SARBA SIKSHA ABHIYAN
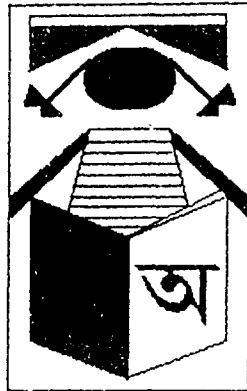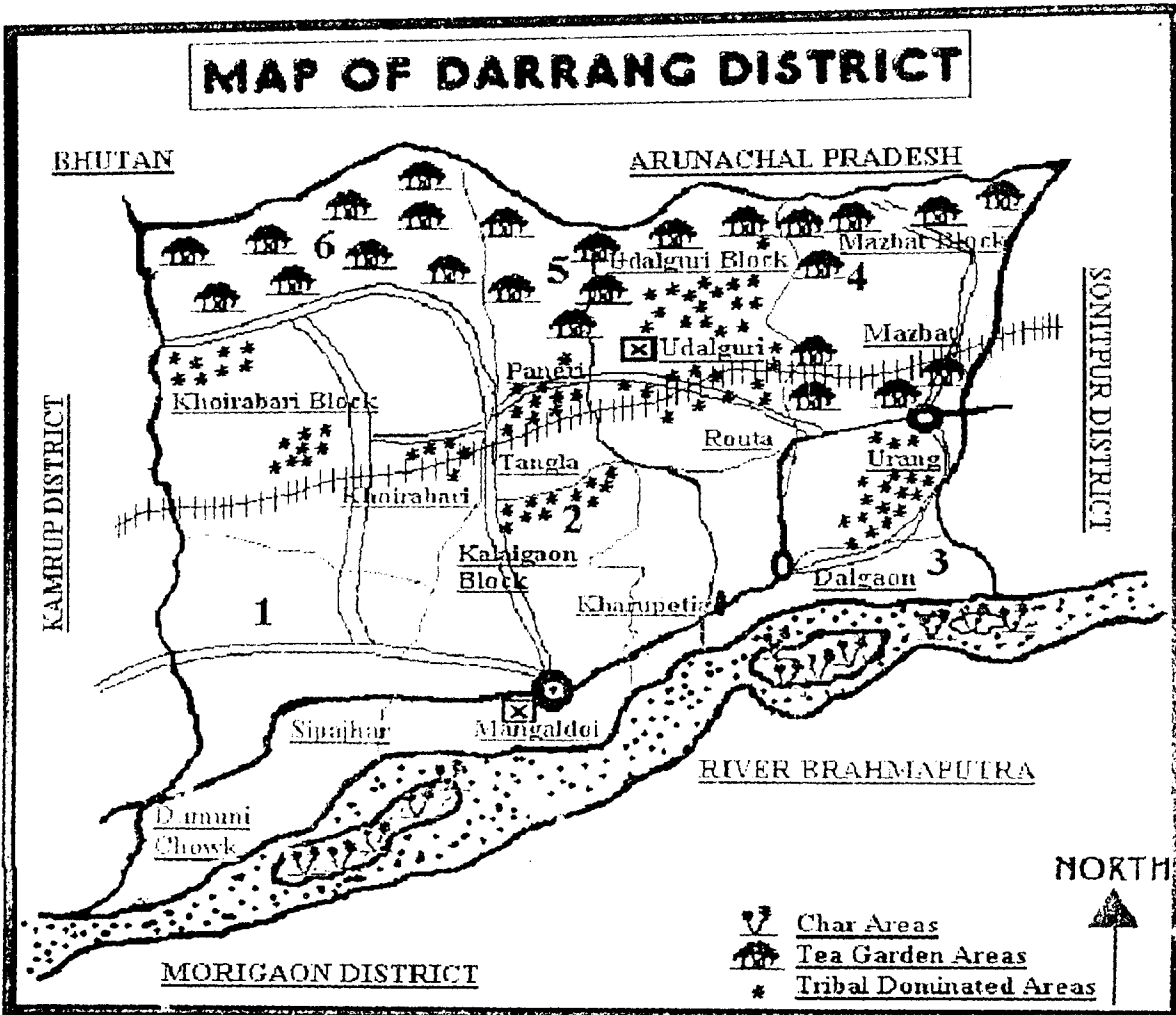

DISTRICT : DARRANG

DISTRICT ELEMENTARY EDUCATION PLAN (DEEP)

(2003 to 2009-2010)

AXOM SARBA SIKSHA ABHIJAN MISSION
GOVERNMENT OF ASSAM

MAP OF DARRANG DISTRICT

BHUTAN

ARUNACHAL PRADESH

KAMRUP DISTRICT

SONITPUR DISTRICT

6

5

Udalguri Block

Mazbat Block

4

Khoirabari Block

Paneri

Udalguri

Mazbat

Khoirabari

Tangla

Routa

Urang

2

Kalaigaon Block

Dalgaon

3

Kharupetia

1

Sipajhar

Mangaldoi

Damuni Chowk

RIVER BRAHMAPUTRA

NORTH

Char Areas
Tea Garden Areas
Tribal Dominated Areas

MORIGAON DISTRICT

Key Symbols		Name Of Education Blocks
District Headquarter	⊙	1. Sipajhar Block
Sub-Division Headquarter	⊠	2. Kalaigaon Block
Railway Track	┼┼┼┼	3. Dalgaon Block
Block Boundary	—	4. Mazbat Block
Sub Division Boundary	—	5. Udalguri Block
National Highway	—	6. Khoirabari Block

- 2 -

Marching Towards UEE

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

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

Marching towards UEE has already been launched through the 1st meeting of District Board of Education, Darrang held at DC conference hall on 27th February with Sri K.K . Kalita DC, & Chairman of the Board, in the chair, where the aims & objectives of UEE along with outline of pre-project activities viz Alokar Jatra have been discussed.

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

Besides, meetings were arranged with all the MLAs, MPs & RPIs and also with the garden Management at district level on the same context at district level by the initiative of the DC, Darrang & Chairman of the District Board of Education.

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

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

District at a glance

Geography

Location	Situated in the North-east region of India in between 26^0 12' and 26^0 57' N latitude and 91^0 42' E and 92^0 22' E longitude.
Distance from the state capital	78 Km
Total Area	3485.3 Sq. Km.
Major rivers	Nanoi, Nowanoi, Mangaldai Nadi, Pachnoi, Mora Dhansiri, Jia Dhansiri and mighty Barhmaputra.
Total Forest Cover	152 heacter
Total Crop Area	288851 hectare
Actual Cultivated Area	163309 hectare
Multi Crop Area	125542 hectare
Double Corp Area	75300 hectare
Triple Crop Area	50242 hectare
Under Tea Plantation	44126 hectare

Administration

Head quarter	Mangaldai Town
No. of Sub-divisions	2 (Mangaldai and Udalguri)
No. of Revenue Circles/Tehsil	10
Name of Revenue Circles/Tehsils	Mangaldai, Kalaigaon, Sipajhar, Patharighat, Dalgaon Part-I, Dalgaon Part-II, Mazbat, Harisinga, Udalguri and Khoirabari.
No. of CD Block	11
Name of CD Block	Sipajhar, Kalaigaon, Pub-Mangaldai, Pachim-Mangaldai, Bhergaon, Khoirabari, Dalgaon Sialmari, Bechimari, Rowta, Mazbat and Udalguri.
No. of Zila Parishad	1
Name of Zila Parishad	Mangaldai Zila Parishad
No. of Zila Parishad Constituency	28
Name of Zila Parishad Constituency	Bihudia, Syampur, Bechimari, Dhula, Lakhimpur-Tengabari, Bananguri-Kabirali, Barkola-Syamtila, Mowamari-Puthimari, Rangamati, Chapai, Bhergaon, Atherighat, Bamunjuli, Khoirabari-Kunhiarkuchi, Deomornoi-Patharighat, Lalpul, Dhansiri, Orang, Rowta, Dumunichowki-Kurua, Sipajhar-Debananda, Dipila-Duni, Janghalpara, Sonaigaon, Bar-nagaon, Harisingha, Hatigarh and Kajiamati.
No. of Police Station	10
Names of the Police Station	Mangaldai, Sipajhar, Kalaigaon, Tangla, Khoirabari, Panery, Udalguri, Dalgaon, Dhula and Mazbat.
No. of A.P.	11
Name of A.P	Sipajhar, Kalaigaon, Pub-Mangaldai, Pachim-Mangaldai, Bhergaon, Khoirabari, Dalgaon Sialmari, Bechimari, Rowta, Mazbat and Udalguri
No. of GP	155 (Mangaldai Sub-Div.-87, Udakguri Sub-Div.-68)
No. of towns	4
Name of the Town	Mangaldai, Kharupetia, Udalguri and Tangla
Name of Municipality	Mangaldai Municipality Board
Name of Town Committee	Kharupetia Town Committee, Udalguri Town Committee and Tangla Town Committee.
Major language	Assamese
No. of revenue villages	1305 (including 32-numbers of Tea Divisions, 24 numbers of WECs).

No. of forest villages

No. of tea garden — 30 (Khoirabari-12, Mazbat-10, Udalguri-6, Dalgaon-1, Kalaigaon-1).

Total PWD road length — 1366.061 Km.

Major Railway Station — Tangla Railway Station

Nearest Airport — Gopinath Bordoloi International Airport, Barjhar, Guwahati

Health Infrastructure

Civil Hospital (200 bed) — Mangaldai

No. of CHC (30 bed) — 7

Name of CHE (30 bed) — Sipajhar, Bazna Pather, Deomornoi, Khoirabari, Tangla, Udalguri and Kharupetia.

No. of PHC (6 bed) — 7

Name of PHC (6-bed) — Sipajhar, Patharighat, Jaljali, Khoirabari, Udalguri, Kharupetia and Orang.

No. of State Dispensaries — 12

No. of Medical Sub-centers (General) — 32

No. of FW Sub-centers — 273

	1991 census	2001 census
Total Population	12,98,860	1503943
Male	6,70244	773982
Female	6,28,616	729961
Muslim	415323	
Hindu	786332	
Rural	1234876	1430099
Urban	63984	73844
SC	64350	
ST	224957	
Density	373	432
Sex Ratio (per1000 male)	942	946
Literacy rate	42.00	55.92%
Literacy rate (male)	50.80	64.32%
Literacy rate (female)	32.53	46.95%

Chapter- I: DISTRICT PROFILE

General and Physical Features:

Location

The Darrang district is Situated in the North-east region of India in between 26^0 12' and 26^0 57' N latitude and 91^0 42' E and 92^0 22' E longitude.

Boundaries

The Darrang district is bounded by River Pachnoi and Sonitpur district in the East, River Bornoi and Kamrup district in the West, River Barhmaputra and Nagaon district in the South and Bhutan & Arunachal Pradesh in the North.

Historical Background

The name 'Darrang' seems to have originated from the Sanskrit word "Dwaram" meaning a gate or a pass. It is believed that in the past, there were some traditional routes or passes (locally known as 'duars' meaning doors) in the northern side of the district, through which the Bhutanese could enter the plains of the north. Some of the places of the district are still known as 'duars' Viz. Kalingaduar, Jamduar etc. The existence of such passes lends support to view that the name Darrang originated from the Sanskrit word – 'Dwaram'. There are different interpretations of the word "Dwaram" by different writers.

Date of Establishment:

The present Darrang district is a part of the old Darrang district of Assam. As a district of plains of Brahmaputra Valley, Darrang was from the time immemorial. on the path of many invaders and travelers from the North, North-East and West. Mangaldai was an administrative Sub-division of the old Darrang district, with Head Quarter at Mangaldai Town from AD 1833 to 1835. But for frequent flood and the encroachment of the Brahmaputra threatening the Town and for the dirty drinking water, the Head Quarter was shifted to Tezpur in AD 1835. Sub-division (Mangaldai & Tezpur). Finally on 1st July 1983, the Mangaldai Sub Division had been upgraded to a full fledge District known as "Darrang" which is the main focus of the present project.

Special Feature

The terrain of Char including the river Brahmaputra is about 50 Km in length and about 10 to 15 Km in breadth chars of various sizes. The Char area of the district suffers from heavy flood minimum two to three times in a year. One new char keeps emerging after every flood of the district. The Northern belt of the district suffers with heavy flood and erosion every year, as its location is in the foothills of Bhutan and Arunachal Pradesh. Hence, quite naturally the educational institutes specially the Elementary Schools remained closed consecutively for more than (some time for) two months, resulting wastage and stagnation, which contribute much towards the general backwardness of the education.

