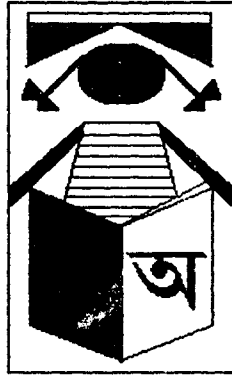


SARVA SIKSHA ABHIYAN



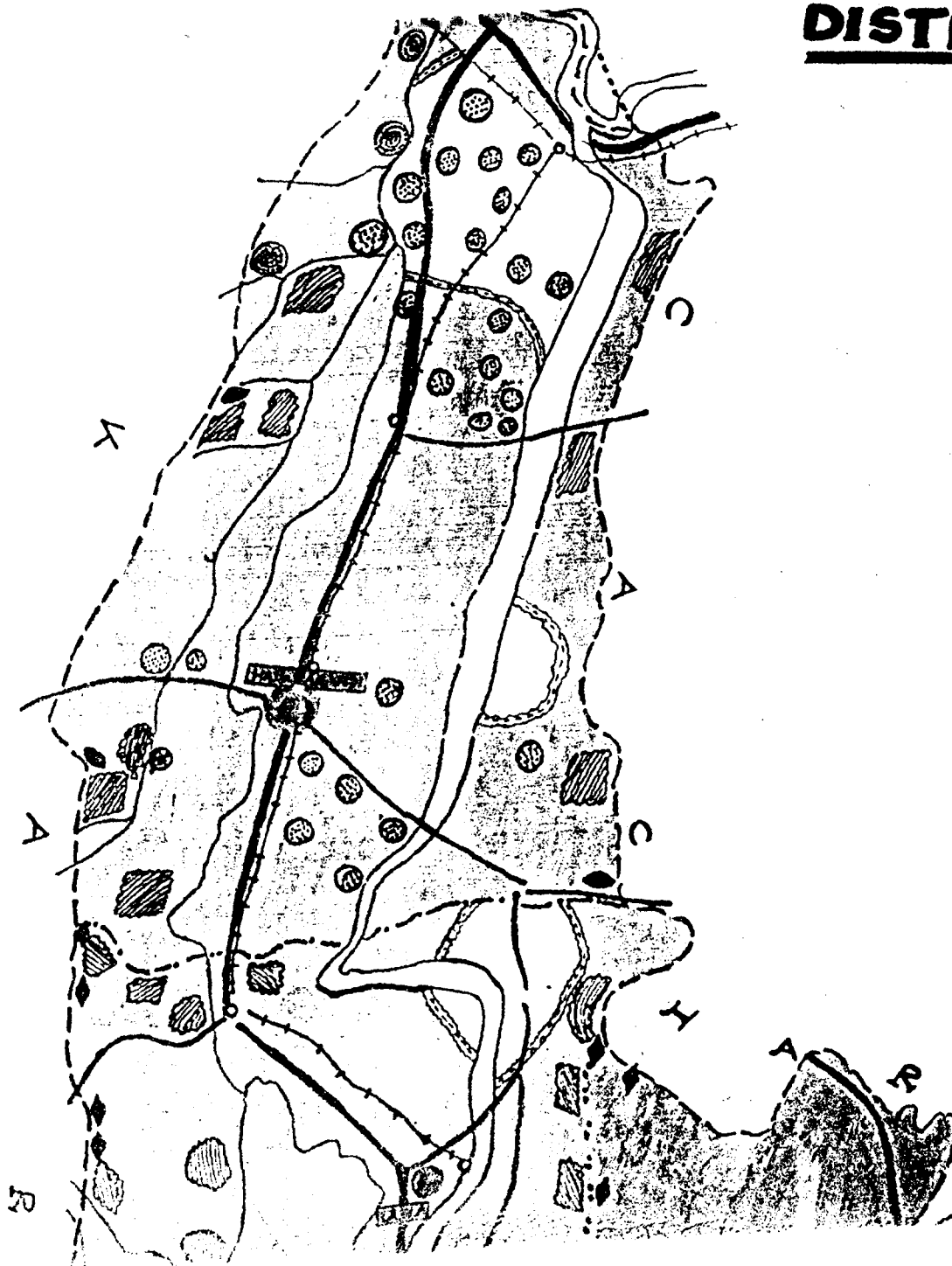
DISTRICT : HAILAKANDI

**DISTRICT ELEMENTARY EDUCATION PLAN
(DEEP)**

(2002-2003 to 2009-2010)

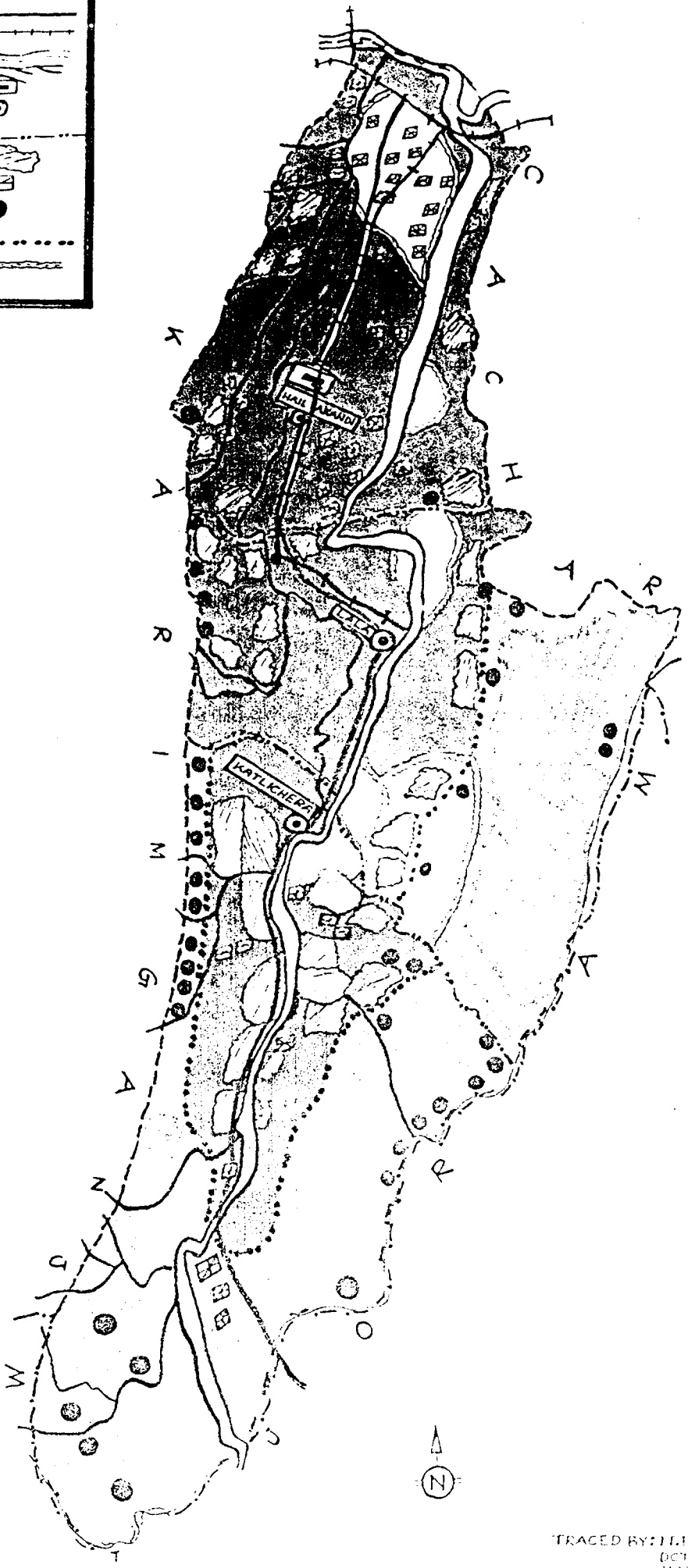
**AXOM SARBA SIKSHA ABHIJAN MISSION
GOVERNMENT OF ASSAM**

DISTRICT
















INDICATORS

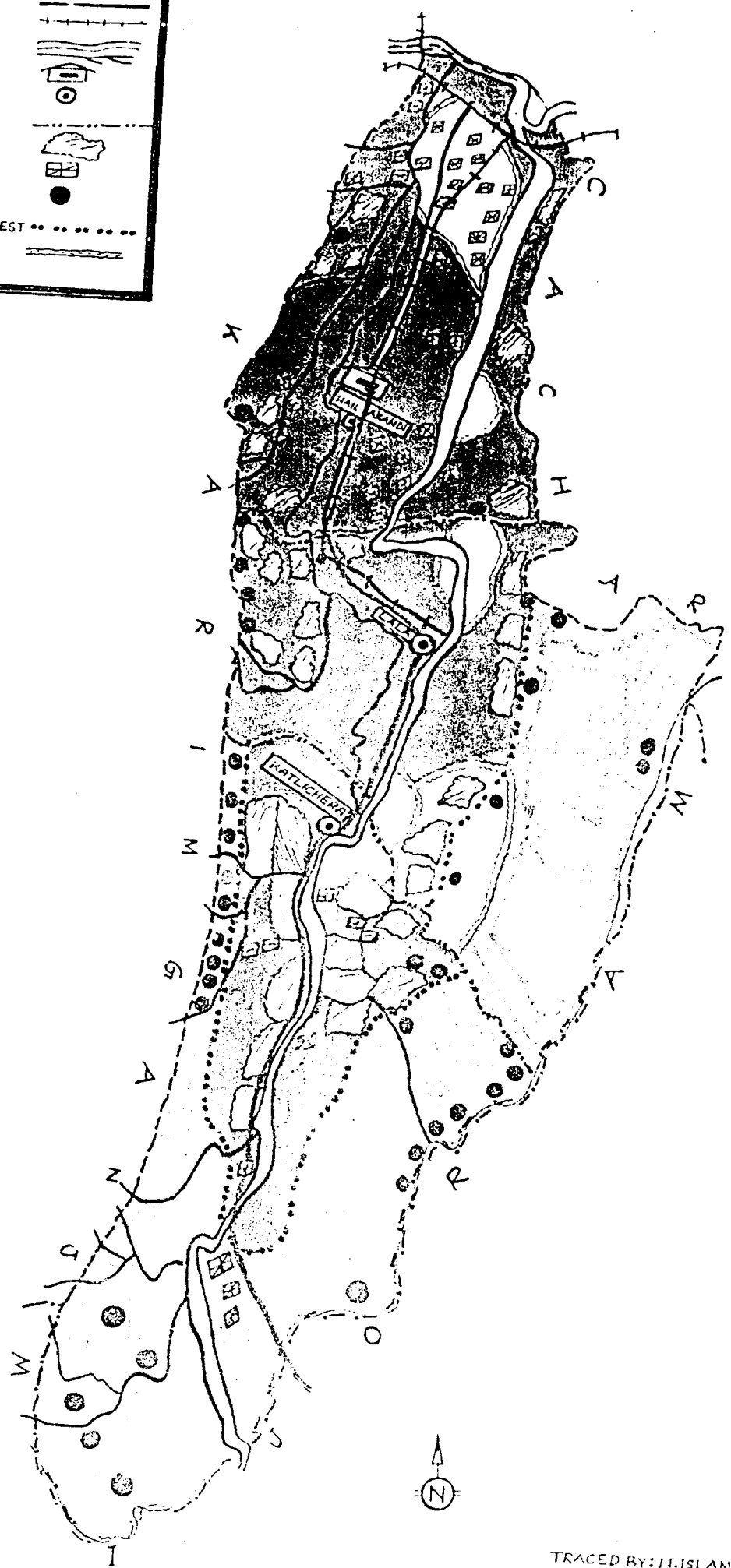
- INTER-STATE BOUNDARY
- DISTRICT BOUNDARY
- PWD ROAD
- RAILWAY LINE
- RIVER AND STREAM
- DISTRICT HEAD QUARTER
- BLOCK HEADQUARTER
- BLOCK BOUNDARY
- TEA GARDEN
- S.C. AREA
- S.T. AREA
- FOREST AND RESERVE FOREST
- FLOOD PRONE AREA



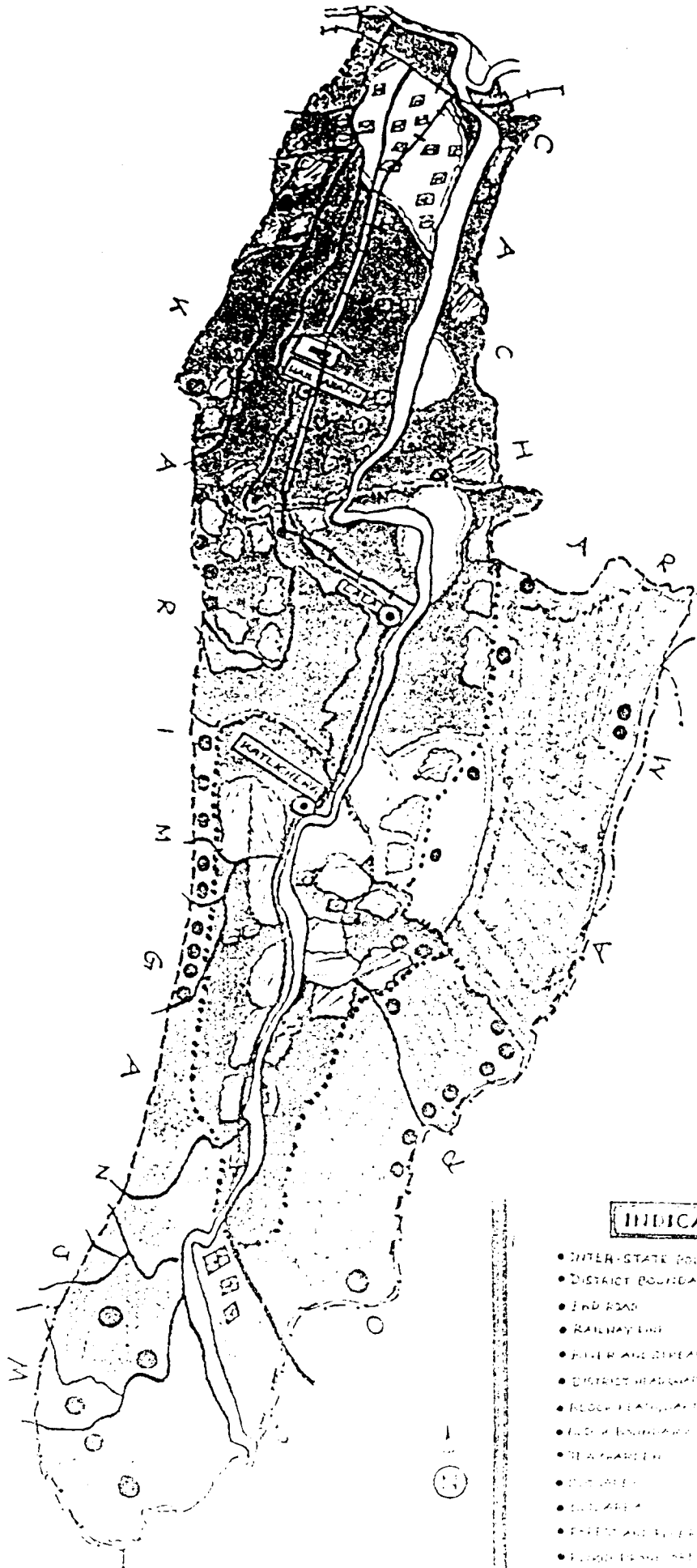
TRACED BY: I. ISLAM CHAUDHURY
 DISTRICT MAP OFFICE
 HAILWADI

LEGEND



- INTER-STATE BOUNDARY 
- DISTRICT BOUNDARY 
- PND ROAD 
- RAILWAY LINE 
- RIVER AND STREAM 
- DISTRICT HEADQUARTER 
- BLOCK HEADQUARTER 
- LOCK BOUNDARY 
- EA GARDEN 
- C AREA 
- T. AREA 
- REST AND RESERVE FOREST 
- LOOD PRONE AREA 





TRACED BY: J. ISLAM CHODHURY
 DCT. MEMBER, SCA
 HAILAKANDI

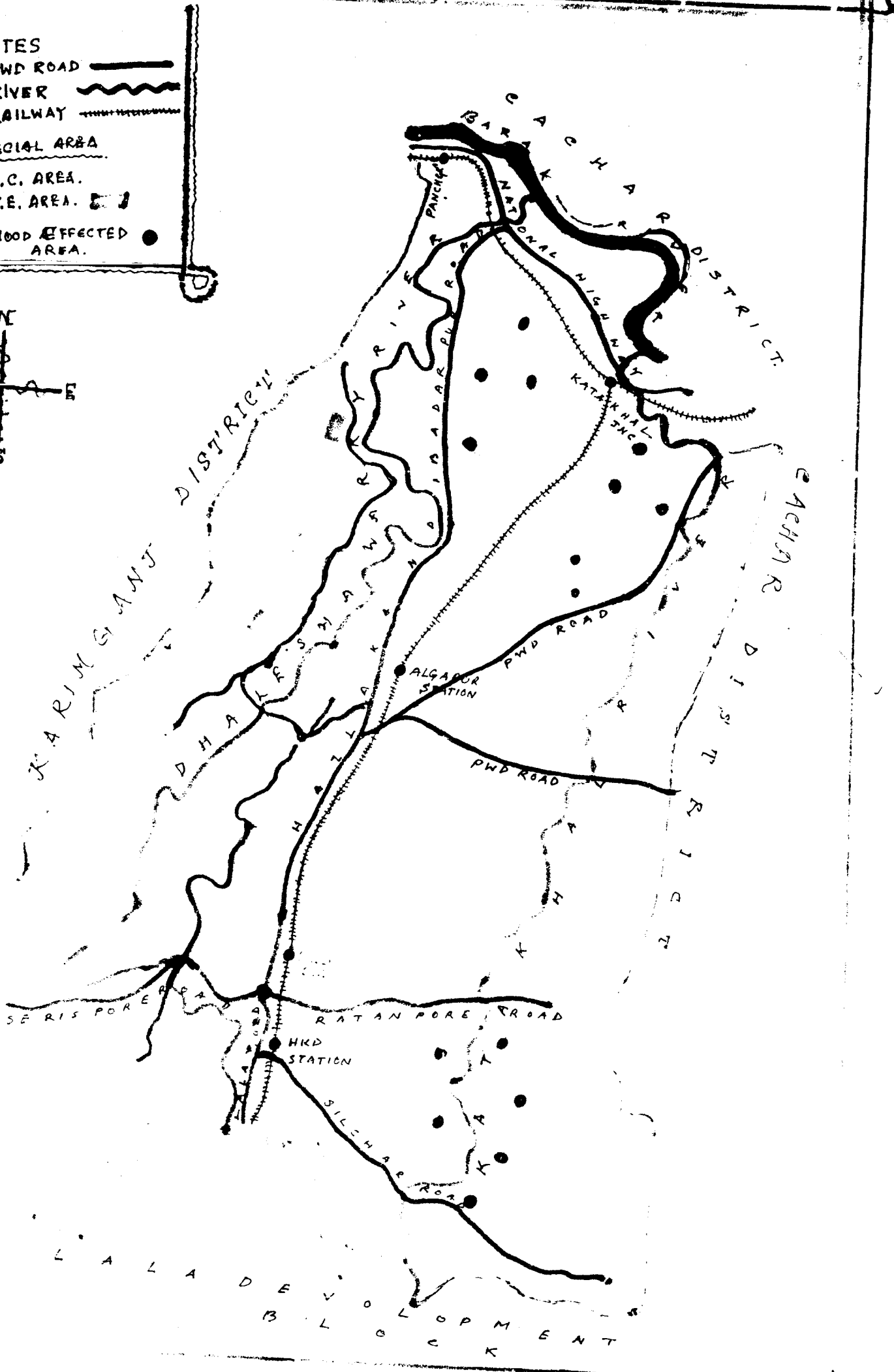


NOTES

- 1. PWD ROAD 
- 2. RIVER 
- 3. RAILWAY 

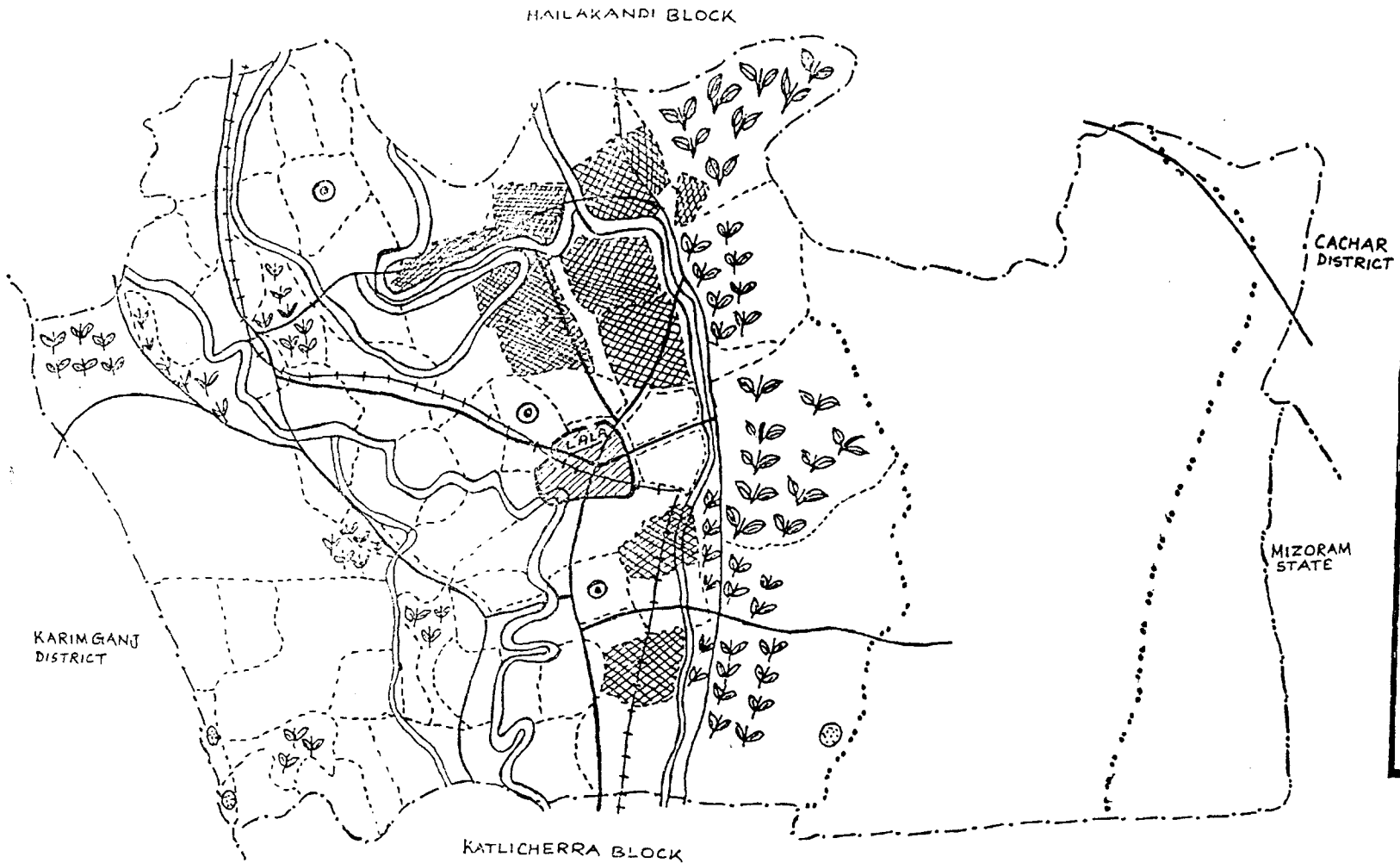
SPECIAL AREA

- S.C. AREA.
- T.E. AREA. 
- FLOOD EFFECTED AREA. 



L A L A D E V L O P M E N T
B L O C K

LALA BLOCK

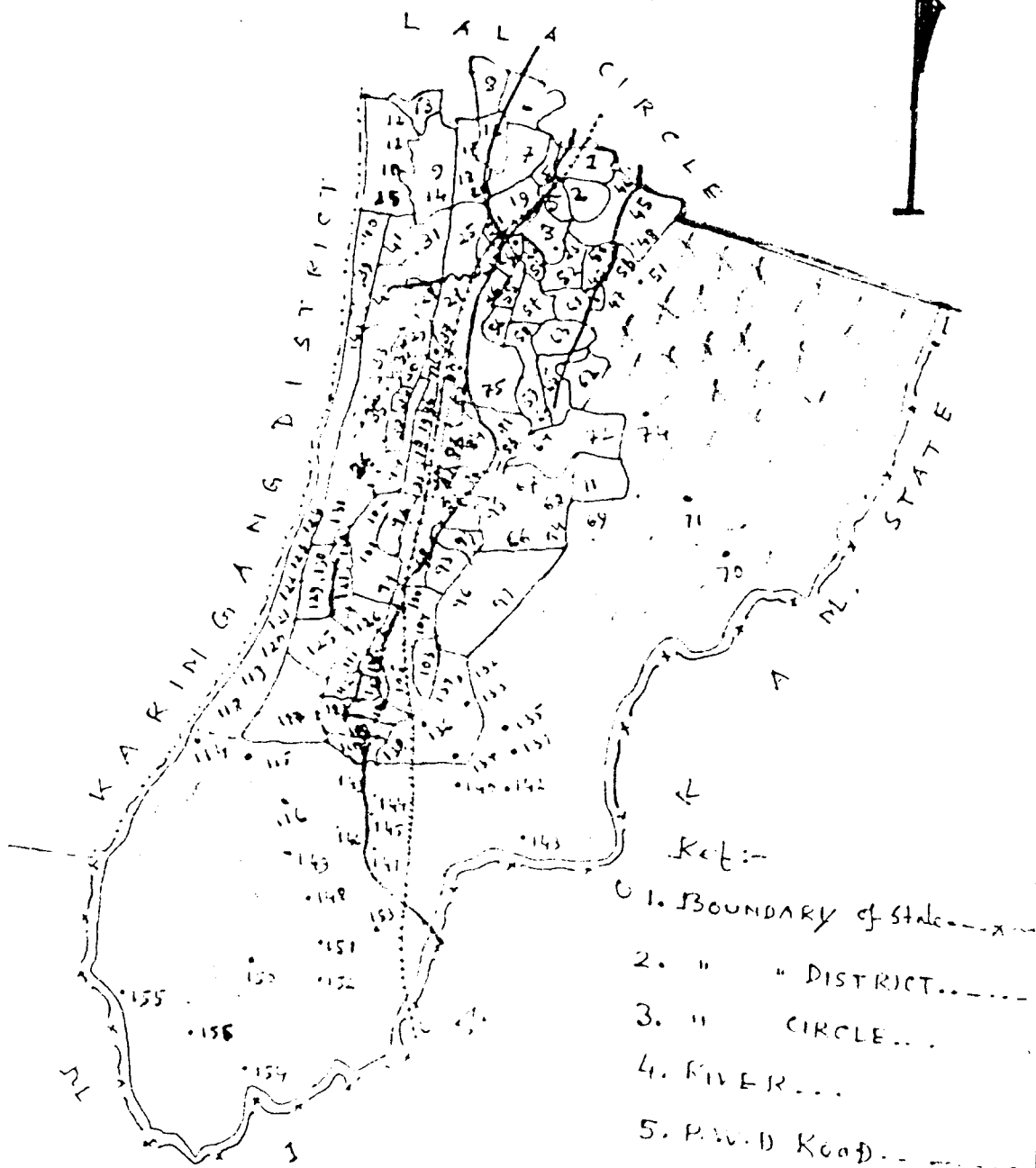


INDICATONS

- BLOCK BOUNDARY -----
- VILLAGE BOUNDARY - - - - -
- PWD ROAD = = = = =
- RAILWAY LINE + + + + +
- RIVER, STREAM ~ ~ ~ ~ ~
- TEA GARDEN ☎ ☎ ☎ ☎
- S.C. AREA ⊙
- S.T. AREA ⊗
- FOREST AREA · · · · ·
- FLOOD PRONE AREA ▨

MAP OF KATLICHEKKA CIRCLE

SCALE - 1" = 6 KML.



