TE	Udharbond	Siborbond Nagadom.
	15.Urrunaboun TE	Udharbond	Khashpur
Salchapra	1.Borakai TE	Dwarbond	Borakai
	2.Bajrangpur TE	Kathal	Haltia
	3.Balacherra TE	Borkhola	Narencherra Hirancherra
	4.Chincoori TE	Silchar	Elgin

5.Dalu TE	Dalu	Myanaghar Lalbagh Markudgar.
6.Rampur TE	Dalu	Chottorampur Bijoypur
7.Nuttanpur TE	Nunapani	Fari Ruttanpur Chandua.
8.Rosekandi TE	Rosekandi	Sahapur Mechipur.
9.Srikona TE	Srikana	Srikona
10.Subong TE	Dalu	Abong

Annexure-II Area Wise Status of Primary & Upper Primary Schooling Facilities and Education of the Children

General Area

Type & Nos. of Village	:	General Area-454 No. villages				
Community	:	Manipuri, Bengali Muslim, Manipuri Muslim, Assamese, Hindustani, Bengali and others.				
Nos. of L.P.S.	:	861				
Teachers	:	2502				
Students	:	79919				
PTR	:	1:32				
Nos. of UPS	:	192				
Teachers	:	1754				
Students	:	28501				
PTR	:	1:16				
Age group wise Children Education Status	Enrolled	Never Enrolled	Drop Out	Total Out of School	Child Labour	Disabled children
5-8 Age group	56773	16174	1421	17595	433	418
9-11 Age group	36759	3348	1717	5065	835	294
12-13 Age group	18231	2434	4690	7124	878	359
5-13 Age group	111763	21956	7828	29784	2146	1141

IN PERCENTAGE

Age group wise Children Education Status	Enrolled	Never Enrolled	Drop Out	Total Out of School	Child Labour	Disabled children
5-8 Age group	76%	22%	2%	24%	1%	1%
9-11 Age group	88%	8%	4%	12%	2%	1%
12-13 Age group	72%	10%	18%	28%	3%	1%
5-13 Age group	79%	16%	6%	21%	2%	1%

Status of District As a Whole

No. of Villages	:	1101
Nos. of L.P.S.	:	1615
Teachers	:	4242
Students	:	146189
PTR	:	1:34
Nos. of UPS	:	300
Teachers	:	2627
Students	:	43889
PTR	:	1:17

Age Group	Enrolled	Never Enrolled	Drop Out	Total Out of School	Child Labour	Disabled children
5-8 Age group	99394	38706	2721	41427	1177	954
9-11 Age group	63882	10343	3799	14142	1924	563
12-13 Age group	34230	7785	7535	15320	2479	727
5-13 Age group	197506	56834	14055	70889	5580	2244

IN PERCENTAGE

Age Group	Enrolled	Never Enrolled	Drop Out	Total Out of School	Child Labour	Disabled children
5-8 Age group	71%	27%	2%	29%	1%	1%
9-11 Age group	82%	13%	5%	18%	2%	1%
12-13 Age group	69%	16%	15%	31%	5%	1%
5-13 Age group	74%	21%	5%	26%	2%	1%

Un-served Areas

Type & Nos. of Village	:	Un-served Villages /TG , 103
Community	:	Kashi/Manipurimuslim/Muslim /SC/Hmar/Bengali/TE Labourers.
Nos. of L.P.S.	:	Nil
Teachers	:	Nil
Students	:	Nil
PTR	:	Nil
Nos. of UPS	:	NIL
Teachers	:	Nil
Students	:	Nil
PTR	:	Nil

Age group wise Children Education Status	Enrolled	Never Enrolled	Drop Out	Total Out of School	Child Labour	Disabled children
5-8 Age group	2453	2376	63	2439	31	21
9-11 Age group	1657	823	100	923	84	8
12-13 Age group	1018	614	220	834	216	29
5-13 Age group	5110	3813	383	4196	331	58

IN PERCENTAGE

Age group wise Children Education Status	Enrolled	Never Enrolled	Drop Out	Total Out of School	Child Labour	Disabled children
5-8 Age group	50%	49%	1%	50%	1%	0.43%
9-11 Age group	64%	32%	4%	36%	3%	0.31%
12-13 Age group	55%	33%	12%	45%	12%	2%
5-13 Age group	55%	41%	4%	45%	4%	1%

Status of District As a Whole

No. of Villages	:	1101
Nos. of L.P.S.	:	1615
Teachers	:	4242
Students	:	146189
PTR	:	1:34
Nos. of UPS	:	300
Teachers	:	2627
Students	:	43889
PTR	:	1:17

Age Group	Enrolled	Never Enrolled	Drop Out	Total Out of School	Child Labour	Disabled children
5-8 Age group	99394	38706	2721	41427	1177	954
9-11 Age group	63882	10343	3799	14142	1924	563
12-13 Age group	34230	7785	7535	15320	2479	727
5-13 Age group	197506	56834	14055	70889	5580	2244

IN PERCENTAGE

Age Group	Enrolled	Never Enrolled	Drop Out	Total Out of School	Child Labour	Disabled children
5-8 Age group	71%	27%	2%	29%	1%	1%
9-11 Age group	82%	13%	5%	18%	2%	1%
12-13 Age group	69%	16%	15%	31%	5%	1%
5-13 Age group	74%	21%	5%	26%	2%	1%

Annexure-III : List of Resource Persons and Officials Involved in Pre-project Activities and Preparation of Perspective Plan