Resource and Land Utilisation

Out of 348100 hectares of geographical area, 163309 hectare is the actual crop area, 125542 hectare is used for multi-crop area, 75300 hectare is used for double crop and 50242 hectare is used for triple-crop. The Darrang district is favourable for the cultivation of Ahu-rice, Sali-rice, Jute and Rabi crops abundantly. The District has a level of ground water deposit available at a depth of 30 to 50 meters is to boost the agriculture production. The District is also practically virgin land for purpose of Industrial Development.

Population Composition

According to Provisional report of census 2001, the total population of the Darrang district is 15,03,943 persons, out of which 7,73,982 are male and 729961 are female. From the point of population composition of the district Darrang is a multi-lingual one comprised of Assamese, Muslim, Bodo and tea-tribe and other adivasis.

The southern part of the district is the low-lying flood prone and Char areas (from NH-52) dominated by Muslims (religious minority). Again, the northern part (from the railway track) is the Tribal dominated area and almost covered by the Tea Gardens. The northern part of the district touches the international boundary with Bhutan, other part by neighbouring state Arunachal Pradesh. These areas are covered with reserved forest. The mighty river Brahmaputra almost demarcates the district from Morigaon and Nowgaon districts in the extreme southern part. Two to five kilometer on both the sides of NH-52 may be termed as the advance areas of the district. The northern part of the district from NH-52 may be termed as plain and high terrain. The detailed features of the char, tribal dominated and tea garden areas are as follows.

Char Areas:

1. The terrain of chars including the river Brahmaputra is about 50 Km in length and 10 to 15 Km in breadth. All the chars of various sizes suffer from heavy floods and erosion, more than twice every year. As result of which educational institutes especially the Lower Primary Schools remain closed for more than three to four months resulting to a general backwardness of education.
2. Total Number of Chars = 80
3. Total number of Primary Schools in char areas = 70
4. The following are the major problems in char areas related to primary education:
   - Flood prone areas.
   - Poor road communications.
   - Illiteracy of parents.
   - Poverty.
   - Lack of awareness of parents in education.
   - Less environment of Girls education.
   - The girl child has to take sibling care younger one.
   - Lack of sufficient infrastructure for Primary Education.
   - Lack of continuous suggestions.
   - Frequent illness and poor health.
   - Inadequate physical facilities like toilet, building etc.

These are the acute problems in Char Areas, which hinders the progress of primary education. The people seem to be busy in earning for their day-to-day livelihood. They feel their basic needs are their daily earnings and not education. In char areas the people do not understand the value of education. They are quite unaware of education for their children specially the girl child. The social taboos also do not encourage the education of the girl child in the char areas, particularly among the mixed Assamese, Bangali speaking religious minority areas. As such the Char Areas are found as problem prone areas in education.

However, after intervention DPEP people are looking to be aware particularly in the areas of women awareness, child enrollment in school, etc. are seen to be improved a lot through constitution of Village Education Committee (VEC), opening of Alternative Schooling centre for over-age & unenrolled children, opening of Mukulika Kendra, formation and functioning Mothers and Self Help Groups, etc.

Tribal Dominated Areas:

Almost the entire northern part of the district of Darrang (i.e. the parts of Udalguri, Khorabari and Mazbat) is dominated tribal. The main schedule tribe is the "Bodo Tribe". The entire area is under the administrative control of "Bodo Autonomous Council". Besides, the "Bodo" community the other tribes of the district are Rava, Garo and Sautal. About 17.32% of the total population of the district is ST. The northern border of the tribal dominated area is in touch with Bhutan.

Problems:

- Illiteracy of parents.
- Poverty.
- Lack of awareness of parents in education.
- Remoteness of areas.
- Frequent illness and poor health.
- Malaria prone area.
- Communication problems. (Different dialects among the tribes).

Tea Garden Area:

Most of the tea gardens are located in the northern part of the district. Tea gardens are located in all the five blocks of the district except Sipajhar Block. Total number of tea gardens is thirty (30). In and around the tea gardens, tea tribes, ex-tea tribe's habitants are found. They are the main garden labour force in each and every tea garden as daily wage labour. These tea gardens are their livelihood and the adults of these families of both sex is worked here on daily basis. Under tea garden management almost the entire tea garden, entire tea tribe community is mainly concerned with wage earning and even the management seems to be ignorant of education for the tea tribes specially the children. The primary schools, which are established in the tea garden area, are under the tea garden management. Poor facilities, single un-trained part-time teacher, irregular attendance of the children, poor enrolment of girl child are the common features of these schools.

Natural drainage (rivers & tributaries):

There are 6 main river namely Nanoi, Nowanoi, Mangaldai Nadi, Pachnoi, Mora Dhansiri, Jia Dhansiri and Barhmaputra and Ninteen other tributaries. The mighty Barhmaputra delayed the farmers every year for sowing their crops in time and many a times they have been deprived from producing their foodgrainds.

Topography

In summer season it is experienced by heavy rainfall with high level of humidity. The average annual rainfall is 1500 mm (approx.) and humidity about 70% 80%. I winter the climate is cold and dry. The cold is intense mainly in December and January. The maximum temperature 26^0 to 32^0 C and minimum temperature is 9^0 C (approx).

Demography

As per Census 2001 the total population of district is 15038943 (persons) out of which 773982 persons are male and 729961 persons female. The district is showing the decadel growth rate is.....and the literacy rate is 55.92% with 64.32% male and 46.95% female.

Economy

Major economic sector	Agriculture
Area under cultivation	163309 hectare
Under paddy cultivation	

Production of winter paddy	Sali-rice,
Production of summer paddy	Ahu-rice,
No. Tea gardens	30
Area under tea plantation	44126 hectare
Production of black tea	
Major fruit products	Banana, Pineapple, Papaya, Jackfruit, Guava, Coconut.
Major forest products	Bambo, Timber (Sal, Segun, sundi, Cham, Gamari).
Major Industry	Prag Bosimy Synthetic Limited (PBSL), Near Sipajhar (about 20 km away from Mangaldai town).
No. of electrified villages	
Total electricity consumption in year	

Table 1.1 – Block Wise BPL Families

Sl.No.	Name of Educational Block	Name of CD Block	Total BPL Families	No. of families under BPL (rural)	% of BPL Families
1.	Sipajhar	Sipajhar			
2.	Kalaigaon	Kalaigaon			
3.		Pub-Mangaldai			
4.		Pachim-Mangaldai			
5.	Dalgaon	Dalgaon			
6.		Bechimari	225000	124771	54%
7.	Mazbat	Mazbat			
8.		Rowta			
9.	Udalguri	Udalguri			
10.	Khoirabari	Khoirabari			
11.		Bhergaon			
	Darrang				

Source: DRDA (as per 1998 Survey report)

Administrative Divisions:

Table. 1.2 : No. CD & Educational Blocks, GP & Villages

Year	No. of CD Blocks	No. of Educational Blocks	No. of census Villages	No. of GPs	No. of Towns
1991	11	6	1328	155	4
2001	11	6	1341	155	4

Population

The population of the district has increased from 12.98860 lacs in 1991 to 15.03943 lacs in 2001 by registering an increase of 14%. The growth of female population of the district is slightly higher than their male counter part. The female population has increased by 14% and the male population has increased by 13%.

Table 1.3   Population of the District by Area and Sex

Year	All			Rural			Urban		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1991	670244	628616	1298860	635725	599151	1234876	34519	29465	639844
2001	773982	729961	1503943	NA	NA	NA	NA	NA	NA

Table 1.4   Decadal variation of population in the district (in percent)

Year	Variation
1901-1911	-0.25
1911-1921	11.78
1921-1931	26.00
1931-1941	35.30
1941-1951	24.13

Table 1.5   Population by Caste & Sex

Year	Caste Category	Population			% of Population		
		Male	Female	Total	Male	Female	Total
1991	SC	33531	30819	64350	52%	48%	5%
	ST	113567	111390	224957	50.48%	49.52%	17.3%
2001	SC	NA	NA	NA	NA	NA	NA
	ST	NA	NA	NA	NA	NA	NA

Literacy

Out of the Total 1503943 population 694570 are literate as per 2001 census. The overall literacy rate of the district has increased from 42% in 1991 to 55.92% in 2001. In terms of literacy the district stands at [th] rank amongst the 23 district of the state. It is lower than the state average. In terms of female literacy rates the district stands at position.

The literacy rates of urban population are higher than the rural population.

The literacy of SCs & STs is lower than the general population as per 1991 Census.

Table-1.6 Total Literates and Literacy Rates

Year	Population			Literates			Literacy Rates		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1991	670244	628616	1298860				50.80	32.53	42.00
2001	773982	729961	1503943	412510	282060	694570	64.32	46.95	55.95

Table-1.6 above implies that there are more illiterates than literates in the district. However, the gap of female literacy rate with male is almost remaining same over the decade, which was 18.27 in the year 1991 and same is reduced to 17.37 in 2001, a mirgin of 0.90 than the previous census. Besides, it is also noticeable that the female literacy rate (46.95%) of the district is lower than the state female literacy rate.

A Brief description of three educational Blocks of the District:

Block- Udalguri

Location: Udalguri block is situated in the northern part of the Darrang district, which is 63 Km (via Tangla and Harishinga) and 58 Km (via Rowta) away from the district head quarter.

Boundaries: The block is bounded by dalgaon and Kalaigaon block in the south, Bhutan and Arunachal Pradesh in the north, Mazbat in in the east and Khoirabari block in the west.

Historical Background: The name of Udalguri is priginated from 'Odal Tree'. Many ayears age there was planty of Odal tree in this part of the district. The people of the area kept the name as Odalgudi although as time passes away it change into as Odalgudi and now it is known as 'Udalguri' (Gudi means guri or powder).

Transport and Communication:

The road communication to block is Udalguri-Rowta road, Udalguri-Tamulpur, Mangaldai-Bhutiachang road. The Udalguri-Rowta road touches the No.52 National High way. It is about 6 km away from Udalguri. The meter gauge railway communication is also available to Udalguri through Tangla Town. It's the only railway communication in the district.

Geography :

Location	:- located in norther part of the district.
Distance from District H.Q.	:- about 60 Km.
Distance from state Capital	:- about 140 Km.
History	:- Attained Block status in the date of 1st June 1989
	Attained circle Status in the year 1984.
	Attaned Sub-division in the year 1983.

Administration :

Head Quarter	:- Udalguri Town
No. of C.D. Block	:- 01
Name of C.D. Block	:- Udalguri.
No.of Circles/Tehsil	:- 02
Name of Circles	:- Udalguri, Harishinga.
No. of Police Station	:- 03
Name of Police Station	:- Udalguri, Panery and Tangla.
No.of A.P.	:- 01
Name of A.P.	:- Udalguri
No.of G.P.	:- 30
No. of Village	:- 264
Major language	:- Boro
No.of Revenue Village	:- 264
No.of Char Village	:- Nil
No. of schools in Char	: Nil
No. of T.E.Divisions	:- 7
No. of Electri fied villages	:- 150
No. of High/ H.S. school	:- 9
No. of LP Schools	:- 288
No.of UP Schools	:- 65 (including 26 numbers recognized)
Total Nos.of Literates	:-

Economy :

Major economy Sector :- Agriculture
Net area sown :-
Major food products :- Crops.
Major forest Products :- nil
Major Industries :- nil

Special Features:

Dalgaon Block got some special cnaracteristics in respect of location, demography and density of population.

1. Hilly area near international boundary. No driniking water facilities in border area about 3 km distance.
2. Population is scattered and thin.
3. Small tea graden are growing nearby international border area.

Block : Khoirabari

Topography

Khoirabari block is situated in the norther part of the district. About half of the total population of the block is dominated by triblas, mainly dominated by Bodo. This block has some special feature:

It is tribal dominated area covered approximate 50% of the total area.

20% of area covered by Tea garden
10% of area covered forest.
5% of area covered by Border area
15% of area covered by general.

Boundary

North : Bhutan Border
East : Kalaigaon Block & Udalguri Block
South : Sipajhar Block
West : Nalbari & kamrup Districts.

Population pattern is also main characteristic of this block. Speaking & talking culture of Bodo, Rabha, Bengali, nepali, Hindi, Assamese and some other coloqued language by seen. As per Village Education Register of VECs 2002 the block has 36059 numbers cnildren is school going in the age group of 5-13 and 6125 numbers of out-of-school children. Out of 36059-school going children about 48% are girls.

It is to be mentioned that there is no all weather proved road communication neither beside the block nor through out. Only NF railway connecting Khoirabari Railway station is communicational route for the year round. This problem is hampering in all side development of the block.