- Ref:-
1. BOUNDARY of State - - - - -
 2. " " DISTRICT - - - - -
 3. " " CIRCLE - - - - -
 4. RIVER - - - - -
 5. P.W.D Road - - - - -
 6. M.F. RAILY - - - - -
 7. R. FOREST - - - - -
 8. Revenue villages - []

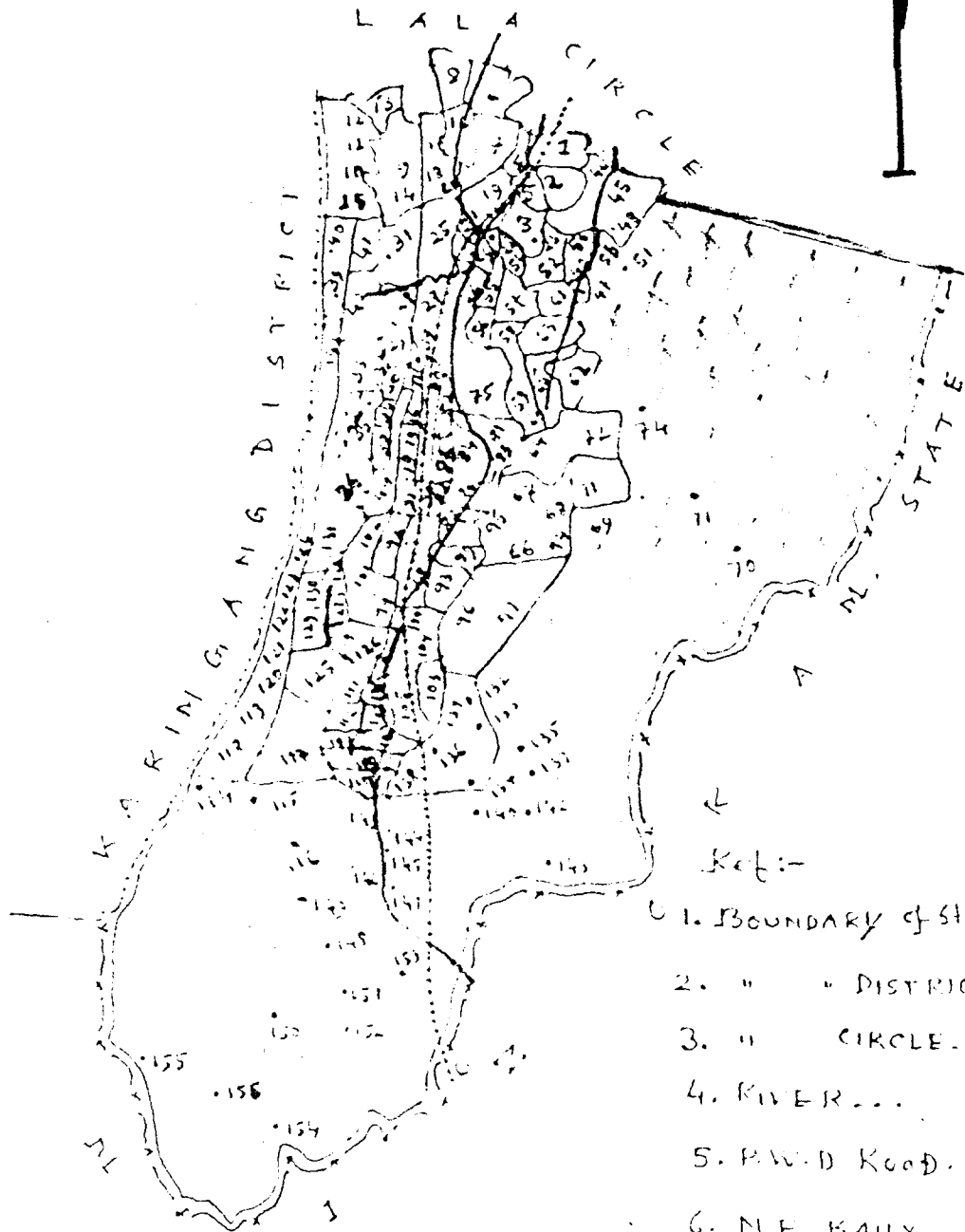
Prepared by

27.8.2002

PATWARI 29/8/02

MAP OF KATLICHERKA CIRCLE

SCALE - 1" = 6 KML.



- Key:-
1. BOUNDARY of state - x-x-x-x
 2. " " DISTRICT - - - - -
 3. " " CIRCLE - - - - -
 4. RIVER - - - - -
 5. P.W.D Road - - - - -
 6. N.F. RAILY - - - - -
 7. R.F. FOREST - - - - -
 8. Kaveride village - []

Prepared by
Patwari
 Ashutosh
 29.8.2002
 Patwari Public

DISTRICT AT A GLANCE

Geography

Location	Southern corner of Assam in the North East India
Distance from the state capital	336 kms.
Total Area	1326.10 sq. km. (132700 ha)
Major rivers	Katakhal, Dhaleswari. Another two rivers Pola & Jita & Tributaries
Total Forest Cover	74115 Ha (55.8%)
Cultivated Area	44670 Ha (33.6%)
Under Paddy Cultivation	36500 Ha (82%)
Under Tea Plantation	5920 Ha (13.4%)

Administration

Head quarter	Hailakandi town
No. of Sub-divisions	1 (Hailakandi)
No. of Circles/Tehsil	4
Name of Circles/Tehsils	Hailakandi, Algapur, Katlicherra & Lala
No. of CD Block	5
Name of CD Block	Hailakandi, Algapur, Katlicherra, Lala & south Hailakandi.
No. of Zila Parishad	1
Name of Zila Parishad	Hailakandi Zila Parishad
No. of Police Station	4
Names of the Police Station	Hailakandi, Algapur, Katlicherra & Lala
No. of A.P.	5
Name of A.P.	Hailakandi, Algapur, Katlicherra, Lala south Hailakandi.
No. of GP	62
No. of villages	394
No. of towns	2
Name of the Town	Hailakandi & Lala
Name of Municipality	Hailakandi Municipal Board
Name of Town Committee	Lala Town Committee
Major language	Bengali
No. of revenue villages	366
No. of forest villages	34
No. of tea garden	19
Total PWD road length	440.747 kms.
Total road length (surface)	118.676 kms.
Earth road	2995 kms.
Graveled road	2.995 kms
Within municipality area	18.277 kms.
Metalled road (HG road)	16 kms
KBB road	15 kms.
Major Railway Station	Katakhal, Hailakandi and Lala
Nearest Airport	Kumbhirgram (Silchar)
Health Infrastructure	
Civil Hospital (100 bed)	1
CHC (30 bed)	2
PHC (Block – 6 bed)	4

PHC (New – 2 bed)	5
State Dispensary	2
Medical Sub-center	4
FW Sub-center	103
Bank	
No. of Scheduled Banks	25
No. of Semi-urban branches	8
No. of Rural branches	17

	1991 census	2001 census
Total Population	449084	542978
Muslim	236098 (52%)	
Hindu	212950 (48%)	
Rural	414910 (92.4%)	501478
Urban	34138 (7.6%)	41500
SC	54107 (12%)	63832
ST	715	1063
Density	339 per sq km	409 per sq km
Female per 1000 males	929	939
Literacy rate	53.07	59.84
Literacy rate (male)	64.08	68.47
Literacy rate (female)	41.04	50.65

Chapter- I: DISTRICT PROFILE

General and Physical Features:

Location

The Hailakandi district is situated in the southern part of Assam in North East India. The distance of the state capital from the district Head Quarter is 330 KM.

Boundaries

The Hailakandi district is bounded by River Barak & Cachar district in the North & East. Mizoram State in the south & east and Karimganj district in the west. The inter state border is stretched over 76 KM in the southeast.

Historical background of the district

According to historians, the Kukies are the first inhabitant of the district of Hailakandi. Subsequently, the Bodo-Kacharies (Dimasas) entered into the plains and settled in different places scattered in the northern part of the district.

The name "Hailakandi" derives from the Kuki word "Halam" which means a small state and "Kundia" a Bodo-Kachari word which means a plot of land for temporary ploughing; according to the opinions of the historians like Rajmohan Nath and others.

There are some other opinions in regard to nomenclature of Hailakandi. These are :

- i. That the area was abundant in paddy cultivation, particularly 'shail' paddy was more in production and was the granary of the area as a whole. For that reason it was called 'Shailkandi' – Kundi a Kuki word meaning a 'a bunch'- a land of the Kukis. From this it turns into Hailakandi.
- ii. The western portion of present Hailakandi was known as Boroibari. It was under the occupation of one Ipra Queen 'Hail'. She was the Zamidar of the estate and from her name it became 'Halirkandi' & then turns into Haikandi.

Hailakandi – a leaning plot of land, though it is difficult to decide which is historically correct yet according to majority opinion the combination of the derivatives of 'Halam' and 'Kundina' was the origin.

In the known period of history most parts of the erstwhile state of Cachar was under Tripuri administration. Existence of Sakala Dighi near Lala (in the 5 km. South) is symbol of Tripuri reign. Other parts of the state were captured by the Kochs during the early medieval period and continued as a Koch province till the Dimacha occupied it. But, Hailakandi particularly its southern part remains under Tripura. According to Krishnamala it was then named as Purbakul. But Tripurians could not continue for any longer period due to constant attack by the kukis who were dominant people in the southern part of Hailakandi and gradually they receded from their Purbakul province when they did a lot of works for public interest & Dimasas. The Dimasas captured Hailakandi, 1st the northern part and then towards the end of their rule over Cachar, the southern part was also brought under their rule. Hailakandi went under the British rule in 1830 with Silchar the other part of the state of Cachar. The Britishers built their native club at Monacherra. Hailakandi and Polo Ground at Girin Tilla, which is still in existence.

During 2nd world war (1942 –43) the first Airport of the valley was built at Chandrapur – Bhabanipur village near Lala & 2nd airport was built at Kanchanpur, both are now used as paddy fields.

Hailakandi district is land of diversity where people of different cast, tribe, creed and religion live with unity from time immemorial.

Date of Establishment:

Hailakandi was the one of the oldest Sub-division of the state which was constituted as Civil Sub-division on 1st June 1869. On 1st October 1989 it emerged as Civil District with same territorial jurisdiction of the earlier Sub-division.

Natural drainage (rivers & tributaries) :

There are 2 main river namely Dhaleswari and Katakhal which runs from south to north through the middle of the district. The river Dhaleswari originates in the Mizo hills where it is known as Thang. Originally it is used to flow along the western side of the district and fall into the river Barak near Panchgram. A former king is said to have diverted its course a little above Rongpur and the channel is now dried up for a considerable distance of about 1.5 km. after the commencement of new channel which is called 'Katakhal' and the lower reaches of the Dhaleswari is completely cut off from the river that originates from the Mizo hills. The Katakhal river flows along the east of the valley and falls into the Barak river near Katakhal railway Junction. There are also 7 tributaries in the district.

The only Hawor of the district 'bakri-hawor' having a considerable area of 20 sq. km. & remains under floodwater almost in every season.

Topography

In summer season it is experienced by heavy rainfall with high humidity. The average annual rainfall is 2873.078 & humidity is 85%. In winter the climate is cold and dry. The cold is intense in December, January & February. The maximum temperature is in the month of August 30° –34° Celsius and the minimum temperature is 6°-12° Celsius.

Demography

As per 2001 census the total population of the district is 542978 showing the decadal growth rate is 20.93. Out of this total population 63832 (12%) are SC & 1063 (.20%) are ST.

Total rural population of the district is 501478 (92%) & urban population is 41500 (8%).

Literacy percentage of the district is 59.84%. Male literacy rate is 68.47% & female literacy is 50.65%. Male female ratio is 933.

Economy

Major economic sector	Agriculture
Area under cultivation	44670 Ha (33.6%)
Under paddy cultivation	36500 Ha (82%)
Production of winter paddy	Boro Dhan (rice)
Production of summer paddy	Shail Dhan
No. Tea gardens	19
Area under tea plantation	5920 Ha (13.4%)

Production of black tea	5920 Ha (13.4%)
Major fruit products	Banana, Pineapple, Papye, Jackfruit, Guava, Coconut.
Major forest products	Bamboo, Timber (Sal, Segun, sundi, Cham, Gamari) Sand.
Major Industry	Panchgram Paper Mill & Tea Processing Industry
No. of electrified villages	282
Total electricity consumption in year	10.50 MU

Table 1.1 – Block Wise BPL Families

S. No.	Name of Educational Block	Name of CD Block	Total BPL Families	No. of families under BPL (rural)	% of BPL Families
1	Hailakandi	Hailakandi	17556	9637	55%
		Algapur	15224	6479	43%
2	Lala	Lala	22668	12,626	56%
3	Katlicherra	Katlicherra	10361	5900	57%
		South Hailakandi	13361	7428	56%
4	Hailakandi Urban	Hailakandi Municipality		1833	
		Lala Town		428	
Total				44,331	

It is seen from the above table that half of the population of the district are below poverty line.

Administrative Divisions:

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

Year	No. of CD Blocks	No. of Educational Blocks	No. of census Villages	No. of GPs	No. of Towns
1991	3	3	393	62	2
2001	5	3	394	62	2

Population

The population of the district has increased from 4.49 lakhs in 1991 to 5.43 lakhs in 2001 by registering an increase of 17%. The increase of rural population is same as the over all increase. On the other hand the increase of urban population is one percent more than the rural and over all growth. The growth of female population of the district is much lower than their male counter part. The male population has increased by 17% and the female population has increased by only 14%.

Table 1.3 Population of the District by Area and Sex

Year	All			Rural			Urban		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1991	232735	216313	449048	215176	199734	414910	17559	16579	34138
2001	280912	252066	542978			501478			41500

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

Year	Variation	Year	Variation
1901-1911	16.09	1951-1961	17.23
1911-1921	7.5	1961-1971	23.61
1921-1931	7.08	1971-1991	45.94
1931-1941	10.29	1991-2001	20.92
1941-1951	17.48		

Table 1.5 Population by Caste & Sex

Year	Caste Category	Population			% of Population		
		Male	Female	Total	Male	Female	Total
1991	SC	28154	25953	54104	12.09%	12.00%	12.00%
	ST	374	341	714	0.16%	0.15%	0.33%
2001	SC			63832			
	ST			1063			

Literacy

Out of the Total 542978 population 266909 are literate as per 2001 census. The overall literacy rates of the district have increased from 53.07 in 1991 to 59.84 in 2001. In terms of literacy the district stands at 16th rank amongst the 23 district of the state. It is lower than the state average. In terms of female literacy rates the district stands at 18th position.

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

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

Table-1.6 Total Literates and Literacy Rates

Year	Population			Literates			Literacy Rates		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1991	232735	216313	449048	121000	72000	193000	64.08%	41.04%	53.07%
2001	280912	252066	542978	157474	109435	266909	68.47%	50.65%	59.84%

From the table above it can be seen that there are more illiterates (276069) than literates (266909) in the district. However, the absolute number of illiterate has considerable decreased from 63048 in 1991 to only 9160 people in 2001.

Though there is huge gap (17.82%) between male and female literacy rates the gap has reduced from 23.04% in 1991 to 17.82% in 2001. Besides it is also noticeable that the female literacy rate (50.65%) of the district is lower than the state female literacy rate.

A Brief description of three educational Blocks of the district :

Lala Block :

Location : Lala Block is located in the middle part of the district. The distance of the district Head Quarter is 17 Km. Lala town is located almost in the middle of the block.

Boundaries : The Block area is bounded by Hailakandi Block in the north and Katlicherra Block in the South. The interstate boarder (Assam Mizoram Boarder) in the east and Karinganj District in the West .

Historical Background : According to historians, the Kukis were the first inhabitants of the area. The name Lala derives from the Kuki word "La"which means pass (narrow path). and the place where different pass (narrow path) joins in Lala.

There are other opinions also. some people are in the opinion that the area was marked as a land of red water and marked as a land of red water and from that red water "Lal",the word Laa derived.

One other opinion is that. the area was famous for export of vegetables by which people of the area became rich i.e. "Lal" and from this "Lal", the word Lala derived.

However, according to majority opinion, the word Lala is derived from the Kuki word "La" means Pass.

Geography :

Location	:- Almost in the middle of the District.
Distance from District H.Q.	:- 17 Km.
Distance from state Capital	:- 353 Km.
Major rivers	:- Katakhal and Dhaleswari.
History	:- Attained Block status -1984 Attained circle Status -1986

Administration :

Head Quarter	:- Lala Town
No. of C.D. Block	:- 01
Name of C.D. Block	:- Lala
No. of Circles/ Tehsil	:- 01
No. of Police Station	:- 01
Name of Police Station	:- Lala
No. of A.P.	:- 01
Name of A.P.	:- Lala
No. of G.P.	:- 18
No. of Village	:-102
Major language	:- Bengali
No. of Revenue Village	:-80
No. of Forest Village	:-08
No. of T.E. Divisions	:-14
No. of Electrified villages	:- 81

Economy :

Major economy Sector	:- Agriculture
Net area sown	:- 22738 Ha.
Major food products	:- Banana, Pineapple, Coconut.
Major forest Products	:- Bamboo, Timber, Cane.
Major Industries	:- Tea processing industries. Fruit

Population as per 1991 Census :

SL No	Category	Population		
		Male	Female	Total
1	General	59887	56611	116488
2	SC	7063	6585	13648
3	ST	210	218	428
	Total	67150	63414	130564

BPL Survey :

SL. No.	Name of C.D.Block	Total No. of Families	BPL Families	In % age
1	Lala	22668	12626	56%

Special Features :

Lala Block got some special characteristics in respect of location, demography and density of population.

There are as many as 8 nos. of forest villages spread over the Inter state Assam Mizoram Boarder. The road communication in these areas is very poor and insurgency problem are there. There are some Khasia, Rieng, Hrangkal, Ruknee, Tripuri- Tipra, Ex tea tribes and Khasia Punjees. In these areas. The findings of Alok Jatra gives a vivid picture of these areas in respect of high dropout, never enrolled in PTR along with access problems.

People of different cast, Creed and religion reside in a parallel way in this Block. There is difference in language also. Besides the major community of Bengalee people, there are Manipuri, Mizo, Khasia, Kachari, and Bishnupriya etc. There are 13 nos. Manipuri Medium L.P. and 04 nos. of Manipuri Medium U.P. schools in this Block. There are Mizo Medium L.P. schools (01No.) but lack of U.P.S facility in this Medium is a burning problem.

The eastern bank of the river Katakhal suffer from road communication. The western boarder of the block is bounded by hills and jungles, spread over Karimganj District border, where road communication is very rough and poor.

There are 14 Nos. of Tea divisions in this block and divisions have their own identical problems to be dealt with.

Hailakandi Block :

Boundary :- The Hailakandi Block is bounded by Cachar district in the north and east, by Karimganj District in the West and by Lala Education/ CD Block in the South.

Geography :

Location :- The northern part of the District.
Distance from District H.O. :- 0 Km.
Distance from state Capital :- 338 Km.

History :- Same as Hailakandi District.

Administration :

Head Quarter :- Hailakandi Town
No. of C.D. Block :- 02
Name of C.D. Block :- Hailakandi and Algapur.
No. of Circles/Tehsil :- 02
No. of Police Station :- 02
Name of Police Station :- Hailakandi and Algapur
No. of A.P. :- 02
Name of A.P. :- Hailakandi and Algapur
No. of G.P. :- 27
No. of Village :- 145
Major language :- Bengali
No. of Revenue Village :- 135
No. of T.E Divisions :- 09
No. of Wards :- 10
No. of Electrified villages :- 129
Total Road length :- 205.7 Kms.
Metalled Road (WBM) :- 55.33 Kms.
National High Way :- 08 Kms.
No. of High/ H.S. school :- 17
No. of LP Schools :- 414
No. of UP Schools :- 102
Total Nos. of Literates :- 73122

Economy :

Major economy Sector :- Agriculture
Net area sown :- 10788 Ha.
Major food products :- Banana, Papya, Coconut.
Major forest Products :- Bamboo, Timber, Cane, Sand.
Major Industries :- Tea processing industries, Cane Products, HPC
Panchgram.

Population as per 1991 Census :

SL No	Category	Population		
		Male	Female	Total
1	General	78985	71625	80610
2	SC	10636	9612	20248
	ST	84	70	154
3	Total	89705	81307	171012

BPL Survey :

SL No.	Name of C.D. Block	Total No. of Families	BPL Families	In % age
1	Hailakandi	17556	9637	55%
2	Algapur	15224	6479	43%
	Total	32780	16116	49%

Katlicherra Block :

Location : Southern part of Hailakandi District.

Boundaries :- The Katlicherra education block is surrounded by Inter State Border (Assam Mizoram Border) in the three sides viz. East, South and some part of Western Border and north is bounded by Lala Education Block and west border is by Karimganj district .

Historical Background :- The name Katlicherra was derived from the original name "Cuttacherra" . It is known from the historical resource that originally the Katlicherra was inhabited by the ferocious tribal people and they raided the plains and headhunting of the plain people was one of their hobby. Once they raided the plains and cut the heads of a large number of people and floated the heads in a 'Cherra' (a Tributaries of Dhaleswari). The villages and areas of the Surrounding the 'Cherra' is named as Cutlacherra. Gradually in course of time 'Cuttcherra' has turned in to Katlicherra and till today it is popularly known as Katlicherra.

Geography :

Distance from District H.Q. :- 30 Km.
Distance from state Capital :- 368 Km.

Administration :

Head Quarter :- Katlicherra Town
No. of C.D. Block :- 02
Name of C.D. Block :- Katlicherra and South Hailakandi.
No. of Circles/Tehsil :- 01
No. of Police Station :- 01
Name of Police Station :- Katlicherra
No. of A.P. :- 02
Name of A.P. :- Katlicherra and South Hailakandi
No. of G.P. :- 17
No. of Village :- 147
Major language :- Bengali
No. of Revenue Village :- 135
No. of T.E. Divisions :- 12
No. of Electrified villages :- 72
No. of High/ H.S. school :- 12
No. of LP Schools :- 247
No. of UP Schools :- 51
Total Nos. of Literates: :- 41454

Economy :

Major economy Sector :- Agriculture
Net area sown :- 11144 Ha.
Major food products :- Banana, Papaya, and Coconut, Pineapple, China Jack
Fruit
Major forest Products :- Bamboo, Timber, Cane .
Major Industries :- Tea processing industries, Cane Products.

Population : As per 1991 census

SL No	Category	Population		
		Male	Female	Total
1	General	86600	81284	167884
2	SC	10455	8732	19187
3	ST	80	53	133
	Total	232735	216313	449048

BPL Survey :

SL. No.	Name of C.D.Block	Total No. of Families	BPL Families	In % age
1	Katlicherra	10361	5900	57%
2	South Hailakandi	13361	7428	56%
	Total	23722	13328	56.5%

Social Features

Katlicherra Education Block is consists two Community Development Block namely Katlicherra & South Hailakandi Block. The Block is having 34 nos. of Revenue & Reserve Forest villages, 12 Tea divisions. 31 nos. forest villages are remote & isolated. Both the F Vs & Tea- divisions having poor Infrastructural facilities. Katlicherra block is surrounded by Mroram State in the East, South & some part of Western sides. Insurgency problem is prominent in the forest & remote villages, the insurgency problem has its unique nature- kidnapping & looting and extremists taken shelter in forest & remote villages .

Incidentally the block is having the highest nos. of never enrolled children . There are Mizo, Khasia ,Rongmai Naga , Hrangkal-Tipra ,Tripuri-Tipra are living in various punjees.

Chapter-II : EDUCATIONAL PROFILE OF THE DISTRICT

Access :

91% of the habitations in the district are having a primary school within the state norm of 1 KM range. 9% of the habitations are having a school beyond 1.5 KM. Regarding the availability of Upper Primary School Facilities, 89% of the habitations are having an Upper Primary School within 3 KM. The children of the 4% of the habitations have to go beyond 5 KM for reaching to an Upper Primary schools.

Table 2.1 Availability of Primary Schools

Name of Block	Number of Habitations having a Primary Schools			
	Within 1 KM	Between 1-1.4 KM	1.5-2 KM	More than 2 KM
Katlicherra	325	0	10	22
Lala	435	0	7	39
Hailakandi	482	3	17	22
Total	1242	3	34	85

Table 2.2 Availability of Upper Primary Schools

Name of Block	Number of Habitations having an Upper Primary Schools		
	Within 3 KM	Between 3-5 KM	More than 5 KM
Katlicherra	248	26	21
Lala	404	41	19
Hailakandi	383	22	2
Total	1035	89	42

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

Sl. No.	Type of Management	Primary Schools	Middle School	Pre-Senior	High/Higher Secondary Schools having Primary/Middle Sections
1.	Central Government				2
2.	State Government	1017	246		11
3.	Recognized		31	39	18
4.	Venture	168	09		02
5.	Privates	26	34		13
	Total	1211	320	39	46

The state government manages 84% of the primary schools. Only 2% of primary schools are private while 14% are venture. The reverse is the case for Upper Primary schools where only 3% schools are venture against 12% private schools. The share of state government (29%) in providing high/higher schools is much lower than the combined share of venture and private schools (63%).

Table 2.4 : No of Government/Provincialised/Recognized Primary & Upper Primary Schools

Name of Block	Primary Schools	In %	Middle Schools	Pre-Senior Madrassa	Recognized Middle School	In %	Composite Schools having Primary/Middle Sections	In %	Total
Hailakandi	416	41%	102		12	41.40%	10	33%	
Lala	322	32%	90		6	36.90%	7	23%	
Katlicherra	247	24%	38		13	15.60%	4	13%	
Urban	32	3%	16			6.00%	9	30%	
Total	1017		246	39	31		30		

NB: The status of middle school shown including recognised 31 middle schools.
The 30 pre-senior Madrassa are recognised

From the data above shown that majority of the schools of all types are concentrated in Hailakandi Block which incidentally the district head quarter block and also biggest block in terms of area and population. The availability of higher-level schools is badly in favour of urban. More than half of such schools are in urban areas.

There is one Upper Primary School against four Lower Primary Schools in the district. However, there is no uniformity regarding number of UP schools available against LP Schools. There is one UPS against 5 LPS in Katlicherra, which is relatively a backward block while for every 2 LPS there is one UPS for urban area. Hailakandi and Lala Block both are having an Upper Primary School against four LP Schools.

The tables above are about the availability of the government and recognised schools. The district is having also some privately managed schools and schools owned by the communities locally known as venture schools. In all these schools formal curriculum is transacted. The information of the these schools have been collected through Format no. 8 of 'Alokar Jatra'. This was a simplified version of DISE through which information of govt. and recognised schools were collected.

Table 2.5 : Particulars of Venture & Private Primary & Upper Primary Schools

Type of School	No. of School	No. of Teachers	Enrollment		
			Boys	Girls	Total
Venture Primary Schools	168	362	4548	4044	9273
Venture Upper Primary Schools	45	308	1165	1272	2437
Private Primary Schools	26	70	585	436	1021
Private Upper Primary Schools	13	120	637	526	1163
Total	252	860	6935	6278	13213

It is very crucial to mention that there are some full time religious institutions in the district and large number of children are also enrolled there. These children are deprived of any formal curriculum and hence are treated as never enrolled as per House-to-House Survey. In order capture the information of these institution Format 7 "Alokar Jatra" was used. The summary information collected is given below:

Table 2.6: Particulars of Full time Religious Institutions

Name of Block	Type of Institution	No. of Institutions	No. of Teachers			No. of Students		
			Male	Female	Total	Boys	Girls	Total
Hailakandi	Quamiya Madrassa	9	72	0	72	752	0	752
	Hafizia Madrassa	7	15	0	15	397		397
	Sanskrit Tols	2	4	2	6	29	28	57
	Buddhist Moth				0			0
Sub-total		18	91	2	93	1178	28	1206
Lala	Quamiya Madrassa	9	78	0	78	866	0	866
	Hafizia Madrassa	7	25		25	485	49	534
	Sanskrit Tols				0			0
	Buddhist Moth				0			0
Sub-total		16	103	0	103	1351	49	1400
Katlicherra	Quamiya Madrassa	6	43		43	677	0	677
	Hafizia Madrassa	4	9		9	124	60	184
	Sanskrit Tols	1	3	2	5	38	32	70
	Buddhist Moth	1	1	0	1	27	22	49
Sub-total		12	56	2	58	866	114	980
Grand Total		46	250	4	254	3395	191	3586

Enrollment & Drop out:

Total number of school-aged children between 6-14 years is 127750 as per the House-to-House Survey data collected in April 2002. Among them 90647 (70.96%) are enrolled in schools and 37103 (29.04%) are out of school. Of the total out of school children 7765 (6.08%) have dropped out from the school and 29338 (22.97%) are found to be never enrolled children.