Table No. III.I The list of Officials attended the State Level KRPs training

Sl. No.	Name	Designation
1	Sri. J. U. Majumdar	DEEO, Cachar
2	Sri J. U. Barbhuiya	DI of School, Silchar
3	Sri M. K. Roy	Principal, DIET, UdARBONDH
4	Sri. Z. U. Majumdar	Lecturer, DIET, UdARBONDH

Table No. III.II : The list of Personnel attended the attended the DRPs training

Sl.No.	Name of DRP	Name of Allotted Block
1	Tarun Kumar Singh	Sonai
2	Amir Uddin Laskar	Sonai
3	J.B. Mazumder	Sonai
4	Habibur Rahman Laskar	Sonai
5	Ajit Kumar Das	Sonai
6	Abul Fazal Mazumder	Sonai
7	Sri Jyotimoy Das Choudhury	Rajabazar
8	Smt. Brinda Sakhi Singha	Raja Razabazar
9	Sanatan Misra	Rajabazar
10	Jibandu Dutta	Rajabazar
11	Satyendra Adhikari	Rajabazar
12	Ratish Ram Deb	Rajabazar
13	Sorojit Das	Katigora
14	Dharani Mohan Dev	Katigora
15	Ashok Kumar Debroy	Katigora
16	Abdul Noor Barbhyan	Katigora
17	Niranjan Mohan Das	Katigora
18	Nurul Haque Laskar	Katigora
19	Islam Uddin Barbhyan	Katigora
20	Mukabbir Ali Barbhyan	Silchar Rural
21	Samiran Dey	Silchar Rural
22	Gita Rani Dhar	Silchar Rural
23	Santimoy Sanda	Salchapra
24	Hira Chakraborty	Salchapra
25	Buandra Ch. Saikia	Salchapra
26	Kishore Bhattacharjee	Salchapra
27	Anita Bhattacharjee	Salchapra
28	Satanjoy Sharma	Salchapra
29	Enamul Haque	Narsingpur
30	Protiva Nath	Narsingpur
31	Shyamalendu Chakraborty	Narsingpur
32	Kumud Goala	Narsingpur
33	Meghnath Kaungo	Narsingpur
34	Pushpendu Chakraborty	Narsingpur
35	Paresh Ch. Nath	Narsingpur
36	Samar Kanti Roy Choudhury	Lakhipur

37	Namar Ali Barbhuyan	Lakhipur
38	L. Manidhar Singh	Lakhipur
39	Chandra Bati Singh	Lakhipur
40	Radha Mohan Singh	Lakhipur
41	Nazrul Islam	Lakhipur
42	Ratindra Ch. Choudhury	Lakhipur
43	Tarhindra Ch. Roy	Lakhipur
44	Amit Chakraborty	Udharbond
45	Ranjit Chanda	Udharbond
46	Abdul Mohib Bariaskar	Udharbond
47	Sukla Deb	Udharbond
48	Parnasree Bhatt	Udharbond
49	Bharat Ch. Singh	Udharbond

Table III.III List of Members of District Planning Team

Sl. No.	Designation	Office Address
1	Chairman, DC	Silchar
2	DMC ,Conveynor	Silchar
3	Additional DC, Development	Silchar
4	IS, CDC ,	Silchar
5	Principal DIET,	Udarbond
6	Principal Normal School	Silchar
7	District Social Welfare	Silchar
8	District Adult Education Officer	Silchar
9	District Information Officer	Silchar
10	District Information Public Relation Officer	Silchar
11	AIS of Silchar	Silchar
12	DI of Silchar	Silchar
13	Representative of PD ,DRDA	Silchar
14	Attach DIET Lect.	Silchar
15	Pradip Pal,Lect. DIET	Udarbond
16	Anita Bhattacharjee, Lect. DIET	Udarbond
17	Gurumani Singha, Lect. DIET	Udarbond
18	Pramashree Bhattacharjee, Lect. Normal School	Silchar
19	Gita Singh, Lect. Normal School	Silchar
20	Planning Officer ,ICDS	Silchar
21	Asst. Planning Officer, DC Office	Silchar
22	Inspecting Auditor DEEO Office	Silchar
23	BEEO Rajabazar	Jaypur
24	BEEO Salchapra	Salchapra
25	BEEO Udharbond	Udarbond
26	BEEO Katigorah	Katigorah
27	BEEO Lakhipur	Lakhipur
28	BEEO Sonai	Sonai
29	BEEO Narsingpur	Narsingpur
30	All S.I.s	DI of School, Silchar
31	Gen. Secy. Primary Teacher Association	Silchar
32	Gen.Secy. Middle school Association	Silchar
33	Chandra Mohan Raj Kr. Rtd. Functional mgr. DIC	Rajnagar

34	Gen. Secy. Jigh school Teacher Association	Silchar
35	Abdul Noor Barbhuiya DRP Katigorah	Udarbond
36	Kishar Bhattacharjee, DRP Salchapra	Udarbond
37	Mukkabir Ali Barbhuiya, DRP Silchar	Udarbond
38	Sukla Dev, DRP Lakhipur	Udarbond
39	Amiruddin Laskar, DRP Sonai	Udarbond
40	Anamul Hoque Choudury, DRP Narshingpur	Udarbond
41	Suparna Das, BRP Narshingpur	Narsingpur
42	Y. Anand Singh, BRP Udarbond	Udarbond
43	Bajan Biswas, BRP Salchapra	Salchapra
44	Aliakbar Hazari, BRP Silchar	Silchar
45	Haidar Hussain Choudury, BRP Lakhipur	Lakhipur
46	Sontosh Chakraborty, BRP Rajabazar	Rajabazar
47	Heena Begum Laskar, BRP Sonai	Sonai
48	Mustaque Ahmed. BRP Katigorah	Katigorah
49	Co-ordinator Nehru Yuva Kendra, Silchar	Silchar
50	Jahanara Begum Mazumder, (NGO)	Udarbond
51	Bindasoki Singha, (NGO)	Udarbond
52	Abul Fazal Muzumder, (NGO)	Sonai
53	Jotirmoy Das Choudury, (NGO)	Silchar