The river Barnadi, Pathar nadi, river Suklai and River Nonai comes down in rainy seasons.

Chief occupation of the population of the block is cultivation. For educational development of the block the DPEP, Darrang, APSAP has taken various measures from the bery beginning of DPEP for such activity DPEP has established the Block Resource Centre at Khoirabari.

Under this block resource center the under mentioned clusters and schools are to be found and other academic developmenting agencies also.

Geography :

Location	:- Northern Part of the district.
Distance from District H.Q.	:- 39 Km.
Distance from state Capital	:- 117 Km.

Administration :

Head Quarter	:- Khoirabari Town
No. of C.D. Block	:- 02
Name of C.D. Block	:- Khoirabari, Bechimari.
No.of Circles/Tehsil .	:- 01
Name of Circle	:- Khoirabari.
No. of Police Station	:- 01
Name of Police Station	:- Khoirabari
No.of A.P.	:- 02
Name of A.P.	:- Khoirabari, Bhergaon
No.of G.P.	:- 28
Major language	:- Assamese, Bodo.
No. of Revenue Village	:-220
No. of Forest Village	:-10
No. of Schools in Forest area	: 14
No. of Border Village	:- 9
No of schools nearby Border	: 10
No. of Tea Estates	:-12 (and 13 divisions)
No. of Electrified villages :-	
No. of High/ H.S. school	:- 13/2
No. of LP Schools	:- 282 (only govt./provincialised)
No.of UP Schools	:- 62 (including 36 numbers of recognized)

Economy :

Major economy Sector	:- Agriculture (Paddy)
Net area sown	:- Ha.
Major food products	:-
Major forest Products	:-
Major Industries	:- Tea Processing Industires

Kalaigaon Block

Location: Kalaigaon Block is situated about 20 km away in the northern part of the district Head Quarter Mangaldai. It covers in the following manners:

Boundaries:- The Kalaigaon block is bounded by Udalguri block in the north, in the south it is bounded by mighty river Barhmaputra, Dalgaon block in the East and in the west it is bounded by Sipajhar and Khoirabari block.

Historical Background:-

Population Composition: Kalaigaon is mainly dominated by general people. About 80% of the population of the block is under general area. In the southern part of the block is known for Char and most of the minority group people are living here. As per office

information of DPEP, total 29 numbers of char is available in the clusters of Gerimari and Baghpari of the blcok.

The major language of the people of this area is Assamese, although bodo, Bengali, garo and other ligua-franca are also used.

Transport and communication of the areas of the block is very poor as only few villages are connected by national highway. Many a times the tributaries like- Noa-nadi, Kulsi and Mangaldoi river submerged most of the low-lying areas of the block in the rainy season. Occupation of the most of the persons is cultivation.

Geography :

Distance from District H.Q.	:- 20 Km.
Distance from state Capital	:- 98 (about 100) Km.

Administration :

Head Quarter	:- Kalaigaon Town
No. of C.D. Block	:- 03
Name of C.D.Block	:- Kalaigaon, Pub-Mangaldai and Pachim Mangaldai.
No.of Circles/Tehsil	:- 01
No. of Police Station	:- 01
Name of Police Station	:- Kalaigaon
No.of A.P.	:- 03
Name of A.P.	:- Kalaigaon, Pub-Mangaldai and Pachim-Mangaldai
No.of G.P.	:- 28
No. of Village	:- 237
Major language	:- Assamese.
No.of Revenue Village	:-237
No. of T.E.Divisions	:-1
No. of Electri fied villages	:-
No. of High/ H.S. school	:- 16
No. of LP Schools	:- 296
No.of UP Schools	:- 102
Total Nos.of Literates:	:-

Economy :

Major economy Sector	:- Agriculture
Net area sown	:- 11144 ha.
Major food products Furit	:- Banuna, Papya, Coconut. Pineapple, China, Jack
Major forest Products	:- Bamboo, Timber, Cane .
Major Industries	:- Tea processing industries, Cane Products.

Chapter-II : EDUCATIONAL PROFILE OF THE DISTRICT

A.   Access :

The total nos of Primary , Upper Primary & Composite schools in different categories are as follows:

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

SI.No.	Block	Type of Management	Primary Schools	Middle School	Pre-Senior	High/Higher Secondary Schools having Primary/Middle Sections
1	DISTRICT	Central Government	0	0	0	0
2		State Government	1499	210	2	76
3		Recognised	0	158	0	0
4		Venture	290	109	0	0
5		Privates	30	6	0	0
Total			1819	483	2	76

82% of the primary schools are managed by the state government, which is also khown as Government, and Provincialised schools and the remaing 18%, 16% is Venture and 2% is Private schools. In case middle schools, Darrang has a very surprising picture that is 43% schools managed by state government, 33% schools are recognized and 23% schools are venture schools and 1% is private school.

Table 2.4 : No of Government/Provincialised/Recognised Primary & Upper Primary Schools (Block wise)

Name of Block	Primary Schools	In %	Middle Schools	In %	Recognised Middle School	In %	Composite Schools having Middle Sections	In %	Total
Sipajhar	211	14%	45	21%	9	6%	27	35.53%	292
Kalaigaon	296	20%	54	26%	48	30%	16	21.05%	414
Dalgaon	222	15%	20	10%	19	12%	5	6.58%	266
Mazbat	200	13%	26	12%	20	13%	4	5.26%	250
Udalguri	288	19%	39	19%	26	16%	9	11.84%	362
Khoirabari	282	19%	26	12%	36	23%	15	19.74%	359
Total	1490	100%	210	100%	158	100%	76	100%	1943

NB: The status of Senior Madrassa is included in the figure of middle schools.

It is shown the data of table-2.4 above, majority of the schools of all types are concentrated in Kalaigaon Block which incidentally the district head quarter block and also biggest block in terms of area and population. In case of higher-level schools Sipajhar and Kalaigaon are in the top, where about 57% schools are available.

It is clear from the VER analysis that out of 36155 out-of-school children of 10-14 (upper primary) age group about 80% children are in the othe 4 blocks and rest 20%

are in Sipajhar (5%) and Kalaigaon (15%) block and importantly out of 80% of these 4 blocks more than 43% are only in Dalgaon block.

There is one Upper Primary School against four Lower Primary Schools in the district. However, there is no uniformity regarding number of UP schools available against LP Schools. There is one UPS against 6 LPS in Dalgaon, which is relatively a backward block while for every 3 LPS there is one UPS for urban area.

B. Enrollment and Drop out:

Total number of school-aged children between 6-14 years is 304370 as per the Village Euducaton Register of VECs collected in December 2002. Among them 227452 are enrolled in schools, 14475 have dropped out from the school and 62443 are found to be never enrolled children.

14475(5%) of children are reported to be dropout in the district. The highest percentage (7%) is shown in Mazbat block followed by Dalgaon, Udalguri and Khoirabari. The lowest drop out children is in Sipajhar block. It is noticed that in terms of %age Dalgaon may have quite less numbers of dropout but the figure of dropout is still higher than in the other blocks.

Table 2.5: 6-14 age groups Enrolled, Never Enrolled & Dropout Children

Name of Block	Enrolled	In %	Never Enrolled	In %	Drop out	In %	Total Child Population 6-14
Sipajhar	27983	90%	2638	8%	619	2%	31240
Kalaigaon	44188	80%	9067	16%	1906	3%	55161
Dalgaon	51809	59%	31334	36%	4716	5%	87859
Mazbat	32427	70%	10846	23%	3157	7%	46430
Udalguri	34986	84%	4488	11%	2022	5%	41496
Khoirabari	36059	85%	4070	10%	2055	5%	42184
Total	**227452**	**75%**	**62443**	**20%**	**14475**	**5%**	**304370**

The data shows that the prevalence of very high drop rate is a myth and not a reality. Out of the 25% of the total out of school children only 5% are dropped out. In terms of percentage Dalgaon block is having highest (41%) percentage of out of school children and Sipajhar block is having lowest (10%) percentage of out of school children. In terms of absolute number, Dalgaon block is having highest (36050) number of out of school children and Siapjhar block is having lowest (3257) number of out of children.

Table 2.6: 6-9 age groups Enrolled, Never Enrolled & Dropout Children

Name of Block	Enrolled	In %	Never Enrolled	In %	Drop out	In %	Total Child Population 6-9
Sipajhar	13745	90%	1311	9%	192	1%	15248
Kalaigaon	22622	80%	5145	18%	380	1%	28147
Dalgaon	32907	62%	18961	36%	1383	3%	53251
Mazbat	17496	70%	6610	26%	918	4%	25024
Udalguri	18024	85%	2468	12%	667	3%	21159
Khoirabari	19230	88%	2240	10%	488	2%	21958
Total	**124024**	**75%**	**36735**	**22%**	**4028**	**2%**	**164787**

Table 2.7: 10-12 age groups Enrolled, Never Enrolled & Dropout Children

Name of Block	Enrolled	In %	Never Enrolled	In %	Drop out	In %	Total Child Population 10-12
Sipajhar	8738	90%	748	8%	208	2%	9694
Kalaigaon	12995	84%	1967	13%	529	3%	15491
Dalgaon	13144	59%	7388	33%	1710	8%	22242
Mazbat	9341	72%	2519	19%	1078	8%	12938
Udalguri	10459	86%	1037	9%	635	5%	12131
Khoirabari	10446	88%	930	8%	555	5%	11931
Total	65123	77%	14589	17%	4715	6%	84427

Table 2.8: 13-14 age groups Enrolled, Never Enrolled & Dropout Children

Name of Block	Enrolled	In %	Never Enrolled	In %	Drop out	In %	Total Child Population 13-14
Sipajhar	5500	87%	579	9%	219	3%	6298
Kalaigaon	8571	74%	1955	17%	997	9%	11523
Dalgaon	5758	47%	4985	40%	1623	13%	12366
Mazbat	5590	66%	1717	20%	1161	14%	8468
Udalguri	6503	79%	983	12%	720	9%	8206
Khoirabari	6383	77%	900	11%	1012	12%	8295
Total	38305	69%	11119	20%	5732	10%	55156

Table 2.10: Class Wise Enrollment in Venture & Private Schools

Class	All			General			SC			ST		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	5173	4622	9795	3982	3520	7502	258	253	511	933	849	1782
II	2493	2138	4631	1873	1585	3458	154	145	299	466	408	874
III	2150	1574	3724	1542	1132	2674	109	98	207	499	344	843
IV	1618	1268	2886	1162	934	2096	86	67	153	370	267	637
Sub -total I-IV	11434	9602	21036	8559	7171	15730	607	563	1170	2268	1868	4136
V	3815	3092	6907	3224	2613	5836	172	139	311	420	340	760
VI	3070	2206	5276	2594	1864	4458	138	99	237	338	243	580
VII	2818	1662	4280	2212	1404	3517	118	75	193	288	183	471
Sub :-total V-VII	9503	6960	16463	8030	5881	13911	428	313	741	1045	766	1811
Total I-VII	20937	16562	37499	16589	13052	29641	1035	876	1911	3313	2634	5947

(Source: BRC Office)

Table 2.11: Class Wise Enrollment in Venture Schools

Class	All		
	Boys	Girls	Total
I	3759	3335	7094
II	1788	1520	3308
III	1394	1052	2446
IV	1058	864	1922
Sub -total I-IV	7999	6771	14770
V	3720	3015	6735
VI	2993	2151	5144
VII	2552	1620	4172
Sub :-total V-VII	9265	6786	16051
Total I-VII	17264	13557	30821

(Source: BRC Office)

Table 2.12: Class Wise Enrollment in Private Schools

Class	All		
	Boys	Girls	Total
I	1414	1287	2701
II	705	618	1323
III	756	522	1278
IV	560	404	964
Sub -total I-IV	3435	2831	6266
V	95	77	172
VI	77	55	132
VII	66	42	108
Sub:-total V-VII	238	174	412
Total I-VII	3673	3005	6678

(Source: BRC Office)

Table 2.13: Block Wise GER at Primary Level by Gender

Name of Block	All		
	Boys	Girls	Total
S`paihar	112%	111%	112%
Kalaigaon	101%	100%	100%
Dalgaon	70%	72%	71%
Mazbat	84%	82%	83%
Udalguri	108%	107%	108%
Khoirabari	107%	106%	106%
Total	91%	91%	91%

(Source: VER)