The highest percentage (7%) is in Hailakandi block followed by Katlicherra & Lala. The lowest drop out children is in Lala block. General people pre-dominantly inhabit the block having highest drop out children. In term of absolute number the Hailakandi block is highest (10518) number of never enrolled children while in terms of percentages the Katlicherra block is having highest percentage (27.33%) never enrolled children. Similarly highest number and percentage of never enrolled children are found in Hailakandi Block.

The gross enrollment ratio at primary level is 88%. The GER at Upper Primary Level is only 59%.

There are 1297 disabled children identified during survey majority of them are out of school.

As per House-to-House Survey 2933 children are reported to be as child labour.

The detail age group wise status of children is discussed below:

Table : 2.7 5-8 Age Group Child population, School Going & Not Going Children

Name of Block	Total Child Population			School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
KATLICHERRA	10378	9129	19507	6871	5972	12843	3356	3026	6382	151	131	282	3507	3157	6664
LALA	10729	10205	20934	7756	7184	14940	2850	2908	5758	123	113	236	2973	3021	5994
HAILAKANDI	14278	13296	27574	10352	9498	19850	3519	3395	6914	407	403	810	3926	3798	7724
Total	35385	32630	68015	24979	22654	47633	9725	9329	19054	681	647	1328	10406	9976	20382

Table: 2.8 5-8 Age Group School Going & Not Going Children (In %)

Name of Block	School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
KATLICHERRA	66.21%	65.42%	65.84%	32.34%	33.15%	32.72%	1.46%	1.43%	1.45%	33.79%	34.58%	34.16%
LALA	72.29%	70.40%	71.37%	26.56%	28.50%	27.51%	1.15%	1.11%	1.13%	27.71%	29.60%	28.63%
HAILAKANDI	72.50%	71.44%	71.99%	24.65%	25.53%	25.07%	2.85%	3.03%	2.94%	27.50%	28.56%	28.01%
Total	70.59%	69.43%	70.03%	27.48%	28.59%	28.01%	1.92%	1.98%	1.95%	29.41%	30.57%	29.97%

Table : 2.9 9-11 Age Group Child population, School Going & Not Going Children

Name of Block	Total Child Population			School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
KATLICHERRA	5371	4862	10233	3950	3475	7425	1044	1025	2069	377	362	739	1421	1387	2808
LALA	5839	5226	11065	4553	3934	8487	910	941	1851	376	351	727	1286	1292	2578
HAILAKANDI	7724	6974	14698	6051	5528	11579	1037	923	1960	636	523	1159	1673	1446	3119
Total	18934	17062	35996	14554	12937	27491	2991	2889	5880	1389	1236	2625	4380	4125	8505

Table: 2.10 9-11 Age Group School Going & Not Going Children (In %)

Name of Block	School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
KATLICHERRA	73.54%	71.47%	72.56%	19.44%	21.08%	20.22%	7.02%	7.45%	7.22%	26.46%	28.53%	27.44%
LALA	77.98%	75.28%	76.70%	15.58%	18.01%	16.73%	6.44%	6.72%	6.57%	22.02%	24.72%	23.30%
HAILAKANDI	78.34%	79.27%	78.78%	13.43%	13.23%	13.34%	8.23%	7.50%	7.89%	21.66%	20.73%	21.22%
Total	76.87%	75.82%	76.37%	15.80%	16.93%	16.34%	7.34%	7.24%	7.29%	23.13%	24.18%	23.63%

Table: 2.11 12-13 Age Group Child population, School Going & Not Going Children

Name of Block	Total Child Population			School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
KATLICHERRA	3364	3161	6525	1942	1925	3867	770	689	1459	652	547	1199	1422	1236	2658
LALA	3717	3255	6972	2451	2105	4556	667	634	1301	599	516	1115	1266	1150	2416
HAILAKANDI	5523	4719	10242	3702	3358	7100	885	759	1644	936	562	1498	1821	1321	3142
Total	12604	11352	23956	8095	7428	15523	2322	2082	4404	2187	1625	3812	4509	3707	8216

Table: 2.12 12-13 Age Group School Going & Not Going Children (In %)

Name of Block	School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
KATLICHERRA	57.73%	60.90%	59.26%	22.89%	21.80%	22.36%	19.38%	17.30%	18.38%	42.27%	39.10%	40.74%
LALA	65.94%	64.67%	65.35%	17.94%	19.48%	18.66%	16.12%	15.85%	15.99%	34.06%	35.33%	34.65%
HAILAKANDI	67.03%	72.01%	69.32%	16.02%	16.08%	16.05%	16.95%	11.91%	14.63%	32.97%	27.99%	30.68%
Total	64.23%	66.71%	65.39%	18.42%	18.70%	18.55%	17.35%	14.59%	16.06%	35.77%	33.29%	34.61%

Table:2.13 5-13 Age Group Child population, School Going & Not Going Children

Name of Block	Total Child Population			School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
KATLICHERRA	1911	1317	3228	1276	1137	2413	517	474	991	118	104	222	635	578	1213
LALA	2028	1868	3896	1476	1322	2798	427	448	875	109	98	207	552	546	1098
HAILAKANDI	2752	2498	5250	2010	1842	3852	544	507	1051	197	148	346	742	656	1398
Total	6692	6087	12779	4762	4301	9063	1508	1430	2938	425	358	783	1929	1780	3709

Table:2.14 5-13 Age Group School Going & Not Going Children (In %)

Name of Block	School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
KATLICHERRA	66.78%	66.30%	66.55%	27.05%	27.64%	27.33%	6.17%	6.06%	6.12%	33.22%	33.70%	33.45%
LALA	72.76%	70.76%	71.80%	21.82%	23.99%	22.86%	5.41%	5.24%	5.33%	27.21%	29.24%	28.20%
HAILAKANDI	73.04%	73.73%	73.37%	19.77%	20.32%	20.03%	7.19%	5.95%	6.60%	26.96%	26.27%	26.63%
Total	71.17%	70.72%	70.96%	22.47%	23.51%	22.97%	6.36%	5.77%	6.08%	28.83%	29.28%	29.04%

Table: 2.15 5-8 Age Group Population, Child Labour & Disabled Children

Name of Block	Child Labour			Disabled			Total Child Population		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
KATLICHERRA	54	42	96	51	74	125	10378	9129	19507
LALA	49	47	96	79	53	132	10729	10205	20934
HAILAKANDI	293	243	536	104	247	351	14278	13296	27574
Total	396	332	728	234	374	608	35385	32630	68015

Table : 2.167 5-8 Age Group Population, Child Labour & Disabled Children (In %)

Name of Block	Child Labour			Disabled		
	Boys	Girls	Total	Boys	Girls	Total
KATLICHERRA	0.52%	0.46%	0.49%	0.49%	0.81%	0.64%
LALA	0.46%	0.46%	0.46%	0.74%	0.52%	0.63%
HAILAKANDI	2.05%	1.83%	1.94%	0.73%	1.86%	1.27%
Total	1.12%	1.02%	1.07%	0.66%	1.15%	0.89%

Table : 2.17 9-11 Age Group Population, Child Labour & Disabled Children

Name of Block	Child Labour			Disabled			Total Child Population		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
KATLICHERRA	131	102	233	57	42	99	5371	4862	10233
LALA	98	95	193	48	45	93	5839	5226	11065
HAILAKANDI	331	274	605	84	68	152	7724	6974	14698
Total	560	471	1031	189	155	344	18934	17062	35996

Table : 2.18 9-11 Age Group Population, Child Labour & Disabled Children (In %)

Name of Block	Child Labour			Disabled		
	Boys	Girls	Total	Boys	Girls	Total
KATLICHERRA	2.44%	2.10%	2.28%	1.06%	0.86%	0.97%
LALA	1.68%	1.82%	1.74%	0.82%	0.86%	0.84%
HAILAKANDI	4.29%	3.93%	4.12%	1.09%	0.98%	1.03%
Total	2.96%	2.76%	2.86%	1.00%	0.91%	0.96%

Table : 2.19 12-13 Age Group Population, Child Labour & Disabled Children

Name of Block	Child Labour			Disabled			Total Child Population		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
KATLICHERRA	153	116	269	54	39	93	3364	3161	6525
LALA	184	110	294	66	33	99	3717	3255	6972
HAILAKANDI	349	262	611	83	70	153	5523	4719	10242
Total	686	483	1174	203	142	345	12604	11135	23739

Table : 2.20 12-13 Age Group Population, Child Labour & Disabled Children (In %)

Name of Block	Child Labour			Disabled		
	Boys	Girls	Total	Boys	Girls	Total
KATLICHERRA	4.55%	3.67%	4.12%	1.61%	1.23%	1.43%
LALA	4.95%	3.38%	4.22%	1.78%	1.01%	1.42%
HAILAKANDI	6.32%	5.55%	5.97%	1.50%	1.48%	1.49%
Total	5.44%	4.38%	4.95%	1.61%	1.28%	1.45%

Table : 2.21 5-13 Age Group Population, Child Labour & Disabled Children

Name of Block	Child Labour			Disabled			Total Child Population		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
KATLICHERRA	338	260	598	95	70	165	19113	17152	36265
LALA	331	252	583	18	31	49	20285	18686	38971
HAILAKANDI	973	779	1752	38	42	80	27525	24989	52514
Total	1642	1291	2933	151	143	294	66923	60827	127750

Table : 2.22 5-13 Age Group Population, Child Labour & Disabled Children (In %)

Name of Block	Child Labour			Disabled		
	Boys	Girls	Total	Boys	Girls	Total
KATLICHERRA	1.77%	1.52%	1.65%	0.50%	0.41%	0.45%
LALA	1.63%	1.35%	1.50%	0.09%	0.17%	0.13%
HAILAKANDI	3.53%	3.12%	3.34%	0.14%	0.17%	0.15%
Total	2.45%	2.12%	2.30%	0.23%	0.24%	0.23%

Table 2.23 Class Wise Enrollment in Govt./Provincialised Schools

Class	In Numbers			In %age		
	Boys	Girls	Total	Boys	Girls	Total
Ka-Maan	1586	1508	3094	51.26%	48.74%	100.00%
Class I	15055	13706	28761	52.35%	47.65%	100.00%
Class II	8590	7643	16233	52.92%	47.08%	100.00%
Class III	6895	6227	13122	52.55%	47.45%	100.00%
Class IV	5340	4949	10289	51.90%	48.10%	100.00%
Class I To IV	35880	32525	68405	52.45%	47.55%	100.00%
Ka - Maan To Class IV	37466	34033	71499	52.40%	47.60%	100.00%
Class V	5132	4628	9760	52.58%	47.42%	100.00%
Class VI	4548	4178	8726	52.12%	47.88%	100.00%
Class VII	3959	3845	7804	50.73%	49.27%	100.00%
Class V To VII	13639	12651	26290	51.88%	48.12%	100.00%
Class I To VII	49519	45176	94695	52.29%	47.71%	100.00%

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

Class	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Class I	1093	1067	2160	1894	1650	3544	491	282	773	1797	1533	3330
Class II	730	655	1385	1188	1102	2290	263	183	446	1132	868	2000
Class III	657	602	1259	1054	946	2000	203	156	359	871	742	1613
Class IV	621	524	1145	760	657	1417	144	109	253	740	627	1367
Class I To IV	3101	2848	5949	4896	4355	9251	1101	730	1831	4540	3770	8310
Class V	531	543	1074	808	703	1511	104	53	157	790	630	1420
Class VI	510	559	1069	683	572	1255	87	53	140	758	601	1359
Class VII	439	459	898	623	582	1205	81	38	119	649	600	1249
Class V To VII	1480	1561	3041	2114	1857	3971	272	144	416	2197	1831	4028
Class I To VII	4581	4409	8990	7010	6212	13222	1373	874	2247	6737	5601	12338

Class	Muslim			Tea Tribe			Others			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Class I	9425	8899	18324	328	250	578	27	25	52	15055	13706	28761
Class II	5084	4671	9755	187	142	329	6	22	28	8590	7643	16233
Class III	3960	3666	7626	144	96	240	6	19	25	6895	6227	13122
Class IV	2967	2954	5921	97	68	165	11	10	21	5340	4949	10289
Class I To IV	21436	20190	41626	756	556	1312	50	76	126	35880	32525	68405
Class V	2795	2635	5430	90	60	150	14	4	18	5132	4628	9760
Class VI	2422	2328	4750	78	56	134	10	9	19	4548	4178	8726
Class VII	2096	2098	4194	62	62	124	9	6	15	3959	3845	7804
Class V To VII	7313	7061	14374	230	178	408	33	19	52	13639	12651	26290
Class I To VII	28749	27251	56000	986	734	1720	83	95	178	49519	45176	94695

Class	All	SC	ST	Tea Tribe	Total
	Girls	Boys	Boys	Boys	
Class I	13706	1650	491	250	16097
Class II	7643	1102	263	142	9150
Class III	6227	946	203	96	7472
Class IV	4949	557	144	38	5818
Class I To IV	32525	4355	1101	556	38537
Class V	4628	703	104	60	5495
Class VI	4178	572	87	56	4893
Class VII	3845	582	81	62	4570
Class V To VII	12651	1857	272	178	14958
Class I To VII	45176	6212	1373	734	53495

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

Class	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Class I	7.26%	7.78%	7.51%	12.58%	12.04%	12.32%	3.26%	2.06%	2.69%	11.94%	11.18%	11.5
Class II	8.50%	8.57%	8.53%	13.83%	14.42%	14.11%	3.06%	2.39%	2.75%	13.18%	11.36%	12.3
Class III	9.53%	9.67%	9.59%	15.29%	15.19%	15.24%	2.94%	2.51%	2.74%	12.63%	11.92%	12.2
Class IV	11.63%	10.59%	11.13%	14.23%	13.28%	13.77%	2.70%	2.20%	2.46%	13.86%	12.67%	13.2
Class I To IV	8.64%	8.76%	8.70%	13.65%	13.39%	13.52%	3.07%	2.24%	2.68%	12.65%	11.59%	12.1
Class V	10.35%	11.73%	11.00%	15.74%	15.19%	15.48%	2.03%	1.15%	1.61%	15.39%	13.61%	14.5
Class VI	11.21%	13.38%	12.25%	15.02%	13.69%	14.38%	1.91%	1.27%	1.60%	16.67%	14.38%	15.5
Class VII	11.09%	11.94%	11.51%	15.74%	15.14%	15.44%	2.05%	0.99%	1.52%	16.39%	15.60%	16.0
Class V To VII	10.85%	12.34%	11.57%	15.50%	14.68%	15.10%	1.99%	1.14%	1.58%	16.11%	14.47%	15.3
Class I To VII	9.25%	9.76%	9.49%	14.16%	13.75%	13.96%	2.77%	1.93%	2.37%	13.60%	12.40%	13.0

Block Name	Muslim			Tea Tribe			Others			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Class I	62.60%	64.93%	63.71%	2.18%	1.82%	2.01%	0.18%	0.18%	0.18%	100.00%	100.00%	100.0
Class II	59.19%	61.11%	60.09%	2.18%	1.86%	2.03%	0.07%	0.29%	0.17%	100.00%	100.00%	100.0
Class III	57.43%	58.87%	58.12%	2.09%	1.54%	1.83%	0.09%	0.31%	0.19%	100.00%	100.00%	100.0
Class IV	55.56%	59.69%	57.55%	1.82%	1.37%	1.60%	0.21%	0.20%	0.20%	100.00%	100.00%	100.0
Class I To IV	59.74%	62.08%	60.85%	2.11%	1.71%	1.92%	0.14%	0.23%	0.18%	100.00%	100.00%	100.0
Class V	54.46%	56.94%	55.64%	1.75%	1.30%	1.54%	0.27%	0.09%	0.18%	100.00%	100.00%	100.0
Class VI	53.25%	55.72%	54.44%	1.72%	1.34%	1.54%	0.22%	0.22%	0.22%	100.00%	100.00%	100.0
Class VII	52.94%	54.56%	53.74%	1.57%	1.61%	1.59%	0.23%	0.16%	0.19%	100.00%	100.00%	100.0
Class V To VII	53.62%	55.81%	54.67%	1.69%	1.41%	1.55%	0.24%	0.15%	0.20%	100.00%	100.00%	100.0
Class I To VII	58.06%	60.32%	59.14%	1.99%	1.62%	1.82%	0.17%	0.21%	0.19%	100.00%	100.00%	100.0

Table: 2.26 Block Wise Enrollment in Govt. provincialised/recognised schools By Caste & Community in Number

Block Name	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
HAILAKANDI	1934	1960	3894	2428	2136	4564	140	87	227	1570	1339	2909
KATLICHERRA	1173	1086	2259	2132	1997	4129	787	460	1247	1325	1027	2352
LALA	678	604	1282	1954	1573	3527	420	296	716	3230	2679	5909
URBAN	796	759	1555	496	506	1002	26	31	57	612	556	1168
Total :	4581	4409	8990	7010	6212	13222	1373	874	2247	6737	5601	12338

Block Name	Muslim			Tea Tribe			Others			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
HAILAKANDI	14218	13654	27872	236	122	358	52	67	119	20578	19365	39943
KATLICHERRA	6031	5532	11563	339	276	615	11	9	20	11798	10387	22185
LALA	7999	7576	15575	410	334	744	5	5	10	14696	13067	27763
URBAN	501	489	990	1	2	3	15	14	29	2447	2357	4804
Total :	28749	27251	56000	986	734	1720	83	95	178	49519	45176	94695

Table: 2.27 Block Wise Enrollment in Govt. provincialised/recognised schools By Caste & Community in %

Block Name	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
HAILAKANDI	9.40%	10.12%	9.75%	11.80%	11.03%	11.43%	0.63%	0.45%	0.57%	7.63%	6.91%	7.28%
KATLICHERRA	9.94%	10.46%	10.18%	18.07%	19.23%	18.61%	6.67%	4.43%	5.62%	11.23%	9.89%	10.60%
LALA	4.61%	4.62%	4.62%	13.30%	12.04%	12.70%	2.86%	2.27%	2.58%	21.98%	20.50%	21.28%
URBAN	32.53%	32.20%	32.37%	20.27%	21.47%	20.86%	1.06%	1.32%	1.19%	25.01%	23.59%	24.31%
Total :	9.25%	9.76%	9.49%	14.16%	13.75%	13.96%	2.77%	1.93%	2.37%	13.60%	12.40%	13.03%

Block Name	Muslim			Tea Tribe			Others			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
HAILAKANDI	69.09%	70.51%	69.78%	1.15%	0.63%	0.90%	0.25%	0.35%	0.30%	100.00%	100.00%	100.00%
KATLICHERRA	51.12%	53.26%	52.12%	2.87%	2.66%	2.77%	0.09%	0.09%	0.09%	100.00%	100.00%	100.00%
LALA	54.43%	57.98%	56.10%	2.79%	2.56%	2.68%	0.03%	0.04%	0.04%	100.00%	100.00%	100.00%
URBAN	20.47%	20.75%	20.61%	0.04%	0.08%	0.06%	0.61%	0.59%	0.60%	100.00%	100.00%	100.00%
Total :	58.06%	60.32%	59.14%	1.99%	1.62%	1.82%	0.17%	0.21%	0.19%	100.00%	100.00%	100.00%

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

Block Name	K-maan											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
HAILAKANDI	44	35	79	27	21	48	0	0	0	2	6	8
KATLICHERRA	98	109	207	36	28	64	9	8	17	41	30	71
LALA	5	12	17	24	17	41	8	4	12	56	44	100
URBAN	113	81	194	43	42	85	6	5	11	23	22	45
Total :	260	237	497	130	108	238	23	17	40	122	102	224

Block Name	K-maan											
	Muslims			Tea Tribe			Others			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
HAILAKANDI	274	285	559	3	2	5	0	0	0	350	349	699
KATLICHERRA	330	302	632	1	1	2	0	0	0	515	478	993
LALA	315	324	639	2	13	15	0	0	0	410	414	824
URBAN	126	116	242	0	1	1	0	0	0	311	267	578
Total :	1045	1027	2072	6	17	23	0	0	0	1586	1508	3094

Block Name	K-maan in %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
HAILAKANDI	12.57%	10.03%	11.30%	7.71%	6.02%	6.87%	0.00%	0.00%	0.00%	0.57%	1.72%	1.14%
KATLICHERRA	19.03%	22.80%	20.85%	6.99%	5.86%	6.45%	1.75%	1.67%	1.71%	7.96%	6.28%	7.15%
LALA	1.22%	2.90%	2.06%	5.85%	4.11%	4.90%	1.95%	0.97%	1.46%	13.66%	10.63%	12.14%
URBAN	36.33%	30.34%	33.56%	13.83%	15.73%	14.71%	1.93%	1.87%	1.90%	7.40%	8.24%	7.79%
Total :	16.39%	15.72%	16.06%	8.20%	7.16%	7.69%	1.45%	1.13%	1.29%	7.69%	6.76%	7.24%

Block Name	K-maan in %											
	Muslims			Tea Tribe			Others			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
HAILAKANDI	78.29%	81.66%	79.97%	0.86%	0.57%	0.72%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
KATLICHERRA	64.08%	63.18%	63.65%	0.19%	0.21%	0.20%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
LALA	76.83%	78.26%	77.55%	0.49%	3.14%	1.82%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
URBAN	40.51%	43.45%	41.87%	0.00%	0.37%	0.17%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
Total :	65.89%	68.10%	66.97%	0.38%	1.13%	0.74%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%

Block Name	Class-I											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
HAILAKANDI	453	432	895	570	488	1058	41	31	72	372	333	705
KATLICHERRA	300	301	601	576	560	1136	281	147	428	334	261	595
LALA	172	174	346	627	486	1113	166	102	268	973	839	1812
URBAN	158	160	318	121	116	237	3	2	5	118	100	218
Total :	1093	1067	2160	1894	1650	3544	491	282	773	1797	1533	3330

Block Name	Class-I										Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total				
HAILAKANDI	4169	3928	8097	80	38	118	14	17	31	5709	5267	10976	
KATLICHERRA	2233	2032	4265	116	102	218	5	4	9	3845	3407	7252	
LALA	2937	2847	5784	132	109	241	3	0	3	5010	4557	9567	
URBAN	86	92	178	0	1	1	5	4	9	491	475	966	
Total :	9425	8899	18324	328	250	578	27	25	52	15055	13706	28761	

Block Name	Class-I in %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
HAILAKANDI	8.11%	8.20%	8.15%	9.98%	9.27%	9.64%	0.72%	0.59%	0.66%	6.52%	5.32%	6.42%
KATLICHERRA	7.80%	8.83%	8.29%	14.98%	16.44%	15.66%	7.31%	4.31%	5.90%	8.69%	7.66%	8.20%
LALA	3.43%	3.82%	3.62%	12.51%	10.66%	11.63%	3.31%	2.24%	2.80%	19.42%	18.41%	18.94%
URBAN	32.18%	33.68%	32.92%	24.64%	24.42%	24.53%	0.61%	0.42%	0.52%	24.03%	21.05%	22.57%
Total :	7.26%	7.78%	7.51%	12.58%	12.04%	12.32%	3.26%	2.06%	2.69%	11.94%	11.18%	11.58%

Block Name	Class-I in %										Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total				
HAILAKANDI	73.03%	74.58%	73.77%	1.40%	0.72%	1.08%	0.25%	0.32%	0.28%	100.00%	100.00%	100.00%	
KATLICHERRA	58.08%	59.64%	58.81%	3.02%	2.99%	3.01%	0.13%	0.12%	0.12%	100.00%	100.00%	100.00%	
LALA	58.62%	62.48%	60.46%	2.63%	2.39%	2.52%	0.06%	0.00%	0.03%	100.00%	100.00%	100.00%	
URBAN	17.52%	19.37%	18.43%	0.00%	0.21%	0.10%	1.02%	0.84%	0.93%	100.00%	100.00%	100.00%	
Total :	62.60%	64.93%	63.71%	2.18%	1.82%	2.01%	0.18%	0.18%	0.18%	100.00%	100.00%	100.00%	

Block Name	Class-II											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
HAILAKANDI	297	279	576	382	376	758	24	17	41	280	210	490
KATLICHERRA	184	145	329	391	321	712	157	93	250	189	132	321
LALA	88	92	180	327	308	635	76	68	144	552	431	983
URBAN	161	139	300	88	97	185	6	5	11	111	95	206
Total :	730	655	1385	1188	1102	2290	263	183	446	1132	868	2000

Block Name	Class-II										Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total				
HAILAKANDI	2558	2449	5007	41	19	60	3	16	19	3585	3336	6921	
KATLICHERRA	991	909	1900	51	48	109	2	2	4	1975	1650	3625	
LALA	1436	1232	2668	85	75	160	0	2	2	2564	2208	4772	
URBAN	99	81	180	0	0	0	1	2	3	466	419	885	
Total :	5084	4671	9755	187	142	329	5	22	28	8590	7643	16233	

Block Name	Class-II In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
HAILAKANDI	8.28%	8.29%	8.29%	10.66%	11.17%	10.90%	0.67%	0.51%	0.59%	7.81%	6.24%	7.05%
KATLICHERRA	9.32%	8.79%	9.08%	19.80%	19.45%	19.64%	7.95%	5.64%	6.90%	9.57%	8.00%	8.86%
LALA	3.43%	4.17%	3.77%	12.75%	13.95%	13.31%	2.96%	3.08%	3.02%	21.53%	19.52%	20.60%
URBAN	34.55%	33.17%	33.90%	18.88%	23.15%	20.90%	1.29%	1.19%	1.24%	23.82%	22.67%	23.28%
Total :	8.50%	8.57%	8.53%	13.83%	14.42%	14.11%	3.06%	2.39%	2.75%	13.18%	11.36%	12.32%

Block Name	Class-II In %										Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total				
HAILAKANDI	71.35%	72.76%	72.03%	1.14%	0.56%	0.86%	0.08%	0.48%	0.27%	100.00%	100.00%	100.00%	
KATLICHERRA	50.18%	55.09%	52.41%	3.09%	2.91%	3.01%	0.10%	0.12%	0.11%	100.00%	100.00%	100.00%	
LALA	56.01%	55.80%	55.91%	3.32%	3.40%	3.35%	0.00%	0.09%	0.04%	100.00%	100.00%	100.00%	
URBAN	21.24%	19.33%	20.34%	0.00%	0.00%	0.00%	0.21%	0.48%	0.34%	100.00%	100.00%	100.00%	
Total :	59.19%	61.11%	60.09%	2.18%	1.86%	2.03%	0.07%	0.29%	0.17%	100.00%	100.00%	100.00%	

Block Name	Class-III											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
HAILAKANDI	244	240	484	362	311	673	13	14	27	193	185	378
KATLICHERRA	180	150	330	333	322	655	120	78	198	166	116	282
LALA	79	47	126	273	225	498	65	60	125	406	339	745
URBAN	154	165	319	86	88	174	5	4	9	106	102	208
Total :	657	602	1259	1054	946	2000	203	156	359	871	742	1613

Block Name	Class-III										Total	
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
HAILAKANDI	2118	1895	4013	28	10	38	4	13	17	2962	2668	5630
KATLICHERRA	721	728	1449	55	41	96	1	1	2	1576	1436	3012
LALA	1041	971	2012	61	45	106	0	0	0	1925	1687	3612
URBAN	80	72	152	0	0	0	1	5	6	432	436	868
Total :	3960	3666	7626	144	96	240	6	19	25	6895	6227	13122

Block Name	Class-III In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
HAILAKANDI	8.24%	9.00%	5.60%	12.22%	11.66%	11.95%	0.44%	0.52%	0.48%	6.52%	6.93%	6.71%
KATLICHERRA	11.42%	10.45%	10.96%	21.13%	22.42%	21.75%	7.61%	5.43%	6.57%	10.53%	8.08%	9.36%
LALA	4.10%	2.79%	3.49%	14.18%	13.34%	13.79%	3.38%	3.56%	3.46%	21.09%	20.09%	20.63%
URBAN	35.65%	37.84%	36.75%	19.91%	20.18%	20.05%	1.16%	0.92%	1.04%	24.54%	23.39%	23.96%
Total :	9.53%	9.67%	9.59%	15.29%	15.19%	15.24%	2.94%	2.51%	2.74%	12.63%	11.92%	12.29%