Table III.IV List of Members of District Planning Team

Sl.No.	Name of Person	Official designation	Status
1	Sri D.K. Handique	DEEO cum DMC	Co-Ordinator
2	Sri P. Kalita	A.I.S (CDC Silchar)	Member
3	Sri J.U. Borbhuyan	DI of school Silchar	Member
4	Sri S.R. Mazumder	Inspecting Auditor	Member
5	Sri M.R. Borbhuyan	BEE0 Katigorah	Member
6	Sri B. Purakayastha	BEE0 Udarbond	Member
7	Sri B. Sharmacharjee	BEE0 Rajabazar	Member
8	Sri T.A. Choudhury	BEE0 Lakhipur	Member
9	Sri Abdul Wahid	BEE0 Sonai	Member
10	Sri J.U.Ahmed	BEE0 Narsingpur	Member
11	Sri J.U. Mazumder	Lect. DIET Udarbond	Member
12	Sri A.N. Borbhuyan	Lect. DIET Udarbond	Member
13	Sri A.S. Choudhury	VP Normal School	Member
14	Sri L.Singh	AT Normal School	Member
15	Sri S. Chanda	SI of School	Member
16	Sri A. Singh	SI of School	Member
17	Sri A.F. Mazumder	NGO	Member
18	Sri I.U. Barbhuyan	NGO	Member

Annexure-IV Urban Area At A Glance :

The Cachar District consists of two towns viz Silchar and Lakhimpur . Silchar is the District H.Q. While Lakhimpur is the Sub-divisional H.Q. of Lakhimpur Sub-Division. There are 2 (two) Sub-Division in Cachar district.

Silchar At A Glance :

Name of the town : Silchar.
Total No. of wards : 29
Local administration : The Local Welfare and development activities of the town are looked by the Municipality Board.
Deceleration of the Town : Township declared in the year in the year 1832 by the British Govt.
Total population : 1,42,394.
Area of the town : 15,75, sq. km.
Density of Population; 8958 per sq. km.
Nos. of Institution :

Primary schools:	89
Junior Basic School :	02
Middle Schools :	19
H.E. School:	13
H.S.Schools:	09
Central schools:	01
Missionaries H. Schools:	02
Private H.Schools	05
B.ED. College :	01
General college:	03
Science college:	01
Commerce college :	01
Polytechnic college :	01
Regional Engineering College :	01
Medical college :	01
University	01
Women college :	01
Law college :	01
Teacher training institute (Normal schools)	01
Veterinary training institute	01
Civil Hospital	01
Veterinary Hospital	01
District Library	01
Grudge Court	01
Out door Stadium	01
Indoor Stadium	01

Slum area
Malini Bill
New coloney Tarapur
Ghoniwale Basti
Old Railway Coloney.
Kalibari coloney
Annaparaghat.

Name of distinguished N.G.O
Lions club.
India club
Town club
Cachar club
Rotary club
Azad club
Mahila samiti
Rajiv Gandhi Open Institute.
Rongmai club
Vir-Tikendrajit club

Mass Communication.
T.V. Centre.
All India Radio
Internet in REC Silchar.
Community inhabited in the town
Bangali (Both Hindu & Muslims)
Manipuri.
Bisnupriya
Naga
Marowari
Assamese
Barman (Dimasha)
Language : Bangali.

Lakhipur At a Glance

Name of the town : Lakhipur
Nos. of wards : 14
Declaration of the town : 1983
Local administration : The Local Welfare and development activities of the town are looked after by Town Community.
Total population 9708
Educational Status :
Primary Schools 07
Middle schools 01
High Schools 03
Private H.School 02
Private Pre-Primary 02
H.S. Schools 01
Science College 01
(Venture)
S.M.Dev. College 01
(Venture)
Civil Hospital 01

Community in habited

Manipuri

Bengali

Naga

Hmar

Language :

Manipuri

Bengali

Urban Population % of Literates

Town/ City	Total Population			Urban Population			Literate			% of Literate		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Silchar (M.B)	7272	69666	142393	7002	6851	13853	60263	52937	113200	82.86	75.99	79.50
Lakhipur (TC)	4976	4732	9708	542	510	1052	4193	3407	7600	84.26	72.00	78.29