Table 2.14: Block Wise GER at Upper Primary Level by Gender

Name of Block	All		
	Boys	Girls	Total
Sipajhar	147%	147%	147%
Kalaigaon	139%	140%	139%
Dalgaon	83%	87%	85%
Mazbat	117%	114%	115%
Udalguri	142%	138%	140%
Khoirabari	142%	139%	141%
Total	**123%**	**122%**	**123%**

(Source: BRC Office)

Table 2.15: Block Wise Age Specific Enrolments at Primary Level by Gender

Name of Block	All		
	Boys	Girls	Total
Sipajhar	7189	6556	13745
Kalaigaon	11890	10732	22622
Dalgaon	16560	16347	32907
Mazbat	9169	8327	17496
Udalguri	9229	8795	18024
Khoirabari	9933	9297	19230
Total	63970	60054	124024

(Source: BRC Office)

Table 2.16: Block Wise Age Specific Enrolments at Upper Primary Level by Gender

Name of Block	All		
	Boys	Girls	Total
Sipajhar	4537	4201	8738
Kalaigaon	6781	6214	12995
Dalgaon	6651	6493	13144
Mazbat	4930	4411	9341
Udalguri	5510	4949	10459
Khoirabari	5531	4915	10446
Total	**33940**	**31183**	**65123**

Table 2.17: Block Wise NER at Primary Level by Gender

Name of Block	All		
	Boys	Girls	Total
Sipajhar	91%	90%	90%
Kalaigaon	81%	80%	80%
Dalgaon	61%	63%	62%
Mazbat	71%	69%	70%
Udalguri	85%	85%	85%
Khoirabari	88%	87%	88%
Total	**75%**	**75%**	**75%**

Table 2.18: Block Wise NER at Upper Primary Level by Gender

Name of Block	All		
	Boys	Girls	Total
Sipajhar	61%	61%	61%
Kalaigaon	60%	60%	60%
Dalgaon	68%	71%	70%
Mazbat	63%	62%	63%
Udalguri	61%	62%	62%
Khoirabari	62%	62%	62%
Total	63%	63%	63%

Table 2.19 Teachers Position in Govt./Provincialised Primary Schools

Name of Block	No. of Sanctioned Post	No. of Vacant Post	% of vacant posts	Male	Female	Total	% of Male Teachers	% of Female teachers
Sipajhar	923	66	7.2%	514	343	857	59.98%	40.02%
Kalaigaon	1021	35	3.4%	696	290	986	70.6%	29.4%
Dalgaon	596	16	2.7%	516	64	580	89.0%	11.0%
Mazbat	469	2	0.4%	395	72	467	84.6%	15.4%
Udalguri	788	21	2.7%	538	229	767	70.1%	29.9%
Khoirabari	512	14	2.7%	431	67	498	86.5%	13.5%
Total	4309	154	3.6%	3090	1065	4155	74.4%	25.6%

[Source: BEEO Office]

Almost 4% of the total teachers position are vacant in the district at primary level. Against 74% male teachers there are only 26% female teachers.

Table : 2.20 Teachers by Training Status at Primary Level.

Block	No. of Trained teacher		No. of Un-Trained Teacher		Total untrained teachers	% of Untrained teachers		
	Male	Female	Male	Female		Male	Female	Total
Sipajhar	544	123	93	97	190	18%	28.28%	22.17%
Kalaigaon	508	213	188	77	265	27.0%	26.6%	26.9%
Dalgaon	384	23	132	41	173	25.6%	64.1%	29.8%
Mazbat	319	30	76	42	118	19.2%	58.3%	25.3%
Udalguri	368	185	156	58	214	29.0%	25.3%	27.9%
Khoirabari	341	65	90	2	92	20.9%	3.0%	18.5%
Total	2464	639	735	317	1052	23.8%	29.8%	25.3%

[Source: BEEO Office]

The picture is not encouraging as there are teachers in primary schools who are un-trained till date. The un-trained teachers percentage is 25%. Dalgaon and Mazbat block is having highest percentage of untrained teachers.

Table : 2.21 The position of U.P. School teacher in the district.

Block	No. of Sanctioned Post	No. of Vacant Post	Present Position of teachers		No. of Trained Teachers		No. of Un-trained Teachers		Total Un-trained teachers
			Male	Female	Male	Female	Male	Female	
Sipajhar	446	20	369	57	135	20	234	37	271
Kalaigaon	522	27	347	104	86	13	261	91	290
Dalgaon	202	2	163	16	31	0	132	16	148
Mazbat	199	2	182	17	136	2	20	15	35
Udalguri	352	13	286	55	62	4	224	51	208
Khoirabari	206	14	170	22	115	9	55	13	68
Total	1927	78	1517	271	565	48	926	223	1149

[Source: BEEO Office]

The data shows that about 32% (926 Nos.) male teachers and 3% (48 Nos.) female teachers of Upper Primary schools are trained. A large number of 1149 teachers of Upper Primary School are un-trained. The un-trained teachers percentage is 64%.

Table 2.22 Block wise Pupil Teacher Ratio at Primary & Upper Primary Schools

Name of Block	Primary			Upper Primary		
	Total Students	Total Teachers	PTR	Total Students	Total Teachers	PTR
Sipajhar	13745	857	16.0	8738	426	20.5
Kalaigaon	22622	986	22.9	12995	451	28.8
Dalgaon	32907	580	56.7	13144	179	73.4
Mazbat	17496	467	37.5	9341	199	46.9
Udalguri	18024	767	23.5	10459	341	30.7
Khoirabari	19230	498	38.6	10446	192	54.4
Total	124024	4155	29.8	65123	1788	36.4

The data shows that PTR of Primary School of this district is 30 and that of Upper-primary is 36. In Primary category Dalgaon block is having highest PTR (57) and for Upper-primary Dalgaon have highest PTR (73) and lowest PTR (16) and (20) in Sipajhar block in Primary and Upper primary level respectively.

Chapter –III: PLANNING PROCESS

A lot of interventions have been made since independence for the Universalisation of the Elementary Education, both in term s of quantity and quality, yet the objectives of UEE has remained illusive. The basic reasons may be lack of practical/ useful database and decentralized palnning from the grass-root level.

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

The achievement of UEE depends on the quality and extends 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 during the period of DPEP through various activities of Annnual work plan since 1994-2003 March at various level. Based on this experience the perspective & contextual planning has been done for the district.

Village Education Register (VER)

VER of VECs has been preparaed to conscise data/ information of house-house-house survey and reduces the discrepancies of compilation during H2H. The 108 numbers of Cluster Co-ordinator and local youths carried out the collection of information of every child.

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.

Information On Other Educational Institutions (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. The summary information collected are as below:

Type of School	No. of School	No. of Teachers	Enrollment		
			Boys	Girls	Total
Venture Primary Schools	290	825	7999	6771	14770
Venture Upper Primary Schools	109		9265	6786	16051
Private Primary Schools	30	295	3435	2831	6266
Private Upper Primary Schools	6		238	174	412
Total	435	1120	20937	16562	37499

Compilation of Village Education Register (VER) Results

The CRC Co-ordinators and Resource Persons have been compiling the data at different levels as per instruction given in the training manual and use the printed formats.

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

The BRP/ DRP/ CRCC and respective DPO block in-charge undertook sample checks of at least 10-15 household schedules of the two assigned villages during the process of collection of formats. On his satisfaction he put his/her signature on the body of the formats. In case of mistakes the BRP got the format corrected or re-collected. The BRP had specifically checked that information for all the households have been collected.

On ensuring the complete collection and sample checks the CRCC sat together with the DRPs and start compiling household wise information. After completion of the compilation the CRCCs submitted the formats to the concerned respective BRCC/ block in-charge on a specified date.

The CRCCs fixed a common date for receiving of the formats in the block for scrutining the same with the assistance of the RPs. Cluster wise compilation was also be done at the same time.

Constitution of VEC/TGEC/WEC

Open meetings were conducted in every revenue village, ward and tea garden divisions for constitution of VEC/TGEC and WEC. In these meetings 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 member secretary convened the meeting. The volunteer Group, which had carried out the field level activities, informed about the date and venue of the meeting in advance. It was ensured that all the participants who had attended the first meeting are also properly informed.

BLOCK	VEC formed	TGEC formed	WEC formed	Total	Number of GPs	SMC formed Including MES
SIPAJHAR	143	0	0	143	21	256
KALAIGAON	237	0	10	247	28	351
DALGAON	200	1	4	205	23	242
MAZBAT	215	11	0	226	25	226
UDALGURI	247	7	10	264	30	327
KHOIRABARI	207	13	0	220	28	308
DISTRICT	1249	32	24	1305	155	1710

Constitution of Gaon Panchayat Education Committee (GPEC)

Open meetings were conducted in every Gaon Panchayat for constitution of GPEC. In these meetings 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 CRCC convened the meeting. The CRCCs informed about the date and venue of the meeting. It was ensured that all the participants who had attended the first GP level meeting held also properly informed.

BLOCK	Number of GPs	Number of GPEC Constitued	Period of constitution
SIPAJHAR	21	21	
KALAIGAON	28	28	
DALGAON	23	23	2002
MAZBAT	25	25	
UDALGURI	30	30	
KHOIRABARI	28	28	
DISTRICT	**155**	**155**	

CHAPTER-IV: EXISTING SCHEMES OF ELEMENTARY EDUCATION

1. Mid-day meal scheme:

Coverage:

The Mid-day meal scheme is restarted in the month of September 2001 and aimed to increase the enrolment & retention. Month-wise status of the implementation of the scheme is shown below:

Sl. No.	Month	Allotment in MT	Lifting in MT	Distribution in MT	No. of schools covered	Students covered	Remarks
1	April'02-June 2002						Allotment letter from govt. was received in the month of July '02, hence allotment could not be made in these months.
2	July-02						No allotment was made for summer vacation of LPS.
3	August-02	304.296	158.77575	158.77575	1486	131432	235.52025 MT of rice lapsed due to non-lifting by BDO, Mazbat, Pub-Mangaldai, pachim Mangaldai, Kalaigaon, Udalguri, Bechimari and Dalgaon (partially) Devp. Block.
4	Septmber 2002	394.296	333.72	333.72	1486	131432	60.576 MT of rice lapsed due to non-lifting by BDO, Udalguri Devp. Block.%
5	Ocotober 2002	394.296	255.553	255.583	1486	131432	138.713 MT of rice lapsed due to non-lifting by BDO, Kaligaon, Bhergaon, Pub-mangaldai, Dalgaon (partially0 and BDO, Bechimari (partilly) devp. Block.
6	Nov-02	394.296	394.296	394.296	1486	131432	-
7	Dec-02	394.296	394.296	394.296	1486	131432	-
8	Jan-03						Allotment was not made as no order was received by FCI during January 2003.
9	Feb-03	394.296	313.217	313.217	1486	131432	81.079 MT lapsed by BDO, Sipajhar, Khoirabari, Pub-mangaldai,Devp. Block.
10	Mar-03	394.296			1486	131432	Utilisation is not received from the concerining BDO's for the Month of March 2003.

Implementing Process: Civil authority (Deputy Commissioner) receives the Mid-day mill rice from FCI and delivers to the BDO's for distribution. The concerned BDO distribute the Mid-day Mill Rice through the Head Teacher of the school. In every month 2/3 days all the single teacher school remains closed for lifting and distribution of rice and hence present distribution system of Mid-day meal rice is one of the constraining factoi of elementary education.

CHAPTER-V: SPECIAL AREAS AND GROUPS

Status:

A.   Tea-Garden:

Name of Block	No. of TE Div.	No. Private of LPS	No. of Provincialised Schools	No. of Teachers In Private LPS
			LP	LP
Sipajhar	0	0	0	0
Kalaigaon	1	3	1	10
Dalgaon	1	2	1	2
Mazbat	11	7	0	17
Udalguri	6	6	2	7
Khoirabari	13	10	0	23
Total	**32**	**28**	**4**	**59**

There are 30 (thirty) Numbers of Tea gardens consisting of 32 divisions in the Darrang district. In the tea gardens area, there are 4 numbers of Provincialised LP schools and 24 numbers Private Tea garden managed lower primary schools of and   Upper Primary schools.

