

ANNUAL PLAN 2003-04

DISTRICT :BARPETA

AXOM SARVA SIKSHA ABHIYAN
MISSION
GUWAHATI-781 003

DISTRICT PROFILE

The present Barpeta district which derives its name from the Head Quarter town of Barpeta is one of the three Civil Sub-Divisions of undivided Kamrup District, created in 1841 by the British Ruler. John Batlor was the first administrative Officer of the erstwhile Barpeta Sub-Division.

In July, 1983, the erstwhile Kamrup District was divided into three separate districts viz (1) Kamrup (2) Nalbari and (3) Barpeta. Thus Barpeta became a full-fledged independent district. The Barpeta district is consists of two Sub-Divisions, i.e. Barpeta (Sadar) Sub-Division and (2) Bajali (Civil) Sub-Division.

Location :

Covering an area of 3245 sq. km², Barpeta district is bounded by the International and inter district border, i.e. Bhutan Hills in the North, Nalbari district, in the east, Kamrup and Goalpara district in the South and Bongaigaon district in the west. The district lies between 90°-45" , and 91°-15" longitude and between 26°-5 " to 26°- 49" North and 30°-39" to 91°-17" East latitude. The general topography of the district varies from low-lying plains to elevated lands having small Hillock in the SouthWest corner viz Baghbor, Fulora and Chatala.

DISTRICT AT A GLANCE:

<p>Institutions</p> <p>Provincialised Schools:</p> <p>No of Primary School=1838 No of Primary with UP School=40 Upper Primary Only=339 Primary with HS/HSS=0 Upper Primary with HS/HSS=101 Only High/HIS School=100</p> <p>Recognized Schools :</p> <p>No of Primary School=0 No of Primary with UP School=0 Upper Primary Only=160 Primary with HS/HSS=0 Upper Primary with HS/HSS=16</p> <p><u>Pre Primary facilities :</u> No of ECE Centre=300 No of Anganwadi center=1354</p> <p>No of AS Centre=60 IED center=26</p> <p><u>Other Institutions:</u> DIET=1 No of General Colleges =15 Law college=1 Commerce College=1 No of B.Ed College=3 BTC=2 Normal=1 Novadoy Vidyalaya=1 ITI=1</p> <p><u>Teacher:</u> Primary =5431 Primary with Upper Primary =171 Upper Primary =2481 Upper Primary with HS/HSS =880</p> <p><u>Field Level Workers:</u> ICE workers =600</p>	<p>District Geographical Figures: Distance from State capital =145 K.M Total Area =3245 Sq.KM Total Forest Cover =1639.67 Sq.KM. Cultivated Area=44670 Ha. Under Paddy Cultivation=36500 Ha. Under Tea plantation=5920 Ha. Density =472 Person/ KM Sub division=2 No of Development Block=12 No of Educational Block=8 No of ICDS Project =10 No of BRC=8 AP President=10 ZPC Member=25 No of GP=149 No of CRC=125 No of Village/VEC=1026 No of ward/WEC=49 Total Village/ward=1075 No of Habitations=3618 No of Schoolless habitation=372</p> <p><u>Area wise habitations:</u> Char area =351 Tea garden =2 Forest =34 Hill area =5 Reverine =315 Plain=2911 Proposed EGS center=230 Proposed Bridge Course=375 Residential BC=1</p> <p><u>School Managing Committee(SMC):</u> Primary=1838 Primary with Upper Primary= 40 Upper Primary =339 Upper Primary with HS/HSS=101</p> <p><u>Man Power related to Programme Execution</u></p> <p>District Officers =10 District Consultant =2</p>	<p>Basic data of Village Education Register: Child population of age group 4 =52084 School Going of age group 4 =22679 Percentage of school going =44%</p> <p>Child Population of age group 5-8=198598 School going of age group 5-8=157297 Percentage of school going=79%</p> <p>Child Population of age group 9-11=104367 School going of age group 9-11=81830 Percentage of school going= 78%</p> <p>Child Population of age group 12-13=58205 School going of age group 12-13=39838 Percentage of school going=68%</p> <p>Drop out 5-13 age group=16246 Percentage of drop out=4% 5-8 age population gender gap=6.4 5-8 age enrolment gender gap =5.5 5-8 gender gap =0.9</p> <p>Census Population-2001: Total Population=16,42,420 Male population=8,46,106 (51.52%) Female =7,98,6314 (48.48%) Sex Ratio (Male-Female) =1000:941 Rural population = 92.97 % Urban population=7.03% S.C. population=90,687 (6.54%) S.T. population=1,10,452 (7.97%) General population=11,84,520 (85.49%)</p> <p>0-6 age group Population=301095 (18%) Male =153339(18%) Female=147756(19%)</p> <p>Literate person=47% Male literacy =54% Female literacy =39%</p> <p>Distribution of Teacher in Provincialised/Govt. I.P Schools:</p>
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ANALYSIS OF DATABASE ON ACCESS :**Habitations with Primary Schooling Facilities :**

Block Name	Total Habitation	Schoolless Habitation	%age of unserved Habitation	Served Habitation	% of served habitation
Mandia	347	35	10.1%	312	89.9%
Bhabanipur	419	62	14.8%	357	85.2%
Rupshi	469	37	7.9%	432	92.1%
Jalah	471	46	9.8%	425	90.2%
Chenga	685	39	5.7%	646	94.3%
Barpeta	487	42	8.6%	445	91.4%
Gobardhana	426	100	23.5%	326	76.5%
Bajali	314	11	3.5%	303	96.5%
Total	3618	372	10.3%	3246	89.7%

89.7% of the habitations in the district are having primary school within the state norm of 1 KM range. 88.9% children attend school within 1 KM of age group 6-9 and The Children 0.36% of the habitation have to go beyond 5 KM for reaching to school of age 10-14

Area Wise Number of habitations :

Block	Char	Forest	Hills	Plains	Reverine	Tea Garden	Total	Figures in %age					
								Char	Forest	Hills	Plains	Reverine	Tea Garden
Mandia	162	2	4	116	63	0	347	46.69%	0.58%	1.15%	33.43%	18.16%	0.00%
Bhabanipur	6	0	0	407	6	0	419	1.43%	0.00%	0.00%	97.14%	1.43%	0.00%
Rupshi	43	0	0	377	49	0	469	9.17%	0.00%	0.00%	80.38%	10.45%	0.00%
Jalah	0	25	0	436	10	0	471	0.00%	5.31%	0.00%	92.57%	2.12%	0.00%
Chenga	129	0	1	465	90	0	685	18.83%	0.00%	0.15%	67.88%	13.14%	0.00%
Barpeta	4	0	0	444	39	0	487	0.82%	0.00%	0.00%	91.17%	8.01%	0.00%
Gobardhana	7	7	0	364	46	2	426	1.64%	1.64%	0.00%	85.45%	10.80%	0.47%
Bajali	0	0	0	102	12	0	314	0.00%	0.00%	0.00%	96.18%	3.82%	0.00%
Total	351	34	5	2911	315	2	3618	9.70%	0.94%	0.14%	80.46%	8.71%	0.06%

Source : HHS data

Mandia Block having highest char area habitations (46.69%) followed by Chenga Block (18.83%). There are only 2 habitations of the district covers tea garden.

Distance Wise No of Children attend School of age 6-9 :

Block Name	Less Half KM	1/2 to 1KM	1-2 KM	2-3 KM	3-4 KM	4-5 KM	Above 5KM	Total
Mandia	10967	7692	2464	677	119	43	29	21991
Bhabanipur	8711	7870	2170	330	47	26	56	19210
Rupshi	9234	6396	1596	197	34	23	55	17535
Jalah	5133	8482	933	237	57	31	51	14924
Chenga	7888	7540	2354	204	40	33	36	18095
Barpeta	10669	6442	972	164	35	12	34	18328
Gobardhana	8508	9147	1502	454	55	25	12	19703
Bajali	7006	4551	501	75	12	14	15	12174
Total	68116	58120	12492	2338	399	207	288	141966
% of coverage	47.98%	40.94%	8.80%	1.65%	0.28%	0.15%	0.20%	

Source : HHS data 2001

Distance Wise No of Children attend School of age 10-14:

Block Name	Less Half KM	1/2 to 1KM	1-2 KM	2-3 KM	3-4 KM	4-5 KM	Above 5KM	Total
Mandia	4473	4325	2515	1451	575	100	27	13466
Bhabanipur	2441	6118	3971	1095	323	46	61	14055
Rupshi	1384	6127	1397	760	186	55	95	14004
Jalah	1247	3105	2954	2661	170	125	117	14179
Chenga	3546	5276	3810	665	119	62	43	13519
Barpeta	4470	5891	3013	824	195	33	77	14503
Goardhana	3235	5842	5406	2036	364	129	59	17071
Bajali	1799	4762	4707	995	179	78	33	12553
Total	24595	42743	32770	9885	2411	628	512	113544
Girls coverage	17.13%	30.11%	33.02%	6.96%	1.20%	0.44%	0.36%	

Source: H.P. data 2001

Medium wise Provincialised/Govt. Primary School

Block Name	Available	Droped	Head	Behind	Total
BAJALI	176	0	11	22	209
BARPETA	211	0	6	0	217
BHAWANIPUR	211	0	0	1	212
CHENGA	210	0	1	0	211
GOBARDHANA	131	0	18	28	183
JALAH	124	0	76	44	244
MONDIA	305	0	0	0	305
RUPSHI	209	2	0	0	211
Total	1623	2	112	95	1838

Source: H.P. data 2001-02

Area Wise No of Provincialised/Govt. LP school:

Block Name	Char	ORC	SC	ST	Tea garden	Other	Total
BAJALI	0	0	11	27	0	171	209
BARPETA	0	0	34	9	0	200	243
BHAWANIPUR	2	2	9	3	0	216	232
CHENGA	72	0	13	7	0	119	211
GOBARDHANA	4	1	10	40	3	125	183
JALAH	0	0	9	119	0	116	244
MONDIA	44	0	0	0	0	261	305
RUPSHI	21	0	3	2	0	183	211
Total	145	3	89	207	3	1391	1838

Analysis of database of Enrollment & Drop out:

Total number of school-aged children between 5-13 years is 361170 as per the Village Education Register 2002. Among them 278964 are enrolled in schools, 16246 have dropped out from the school and 65960 are found to be never enrolled children.