DISTRICT ELEMENTARY EDUCATION (DEEP) PERSPECTIVE PLAN

2002-03 to 2009-10
DISTRICT : CACHAR

GOI Ref. Code	Head of account	COMPONENT/Activity Description	Unit of Measures	Unit cost for 02-03 to 04-05	Unit cost for 05-06 to 06-07	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total	Remarks	
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial			
	A	PROJECT MANAGEMENT																						
17	A.1	Furniture & Equipment	Lumpsum	1.00	2.00					1	1.00											1	1.00	
17	A.2	Salary	Per month	1.5	1.8					12	18.00	12	18.00	12	21.60	12	21.60	12	12	12	12	84	79.20	
17	A.3	Office Expenses	Per month	0.03	0.05			12	0.36	12	0.36	12	0.60	12	0.60	12	0.60	12	12	12	12	84	1.92	
17	A.4	Hiring of vehicles	Per month	0.2	0.24			12	2.40	12	2.40	12	2.88	12	2.88	12	2.88	12	12	12	12	84	10.56	
17	A.5	Rent	Per month	0.05	0.06			12	0.60	12	0.60	12	0.60	12	0.60	12	0.60	12	12	12	12	84	0.60	
17	A.6	Audit Fees	Per year	0.1	0.15			1	0.10	1	0.10	1	0.15	1	0.15	1	0.15	1	1	1	1	7	0.50	
17	A.7	Meeting Seminar	Per year	0.12	0.22			12	1.44	12	1.44	12	2.64	12	1.20	12	1.20	12	12	12	12	84	6.72	
17	A.8	TA/DA	Per month	0.24	0.36			12	2.88	12	2.88	12	4.32	12	4.32	12	4.32	12	12	12	12	84	14.40	
17	A.9	Salary of BRC support staff	Per month per BRC	0.22	0.264			8	21.12	8	21.12	8	25.34	8	25.34	8	25.34	8	8	8	8	56	92.93	
17	A.10	Rent for BRC building	Per Year/Per BRC	0.24				8	1.92	8	1.92													
17	A.11	Fixed TA for SIs	Per person per month	0.002	0.003			18	0.43	18	0.43	18	0.65	18	0.65	18	0.65	18	18	18	18	126	2.16	
17	A.12	Capacity building for Educational Functionaries	Lumpsum	0.6	0.6			1	0.60	1	0.60	1	0.80	1	0.80	1	0.80	1	1	1	1	7	2.00	
17	A.13	Media & Publicity																						
17	A.13.1	Information Booklet	Lumpsum	0.15	0.1			1	0.15	1	0.15	1	0.10	1	0.10	1	0.10	1	1	1	1	7	0.50	
17	A.13.2	Quarterly Press visit	Per quarter	0.02	0.025			1	0.02	1	0.03	1	0.03	1	0.03	1	0.03	1	1	1	1	7	0.10	
17	A.13.3	Publicity Campaign	Lumpsum	0.1	0.15			1	0.10	1	0.15	1	0.15	1	0.15	1	0.15	1	1	1	1	7	0.55	
17	A.13.4	Other publicity measures	Lumpsum	1.50	1			1	1.50	1	1.50	1	1.00	1	1.00	1	1.00	1	1	1	1	7	4.15	
17	A.13.5	Yearly News Letter	Per block	0.1	0.15			8	0.80	8	0.80	8	1.20	8	1.20	8	1.20	8	8	8	8	56	3.00	
		COMPONENT TOTAL							52.42		52.68		61.46		57.37								224.12	
	B	COMMUNITY MOBILISATION (CM)																						
	B.1	Training for VEC, TGEC, WEC, GPEC and SMC members																						
14	B.1.1	2-day training of VEC/TGEC/SMC members at GP level	Per person per day	0.0001	0.00015			17,991	3.60	17,991	3.60	17,991	5.40	17,991	5.40	17,991	17,991	17,991	17,991	17,991	17,991	125,937	17.99	Training will be provided to selected VEC, TGEC, WEC, GPEC & SMC members
14	B.1.2	3-day Trg. of RPs at Block level	Per person per day	0.0004	0.0005			900	1.08	900	1.08	900	1.35	900	1.35	900	900	900	900	900	900	6,297	4.86	
14	B.1.3	3-day Trg. of RPs at District level	Per person per day	0.0005	0.0006			45	0.07	45	0.07	45	0.08	45	0.08	45	0.08	45	45	45	45	315	0.30	
14	B.1.4	2-day training of GPEC members at block level	Per person per day	0.0004	0.0005			1,956	1.56	1,956	1.56	1,956	1.96	1,956	1.96	1,956	1,956	1,956	1,956	1,956	1,956	13,662	7.04	Training will be provided to selected VEC, TGEC, WEC, GPEC & SMC members
14	B.1.5	3-day Trg. of RPs at District level	Per person per day	0.0005	0.0006			98	0.15	98	0.15	98	0.18	98	0.18	98	0.18	98	98	98	98	685	0.65	
	B.2	Implementation of VER																						
16	B.2.1	8-day Training of RPs, CRCCs & RTs on VER implementation at block level	Per person per day	0.0004	0.0005			388	1.24	388	1.24	388	1.55	388	1.55	388	388	388	388	388	388	2,716	5.59	Training will be provided for 2-day in four phases
16	B.2.2	Implementation of VER in General area	Per person per day	0.0007	0.0008			139	0.68	139	0.68	139	0.78	139	0.78	139	139	139	139	139	139	970	2.91	Visit of one RP per CRC for 7 days
16	B.2.3	Implementation of VER in Remote Areas	Per person per day	0.0015	0.002			24	0.26	24	0.26	24	0.34	24	0.34	24	24	24	24	24	24	171	1.20	Visit of one RP per CRC for 7 days
16	B.2.4	Updating of VER in General areas	Per person per day	0.0007	0.0008			139	0.68	56	0.27	56	0.31	56	0.31	56	56	56	56	56	56	475	1.58	Visit of one RP per CRC for 7 days in three quarter
16	B.2.5	Updating of VER in special areas village	Per person per day	0.0015	0.002			24	0.26	24	0.26	24	0.34	24	0.34	24	24	24	24	24	24	171	1.20	Visit of one RP per CRC for 7 days in three quarter
	B.3	Enrollment Drive																						
16	B.3.1	1-day orientation for VEC vice president, MS, SMC President and Gaon Burah at cluster or GP level on enrollment drive	Per person per day	0.0001	0.0002			7,001	0.70	1,750	0.35	1,750	0.35	1,750	0.35	1,750	1,750	1,750	1,750	1,750	1,750	17,503	1.75	