Block Name	Class-III In %										Total	
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
HAILAKANDI	71.51%	71.03%	71.28%	0.95%	0.37%	0.67%	0.14%	0.49%	0.30%	100.00%	100.00%	100.00%
KATLICHERRA	45.75%	50.70%	48.11%	3.49%	2.86%	3.19%	0.06%	0.07%	0.07%	100.00%	100.00%	100.00%
LALA	54.08%	57.55%	55.70%	3.17%	2.67%	2.93%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
URBAN	18.52%	16.51%	17.51%	0.00%	0.00%	0.00%	0.23%	1.15%	0.69%	100.00%	100.00%	100.00%
Total :	57.43%	58.87%	58.12%	2.09%	1.54%	1.83%	0.09%	0.31%	0.19%	100.00%	100.00%	100.00%

Block Name	Class-IV											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
HAILAKANDI	240	207	447	280	252	532	9	4	13	177	148	325
KATLICHERRA	150	140	290	220	206	426	100	72	172	121	123	244
LALA	57	38	95	181	124	305	35	33	68	328	257	585
URBAN	174	139	313	79	75	154	0	0	0	114	99	213
Total :	621	524	1145	760	657	1417	144	109	253	740	627	1367

Block Name	Class-IV										Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total				
HAILAKANDI	1581	1529	3110	18	10	28	5	8	13	2310	2158	4468	
KATLICHERRA	529	552	1081	35	22	57	1	1	2	1156	1115	2272	
LALA	788	799	1587	43	36	79	0	1	1	1432	1288	2720	
URBAN	69	74	143	1	0	1	5	0	5	442	387	829	
Total :	2967	2954	5921	97	68	165	11	10	21	5340	4949	10289	

Block Name	Class-IV In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
HAILAKANDI	10.39%	9.59%	10.00%	12.12%	11.68%	11.91%	0.39%	0.19%	0.29%	7.66%	6.86%	7.27%
KATLICHERRA	12.98%	12.54%	12.76%	19.03%	18.46%	18.75%	8.65%	6.45%	7.57%	10.47%	11.02%	10.74%
LALA	3.98%	2.95%	3.49%	12.64%	9.63%	11.21%	2.44%	2.56%	2.50%	22.91%	19.95%	21.51%
URBAN	39.37%	35.92%	37.76%	17.87%	19.38%	18.58%	0.00%	0.00%	0.00%	25.79%	25.58%	25.69%
Total :	11.63%	10.59%	11.13%	14.23%	13.28%	13.77%	2.70%	2.20%	2.46%	13.86%	12.67%	13.29%

Block Name	Class-IV In %										Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total				
HAILAKANDI	68.44%	70.85%	69.61%	0.78%	0.46%	0.63%	0.22%	0.37%	0.29%	100.00%	100.00%	100.00%	
KATLICHERRA	45.76%	49.46%	47.53%	3.03%	1.97%	2.51%	0.09%	0.09%	0.09%	100.00%	100.00%	100.00%	
LALA	55.03%	62.03%	58.35%	3.00%	2.80%	2.90%	0.00%	0.08%	0.04%	100.00%	100.00%	100.00%	
URBAN	15.61%	19.12%	17.25%	0.23%	0.00%	0.12%	1.13%	0.00%	0.60%	100.00%	100.00%	100.00%	
Total :	55.56%	59.69%	57.55%	1.82%	1.37%	1.60%	0.21%	0.20%	0.20%	100.00%	100.00%	100.00%	

Block Name	Class-I-IV											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
HAILAKANDI	1244	1158	2402	1594	1427	3021	87	66	153	1022	876	1898
KATLICHERRA	814	736	1550	1520	1409	2929	658	390	1048	810	632	1442
LALA	396	351	747	1408	1143	2551	342	263	605	2259	1866	4125
URBAN	647	603	1250	374	376	750	14	11	25	449	396	845
Total :	3101	2848	5949	4896	4355	9251	1101	730	1831	4540	3770	8310

Block Name	Class-I-IV										Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total				
HAILAKANDI	10426	9801	20227	167	77	244	26	54	80	14566	13459	28025	
KATLICHERRA	4474	4221	8695	267	213	480	9	8	17	8552	7609	16161	
LALA	6202	5849	12051	321	265	586	3	3	6	10931	9740	20671	
URBAN	334	319	653	1	1	2	12	11	23	1831	1717	3548	
Total :	21436	20190	41626	756	556	1312	50	76	126	35880	32525	68405	

Block Name	Class-I-IV In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
HAILAKANDI	8.54%	8.60%	8.57%	10.94%	10.60%	10.78%	0.60%	0.49%	0.55%	7.02%	6.51%	6.77%
KATLICHERRA	9.52%	9.67%	9.59%	17.77%	16.52%	18.12%	7.69%	5.13%	6.48%	9.47%	8.31%	8.92%
LALA	3.62%	3.60%	3.61%	12.88%	11.74%	12.34%	3.13%	2.70%	2.93%	20.67%	19.16%	19.96%
URBAN	35.34%	35.12%	35.23%	20.43%	21.90%	21.14%	0.76%	0.64%	0.70%	24.52%	23.06%	23.82%
Total :	8.64%	8.76%	8.70%	13.65%	13.39%	13.52%	3.07%	2.24%	2.68%	12.65%	11.59%	12.15%

Block Name	Class-I-IV In %										Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total				
HAILAKANDI	71.58%	72.82%	72.17%	1.15%	0.57%	0.87%	0.18%	0.40%	0.29%	100.00%	100.00%	100.00%	
KATLICHERRA	52.32%	55.47%	53.80%	3.12%	2.80%	2.97%	0.11%	0.11%	0.11%	100.00%	100.00%	100.00%	
LALA	56.74%	60.05%	58.30%	2.94%	2.72%	2.83%	0.03%	0.03%	0.03%	100.00%	100.00%	100.00%	
URBAN	18.24%	18.58%	18.40%	0.05%	0.06%	0.06%	0.66%	0.64%	0.65%	100.00%	100.00%	100.00%	
Total :	59.74%	62.08%	60.85%	2.11%	1.71%	1.92%	0.14%	0.23%	0.18%	100.00%	100.00%	100.00%	

Block Name	Class-V											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
HAILAKANDI	215	273	488	297	252	549	15	5	20	188	148	336
KATLICHERRA	147	130	277	271	236	507	56	25	81	188	144	332
LALA	106	91	197	199	170	369	25	9	34	356	290	646
URBAN	63	49	112	41	45	86	8	14	22	58	48	106
Total :	531	543	1074	808	703	1511	104	53	157	790	630	1420

Block Name	Class-V											
	Muslims			Tea Tribe			Others			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
HAILAKANDI	1416	1436	2852	33	17	50	12	2	14	2176	2133	4309
KATLICHERRA	603	509	1112	29	24	53	1	0	1	1295	1068	2363
LALA	707	620	1327	28	19	47	1	1	2	1422	1200	2622
URBAN	69	70	139	0	0	0	0	1	1	239	227	466
Total :	2795	2635	5430	90	60	150	14	4	18	5132	4628	9760

Block Name	Class-V In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
HAILAKANDI	9.88%	12.80%	11.33%	13.65%	11.81%	12.74%	0.69%	0.23%	0.46%	8.64%	6.94%	7.80%
KATLICHERRA	11.35%	12.17%	11.72%	20.93%	22.10%	21.46%	4.32%	2.34%	3.43%	14.52%	13.48%	14.05%
LALA	7.45%	7.58%	7.51%	13.99%	14.17%	14.07%	1.76%	0.75%	1.30%	25.04%	24.17%	24.64%
URBAN	26.36%	21.59%	24.03%	17.15%	19.82%	18.45%	3.35%	6.17%	4.72%	24.27%	21.15%	22.75%
Total :	10.35%	11.73%	11.00%	15.74%	15.19%	15.48%	2.03%	1.15%	1.61%	15.39%	13.61%	14.55%

Block Name	Class-V In %											
	Muslims			Tea Tribe			Others			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
HAILAKANDI	65.07%	67.32%	66.19%	1.52%	0.80%	1.16%	0.55%	0.09%	0.32%	100.00%	100.00%	100.00%
KATLICHERRA	46.56%	47.66%	47.05%	2.24%	2.25%	2.24%	0.08%	0.00%	0.04%	100.00%	100.00%	100.00%
LALA	49.72%	51.67%	50.61%	1.97%	1.58%	1.79%	0.07%	0.08%	0.08%	100.00%	100.00%	100.00%
URBAN	28.87%	30.84%	29.83%	0.00%	0.00%	0.00%	0.00%	0.44%	0.21%	100.00%	100.00%	100.00%
Total :	54.46%	56.94%	55.64%	1.75%	1.30%	1.54%	0.27%	0.09%	0.18%	100.00%	100.00%	100.00%

Block Name	Class-V											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
HAILAKANDI	240	300	540	263	221	484	13	7	25	184	152	336
KATLICHERRA	120	114	234	195	176	371	45	28	73	181	130	311
LALA	99	86	185	181	131	312	23	14	37	335	260	595
URBAN	51	59	110	44	44	88	1	4	5	58	59	117
Total :	510	559	1069	683	572	1255	87	53	140	758	601	1359

Block Name	Class-V										Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
HAILAKANDI	1238	1246	2484	19	17	36	6	6	12	1968	1949	3917	
KATLICHERRA	519	446	967	21	22	43	1	1	2	1082	919	2001	
LALA	611	589	1200	38	17	55	1	1	2	1288	1098	2386	
URBAN	54	45	99	0	0	0	2	1	3	210	212	422	
Total :	2422	2328	4750	78	56	134	10	9	19	4548	4178	8726	

Block Name	Class-V in %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
HAILAKANDI	12.20%	15.39%	13.79%	13.36%	11.34%	12.36%	0.91%	0.36%	0.64%	9.35%	7.80%	8.58%
KATLICHERRA	11.09%	12.40%	11.89%	18.02%	19.15%	18.54%	4.16%	3.05%	3.65%	16.73%	14.15%	15.54%
LALA	7.69%	7.83%	7.75%	14.05%	11.93%	13.08%	1.79%	1.28%	1.55%	26.01%	23.68%	24.94%
URBAN	24.29%	27.83%	26.07%	20.95%	20.75%	20.85%	0.48%	1.89%	1.18%	27.62%	27.83%	27.73%
Total :	11.21%	13.38%	12.25%	15.02%	13.69%	14.38%	1.91%	1.27%	1.60%	16.67%	14.38%	15.57%

Block Name	Class-V in %										Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
HAILAKANDI	62.91%	58.93%	63.42%	0.97%	0.87%	0.92%	0.30%	0.31%	0.31%	100.00%	100.00%	100.00%	
KATLICHERRA	47.97%	41.75%	48.33%	1.94%	2.39%	2.15%	0.09%	0.11%	0.10%	100.00%	100.00%	100.00%	
LALA	47.44%	51.64%	50.29%	2.95%	1.55%	2.31%	0.08%	0.09%	0.08%	100.00%	100.00%	100.00%	
URBAN	25.71%	21.23%	23.43%	0.00%	0.00%	0.00%	0.95%	0.47%	0.71%	100.00%	100.00%	100.00%	
Total :	53.25%	50.72%	54.44%	1.72%	1.34%	1.54%	0.22%	0.22%	0.22%	100.00%	100.00%	100.00%	

Block Name	Class-VII											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
HAILAKANDI	235	229	464	274	236	510	20	9	29	176	163	339
KATLICHERRA	92	106	198	146	176	322	28	17	45	146	121	267
LALA	77	76	153	166	129	295	30	10	40	280	263	543
URBAN	35	48	83	37	41	78	3	2	5	47	53	100
Total :	439	459	898	623	582	1205	81	38	119	649	600	1249

Block Name	Class-VII										Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total				
HAILAKANDI	1138	1171	2309	17	11	28	8	5	13	1868	1824	3692	
KATLICHERRA	435	354	789	22	17	39	0	0	0	869	791	1660	
LALA	479	518	997	23	33	56	0	0	0	1055	1029	2084	
URBAN	44	55	99	0	1	1	1	1	2	167	201	368	
Total :	2096	2098	4194	62	62	124	9	6	15	3959	3845	7804	

Block Name	Class-VII In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
HAILAKANDI	12.58%	12.55%	12.57%	14.67%	12.94%	13.81%	1.07%	0.49%	0.79%	9.42%	8.94%	9.18%
KATLICHERRA	10.59%	13.40%	11.93%	16.80%	22.25%	19.40%	3.22%	2.15%	2.71%	16.80%	15.30%	16.08%
LALA	7.30%	7.39%	7.34%	15.73%	12.54%	14.16%	2.84%	0.97%	1.92%	26.54%	25.56%	26.06%
URBAN	20.96%	23.88%	22.55%	22.16%	20.40%	21.20%	1.80%	1.00%	1.36%	28.14%	26.37%	27.17%
Total :	11.09%	11.94%	11.51%	15.74%	15.14%	15.44%	2.05%	0.99%	1.52%	16.39%	15.60%	16.00%

Block Name	Class-VII In %										Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total				
HAILAKANDI	60.92%	64.20%	62.54%	0.91%	0.60%	0.76%	0.43%	0.27%	0.35%	100.00%	100.00%	100.00%	
KATLICHERRA	50.06%	44.75%	47.53%	2.53%	2.15%	2.35%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%	
LALA	45.40%	50.34%	47.94%	2.18%	3.21%	2.69%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%	
URBAN	26.35%	27.36%	26.90%	0.00%	0.50%	0.27%	0.60%	0.50%	0.54%	100.00%	100.00%	100.00%	
Total :	52.94%	54.56%	53.74%	1.57%	1.61%	1.59%	0.23%	0.16%	0.19%	100.00%	100.00%	100.00%	

Block Name	Class-V-VII											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
HAILAKANDI	690	802	1492	834	709	1543	53	21	74	548	463	1011
KATLICHERRA	359	350	709	612	588	1200	129	70	199	515	395	910
LALA	282	253	535	546	430	976	78	33	111	971	813	1784
URBAN	149	156	305	122	130	252	12	20	32	163	160	323
Total :	1480	1561	3041	2114	1857	3971	272	144	416	2197	1831	4028

Block Name	Class-V-VII										Total	
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
HAILAKANDI	3792	3853	7645	69	45	114	26	13	39	6012	5906	11918
KATLICHERRA	1557	1311	2868	72	63	135	2	1	3	3246	2778	6024
LALA	1797	1727	3524	89	69	158	2	2	4	3765	3327	7092
URBAN	167	170	337	0	1	1	3	3	6	616	640	1256
Total :	7313	7061	14374	230	178	408	33	19	52	13639	12651	26290

Block Name	Class-V-VII In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
HAILAKANDI	11.48%	13.58%	12.52%	13.87%	12.00%	12.95%	0.88%	0.36%	0.62%	9.12%	7.84%	8.48%
KATLICHERRA	11.06%	12.60%	11.77%	18.85%	21.17%	19.92%	3.97%	2.52%	3.30%	15.87%	14.22%	15.11%
LALA	7.49%	7.60%	7.54%	14.50%	12.92%	13.76%	2.07%	0.99%	1.57%	25.79%	24.44%	25.16%
URBAN	24.19%	24.38%	24.28%	19.81%	20.31%	20.06%	1.95%	3.13%	2.55%	26.46%	25.00%	25.72%
Total :	10.85%	12.34%	11.57%	15.50%	14.68%	15.10%	1.99%	1.14%	1.58%	16.11%	14.47%	15.32%

Block Name	Class-V-VII In %										Total	
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
HAILAKANDI	63.07%	65.24%	64.15%	1.15%	0.76%	0.96%	0.43%	0.22%	0.33%	100.00%	100.00%	100.00%
KATLICHERRA	47.97%	47.19%	47.61%	2.22%	2.27%	2.24%	0.06%	0.04%	0.05%	100.00%	100.00%	100.00%
LALA	47.73%	51.91%	49.89%	2.36%	2.07%	2.23%	0.05%	0.06%	0.06%	100.00%	100.00%	100.00%
URBAN	27.11%	26.56%	26.83%	0.00%	0.16%	0.08%	0.49%	0.47%	0.48%	100.00%	100.00%	100.00%
Total :	53.62%	55.81%	54.67%	1.69%	1.41%	1.55%	0.24%	0.15%	0.20%	100.00%	100.00%	100.00%

Block Name	Class-I-VII											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
HAILAKANDI	1934	1960	3894	2428	2136	4564	140	87	227	1570	1339	2909
KATLICHERRA	1173	1086	2259	2132	1997	4129	787	460	1247	1325	1027	2352
LALA	678	604	1282	1954	1573	3527	420	296	716	3230	2679	5909
URBAN	796	759	1555	496	506	1002	26	31	57	612	556	1168
Total :	4581	4409	8990	7010	6212	13222	1373	874	2247	6737	5601	12338

Block Name	Class-I-VII										Total	
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
HAILAKANDI	14218	13654	27872	236	122	358	52	57	119	20578	19355	39943
KATLICHERRA	6031	5532	11563	339	276	615	11	9	20	11798	10387	22185
LALA	7999	7576	15575	410	334	744	5	5	10	14696	13067	27763
URBAN	501	489	990	1	2	3	15	14	29	2447	2357	4804
Total :	28749	27251	56000	986	734	1720	83	95	178	49519	45176	94695

Block Name	Class-I-VII In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
HAILAKANDI	9.40%	10.12%	9.75%	11.80%	11.03%	11.43%	0.38%	0.45%	0.57%	7.63%	6.91%	7.28%
KATLICHERRA	9.94%	10.46%	10.18%	19.07%	19.23%	18.81%	6.67%	4.43%	5.62%	11.23%	9.89%	10.60%
LALA	4.61%	4.62%	4.62%	13.30%	12.04%	12.70%	2.86%	2.27%	2.58%	21.96%	20.50%	21.28%
URBAN	32.53%	32.20%	32.37%	20.27%	21.47%	20.86%	1.06%	1.32%	1.19%	25.01%	23.59%	24.31%
Total :	9.25%	9.76%	9.49%	14.16%	13.75%	13.96%	2.77%	1.93%	2.37%	13.60%	12.40%	13.03%

Block Name	Class-I-VII In %										Total	
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
HAILAKANDI	69.09%	70.51%	69.78%	1.15%	0.63%	0.90%	0.25%	0.35%	0.30%	100.00%	100.00%	100.00%
KATLICHERRA	51.12%	53.26%	52.12%	2.87%	2.66%	2.77%	0.09%	0.09%	0.09%	100.00%	100.00%	100.00%
LALA	54.43%	57.98%	56.10%	2.79%	2.56%	2.68%	0.03%	0.04%	0.04%	100.00%	100.00%	100.00%
URBAN	20.47%	20.75%	20.61%	0.04%	0.08%	0.06%	0.61%	0.59%	0.60%	100.00%	100.00%	100.00%
Total :	58.06%	60.32%	59.14%	1.99%	1.62%	1.82%	0.17%	0.21%	0.19%	100.00%	100.00%	100.00%

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

Block Name	In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
HAILAKANDI	50.76%	53.01%	51.84%	48.07%	48.36%	48.20%	48.78%	29.03%	40.28%	47.31%	48.95%	48.09%
KATLICHERRA	50.67%	35.22%	32.95%	25.35%	31.43%	28.35%	9.96%	11.56%	10.51%	43.71%	46.36%	44.87%
LALA	44.77%	43.68%	44.22%	26.48%	26.54%	26.50%	18.07%	9.80%	14.93%	28.78%	31.35%	29.97%
URBAN	22.15%	30.00%	26.10%	30.58%	35.34%	32.91%	100.00%	100.00%	100.00%	39.83%	53.00%	45.87%
Total :	40.16%	43.02%	41.57%	32.89%	35.27%	34.00%	16.50%	13.48%	15.39%	36.12%	39.14%	37.51%

Block Name	In %											
	Muslims			Tea Tribe			Others			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
HAILAKANDI	27.30%	29.81%	28.52%	21.25%	28.95%	23.73%	57.14%	29.41%	41.94%	32.72%	34.63%	33.64%
KATLICHERRA	19.43%	17.42%	18.50%	18.97%	16.67%	17.89%	0.00%	0.00%	0.00%	22.60%	23.22%	22.89%
LALA	16.31%	18.19%	17.24%	17.42%	30.28%	23.24%	0.00%	#DIV/0!	0.00%	21.06%	22.58%	21.78%
URBAN	51.16%	59.78%	55.62%	#DIV/0!	100.00%	100.00%	20.00%	25.00%	22.22%	34.01%	42.32%	38.10%
Total :	22.24%	23.58%	22.89%	18.90%	24.80%	21.45%	33.33%	24.00%	28.85%	26.30%	28.05%	27.13%

Table: 2.29 Class Wise Enrollment in Venture Schools

Class	Boys	Girls	Total
I	1722	1584	3306
II	1674	1544	3218
III	868	877	1745
IV	617	454	1071
Sub-total I-IV	4881	4459	9340
V	499	551	1050
VI	480	419	899
VII	460	348	808
Sub:-total V-VII	1439	1318	2757
Total I-VII	6320	5777	12097

(Source: Format-8 of Alok Jatra)

Table 2.30: Class Wise Enrollment in Private Schools

Class	Boys	Girls	Total
I	178	167	345
II	156	124	280
III	131	83	214
IV	120	62	182
Sub-total I-IV	585	436	1021
V	120	74	194
VI	162	75	237
VII	90	69	159
Sub:-total V-VII	272	318	590
Total I-VII	857	754	1611

(Source: Format-8 of Alok Jatra)

Table: 2.31: Block Wise GER at Primary Level by Gender

Name of Block	All		Total
	Boys	Girls	
Katlicherra	106%	70.5%	89.4%
Lala	118%	72.4%	95.7%
Hailakandi	119%	75.3%	98.4%
Total	114.3%	73%	95%

Though the over all GER is nearly hundred but huge big differences between boys and girls is noticeable. The data calls for special intervention for girls' enrollment in the district.

Table 2.32: Block Wise GER at Upper Primary Level

Name of Block	All		Total
	Boys	Girls	
Katlicherra	56.2%	47%	52%
Lala	55%	47.7%	51.6%
Hailakandi	55.6%	48.4%	52.2%
Total	55.6%	47.7%	52%

The GER at Upper Primary level is almost half to that at primary level. The difference of GER between Boys and Girls is almost nine percent. The data suggests special strategy for increasing completion rate at primary level.

Table 2.33: Block Wise Age Specific Enrolments at Primary Level

Name of Block	All		Total
	Boys	Girls	
Katlicherra	66.2%	65.4%	65.8%
Lala	72.2%	70.3%	71.2%
Hailakandi	72.5%	71.4%	72%
Total	70.3%	69%	69.7%

Table 2.34: Block Wise Age Specific Enrolments at Upper Primary

Name of Block	All		Total
	Boys	Girls	
Katlicherra	67.4%	67.3%	67.3%
Lala	73.2%	71.2%	72.2%
Hailakandi	73.6%	76.3%	74.9%
Total	71.4%	71.6%	71.5%

Table 2.18 Teachers Position in Govt./Provincialised Primary Schools

Name of Block	No. of Sanctioned Post	No. of Vacant Post	% of vacant posts	Male	Female	Total	% of Male Teachers	% of Female teachers
Urban	365	43	12%	93	229	322	29%	71%
Hailakandi	1061	96	9%	762	203	965	79%	21%
Lala	781	77	10%	528	176	704	75%	25%
Katlicherra	529	42	8%	360	127	487	74%	26%
Total :	2736	258	9%	1743	735	2478	71%	29%

[Source: DEEO Office]

9% of the total teachers position are vacant in the district. The vacancy position is highest in urban area. Against 71% male teachers there are only 29% female teachers. Interestingly 71% of the total teachers of urban area are female. This position has made the rationalization exercise more difficult.

Table : 2.19 Teachers by Training Status at Primary Level.

Block	No. of Trained Teacher		No. of Un-Trained Teacher		Total untrained teachers	% of Untrained teachers		
	Male	Female	Male	Female		Male	Female	Total
Urban	79	165	14	64	78	15%	28%	21%
Hailakandi	610	134	152	69	221	20%	34%	27%
Lala	387	130	141	46	187	20%	7%	27%
Katlicherra	306	122	54	5	59	11%	1%	12%
Total :	1382	551	361	184	545	17%	18%	22%

[Source: DEEO Office]

The picture is not encouraging as there are 545 teachers in primary schools who are un-trained till date. The un-trained teachers percentage is 22.41%. Urban area and Hailakandi block is having highest percentage of untrained teachers .

Table : 2.20 The position of U.P. School teacher in the district.

Block	No. of Sanctioned Post	No. of Vacant Post	Present Position of Teacher		No. of Trained Teacher		No. of Un-Trained Teacher		Total Un-Trained Teachers
			Male	Female	Male	Female	Male	Female	
Urban	204	16	117	71	38	31	79	40	119
Hailakandi	892	55	720	117	293	44	427	73	500
Lala	788	53	625	110	119	21	506	89	595
Katlicherra	357	38	274	45	206	28	68	17	85
Total :	2241	162	1736	343	656	124	1080	219	1181

[Source: DEEO Office]

The data shows that only 38% (656 Nos.) male teachers and 35% (124 Nos.) female teachers of Upper Primary schools are trained. A large number of 1299 teachers of Upper Primary School are un-trained. The un-trained teachers percentage is 63%.

Table 2.21 Block wise Pupil Teacher Ratio at Primary & Upper Primary Schools

Name of Block	Primary			Upper Primary		
	Total Students	Total Teachers	PTR	Total Students	Total Teachers	PTR
Katlicherra	14241	487	1:29	7434	319	1:23
Lala	16427	704	1:23	8576	735	1:12
Hailakandi	22668	965	1:23	11834	837	1:14
Total	53336	2156	1:25	27844	1891	1:15

The data shows that PTR of Primary School of this district is 25 and that of Upper-primary is 15. In Primary category Katlicherra block is having highest PTR (29) and for Upper-primary Katlicherra have highest PTR (23) and lowest PTR (12) in Lala 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.

Chapter –III: PLANNING PROCESS

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

The achievement of UEE depends on the quality and extent of people participation in planning, implementation and monitoring of its various aspects. With a view to decentralize the task for mass participation, a large number of human resources were mobilized for ensuring a perspective & contextual planning in the district. Besides the education department officials, services of the 23 District Resource Person (DRP), 243 Block Resource Person (BRP) and 2567 Village Volunteers (VV) were utilized for carrying out the pre-project activities and preparation of the District Elementary Education Plan (DEEP).

A. Key Resource Persons Training at State Level:

The Planning process was initiated with the launch of pre-project activities in the month of February 2002 when a 4 Key Resource Persons attended a 3 day State Level Training Programme at IIE Guwahati from 11th February to 13th February, 2002. *List of officials attended the training programme is given at annexure—Table I.I.*

B. District Resource Persons Training at Zonal Level:

The second important milestone of the pre-project activities of SSA was the conduct of District Resource Persons training at Zonal Level. DRPs training was conducted at Zonal level by combining 3-5 districts in one Zonal venue had helped in transmission loss. This has ensured the conduct of the training jointly by the State Resource Persons (SRPs) and the respective district's KRPs. The presence of Mission Director in the zonal training venues was the main source of inspiration. *List of District Resource Persons attended the training programme is given at annexure-I Table I.II.*

C. District Resource Persons Planning Meeting at District Level :

After the training of DRPs, planning meeting of DRPs held at district level on 15th & 16th March 2002, which is attended by the SRP Sri M. Bhorali and extended his valuable guidance. The agenda of the planning meeting was extensive and covered following points:

- **Assessment of Additional BRPs required for Tea garden & Remote areas**
- **Preparation of block wise sets of materials and distribution of materials to BMC offices**
- Review of scheduled major works
- **Preparation of a final chart showing the allocation of blocks & GPs for each DRP**
- Finalisation of block wise dates and venue for BRPs Training & information to be given to all concerned.
- Allocation of DRPs against each block level training venues
- Preparation of plan for supervisory visits of DMC, ADMIC, BMC and other department officials
- Arrangements to be made for BRPs training.
- **Allocation of villages and Tea Garden Divisions to BRPs.**
- Discussion on session plan of BRPs & Volunteers training
- Finalisation of dates and venues for GP level meetings

- Distribution of Materials
- Assessment of additional materials if any required and submission of requirements to Mission for the same.
- Activity wise requirement of fund and arrangements made for transfer of fund from DMC to BMC & BMC to BRP
- Opening of BEEOs bank account & decision to transfer Rs.25000/- to each BEEO/BMC immediately at the end of the planning meeting
- Also prepare fund requirement for next 1 month for transfer of fund from state office for DMC and each BMC offices against specific activity and proposed implementation schedule.
- Arrangements made for tea gardens, forest and other remote areas
- Assessment and identification of the additional manpower for DMC & BMC office.