16246 (4%) of children are reported to be dropout in the district. The highest percentage (13%) are in Mandia Block and the lowest drop out children is in Bajali block (1%). General people pre-dominantly inhabit the block having highest drop out children.

The gross enrollment ratio at primary level is 90.7%. The GER at Upper Primary level is only 64.8%. There are 1152 disabled children of age group 6-14 identified during survey majority of them are out of school.

5-13 age Groups Enrolled, Never enrolled & Dropout Children

Block Name	Enrolled	In %	Never Enrolled	In %	Drop Out	In %	Total Child Population (5-13)
BAJALI	22850	94%	1027	4%	307	1%	24184
BARPETA	37201	79%	7883	17%	1857	4%	46941
BHABANIPUR	40152	82%	6745	14%	1776	4%	48673
CHENGA	33347	72%	10306	22%	2413	5%	46066
GOBARDHANA	35295	78%	8706	19%	1419	3%	45420
JALAIH	28864	91%	1824	6%	1020	3%	31708
MONDIA	42593	61%	21458	31%	5245	8%	69296
RUPASHI	38662	79%	8011	16%	2209	5%	48882
Total	278964	77%	65960	18%	16246	4%	361170

The data shows that the prevalence of very high drop rate is a myth and not a reality. Out of the 23% of the total out of school children only 4% are dropped out. In terms of percentage Mandia block is having highest (39%) percentage of out of school children and Bajali block is having lowest (6%) percentage of out of school children. In terms of absolute number Mandia block is having highest (26703) number of out of school children and Bajali block is having lowest (1334) number of out of children.

Class Wise Enrolment in Govt./Provincialised Schools

Class	In Numbers			In %age	
	Boys	Girls	Total	Boys	Girls
Ka-Maan	20226	18946	39172	51.63%	48.37%
Class I	32806	30401	63207	51.90%	48.10%
Class II	19981	19158	39139	51.05%	48.95%
Class III	17149	15989	33138	51.75%	48.25%
Class IV	13508	12599	26107	51.74%	48.26%
Class I To IV	83444	78147	161591	51.64%	48.36%
Ka - Maan To Class IV	103670	97093	200763	51.64%	48.36%
Class V	13744	11626	25370	54.17%	45.83%
Class VI	11370	9845	21215	53.59%	46.41%
Class VII	9767	8491	18258	53.49%	46.51%
Class V To VII	34881	29962	64843	53.79%	46.21%
Class I To VII	118325	108109	226434	52.26%	47.74%

Class & Caste Wise Enrollment in Govt./Provincialised/ Schools In Number

Class	All			General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	32806	30401	63207	26103	23790	49893	2024	1895	3919	2565	2619	5184	2104	2097	4201
II	19981	19158	39139	15387	14756	30143	1575	1421	2996	1340	1354	2694	1668	1627	3295
III	17149	15989	33138	12927	11963	24890	1446	1327	2773	1229	1182	2411	1538	1517	3055
IV	13508	12599	26107	9856	9211	19067	1175	1029	2204	1070	1018	2088	1400	1341	2741
Sub-Total (I-IV)	83444	78147	161591	64273	59720	123993	6220	5672	11892	6204	6173	12377	6710	6582	13292
V	13744	11626	25370	9368	7694	17062	1224	1057	2281	1365	1225	2590	1780	1647	3427
VI	11370	9845	21215	7805	6556	14361	1057	905	1962	1101	1023	2124	1402	1356	2758
VII	9767	8491	18258	6669	5669	12338	855	728	1583	962	879	1841	1278	1214	2492
Sub-Total (V-VII)	34881	29962	64843	23842	19919	43761	3136	2690	5826	3428	3127	6555	4460	4217	8677
Total (I-VII)	118325	108109	226434	88115	79639	167754	9356	8362	17718	9632	9300	18932	11170	10799	21969

Source : DISE-2001-02

Ka-Sreni

Block Name	General			SC			ST			OBC			Total		Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	
BAJALI	714	765	1479	113	115	228	150	156	306	195	216	411	1172	1252	2424
BARPETA	1196	1206	2402	331	336	667	152	163	315	71	89	160	2754	2484	5237
BHAWANIPUR	2984	2775	5759	165	141	306	29	27	56	20	31	51	3198	2974	6172
CHENGA	2611	2513	5124	175	137	312	90	63	153	90	82	172	2966	2795	5761
GOBARDHANIA	1044	1128	2172	171	132	303	160	185	345	260	277	537	1675	1728	3403
JALAH	379	382	761	135	140	275	740	715	1455	427	369	796	1681	1606	3287
MONDIA	3559	2986	6545	85	65	150	0	0	0	4	1	5	3648	3052	6700
RUPSHI	2041	1906	3947	376	393	769	1	1	2	33	31	64	3181	3055	6236
Total	16308	15161	31469	1304	1176	2480	1325	1321	2646	1289	1308	2597	20226	18946	39172

Enrolment in Private and Venture School (Primary)

Block Name	Private School			Venture School		
	Boys	Girls	Total	Boys	Girls	Total
Mandia	164	112	276	140	97	237
Bhabanipur	680	629	1309	653	614	1267
Rupshi	765	746	1511	755	719	1474
Jalah	1296	1239	2535	906	870	1776
Chenga	348	339	687	348	339	687
Barpeta	483	403	886	415	334	749
Gobardhana	1648	1574	3222	1385	1328	2713
Bajali	495	467	962	467	442	909
Total	5379	5009	10388	4569	4263	8832

Enrolment in Private and Venture School (Upper Primary)

Block Name	Private School			Venture School		
	Boys	Girls	Total	Boys	Girls	Total
Mandia	357	304	661	511	231	742
Bhabanipur	1029	1190	2219	1859	1068	2927
Rupshi	700	867	1567	1153	757	1910
Jalah	1367	1355	2722	2222	1195	3417
Chenga	856	813	1669	1432	741	2173
Barpeta	997	1012	2009	1781	946	2727
Gobardhana	1406	1360	2766	2293	1272	3565
Bajali	892	809	1701	1129	579	1708
Total	7598	7710	15308	12380	6789	19169

Overall Enrolment

Block name	Class-I-IV			Class-V-VII		
	Boys	Girls	Total	Boys	Girls	Total
Mandia	14616	12725	27335	5224	3657	8881
Bhabanipur	13092	12598	25690	7428	6119	13547
Rupshi	12099	11309	23408	6703	5675	12378
Jalah	9365	9219	18584	7702	6644	14346
Chenga	11086	10417	21503	6136	4795	10931
Barpeta	12576	11284	23860	7602	6278	13880
Gobardhana	13965	13066	27031	8587	7089	15676
Bajali	6599	6601	13200	5477	4204	9681
Total	93392	87419	180811	54859	44461	99320

Block Wise overall GER at Primary and Upper primary Level by Gender

Block name	Class-I-IV			Class-V-VII		
	Boys	Girls	Total	Boys	Girls	Total
Mandia	82.9%	78.8%	80.9%	55.1%	43.6%	49.7%
Bhabanipur	105.0%	107.0%	106.9%	103.7%	92.3%	98.2%
Rupshi	98.6%	100.2%	99.3%	89.5%	85.8%	87.8%
Jalah	116.3%	120.0%	118.1%	135.0%	128.1%	131.7%
Chenga	89.4%	91.2%	90.3%	84.3%	74.7%	79.8%
Barpeta	104.0%	101.6%	102.8%	106.5%	97.4%	102.2%
Gobardhana	116.2%	115.2%	115.7%	110.0%	100.9%	105.7%
Bajali	108.1%	113.9%	110.9%	121.5%	100.6%	111.4%
Total	100.4%	100.7%	100.6%	97.0%	87.4%	92.4%

Teacher Position of Govt/Provincialised Primary School

Block Name	No of Sanctioned Posts	No of vacant Post	% age of Vacant Post	Male Teacher	Female Teacher	Total	Male Teacher	Female Teacher
Bajali	720	2	0%	471	175	646	71%	27%
Barpeta	842	22	3%	482	197	679	71%	29%
Bhabanipur	563	8	1%	444	108	552	80%	20%
Chenga	557	53	10%	409	102	511	80%	20%
Gobardhana	598	11	2%	322	125	447	72%	28%
Jalah	691	3	0%	511	150	661	77%	23%
Mandia	645	26	4%	521	59	580	90%	10%
Rupshi	442	0	0%	386	69	455	85%	15%
Total	5058	130	3%	3546	985	4531	78%	22%

Source Teachers' database and DISE]

% of the total teachers position are vacant in the district. The vacancy position is highest in Chenga Block. Against 78% male teachers there are only 22% female teachers. The highest Female Teacher is in Barpeta block (29%).

Status of trained teacher at Primary Level

Blocks	Total Teacher	Total Trained Teacher	% of Trained Teacher	Male Teacher	Male Trained	Female Teacher	Female Trained	% of Male Trained	% of Female Trained
Bajali	646	453	70.12%	471	353	175	100	74.95%	57.14%
Barpeta	679	504	74.23%	482	378	197	126	78.42%	63.96%
Bhabanipur	552	422	76.45%	444	359	108	63	80.86%	58.33%
Chenga	511	413	80.82%	409	354	102	59	86.55%	57.84%
Gobardhana	447	302	67.56%	322	254	125	48	78.88%	38.40%
Jalah	661	488	73.83%	511	419	150	69	82.00%	46.00%
Mandia	580	355	61.21%	521	328	59	27	62.96%	45.76%
Rupshi	455	305	67.03%	386	266	69	39	68.91%	56.52%
Total	4531	3242	71.55%	3546	2711	985	531	76.45%	53.91%

The picture is not encouraging as there are 1289 teachers in primary schools who are un-trained till date. The un-trained teachers percentage is 28.45%.