Analysis of Tea Gardens of Khoirabari Block shown below:

Name of district	Darrang
Name of Block	Khoirabari
No. of Tea Gardens	12
No. of TE divisions	13
No. of Private TG Managed schools	10
No. of Teachers	19
No of Students	1559
PTR	67:1

Table: 5.1 Age Group Wise enrolled and out of school

Age group	Total child population	Enrolled	% age	Never enrolled	Drop out	Total out of school	% age
5-8 age group	164787	124024	75%	36735	4028	40763	25%
9-11 age group	84427	65123	77%	14589	4715	19304	23%
12-13 age group	55156	38305	69%	11119	5732	16851	31%
5-13 age group	304370	227452	75%	62443	14475	76918	25%

Major problems of the Tea gardens:
1. Poor infrastructural facilities
2. Lack of Upper primary schools
3. First generation learner
4. Child labour.
5. Addiction to liquor
6. Socio-religious barrier
7. Lack of educational environment
8. Poor supervision and monitoring
9. Indifferent attitude of the garden management.
10. Irregular functioning of the school.
11. No value to education

SPECIFIC STRATEGIES:
1. Awareness programme through change agents or contact person
2. Providing infrastructural support
3. The UP: LP ratio should be maintained
4. School calendar should be in need of the local area
5. Implementation of crèches as per APLA Act, 1956 with help, of garden management
6. Special awareness campaign and health check up camps to eradicate alcoholic habits.

B. Forest Villages:

There are two types of forest villages namely – Reserve Forest & Revenue Forest. The problems are most pertinent to the forest villages as in most of the forest villages there are considerable numbers of inhabitants. Most of these inhabitants are – Adivashis, Sautal, Nepalis and other tribal groups etc.

In Darrang district there are 18 Revenue Forest Villages and Reserve forest villages. In these forest villages there are 16 Nos. of LP schools, 2 Nos. of AS and 3 nos. of ECE centers available

Problems of the Villages:

- Lack of infrastructural facilities specially after Primary schools.
- Lack of awareness.
- Remote, Isclated, Remote & Isolated.
- Communication Problem.
- Irregular functioning of the schools.
- Irregular attendance of the Children and teachers.
- Child labour and household work.
- Linguistic problem.
- No legal source of earning and most of the villagers are living below poverty line.
- Poor supervision and monitoring.
- High numbers of never enrolled.
- Health hazards viz. epidemic of malaria and a Diarrhea.
- Conservatisim and prejudices regarding girls education among Muslim communities.
- No value to education.

- Motivational campaign through Resource person.
- Training of VEC/SMC and GPEC.
- Requirement of more teachers and recruitment of the teachers from the local community.
- Establishment of new schools, specially Upper Primary Schools.
- Regular supervision and monitoring.
- Special mobilization strategies – awareness and health check-up camps of the villagers.
- Quarterly health check-up camps for the students.
- Orientation of PRIs annually.
- Dropout prevention drive three times in a year.
- Quarterly updating of VER.
- Regular orientation and short-term training for the teachers.
- PTR is abnormally high.

C.   Schedule Tribe dominated Areas:

All the ST areas are not given the real emphasis for community mobilization and other interventions. Approximately 20% of the total ST population is concentrated in these areas.

D.   Flood Prone Areas:

Darrang district falls under the prey of almost annual floods, that affect one part of the area & the other in a cyclic manner causing disruption of village-mud roads even closer of schools of the affected areas for considerable days. The serious affected are the Dalgaon areas where inhabitants compelled to take shelters under open skies.

In the district, there are 44 Nos. of chars, which are, some way or other, affected by floods So 6 % of the villages/ chars are affected by flood.

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

There are about 30% of the total 1305 villages are inhabited by Muslim Community have been identified as **Educationally Backward Muslim Areas and targeted Specially for Girls Education**. Education in general and specially girl's education is not given priority in these villages. In this respect special intervention has been given for UEE in Dalgaon and girl child has been emphasized.

Major problems & Issues of SFG areas:

1. **Remote, Isolated, Remote and Isolated and Border dispute:** All the forest villages both revenue and reserve are remote & some are isolated and also some are remote & isolated. Some of the forest villages are of international.

2. **Insurgency Problem:** 18 nos of forest and reserve forest villages are under threat of insurgency problem. The nature & dimensions of insurgency problems are peculiar to these areas. Some villages are used as hideouts for anti-socials. Looting and Kidnapping also happen now & then, which also affects regular functioning of schools along with the life & property of the people.

3. **Communication Problem:** These areas are interior or 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.

4. **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.

5. **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 is reported to be irregular. Also some of the willing teachers are unable to attend school regularly due to non-availability of transportation facilities. The teacher who even intents to stay could not do so because of insurgency problem and non-availability of rented house.

6. **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.

7. **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.

8. **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.

9. **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.

10. **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.

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

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.

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.

Strategies

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

- Awareness campaign through VEC, GPEC, TGEC and additional Resource Person.
- Training of VEC, GPEC & SMC members.
- Establishing regular dialogue through BRCC, CRCC and departmental functionaries
- Utilising change agents from the respective communities.
- Useful and effective utilization of the identified change agents from the various communities.
- Women convention at District, Block and GP level.
- Formation of MGs.
- Organisation of games & sports.
- Organisation of National festivals like Republic Day, Independence day, Teacher's day, Integrity day, Women day with a view to arousing integrity, solidarity, patriotism and tolerance among the various communities.
- Health awareness campaign and health check-up camps.
- Dropout prevention drive.
- Frequent and constant supervision & monitoring by the department, BRCC, CRCC and RPs.
- Engagement of additional RPS for problematic areas for regular contact & liaisoning with BRCC, CRCC, GPEC, VEC, TGEC and SMC.
- Formation of SHGs with the help of NGOs and specially trained resource person.

Chapter-VI FUNCTIONAL AREA WISE STATUS, ISSUES STRATEGIES AND INTERVENTIONS

6.1 Coverage of out of School Children of Unserved Habitations

Introduction:

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

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

Many states are already implementing specific interventions to provide access to un-served habitations viz. Education Guarantee Scheme (EGS) of Madhya Pradesh, Rajiv Gandhi Swarna Jayanti Pathsalas (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 has already been set up in the un-served habitation, which is providing education of equivalent level as that in formal schools.

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

1. Status:

The conduction of VER in 2002 in Darrang district reflects that there are 76918 number of out of schools children in the district and out of which 20795 number of children are leaving in 262 numbers of habitations having no primary formal school (Govt./Provincialised/ventures/private schools).

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

Block	Area	No. of GP/ CRC	Total No. of un-served Habitation with distance criteria			Total No. of Out of School children (5-13 Yrs.)	Total No. of EGS school (AP) required
			1.5 – 2 KM	More than 2 KM	Total		
Sipajhar	Forest						
	General						
	Total	4	0	9	9	751	12
Kalaigaon	TG						
	General						
	Total	8	15	4	19	2191	31
Dalgaon	TG						
	General						
	Total	15	57	6	63	14067	121
Mazbat	TG						
	General						
	Total	8	5	1	6	1010	17

Udalguri	TG						
	General						
	Total	14	22	6	28	1995	59
Khoirabari	TG						
	Forest						
	General						
	Total	9	13	1	14	781	27

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General: Total unserved habitations-

- o Physical access is the major constraints of these areas.
- o Communication specially in the areas like forest, isolated hills, border areas.
- o Parental awareness towards education of their wards.
- o Adult illiteracy and parental apathy.
- o Poverty in district 50% of population are under BPL.
- o Children assisting their parents in different household works as well as in agricultural field, village base cottage industries, fishing etc.
- o Child labour mostly engaged in da8ily waged labour, household labour, tea stall/ shops/garage and in daily market, tea garden, etc
- o Lack of health among most of the communities often suffers from skin disease, malaria dysentery etc.
- o Population explosion and no knowledge of family planning.

Specific Problems and issues:

Tea – Garden areas: (Number of habitation – 30)

- o Sibling care
- o Child labour
- o Alcoholic adictition
- o Lack of co- ordination between garden management and labour community.
- o Lack of infrastructural facilities
- o Home and school language differs. Local lingua- franka is " Sadri" but the children have to read Assamese medium.
- o Teachers are over burden by factory works besides teaching in school.

Forest and border areas (Number of habitation- 35)

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

Flood prone areas (60 numbers of habitations)

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

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

Role of community:

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

Training of Siksha Mitra:

a) Induction level training

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

b)   Need Based Training/Refresher Training:

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

Teaching Learning Materials (TLMs)

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

Academic Evaluation of learner:

- A proper system of Evaluation would ensure a continuous process of evaluation of the learner. The monthly evaluation format would be

maintained for each learners and necessary remedial measures would need to be taken to improve the achievement level of the learners.

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

Testing, Certification and Mainstreaming:

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

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

b) 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:

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

Supervision & Monitoring :

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

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

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

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

Assistance to VEC/TGEC

Sl. No.	Item	Costing of Primary level Amar Parhashali (EGS schools).
1.	Honorarirum 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, 262 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 36155 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. There 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 huge number of children in the 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 VER conducted during 2002 in Darrang District reflects that there are 76918 numbers of out of school children, which is 25% of total children of (6-14) the district. Out of this 56123 (73%) of children are living in served habitations. Total out of school children1 40763 are in 5-8 years age group and 36155 are in 9-13 years age group.

Table : 6.2.1   Age Group Wise Population (VER)

Block	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
Sipajhar	15248	13745	1311	192	9694	8738	748	208	6298	5500	579	219
Kalaigaon	28147	22622	5145	380	15491	12995	1967	529	11523	8571	1955	997
Dalgaon	53251	32907	18961	1383	22242	13144	7388	1710	12366	5758	4985	1623
Mazbat	25024	17496	6610	918	12938	9341	2519	1078	8468	5590	1717	1161
Udalguri	21159	18024	2468	667	12131	10459	1037	635	8206	6503	983	720
Khoirabari	21958	19230	2240	488	11931	10446	930	555	8295	6383	900	1012
Total	164787	124024	36735	4028	84427	65123	14589	4715	55156	38305	11119	5732

Table : 6.2.2 Age Group Wise Population (VER) In %

Block	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
Sipajhar	1503	13745	1311	192	956	8738	748	208	798	5500	579	219
Kalaigaon	5525	22622	5145	380	2496	12995	1967	529	2952	8571	1955	997
Dalgaon	20344	32907	18961	1383	9098	13144	7388	1710	6608	5758	4985	1623
Mazbat	7528	17496	6610	918	3597	9341	2519	1078	2878	5590	1717	1161
Udalguri	3135	18024	2468	667	1672	10459	1037	635	1703	6503	983	720
Khoirabari	2728	19230	2240	488	1485	10446	930	555	1912	6383	900	1012
Total	40763	124024	36735	4028	19304	65123	14589	4715	16851	38305	11119	5732

Table : 6.2.3   Age Group Wise Population (VER) In %

Block	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
Sipajhar	15248	13745	1503	9694	8738	956	6298	5500	798
Kalaigaon	28147	22622	5525	15491	12995	2496	11523	8571	2952
Dalgaon	53251	32907	20344	22242	13144	9098	12366	5758	6608
Mazbat	25024	17496	7528	12938	9341	3597	8468	5590	2878
Udalguri	21159	18024	3135	12131	10459	1672	8206	6503	1703
Khoirabari	21958	19230	2728	11931	10446	1485	8295	6383	1912
Total	164787	124024	40763	84427	65123	19304	55156	38305	16851

Table : 6.2.4   Out Of School Children (VER)

Blocks	Overall Out Of School Children				Under EGS (6-10 Years)	
	5-8 Years	9-11 Years	12-13 Years	Total	In EGS	Balance
Sipajhar	1503	956	798	3257	751	2506
Kalaigaon	5525	2496	2952	10973	2191	8782
Dalgaon	20344	9098	6608	36050	14067	21983
Mazbat	7528	3597	2878	14003	1010	12993
Udalguri	3135	1672	1703	6510	1995	4515
Khoirabari	2728	1485	1912	6125	781	5344
Total	40763	19304	16851	76918	20795	56123

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

Blocks	5-8 Years	9-11 Years	12-13 Years	Total	9-13 Yrs
Sipajhar	1503	956	798	3257	1754
Kalaigaon	5525	2496	2952	10973	5448
Dalgaon	20344	9098	6608	36050	15706
Mazbat	7528	3597	2878	14003	6475
Udalguri	3135	1672	1703	6510	3375
Khoirabari	2728	1485	1912	6125	3397
Total	40763	19304	16851	76918	36155

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

Block	2002-03		2003-04				2004-05			2005-06		
	Learners	No. of New centers	Learners	No Of Centres			No. of centers			No Of Centres		
				New	Old	Total	New	Old	Total	New	Old	Total
Sipajhar	949	20	1091	4	20	24		24			24	
Kalaigaon	2173	56	2499	8	56	64		64			64	
Dalgaon	5505	116	6331	21	116	137		137			137	
Mazbat	1063	44	1222	4	44	48		48			48	
Udalguri	555	18	638	2	18	20		20			20	
Khoirabari	628	23	722	2	23	25		25			25	
Total	10873	277	12504	41	277	318	0	318	0	0	318	0

Blockwise 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 absentism and dropout.
  5. Child labour.