DISTRICT ELEMENTARY EDUCATION (DEEP) PERSPECTIVE PLAN

2002-03 to 2009-10
DISTRICT : CACHAR

GOI Ref. Code	Head of account	COMPONENT/Activity Description	Unit of Measures	Unit cost for 02-03 to 04-05	Unit cost for 05-06 to 06-07	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	2008-09	2009-10	Total		Remarks	
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical		Financial
16	B.3.2	2-day Block level RP training	Per person per day	0.0004	0.0005			350	0.28	175	0.18	88	0.09	88	0.09	88	88	88	88	963	0.63	CRP will assemble at district level on designing the strategy of Enrolment Drive for one day
16	B.3.3	2-day District level RP training	Per person per day	0.0005				18	0.02										18	0.02	Block level RP will be oriented at block 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			139	0.39	28	0.11	35	0.14	35	0.14	35	35	35	340	0.78	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			24	0.15	12	0.10	6	0.05	6	0.05	6	6	6	67	0.34	RP will work on enrolment drive for special areas	
16	B.3.6	Observation of enrolment drive at village level by the VEC/SMC																				Non-financial
	B.4	Regular meetings																				
16	B.4.1	Monthly VEC/TGEC/WEC/SMC meeting																				non financial
16	B.4.2	Monthly GPEC meeting																				non financial
16	B.4.3	Bi monthly GPEC presidents meet at block level	Per meeting	0.003	0.004			48	0.14	48	0.14	48	0.19	48	0.19	48	48	48	336	0.67	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			326	3.26	326	3.26	326	4.89	326	4.89	326	326	326	2,282	16.30		
16	B.4.5	Quarterly SMC President meeting at GP level	Per meeting	0.001	0.002			652	0.65	652	0.65	652	1.30	652	1.30	652	652	652	4,564	3.91		
	B.5	Regular Grants for the schools																				
7	B.5.1	School Maintenance Grant	Per school	0.05				2,035	101.75	2,035	101.75	2,035	101.75	2,035	101.75	2,035	2,035	2,035	16,280	508.75	For all Govt. Provincilised, recognised Primary, Upper Primary & Composite schools	
10	B.5.2	School Infrastructural Grant		0.02				2,035	40.70	2,035	40.70	2,035	40.70	2,035	40.70	2,035	2,035	2,035	16,280	203.50	For all Govt. Provincilised, 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			85	4.25	125	6.25	165	11.55	165	11.55	165	165	165	1,035	23.50		
16	B.7	Reconstitution of VEC, TGEC, WEC and GPEC	Per Village		0.0015							977	1.47			977	977	977	3,908	1.47		
16	B.8	Reconstitution of SMC	Per school	0.001	0.0015					2,035	2.04			2,035	3.05				4,070	5.09	The SMCs will be re-constituted in the year of 2004, 2006, 2008 & 2010	
16	B.9	Gradation of SMC, VEC, TGEC, WEC and GPEC	Per Unit	0.001				3,109	3.11					3,109	3.11		3,109	3,109	12,436	5.22	Gradation of SMC, VEC, TGEC, WEC and GPEC will be done in 2004, 2006, 2008, 2009 & 2010 year.	
	B.10	Plan for Special Disadvantaged Areas																				
18	B.10.1	NGO mobilisation	Lumpsum	2.00	3.00				2.00		3.00		3.00		3.00					11.00		
18	B.10.2	Engagement of Community based RP for special areas & group	Per person per month for 4 month	0.08	0.12			24	1.96	24	1.96	24	2.93	24	2.93	24	24	24	171	9.78	One RP for every 20 special area villages	

DISTRICT ELEMENTARY EDUCATION (DEEP) PERSPECTIVE PLAN

2002-03 to 2009-10
DISTRICT : CACHAR

GOI Ref. Code	Head of account	COMPONENT/Activity Description	Unit of Measures	Unit cost for 02-03 to 04-05	Unit cost for 05-06 to 06-07	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	2008-09	2009-10	Total		Remarks
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Physical	Physical	Physical	Financial	
18	B.10.3	Community based RPs - 1 in each block	Per person per month for 10 month	0.20	0.30			8	1.60	8	1.60	8	2.40	8	2.40	8	8	8	55	5.03	One Community based RP will be engaged per block for special groups
18	B.10.4	Special mobilisation campaign	Per GP	0.02				24	0.49	24	0.49	24	1.71	24	2.93	24	24	24	171	5.62	
18	B.10.5	Special intervention for educationally disadvantaged minority area	Lumpsum	15.00	10.00			1	15.00	1	15.00	1	10.00	1	10.00	1	1	1	7	50.00	
	B.10.6	Intervention for urban disadvantaged children		3.00	5.00					1	3.00	1	5.00	1	5.00	1	1	1	6	13.00	
COMPONENT TOTAL									142.45		186.01		189.74		199.81		205.73			923.73	
	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			8	16.00	8	48.96	8	53.86	8	61.93	8	8	8	64	248.88	
19	C.2	Contingency	Per year per BRC	0.125				8	1.00	8	1.00	8	1.00	8	1.00	8	8	8	64	5.00	
19	C.3	Meeting & Travel Allowance	Per month per BRC	0.005				8	0.12	8	0.48	8	0.48	8	0.48	8	8	8	64	2.04	
19	C.4	TLM Grant	Per year per BRC	0.05				8	0.40	8	0.40	8	0.40	8	0.40	8	8	8	64	2.00	
16	C.5	Block level Supervision	Per BRC per month	0.1	0.15			8	0.80	8	0.80	8	1.20	8	1.20	8	8	8	56	4.00	
16	C.6	BACG Monthly Meeting	Per month per BRC	0.005	0.007			8	0.48	8	0.48	8	0.67	8	0.67	8	8	8	56	2.30	
16	C.7	BACG Documentation	Per month per BRC	0.002	0.004			8	0.19	8	0.19	8	0.38	8	0.38	8	8	8	56	1.15	
17	C.8	Equipment Maintenance	Per BRC	0.1	0.15			8	0.80	8	0.80	8	1.20	8	1.20				32	4.00	
12	C.9	10-day training of RTs	Per person per day	0.0007	0.0008					218	1.53	218	1.53	218	0.17	218	218	218	1,526	3.40	
COMPONENT TOTAL									17.52		54.64		59.53		67.44		73.64			272.78	
	D	CLUSTER RESOURCE CENTRE (CRC)																			
19	D.1	Furniture & Equipment	Per CRC	0.1				7	0.70										7	0.70	For new CRC
19	D.2	Salary of CRCC	Per CRC per month	0.073	10% increase every year from 04-05			170	37.23	170	148.92	170	163.81	170	180.19	170	170	170	1,360	728.37	
19	D.3	Contingency	Per CRC Per year	0.025				170	4.25	170	4.25	170	4.25	170	4.25	170	170	170	1,360	21.25	
19	D.4	TLM Grant	Per CRC per year	0.01				170	1.70	170	1.70	170	1.70	170	1.70	170	170	170	1,360	8.50	
16	D.5	Monthly Teachers Meet	Per CRC per month	0.002	0.003			-	-	-	-	0	-	0	-	-	-	-	-	-	
16	D.6	Monthly Meeting with VEC	Per CRC per month	0.002	0.003			-	-	-	-	0	-	0	-	-	-	-	-	-	
COMPONENT TOTAL									43.18		154.87		169.76		186.14		204.16			758.12	
	E	SCHOOL IMPROVEMENT PROGRAMME																			