Block Wise Pupil Teacher Ratio at Primary School

Block name	No of School	No of Teacher	Enrolment	PTR	K-Sreni Enrolment	Total Enrolment (Incl. K-Sreni)	PTR (Including K-Sreni)
ALL	209	646	10973	16.99	2424	13397	20.74
BARPETA	243	679	21516	31.69	5237	26753	39.40
BHABANIPUR	232	552	22471	40.71	6172	28643	51.89

CHENGA	211	511	18647	36.49	5761	24408	47.77
GOBARDHANA	183	447	20864	46.68	3353	24217	54.18
JAI AH	244	661	13957	21.11	3287	17244	26.09
MONDIA	305	580	26720	46.07	6700	33420	57.62
RUPASHI	211	455	21409	47.05	6238	27647	60.76
Total	1838	4511	156557	34.55	39172	195729	43.20

Source :DIS:

Block Wise Pupil Teacher Ratio at Upper Primary School

Block Name	No of school			Teacher			Enrolment			PTR		
	Primary with Upper Primary	Upper Primary	Total Primary with Upper Primary and Upper Primary	Primary with Upper Primary	Upper Primary	Total Primary with Upper Primary and Upper Primary	Primary with Upper Primary	Upper Primary	Total Primary with Upper Primary and Upper Primary	Primary with Upper Primary	Upper Primary	Total Primary with Upper Primary and Upper Primary
BAJALI	4	51	55	55	322	377	578	3279	3857	10.51	10.18	10.23
BARPETA	7	28	35	92	193	285	1195	5959	7154	12.99	30.88	25.10
BHABANIPUR	3	64	67	50	498	548	1100	6135	7235	22.00	12.32	13.20
CHENGA	13	20	33	147	99	246	1975	3504	5479	13.44	35.39	22.27
GOBARDHANA	2	54	56	27	369	396	564	8437	9001	20.89	22.86	22.73
JALAH	6	43	49	41	321	362	421	7074	7495	10.27	22.04	20.70
MONDIA	1	38	39	6	366	372	122	6765	6887	20.33	18.48	18.51
RUPASHI	4	41	45	53	313	366	1446	6911	8357	27.28	22.08	22.83
Total	40	339	379	471	2481	2952	7401	48064	55465	15.71	19.37	18.79

(Source : Teacher and School figures of upper primary school as per DPEO Office/Teacher Directory)

The data shows that PTR of Primary School of the district is 34.55 and 43.20 including Ka-Sreni and that of Upper-primary is 18.79. In Primary category Rupshi block is having highest PTR (60.76) and for Upper-primary Barpeta Block have highest PTR (25.10) and lowest PTR (10.23) in Bajali block. Thus the district enjoys a comfortable situation regarding availability of teachers. However, from school wise analysis it is seen that there are some schools with very abnormal PTR and also there are the existence of single teacher schools in the district. This demands rationalization to be carried out.

There are 57 Primary Schools in the district having very low PTR with teacher more than 2 and enrolment less than 20 and 516 School having high PTR (enrolment above 60 with single teacher and enrolment above 160 with 2 teacher). This demands rationalization to be carried out.

Caste-Wise Ka-Sreni Enrolment :

Block Name	SC		ST		OBC		Total		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
BAJALI	113	115	150	156	195	216	1172	1252	2424
BARPETA	334	326	152	163	71	89	2753	2484	5237
BHAWANIPUR	163	141	29	27	20	31	3198	2974	6172
CHENGA	175	137	90	63	90	82	2966	2795	5761
GOBARDHANA	171	138	160	185	260	277	1625	1728	3353
JAI AH	135	140	740	715	427	369	1681	1606	3287
MONDIA	85	65	0	0	4	1	3648	3052	6700
RUPASHI	126	94	4	12	222	243	3183	3055	6238
Total	1304	1156	1325	1321	1289	1308	20226	18946	39172

Though the state govt. has not sanctioned any post against Ka-maan, 39172 children of the district are need to be supported by the existing teachers.

PROGRESS OVERVIEW OF BARPETA UNDER DPEP.

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

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

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

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

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

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

MAJOR PROBLEMS OF THE DISTRICT:

- Lack of Infrastructural facilities especially in Primary schools.
- Lack of awareness.
- Remote, Isolated, Remote & Isolated.
- Communication Problem
- Irregular functioning of the schools.
- Irregular attendance of the Children and teachers.
- 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.
- Conservatism and prejudices regarding girls' education among Muslim communities.
- No value to education

Specific problems in Border/Forest/Hill Areas:

Only 3 blocks fall under Border, Forest and Hill area. The border area surrounded by Jalah and Gobardhana Block. There are only one tea garden in the district under Gobardhana Block.

Age 5-8 Access

Block Name	Child population			Enrolment			% age of Access		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
GOBARDHANA	641	563	1204	495	419	914	77.22%	74.42%	75.91%
JALAI	2304	2369	4625	2112	2151	4216	91.67%	90.80%	91.16%

MONDIA	306	257	563	240	195	435	78.43%	75.88%	77.26%
Total	3251	3189	6392	2847	2765	5565	87.57%	86.70%	87.06%

Age 9-11 Access

Block Name	Child population			Enrolment			% age of Access		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
GOBARDHANA	521	351	672	251	266	517	78.19%	75.78%	76.93%
JALAH	1221	1132	2271	1105	998	2023	90.50%	88.16%	89.08%
MONDIA	172	133	305	121	85	206	70.35%	63.91%	67.54%
Total	1714	1616	3248	1477	1349	2746	86.17%	83.48%	84.54%

Age 12-13 Access

Block Name	Child population			Enrolment			% age of Access		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
GOBARDHANA	230	196	426	148	112	260	64.35%	57.14%	61.03%
JALAH	787	753	1540	684	600	1270	86.91%	79.68%	82.47%
MONDIA	52	51	103	5	3	8	9.62%	5.88%	7.77%
Total	1069	1000	2069	837	715	1538	78.30%	71.50%	74.34%

Strategy adopted and activities conducted under DPEP:**1. Access:**

- DPEP, Barpeta has already established 300 ECEC to promote pre-primary education and to ready children for formal school.
- It is observed that most of the children coming from ECEC to formal school shows better result to their counterpart. (Report from H.T. from 6 PCT block)
- From the existing 300 ECEC 10,271 children have been admitted to formal primary school.
- DPEP, Barpeta opened 419 nos. of AS centres to provide Primary Education to the out of school children of the district of the age group of 6 to 14 years. But due to various reasons 337 nos. of AS centres have been closed down up to Feb'2002
- It is observed that most dropout and non-starter children admitted in AS centres showed better result to their counterpart (as per our yearly evaluation record)
- Mainstreamed Nos. of learners 450 from A/S center.
- Till date Barpeta DPEP, had covered 954 nos. of L.P. schools under various categories of civil works.
- Habitation level report of HHS data was shared with field functionaries after computerization considering the fact that House to House survey will be able to Project the correct data and information in the child population for the age group of 10-14 years, access, dropout and reason for dropout, gender gap, cast, school going and out of school children, disable children and others vital information.
- The card issue against each children to be enrolled during the year 2002 of age 5,6,7 and enrolment drive has been completed. Block level compilation report yet to be received.
- Women awareness campaign have been organized in 75 habitations having low girls enrolment (high gender gap).
- According to house to house educational survey data, 2001, in Barpeta district 1444 nos. of disabled child already identified with their various types of disabilities.
- Enrolment day was observed between 26th feb to 28th Feb'03 in every school.
- Special Enrolment drive was being continued in the VEC level by the village level Taskforce group in all the 8 DPEP Educational Block of DPEP, Barpeta.
- 737 no. of disable children are learning in 26 no. of readiness center.

Construction :

DPEP, Barpeta had covered 963 nos. of works (954 nos. of L.P. schools, one DIET Hostel and 8 BRCC buildings.) under various categories of civil works against the AWP&B 1998-1999 and 1999-2000.

Sl. No.	ACTIVITIES	TARGET 1998-99	TARGET 1999-2000	2000-2001	Total Target	Budget Amount	Exp. Upto 31-3-03
1	Existing School Bld.	32	30	No-fresh proposal	62	147.35	147.3

2	Addl. School Room/CRC	92	96	proposal	188	244.4	243.88
3	BRC	8			8	63.56	63.56
4	Repairing Works	259	187		446	208.42	205.63
5	Toilet	56	50		106	26.50	26.50
6	D.W.F. (Tube well)	56	83		139	6.95	7.00
7	Rmp Well		13		13	1.95	1.95
8	DHET Hostel		1		1	11.19	10.16
	TOTAL	503	450		963	710.32	705.98

Activities under taken during the financial year (2002-03) till 31st March'03.

Sl. No	Activities	Physical Target for the year 2002-03 (approved till date)	Total budget provision (Rs. In lakhs)	Fund released till date (Rs. In lakhs)
1	New school building under priority - I	35	63.40	63.4
2	New school building with chance salvaging some materials under priority - II	79	136.14	127.3
3	Renovation under priority - III			0
4	Repair & Renovation under priority - IV			0
5	Repair & Renovation under priority - V			0
6	Repair & Renovation under priority - VI	83	104.183	101.117
7	Additional class room under priority - VII			0
8	Child friendly elements	285	25.00	24.95
9	Additional class room for bridge course center	22	29.60	29.60
10	R/M of BTC/ Normal/ BRC	3	17.52	9.66
	Total	507	375.843	356.027

The total progress of the works undertaken, are shown in the above table. Some of the civil works could not be started in time due to the reasons like land dispute, delay in bank clearance, non-submission of agreement in time by the VEC and partly due to paucity of fund in some time during last year.