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

Strategy.

Community mobilization –
  1. Create awareness among the community/parents/ZPC members/AP members/VEC/TGEC/GPEC/NGO and elected peoples representative
  2. Educational functionaries of all level & other relevant agencies.

- Formation of Dist. Level Task Force comprising off educational functionaries from dist. & block level, Panchayat members, NGO, Dept. of social Welfare etc. to mobilize the community.
- Formation of Block level Task Force comprising of educational functionaries from block & cluster level, NGO, GPEC, VEC etc.

Teaching learning practices:
(a) A group RP's will be trained to raised the quality of BC   centers learning.
  i. Various types of training like introductory and refresher training for AC and HT's.
  ii. Training for the workers of religious institution (Madrassa, Moth).
  iii. TLM will be provided to each BC centers

iv. After completion of course certification and mainstreaming of BC learner will be done properly by giving financial support to AC of BC centers (@ Rs. 50/- per learner in two phases).

v. Monitoring supervision and follow –up will be done by BRCC, CRCC and other educational functionaries and VEC /TGEC/ SMC/GPEC.

vi. Exposure visit of AC , HT and VEC members will be under taken.

vii. Grant- in-aid will be given by Mission to willing voluntary organization who intend to run BC centers.

viii. Documentation of the whole process will be done for future modification and alteration.

ix. Translation, adaptation and development of group specific material for various language group of the district.

Different categories of Bridge Course

1. Strategies for children for short-term bridge course will be run for the age group 7 – 8 years for 2/3 months.

- ➤ 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.

1.a. Strategies for children for short term bridge course will be run for the age group 7 – 8 years for 1/3 months.

- ➤ Short duration Bridge Courses for remedial measures.
- ➤ Children mainstream into formal school from bridge course/camps/back school strategies.
- ➤ Children in formal school
- ➤ Children who are repeater

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

2.a. *Strategies for children for long term bridge course will be run for the age group 9 – 13 years for 4/12 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

1. Pre testing of BC learners will be conducted to identify the level of learning
2. 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 wishes 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

Nameof Area	Total Urban Population	Child Population (5-13 Yrs)	Out Of School (5-13 Yrs)	No Of BC Centres
Kharupetia town	4148	2163	251	2
Mangaldai town	4900	2789	90	2
Tangla town	2661	1885	61	1
Udalguri town	2273	1367	166	1
Total	13982	8196	560	6

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

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

Strategy:

(1) <u>General:</u> As of now there are three major strategies that can be adopted for urban areas. They are opening new school where access is the problem, running Bridge course to mainstream children who have dropped out of school, and running early childhood care centers for children under the age of 6. To cover out of school children, Bridge course would be started. At the same community mobilization needs to take is to ensure mainstreaming and retention of children in the formal school. Also in areas where access is a problem EGS may be run by NGOs based on the guidelines that have been by the MHRD.

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

Structure:

For the implementation of these activities the formation of District Resource groups and Town Resource groups who would work actually for the cause of these deprive 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 Mobilisation

Community ownership is the prime motto of SSA and as per house to house pre-project SSA survey, DISE and TRP reports, Darrang 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 Darrang district from 2003.

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

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- Educated teachers but not active in Teaching Learning Activities
- Child labour
- Sibling Care
- Small School size (over crowed), 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 Panchayti 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: *School Management Committees*
At Village Level: *Village Education Committees*
                        Tea-Garden Education Committees
(Ward education committees)
At Gaon Panchayat Level: *Gaon Panchayat Education Committees*

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

Mothers' Groups (MG) in each school will be formed who will support the school beyond management issues like health & hygiene, preparation of TLM, care of the children at home etc. To facilitate the element of children's participation in school matters, *Student Governments* will be strengthened 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 could be initiated. The capacity building activities for functionaries will include

Orientation-cum-sensitisation Sessions

Sharing Meetings

Visioning Workshops

The major focus areas at this stage would be on

Advocacy issues

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

Development of feedback mechanism and database.

Linkage with 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 Tribals, 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.

Activity/ Sub activity:
- Training for SMC/ VEC/ WEC/ TGEC/ RPs all members 2 days annually freshers/refreshers and need based as the case may be at block level .
- There will be regular short course orientation on following aspects:
  ⇒ *Discussion on constitutional provisions of parent/ guardians role for community mobilization.*
  ⇒ *Regarding the power and function of VEC/GPEC/TGEC/SMC and how to exercise the power and functions within the framework of SSA.*
  ⇒ *Discussion on the process and system of monitoring, how to mobilize the local resources and materials and volunteers for school support.*
  ⇒ *Management of ECE/AS/IED/BC centers.*
- Preparation and supply of play and TLM utilizing the service of local experts at cluster level.
- Training of GPEC (district level) 2 days in a year for freshers/refresher and newcomer at the completion of the term.
- Utilizing NGOs for organizing National festivals like Republic Day, Independence Day, Teachers day, Integrity day , Nari- Divas for the community mobilization with a view to arousing integrity, solidarity, patriotism and tolerance among communities at cluster level.
- Health awareness campaign and health checkup camps through medical deptt. NYK and local NGOs for Malaria, Diarrhea and AIDS etc and distributing medicines for the needy persons.
- Enrolment drives SFG areas.
- Dropout prevention drive by VEC/ SMC/GPEC/ TGEC every year.
- Micro- planning/ school mapping/ by VEC/ SMC at GP level.
- School development plan from cluster level to GPEC and to block and the district.

- Implementation of VER updates and maintained by VEC/ SMC every year by the RPs CRCs.
- Sharing with PRIS (AP and ZP) district level one in every year.
- Orientation of PRIS every second and fifth year and need base.
- Formation of SHGS and orientation once in every year.
- Meeting of VEC/ WEC/ TGEC/ SMC monthly in every year.
- Meeting of GPEC bi-monthly in every year.
- Reconstitution of SMC / VEC/ TGEC/GPEC at the completion of term (after 2 years and 3 years).
- Exposure visits for PRIS (out side states in first and second year) 10 members.
- Exposure visits for Education functionaries and RPs (out side states 20 members) for 1st, 2nd, 3rd and 4th years.
- Gradation of SMC/VEC/WEC/TGEC (2nd, 3rd year, 5th, 6th, 8th year).
- Incentives/ Follow up A, B, C grade to VEC/ WEC/ SMC from 2nd, 3rd, 5th 6th , 8th .
- Updating VER quarterly by RPs (1:2 VECs).
- Monthly contact programme sharing with NGO, Group member MGs, Change agent cluster level.
- Block level RP training (1 day).
- Orientation (1 day) for VEC President and Vice president, SMC President, MGS.
- Promotion of children participation (student Govt. from 2nd year to last year)
- District level exposure/ convention/Games and Sports of students from 2nd year to 8th year.
- Contact programme for inactive VEC/ TGEC/ GPEC/ WEC (from 2nd to 3rd, 5th to 6th and 8th year)
- School children regular community health programme (from 2nd year to last year) quarterly.
- Supervision and utilization of school grant (Rs. 2000/- and Rs. 5000/-) annually and other sources for the infrastructural development love minor repalring, making fences, gardening, partition for class room, sitting arrangement for children with the help of above aids and voluntary labour from the community.
- Sustainability/ sense of belongingness.(linkage with PRIS/ VEC/ GPEC /TGEC/ZP) for convergence with Govt. Development Deptt. regularly.
- Community monitoring of VER and quality/ school improvement regularly.
- Woman convention at district, block and GP level annually.
- Documentation (records of meetings, display of school information).

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

1.   Pursue clear objectives related to the overall vision.
2.   Advocacy, social mobilization, community participation and stimulation of demand for quality education must be promoted.
3.   Build commitment to these objectives throughout the system.
4.   Organization of planning, management and monitoring mechanism at local level must be institutionalized.
5.   Specific programme for schools in disadvantaged areas.
6.   Children learning skills must be improved in Ka Sreni, class I. before they move to higher classes.

7. Schools must be adapted to good practice through permanent opportunities for in-service training.

Status:

Database information relating to status of quality (School, enrollment, teachers, etc.) may be seen from Page-20 to 27 (table wise data mentioned there).

Problems & Issues:

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

(3) Enrolemnt
- Irregular attendance of children;
- Affects of schools by flood;
- Existence of child labour;
- Non-availability of textbook in time;
- Non-implementation of academic calendar;
- Affect of instructional days by holidays which are not important to the locality;
- Confusion of list of holidays published by state and local department.
- Time table and scheme books are not enforced;
- Parental apathy. Absence of parent-teacher linkage;
- High rate of dropout and non-starter.
- Poor enrolled children, school timing is not suitable in all cases.

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

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

(5) Supervision & Monitoing (S&M):

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

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

Table : 6.4.12 School Inspecting Staff Ratio

Block	No. of Schools			No. of Inspecting Officer (S.I)	Ratio	Remarks
	L.P	U.P	Total			
Sipajhar	211	54	265	3	88:1	
Kalaigaon	296	102	398	3	132:1	
Dalgaon	222	39	261	3	87:1	
Mazbat	200	46	246	3	82:1	
Udalguri	288	65	353	3	118:1	
Khoirabari	282	62	344	3	114:1	
Total	**1499**	**368**	**1867**	**18**	**103:1**	

(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.Children

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

9. Low quality of school system (a summary)

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

Strategies and interventions:

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

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

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

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

D. Teachers motivation and training
- More emphasize upon Ka-Sreni and class 1.
- Adoptions of whole school approve.
- Contact support to teacher.
- Practice oriented training.
- Co-learner between curriculum, textbook, teachers training and class room situation.

- Integrating disable children in maintained school
- Proper use of TLM grant through TLM list and training
- Special focus for school with limited resources.
- Formation of 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

Clarification regarding Specific Strategies undertaken

Preparation and use of Teaching and learning materials:

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

A check towards repetition and 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' participation in learning. This will help take up special corrective measures as weak areas will be identified

School based planning for internal efficiency Village level institution.

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

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

Pupil's evaluation:

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

Each unit test findings will be recorded and discussed thoroughly with co-teachers and in the monthly meetings. Remedial measures will be discussed down the line of academic support structure and support will be provided through DIET, BRC and CRC.

Core questions related to learning points will be discussed in length in the meetings and a list of core questions along with different types will be provided to CRCs /schools so that the teacher can set questions with a uniform pattern in mind. Answer sheets will be kept properly so that parents and student can see the mistakes committed previously. Both scholastic and non-scholastic achievement will be assessed and students performance will be counted in gradation of the school.

School with limited facilities

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

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

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

There are schools located in some problem areas of the district, which need special academic support to coup 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 members-

- 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:

State level -	State Academic Core Group -	Monthly Meeting.
District level -	District Academic Core Group-	Monthly meeting.
Block level -	Block Academic Core Group -	Monthly meetings
Cluster level -	Monthly Teacher meeting.	Monthly VEC meeting.
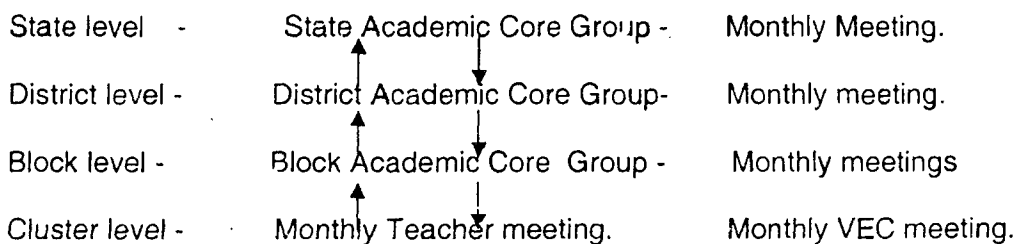
Role and functions of Block Resource Centre

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

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

Major role of BRC coordinator:
a) As a planner.
a) As a co ordinator.
b) As a Trainer.

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

Role and Functions of Cluster Resource Centre.

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

Role and functions of Cluster Resource Centre co ordinators.

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

District Institute of Education and Training/ (Basic Training Centre)

1. 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.

2. Research & Evaluation (R & E) :

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 have to be encourage to conduct studies in primary level.

The following are the major areas of Research & Evaluation co-insides the SSA activities, particularly in the district of Darrang, which are proposed to be taken-up.