DISTRICT ELEMENTARY EDUCATION (DEEP) PERSPECTIVE PLAN

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

GOI Ref. Code	Head of account	COMPONENT/Activity Description	Unit of Measures	Unit cost for 02-03 to 04-05	Unit cost for 05-06 to 06-07	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total	Remarks	
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial			
16	E.1	Institutional Capacity Building	Lumpsum	5.00	3.00			1	5.00			1	3.00	1	3.00	1	1			6	11.00			
16	E.2	DACG Monthly Meeting	Per meeting	0.014	0.016			12	0.17	12	0.17	12	0.19	12	0.19	12	12	12	12	12	12	84	0.72	
16	E.3	School Support Visit	Per month per school	0.01	0.012			30	0.30	30	0.30	30	0.36	30	0.36	30	30	30	30	30	30	210	1.32	
16	E.4	Action Research & other research related programmes	Lumpsum	0.4	0.5			1	0.40	1	0.40	1	0.50	1	0.50	1	1	1	1	1	1	7	1.80	
12	E.5	Workshop, Seminar & Capacity Building	Lumpsum	2.00	2.50			1	2.00	1	2.00	1	2.50	1	2.50	1	1	1	1	1	1	7	9.00	
16	E.6	Hiring of vehicle	Per month	0.10	0.15			12	1.20	12	1.20	12	1.80	12	1.80								6.00	
16	E.6	Documentation	Per month	0.0125	0.015			12	0.15	12	0.15	12	0.18	12	0.18	12	12	12	12	12	12	84	0.66	
	E.7	Supervision & Monitoring	Per school	0.003	0.004			2,035	6.11	2,035	6.11	2,035	8.14	2,035	8.14								28.49	
COMPONENT TOTAL									15.32		10.32		16.67		16.67								58.99	
	F	QUALITY IMPROVEMENT (QM)																						
1	F.1	Provision for Community Teachers at Remote Area Primary Schools	Per month	0.01	0.02			81	9.69	81	9.69	81	19.38	81	19.38	81	81	81	81	81	81	565	58.14	
1	F.2	Provision for Community Teachers at Remote Area Upper Primary Schools		0.02	0.03			20	4.80	20	4.80	20	7.20	20	7.20	20	20	20	20	20	20	140	24.00	
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			4,242	23.76	4,242	23.76	4,242	27.15	4,242	27.15	4,242	4,242	4,242	4,242	4,242	4,242	29,694	101.81	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			6,947	38.90	6,947	38.90	6,947	44.46	6,947	44.46	6,947	6,947	6,947	6,947	6,947	6,947	48,629	166.73	
12	F.3.3	Training of K-sreni teachers		0.0007				299	1.26	299	1.26	209	0.88	209	0.88	209	209	209	209	209	209	1,641	4.25	
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			11,189	2.24	11,189	2.24	11,189	2.80	11,189	2.80	11,189	11,189	11,189	11,189	11,189	11,189	78,323	10.07	Preparation of teachers diary
12	F.5.2	Students progress card	Per copy	0.00003	0.00004			199,782	5.99	219,760	8.79	241,736	9.67	265,910	10.64	265,910	265,910	265,910	265,910	265,910	265,910	1,724,918	35.09	
12	F.5.3	Conduct of Public exam for class IV and class VII (yearly)	Per Block	0.5	0.6			8	4.00	8	4.00	8	4.80	8	4.80	8	8	8	8	8	8	56	17.60	Conduct by a group of DACG and BACG
5	F.6	Free Textbook to Children		0.0015				127,100	190.65	139,646	209.47	152,192	228.29	164,738	247.11	177,285	177,285	177,285	177,285	177,285	1,115,530	675.51		
16	F.7	Gradation of School		0.005	0.001			2,035	10.18	2,035	2.04	2,035	2.04	2,035	10.18	2,035	2,035	2,035	2,035	2,035	14,245	24.42		
11	F.8	Teacher Grant		0.005	0.005	7,589	37.95	11,189	55.95	11,189	55.95	11,189	55.95	11,189	55.95	11,189	11,189	11,189	11,189	11,189	11,189	85,912	251.73	
9	F.9	TLE Grant to Upper Primary Schools not covered under OBB	Per school	0.5				122	61.00	122	61.00	122	61.00									366	183.00	
COMPONENT TOTAL								37.95	408.78		422.26		437.55		404.47								1,711.00	