Constrains

Due to poor road infrastructure the flow of information & direct contact with the community some times become a problems. During the rainy season, May-Sept, Large area of the district are submersed by flood water. During this time also the community/Household have to shift to relief camp or to safer places.

➤ Poverty, seasonal works in the field of agriculture & other seasonal migrated communities to other district are also effecting the status of access & retention.

Status of ECE and Anganwadi Centre :

Block	No. of ECE Cluster	No. of ECEC	No. of MISMI	No. of MGI	No. of Supervisor	No. of Anganwadi Centre
Rupshi	5	50	100	50	5	130
Mandia	6	60	120	60	6	278
Chenga	6	60	120	60	6	158
Barpeta	2	22	44	22	2	178
Bhawamipur	6	58	116	58	6	232
Subardhana	5	50	100	50	5	140
Total						118

Bajali						120
Total	30	300	600	300	30	1354

- 2 days District level orientation of District Task Force on short terms Bridge Course.
- 1st contact programme in the village level.
- 1st contact programme & information on 2nd contact programme (4th to 6th June'02)
- 2nd contact programme & information on 3rd days motivation camp (7th to 10th June'02)
- 2nd day: Block level VEC etc. on 3 days motivation camp (15th to 16th June'02)
- 3 days village level motivation camp for children (18th to 20th June'02)
- 4 days Block level Training on Academic package for Academic Co-ordinator and Head Teacher (22nd to 25th June'02)
- Ceremonial opening Bridge Course (27th June'02)
- 5 days training on academic package 2nd phase for academic co-ordinator and Head Teacher at Block level (8th to 10th June'02)
- Final evaluation of bridge course learners (14th Aug'02)
- One day ceremonial of bridge course learners (16th Aug'02)
- 3 days Block level planning & Block Task Force formation with MV foundation (11th to 13th Sept'02)
- 4 days teacher training of bridge course learner mainstreamed school (18th to 21st Sept'02)
- One day Block Trust Force orientation programme (19th Oct'02)
- GP level GP Task Force orientation programme (21st to 22nd Oct'02)
- Village level Task Force formation meet 1st phase (23rd Oct'02 to 4th Nov'02)
- Village level meet 2nd phase (4th to 11th Nov'02)
- One day Block level meet on report compilation (12th Nov'02)
- One day children day special observation in UEE Block, Chenga (14th Nov'02)
- One day meeting with DIET, MLA, ZPC president BRCC, CRCC, SIs (16th Nov'02)
- One day District level meeting with ZP members on UEE Block (28th Nov'02)
- Block wise nos. of mainstreamed learners (short term bridge course)

Class wise nos. of mainstreamed bridge course learners

Block Name	Class - I	Class - II
Bajali	190	13
Rupshi	746	4
Barpeta	183	20
Chenga	720	
Mandia	812	44
Gobardhana	693	49
Bhawanipaur	996	21
Jalah	286	29
Total	4626	180

Grand Total (4626+180)= 4806

Present Status of Alternative Schooling Centre

Sl. No	Nos. of AS centre	Nos. of Siksha Mitra	Class wise Enrolment by Feb'03					Mainstreamed nos. of AS learners					
			I	II	III	IV	G/T	I	II	III	IV	V	G/T
1	60	60	1432	785	323	116	2656	0	6	10	5	20	41

Status of Bridge Course Centre

Sl. No	Nos. of BC centre	Nos. of S.K. (BC)	Class wise nos of Bridge Course learner		Grand Total
			I	II	
1	372	376	11224	2983	14207

Support to High PTR schools

Sl. No	Nos. of School	Nos. of Siksha Karmies	Remarks
1	11	11	

Remedial Teaching

Sl. No	Nos. of School	Nos. of Siksha Karmies	Remarks
1	180	180	

Interventions for Disabled children:

Due to non-availability of proper qualified persons on Disabilities the district could not engage persons to take initiatives for disabled children. However, from the year 2002-03 a persons having appropriate qualification and training on disabilities has been engaged and some initiatives have been taken in the district:

Block wise Status of IED:

Block Name	No of Cluster covered	No of IED workers	No of Children in readiness centre
Bajali			
Rupshi	3	4	102
Barpeta	4	7	202
Chenga	2	2	55
Mandia	7	13	378
Gobardhana			
Bhawanipaur			
Jalah			
Total	16	26	737

- Evaluation of A/S learners in center wise has been Completed by last Feb. 03 in 60 Nos. of A/S Centre.
- 2 days training of Siksha Karmi (B.C.) on 2 days motivation camp for children was held on 29th & 30th Jan.03. Total nos. of participants 382 (S.K.).
- 2 Days motivation camp was held in 382 nos. of vilages to motivate the out of school children (7to 9 years) and their parents. (3rd & 4th Feb 03).
- 4 days district level 1st phase academic package training for Siksha Karmi (B.C.) was held on 7th to 10th Feb.03. The training package was stressed on academic package of Bridge Course Learners and classroom from saction. Total nos of participants 372 S.Ks.
- The ceremonial opening of Bridge Course Centre was done by local MLA/ZP member/ Ap member/ G.P. President/ GP member and other officers. (14th Feb. 03).
- The 3 days district level training on 2nd phase academic pakage for SK (B.C.) was mainly stressed on revision and remedial measure for Bridge Course learners/week learners. Total nos. of participants 372 S.Ks. (27th Feb. to 1st March 03).
- Village level meet and planning on RBC particularly held in 3 nos. of cluster (Bahari, Gahia and Mohchara) under chenga Block. The targeted nos. of out of school children (age grouor of 10 to 13) are 100 children.
- DPEP, Barpeta had covered 963 nos. of works (953 nos. of L.P. schools, one DIET Hostel and 8 BRCC buildings.) under various categories of civil works against the AWP&B 1998-1999 and 1999-2000.

2. Retention and Dropout

- Involvement of community in volunteering coaching classes during Summer vacation. **This is a non-financial activity.** This service was rendered by the community , teachers and some other community members.
- Planntations by teachers & community members in schools. **This is a non-financial activity.** A special drive of plantation & school boundary was arranged by the Teachers Training component during the month of summer vacation. Responding to this,, around 700 no.s of plants have been planted in Chenga, Bajali, Bhabanipur & Gobardhana Block.
- Fencing of school boundary. **This is a non-financial activity.** Responding to the special drive of school boundary in at least 5 schools per block by the Teachers' Training Component, Bajali, Gobardhana & Chenga block has successfully completed the task with the co-operation of the CRCCs. & the Community members. Going well ahead of this, the Barsaha L.P. under Bajali block, has been walled by the community with their own expenditure in the month of July.
- To augument the ability of the learners, a cluster level examination was conducted. In Chenga block, this examination was arranged in a different way. After the cluster level examination, another examination was arranged in the block level, in which the best 3 students of the cluster level test appeared.
- As pper EMIS data and House-to-House Survey the class wise drop out has been reduced.
- Community has been awarded of and taking their own initiative to retain the children already enrolled in different institutional set ups.
- In soame VECs of Rupshi and Chenga block, the community provided uniforms and exercise books to the children of primary school.
- Mothers group and SHG groups are formed and made active, which also supporting in reducing dropout

- Despite attempt from CP component & AS component, motivation of parents of working children & employers of child-labour, the fruitful result is yet to be obtained due to low percentage of literacy among commoners.
- Emphasis to be given in women (VEC) Empowerment and also special focus groups activities which would aim for accomplishing the function of VECs, the academic atmosphere and also for economic upliftment of such groups.
- According to house to house educational survey data ,2001, in Barpeta district 1444 nos. of disabled child already identified with their various Types of disabilities of age group 0-14 .
- The total nos. of school going children with disabilities is 695 . Initially one block was selected as a pilot basis. This year 16 cluster has been selected from 4 blocks namely Barpeta, Chenga, Mandia & Rupshi.
- Due to disability, they should not be drop out or unenrolled therefore, we as DPEP has given special emphasis on non school going children and drop out, so that we can converge them with mainstreaming of formal education system.
- As per our guidelines and AWP&B, we have decided for revival/ reorganization of District core group from various Govvt. and non Govt. organisation related to health department, social welfare, education department and the person working for disabilities. As a core-group, we will sit once in three months to discuss regarding our problems, progress and the future plan of action.
- On 3rd Dec '02 we have celebrated world disable day at 5 venues of 4 blocks and organized at cluster level.
- For smooth functioning of the programme we have selected grass root level worker to work for the children with disabilities. The worker is named as " IED worker" and they worked for 6 months to get ready of the children with disabilities of the locality available formal schooling. The package is named as "ready ness package".
- After selection of the IED worker , 10 days induction training (Residential) was held at District level to give the information regarding disabilities, TLM for disabled children and ready ness package.
- We have organized Medical Assessment camp at District level collaboration with DC office and composite regional centre, Guwahati to person with disabilities. After assessment camp composite regional centre Guwahati may be distributed Aids & Appliances for the person with disabilities.
- One day orientation programme was organized for ka-sreni teacher on disability.
- Awareness camp and advocacy campaign organized at district level.
- Training programme for ECE and AS workers on disability.