At the end of the district level planning meeting, DRPs were deployed to different blocks and assigned 2-5 GPs to each DRP. Besides 243 nos. of BRP were selected at the ratio of 2:1 per village except TE division, remote and problematic forest village. DRP-wise allocation of GP & village & BRPs are shown below.

Altogether 243 BRPs were selected for the district. The DRP wise allocation of GPs, villages & BRP is given below:

Sl. No.	Name of DRP	Name of allotted Block	Number of GP allotted	Number of villages within the allotted GPs	Number of Burp's
1.	Manoj Sharma	Katlicherra	03	17	09
2.	Nurul Hussain Mazumdar	Do	02	19	09
3.	Usha Paul	Do	02	16	09
4.	Islam Uddin	Do	03	37	17
5.	Promesh Ranjan Paul	Do	03	23	12
6.	Probir Das	Do	01	14	07
7.	Sunit Das	Do	02	17	10
8.	Leena Dev	Do	01	13	18
Block Total 08 nos.			17	156	81
9.	Birendra Kr. Nath	Lala	03	21	17
10.	Manoj Sinha	Do	03	15	09
11.	Mehbub Ahmed Laskar	Do	03	16	09
12.	Bijon Kanti Nath	Do	03	19	13
13.	Mujakkir Hussain Choudhury	Do	03	19	10
14.	Birendra Kr. Singha	Do	03	12	08
Block Total 06 nos.			18	102	66
15.	Abdus Subhan Barbhuiya	Hailakandi	04	19	12
16.	Abdul Mamman Laskar	Do	04	18	09
17.	Lutfur Rahman	Do	04	20	12
18.	Sukhendu Chakrabarty	Do	03	22	11
19.	Rebijul Hq. Laskar	Do	05	24	13
20.	Masur Ali	Do	03	18	13
21.	Ahmedur Rh. Laskar	Do	02	10	05
22.	Piklu Chakrabartee	Do	02	14	09
Block Total 08 nos			27	145	84

Management DRP

1

Block Total

85

Other than the above mentioned DRPs the following 2 nos. of additional DRPs were deployed for special areas.

1. Sri Anokul Upadhyaya
2. L.N. Kalwar.

D. Block Resource Persons Training at Block Level :

Followed by DRPs training & planning meeting, training of BRPs was held as per the schedule given below. The DRPs of the concerned block conducted the training of BRPs at block level. The State Resource Person allotted for the district, and DMC & ADMC also supervised and impart training of the BRPs.

Sl.no.	Name of Block	Date of BRPs training	Venue of the training	No. of DRPs conducted the training	Number of participants attended the training
1.	Hailakandi	20-03-02 to 23-03-02	Harakishore High School	8	84
2.	Lala	Do	G.S. Memorial High School	6	74
3.	Katlicherra	Do	G.C. M.V. School	8	85

E. Block Resource Persons Planning Meeting at Block Level :

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

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

Similar to the line of DRPs Planning Meeting, planning meeting of BRPs were also held as per details given below:

Sl.no.	Name of Block	No. of BRPs	Date of BRPs Planning Meeting
1.	Hailakandi	85	26 th March 2002
2.	Lala	74	26 th March 2002
3.	Katlicherra	84	27 th March 2002
		243	

The BRPs were entrusted with the following field level Tasks:

- | Sl. No | Tasks |
|--------|--|
| 1. | Visiting the assigned GP for giving information for the GP level General Meeting |
| 2. | Acting as RP in the first meeting in the assigned GP |
| 3. | Submitting the report of the meeting to BMC |
| 4. | Visiting the assigned two villages for giving information for the Gaon Sabha Meeting |

5. Acting as RP in the first Gaon Sabha Meeting of each of the 2 villages
6. Preparation & sending of the reports of Gaon Sabha Meeting to BMC
7. Training of village volunteers at GP level
8. Visiting villages during survey
9. Undertaking sample checks of at least 10 sample household schedules during the process of collection & after they have been received from villages and affixing signature on the body of the formats. In case of mistakes getting them corrected or re-collected.
10. Compilation of survey data as per format 9 and 10 of the two villages
11. Conducting group discussion in the assigned villages
12. Conducting interview of teachers of the schools of the assigned villages
13. Ensuring timely collection of reports from fields.
14. Compilation of village survey GP wise and block wise at block level under the supervision of DRP
15. Ensuring the smooth functioning of all village volunteers of the two assigned villages.
16. Acting as RP in the village level meetings for constitution of VEC and sharing of survey findings
17. Filling up the format for approval of VEC/GPEC available at BEEO/DI office
18. Getting approval of BEEO/DI for membership of VEC and GPEC and handing over the approval copies to VEC/GPEC
19. Conduct of First Meeting of Village Education Committee and submission approval of VEC from BEEO to the Member Secretary
20. Assisting VEC in preparation of Village Education Register (VER)

F. Meeting of Gaon Panchayat Functionaries at GP Level:

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

Altogether 124 Gaon Panchayat Level Meetings. of GP were held in 62 nos. during the month of April in which total 12986 people participated.

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

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

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

The major agenda of the meetings were:

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

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

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

G. Gaon Sabha Meeting:

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

Altogether 788 Gaon Sabha Meetings were held during the month of April and May 2002 in which total 50274 people participated and 2567 village volunteers were identified by the participants of the meeting for House to House survey.

For giving wide publicity following means were adopted:

- *Distribution of leaflet giving date, venue and agenda of the meeting*
- *Distribution of leaflet signed by Chief Minister and Education Minister of Assam*
- *Pasting of the leaflets in public places*
- *Announcement of the meeting in the local market*
- *Visit of the BRP to the homes of elder persons of the Villages for individual invitation.*
- *Visit of the BRP in schools. In schools the BRP will invite the teachers individually and distribute leaflets to the students for pursuing their guardians to attend the meeting.*
- *In case tea gardens the BRP also met the Garden Manager, Welfare Officer and representatives of the labourers and request their participation in the meeting*
- *In case of forest villages the BRP also met the Forest Department Officials viz. Forester, Ranger and request their participation in the meeting*
- *Special appeal to the mothers, Voluntary Agencies, Club, Mahila Samity of that area to attend the meeting*

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

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

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

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

Name of Block	Number of Gaon Sabha level meetings held	Period during which the meetings were held	Total participants of the meetings
Hailakandi	290	April-May, 2000.	19505
Lala	202	April-May, 2000.	13887
Katlicherra	294	April-May, 2000.	16882
Total	786		50274

H. Training of Village Volunteers at GP level

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

Altogether 2567 Village Volunteers were trained during the month of April in 63 venues.

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

Name of Block	Number of Venues for village volunteers training	Period during which the trainings were held	Total Village Volunteers attended the training
Hailakandi	27	16 to 19 April'2002	1053
Lala	19	16 to 19 April'2002	694
Katlicherra	17	15 to 18 April'2002	820
Total:	63		2567

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

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

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

The activities conducted in sequential order are described below:

J. Village Mapping And Listing Of Resources:

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

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

The Village Volunteer Group fixed up a date for a general meeting of Community Members covering representatives from all the habitations at a central place, (preferably in schools

premises), and completed the following activities through extensive group discussions and sharing. This exercise comprises of the following activities:

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

K. House To House Survey

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

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

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

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

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

A lot of children attend in these types of full time institutions wherein only religious teaching takes place. In order to capture the information of all these children a format was designed and information from each of such institutions were collected by the BRPs. The summary of the information collected is given at chapter-II table 2.6.

M. Collection of Information On Venture, Private Schools

In order to have a comprehensive picture of all types of institutions the DISE format was simplified and administered in Venture & Private Schools by the BRPs. The summary information collected is given at chapter-II table 2.5.:

N. Compilation of House-to-House Survey Results

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

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

The BRP undertook sample checks of at least 10 household schedules (Format 6) of the two assigned villages during the process of collection of formats. On his satisfaction he put his/her signature on the body of the formats. In case of mistakes the BRP got the format

corrected or re-collected. The BRP had specifically checked that information for all the households (listed at Format 4) have been collected.

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

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

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

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

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

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

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

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

O. Group Discussion:

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

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

Following questions were discussed in the group discussion:

1. Functioning of the school
2. Opinion of the Teachers of the school
(*Regularity, teaching, behaviour with children*)
3. Problems in the functioning of the schools
4. School Management Committee
5. Appropriateness of the school Calendar
6. Suggestions for Improvement of the functioning of schools

7. Irregular children
8. Children who are not enrolled in school(*kind of families*)
9. Most disadvantaged group/ families in the village
10. Measures to ensure that Children do not dropout and attend school regularly

Sl. No.	Name of Block	Number of Group discussion held	Period during which the discussions were held	Total participants of the discussions
	Katlicherra	294	23 – 30 April 2002	10031
	Lala	187	23 – 30 April 2002	10097
	Hailakandi	231	23 – 30 April 2002	90785

The major findings of the group discussion as emerged from the analysis of all the villages of 20% GPs selected on random basis is given below:

Name of Block	Functioning of Schools					Total Responses
	Very Good	Good	Average	Satisfactory	Poor	
Lala	0%	14%	57%	11%	18%	100%
Hailakandi	5%	38%	29%	10%	19%	100%
Katlicherra	10%	39%	35%	13%	3%	100%
District Total	5%	30%	41%	11%	13%	100%

Name of Block	Teachers Regularity				Total Responses
	Regular	Irregular	Average	No comments	
Lala	62%	15%	15%	8%	100%
Hailakandi	61%	17%	22%	0%	100%
Katlicherra	76%	7%	17%	0%	100%
District Total	67%	12%	18%	3%	100%

Name of Block	Quality of Teaching					Total Responses
	Very Good	Good	Average	Satisfactory	Poor	
Lala	4%	24%	36%	8%	28%	100%
Hailakandi	0%	32%	26%	16%	26%	100%
Katlicherra	0%	67%	10%	20%	3%	100%
District Total	1%	43%	23%	15%	18%	100%

P. Holding of Interview of teachers:

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

The teachers' opinion on following areas were sought:

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

Name of Block	Number of HTs interviewed	No. of other teachers interviewed
Lala	187	113
Hailakandi	332	246
Katlicherra	249	76
District Total	768	435

Q. Constitution of VEC and Survey Sharing Meeting

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

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

Name of Block	No. of villages	No. of total tea garden divisions	Number of VEC Constituted	Number of TGEC Constituted	Period of constitution	Total participants of the meetings
Lala	88	14	88	14	4-9 May 2000	8117
Hailakandi	136	09	136	09	do	9121
Katlicherra	135	12	135	12	do	9161
District Total	359	35	359	35		26399

R. Constitution of GPEC and survey sharing meeting

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

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

Name of Block	No. of GP	Number of GPEC Constituted	Period of constitution	Total participants of the meetings
Lala	18	18	14 – 16 May/2000	1755
Hailakandi	27	27	do	2891
Katlicherra	17	17	do	1443
District Total	62	62		7099

S. First Meeting of Village Education Committee:

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

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

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

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

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

T. Constitution of SMCs:

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

Sl No	Name of Block	No of SMC Constituted	Period of constitution	Total no of participants
1	Lala	412	Aug-Sept.02	92288
2	Hailakandi	518	Aug-Sept,02	116032
3	Katlicherra	285	Aug-Sept,02	63840
4	Urban	48		10752
5	District Total	1263	Aug-Sept,02	282912

U. Constitution of District Planning Team (DPT):

A 45 member District Planning Team was constituted under the chairmanship of Deputy Commissioner. The representative of District Administration, Rural Development, Social Welfare, NGOs and education department were included in the DPT. *The list of the members of District Planning Team is given at Annexure-I Table I.III*

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

A small core group was constituted from amongst the members of the District Planning Team. The DCT was made responsible for actual production of the perspective plans with

the help of DPT & BPT members. Another task assigned to the DCT was to train and guide the other members of DPT & BPT.

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

The district core team was constituted with 19 members. The list of the members of DCT is enclosed at Annexure-I table I.IV

District Core Team Members attended 6- day training on procedure of preparation of perspective plan at State Level from 7th to 12th July 2002.

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

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

Moreover, two other visioning workshops on the same subjects at Katlicherra block and Lala block have been organized to find out the issues, strategies and interventions on community mobilisations as well as quality/school improvement.

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

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

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

CHAPTER-IV: EXISTING SCHEMES OF ELEMENTARY EDUCATION

1. Mid-day meal scheme:

Coverage:

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

Year	Allocation	Items supplied	Quantity of items supplied	No. of Schools covered	Remarks
September '01	2174.28	Rice	1271.82	1039	
	Qtls		Qtls		
October '01	2174.28	Nil	Nil	Nil	FCI could not issue release order.
	Qtls				
November '01	2174.28	Rice	1934.25	1039	
	Qtls		Qtls		
December '01	1937.76	Rice	1937.76	1039	
	Qtls		Qtls		
January '02	2174.28	Rice	2168.31	1039	
	Qtls		Qtls		
February '02	2174.28	Rice	1965.39	1039	Utilized the rice of the last month during Feb '02
	Qtls		Qtls		
March '02	2174.28	Rice	2070.00	1039	
	Qtls		Qtls		

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

2. Operation Black Board:

Operation Black Board scheme was launched in the district in the year 1986-87 in a phase manner. In the 1st phase Hailakandi Block was taken and subsequently Lala and Kallicherra Block have been brought under the scheme respectively. In the period TLM (Blackboard, Tap-transistor, kit box, furniture etc. were supplied under this scheme. Grants for repairing/construction school building, supply of furniture were also sanctioned under this scheme.

- Appointment of 111 nos. teachers in Primary Schools during 1994-1996
- Repairing 5 No. LP Schools in 1993-94.
- Construction of 30 schools @ Rs.1 lacs per schools in 1997-98
- Contingency grant to @ Rs.1000/- 40 Upper Primary Schools in 1998-99
- Constructed 15 schools @ Rs.1.20 lacs per schools in 1998-99
- Furniture grant given to 25 Upper Primary Schools in 1998-99
- Contingency grant to 25 Upper Primary Schools @ Rs.1000/- in 1999-00
- Construction of 50 schools by spending Rs.56.25 lacs in 2000-01.

CHAPTER-V : SPECIAL AREAS AND GROUPS

Background:

Hailakandi sub-division, now a revenue district, is more than century old. But it still reflects middle-era in the field of modern development. The Slogan. 'The world has become a Global village' is a misnomer to the Hailakandians. The people of Hailakandi residing, far and near, hills and plains are handicapped with diversified problems of the communities. The heterogeneous characteristics of the people of hills, plains, slums, flood prone areas, Muslims & SC areas make the district position critical & stringent in all respects.

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

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

Taking all the findings into consideration following special areas and groups has been identified for special intervention.

Status :-

A. Tea-Garden:-

Name of Block	No. of TE Div.	No. of Schools		No. of Teachers	
		LP	UP	LP	UP
Katlicherra	12	34	4	63	35
Lala	14	77	9	121	57
Hailakandi	9	31	5	41	33
Total	35	144	18	225	125

There are 18 (eighteen) Nos. of Tea gardens consisting of 34 divisions in the Hailakandi district. In the tea gardens area, there are 140 nos. of LP schools 18 nos. of Upper Primary schools. The UP: LP ratio is 1: 8 which is lower than the district ratio.

Analysis of Tea Gardens of Lala Block shown below:

Name of district	Hailakandi
Name of Block	Lala
No of Tea Gardens	8
No of TE divisions	14
No of LP schools	85
No of Teachers	125
No of Students	4226
PTR	1:34 (District PTR is 1:22)
No of UPS	3
No of Teachers	54
No of Students	924
PTR	1:17
UP: LP	1:14

- Furniture grant to 14 Upper Primary Schools in 2000-01.

Schools were issued books under the scheme were in Assamese medium while there is no Assamese medium school in the district.

3. MP/ MLA Fund :

- 3 nos. of new school buildings have been constructed & 6 nos. of school buildings have been improved under MLA/MP fund during 2000-01.
- Construction of education complex for accommodation of 3 offices viz.- DI, DEEO and IS offices is going on out of MP fund at the initiative of Honorable Minister Shri Gautam Roy

4. PMGY (Prime Minister Gramya Yojana)

Name of LAC	No. of new schools constructed.	No. of additional classrooms constructed.	No of schools with toilet & drinking water facility	No. of schools provided with TL equipments.
Algapur	Nil	11	11	Nil
Hailakandi	Nil	11	11	Nil
Katlicherra	Nil	11	11	Nil
District Total	Nil	33	33	Nil

Table: 5.1 Age Group Wise enrolled and out of school

Age group	Total child population	Enrolled	% age	Never enrolled	Drop out	Total out of school	% age	Child labour	% age	Disabled	% age
5-8	4195	2651	63%	1417	91	1508	36%	14	3%	22	5%
9-11	2169	1392	64%	517	197	714	33%	42	2%	21	1%
12-13	1320	665	50%	329	253	582	44%	59	4.5%	14	1%
5-13	7684	4708	61%	2263	541	2804	36%	115	1.5%	57	7%

Major problems of the Tea gardens:

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

SPECIFIC STRATEGIES:

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

B. Forest Villages:

There are two types of forest villages namely – Reserve Forest & Revenue Forest. The problems are most pertinent to the forest villages as in most of the forest villages there are considerable numbers of inhabitants are leveled as encroacher. It may be noted that some of the families such as – Reang, Hrangkal, Tripuri-Tipra, Barman (Dimasa) Mizo are also stated as encroacher are from tribal communities (Son of the Soil) & are living in Hailakandi from medieval period.

In Hailakandi district there are 17 Revenue Forest Villages and Reserve forest villages. From the 'Alokar Jatra' Educational survey in the Pre-Project activities it is found that Revenue forest villages are having some portion under encroachment. In these forest villages there are 49 Nos. of LP schools and 7 Nos. of UP schools. From the data itself it shows that UP-LP ratio is 1:7 which is lower than the district ratio, 1:4

Analysis of The GP which has highest number of Never Enrolled Children and also consisted of 8 numbers of Forest villages :

Name of District	Hailakandi
Name of Block	Lata

Name of G.P.	Dholcherra-Bilaipur
Nos. of Villages	8
Type & Nos. of Village	Forest Villages
Community	Muslims/Hrangkal/ Tripuri/Borman/Santal/Ruknee/Ex.-Tea Tribes(Sarkar,Mazhi)/Reang
Nos. of L.P.S.	19
Teachers	22
Students	1579
PTR	1:72 (District ratio 1:25)
Nos. of UPS	3
Teachers	13
Students	465
PTR	1:36 (District ratio 1:15)

Age group wise Children Education Status	Enrolled	Never Enrolled	Drop Out	Total Out of School	Child Labour	Disabled children
5-8 Age group	1119	1806	12	1818	08	23
9-11 Age group	787	702	49	751	30	10
12-13 Age group	396	412	75	487	90	14
5-13 Age group	2302	2920	136	3056	128	47

Problems of the Villages :

- 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.
- Child labour and house hold work.
- Linguistic problem.
- No legal source of earning and most of the villagers are living below poverty line.
- Poor supervision and monitoring.
- High numbers of never enrolled.
- Health hazards viz. epidemic of malaria and a Diarrhea.
- Conservatism and prejudices regarding girls' education among Muslim communities.
- No value to education.

Suggested Solutions :

- Motivational campaign through Resource person.
- Training of VEC/SMC and GPEC.
- Requirement of more teachers and recruitment of the teachers from the local community.
- Establishment of new schools, specially Upper Primary Schools.
- Regular supervision and monitoring.
- Special mobilization strategies – awareness and health check-up camps of the villagers.

- Quarterly health check-up camps for the students.
- Orientation of PRIs annually.
- Enrolment drive.
- Dropout prevention drive three times in a year.
- Quarterly updating of VER.
- Bi-Monthly GP level meeting.
- Regular orientation and short term training for the teachers.
- TPR is abnormally high.

Means of Communication

- There is no public transportation system.
- In the winter season jeep run's occasionally upto Bilaipur FV. @ Rs.50 per person.
- In the summer nothing is available.
- Hiring of jeep costs Rs.800/- Rs1000/- per day.

Analysis of some Forest villages :

Table 1.1(a)

Name of district	Hailakandi
Name of Block	Lala
Name of the village	Lalpani Forest Village
No of habitations	8
Type of the village	Remote, Isoiated, Plain Hilly Forest Village
No of LP schools	2
No of Teachers	2
No of Students	244
PTR	1:122
No of UPS	-
No of Teachers	-
No of Students	-
PTR	-
UP: LP	-
Major Communities	Muslims and OBC
No of house hold	450
Distance from nearest motorable road	13 km
Distance from educational Block	15 km
Means of communication	Hiring of jeep costs Rs. 500/- from Lalcherra
Quomi Madrassa	01 (Enrolment -81)
Specific problems	Lack of infrastructure, natural barriers, lack of no proper village path

Table: 1. 1 (b)

Sl. No	Total child population	Enrolled	%age	Never enrolled	Drop out	Total out of school	% age	Child labour	%age	Disabied	%age
1	414	133	32%	275	1	276	67%	4	1%	1	0.2%
2	216	85	40%	117	3	120	58%	3	2%	3	1.4%
3	115	37	33%	51	1	52	45%	25	22%	1	0.8%
4	743	255	40%	443	5	448	60%	37	5%	5	0.6%

Table: 1.2 (a)

Name of district	Hailakandi
Name of Block	Lala
Name of the village	Laicherra Forest Village
No of habitations	8
Type of the village	Remote, Isolated, Hilly Forest Village
No of LP schools	3
No of Teachers	3
No of Students	320
PTR	1:107
No of UPS	-
No of Teachers	-
No of Students	-
PTR	-
UP: LP	-
Major Communities	Muslims, Hindu (S C, OBC) Santal (Adivasi) Rukni, and Ex- Tea tribe
No of house hold	458
Distance from nearest motorable road	10 km
Distance from educational Block	12 km
Means of communication	Hiring of jeep cost Rs. 200/-

Table: 1.2(b)

Age group	Total child population	Enrolled	%age	Never enrolled	Dro p out	Total out of scho ol	% age	Chil d labo ur	%age	Disable d	%age
5-8	346	157	45%	186	-	186	54%	1	0.3%	2	0.5%
9-11	173	99	57%	63	3	66	38%	7	4%	1	4%
12-13	107	52	48%	39	3	42	39%	10	9%	3	3%
5-13	626	308	49%	288	6	294	47%	18	3%	6	1%

Table: 1.3(a)

Name of district	Hailakandi
Name of Block	Lala
Name of the village	Kacharital Forest Village
No of habitations	4
Type of the village	Plain and Hilly Forest Village (2 nos of habitations are isolated)
No of LP schools	1
No of Teachers	2
No of Students	131
PTR	1:66
No of UPS	1
No of Teachers	5
No of Students	123
PTR	1:25
UP: LP	1:1
Major Communities	Khasia and Mazhi (Ex-Tea tribes)
No of house hold	133
Distance from nearest motorable road	6 km

Distance from educational Block	10 km
Means of communication	Hiring of jeep cost Rs. 200/- from Lalacharra
Specific problems of the village	Lack of awareness and irregular functioning of the school, poor supervision and monitoring

Table: 1.3 (b)

Age group	Total child population	Enrolled	%age	Never enrolled	Drop out	Total out of school	% age	Child labour	%age	Disabled	%age
5-8	102	60	59%	41	1	42	41%	-	-	-	-
9-11	49	37	75.5%	10	2	12	24.4%	-	-	-	-
12-13	25	14	56%	8	3	11	44%	-	-	-	-
5-13	176	111	63%	59	6	65	40%	-	-	-	-

Table: 1.4 (a)

Name of district	Hailakandi
Name of Block	Lala
Name of the village	Dholcherra Extn.
No of habitations	08
Type of the village	Remote, Isolated, Plain and Hilly Forest Village
No of LP schools	2 (One is Mizo medium)
No of Teachers	2
No of Students	89
PTR	1:45
No of UPS	Nil
No of Teachers	NA
No of Students	NA
PTR	NA
UP: LP	NA
Major Communities	Muslims and Tipra- Hrangkal
No of house hold	594
Distance from nearest motorable road	20 km
Distance from educational Block	22 km
Distance from District Head Quarter	38 km
Means of communication	No public transportation system. Hiring of jeep costs Rs. 800/- per day

Table: 1.4(b)

Age group	Total child population	Enrolled	%age	Never enrolled	Drop out	Total out of school	% age	Child labour	%age	Disabled	%age
5-8	587	186	32%	390	3	393	67%	1	0.2%	7	1%
9-11	274	115	42%	148	8	156	57%	2	0.7%	1	0.4%
12-13	191	69	36%	98	19	117	61%	3	1.5%	2	1%
5-13	1053	370	35%	633	30	666	63%	7	0.6%	10	1%

Table: 1.5(a)

Name of district	Hailakandi
Name of Block	Lala
Name of the village	Bilaipur Forest Village
No of habitations	8
Type of the village	Remote, plain, Hilly Forest Village
No of LP schools	2
No of Teachers	5
No of Students	165
PTR	1:33
No of UPS	1
No of Teachers	5
No of Students	291
PTR	1:58
UP: LP	1:2
Major Communities	Muslims, Hindu (SC) Barman and Khasia
No of house hold	347
Distance from nearest motorable road	12 km
Distance from educational Block	16 km
Means of communication	No public transportation system. Hiring of jeep costs Rs. 500/- per day

Table: 1.5(b)

Age group wise children	Total child population	Enrolled	%age	Never enrolled	Dro p out	Total out of school	% age	Child labour	%age	Disabl ed	%age
5-8	226	104	46%	122	-	122	54%	-	-	-	-
9-11	158	93	59%	61	4	65	41%	-	-	-	-
12-13	109	49	45%	58	2	60	55%	-	-	-	-
5-13	554	246	44%	241	6	308	55%	-	-	-	-

C. Schedule Caste dominated Areas:

All the SC areas are not targeted for community mobilization and other interventions. Only 46 nos. of schedule caste dominated villages are identified as special areas for community mobilization. Approximately 25% of the total SC population is concentrated in these areas.

D. Flood Prone Areas:

Hailakandi district falls under the prey of almost annual floods, that affect one part of the area & the other in a cyclic manner causing disruption of village-mud roads even closer of schools of the affected areas for considerable days. The serious affected are the Bakri-hawor areas where inhabitants compelled to take shelters under open skies near the Katakhal Railway station and a place Babutilla to get their lives safe from the prone of floods.

In the district, there are 50 Nos. of villages, which are, some way or other, affected by floods So 13 % of the villages are affected by floods out of which 15 Nos. of villages & 27 nos. of schools are affected by flood for 4-5 months annually.

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

There are 67 nos. of villages that are inhabited by Muslim Community have been identified as **Educationally Backward Muslim Areas and targeted Specially for Girls Education**. Education in general and specially girl's education is not given priority in these villages.

F. Tribal Areas : Khasia Punjees/Mizo Punjee/Kuki Punjee and Riang Punjees:

There are 71 nos. of villages inhabited by different small tribes. These villages are mostly isolated. Besides, the concentration of high out of school children these villages are also having lack of supervision support. Specially the Khasi people of the district are indifferent to the education of their children. Most of the Punjees have no schooling facilities. There is only one Kuki Punjee amongst 15 nos. of Mizo punjees.

Special Focus Area & Group Wise Major problems & Issues:

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

A. Forest Villages:

Remote, Isolated, Remote and Isolated and Border dispute: All the forest villages both revenue and reserve are remote & some are isolated and also some are remote & isolated. Some of the forest villages are in the inter-state border & are affected for ongoing territorial disputes between Assam & Mizoram Covering 76 Kms. This is a acute problems of the villages. In the extreme & worst situations, the inhabitants forced to become nomadic leaving their hearth & home for fear of lives not to speak of education.

Insurgency Problem: 17 nos of forest and reserve forest villages are under threat of insurgency problem. The nature & dimensions of insurgency problems are peculiar to these areas. Some villages are used as hideouts for anti-socials. Looting and Kidnapping also happen now & then which also affects regular functioning of schools along with the life & property of the people.