2002-03 to 2009-10
DISTRICT : CAICAR

GOI Ref Code	Head of account	COMPONENT/Activity Description	Unit of Measures	Unit cost for 02-03 to 04-05	Unit cost for 05-06 to 06-07	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total	Remarks
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial		
	G.	ALTERNATIVE SCHOOLS																					
	G.1	EGS for Lower Primary Level																					
20	G.1.1	Preparatory activities	Per school	0.002	0.003			133	0.27													133	0.27
20	G.1.2	Running the school	Per school per year	0.16	0.2			133	21.28	133	21.28	133	26.60	133	26.60	133	133	133	133	133	133	931	95.76
20	G.1.3	Additional teachers for high enrollment	Per centre year	0.10	0.12			13	1.33	13	1.33	13	1.60	13	1.60	13	13	13	13	13	13	93	5.85
	G.2	EGS for Upper Primary Level																					
20	G.2.1	Preparatory activities	Per school	0.002	0.003					50	0.15											50	0.15
20	G.2.2	Running the School	Per children		0.013					2,000	26.00	2,000	26.00	2,000	26.00	2,000	2,000	2,000	2,000	2,000	2,000	12,000	78.00
20	G.2.3	Management Cost	Per centre	0.001	0.0015					50	0.05	50	0.08	50	0.08	50	50	50	50	50	50	300	0.20
	G.3	Short Term Bridge Course																					
20	G.3.1	Preparatory activities	Per centre	0.002	0.003			461	0.92													461	0.92
20	G.3.2	Conduct of the course	Per learner per month	0.00062	0.00071			13,821	25.74	4,620	9.82	2,310	4.91									20,751	40.47
20	G.3.3	Management Cost for Short term bridge course	Per centre per month	0.00100	0.00150			615	1.85	154	0.46	77	0.35									846	2.65
	G.4	Long Term Bridge Course																					
20	G.4.1	Preparatory activities	Per centre	0.00200				570	1.14													570	1.14
20	G.4.2	Conduct of the course	Per learner per month	0.00062	0.00071			17,111	63.74			8,550	18.17									25,661	61.91
20	G.4.3	Management Cost for Long term bridge course	Per centre per month	0.00100	0.00150			570	3.42			285	2.57									855	5.99
	G.4.4	Residential Bridge Course																					
	G.5	Inputs to Religious Madrasa for introduction of formal curriculum																					
20	G.5.1	Meeting with Religious Leaders, Educational Functionaries & Panchyat Functionaries at district level & other mobilisation activities	Lumpsum	0.1	0.05			1	0.10	1	0.10	1	0.05	1	0.05	1	1	1	1	1	1	7	0.30
20	G.5.2	Introduction of formal curriculum in religious institute.	Per Madrasa	0.1	0.015			40	0.60	80	8.00	80	1.20	80	1.20	80	80	80	80	80	80	520	11.00
																							Provision of one full time teacher
20	G.5.3	Libraray grant			0.01			40	0.40	80	0.80	80	0.80	80	0.80	80	80	80	80	80	80	520	2.80
20	G.5.4	20-day Training of Additional Teachers	Per person per day	0.0007	0.0008			40	0.56	80	1.12	80	1.28	80	1.28	80	80	80	80	80	80	520	4.24
20	G.5	Declaration of 100% UEE block	Lumpsum	2.00	3.00			1	2.00	2	4.00	3	9.00	2	6.00							8	21.00
COMPONENT TOTAL									123.34		73.11		92.59		63.60								352.64
	H	MANAGEMENT INFORMATION SYSTEM (MIS)																					
16	H.1	Upgradation of Systems		5.000								1	5.00								1	2	5.00
16	H.2	Annual Maintenance of Systems	Per year	0.240	0.360					1	0.36	1	0.36	1	0.36	1	1	1	1	1	1	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	1	7	0.75
16	H.4	MIS Site Setup/Maintenance		1.500						1	1.50			1	1.50						1	3	3.00
16	H.5	Consumables to MIS And Office Expenses	Per month	0.060	0.080			12	0.96	12	0.96	12	0.96	12	0.96	12	12	12	12	12	12	84	3.84
16	H.6	Training for Data Entry Operators	Per person	0.050	0.070			2	0.10	2	0.10	2	0.14	2	0.14	2	2	2	2	2	2	14	0.48