3.Quality Education:

- The need assessment test for the teachers was completed on 6th August in all the clusters of Bajali, Chenga, Bhabanipur, Gohardhana, Jalah & Rupshi Block. The participation of the teachers was around 95%. Due to very inclement weather, few teachers could not attend the programme. But, the impact of the programme was so good that those left out teachers are coming individually to arrange a separate assessment programme for them. The need assessment procedure is, not only the out put of the test conducted. We have decided that, in identifying the need of the teachers, the suggestions of the CRCCs, the concerned Head teachers, and above all the recommendations of the teachers of their own, will be taken into consideration .In this regard, teachers' comments were collected during 11st MTT, & the same is available in the assessment test format. This process of identification of the need of the teachers was completed by 15th of August,2001.
- Besides all these, the Teachers Training component has planned some specific activities, which was conducted having in mind the concept of "Good School ". In a sharing meeting, the BRCCs agreed to adopt one school each, the responsibility of quality improvement of which will lie upon the Block. In other words, that school (preferably the school adjoining to the BRC office) will be the gateway to that DPEP block. Similarly, the CRCCs also agreed to adopt a school of their own (preferably the school adjoining to the CRC building), besides the Model School & that will be the gate way to that CRC.
- Under the activities of Block Resource Center, a good number of activities were conducted during the year 2000-2001.The noteworthy factor is that, except the regular activities and a few programmes, most of the programmes were of non-financial type.
- It is praiseworthy that in certain cases in some blocks, the community has come forward for constructing sheds for ECE & AS centers, without any financial assistance from DPEP.
- In certain schools, community has constructed approach road and bamboo bridges in school approach roads in interior areas.
- DPEP, Barpeta gives much attention to ICDS for which training have been imparted to Anganwadi workers and supervisors.
- DPEP, Barpeta has organized workshop to develop lesson plan & TLM and share among ECE workers for better support to Ka-maan children.
- Regular meeting of supervisors with district officials and DRP were held to give academic and administrative support.
- All ECE learners were evaluated centrewise and clusterwise to measure children's progress as well as workers performance.
- Block level and cluster level meeting were also held with ECE workers for time-to-time support.
- Need based training of ECE workers have been completed.
- Teachers' training on Ka-Maan of schools having 4 & 5 teachers to be completed by 23rd Mar'02.
- The Construction of 70 bedded Hostel at DIET, has been completed.
- The last year EMIS data has been collected as per schedule time. It is expected that more correct & authentic data has been received during this year. The compilation of the data is going on after receiving the revised DISE Software and expected to be completed by March '02.

- The analysis of EMIS data for the year 1997-98, 1998-99, 1999-2000,2000-01 has already been shared with the BRCCs & CRCCs and shared the school level report with HTs. The unit is holding regular school statistics, physical & financial progress, village level information etc.
- The various indicators of EMIS data was reflected in plan preparation.
- Habitation level reports of HHS data has been shared with the field functionaries.
- W/S on Women Empowerment groups.
- Need based raining for VEC members
- Assessment study for need based VEC training.
- District level VEC Forum meeting
- Training for Recourse person.
- Implementation of VER (Village Education Resister)
- Formation of SMC (School Managing Committee.
- Training for core group members.
- Regular meeting with supervisors at district level
- Convergence meeting with KDS functionaries.
- Joint supervision by C/DPO & DPO
- Module preparation & RP orientation for Anganwadi Workers training
- Training of Anganwadi Workers at Barpeta & Jalah BRC
- Meeting with BRCC & DIET Personnel for tool preparation of need identification of Early Childhood Education Workers
- Need identification W/S of Early Childhood Education Workers at block level
- Module preparation for needbased training of Early Childhood Education Workers
- Module sharing Teaching Learning Materials Preparation & RP orientation
- Needbased training of Malini / Sahamalini at block level
- Teachers training on Ka-sreni for 137 teacher from schools having 4&5 teacher
- TLM preparation W/s on Ka-sreni for 137 trained teacher and distribution through BRCC
- Bi-monthly Ka-sreni trained teachers meeting at block level
- Orientation of educational functionaries on Ka-sreni.
- 2 days Training of Malini /Sahamalini on ka-sreni .
- TLM preparation on ka-sreni for 2nd phase teachers training.
- TLM preparation W/s on Ka-sreni for 137 trained teacher and distribution through BRCC
- Bi-monthly Ka-sreni trained teachers meeting at block level
- Orientation of educational functionaries on Ka-sreni(DEEO/DIS/BEEO/SIS/BRCC/CRCC/DIET faculties)
- 2-days orientation of RP including module preparation for training of Malini/Sahamalini on KA-sreni
- Training of Malini /Sahamalini on ka-sreni for 2days at block level
- TLM preparation on ka-sreni for 2nd phase teachers training
- Training on Ka-sreni for one teacher from schools having 4 and above teachers (2nd phase)

Ka-sreni Trained Teacher:

1 st phase	2 nd phase	Total
137	107	244

- Organisation of Mukulika Mela at all ECE cluster for open evaluation of learner.
- Cluster level orientation on Ka-sreni for teachers at cluster level teachers meet on Aug'02 and Jan'03
- District level ECE supervisors meet
- Enrolment drive to enroll 3 + and 4+ children in Ka-sreni and ECE center respectively
- Orientation of teachers Association of Chenga block (Anrikhowa) on Ka-sreni.
- Supervision of Sisur Uttaran Programme and ECEC, IEDC, VEC training Ka-sreni by all supervisors and DPO.
- Supervision of Ka-sreni by DRP for gradation.
- Cluster level ECE workers meet in all cluster.
- Discussion on Ka-sreni implementation plan at DACG meeting and distributes all .
- formats regarding gradation of Ka-sreni to BEEO/ Sis/DIs/BRCC and CRCC.
- Monthly DPO level meeting with supervisor/ DRP (6th times)
- Half yearly Examination of A/S learners.
- Annual Examination of A/S learners.
- A 5 days workshop on learning Book (28th to 4th Nov.
- 3 days District level sharing workshop on Evaluation.
- 5 days need based & Refreshment training of A/S worker & supervisor.
- The need assessment test for the teachers was completed on 6th August in all the clusters of Bajali, Chenga, Bhabanpur, Gobardhana, Jalah & Rupshi Block. The participation of the teachers was around 95%. Due to very inclement weather, few teachers could not attend the programme. But, the impact of the programme was so good that those left out teachers are coming individually to arrange a separate assessment programme for them. The need assessment procedure is, not only the out put of the test conducted. We have decided that, in identifying the need of the teachers, the suggestions of the CRCCs, the concerned Head teachers, and above all the recommendations of the

teachers of their own, will be taken into consideration. In this regard, teachers' comments were collected during last Mass Teachers Training, & the same is available in the assessment test format. This process of identification of the need of the teachers was completed by 15th of August 2001.

- Besides all these, the Teachers Training component has planned some specific activities, which was conducted having in mind the concept of "Good School". In a sharing meeting, the BRCCs agreed to adopt one school each, the responsibility of quality improvement of which will lie upon the Block. In other words, that school (preferably the school adjoining to the BRC office) will be the gateway to that DPEP block. Similarly, the CRCCs also agreed to adopt a school of their own (preferably the school adjoining to the CRC building), besides the Model School & that will be the gate way to that CRC.
- Under the activities of Block Resource Center, a good number of activities were conducted during the year 2000-2001. The noteworthy factor is that, except the regular activities and a few programmes, most of the programmes were of non-financial type.
- The RPs' training was conducted at BRC Bhabanipur on 14th Sept.2001. Participants were selected Head Teacher and selected CRCCs. The KRPs were the Principal, DIET, Howly, & three other lecturers of DIET, Howly.
- The 2 days management training for the head teachers of all the schools of the district was conducted from 18th to 21st Sept 2001 in two phases. The post training review during supervision reveals a tremendous positive output in the schools.
- A three days training on "learning book" was conducted in 8 proposed clusters of all the Blocks. This training covers all the teachers of the multi grade schools of the proposed clusters.
- Another training on "learning book" was conducted in 8 proposed clusters of all the Blocks. This training covers all the teachers of the multi grade schools of the district.
- So far the teachers of the mono grade schools are concerned, a workshop was arranged in the entire district. The main focus of the programme was the preparation of TLM by each teacher on the basis of "Samal Sambhar" and "Sikhan Puthi".
- The inter school visit by community, parents, teachers and learners, felicitation to the mother of regular girls students etc. were also done in selected areas.
- School support was given to the schools of char areas (single & double teacher schools) by BLEC and BLRC members, community teachers and also by some retired teachers.
- Every teacher of the provincialised schools will be provided by the end of March,02, with the TLM grant of RS.5500/ per teacher, for developing TLM as per need of the lesson.
- In the month of Sept.02, two programmes were organized at DIET, Howly, regarding Teaching-Learning Material (TLM) and Question Bank. Subject wise and Class wise TLM List was prepared and it has already been sent to State Mission Office, SSA. At the same time, class wise and subject wise "Question Bank" was also prepared (except Mathematics, Class-IV) and sent to State Mission Office, SSA, for finalisation.
- For the ongoing Remedial Teaching, as a part of Sishur Uttaran Programme, one teacher from each school covering 1878 nos of schools were trained from 4th to 7th Feb, 03. The training was on Remedial Teaching for the learners of Class-I & Class-II, with the help of Work Book (Byawaharik Puthi). The RP training for the Mass Teachers' Training was arranged on two separate dates i.e. on 23rd Dec, 02 and
- 3rd Feb,03. In the first days training, the no of participants were 90, which was reduced to 50 in the 2nd days training.
- A special sharing meeting on Sishur Uttaran was arranged for the members of DIET, BTC & Normal School on 17th January at the premises of DIET. In this meeting the Principals of the Institutes deputed their faculties to the blocks for engagement in the Sishur Uttaran Programme.
- For proper implementation of Sishur Uttaran (Remedial Teaching), 458 nos of Siksha Karmies have been engaged in the schools having single teacher with the PTR of 40:1 and having 2/3 teacher with the PTR of 80:1. Due to this large number of Siksha Karmi, one RP training was also arranged at District Level on 17th Jan,03 in which 14 members were trained. The two days training for Siksha Karmies of Remedial Teaching was arranged from 21st Jan, 03 in two phases due to the volume of Siksha Karmi. The training was arranged in two blocks, i.e. Bhawanipur, & Gobardhana. 458 nos of participants were there in the training who were trained by a 14 member RP team.
- At present, Remedial Teaching is going on in the entire district. Shortage of workbook is found to be a problem in the district. As the results were not declared in time, proportional distribution of books were not there in the schools. But this problem was solved with the decision taken in the DACG meet that one workbook will be utilized against 3 children giving priority to the failed and non-appeared children.
- So far the remuneration of the Siksha Karmies is concerned, the process is initiated already. But the fund is not yet released, as the agreement of few Siksha Karmies is not yet submitted to the District Office who is already intimated regarding this.
- Besides, the teachers training component has organized all the trainings related to Bridge Course, i.e. training; on Motivation Camp, training on academic package (phase-I) and training on academic package (phase-II) etc. Details of these trainings are being furnished by the alternative Schooling Component separately.
- At present, 32486 nos of children are undergoing remedial teaching in the district out of which 17921 are boys and 16586 are girl children. The entire information is shown block wise in the following tables:-