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

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

Irregular attendance of the teacher: The absence of any conditions or norms for recruitment of local people as teachers resulted in the placement of teachers from the other distant areas. Taking the excuse of the absence of public transportation and

remoteness some of the teachers are reported to be irregular. Besides, the punishment posting of some of the teachers in those areas made them more reluctant). Also some of the willing teachers are unable to attend school regularly due to non-availability of transportation facilities. The teacher who even intends to stay could not do so because of insurgency problem and non-availability of rented house.

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

Child labour, irregular attendance of Children & high rate of never enrolled : The so-called child labour has its unique features in these areas. The most children don't go for other work but most of them are involved for 3-4 months at a stretch in a year for collection of a particular forest products, which is fetched by their parents. The parent earns their whole year livelihood, therefore they take their wards with them for additional bucks.

In the agricultural season, the children also accompany their parents for agricultural works. As a result, the children even who are enrolled in schools remain absent & most of them never go back to school again.

Health Hazards : Another acute problem of this area is the epidemic of diarrhea & Malaria, which adversely affects the regular attendance of the teacher & students alike. The medical check-up and treatment of such diseases are few and far between.

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

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

B) Tea Gardens

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

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

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

Less Number of working days:

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

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

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

Single Teacher Schools: Out of the total 134 no. of primary schools in tea garden 64 no. of schools are single teacher schools. Thus 48% of the schools are having only one teacher.

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

Lack of Upper primary Schooling facilities: The ratio of Lower Primary to Upper Primary school is 1:8 against the district average of 1:4

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

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

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

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

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

As like other focused areas some of the tea gardens have very poor infrastructure facilities. For example, Lalambokh T.E. & Kalacherra T.E.

C) **Schedule Caste dominated areas :**

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

D) Flood Prone Areas :

Most of the flood prone areas are in low-lying areas surrounded by stagnant water of Katakhal & Barak river for 4 to 5 months. when the monsoon seasons starts, the water of Katakhal river & over flowing water of Barak river started to be deposited at Bakri-hawor, causing the hearth & home seriously affected and forced the residing communities far away from the main stream of the people of the district. During summer Bakrihawor has become the water reservoir because the switch gate shall remain closed for almost all rainy season, since the Barak water does not recede during the rainy season.

The Strategy

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

Factor Essential For Special Areas and groups

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

Other Academic Support

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

In general

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

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

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

Specific Strategies :

1. **Recruitment of resource teachers and special training for them-**the resource teachers will be expected to do the following:
 - Functional assessment.
 - Use of teaching aids and appliances.
 - Preparation of TLM.
 - Modify academic assignments.
 - Co-Teach general classroom.
 - Spot tutoring provision.
 - Remedial teaching.
 - Parental counseling.
 - Design specific teaching activities.
 - Regular monitoring.
 - Attend monthly VEC/GPEC meetings.
2. **Sensitization of regular teacher**
 - By orientation programme.
 - By TLM workshop.
 - By classroom reading support.
 - By short term training and exposure visit to general areas.
3. **Importance of local language and cultural festivals.**
 - To appoint local language knowing teacher.
 - To give provision for holding local cultural traditional festivals.
4. **NGO approach**
 - Engage NGO members to accelerate the functioning of school.
 - To give the chance for supervising and monitoring.
 - To provide training for community mobilization and their social role.
5. **Children-directed task engagement**
 - Establish student council.
 - Self-monitoring or self-recording.
 - Self-assessment or self-evaluation.
 - Self-instruction.
 - Self-reinforcement.
 - Turns in completed homeworks/classworks.
 - Bring necessary material to classroom.

6. **Socio cultural aspects of Tribal education/ Tea garden education.**
 - Efficiency of teaching in Tribal/ TG dialect medium of instruction against regional language both long term and short term.
7. **Create Community demand for Girl's education and enabling conditions children participations.**
 - Motivating parents/ community through advocacy environment building women's camp/Melas.
 - Establish closer links between parents and the school/ teachers.
 - Setting up grass roots facilitative support structures –VEC/PTA/MTA to work towards ensuring girl's participation in Primary education.
 - Availability of female teachers.

The experiences and findings of the pre-project activities- Alokar Jatra and relevant other information from the areas have helped us to a great extent to identify the change agents for different ethnic group and communities of the district. Besides, the identified change agents and socio-ethnic functions will be used as platform for community mobilization. The change agents like the village headman

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

Change Agents of Different Communities :

The experiences and findings of the pre-project activities – Alokar Jatra and relevant other information from the areas have helped us to a great extent to identify the change agents for different ethnic group and communities of the district. Besides, the under mentioned change agents and socio ethnic functions will be used as platform for community mobilisation.

Change agents of the various communities –

- A. Reang : (Hindu)
 - Change agents : i) Head-man at village level, ii) Choudhury at habitation level.
 - Cultural function : i) Diloo dance, ii) Medhal dance
 - Religious function : Baishu festival (3 days)

Though their main religious festivals is "Baishu" festivals which is started from 29th Chaitra to 1st week of Baisakh but their popular cultural functions are Madhol - Female dance & Dialo-Disco-type (mixed).

Through change agents – the function will be organized for mobilizing the community.

- B. Chakma (Buddhist)
 - Change agents : i) Head-man, ii) Lama – the religious leader, iii) Shri Dharmadhan
 - Chakma : (Social activist)

Their main religious festivals are observed in the day of "Buddha Purnima" a big congregation of the Community in which may exchange their religious good wish and well being in the name of Lord Buddha similarly in every Purnima they assemble in their place of religious temple "Math" for socio-religious 'give and take'. This function can be utilized for awareness meeting through Lama and acceptable community leader

Social function - Buddha Purnima.

- C. Tripuri – Tipra (Hindu)

Change agents - i) Head-man at village level, ii) Ruayja at habitation level, iii) Sumali Tripura (Social Activist), iv) Parbatya Unnayan Songstha
Social function - Gorja festival

NGOs like salvation army and preach battalion will be the acceptable wings of this community mobilization.

D. Kuki (Christian)

Change agents - i) Montri
Religious function - Christmas

Mantri and NGOs will be activated for Community mobilization

E. Barman (Dimasa) - Hindu

Change agents - i) Head-man, ii) Binoy Barman (Social activist), iii) Dimasa Subarai Club (NGO)
Social function - Baidima (celebrated for 3 days in a year)

Through the NGOs like 'Dimasa', 'Sibarai club' Gaji Saijwra i.e. Awareness Camp and Baidima i.e. cultural function will be organized for mobilizing the communities.

F. Rongmai Naga - (Hindu)

Change agents - i) Naga Panchayat

All ethnic socio-cultural function will be taken as special activities for community mobilization through out all the focused areas and other backward places.

Involvement of HDTS, Salvation Army, Preach Battalion & Dimasa Sibarai club.

G. Mizo (Christian)

Change agents - i) Head-man of Punjee & village level
Religious function - Christmas

H. Khasia - (Christian)

Change agents - Montri.
Religious function - Christmas

I. Muslim Communities -

Change agents - i) Enlightened Community leader, ii) Jamiat-Ulema-E-Hind, iii) Nadwa - Tut-Tamir, iv) Ahla-Sunnat-Al-Jamat
Social function - Gorja festival

J. Tipra-Hrangkal (Christian & Hindu)

Change agents - i) Head-man, ii) Acceptable women member of the community, iii) Salvation Army (NGO), iv) Preach Battalion (NGO)
Social function - Gorja festival

N.B. - HDTS (Hailakandi District Tribal Songstha) would be utilized as change agents for all tribal communities

List of Change Agents of Tea Gardens :

Sl.No	Name of Tea garden	Name of Manager	Phone Number	Name of Change Agent
1	Lalacherra	Sri Bharat Ojha	44235	Sri Debendra Kurmi
2	Vernarpur T.E	Sri Narayan Ch. Borman	44246	Sri Gandhi Kormakor
3	Nunaikhal T.E	Do	Do	Ram Nandan Kairi
4	Rupacherra T.E	Sri Shamal Chaterjee	85429	Rajen Kalindri
5	Sonachara T.E	Do	44262	Dilip Singh
6	Dholai TE	Sri Harish Mahajan	62491/85435/82491	Bholakor
7	Manipur T.E	Kamalesh Singh		Premraj Goala
8	Sultani T.E	Nalini Chakraborty		Shiva Prasad Saha
9	Katlicherra	Mr. Agarwala		Shravan Upadhaya
10	Lalamukh T.E	K.M Patel	44224	Ganesh Prasad Kanoo
11	South Cachar T.E (Gaglacherra)	Rajendra Pathak	44242	Maugalal Agarwala
12	Narshingpur T.E(Kalacherra)	B.R Tushniai	44237	
13	Burnibrease T.E	Mr. Singh	20070	Subash Fulmali
14	Aenakhal T.E	Bimal Dutta	22241	Ranjit Rajbhor
15	Chandipore T.E	Johar Chowdhary	22592	
16	Kanchanpur T.E	Kanta Ch.Oria	22319	Lakshmi Naidu
17	Serispore T.E	H.Rajbhor	22240/22497	Hari Mohan Singha
18	Koyah T.E	Amar Singh Jacob	44225	Satyanarayan Nunia
19	Mohanpur T.E	J. Singh		Shyamal Chaterjee

Area Specific Special Activities:**Flood Prone Area:**

Organisation of socio-cultural programme highlighting the SSA and health awareness programme through video show at a fixed place for mass contact twice in a year.

Engagement of Special RPs for supporting the programme.

Seasonal hiring of motor boat to cover the entire area for contact programme on Independence Day & Teachers Day and to conduct the popular boat race giving the winners incentive to the winners for education.

Forest village areas:

71 numbers of villages and Punjees extremely remote and hard to reach. To motivate them the ethnic, socio cultural religious function and festival in village level will be organised through change agents VEC/GPEC/MGs/SHGs in a particular day arranging SSA stall/exhibition with active involvement of above mention persons and organisation.

Following Specific Activities have been budgeted under different functional areas**Plan for Special Disadvantaged Areas**

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

Inputs to Religious Madrassa for introduction of formal curriculum

- Meeting with Religious Leaders, Educational Functionaries & Panchayat Functionaries at district level & other mobilisation activities
- Introduction of formal curriculum in religious institute.
- Library grant
- 20-day Training of Additional Teachers

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

6.1 Coverage of out of School Children of Unserved Habitations

Introduction:

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

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

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

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

Objectives:

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

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

Status:

The House to House Survey conducted during April 2002 reflects that there are 36,827 number of out of schools children in the district and out of which 7208 Number of children are leaving in 112 number of habitations having no primary formal school (Govt./Provincialised/ventures/private schools) within a walkable distance of 1.5 KM radius.

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

Block	Area	No. of GP	Total No. of un-served Habitation with distance criteria			Total No. of Out of School children (5-13 Yrs.)	Total No. of EGS school (AP) required
			1.5 – 2 KM	More than 2 KM	Total		
Katlicherra	TG	2	2	1	3	83	3
	Forest	4	6	19	25	1254	25
	General	2	2	2	4	160	4
	Total	5	7	3	10	907	10
Lala	TG	3	2	5	7	382	7
	Forest	1	14	2	16	1466	16
	General	2	1	1	2	89	2
	Total	6	17	8	25	1937	25
Hailakandi	TG	1	2	0	2	102	2
	General	3	5	3	8	367	8
	Total	4	7	3	10	469	10
District Total		30	59	49	112	7208	112

Problem and Issues :

General: Total unserved habitations-

- Physical access is the major constraints of these areas.
- Communication specially in the areas like forest, isolated hills, border areas.
- Parental awareness towards education of their wards.
- Adult illiteracy and parental apathy.
- Poverty in district 48% of population are under BPL.
- Children assisting their parents in different household works as well as in agricultural field, village base cottage industries, fishing etc.
- Child labour mostly engaged in daily waged labour, household labour, tea stall/ shops/garage and in daily market etc
- Lack of health among most of the communities often suffers from skin disease, malaria dysentery etc .

Specific Problems and issues:

Tea Garden Areas: (Number of habitation-40)

- Sibling care
- Child labour
- Alcoholic addiction
- Lack of co- ordination between garden management and labour community.
- Lack of Infrastructural facilities
- Home and school language differs. Local lingua- franka is " Sadri" but the children have to read Bengali medium

Forest and border areas (Number of habitation- 56)

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

Flood prone areas (25 numbers of habitations)

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

Overall EGS Frame Work :

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

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

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

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

Strategies :

- The EGS would be implemented as an integral part of SSA. Hence, the structure and personnel for supervision of '*Amar Parhashali's*' would, therefore be a part of the Mission.
- Under SSA every district would prepare a District Elementary Education Plan (DEEP), which would include a range of interventions for School improvement, recruitment of teachers, quality improvement etc. along with interventions for ensuring education of "out of school" children.
- All VA proposals would also form part of the district level EGS proposal. The VA proposals would be approved by state EGS Grant-in-Aid Committee.
- These EGS interventions would be funded directly under SSA. The total budgetary allocation under District Elementary Education Plan (DEEP) for both State and VA run EGS proposals would be within a limit of 25% of the overall DEEP budget.
- During initial years (2002-03) the '*Amar Parhashali's*' (EGS school) would run for class-I & II only. But, if in any place, class III/ IV drop out children are found then in those areas provision would be kept for higher classes.
- The '*Amar Parhashali's*' (EGS school) would use the Formal Curriculum and Formal Textbooks used in Primary Formal Schools.
- The '*Amar Parhashali's*' (EGS school) would run for a period of minimum 4 (four) hours during day time.
- The '*Amar Parhashali's*' (EGS school) would receive the incentives which are specifically meant for primary provincialised/government schools, viz.
- School infrastructure grant of Rs. 2000/- per annum.
- Mid-day meal facilities (as per government norms)

Eligibility :

- I. The habitation must be an un-served area i.e. having no primary formal school within 1 Km. radius. The primary formal school means, the primary schools using formal curriculum recognized by state Government/Boards/Organisations. These primary formal schools are may be of any type, viz., government/provincialised schools, private and venture schools etc.
- II. For Tea Garden areas the provisions of Assam Plantation Labour Rules (APLR), 1955 clearly state the responsibility of the garden management providing educational facilities (primary schools). "Every Employer shall offer children between the age of 6 and 12 in his plantation exceeds 25, provide and maintain a primary school or schools for imparting primary education within a distance of 1 mile from the place where the workers resides. [Sec – 14, Rule 52 and 57 (A) – Pg. 20 & 21] (Annexure-2)
'*Amar Parhashali's*' (EGS schools) will be supported in tea gardens where necessary under SSA only if considered decision is reached between the State Government and

the Tea Garden Management about the discharge of responsibilities under the APLR, 1956).

- III. The minimum number of 'out of school' (not enrolled in any school) children in the age group 6-14 years should be 40 for general areas (plains)
- IV. In case of Reserve Forest & Boarder areas, Isolated Char & Hill areas the minimum number of 'Out of school' (not enrolled in any school) children must be at least 25 in the age group of 6-14 years.

Prioritization :

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

Pre Conditions :

Micro planning :

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

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

Community Demand :

- e. The respective community could articulate its 'demand' for setting up of an '*Amar Parhashali*'s (EGS school) with a request in writing to the Block Level SSA Mission Office through the VEC on a prescribed format. (Annexure-3)
- f. The proposal should include the list of 'Un-enrolled' children in the age group 5-9 & 10-13 years in that habitation. (Annexure - 4) on the basis of habitation based Micro-Planning exercise or House to House Survey.
- g. The community also should commit to get all the children (included in the list submitted by VEC along with proposals of '*Amar Parhashali*') enrolled in the '*Amar Parhashali*'. They have to provide suitable accommodation for the school and to ensure regular supervision of the '*Amar Parhashali*'.

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

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

Guarantee :

Once the proposal for assistance to VEC/TGEC for running of '*Amar Parhashali*' has been approved by the State Level Committee, the Axom Sarva Siksha Abhijan Mission

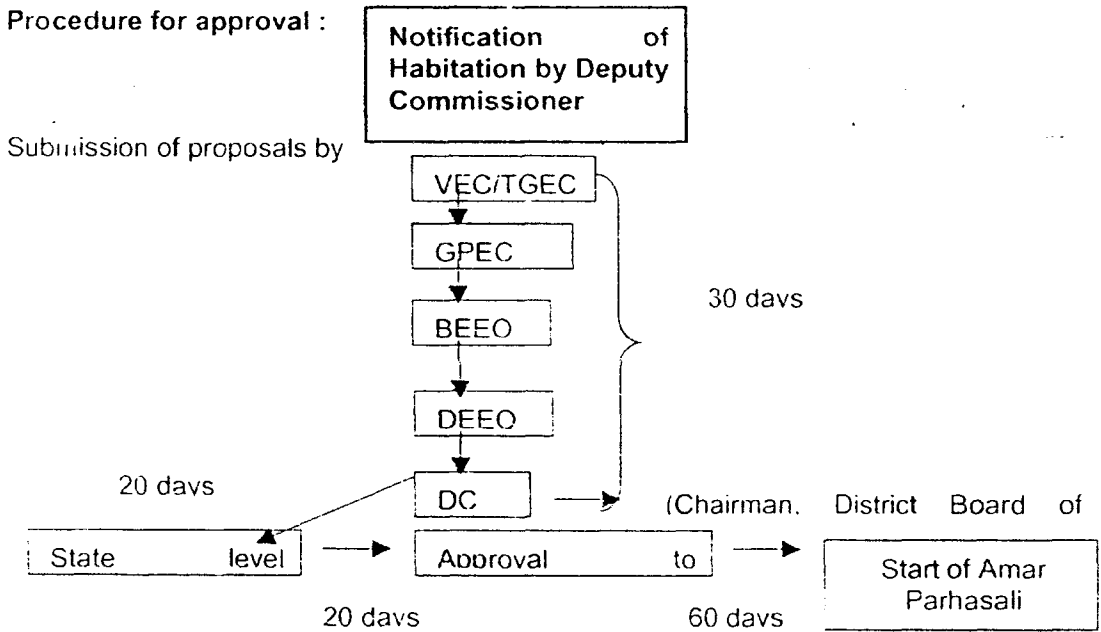
(ASSAM) will ensure that the assistance for running of 'Amar Parhashali's would be provided to VEC/TGECs within a period of three months from the date of approval of proposal and after providing all necessary inputs.

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

Process of approval :

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

Procedure for approval :



Selection of Siksha Mitras (Education Volunteers) :

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

a) **Qualification :**

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

c) **Who can apply :**

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

d) **Selection committee :**

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

e) **Selection Process :**

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

Role of community :

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

Training of Siksha Mitra :

a) **Induction level training**

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

b) Need Based Training/Refresher Training:

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

Teaching Learning Materials (TLMs)

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

Academic Evaluation of learner :

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

Testing, Certification and Mainstreaming :

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

Support System :

Academic support :

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

Supervision & Monitoring :

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

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

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

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

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

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

Assistance to VEC/TGEC

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

Support from Mission for running of Amar Parhashali

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

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

Specific area Strategy

Community Mobilization for 'Thinly Populated/ Scattered Area' :

Residential EGS schools:

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

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

EGS Schools with Upper Primary Sections :

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

Special Intervention for Children of Religious Institutions :

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

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

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

Following specific activities have been kept in the plan :

Inputs to Religious Madrassa for introduction of formal curriculum

- Meeting with Religious Leaders, Educational Functionaries & Panchayat Functionaries at district level & other mobilisation activities
- Introduction of formal curriculum in religious institute.
- Library grant
- 20-day Training of Additional Teachers

Special Intervention for 'Different Linguistic Groups' :

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

Special Intervention for 'Isolated Areas' :

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

6.2 Coverage of Out of School children of Served areas

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

Our Goal:-

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

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

Present Status

The House-to-House survey conducted during April 2002 in Hailakandi District reflects that there are 37103 no. of out of school children, which is 28.8% of total children of the district. Out of this 33790 (91%) of children are living in served habitations. Total out of school children 20382 are in 5-8 years age group and 116721 are in 9-13 years age group.

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

Blocks	5-8 Years				9-11 Years				12-13 Years			
	Total	School Going	Never Enrolled	Dropout	Total	School Going	Never Enrolled	Dropout	Total	School Going	Never Enrolled	Dropout
Katlicherra	19507	12843	6382	282	10233	7425	2069	739	6525	3867	1459	1199
Lala	20934	14940	5758	236	11065	8487	1851	727	6972	4556	1301	1115
Hailakandi	27574	19850	6914	810	14698	11579	1960	1159	10242	7100	1644	1498
Total	68015	47633	19054	1328	35996	27491	5880	2625	23739	15523	4404	3812

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

Blocks	5-8 Years				9-11 Years				12-13 Years			
	Total Out of School	School Going	Never Enrolled	Dropout	Total Out of School	School Going	Never Enrolled	Dropout	Total Out of School	School Going	Never Enrolled	Dropout
Katlicherra	34.16%	65.84%	32.72%	1.45%	27.44%	72.56%	20.22%	7.22%	40.74%	59.26%	22.36%	18.38%
Lala	28.63%	71.37%	27.51%	1.13%	23.30%	76.70%	16.73%	6.57%	34.65%	65.35%	18.66%	15.99%
Hailakandi	28.01%	71.99%	25.07%	2.94%	21.22%	78.78%	13.34%	7.89%	30.68%	69.32%	16.05%	14.63%
Total	29.97%	70.03%	28.01%	1.95%	23.63%	76.37%	16.34%	7.29%	34.61%	65.39%	18.55%	16.06%

Table : 6.2.3 Age Group Wise School Going and Not Going Children to total 5-13 age group children In %

Blocks	5-8 Years to total			9-11 Years			12-13 Years		
	Total	School Going	Out Of School	Total	School Going	Out Of School	Total	School Going	Out Of School
Katlicherra	53.79%	53.21%	52.61%	28.22%	30.76%	17.06%	17.99%	16.02%	12.03%
Lala	53.72%	53.39%	52.40%	28.39%	30.33%	16.85%	17.89%	16.28%	11.84%
Hailakandi	52.51%	51.52%	49.44%	27.99%	30.05%	14.02%	19.50%	18.43%	11.76%
Total	53.24%	52.55%	51.35%	28.18%	30.33%	15.85%	18.58%	17.12%	11.87%

Table : 6.2.4 Age group wise of Out of School Children & Coverage Under EGS

Blocks	Overall Out Of School Children				Under EGS (5-13 Years)	
	5-8 Years	9-11 Years	12-13 Years	Total	In EGS	Balance
Katlicherra	6,664	2,808	2,658	12,130	907	11,223
Lala	5,994	2,578	2,416	10,988	1,937	9,051
Hailakandi	7,724	3,119	3,142	13,985	469	13,516
Total	20,382	8,505	8,216	37,103	3,313	33,790

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

Blocks	5-8 Years	9-11 Years	12-13 Years	Total	5 Yrs	6 Yrs	7 & 8 Yrs	9-13 Yrs
Katlicherra	5433	2850	1817	10101	1298	1353	2782	4568
Lala	4376	2313	1457	8146	1045	1090	2241	3770
Hailakandi	6387	3405	2372	12164	1526	1590	3271	5777
Total	16196	8568	5647	30411	3869	4033	8294	14215

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

Blocks	2002-03		2003-04				2004-05			2005-06		
	Learners	No Of New Centres	Learners	No Of Centres			No Of Centres			No Of Centres		
				New	Old	Total	New	Old	Total	New	Old	Total
Katlicherra	1,948	65	835	28	32	60	-	30	30	-	15	15
Lala	1,569	52	672	22	26	49	-	24	24	-	12	12
Hailakandi	2,290	76	981	33	38	71	-	35	35	-	18	18
Total	5,806	194	2,488	83	97	180	-	90	90	-	45	45

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

Blocks	2002-03		2003-04				2004-05			2005-06		
	Learners	No Of New Centres	Learners	No Of Centres			No Of Centres			No Of Centres		
				New	Old	Total	New	Old	Total	New	Old	Total
Katlicherra	-	-	2,801	93	-	93	-	47	47	-	23	23
Lala	-	-	2,262	75	-	75	-	38	38	-	19	19
Hailakandi	-	-	3,466	116	-	116	-	58	58	-	29	29
Total	-	-	8,529	284	-	284	-	142	142	-	71	71

Table : 6.2.8 Projection Of Overall BC Centres

Blocks	2002-03		2003-04			2004-05			2005-06			
	Learners	No Of New Centres	Learners	No Of Centres		No Of Centres			No Of Centres			
			New	Old	Total	New	Old	Total	New	Old	Total	
Katlicherra	1,948	65	3,635	121	32	154	-	77	77	-	38	38
Lala	1,569	52	2,934	98	26	124	-	62	62	-	31	31
Hailakandi	2,290	76	4,448	148	38	186	-	93	93	-	47	47
Total	5,806	194	11,017	367	97	464	-	232	232	-	116	116

So total 561 bridge courses will be run to mainstream the out of school children

Block wise Focus Group.

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

Problem and Issues in Served Area

General Problem:

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

Specific Problems

Tea Garden:

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

Border/Forest area.

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

Strategy.

Community mobilization –

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

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

Teaching learning practices:

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

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

Different categories of Bridge Course

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

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

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

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

- For 12– 13 years aged group children who were engaged in various works will be covered under residential bridge courses
- For 5 – 13 years aged group children who were only studying in religious institute like Maktab, Madrassa (Long term bridge course for 6 – 12 months)
- Motivate parents to enroll children through contact programmes.
- Motivation camps for children to attract towards school education.
- Opening the camps through community support as extended part of FPS.
- Condensed curriculum to be used with relevant TLM

- Certification of children after completion of the curriculum by the HT of the FPS and mainstreaming into FPS.

Residential Bridge Course for Adolescent Girls

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

Bridge Course for children of migrated families:

Short-term bridge course at seasonal community hostels

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

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

Short-term bridge course for children of migrated families.

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

Over all frame works

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

Strategies

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

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

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

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

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

Eligibility

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

Selection Procedure

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

Training

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

TLM

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

Academic evaluation of learner

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

Mainstreaming and Certification

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

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

Bridge course for urban area

Coverage for Urban Deprive Children under SSA

Status -

Table : 6.2.9 Projection Of BC For Urban Areas

Name of Area	Total Urban Population	Child Population (5-13 Yrs)	Out Of School (5-13 Yrs)	No Of BC Centres
HPC Ltd. Township Area Panchgram	5,578	430	125	4

Hailakandi	29,634	2,283	663	22
Lala	10,345	797	231	8
Total	45,557	3,510	1,019	34

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

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

Strategy:

- (1) General : As of now there are three major strategies that can be adopted for urban areas. They are opening new school where access is the problem, running Bridge course to mainstream children who have dropped out of school, and running early childhood care centers for children under the age of 6. To cover out of school children, Bridge course would be started. At the same community mobilization needs to take is to ensure mainstreaming and retention of children in the formal school. Also in areas where access is a problem EGS may be run by NGOs based on the guidelines that have been by the MHRD.
- (2) Strategy for the first year could include identification of NGOs who are working in the area. This should be done with special reference to their capacities, manpower availability, infrastructure and grass root reach. This would necessarily be followed by an orientation of these NGOs to issues of elementary education with regard to these deprived urban children. A Memorandum of Understanding may be signed with these bodies as to the packages that they would provide to the SSA in the district. Issues specific towns would be identified to facilitate specific interventions.

Structure:

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

6.3 Community Mobilisation

Community ownership is the prime motto of SSA and as per house to house pre-project SSA survey, DISE and TRP reports, Hailakandi district requires special attention for community awareness and involvement in the education matters. It needs mentioning that from the early days the communities were found to run their educational institution smoothly and efficiently. There also found to take all initiative in utilizing their own resources for such institutions. If community mobilization is done as per SSA perspective right from habitation level to the district level, they will definitely agreeable to include the issue of education in their agenda of day- to- day life and they too will be able to use local resources for education within their jurisdiction. More precisely, this sense of belongingness in the mind of the community as one of the partner in educational planning and management is to be inculcated and developed through grass-root level organization and Panchayat Raj Institutions in the context of UEE for getting all the children in the age-group 6 –14 years in to school in Hailakandi district from 2003.

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

Problems & Issues

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

Specific steps for Community Mobilization

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

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

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

Mothers' Groups (MG) in each school will be formed who will support the school beyond management issues like health & hygiene, preparation of TLM, care of the children at home

etc. To facilitate the element of children's participation in school matters. *Student Governments* will be constituted in each school.