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* Conduct of student's achievement test (Base line, mid-term and terminal);
* Conduct of teacher's diagnostic tests;
* Conduct of studies on district specific issues like insurgent area, tribal punjee and flood prone areas;
* Conduct of studies on classroom situation and other school related issues;
* Evaluation of different programmes, interventions both in-house and third party.

Strategies :

* Communication linkage be developed;
* Strengthening of local community agencies;
* 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 areas;
* Weekly holidays as per local need. Less important holidays be replaced by need based holidays;
* Issue of identity card to students;
* Special efforts for school community linkage.

6.5 Research & Evaluation Monitoring

It is well known phenomenon that research on topics related to the elementary education sector is very very poor in India. Therefore to provide a sound scientific base to the formulation and implementation of strategies, promotion of research tackling various aspects of elementary education has been accorded a priority status under Sarva Sikha Abhiyan. Accordingly the following three issues and strategies to address them have been identified.

Issues	Strategies
Inadequate research base in elementary education sector	To initiate contract / commissioned research through individual / research institution in elementary education there by also attempting to draw attention & focus of leading institution in the same area.
Little appreciation and poor utilization of research at state, district and sub-district levels	Built in research & Evaluation (R & E) as a component at all levels.
Absence of technical skills and lack of capacity at the aforesaid levels to conduct action research	Environment building efforts through national level for capacity building in action research and research methodology.

Research Fields:

The field of research in education sector could be broadly divided into the following major areas ::

❖ Planning and management in elementary education.

❖ Society, economics and education in elementary education.
❖ Teacher education and training.
❖ Pedagogy: Curriculum Text book , and other materials.
❖ Pupil evaluation.
❖ Others (Civil works , Alternative Schooling , Unrecognized Schools , ECG etc)

The studies that could be undertaken under the above heads are briefly enumerated below:

A) Planning and Management in Elementary Education :

Studies :

i. State finance for elementary education.
ii. Efficacy of institution grants to school.
iii. Communication strategy adopted.
iv. Motivation strategy for out of school and working children.
v. Impact of SSA in enrolment & Attendance.
vi. Enrolment & Retention of children in schools.
vii. Functioning of village education comities & school management comities viz a school development.
viii. Evaluation of managerial structures and processes.
ix. Appraisal of school management.
x. Evaluation of SSA in achieving goals of SSA.
xi. Monitoring & Evaluation of assistance to VEC.
xii. School Efficiency (Cohort study).
xiii. Comparison in management between government & private schools.

B) Society , Economic and Education in Elementary Education ::

a. Educational status / back ward ness of tribal / girls / SC / Minority / slum dwellers.
b. Educational facilities to disadvantage group.
c. Role of VECs in uplifting educational status of back wards sections
d. Social assessment study.
e. Gender sanitization effort under SSA and its impact.
f. Problems of handicapped / disabled children.
g. Pattern of migratory people.
h. Community mobilization and participation.
i. Private and social cost of education.
j. Panchayat Raj education and their role in education.
k. Role of PTA / Mother groups in education of children.

C) Teacher Education And Training ::

i. Teacher training and its effectiveness on teachers' motivation and knowledge.
ii. Training needs of teacher.
iii. Evaluation of on going in service teacher training by main stream education department (SOPT)
iv. Educational policy.
v. Development of Training / motivational package to promote teachers effectiveness.
vi. Area intervention for improving teaching methodology.

vii. Empowering teacher for affective classroom transaction.
viii. On the job support to elementary teacher educator.
ix. Assessment of teachers' knowledge of content areas.
x. Impact of SSA in teaching methodology in materials science/language/ social study.
xi. Teacher absenteeism.
xii. Longitudinal study to access impact of the programme (SSA) on Class room transaction , community participation etc .

C) Pedagogy :: curriculum text book and other materials .

i. Teaching language to tribal children
ii. Oral preparatory programme.
iii. Group learning approach and its efficiency.
iv. Spelling errors by children.
v. Evaluation of MIL based teaching.
vi. Activity approach to teaching in multi level context.
vii. Use to TLM in classroom.
viii. Impact of the programme (SSA) in language / Mathematics / Learning by children.
ix. Pedagogy in rural primary / upper primary schools.
x. Efficacy of the local specific / activity oriented research materials.
xi. Management of learning situation utilizing peers and senior peers.
xii. New teaching and learning methodology its impact on children's achievement.
xiii. Attainment of MLL competencies.
xiv. Large size classes and teacher class room practices.
xv. Teacher effectiveness in teaching children's with learning disability .
xvi. Readiness programme its efficacy in readying children to join formal school.
xvii. Achievement of students.
xviii. Achievement of student with / without pre-primary education and formal / alternative school background.
xix. Gender based teaching and learning materials and its impact on children.

E) Pupil Evaluation ::

i. Baseline assessment studies / mid term assessment studies / Terminal assessment studies.
ii. Construction of tools for achievement tests.
iii. Practices of continuous comprehensive pupils evaluation in schools.
iv. Assessment of scholastic and non scholastic achievement of student

F) Others ::

i. Educational research in elementary education field under various universities
ii. Effectiveness of ICDS / E C. E programme.
iii. The teaching learning practices in the EGS .
iv. Instructional days
v. Problems of unrecognized school.
vi. Utilization of T L M grant to teachers.

vii.   Utilization of school improvement grant to VEC's

viii.   Civil work programme under the programme (SSA)

ix.   Communities sharing in civil work program.

Research & Evaluation Monitoring & Supervision

A) Major Strategies

➤ Finding out modest activities for achievement of UEE and developing strategies

➤ Capacity building of teacher and other field staff taking up classroom transaction and other research programme.

➤ Conduct of achievement tests , evaluation study.

➤ Understanding research activity by the teachers and other field staff.

➤ Constitution of resource group

➤ Providing of random visits by monitoring groups.

➤ Provi ing regular generation of community based data.

➤ Setting up of special task force for tea garden, ex tea garden , remote areas. Flooded area , SC , ST and other difficult group.

➤ Developing techniques regarding monitoring and supervision by preparing scientific format.

➤ Taking up studies, seminars on emerging issues .

B) Activities

i.   Conduct of action research by the teachers / VEC / Other B L R G staff.

ii.   Conduct of small-scale classroom based research.

iii.   Orientation on research and evaluation.

iv.   Conduct of achievement test for primary schools (external once in a year)

v.   Conduct of achievement test for upper primary schools

vi.   Base line and mid term assessment (Pry & Up)

vii.   Academic monitoring of school by DI E T

viii.   Academic monitoring of schools by school management (for both primary and UP)

ix.   Performing of cohort studies

x.   School visit by DARG viz DEEO, IS, DI , SI of schools etc

Inputs:

➤ Sponsoring research studies pilot projects to the staff of D I E T, NGOs other university based resource within district.

➤ Conduct of school mapping and micro planning exercises

➤ Provision of travel grant and honorium for the resources in research and innovation.

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 continue its exising 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.

It is acknowledged that an effective and efficient MIS contribute to the success of any project. A variety of data collected at a time and in a format that conforms to the requirements of users can go a long way in improving the quality and effectiveness of educational planning and management.

Background – Why Monitoring and the Management Information System?

Management Objectives and Functions

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 Units, responsible has been carrying out monitoring for establishing the frequency and timing of data collection, analysis, and information transmittal. 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 they 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. Project monitoring will not only

involve large surveys for estimating Diagnostic studies at short notice whenever project management wants to know the causes of deviations from project objectives. But also will include beneficiary assessments undertaken as the need arises, in addition to those already planned at regular intervals. Mission will develop requisite software packages to track progress of project interventions. 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 SSA District.

The detailed analysis of PMIS and EMIS data already undertaken 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. A Programmer and two Data Entry Operators will manage the district unit.

The MIS Infrastructure.

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 Across the Time Zone.

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 Archives To be Generated/Upgraded

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. Information like

- 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 and,
- All other information for Project Monitoring.
- GIS Monitoring,
- IT Education in Schools,
- District Wise Educational Home Page,

School Directory

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 land 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

The EMIS [Educational Management Information System]

To implement and monitor various educational reforms in an efficient and sustainable manner the revitalization of data collection, analysis and flow systems is an absolute necessity. Taking into account the active participation of the policy planners, decision makers, educational administrators and researchers in the design, implementation and promoting the use of modern techniques of data analysis and management, the *EMIS* was conceived by NIEPA, New Delhi- will be modified and updated to capture state specific objectives and indicators.

Major strategies

- Establishing of MIS unit in District Mission Office.
- Development of exact and good database for schools, teachers and enrolments including habitation based database for children in the age-group of 0-3, 4 and 5-14 years and upgradation from time to time.
- 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.

Activities

- MIS Equipment and upgradation.
- Printing, Computerization and Analysis of field level information collected.
- MIS equipments, Operation and Maintenance.
- Computer Stationery, Peripherals,
- Training to MIS Staff, Field Staff.
- Training to Head Masters, Block Resource Co-ordinators, Cluster Resource Co-ordinators and Resource Persons.
- Web Site Maintenance and Telephone Charges.

- Honorarium to MIS Person.

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.

6.7   Education Of Children With Special Educational Needs.

Background:

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

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

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

The 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

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
Sipajhar		64	58	122	70	60	130	86	72	158	220	190	410
Kalaigaon		52	41	93	63	54	117	92	83	175	207	178	385
Dalgaon		105	72	177	122	81	203	171	97	268	398	250	648
Mazbat		81	58	139	100	62	162	106	68	174	287	188	475
Udalguri		25	18	43	32	20	52	33	25	58	90	63	153
Khoirabari		62	45	107	68	53	121	84	60	144	214	158	372
Total		**389**	**292**	**681**	**455**	**330**	**785**	**572**	**405**	**977**	**1416**	**1027**	**2443**

It is seen from the above table that there are 2443 disabled children, which is about 1 % of the total Child population (5-13). 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 Dalgaon block is highest number of disabled children and Udalguri block is having lowest number of disabled children.

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

The main objective of the programme:
- To improve the enrolment, participation and retention of disabled children in general primary schools;
- To provide viable support services to general primary school teachers to make them understand the educational needs of all categories of disabled children in integrated setting.
- To enhance the competencies and skills of general teachers to meet the educational requirements of children with special needs.
- To instruct trained resource teachers, to assist general teachers in classroom management of children with special need by suggesting appropriate curriculum modification and educational intervention.
- To provide resource support to children with special education need in the form of resource room in the existing cluster resource center structure and a learning corner in the classroom.
- To develop instructional materials and suitable strategies for promoting the education of children with special needs through general schoolteachers.
- 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
- Survey
- Quantitative expansion
- Composite area planning
- Local specific approach
- Desegregated target setting
- School restructuring / reform
- Community school mobilization
- Convergence of all existing mechanisms services
- Establishing contract with the community
- Establishing contract with institutions
- Establiching contract with other functionaries and organizations
- Survey for identifications
- Assessment of disabled children
- Mobilization of resources
- Training and orientation
- Integration of children with special needs
    Facilitating conditions- organizational
    Facilitating conditions-pupils
    Facilitating conditions-classroom

Major Activities:

The following activities could form components of the programme.

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

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

- **Awareness activities:** Awareness amongst all 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, and trainings to various groups. These awareness exercises are planned once for each year. Except the final year when consolidation will be planned. The awareness activities will by conducted by NGO's, District core group, and change agents of the community mobilization group.

- **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 maitainance 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.

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- **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 adoption or adapted teaching strategies will be provided at district, block and GP level. This will be an on-going activity, as and when required and functional throughout the year. Resource support will be given by teachers working with children with special needs. Wherever this option is not feasible, long-term training of regular teachers will be undertaken.
- **Teacher training:** Intensive teacher training will be undertaken to sensitize regular teachers on effective classroom management of children with special needs. This training will be recurrent every year at block / cluster levels and integrated with the on-going in-service teacher training schedules in SSA. All training modules at SCERT, DIET and BRC level will include a suitable component on education of children with special needs. **The activity expenditure will be booked in the Teachers Training (Quality) component of the plan.**
- **Individualized Educational Plan (IEP):** An IEP(case study) will be prepared every year by the teachers for every child every year with special needs in consultation with parents and experts. Its implementation will be monitored from time to time. The programme will test the effectiveness of various strategies and models by measuring the learning achievement of children with special needs periodically, after developing indicators.
- **Parental training and community mobilization:** Parents of children with disabilities will receive counseling and training twice every year till final year on handling and management and basic daily life skills. Intensive advocacy and awareness programmes will form a part of strategy to educate every child with special needs. A component on disability will be included in all the modules for parents, VEC and community and conducted by trained parents, NGO's, District Core persons, BRP and IED workers..
- **Strengthening of special schools:** Wherever necessary, special schools will be approached for resource support like training, supervision & monitoring on TOR basis. These organizations will be strengthened to obtain their resource support, in convergence with departments and agencies working in that area
- **Observance of World Disabled Day:** The 3rd of Dec is observed as the World Disabled Day internationally. It is planned to observe this day in all levels –district, block, GP. A shishu mela will be organized with sports, music, art and other recreational activities for all children with involvement of the community at large.