Enrolled Children in remedial Teaching :

Sl	Block Name	Boys	Girls	Total
1	BAJALI	1979	1776	3755
2	BARPETA	2404	2208	4612
3	BHABANIPUR	2313	2251	4464
4	CHENGA	1855	1629	3484
5	GOBARDHANA	3178	2944	6122
6	JALAH	695	513	1208
7	MONDIA	2942	2754	5704
8	RUPASHI	2555	2511	5137
	Grand Total	17921	16586	34486

- Under the component of Teachers' Training, two workshops were arranged for preparation of TLM list and Question Bank during the month of Sept,02. The outcome of the workshops, i.e. the list of TLM and the Question Bank have already been submitted to SPO(TT).
- The workshop for modification of learning book has been completed in 2 blocks. The fund is already released for the other 6 blocks also, the report of which is expected to be submitted soon.

Evaluation of the Improvement in Learning Achievement:

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

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

District	Gender	Achievement% during BAS	Improvement % BAS to TAS(+ or(-)	Improvement % MAS to TAS(+ or(-)	Total Improvement (%) BAS to TAS
Barpeta	Boys	32.80	(+) 33.68	(-) 9.24	(+) 24.44
	Girls	41.70	(+) 23.16	(-) 7.29	(+) 15.87
	Total	36.21	(+) 29.57	(-) 8.43	(+) 21.14

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

District	Gender	Achievement% during BAS	Improvement % BAS to TAS(+ or(-)	Improvement % MAS to TAS(+ or(-)	Total Improvement (%) BAS to TAS
Barpeta	Boys	39.06	(+) 25.36	(+) 11.77	(+) 37.13
	Girls	31.79	(+) 28.45	(+) 9.12	(+) 37.57
	Total	36.80	(+) 25.80	(+) 10.28	(+) 36.08

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

District	Gender	Achievement% during BAS	Improvement % BAS to TAS(+ or(-)	Improvement % MAS to TAS(+ or(-)	Total Improvement (%) BAS to TAS
Barpeta	Boys	42.20	(+) 11.30	(-) 6.54	(+) 4.76
	Girls	40.90	(+) 12.88	(-) 5.48	(+) 7.40
	Total	41.50	(+) 12.12	(-) 6.02	(+) 6.10

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

District	Gender	Achievement% during BAS	Improvement % BAS to TAS(+) or(-)	Improvement % MAS to TAS(+) or(-)	Total Improvement (%) BAS to TAS
Barpeta	Boys	42.50	(+)10.36	(-)2.15	(+)8.21
	Girls	49.50	(+)0.37	(-)1.82	(-)1.45
	Total	45.90	(+)5.63	(-)2.08	(+)3.55

4.Capacity Building

- The RPs' training was conducted at BRC Bhabanipur on 14th Sept.2001. Participants were selected Head Teacher and selected CRCCs. The KRPs were the Principal, DIET, Howly. & three other lecturers of DIET, Howly.
- The 2 days management training for the head teachers of all the schools of the district was conducted from 18th to 21st Sept.2001 in two phases. The post training review during supervision reveals a tremendous positive output in the schools.
- A three days training on "learning book" was conducted in 8 proposed clusters of all the Blocks. This training covers all the teachers of the multi grade schools of the proposed clusters.
- Another training on "learning book" was conducted in 8 proposed clusters of all the Blocks. This training covers all the teachers of the multi grade schools of the district.
- So far the teachers of the mono grade schools are concerned, a workshop was arranged in the entire district. The main focus of the programme was the preparation of TLM by each teacher on the basis of "Samal Sambhar" and "Sikan Puthi".
- Female awareness campaign was conducted in the SFG areas of the blocks.
- District level R.P. were trained on IED for capacity building.
- Mothers group and SHG group are formed and make active.
- To strengthen SHG, supervisors of ECEC were oriented by NAHAR (RP) regarding record keeping & banking facilities for SHG.
- It is praiseworthy that in certain cases in some blocks, the community has come forward for constructing sheds for ECE center, without any financial assistance from DPEP.
- DPEP, Barpeta has organized workshop to develop lesson plan & TLM and share among ECE workers for better support to Ka-maan children.
- Convergence meeting was held among ICDS functionaries & DPEP functionaries regarding opening of new AWC.
- Regular meeting of supervisors with district officials and DRP were held to give academic and administrative supports.
- All ECE learners were evaluated center wise and cluster wise to measure children's progress as well as workers performance.
- Block level and cluster level meeting were also held with ECE workers for time to time support.
- Joint supervision of CDPO & DPO (ECE) was held for strengthening & sharing.
- Introduction, in-service refresher need based training of these workers were done for academic support.
- One day orientation on IED for ECF workers through ECE workers need based training were conducted for better support to ECE children and others under the concern villages. **9 nos. of ECE supervisor and 2 nos. of AS supervisor were trained on IED for capacity building.**
- The inter school visit by community, parents, teachers and learners, felicitation to the mother of regular girls students etc. were also done in selected areas.
- School support was given to the schools of char areas (single & double teacher schools) by BLEC and BLRG members, community teachers and also by some retired teachers.
- The refresher training arranged for the workers of AS centres this year were fully need based. Through out the year, in various levels of meetings & support visit to the centres, needs of the workers were identified and accordingly the training were arranged.
- Every teacher of the provincialised schools will be provided by the end of March,02.with the TLM grant of RS.500/ per teacher, for developing TLM as per need of the lesson.
- The mothers groups in most of the places help Malini and Sahamilini in TLM preparation, development of folk song, rhymes etc
- The Resource person trained have been visiting the Mukulika and providing resource support to workers and children. Introduction, in-service & need-based training of these workers were done for academic support.
- 2 days Need based training of weak ECE workers at block level.
- Convergence meeting with ICDS CDPO's at district level.
- In all 300 ECEC MG were formed and regular meetings are going on once in a month with WVEC, Malini, Sahamilini.
- Some mothers group and SHG group are formed and make active.
- To strengthen SHG, supervisors of AS centre were oriented by SRP of CP Component regarding record keeping and banking facilities for SHG.
- DPEP, Barpeta has organized a workshop on evaluation to develop evaluation method. && eliminate the some defective system of evaluation.

- Regular meeting of supervisors with district officials and DRP were held to give academic and administrative supports.
- All AS centers were evaluated in centres wise to measure children's progress as well as workers performance.
- Block level and supervisor level meeting were also held with AS workers, supervisors for time to time support.
- Joint supervision of BRCC, ABRCC, CRCC & Consultant (AS) was held for strengthening and training.
- Need based training of those workers & supervisions were done for academic support and strengthening the academic side.
- In the year 2002 strategy has been taken to establishment MGT situation in proposed centre through learning book (LB) and some centers and have been identified as RM and work book approached centre.
- VEC contact programme, guardians meet at cluster level parents teachers meet, special awareness campaign in remote backward areas, managed to generate considerable awareness among the VEC level and a decent response was noticed at the grass- root level.
- In the entire District 56 self help groups, covering 8 educational Blocks and 125 clusters have been formed out of which 8 S.H.Gs are registered in the office of District Registrant of co-operative Barpeta.
- All the self-help groups have opened their Bank accounts and the highest amounts collected by one such group of Palhazi cluster of Barpeta Block is .
- The self-help groups are actively involved with their respective VECs and one also involves in achieving their economic self sufficiency.
- The State office of DPEP has facilitated in establishing the official relation of the SHG with the NABARD, it will definitely to be successful in promoting the aims and objectives of DPEP Assam in the near future.
- RPs training for need based VEC training has been completed and the training of VEC will be completed by April'02.
- 1 day District level Orientation Programme was conducted with 30 participants; the participants consisted of MP/MLA/ZP members & also officials from the District Administration. A detailed discussion was conducted on the activities conducted by DPEP Barpeta & the introduction of Remedial Teaching which is to be executed in the Barpeta District through DPEP Barpeta (Date-18/12/2002)
- 4 Day non Residential Training for Resource Persons & Community Contact Drive was conducted by DPEP Barpeta from the 23 to 26 Dec/02 with the total number of 350 participants. The participants consisted of DIs, BEEOs, BRCCs, ABRCCs, SIs, CRCCs, & RPs from all the (8) Eight DPEP educational blocks. The participants were oriented by Key Resource Person. Who were previously trained by the SPD's office, Guwahati.
- Resource Support for Orientation of VEC/TGEC/WEC/GPEC/Members
- 1 (one) day sharing meeting was held on the 28/12/02 with (25) Twenty five (all) ZP members seeing their Co-operation in the field level for the coming VEC/GPEC/TGEC/SMC training to be conducted by the DPEP Barpeta.
- A Similar of sharing meeting was conducted at the sub-divisional level the sub divisions being Barpeta & Bajali with the Members of the Anchalik Parishad (AP).
- 3 days VEC/GPEC/TGEC/SMC Training (Sankalpajatra) was conducted by the DPEP Barpeta which was initiated in the month of the January-2003 and was conducted in the month of feb/2003 and was conducted in the month of Feb/2003 in the VEC level of (8) Eight DPEP Blocks covering 1033 VECs, 1939 SMCs and total of 26558 participants in the entire district the progress report of Sankalpa Jatra/ VEC Training is Submitted Bellow in detail.