DISTRICT ELEMENTARY EDUCATION (DEEP) PERSPECTIVE PLAN

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

GOI Ref. Code	Head of account	COMPONENT/Activity Description	Unit of Measures	Unit cost for 02-03 to 04-05	Unit cost for 05-06 to 06-07	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	2008-09	2009-10	Total		Remarks	
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Physical	Physical	Physical	Financial		
16	H.7	Training for DMC / BMC & other Education Department Officials	Lumpsum	0.250	0.350			1	0.25	1	0.25	1	0.35	1	0.35	1	1	1	7	1.20		
16	H.8	Training to BRCC, CRCC, HTs and HMs on data collection	Per person	0.0007	0.0008			7,767	5.44	1,433	5.44	1,433	1.15	1,433	1.15	1,433	1,433	1,479	15,402	13.17		
16	H.9	Data Entry and Mining of Survey, EMIS, Teachers Database etc	Lumpsum	0.500	0.500			1	0.50	1	0.50	1	0.60	1	0.60	1	1	1	7	2.20		
16	H.10	Dissimination & Analysis of H2H Survey, DISE etc	Lumpsum	0.500	0.600			1	0.50	1	0.50	1	0.60	1	0.60	1	1	1	7	2.70		
16	H.11	5% Sample Checks of Survey Data	Per school	0.010				388	3.88	72	3.88	72	3.88	72	3.88	1	1	1	608	15.53		
16	H.12	Printing of Data Capture Formats	Per format	0.0002	0.000250			2,100	0.42	2,100	0.42	2,100	0.53	2,100	0.53	2,100	1,500	1,500	13,500	1.89		
16	H.13	Printing of Final Reports for Sharing	Per Report	0.001	0.002			1,000	1.00	1,000	1.00	1,000	1.50	1,000	1.50	1,000	1,000	1,000	7,000	5.00		
16	H.14	Salaries to MIS Staff (1 Programmer, 2 DEOs)	Per month	0.150	0.180			12	1.80	12	1.80	12	2.16	12	2.16	12	12	12	84	7.92		
COMPONENT TOTAL									15.00		16.91		17.42		13.92						53.26	
INTEGRATED EDUCATION FOR DISABLED CHILDREN (IED)																						
15	I.1	Meeting of Core Group (District level)	Per meeting	0.02	0.025			4	0.08	4	0.08	4	0.10	4	0.10	4	4	4	28	0.36		
	I.2	Awareness Programmes																				
15	I.2.1	For community members	Per GP	0.01				54	0.54	54	0.54	27	0.27	27	0.27		27	27	217	1.63	Per GP 20 persons viz. GP President, Member Secretary, All VEC president & MS, Parents & community members.	
15	I.2.2	For Govt. officials	Per day per person	0.0005	0.006			50	0.05	50	0.05	50	0.30	50	0.30		50	50	300	0.70		
15	I.3	Selection of IED personnel																				
15	I.3.1	Selection of BRPs	Per Block	0.005				8											8			
15	I.3.2	Selection of IED workers	Per Person	0.001				54		54	0.05	27		27	0.14				163	0.19		
15	I.4	Honorarium of RPs																				
15	I.4.1	Honorarium of BRPs	Per person per month	0.01	0.013			8	1.14	8	1.14	8	1.14	8	1.14	8	8	8	64	4.58		
15	I.4.2	Honorarium of IED Workers	Per person per month	0.07	0.01			54	5.98	109	11.95	109	11.95	136	14.94	136	136	136	815	44.83		
15	I.5	Training																				
15	I.5.1	10-day Induction Training of BRPs & IED workers	Per person	0.0007	0.0008			62	0.44	22	0.18		20	0.16					104	0.77		
15	I.5.2	7-days Refresher Training of BRP & IED workers	Per person	0.0007	0.0008			62	0.31	84	0.47	84	0.47	104	0.58	104	104	104	648	1.83		
15	I.5.3	2-day Training of ECEC/CDS Workers Ka Sreni teachers (for Early Detection)	Per person per day	0.0007	0.0008			543	0.76	220	0.35		200	0.32	200	200	200	1,563	1.43	Per GP 10 person		
15	I.5.4	2 - day trg. Of EGS workers	Per person	0.0007	0.0008			133	0.19	133	0.21	133	0.21						399	0.61		
15	I.6	Medical Assessment Camp	Per Camp	0.05	0.06			8	0.40	16	0.96	16	0.96	16	0.96	16	16	16	104	3.28		
15	I.6.1	Aids and Appliances	Lumpsum	1.00					1.00		1.00		1.00		1.00						4.00	
15	I.6.2	Ceremonial Distribution Camp	Per block	0.02	0.03			8	0.16	16	0.48	16	0.48	16	0.48	16	16	16	104	1.60		

2002-03 to 2009-10
DISTRICT : CACHAR

GOI Ref Code	Head of account	COMPONENT Activity Description	Unit of Measures	Unit cost for 02-03 to 04-05	Unit cost for 05-06 to 09-07	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						
15	1.6.3	Follow up on use repair and maintenance	Lumpsum	0.15	0.15				0.15	0.15			0.15	0.15							0.60		
15	1.7	Special Resource Support to Disabled Children	Per Child		0.0004			192	0.08	192	0.08	385	0.14	761	0.31	761				2798	0.52		
15	1.8	Material Development(Print, Audio, Audio Visual, Case Study)	Per Child		0.0011			192	0.19	192	0.19	385	0.38	769	0.77	769				3847	1.54		
15	1.9	Observation of World Disabled day as Sishu Mela	Per Block	0.05	0.10			8	0.40	8	0.80	8	0.80	8	0.80	8	8	8	8	56	2.80		
15	1.10	Exposure visit of BRPs/IED Workers	Lumpsum	1.00					0.50		0.50		1.00		1.00							3.00	
COMPONENT TOTAL									12.31		19.20		19.38		23.42						74.32		
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	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	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	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	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	140	0.56			
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	140	1.00		
18		Sub-total ECCE							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	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	854	3.66		
18	J.2.3	TLM & 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	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	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							9.11	
COMPONENT TOTAL									15.00		15.00		15.00		15.00						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	8	75.00		
COMPONENT TOTAL				15.00					15.00		15.00		15.00		15.00							75.00	
L		CIVIL WORKS																					
6	L.1	New School Building Construction		2.500																			
6	L.2	New School Building with salvage of some materials		2.000																			
6	L.3	Renovation		1.800																			