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

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

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

The major focus areas at this stage would be on

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

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

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

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

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

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

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

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

Special Focus Group Interventions

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

PRIs and Others:

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

Others:

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

Following Specific Activities have been budgeted under the plan

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

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

Implementation of VER

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

Enrollment Drive

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

Regular meetings

- Monthly VEC /TGEC WEC/SMC meeting
- Monthly GPEC meeting

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

Regular Grants for the schools

School Maintenance Grant
School Infrastructural Grant

Capacity building for PRIs

Exposure visit of PRI members

Reconstitution of VEC, TGEC, WEC and GPEC

Reconstitution of SMC

Gradation of SMC, VEC, TGEC, WEC and GPEC

6.4 Quality

Our Motto --

Every child in school;
Every child learning;

Our Goal --

To develop a model school which helps children;

- read with comprehension;
- communicate orally and in writing;
- resolve and apply simple mathematical operations
- appreciate good democratic behaviour;
- apply their knowledge/skill in real context.

Introduction :

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

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

Our Basic principles that underscore the pedagogical interventions:

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

Basic strategies before us

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

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

Status :

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

Name of Block	No. of Sanctioned Post	Present Position	No. of Vacant Post	% of vacant posts	Male	Female	Total	% of Male Teachers	% of Female teachers
Urban	365	322	43	12%	93	229	322	29%	71%
Hailakandi	1061	965	96	9%	762	203	965	79%	21%
Lala	781	704	77	10%	528	176	704	75%	25%
Katlicherra	529	487	42	8%	360	127	487	74%	26%
Total :	2736	2478	258	9%	1743	735	2478	70%	30%

[Source: DEEO Office]

9% of the total teachers position are vacant in the district. The vacancy position is highest in urban area. Against 71% male teachers there are only 29% female teachers. Interestingly 71% of the total teachers of urban area are female. This position has made the rationalization exercise more difficult.

Table : 6.4.2 Teachers by Training Status at Primary Level

Block	No. of Trained Teacher		No. of Un-Trained Teacher		Total untrained teachers	% of Untrained teachers		
	Male	Female	Male	Female		Male	Female	Total
URABN	79	165	14	64	78	15%	28%	21%
HAILAKANDI	610	134	152	69	221	20%	34%	27%
LALA	387	130	141	46	187	20%	7%	27%
KATLICHERA	306	122	54	5	59	11%	1%	12%
TOTAL :	1382	551	361	184	545	17%	18%	22%

[Source: DEEO Office]

The picture is not encouraging as there are 545 teachers in primary schools who are un-trained till date. The un-trained teachers percentage is 22.41%. Urban area and Hailakandi block is having highest percentage of untrained teachers .

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

Block	No. of Sanctioned Post	No. of Vacant Post	Present Position of Teacher		No. of Trained Teacher		No. of Un-Trained Teacher		Total Un-Trained Teachers	% of un-trained teachers
			Male	Female	Male	Female	Male	Female		
			Urban	204	16	117	71	38		
Hailakandi	892	55	720	117	293	44	427	73	500	59%
Lala	788	53	625	110	119	21	506	39	595	80%
Katlicherra	357	38	274	45	206	28	68	17	85	26%
Total :	2241	162	1736	343	656	124	1030	219	1181	63%
					38%	36%				

[Source: DEEO Office]

The data shows that only 38% (656 Nos.) male teachers and 36% (124 Nos.) female teachers of Upper Primary schools are trained. A large number of 1299 teachers of Upper Primary School are un-trained. The un-trained teachers percentage is 63%.

Table 6.4.4 Block wise Pupil Teacher Ratio at Primary & Upper Primary Schools

Name of Block	Primary			Upper Primary		
	Total Students	Total Teachers	PTR	Total Students	Total Teachers	PTR
Katlicherra	14241	487	29	7434	319	23
Lala	16427	704	23	8576	735	12
Hailakandi	22668	965	23	11834	837	14
Total	53335	2156	25	27844	1891	15

The data shows that PTR of Primary School of this district is 25 and that of Upper-primary is 15. In Primary category Katlicherra block is having highest PTR(29) and for Upper-primary Katlicherra have highest PTR(23) and lowest PTR(12) in Lala block.

Both in Primary and Upper Primary category, Katlicherra Block is having highest PTR 29 and 23 respectively.

There is a vivid picture in respect of distribution of teachers in schools as per PTR. There are 355 (35%) single teacher schools are there in the district. A data chart will make the picture clear.

Table : 6.4.5 Distribution of Primary School by Number of Teachers

Block	1 Teacher	2 Teachers	3 Teachers	4 Teachers	5 Teachers	6 + Teachers	Total
URBAN	0	3	4	6	7	12	32
HAILAKANDI	141	135	60	40	17	21	414
LALA	117	107	48	27	18	5	322
KATLICHERA	97	96	33	10	4	7	247
TOTAL :	355	341	145	83	46	45	1015

IN PERCENTAGE

Block	1 Teacher	2 Teachers	3 Teachers	4 Teachers	5 Teachers	6 + Teachers	Total
URBAN	0%	0.29%	0.39%	0%	1%	1%	3%
HAILAKANDI	14%	14%	6%	4%	2%	2%	41%
LALA	11%	11%	5%	3%	2%	0%	32%
KATLICHERA	10%	9%	3%	1%	0%	1%	24%
TOTAL :	35%	34%	14%	8%	5%	5%	100%

[Source: DEEO Office]

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

Table : 6.4.6 Distribution of Upper Primary School by Number of Teachers

Block	2 Teachers	3 Teachers	4 Teachers	5 Teachers	6 Teachers	7 + Teachers
Urban	0	0	1	0	0	15
Hailakandi	2	1	3	2	12	85
Lala	0	2	4	14	20	50
Katlicherra	0	1	2	3	3	26
Total :	2	4	10	19	35	176

[Source: DEEO Office]

The picture shows that below 4 teachers is 15 numbers of schools excluding Head Master (H.M). If we analyse school wise position of PTR in some of the sample schools of the district, we will find a vivid picture of un-equal distribution of teachers. Sample data is given below :-

Table : 6.4.7 Some Schools with Abnormal PTR

Sl. No.	Name of School	Enrolment	No. of Teachers	PTR Rate
1.	234 No. Bishnupur LPS (Lala Urban)	134	13	10 : 1
2.	352 No. Chandrapur Nehru Girls LPS (Lala)	118	1	118 : 1
3.	325 No. Lalchera LPS (La'la)	123	1	123 : 1
4.	704 No. Vetalapar LPS (Lala)	20	5	4 : 1
5.	229 No. Hariol LPS (Hailakandi)	198	1	198 : 1
6.	20 No. Rangauti LPS (Hailakandi)	95	14	7 : 1
7.	516 No. Town Girls LPS (Urban)	50	12	4 : 1
8.	743 No. Chandnath LPS (Lala)	130	1	130 : 1
9.	1047 No. Tripurapunji LPS (Katlicherra)	110	1	110 : 1
10.	838 No. Ramnathpur LPS (Katlicherra)	70	1	70 : 1

[Field Report]

Problems & Issues:

(1) School Infrastructure :

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

(2) Teachers :

- Existence of Single Teacher Schools;
- PTR is not in proper order;
- Existence of un-trained teachers;
- Lack of pre-service training;
- Recruitment of poor quality teachers;
- Teachers are not aware of learning out come;
- Teachers inability to communicate local dialect;

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

(3) Enrolment

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

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

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

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

- Less importance on Supervision & Monitoring by educational functionaries;
- Lack of special supervising staff for remote, forest and isolated areas;
- Want of special incentive to supervising staff for remote and focused areas;
- Lack of special strategy for problematic areas;
- In-adequate supervising staff;
- Engagement of supervising staff to other administrative activities;
- No DIET, and Normal School facilities. Sick condition of existing BTC with only 4 numbers of staff;
- Un-even distribution of schools to inspecting staff for S&M works.

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

Table : 6.4.8 School Inspecting Staff Ratio

Block	No. of Schools			No. of Inspecting Officer (S.I)	Ratio	Remarks
	L.P	U.P	Total			
Urban	32	16	48	1	1:32	One SI is holding the Addl.charge of BEEO
Hailakandi	416	102	518	2	1:208	
Lala	322	90	412	2	1:111	
Katlicherra	247	38	285	2	1:124	One SI is holding the Addl. charge of BEEO
Total	1017	246	1263	7	1:145	

[Source : DEEO Office]

(6) **School Community Linkage: -**

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

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

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

(8) **Flood Prone Area:-**

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

(9) **Children:-**

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

10. Low quality of school system (a summary)

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

Strategies and interventions:

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

A. Community involvement in school

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

B. Better school supervision and academic support.

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

C. School development plan.

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

D. Teachers motivation and training

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

E. Pupils evaluation

- ECE for giving addition limited support.

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

F. Support to schools with special problem

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

G. Innovation

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

Specific Strategies undertaken

Preparation and use of Teaching and learning materials:

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

A check towards repetition and drop out :

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

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

Check towards frontal teaching and rote memorization.

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

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

Teacher Motivation and Accountability

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

School based planning for internal efficiency Village level institution

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

School based learning improvement programme

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

Pupil's evaluation:

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

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

scholastic achievement will be assessed and student's performance will be counted in gradation of the school.

School with limited facilities

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

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

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

Table 6.1.9 Number Of Schools In Problem Areas

AREAS	No. of Tea Garden/Village	L.P Schools	Upper Primary Schools	Remarks
Tea Garden	35	131	18	Annex-
Forest Areas	19	66	11	Annex-
Flood Prone Areas	33	81	99	Annex-
Remote/ Punjee	21	28	3	Annex-
	108	306	131	

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

Strategies :

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

1. Supervision & Monitoring (S & M):

District Academic Core Group.

The District Academic Core Group Includes the following.

- a) Principal ,DIET.

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

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

Roles and Responsibilities of DACG :

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

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

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

Block Academic Core Group (BACG) :

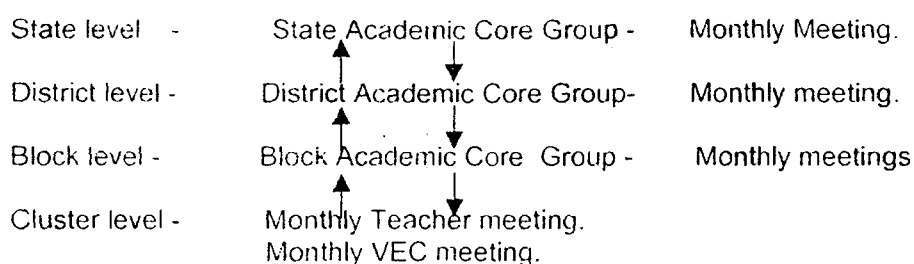
The BACG shall comprise the following:

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

Roles and Responsibilities of BACG:

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

Strategy of this information and feedback linkage:



Role and functions of Block Resource Centre

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

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

Major role of BRC coordinator :

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

Role and Functions of Cluster Resource Centre.

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

Role and functions of Cluster Resource Centre co ordinators

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

In the district of Hailakandi, there are 62 nos. of GP & as such 62 nos. of CRC will function normally. But one constraining factor of the district is that, 4 nos. of Gaon Panchayats are bifurcated into two parts by the river Dhaleswari and Katakhal. Hence, considering the situation, 4 nos. of additional CRC is proposed to be set up in the following Gaon Panchayat.

Sl. No.	Name of Block	No. of GP	No. of Additional CRC	No. of total CRC	Name of the GP where additional CRC is proposed	Reasons
1	Hailakandi	27	1	28	At Barni Brize TE under Mohanpur Barni Brize GP	This GP consist of Mohanpur TE, Mohanpur RA & Barni Brize TE. First 2 villages are completely separated from 3 rd village that is Barni Brize TE. Besides nos. of schools in both the area above 12 and total nos. of schools in the GP is above 25.
2	Lala	18	2	20	Gaglacherra TE under Lalamukh Gaglacherra GP. At Ramchandi TE under Koya Ramchandi GP	This GP is consist of two tea gardens and one tea garden id detached from other with a distance of about 5 km.. Moreover, there are 35 nos. of LP schools in the GP which is much higher than the reasonable norms. This GP is consist of three (3) divisions and three (3) general village. Ramchandi Tea Division and Ramchandi -I & II and Bangalpur Grant is completely detached from Koya - I & II division by forest & there is no direct communication. Besides there are total nos. of LP school under this GP is 22.
3	Kallicherra	17	1	18	At Dariarghat under Kallicherra Dariarghat GP.	This GP is completely divided into two parts by the river Dhaleswari and both the part has more than 10 nos. of schools.
Total		62	4	66	4 nos. of additional CRCs.	

District Institute of Education and Training (Basic Training Centre)

Role and Responsibilities:

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

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

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

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

Special Interventions:

To ensure quality education is a major goal of SSA. Hence, strengthening academic support system is a pre-requisite. In this respect, first option is DIET/Normal School. But, our district has neither DIET nor Normal School. Though there is a basic training center in the district, but this institution is under various limitation as there are only 4 numbers of teachers with an in-charge Principal, who are also in the verge of retirement. Therefore, no academic support is expected from existing BTC.

Besides, there is no possibility of setting-up DIET immediately. Hence setting-up of one District Resource Center (DRC) is an extreme necessity in order to provide academic support. The DRC will be set up by attachment DIET/BTC/Normal School faculties of near by districts. Provision for minimum office expenses, hiring of accommodation, vehicle, TA/DA and other programme expenses related to DACG, BACG has been kept.

Following Specific Activities have been budgeted under the plan

Setting up of BRC

Setting up of CRC

Supervision & Monitoring

SCHOOL IMPROVEMENT PROGRAMME

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

Training of teachers

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

Evaluation

- Teachers diary (year)

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

Free Textbook to Children

Gradation of School

Teacher Grant

6.5 Research, Evaluation & Monitoring

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

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

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

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

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

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

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

Major Strategies

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

6.6 Management Information System

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

Background – Why Monitoring and the Management Information System?

Management Objectives and Functions

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

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

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

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

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

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

- (a) development of activities and delivery systems, and determination of the required inputs and outputs;
- (b) preparation of work plans and schedules;
- (c) determination of the precise responsibilities of various organizational units and supervision of their performance;
- (d) maintenance of detailed records of physical and financial performance and establishment of measurable performance indicators;

- (e) monitoring of the project environment so that implementation can be facilitated of adjustments made; and
- (f) preparation of periodic reports to responsible central agencies and institutions.

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

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

Benefits and Role of a Monitoring System

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

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

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

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

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

The Role of a Management Information System

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

- (a) procurement and physical delivery of goods, structures, and services, and the costs incurred;

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

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

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

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

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

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

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

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

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

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

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

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

The MIS Infrastructure.

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

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

Capacity Building

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

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

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

Major strategies

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

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

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

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

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

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

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

Besides following Major Archives will be Generated/Upgraded

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

Monitoring & Follow-up

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

Convergence

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

Following Specific Activities have been budgeted under the plan

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

6.7 Education Of Children With Special Educational Needs.

Background:

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

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

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

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

Status

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

Block Name	No. GP	No. of Disabled Children											
		5-8 Age group			9-11 age group			12-13 age group			5-13 age group		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Katlicherra	17	51	74	125	57	42	99	54	39	93	162	155	656
Lala	18	79	53	132	48	45	93	66	33	99	193	131	324
Hailakandi	27	104	247	351	84	68	152	83	70	153	271	385	317
Total	62	234	374	608	189	155	344	203	142	345	626	671	1297

It is seen from the above table that there are 1297 disabled children, which is 0.9 % of the total Child population. It may be noted that actual number of disabled children is higher than the number found in the Survey.

From the block wise data it can be seen that **Katlicherra** block is highest number of disabled children and **Hailakandi** block is having lowest number of disabled children.

Table 6.7.2 Resource: District Special

Type of Resources	Yes/no
District Regional Rehabilitation center of NPRD Scheme at Medical College with trained professionals	No
Civil Hospital with specialist Doctors	No

PHC	Yes
Dispensary	Yes
Sub center	Yes
FW center	Yes
District Blindness Control Society	Yes
District Malaria Eradication programme	Yes
Health Department	Yes
Social Welfare Dept.	Yes
NGO 'S working with disability	No
Public Sector organisation like ONGC, OIL, NRL, BRPL, etc	No
Govt. special school	No

Issues

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

The main objective of the programme:

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

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

Strategies Adopted

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

Major Activities:

The following activities could form components of the programme.

- **Survey:** survey was conducted to identify the number of children with disabilities, though it is expected to be higher than the projected figure. it is planned that survey will be conducted every 3 yrs for re-verification and inclusion of unreported cases.
- **Core Group (DRP):** Resource groups will be constituted at district levels to undertake effective planning and management of the programmes in collaboration with PRIs and NGOs. An apex level resource group at the national level to provide guidance, technical and academic support to the children with special needs under SSA will be constituted Formation of a core team of district administration, health officials, social welfare, educational functionaries, NGO'S will be constituted to initiate the activities .The group will be responsible for awareness and sensitization at different levels, planning, problem solving, supervision & monitoring. Regular quarterly meeting of the group for the first 3 years and half-yearly in the consequent five years and quarterly in the last year will be held to plan, strategies and build innovative activities for the programme. The core group will be dissolved and reconstituted every 3 years.
- **Awareness activities:** Awareness amongst all sections from the district to village level of district functionaries, VEC, GPEC, SMC, HT, Teachers, mothers, parents

and other family members, ICDS, AS workers etc. Will be focused through meetings, seminars orientation, and trainings to various groups. These awareness exercises are planned once for each year. Except the final year when consolidation will be planned. The awareness activities will be conducted by NGO's, District core group, and change agents of the community mobilization group.

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

- **Educational Placement:** As far as possible, every child with special needs will be placed in regular schools, with required support services. This will be an on-going activity
- **Convergence with all govt. and non-Govt. agencies:** Convergence with social welfare, health, rural development, national institutes, rehabilitation centers, special schools, organizations working for the disabled, local **Sanghas**, religious and community leaders, **Mahila Samities** will contribute to the success of the programme. Hence, networking with these organization at regular basis is a important feature of the plan.
- **Support Services and Resource support:** Support services will be for both in-school and out-of-school children, like physical access, resource rooms (readiness centers will be opened if necessary to prepare children for formal placements) at cluster level, special equipment, reading material, special educational technique (STLM), remedial teaching, curricular adoption or adapted teaching strategies will be provided at district, block and GP level. This will be an on-going activity, as and when required and functional throughout the year. Resource support will be given by teachers working with children with special needs. Wherever this option is not feasible, long-term training of regular teachers will be undertaken.
- **Teacher training:** Intensive teacher training will be undertaken to sensitize regular teachers on effective classroom management of children with special needs. This training will be recurrent every year at block / cluster levels and integrated with the on-going in-service teacher training schedules in SSA. All training modules at SCERT, DIET and BRC level will include a suitable component on education of children with special needs. **The activity expenditure will be booked in the Teachers Training (Quality) component of the plan.**
- **Individualized Educational Plan (IEP) :** An IEP(case study) will be prepared every year by the teachers for every child every year with special needs in consultation with parents and experts. Its implementation will be monitored from time to time. The programme will test the effectiveness of various strategies and models by measuring the learning achievement of children with special needs periodically, after developing indicators.
- **Parental training and community mobilization:** Parents of children with disabilities will receive counseling and training twice every year till final year on handling and management and basic daily life skills. intensive advocacy and awareness programmes will form a part of strategy to educate every child with special needs. A component on disability will be included in all the modules for parents, VEC and community and conducted by trained parents, NGO's, District Core persons, BRP and IED workers..
- **Strengthening of special schools:** Wherever necessary, special schools will be approached for resource support like training, supervision & monitoring on TOR basis. These organizations will be strengthened to obtain their resource support, in convergence with departments and agencies working in that area
- **Observance of World Disabled Day:** The 3rd of Dec is observed as the World Disabled Day internationally. It is planned to observe this day in all levels – district, block, GP. A shishu mela will be organized with sports, music, art and other recreational activities for all children with involvement of the community at large.
- **Removal of Architectural barriers:** Architectural barriers in schools will be removed for easy access in convergence with civil work component. Efforts will

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

- **Research:** SSA will encourage research in all areas of education of children with special needs including research for designing and developing new assertive devices, teaching aids, special teaching material and other items necessary to give a child with disability equal opportunities in education.
- **Monitoring and evaluation:** On going monitoring and evaluation will be carried out to fine-tune the programme. Half yearly reports on all activities will be documented. For this, appropriate monitoring mechanisms will be devised at every level and field tested at regular intervals.
- **Girls with Disabilities:** Special emphasis will be given to education of girls with disabilities.

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

Activity for the year 2002-2003

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

Following Specific Activities have been budgeted under the plan

- **Meeting of Core Group (District level)**
- **Awareness Programmes**
 - For community members
 - For Govt. officials
- **Selection of IED personnel**
 - Selection of BRPs
 - Selection of IED workers
- **Honorarium of RPs**
 - Honorarium of BRPs
 - Honorarium of IED Workers
- **Training**
 - 10-day Induction Training of BRPs & IED workers
 - 7-days Refresher Training of BRP & IED workers
 - 2-day Training of ECEC/ICDS Workers Ka Sreni teachers (for Early Detection)
 - 2 - day trg. Of EGS workers
- **Medical Assessment Camp**

- Aids and Appliances
- Ceremonial Distribution Camp
- Follow up on use, repair and maintenance
- **Special Resource Support to Disabled Children**
- **Material Development(Print, Audio, Audio Visual, Case Study)**
- Observation of World Disabled day as Sishu Mela
- Exposure visit of BRPs/IED Workers

6.8 Early Childhood and Care Education

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

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

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

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

Educational Status of the District

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

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

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

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

Sl.No.	Name of Block	No. of LP School	No. of ICDS Centre	No. of M.V. School having L.P. Section
1.	Hailakandi	414	80	8
2.	Lala	322	129	9
3.	Katlicherra	249	279	7
	Total	985	488	24

ECE goals and its objectives

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

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

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

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

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

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

Issues :

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

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

Strategy :

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

Ka-Sreni Intervention :

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

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

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

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

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

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

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

Table 6.8.2 : Special Focused Area For Ecce

Name of Block	Flood effected village	Habitation shifting type		Habitation by type of Isolation	Unservd Habitation by distance more than 1 km	Tea Garden with division
		1	2			
Hailakandi	39	15	1	107	27	8
Lala	9	3	-	89	46	15
Katlicherra	3	6	2	87	48	8
Total	51	24	3	283	121	31

OUR COMMITMENT

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

Following Specific Activities have been budgeted under the plan

Opening of ECCE Centre

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

Support to ICDS

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

Supervision & Monitoring

Other Programme Activities

6.9 Media

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

The objectives of the media strategy are as follows:

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

Strategies :

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

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

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

Strategies will be like: --

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

Interventions:

Public Relation :

- Meetings and discussions will be organized at district, block, Gaon Panchayat level and in the focus areas in collaboration with media personals and others involved in such activities.
- Press release of various programmes/workshop/meeting training along with performances of SSA will be released regularly.

- Radio talks on various programmes will be held.
- A glimpse on the various activities to be carried out since the inception of project.

Print Media :

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

Electronic Media:

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

Field Publicity:

- It is proposed to organize Educational exhibitions by putting up stall with posters, slogans, displaying photograph in suitable places on different occasions namely— Netaji Mela at Hailakandi town, Vibekananda Mela at Lala Town and the tribal and tea garden Melas. Printing materials for awareness will be distributed to the public and motivational VIDEO film will be screened describing the success of SSA..

Radio Programme :

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

Visit of Media Persons to the district:

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

Following Specific Activities have been budgeted under the plan

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

6.10 School Infrastructure

Introduction:

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

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

Present Status:

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

Hence, adequate priority is given on development of infrastructures.

Table- 6.10.1: Area Wise Distribution Of School

Name of Block	School in Plain Area	School in Hill Area	School in Forest Area	School in Riverine Area	Total
Hailakandi	448	69	2	7	526
Lala	336	46	22	6	410
Katlicherra	204	38	30	8	280
Grand Total	988	153	54	21	1216

Table- 6.10.2 : Area Wise Distribution Of School In Percentages

Name of Block	School in Plain Area	School in Hill Area	School in Forest Area	School in Riverine Area	Total
Hailakandi	85.17%	13.12%	0.38%	1.33%	100.00%
Lala	81.95%	11.22%	5.37%	1.46%	100.00%
Katlicherra	72.86%	13.57%	10.71%	2.86%	100.00%
Grand Total	81.25%	12.58%	4.44%	1.73%	100.00%

Table- 6.10.3 Present Status Of Schools Building

Name of blocks	No. of schools having no buildings		No. of schools dilapidated conditions		No. of schools required renovation & repairing		No of schools require additional classroom (where space per child is less than 4 sq.ft.)		No of schools require additional classroom (where space per child is more than 4 sq.ft. and less than 10 sq.ft.)		No. of schools require major repairing		No. of schools require minor repairing	
	Priority I		Priority II		Priority III. IV. V. VI		Priority VII		Priority XI		Priority VIII, IX, X		Priority XII and XIII	
	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP
Hailakandi	61	8	23	5	115	33	8	1	69	1	60	13	101	48
Lala	79	5	17	5	51	29	2	0	57	19	22	8	72	29
Katlicherra	53	5	6	0	64	14	8	1	33	10	30	1	88	5
Total	193	18	46	10	230	76	18	2	159	30	112	22	261	82

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

Table -6.10.4 Present Status of School Building in Percentages

Name of blocks	No. of schools having no buildings		No. of schools dilapidated conditions		No. of schools required renovation & repairing		No of schools require additional classroom (where space per child is less than 4 sq.ft.)		No of schools require additional classroom (where space per child is more than 4 sq.ft. and less than 10 sq.ft.)		No. of schools require major repairing		No. of schools require minor repairing	
	Priority I		Priority II		Priority III. IV. V. VI		Priority VII		Priority XI		Priority VIII, IX, X		Priority XII and XIII	
	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP
Hailakandi	11%	5%	4%	3%	21%	21%	1%	1%	13%	1%	11%	8%	19%	31%
Lala	21%	4%	5%	4%	14%	23%	1%	0%	15%	15%	6%	6%	19%	23%
Katlicherra	14%	12%	2%	0%	17%	34%	2%	2%	9%	24%	8%	2%	24%	12%
Total	15%	6%	4%	3%	18%	24%	1%	1%	12%	9%	9%	7%	20%	25%

Source : Infrastructure Survey Reports

Table –6.10.5 Status Of Toilet & Drinking Water Facilities

Name of Blocks	Schools with availability of toilet facilities (Not functioning)	Schools without Toilet facilities	Schools with drinking water facilities at (presently not functioning)	Schools without drinking water facilities (feasible)	Schools without drinking water facilities (Not essential to provide)
Hailakandi	32	398	78	435	154
Lala	21	166	78	320	48
Katlicherra	48	323	100	108	15
Grand Total	101	887	256	863	217

Table –6.10.6 Status Of Toilet & Drinking Water Facilities In Percentages

Name of Blocks	Schools with availability of toilet facilities (Not functioning)	Schools without Toilet facilities	Schools with drinking water facilities at (presently not functioning)	Schools without drinking water facilities (feasible)	Schools without drinking water facilities (Not essential to provide)
Hailakandi	5%	73%	14%	80%	28%
Lala	7%	58%	27%	111%	17%
Katlicherra	11%	76%	24%	25%	4%
Grand Total	8%	70%	20%	69%	17%

Table –6.10.7 Distribution of Schools by Availability of Other Facilities

Name of blocks	Total Schools	No. of School having Electricity facilities (not functioning)	No. of schools having Electricity facility (functioning)	Schools without electricity (No source near campus to provide)	Schools without electricity (source near campus available)	Schools without furniture	Schools without black board	Schools without Signboard
Hailakandi	546	5	22	217	307	214	340	481
Lala	288	5	7	204	214	165	273	246
Katlicherra	425	8	21	128	139	117	169	239
Total	1259	18	50	549	660	496	782	966

Table –6.10.8 Distribution of Schools by Availability of Other Facilities In %

Name of blocks	No. of School having Electricity facilities (not functioning)	No. of schools having Electricity facility (functioning)	Schools without electricity (No source near campus to provide)	Schools without electricity (source near campus available)	Schools without furniture	Schools without black board	Schools without Signboard
Hailakandi	0.92%	4.03%	25.71%	56.23%	39.19%	62.27%	0.88%
Lala	1.74%	2.43%	70.83%	74.31%	57.29%	94.79%	1.74%
Katlicherra	1.89%	5.0%	30.12%	32.71%	27.53%	39.76%	1.89%
Total	1.43%	3.97%	43.61%	52.42%	39.40%	62.11%	1.43%

It reveals from the above projected status of school buildings that Hailakandi District has large number of building less and building not usable which requires new construction (294 nos.) for providing minimum access facilities. But, the budget provision for civil works is limited upto 33% of total budget of the district. Besides, scope of longer by phasing in many years is also not possible for achieving universal enrolment/retention within the targeted period. In this context may be mentioned here that most of the building less schools are situated in the remote, isolated, hilly, forest and backward areas for which enrolment of these schools are not so high and possibility of increasing rate in future is also not too high.