Progress Report of Sankalpa Jatra/VEC Training

Block's Name	No of CRC	No of GP Covered	NO of VEC covered	No of SMC Covered	No of TGEC Covered	No of Members Trained
Chenga	14	19	120	243	Nil	3497
Barpeta	17	18	143	276	Nil	7246
Jalah	17	1	145	305	Nil	2700
Bajali	14	17	115	240	Nil	2886
Rupshi	15	18	116	259	Nil	2665
Gobardhana	12	5	136	183	1	5386
Bhawanipur	16	18	94	273	0	2200
Mandia	20	17	164	360	0	3374
Total	125	113	1033	2139	1	29954

Sishur Uttaran is making progress in all the (8) DPEP educational Blocks and are under the supervision of DPEP personals & also by the members of the DACG & BACG DPEP, Barpeta.

2 days GPEC training Programme was conducted in the (8) eight DPEP Educational blocks . The number GP,s from the respective Blocks are, Bajali- 17,, Chenga-18, Barpeta-17, Gobardhana-15 (5 ECs Trained, 10 GPs not formed), Bhawanipur- 19, Jalah- 18 (1 GPEC trained, 17 GPs not formed) Mandia-27, Rupshi-18.

Shared the VER analysis report at DACG meet.

Used the EMIS data for text book distribution requisition, as a database to support to single teacher school, Civil works etc.

Transition Strategy from DPEP to SSA:

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

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

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

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

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

Achievement under the Annual Plan 2002-03 under SSA:

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

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

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

B. Teacher Training:

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

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

C. Maintenance Grant:

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

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

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

E. Innovation:

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

F. Civil Works:

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

G. Research Evaluation, Supervision & Monitoring:

In DPEP there was no specific item under which the supervision & monitoring could be done or expenditure booked. In SSA under the head of Research & Evaluation, the supervision & monitoring is allowed. Against every school Rs. 1400/- is allowed to spent on this head. As the supervision is

generally booked under Project Management in DPEP maximum expenditure on supervision & monitoring head for activity both for DPEP and SSA has been booked under this head and the allotted amount is almost fully spent.

H. Block Research Center:

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

PROPOSED ACTIVITIES FOR THE YEAR 2003-04 (PERIOD FROM JULY'03 TO MAR'04)

I. Access & Enrollment:

There are still 41301 out of children of age group 5-8 and 22537 children of age group 9-11 are out of school as per Village Education Register. The problems and proposed activities are mentioned below :

Problems	Proposed activity	Physical target	Level
There are 375 villages having more than 20 numbers out of school children is 15000 (19119 out of school children age group 9-11) which is proposed to be covered under Bridge course. There are 16246 dropout children under age group 5-13 (4%) in the district as per VER	Contact Programme for Bridge course	375	Centre
	2 days orientation for Siksha Karmi and Head teacher on motivation camp	750	person
	5 days motivation camp for children	15000	children
	Training on academic package for Head teacher and Siksha Karmi	750	person
	Ceremonial opening of Bridge course	375	centre
	Ceremonial mainstreaming of Bridge course learner	375	centre
	Opening of AIE	200	centre
There are 11000 (source by collection) out of school children of age group 6-13 in school less Village habitation for which 230 EGS center is proposed under EGS.	2 days orientation for DACG/BACG members	120	person
	10 days RP training	15	person
	30 days block level orientation volunteers EGS and CRCC	291	person
	Announcement of 100%		
	Priority wise Enrolment drive.		
	Observation of enrolment drive		
	Contact Programme in SFG area	705	habs
Identification of disable children (total disabled children 0-14 age group is 1444 as per H2H survey. Children studying in readiness center is 751.)	Early detection and identification	125	camps
	Assessment camp	3	camps
The population gender gap of the district is 5.5 and enrolment gender gap is 6.4 which shows the overall gap is 0.9.	Workshop on gender sensitization.	354	VEC
Specific educational plan for disable children	Individualized Education plan (IEN)		VEC
	Documentation		
	Case study	400	VEC
	Collection and compilation of data.	16	person

Access of IED Children	Opening of IED centre	80	Centre	VEC
	Parental training and community mobilization			
	Selection of IED worker.			Block
	Awareness camp	80	cluster	Cluster
	Advocacy Camp	80	person	Cluster
	Celebration of various days			
	World Disable Day	80	cluster	Cluster
	Sishu Divas	80	cluster	Cluster
	Sishu Mela.	8	nos	Block

Civil Works:

As per Technical survey report, Priority wise no of schools has been undertaken for the year 03-04 are shown as follows:

Sl No	activity/priority	Total no of school under priority		No of school already taken during 02-03		Remaining Target		No of schools proposed to be taken up during 03-04	
		LP	UP	LP	UP	LP	UP	LP	UP
1	Priority-I	35		35					
2	Priority-II	79	1	76		3	1		1
3	Priority-III	36	10	17		19	10	19	10
4	Priority-IV	56	11	9		47	11	47	11
5	Priority-V	119	29	21		98	29	25	29
6	Priority-VI	152	41	17		135	41	25	41
7	Priority-VII	199	13	19		180	13	50	13
8	Priority-VIII	150	41			150	41		5
9	Priority-IX	81	19			81	19		5
10	Priority-X	46	2			46	2		2
11	Priority-XI	476	49			476	49		5
12	Priority-XII	349	153			349	153		5
13	Priority-XIII	66	9			66	9		5
	Total	1844	378	194	0	1650	378	166	132

2. Quality improvement:

Problem Issues	Proposed activities	Physical target	level
Another major problem of Primary Education is speaking language i.e. home language and language used in textbooks. The problem is evident particularly in char area and Tea Garden area. We therefore proposed to develop some Bridge material for schools of char area and tea garden area. It is presumed that this material will help those students in reading text books meant for the n.	Bridge Materials for Char and Tea garden area		
	Materials for Bridge Course learners	15000	children
	Text book, Learning book and exercise book	15000	Copies
Centre materials	Materials for Ka-Sreni	494	Person

Materials for Disable Children	Materials for readiness IED centre	80	centre	
	Materials for AS/EGS centre	230	centre	
	Distribution of Aids and Appliances.	Lumpsum		Dist
	Workshop on preparation of TLM (5 days)	80	person	Dist
	Removal of Architectural barriers			
	Training /Follow-up of care and maintenance of Aids and Appliances. (2 times)	300	person	Block
	Formation and functioning of DRP & BRP	18	nos	
To asses the learner achievement of Pre Primary stage	Open Evaluation of learners	544	School	VEC
Honorarium of AS/EGS workers	Honorarium for Supervisor	16	person	VEC
	Honorarium for AS/EGS workers	230	person	VEC
Honorarium of IED workers	Honorarium of RP/Supervisor	18	person	
	Honorarium of IED workers	80	person	
To develop teaching learning materials	Contingency for ECEC	300	centre	VEC
	Contingency for Bride course	375	centre	VEC
	Contingency for AS centre	82	centre	VEC
	Contingency for readiness IED centre (9 months)	80	centre	
	Contingency for ECE supervisor	30	person	VEC
Irregular attendance of the teachers hampers the teaching learning process, discourage the pupils as a result wastage and stagnation increases. It also disappoints guardians. To stop such type of irregularities in education an effective system of supervision and monitoring is necessary. This system also helps teachers in these difficulties. At present maximum stress has been given in periodical evaluation and remedial teaching. To make all these successful we proposed to give more importance in supervision and monitoring	Supervision & Monitoring by DPO	8	person	Dist
	Supervision & Monitoring by RP	6	months	Dist
	Supervision & Monitoring by BACG/DACG	7	months	Dist
DACG member requires specific format for school visit. Such type of format book may also keep with each school in the custody of H/M Again during the year, it requires sending many leaflets or notices to schools of the district. For all these, generally we are to wait for state's approval. We proposed a head of printing in the district also for ready and easy communication with the schools.	Printing of school visit format/leaflet etc.			
DACG and BACG are main arrangement in	District Level DACG meet	60	person	Dist

<p>istrict and block level for evaluation of academic development. In DACG generally problem and prospects are discussed in detail and new and effective measures on academic sides are taken. We don't want to bring any changes in the structure of DACG or BACG. Simply we proposed to include 5 members from L.P. schoolteachers Association in the forum for wholesome development of elementary Education.</p>	<p>Block Level BACG meet</p>	<p>160</p>	<p>person</p>	<p>Dist</p>
<p>meetings</p>	<p>Block Level EGS worker meet</p>	<p>9</p>	<p>months</p>	
	<p>District Level AS/ECE/IED supervisor meet</p>	<p>50</p>	<p>person</p>	<p>Dist</p>
	<p>Bi-monthly BRC level K-sreni teacher meet.</p>	<p>550</p>	<p>person</p>	<p>Block</p>
	<p>Bi-monthly GPEC meet.</p>	<p>149</p>	<p>GP</p>	<p>Block</p>
	<p>CRC level supervisor & workers meet(ECE)</p>	<p>630</p>	<p>person</p>	<p>Cluster</p>
	<p>CRC level AS workers meet.</p>	<p>82</p>	<p>person</p>	<p>Cluster</p>
	<p>District level Core group/RP meet</p>	<p>50</p>	<p>person</p>	<p>Dist</p>
	<p>CRC level IED worker meet</p>	<p>26</p>	<p>person</p>	<p>Cluster</p>
	<p>Monthly VEC Meet</p>	<p>1075</p>	<p>VEC</p>	<p>VEC</p>
	<p>Documentation</p>			<p>Dist</p>
<p>esent age is the age of computer. Private institutions are growing day by day where computer education also introduced. Poor children never get such facilities. We therefore, proposed to cover at least five schools of each block under computer education.</p>	<p>Computer Education (Inovation)</p>			
<p>fact adopt school means ideal school or model school. The person adopting the school must see that his school must be an ideal one in the district so that other schools of the area can follow that school for making it also ideal.</p>	<p>Adoption of selected schools</p>			
<p>lthough English becomes a compulsory subject in class III and IV, effective teaching is not yet done. Two most important factors are detected for negligence of English teaching. One is no evaluation is done for English and others is lack of trained teacher. Training for teaching English was taken in one session of the last MTT. But this is not sufficient for our teachers. We, therefore, proposed to trained up one teacher from each school for effective English teaching.</p>	<p>Training of Teacher on English Teaching.</p>			
<p>Govt. of Assam proposed to implement scout and guide, NCC, and cup bulbul respectively in colleges, secondary schools and L.P schools from next session. We feel an urgent need for a trained teacher in each L.P School; which will definitely ensure proper implementation of the programme for the enlistment of the students.</p>	<p>Training of teacher in each L.P School on Cup bulbul.</p>			
<p>he textbooks will be supplied free of cost to children of SC and ST Communities and Girls children of general communities. Workbooks are very essentials for primary school students. In our textbooks there is very little scope of practice. We proposed to prepare work books giving additional materials for brilliant students and more scope of practice for weak students for each class of each subject.</p>	<p>Supply of Textbooks and Workbooks to children of all classes from Class-I to VII.</p>			