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

- **Research:** SSA will encourage research in all areas of education of children with special needs including research for designing and developing new assertive 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.

6.8   Early Childhood and Care Education

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

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

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

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

Educational Status of the District

To improve the Elementary Education special step for schooling the child of age group of 4-5 ears is very difficult. Particularly the condition of existing number of LP Schools and their present infrastructure condition, the number of teacher and their quality with its different age groups enrolment, served and unserved area of the position of remote, forest and flood prone areas.

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

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

Table : 1.1 Block wise Availability of Pre & Elementary Educational Institutions

Sl.No.	Name of Block	No. of LP School	No. of ICDS Centre	No. of M.V. School having L.P. Section
	Sipajhar	211		13
	Kalaigaon	296		8
	Dalgaon	222		2
	Mazbet	200		0
	Udalguri	288		8
	Khoirabari	282		5
	Total	1499		36

ECE goals and its objectives

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

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

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

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

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

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

Issues :

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

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

Strategy :

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

Ka-Sreni Intervention :

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

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

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

Strengthening of ICDS Programme : It is the largest programme at present working in the field of ECCE Programme in our country. So in our district we have under taken

an effort to develop an integrated approach to meet the educational needs of the pre-schools.

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

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

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

Table 1.2 : Special Focused Area For Ecce

Name of Block	Habitation by type of Isolation	Unserved Habitation by distance more than 1 km	Tea Garden with division
Sipajhar	12	10	0
Kalaigaon	31	19	0
Dalgaon	121	80	1
Mazbat	17	6	11
Udalguri	59	28	7
Khoirabari	22	15	13
Total	262	159	32

OUR COMMITMENT

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

6.9   School Infrastructure

Introduction: To ensure access faculties for universal enrolment, retention/Participant and improvement of quality of education, provision of a good infrastructure with a good school building is a Pre-requisite.

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.

Hence, top most priority is given on development of infrastructures.

Table No. 1 : Area Wise Distribution Of School

Name of Block	School in	School in Hill	School in	School in	Total

	Plain Area	Area	Forest Area	Reverine Area	
Sipajhar	202	0	0	40	242
Kalaigaon	316	0	0	33	349
Dalgaon	312	1	0	1	314
Mazbat	214	0	1	6	221
Udalguri	252	1	0	0	253
Khoirabari	287	14	1	16	318
Total	1583	16	2	96	1697

Table No. 4.1 : Area Wise Distribution Of School In Percentages

Name of Block	School in Plain Area (%)	School in Hill Area (%)	School in Forest Area (%)	School in Reverine Area (%)	Total (%)
Sipajhar	83.47	0.00	0	16.53	100
Kalaigaon	90.54	0.00	0	9.46	100
Dalgaon	99.36	0.32	0	0.32	100
Mazbat	96.83	0.00	0.45	2.72	100
Udalguri	99.61	0.39	0.00	0.00	100
Khoirabari	90.54	4.42	0.00	5.04	100
Total	93.39	0.85	0.075	5.67	100

Source : Infrastructure Survey Reports

NB : Report of Technical Infrastructure Survey has not included 47 no. of provincialised LP & UP schools and all composite schools

Table –3 Status Of Toilet & Drinking Water Facilities

Name of Blocks	Schools with availability of toilet facilities (Not functioning)	Schools without Toilet facilities	School with toilet	Schools with drinking water facilities at (presently not functioning)	Schools without drinking water facilities (feasible)
Sipajhar	14	145	94	18	235
Kalaigaon	32	153	164	57	292
Dalgaon	17	116	109	39	203
Mazbat	14	90	117	68	153
Udalguri	18	151	148	102	215
Khoirabari	10	220	84	109	205
Total	105	875	716	393	1303

It reveals from the above projected status of school buildings that Darrang District has large number of building less and building not usable which requires new construction (294 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.

Major Issues :

- Large number of Building less schools.
- Building in dilapidated condition.
- Over crowded classroom hamper normal functioning.
- No school has boundary wall/fencing.
- Lack of drinking water facilities.
- Having no sanitation/toilet facilities.

Strategies :

- One time expenditure at the ratio of 33% for civil works to be incurred for providing access facilities.
- 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 to involvement of community. So respective SMC, VEC are to be engage for supervision and monitoring the works and for which proper training as regards technical know how to be provided to all SMC, VEC.

- District Project Engineer and J.E. are to 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 alongwith the defferent blocks. DPE & JE for last week performance and to prepare a 15 days action plan.
- Over and above, third party evaluation to be done.

When any VEC failed to obey to carry out the works as per specification and also fail to submit the utilization of the money received from SSA, warning will be issued to rectify the defects and to submit the utilization of fund. After this the District Authority freezes the accounts after getting detail report from the district engineering cell.

6.10 Project Management:

The present status of the District Elementary Office as well as the Block Elementary Offices is not satisfactory, so, same is need to be strengthened to successfully implement the SSA Plan activities in Missionary zeal to reach the desired goal of UEE.

The present status of the implementing agencies in terms of manpower at district, sub-division and block level is given below:

Present staff position at District Elementary Education Office, Darrang

Sl. No.	Name of Position	No. of posts	Person in position
1	DEEO	1	1
2	APO	1	1
3	Inspecting Auditor	1	1
4	Statistical Asstt.	2	2
5	UDA	3	3
6	LDA	9	9
7	Computor	1	1
8	Grade IV	10	10
	Total	28	28

Staffing pattern of DI Offices of Udalguri and Mangaldai Sub-division.

Sl. No.	Name of Position	No. of posts	Person in position
1	DI	2	0
2	SI	18	12
3	HA	1	0
4	SA	2	2
5	UDA	7	7
6	LDA	5	5
7	Grade IV	20	20
	Total	55	46

Staffing pattern of BEEO Offices
(Sipajhar, Kalaigaon, Dalagaon, Mazbat, Udalguri and Khoirabari)

Sl. No.	Name of Position	No. of posts	Person in position
1	BEEO	6	2
2	SA	6	6
3	UDA	6	5
4	LDA	6	6
5	Grade IV	11	11
6	Night Guard	0	0
	Total	35	30

N.B. 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 are running from rented buildings and regular payment of rent is always a problem.

Since the District Elementary Education Officer (DEEO) will act as Chief Executive Officer at District Level designated as District Mission Co-ordinator (DMC) and the Block Elementary Education Officer will act as Chief Executive Officer at Block level designated as Block Mission Co-ordinator necessary support to be given to these offices.

The Deputy-Inspector of schools (Head Quarter) and one Asstt. Inspector of Schools will act as Associate District Mission Co-ordinator (ADMC). Besides there will be four District Programme Officers to assist the DMC in implementation of different activities relating to different functional areas namely- Community Mobilisation, Quality improvement, AS/ECE/IED. Additional supporting staffs as indicated below will also be placed at District Mission Office and Block Mission Office.

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

Sl.No	Name of position	No. of personnel		Remarks
		District Level	Block level	
1.	District Mission Co-ordinator	1	0	
2.	District Academic Mission Co-ordinator	1	0	
3.	Associate District Mission Co-ordinator	1	0	
4.	District Programme officer	4	0	
5.	District Project Engineer	1	0	
6.	Programmer (MIS)	1	0	
7.	EDP Professional	3	6	
8.	Finance & Accounts Officer	1	0	
9.	Accountant cum Cashier	1	0	
10.	UDA	1	0	
11.	LDA cum Typist	8	6	
12.	Jr. Account Officer	1	0	
13.	Receptionist cum Typist	1	0	
14.	Stenographer	1	0	
15.	Jr. Engineer	6	0	

16.	Block Mission Co-ordinator	0	6	
17.	Block Resource Centre Co-ordinator	0	6	
18.	Asstt. BRC Co-ordinator	0	6	
19.	Grade-IV	8	6	
20.	Night Guard	1	6	
	Total	**41**	**42**	

6.11 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.

And, hence SSA, Darrang aims at sending the message of the programme of SSA & thus, a faourable opinion amongst general public by inviting the different wings of media such as news paper, ratio, television, DIPRO, so that people have a transparent conception about the new practices on teaching learning method and new concept of Education and the same are accepted by them and thus the media based strategy is bond to give excellent result.

OBJECTIVES

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.
- 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.

It is also proposed to organize Educational exhibitions by putting up stall with posters, slogans, displaying photograph in suitable places of any blocks namely— Netaji Mela at Darrang town, Vibekananda Mela in different town and the tribal and tea garden Melas and in these activities media personals presence and participation must be ensured for the proper publicity of the same. Printing materials for awareness will be distributed to the public and motivational VIDEO film will be screemed describing the success of SSA.

Public Relation:

Meetings and discussion be organized at district level, block level, 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 be published for publicity.

Radio talks on programme like ECG, ECE, BC would 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 in Bengali will be published.

- SSA booksheet which include SSA overview, outlines of the work done will be produced in English, Bengali and in other languages in the initial stages of the programme.

- A bi-monthly news letter in English and in Bengali language will be published regularly by the SSA, Darrang which will be distributed to all the BRCC, CRCC, teacher, GPEC, VEC, SMC, Community representatives, RPI number and other related personal.

- Leaflet will be published.

Electronic Media :

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

Field Publicity :

Educational Exhibition will be organized in Tribal melas and celebrations, in Sishu Melas, in yearly inter Mela at Darrang Lala and in other villages by the SSA, Darrang by putting up stalls with posters, slogans caption and displaying photographs. Printing materials for awareness generation will be distributed to the public and motivational vedeo films will be screened in the evenings where the success of SSA as well as DPEP of other district will also be displayed.

Multimedia Campaign :

Representative of SSA of Darrang district will visit the other districts inside and out side the state and representative of other districkt & states will be invited to Darrang to share their views and experiences, progress and prospect of SSA, Darrang.

Public Relation :

Meetidng & discussion, will be organized at district level as well as in block and village level by the SSA Darrang for generating public opinion and awareness. The media personals and public relation officer for various media agencies such as Doordarshan, AIR Directorate of Field Publicity, DAVP, PIB etc. and State/Central level organization representatives of PRI and century will be invited.

Radio Programme :

Radio is the most common & largly attended medium of Mass Communication in communicating the remotest & minor areas & targeted groups at a short span of time. The areas identified for radio broad cast are :

- o Teachers training
- o School library
- o BRC/CRC
- o Community Participation
- o SHG.
- o ECE
- o Mothers Group

      o   IED

      o   AS

      o   Others

The awareness of SSA activists and active involvement of functionaries like teacher, Educational councelor, administrative officer, NGOs, community members and Resource Group are a must for the success of SSA. For this purpose, Radio programme are chalked which include.

- Interview/Radio talk
- Discussion on multiferrous 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.
- Padagogy.

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.

Strategies :

In order to reach the grass root level academic workers like teacher, CRCCs etc the popular media like, AIR, DD, News paper will be used.

Strategies will be like :--

- Persons will be identified to make a regular liason between the DMC, Programme Officers, and BMC, BRC, CRC at grass root level and the media to ensure all concerned related to SSA about the latest development and guidelines of SSA in a transparent way.
- Preparation of Tabular yearly activity calendar and to distribute the same to all concerned.
- To make it confirm to attend the media personals from top to bottom & grass root level of SSA activities.
- Monthly sharing workshop with target groups/NGO's/Institute etc about convergence with govt & un govt. institute.
- Publicity of SSA activities using DDK/AIR/DAVP.
- Production of films of narrow type iike 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.
- Printing of poster and leaflet and finally distribution.
- Conduct of case studies is relating to various component like TT, ECE, IED, MG, VEC, GPEC etc.
- Arrangement of mock exercise and recordidng the talks, discussion well ahead of time.
- Collection of chunks in every week for broadcasting in AIR & DDK.
- Organising drama, seminar etc. on community participation at town and village level and to invite media recording the better and share it to the others.

Publicity :

- Through the by usually news paper of SSA, Darrang.

- Through the official letters and tabular yearly action plan to all functionaries.
- Through the local News Papers
- Through the AIR/DDK/DIPRO
- Ensure the attendance of the media persons to the SSA progress well ahead of time.
- The documented film will be displayed in Melas and in Meetings & trainings and in public gatherings.