There are 302 single teacher,903 Double teacher and 355 three teacher schools are in our district. On the other hand in Lower Primary schools there are 5 classes. A teacher is to impart education in Language, Mathematics, and science, EVS and Art Education. Besides this English is also taught in class III and IV. Therefore, competency based teachings becomes a hard out to crick in most of our schools.	Engagement of Education Volunteer			
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3.Capacity Building

Problem Issues	Proposed activities	Physical target		level
Training is a part and parcel of Education. All the commissions, committees and educational expert are unanimous since the beginning of Education in India that teacher should get pre-service and In-service training. Barpeta district is also not exception to this fact. DPEP, Barpeta is also arranging such type of teacher training. Recently we have completed such type of training for L.P school teachers. But the teachers of upper primary schools are yet to get such type of training. Since new text books for upper primary schools will also be introduced from the next session.	7 days training programme on curriculum and new text book for upper primary teacher.	2481	Teacher	CRC
	3 days orientation of primary school teacher during summer vacation.	5431	teacher	CRC
	Training of head teacher on Planning and management.	1878	teacher	CRC
	Training on distance Education			
Ka- Sreni, the preparing stage of primary Education attracts good deal of importance from DPEP. In most schools are of the teachers is trained up for imparting education in Ka-Sreni. Still it is noticed that single teacher school, double teacher schools and 3 teachers schools suffer a lot in imparting proper education in Ka-sreni of course it depends upon number of students in the school in general and Ka-sreni in particular. But we cannot neglect this stage of Primary education. We proposed to take a survey work where actually Ka-sreni is suffering. Than according to the need of the hour we shall provide one Siksha Karmi in those schools.	2 days orientation of HT on Ka-sreni	550	person	
	4 days refresher trg.of teacher of "Ka-Sreni"	244	person	
	4 days refresher Training of ECE worker on Ka-sreni	300	person	
	Community Motivation Programme on Ka-Sreni			
Support to disable children	10 days induction training of IED worker	80	person	Dist
	Teachers Training on disability	300	teacher	Block
	Training of ECE and AS worker and Anganawadi worker. (2 days)	450	person	Block
	Support services to the NGO working for the person with disabilities	5	Nos	
	Networking and convergence with Govt and Non-Govt organisation (twice in a year)	50	person	Dist
	Training of DRP& BRP (4 days)	18	nos	
	One day orientation programme with mothers group, village head, Panchayat members etc on disability.	800	person	VEC
Community awareness	Motivation programme on ka-Sreni. Parent teacher meet.			
	Community Mobalisation of out of school children.			
	School Mapping and Micro Planning.			

	Drop out prevention and retention drive.			
We proposed to arrange a seminar on child right and moral education during summer vacation where particularly the H/M President of SMC and VEC and MG will be covered. We are confident that such type of seminar undoubtedly will help in universalisation of Elementary Education	Seminar with H/M, SMC, VEC and MG.			
Aim of Education is all round development of the children. Both cognitive and non- cognitive development can ensure all round development. Through subject matter of various subjects we can develop only cognitive aspect of children. Games and sports; plays vital role in the development of non- cognitive aspect. But most of the schools are not in a position to impart physical education due to lack of available sports materials and trained sports physical teachers. We therefore, proposed to supply to every schools available sports materials. Again we want to train up at least one teacher of each school in this line.	Games and sports materials. Training of Teacher.			
visits enrich people knowledge and experience. It also encourages man in imitating good things of others, learning with others. DACG the highest academic forum of the district can study the success story of other district or state can exchange knowledge and share experience by visiting other districts or state. We proposed such exposure visit our DACG members to other states.	Exposure visit			
teacher's diary for all schools. It proposed where all essential data of the teachers, his expertness, his skill and limitations will be recorded. For teachers gradation is teachers diary would be an important tools.	Teachers diary			
We proposed to introduce progress card for all students class I to VII. This measure will undoubtedly help the students, teacher's guardian BACG & DACG members. Besides this the progress card will be an effective tools for gradation of schools.	Progress card			
Rupeta is a problematic district. A major part of the district falls in char area and low land area. Due to flash flood some schools remain closed during working days. Consequently it caused irregular students and drop out problem. Most students appear and passed in annual exam. Without finishing in their courses and achieving desired competencies. To solve this problem we proposed to arrange summer camps on R.T. Particularly in 15 selected CRC of Rupshi, Mandia and Chenga block.	Summer Camp			
Library, the store house of knowledge is most essential for enrichment of knowledge for both teacher and students. It also helps in making easy access to the communities. Already a habit of use of library is existing in some of our schools. We proposed to upgrade the library of Primary schools both L.P. and U.P. Primary schools by supplying reference books, books containing moral education, science books etc to all schools and arrange an awareness Programme in the district	Library facilities.			

As the Importance and responsibility of MIS section is growing up day by day which is becoming a single source of information for education dept. As the section has covered the upper Primary also and to be covered High in near future, therefore a permanent setup under one administrative unit is required to control Primary Upper primary and High section. To maintain the authenticity of database the matter to be taken seriously at all level and the formats to be designed properly to link up with different database.	Construction of MIS Room. Training of MIS Personals on latest Software. Training of Field Functionaries on database collection. Sharing of report with grass root level.			
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Staff Position proposed under SSA:

Post categories	No of post in position
DMC	1
ADMC	2 (One ex-officio)
DPO	5
MIS Cell	
Programmer	1
Data Entry Operator	2
ACCOUNTS	0
F&AO	1
JAO	1
ACCOUNTANT	1
CASHIER	1
ENGINEERING CELL	0
DPE	1
ESTABLISHMENT	0
Asstt. Nazir.	1
UDA	1
LDA CUN TYPIST	2
STENO	1
Receptionist	1
Research Astd.	1
DRIVER	3
GRADE IV	2
DISTRICT TOTAL	19
BMC	8 (one in each Block-Ex Officio)
Resource teachers	48(six in each Block)
Junior Engineer	8(one in each block)
ABRCC	8(One in each Block)
LDA Cum Typist	8(one in each Block)
GRADE IV	8(One for each Block)
BLOCK TOTAL	40
CRCC	168(14 in each CD Block=12)
TOTAL	168

Provision are to be made for office rent, conference hall rent, audit fee, AMC of Xerox machine, fax machine, office expense, maintenance of vehicle etc.

Role 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 :

- procurement and physical delivery of goods, structures, and services, and the costs incurred;
- use of the structures and services by the project beneficiaries and their initial reactions;
- 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
- measurement of output indicators such as productivity gains to the extent that these can be measured during implementation. Projects in different sectors will call for different emphases among these four areas, with

infrastructure projects focusing more on physical and financial implementation, and service projects emphasizing the reactions of the intended beneficiaries from the outset.

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

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

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

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

Track the progress of delivery of project inputs

Monitor the fund movement

Monitor the physical progress of the project activities

Provide project performance indicators which help the project authorities to take corrective steps for smooth implementation of the project

It will monitor the trends in key project areas such as civil works, appointment of teachers, training of personnel, completion of studies, release of funds, expenditure and disbursement claims. The software will also generate quarterly progress reports.

Constant efforts will be directed upon for improvement the PMIS such that its efficiency in data generation is enhanced.

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

Develop a framework for collection of educational statistics from recognized institutions imparting primary education

Create a institution level computerized database at the district level

Provide access to school level database to educational planners, administrators and researchers at district, state and national level and train them adequately to analyse and use the database for future planning

Provide a programmed solution for the SSA Mission to monitor the progress of education at the district/state and national level by monitoring key educational indicators.

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

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

The MIS Infrastructure.

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

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

Capacity Building

MIS Staff: The Programmers and Data Entry Operators of the district Mission Offices need 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:

Monitoring Records, sources of data for interim and terminal evaluation.

EMIS Data Capture Formats.

PMIS Data Capture Formats.

Various DCFs to be used for data collection and compilation.

Supplementary data collection and special studies taken from time to time.

Basics on use and analysis of raw data.

Analysing, Projecting and Disseminating of the derived indicators from the data.

Creating general awareness especially social and institutional awareness to share the truth in DCF.

Impact evaluation based on a yearly/time series analysis of data from areas in and outside the project.

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

Major strategies

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

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

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

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

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

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

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

Besides following Major Archives will be Generated/Upgraded

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

Financial Activities

Procurement & upgradation of MIS Equipment.
 Printing, Computerization and Analysis of field level information collected.
 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 & other educational functionaries.
 Organisation of sharing and dissemination workshops
 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.