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

a) New school building construction –	Priority-I	Rs. 02.50 lakhs
b) New construction with some salvage materials	Priority-II	Rs. 02.00 lakhs
c) Renovation-	Priority-III	Rs. 01.80 lakhs
d) Repairing & renovation	Priority-IV	Rs. 01.25 lakhs
e) Repairing & renovation	Priority-V	Rs. 01.00 lakhs
f) Repairing & renovation	Priority-VI	Rs. 00.80 lakhs
g) Additional Class-room	Priority-VII	Rs. 01.40 lakhs
h) Additional Class room	Priority-XI	Rs. 01.50 lakhs
i) Major Repairing	Priority-VIII	Rs. 00.60 lakhs
j) Major repairing	Priority-IX	Rs. 00.50 lakhs
k) Major repairing	Priority-X	Rs. 00.40 lakhs
l) Minor Repairs	Priority-XII	Rs. 00.30 lakhs
m) Minor repairs	Priority-XIII	Rs. 00.20 lakhs

Major Issues:

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

Strategies :

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

Implementation Procedure:

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

All the works of construction will be executed through the Village Education Committee except the Construction of BRC building. Before the release of fund agreement will be signed with the VEC regarding the role and responsibilities and other aspects. The members

of VECs will be trained on the basics of civil works by the concerned JEs. Besides a Civil Works Manual will be developed in Bengali.

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

Supervision & Monitoring:

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

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

Some outlines of supervision and monitoring are given below :

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

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

6.11 Project Management:

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

District Level:

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

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

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

Block Level:

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

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

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

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

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

Cluster Level:

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

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

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

Village Level:

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

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

Table : 6.11.1 Staffing pattern of District Elementary Education Office.

Sl. No.	Name of Position	No. of posts	Person in position
1	DEEO	01	01
2	APO	01	01
3	Inspecting Auditor	01	01
4	UDA	02	02
5	LDA	03	03
6	Grade IV	04	04
		12	12

Table : 6.11.2 Staffing pattern of DI Office

Sl. No.	Name of Position	No. of posts	Person in position
1	DI	01	0
2	SI	08	07
3	HA	01	0
4	SA	01	01
5	UDA	04	04
6	LDA	05	05
7	Grade IV	16	15
		36	32

Table : 6.11.3 Staffing pattern of BEEO Offices

Sl. No.	Name of Position	No. of posts	Person in position
1	BEEO	03	01
2	SA	03	02
3	UDA	03	03
4	LDA	03	03
5	Grade IV	03	03
6	Night Guard	03	03
		18	15

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

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

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

Table : 6.11.4 Proposed Additional Staffing

Sl.No	Name of position	No. of personnel		Remarks
		District Level	Block level	
1.	District Mission Co-ordinator	1		Ex-officio
2.	District Academic Mission Co-ordinator	1		Ex-officio
3.	Associate District Mission Co-ordinator	2		Ex-officio
4.	District Programme officer	5		
5.	District Project Engineer	1		
6.	Programmer (MIS)	1		
7.	Finance & Accounts Officer	1		
8.	Jr. Account Officer	1	3	One for each block
9.	Jr. Engineer	1	3	Do
10.	Data Entry Operator (MIS)	2		
11.	UDA	1	3	Do
12.	Accountant cum Cashier	1	3	Do
13.	LDA cum Typist	2	3	Do
14.	Receptionist cum Typist	1	-	
15.	Block Mission Co-ordinator		3	Ex-officio
16.	Resource Teacher	0	80	20 for each Educational block (for block and cluster)
17.	Grade-IV	2	3	1 for each block
18.	Night Guard	1	3	Do
		24	102	

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

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

Name	Designation
Abdul Matin Choudhury	DEEO, Hailakandi
Mir Abul Kashim	IS, Hailakandi
Ishaque Ali Barbhuiya	D.I. of Schools, Hailakandi
Salil Kanti Nath	Sr. BTC Instructor attached to DEEO's Office.
Sanjib Dey	Inspecting Auditor DEEO's office.

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

SL.No.	Name of the DRP who attended the training	Designation
1.	Abdul Matin Choudhury	DEEO, Hailakandi
2.	Mir Abul Kasim	Inspector of Schools, HKD
3.	Prabath Das	Assistant Inspector of Schools, HKD
4.	Ishaque Ali Barbhuiya	DI of Schools, Hailakandi
5.	Projesh Ch. Debroy	Retd. Principal Public HS School
6.	J.C. Paul	Retd. DI of Schools, Hailakandi.
7.	J.L. Rai	BEEEO, Katlicherra
8.	Sunil Kr. Sharma	BEEEO, Hailakandi
9.	Jaynal Uddin Laskar	Sr. SI of Schools, Lala
10.	Hironmoy Deb	SI of Schools, Hailakandi
11.	Salil Kanti Nath	BTC Instructor attached to DEEO's office.
12.	Masur Ali	BTC, Instructor
13.	Abdul Mannan Laskar	BTC, Instructor
14.	Amal Sukla Baidhya	APO, O/o DEEO, Hailakandi
15.	Bimalendu Bhushan Nath	Retired LP Teacher
16.	Habibur Rahman Mazumdar	Retired Middle School teacher
17.	Abdul Kalam Mazumdar	High School Teacher
18.	Probir Nath	L.P. Teacher
19.	Smt. Ratna Biswas	L.P. Teacher
20.	Manoj Sinha	Science teacher (Upper Primary)
21.	Leena Deb	Upper Primary Teacher
22.	Birendra Kr. Nath	Higher Secondary School Teacher
23.	Sukhendu Chakrabartee	H/M, Annada Charan High school
24.	Lutfur Rahman	Retd. Principal, Algapur Boys H.S. School
25.	Birendra Singha	Retd BTC Instructor
26.	Nurul Hussain Mazumdar	NGO
27.	Usha Rani Paul	NGO
28.	Muzakkir Hussain Choudhury	NGO
29.	Manoj Sharma	NGO
30.	Hazira Begum Barbhuiya	NGO
31.	Sanjib Dey	Inspecting Auditor, DEEO, Hailakandi
32.	Rabijul Haque	NGO

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

Sl.No.	Name	Designation
1.	Shri K.K. Kalita, Chairman	Deputy Commissioner, Hailakandi
2.	Md. Abdul Matin Choudhury	DEEO & DMC, SSA, Hailakandi
3.	Shri P K Ghosh	Addl. Deputy Commissioner (Dev), Hailakandi
4.	Shri N. Pathak	Inspector of Schools, Hailakandi
5.	Smt. Parul Devi	Principal BTC, Hailakandi
6.	Md. Asraf Uddin Laskar	District Social Welfare Officer, Hailakandi
7.	Shri A.K. Tapadar	District Adult Education Officer, Hailakandi
8.	Shri Promod Kr. Nath	District Information Officer, Hailakandi
9.	Shri Animesh Talukdar	DIPRO, Hailakandi
10.	Shri Probnat Das	Asstt. Inspector of Schools, Hailakandi
11.	Md. Ishaque Ali Barbhuiya	Deputy Inspector of Schools, Hailakandi
12.	Md. Salil Kanti Nath	Attached BTC Instructor to DEEO.
13.	Md. Abdul Mannan Laskar	Instructor BTC, Hailakandi
14.	Md. Masur Ali	Instructor BTC, Hailakandi
15.	Mu. Altaf Hussain Laskar	Planning & Statistical Officer, Inspector of Schools, Hailakandi
16.	Md. Musleh Ahmed Siddique	APO, O/o Deputy Commissioner, Hailakandi
17.	Shri Amol Sukla Baidhya	APO, O/o, DEEO, Hailakandi
18.	Shri Sunil Kr. Sharma	BEEO & BMC, Hailakandi
19.	Shri Jawaharlal Rai	BEEO, Katlicherra
20.	Md. Joynal Uddin Laskar	Sr. SI of Schools, Lala
21.	Shri Hironmoy Deb	SI of Schools, Hailakandi
22.	Md. Nurul Haque Mazarbhuiya	SI of Schools, Hailakandi
23.	Md. Iqbal Hussain Laskar	SI of Schools, Hailakandi
24.	Shri Ajoy Kr. Samantha	SI of Schools, Hailakandi
25.	Smt. Mridula Nath	Representative LP Teacher's Association
26.	Shri Haripada Karmokar	Representative of UP Teacher's Association
27.	Md. Fakar Uddin Laskar	Representative of UP Teacher's Association
28.	Md. Abdul Jabbar Laskar	Representative of UP Teacher's Association
29.	Abdul Kalam Choudhury	Representative of HS Teacher's Association
30.	Shri Bijon Kanti Nath	DRP, Lala
31.	Manoj Sinha	DRP, Lala
32.	Abdus Salam Laskar	DRP, Lala
33.	Shri Projesh Debrey	DRP, Hailakandi
34.	Shri Manoj Sharma	DRP (NGO) Katlicherra
35.	Smt. Leena Deb	DRP (NGO) Katlicherra
36.	Md. Aynul Haque Mazumdar	BRP, Hailakandi Block
37.	Shri Rajkumar Paul	BRP, Katlicherra Block
38.	Shri Soumen Bhattacharjee	BRP, Lala Block
39.	Smt. Saswati Deb	Youth Co-ordinator, NYK, Hailakandi
40.	Shri Jyotish Ch. Paul	DRP (NGO), Hailakandi
41.	Shri Anukul Upadhaya	DRP (NGO), Hailakandi
42.	Md. Naimul Islam Choudhury	DRP (NGO), Lala
43.	Md. Nurul Hussain Mazumder	DRP (NGO), Katlicherra
44.	Shri Mrinal Kanti Sengupta	BRP (NGO), Lala
45.	Sanjeeb Dey	Inspecting Auditor, DEEO, Hailakandi

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

Sl.No.	Name of the DCT Members	Designation
1.	Shri A.M. Choudhury	DEEO & DMC, Hailakandi
2.	Shri Ishaque Ali Barbhuiya	D.I. of Schools & ADMC, SSA, Hailakandi
3.	Shri S.K. Sharma	BEEO & BMC, Hailakandi
4.	Shri Salil Kanti Nath	Sr. Instructor BTC & attached to the DMC office, Hailakandi
5.	Shri Abdul Mannan Laskar	Sr. Instructor BTC, Hailakandi
6.	Shri Joynal Uddin Laskar	S.I. of Schools, Lala
7.	Shri Ajoy Kr. Samantha	S.I. of Schools, Katlicherra
8.	Shri H.M. Deb	S.I. of Schools, Hailakandi
9.	Shri Projesh Ch. Debroy	DRP, Hailakandi
10.	Sri Manoj Sinha	DRP, Lala
11.	Sri Manoj Sharma	DRP, Katlicherra
12.	Shri Abdus Salam Laskar	DRP, Lala
13.	Shri Nurul Hussain Mazumder	DRP (NGO), Katlicherra
14.	Shri J.C. Paul	Management DRP (NGO), Hailakandi
15.	Shri Bujon Kanti Nath	DRP (NGO), Lala
16.	Smt. Leena Deb	DRP, Katlicherra
17.	Shri Sanjeeb Dey	DRP Inspecting Auditor, O/o DEEO, Hailakandi
18.	Shri Anukul Upadhaya	Management (DRP) NGO, Hailakandi
19.	Shri Naimul Islam Choudhury	DRP (NGO), Lala Block.

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

1. **Community Mobilisation :**

❖	Shri P.C Deb Roy.	--- Co-Ordinator.
❖	Shri. A.Salam Laskar	--- Co-Ordinator
❖	Shri Jamal Ahmed Barbhuiya	--- Member.
❖	Shri Anukul Upadhya	--- Do.
❖	Shri Ikbal Hussain Barbhuiya	--- Do.
❖	Shri Ajay Kr. Samanta	--- Do.
❖	Shri Naimul Islam Choudhury	--- Do.
❖	Shri Nurul Hussain Majumder	--- Do.
❖	Shri Purnendu Nath	--- Do.

2. **Quality /School Improvement:**

❖	Shri Joynal Uddin Laskar	--- Co-ordinator.
❖	Shri Hiranmoy Dev	--- Do.
❖	Shri Abul Kalam Choudhury	--- Member.
❖	Shri Shukhendu Chakrabarty	--- Do.
❖	Shri Abdul Mannan Laskar	--- Do.
❖	Shri Atique Uddin Choudhury	--- Do.
❖	Shri Salil Ch.Nath	--- Do.
❖	Shri Mrinal Kanti Shengupta	--- Do.
❖	Shri Noinul Islam Choudhury	--- Do(Invitee).
❖	Shri Swadesh Rn Mitra	--- Do.

3. **Out of School Children:**

- | | | |
|---|----------------------------|---------------|
| ❖ | Shri Manoj Sinha , | Co-ordinator. |
| ❖ | Shri Ajay Samantha. | Member. |
| ❖ | Nurul Haque Mazarbhuiya. | Do. |
| ❖ | Shri Mridula Nath, | Do. |
| ❖ | Shri Aynul haque Mazumder, | Do. |

4. **ECE / IED.**

- | | | |
|---|-------------------------|---------------|
| ❖ | Shri Jyotish Ch. Pal. | Co-ordinator. |
| ❖ | Shri Manoj Sarma. | Co-ordinator. |
| ❖ | Shri Tapash Kanti Nath, | Member |
| ❖ | Smt. Leena Dev, | Do. |

Annexure – II List of schools under tea garden area

Sl.No.	Name of T.E.	Name of School	No. of Teachers	Enrolment	PTR	Name of Block
1	2	3	4	5	6	7
1.	Vernerpur T.E.	1. 270 Nizvernerpur LP School	2	44	22:1	LaLa
		2. 529 Vernerpur "C" Class L.P. School	3	69	23:1	
		3. Vernerpur 4 No. Tilla L.P. School	2	42	21:1	
		4. Brojomadhab L.P. School	2	42	21:1	
		5. 479 Vernerpur L.P. School	1	38	38:1	
2.	Nunaikhal T.E.	6. Sramik Unnoyon L.P. School	2	34	17:1	Do
		7. 587 Pechatilla L.P. School	1	43	43:1	
		8. 378 Nunaikhal L.P. School	2	40	20:1	
		9. 318 Lalmati L.P. School	3	35	11:1	
		10. D.B.C. M.E. School	5	144	29:1	
3.	Lalacherra T.E.	11. Monumiah L.P. School	1	35	35:1	Do
		12. 954 Sib Sankar L.P. School	1	41	41:1	
		13. Simana Tilla L.P. School	1	31	31:1	
		14. 455 Lalacherra Hindi School	2	39	19:1	
		15. 91 Lalacherra L.P. School	4	80	20:1	
		16. Bogda Kuna L.P. School	1	46	46:1	
		17. 377 Durgapur L.P. School	1	35	35:1	
		18. Kumra Khauri L.P. School	1	49	49:1	
		19. 743 Chandra Nath L.P. School	1	64	64:1	
		20. Manikcherra M.E. School	7	47	7:1	
4.	Kalacherra T.E.	21. 498 Santalia Hindi L.P. School	2	37	19:1	Do
		22. Kalibari Answari L.P. School	2	34	17:1	
		23. Bimola Rani L.P. School	2	46	23:1	
		24. B.R. Jusnial L.P. School	2	48	24:1	
		25. Hori Charan Bakti M.E. School	5	53	11:1	

5.	Lalamookh T.E.	26. 76 Sachinra L.P. School	3	105	35:1	Do
		27. Sramik Sishu Kalyan L.P. School	1	45	45:1	
		28. 452 Lalamookh Hindi L.P. School	2	44	22:1	
		29. 12 No. Dupiline L.P. School	2	32	16:1	
		30. 921 Bintilla L.P. School	1	36	36:1	
		31. 620 I.T.A. Line L.P. School	2	25	13:1	
		32. Bazar line L.P. School	3	87	29:1	
		33. Kalibari L.P. School	1	30	30:1	
		34. Bapuji Sramik Kalyan L.P. School	2	46	23:1	
		35. Robidas L.P. School	1	32	32:1	
		36. 428 Lalathol L.P. School	1	47	47:1	
		37. Kunkun Basti L.P. School	1	50	50:1	
		38. Ram Bhai Patel J.K. M.E. School	6	165	28:1	
6.	Gaglacherra T.E.	39. 544 Gaglacherra Bagan L.P. School	3	105	35:1	Do
		40. 566 Kalapahar Hindi L.P. School	1	45	45:1	
		41. 668 Bansati Tilla Hindi L.P. School	2	44	22:1	
		42. 671 Gaglacherra Kalapahar L.P. School	2	33	16:1	
		43. 834 Bizulee Khuchi L.P. School	1	36	36:1	
		44. 910 Bovoband L.P. School	2	25	13:1	
		45. 914 Kalapahar L.P. School	3	87	29:1	
		46. Gaglacherra I.T.I. L P. School	1	30	30:1	
		47. Gaglacherra Nobby L.P. School	2	46	23:1	
		48. Bornala Bizulee Khuchi Mutai L.P. School	1	32	32:1	
		49. New Kalapahar L.P. School	1	47	47:1	
50. Chandmari Tribal M.E. School	1	50	50:1			
51. Gaglacherra Kalapahar M.E. School	6	165	28:1			
7.	Monacherra T.E.	52. 437 Monacherra Bagan L.P. School	4	108	27:1	Do

8.	Koyah South	T.E.	53. 614 Koyah Boundary L.P. School	2	46	23:1	Do
			54. 549 Koyah Boundary L.P. School	2	68	34:1	
			55. Koyah Bazar Tilla L.P. School	2	37	19	
			56. Koyah Babuline L.P. School	2	62	31:1	
			57. 912 Paila Tilla L.P. School	2	80	40:1	
			58. Koyah Publine L.P. School	1	35	35:1	
			59. Koyah M.E. School	8	143	18:1	
9.	Koyah North	T.E.	60. 55 M.C. Koyah L.P. School	2	140	70	Do
			61. 456 Koyah Hindi L.P. School	2	85	43:1	
			62. Koyah Amtilla L.P. School	1	30	30:1	
			63. 392 Jongeitilla L.P. School	2	39	20:1	
10.	Ramchandi T.E.	T.E.	64. Ramchandi L.P. School	1	51	51:1	Do
			65. 641 Ramchandi L.P. School	2	85	43:1	
11.	Lakshminagar T.E.	T.E.	66. 788 Lakshinagar L.P. School	2	38	19:1	Do
			67. Lakshinagar M.V. School	7	101	15:1	
12.	Aenakhal T.E.	T.E.	68. 453 Aenakhal Hindi L.P. School	4	108	27:1	Do
			69. 491 Akhanda L.P. School	2	70	35:1	
			70. Aenakhal Govt "A" Class L.P. School	5	126	26:1	
13.	Singala T.E.	T.E.	71. 953 Singala L.P. School	1	38	38:1	Do
			72. 615 Old Singala L.P. School	1	46	46:1	
			73. 530 Old Singala L.P. School	1	80	80:1	
			74. 440 Singala L.P. School	2	90	45:1	
			75. Singala M.E. School	6	101	17:1	
14.	KunchanPur T.E.	T.E.	76. 531 Kanchanpur L.P. School	1	70	70:1	Do
			77. Kirtibash L.P. School	1	36	36:1	
			78. 611 Jamini L.P. School	1	38	38:1	
			79. Sayedpur Appleswami L.P. School	2	30	15:1	
			80. Pakhicherra M.V. School	6	140	24:1	
			81. Durgimara L.P.				
			82. Telkatta Khasia Punjee L.P.				
			83. 607 Nagalia L.P.				

SL No	Block	Name of TE	Name of Schools	No. of Teacher	Enrolment	PTR
1	Katlicherra	Sultanicherra TE	532 Sultani Bagan LPS			
2			Indira Gandhi LPS			
3			Sultanicherra J.N. MES			
4		Manipur TE	535 Manipur Baghan LPS			
5			369 Gramthan LPS			
6			Dalkirpar LPS			
7			Manipur MV School			
8		Dholai TE	Gramthan Hindi LP School			
9			536 Dholai Baghan LPS			
10			Mentilla LPS			
11			Krishna Tilla LPS			
12			551 Dholai Hindi LP			
13		Santilla TE (under Dholai TE)	Dholai Indira LP			
14			Dholai Nutan Line LP			
15			Ujan Dholai Agrahari ME			
16			580 Kathaltali LP			
17			688 Santilla LP			
18		Jugicherra TE	475 Bagmara LP			
19			Jugicherra Hindi LP			
20	Rupacherra TE	511 Kukicherra LP School				
21		Hathi Dub				
22		534 Kukicherra LP				
23		538 Rupacherra LP				
24	Katlicherra TE (Alexgenderpur)	Kalindi LP				
25		664 Rupacherra LP				
	Katlicherra T.E.(Grant)	633 Bandhabil L.P.				
		Banglabil Kanailal L.P				
		Banglabil LP				
	Katlicherra T.E.(RA)	70 Chalmars LP				
		Alen Chalmars ME				
	Bandukmara TE	635 Banglatal LP				
		Kartikcherra LP				
		539 Bandukmara Garden LP	1	76	76	
		655 Simana Tilla LP	2	38	19	
	Mohampur TE	Bandukmara DakbanglaLP	2	44	22	
		Bandukmara TE ME	7	56	8	
		540 Mohampur Baghanpur LP	2	104	52	
	Barnibridge TE	Rabidas Colony LP	2	34	17	
		644 Barni Line Hindi LP	3	60	20	
		541 Barnibridge Garden LP	1	60	60	
	Chandipur TE	515 barnibridge Hindi LP	1	75	75	
		794 Tapang Line LP	1	43	43	
		450 Palhar Tilla LP	1	45	45	
		Gaurangapur LP	1	50	50	
		645 Chandipur LP	1	91	91	
	Margonpur TE	Chandipur ME School	2	94	47	
		864 Gopiram LP	7	48	7	
		606 Margonpur LP	1	131	131	
	Jitamukh TE	Padmabazar LP	1	44	44	
		322 Jitar Mukh LP				
	Saraspur TE	6 Saraspur LP	3	140	47	
		528 Saraspur LP	5	209	41	
		S.K. Dev ME School	7	220	31	

		831 Mem Tilla LP	1	42	42
	Balakandi TE	543 Balakandi Garden LP	2	191	95
		887 Ratakandi Aglatilla LP	1	90	90
	Ratakandi TE	750 China Basti LP	1	74	74
		542 Ratakandi Garden LP	2	82	41
		Ratakandi ME	7	111	16

		831 Mem Tilla LP	1	42	42
	Balakandi TE	543 Balakandi Garden LP	2	191	95
		887 Ratakandi Aglatilla LP	1	90	90
	Ratakandi TE	750 China Basti LP	1	74	74
		542 Ratakandi Garden LP	2	82	41
		Ratakandi ME	7	111	16

		831 Mem Tilla LP	1	42	42
	Balakandi TE	543 Balakandi Garden LP	2	191	95
		887 Ratakandi Aglatilla LP	1	90	90
	Ratakandi TE	750 China Basti LP	1	74	74
		542 Ratakandi Garden LP	2	82	41
		Ratakandi ME	7	111	16

23	Duttapur FV	592 Duttapur ME			
24	Ram Nathpur FV	838 Ram Nathpur FV LP			

Annexure-IV: List of Schools Under Remote/Punji Areas

Name of the block	Name of the village	Name of the School	No. of Teacher	Enrollment	PTR
Lala	Vernerpur Khassia PUNJI	373 Kurtatilla LP			
	Dholcherra Ext.	568 Dholcherra Hrangkhal LP			
	Dholchera FV	343 Dholcherra Tripura Punji LP			
	Lalacherra FV	624 satanobbey Khassia punji LP			
	Lalamookh TE	Koilathol Khassia punji LP			
		493 Sumcher khuchi Hindi LP			
		623 Nobbey Khichi khassi punji Hindi school			
	Gaglacherra TE	Gaglacherra Khassia punji LP			
	Kalacherra TE	496 Das Ekar Khassia punji LP			
	Ramchandi Punji	376 Ramchandi Khassia punji LP			
		622 Ramchandi Kukipunji LP			
		802 Ramchandi kuki punji LP			
	Joynagar Punji	Joynagar PT Basic			
	Ramchadi III	Dinanath pur PT Basic			
Lakhinagar TE	785 Pakuria kukipunji LP				
Katlicherra	Kunchan pur TE	749 Telgutta Khassia Punji LP			
		607 nagatilla LP			
		418 Durgimara LP			
	Aranya Pur	Kamala Punji LP			
	Gharmurah	Rankal Basti LP			
	Nagacherra Punjee	Nagacherra Tripura punji LP			
	Balda Boldi punji -I	Cachar Join Punji LP			
		Cachar Join Punji Tribal ME			
	Jhamlacherra	Jhamlacherra Tribal ME			
	Gandacherra	Kukicherra Govt. J. B. LP			
Hailakandi	Baruncherra Tripura Punjee	1047 Baruncherra Tripura Punji LP			
	JhainacherraJa	597 Jhainacherra Sibchar LP			
		919 Jhainacherra LP			
		Umedgena LP			
	Dhamcherra N.C FV	P.T. Hazargilla LP			
	Dhamcherra N.C	350 Rupasibari LP			
		Bonopilly Girls LP			
		Robidas Colony LP			
		650 Behur LP			
		613 Behur Tribal LP			
	Behur Requisition LP				
	584 Dasnagar LP				

	Mulitilla LP			
	Dwarka Pur assamese LP			
	Satosh nagar Janamongal LP			
Bonduk mara	832 Khassia Punji LP			
	410 Bowerthol LP			
	Barcherra LP			
	322 Jillarmmkh LP			
	864 Gopiram LP			
	Jilla punji LP			
	459 Noonkuli LP			
	547 Khassia Punji LP			
	408 Chandipur Grant ME			
	Bowarthol R.K.P ME			
	Bash bari ME			
	Rainchandi Tribal ME			
	Mohanpur RA ME			
	326 Pedla punji LP			

Annexure-V: List of Schools Under Flood Prone Area

Sl. No	Name of the block	Name of the village	Name of the School	No. of Tecaheer	Enrollment	PTR	
1	Lala	Rajyeswarapur- VIII	57 east Rajyeswaram				
2			TH Sunamoni LP				
3			8 Vettapar LP				
4			Lakhyanath MV				
5		Rajyeswarapur- VII	572 Joy Kumari LP				
6			360 Jaffirband LP				
7			565 katagaon LP.				
8			Katha gaon Indira LP.				
9			133 Gulur bhaga Maktab				
10			424 anowar par LP				
11			Chaudda Ali ME				
12			Mobarak Ali ME				
13			Gagla cherra Hindi ME				
14		Rajeswarapur-IV	119 Muktacherra LP				
			101 Merirgul LP				
			957 Nurul Islam LP				
			956 Rajeswarpur Janata LP				
			Barbhuya LP				
			Abdul Bari MV				
			Mubesar Ali ME				
15			Rajeswarapur-V	851 Laisramkuna Meetai LP			
16				1no Rajeswarpur LP			
17				33Muktacherra LP			
18		62 Rowerpar LP					
19		Rajeswarpur ME					
20		Sanari Metai ME					
21		Rajeswarapur VI	462 Sahebramtook LP				
22			Goalipar Metai LP				
23		Rajeswarapur III	597 Jalampur Sibbari Meetai LP				
24		Sudarshanpur III	85 Kalacherra LP				
25		Kalacherra RA	537 Narsingpur Bagan LP				
26		Nityanandapur II	Koireng Memorial LP				
27			Nityanandapur ME				
28		Nimaichandpur -II	75 Nimaichandpur LP				
29			562 Sarbudaya LP				
30			269 Bhatirgram LP				
31			197 Nimaichandpur Maqtab				
32			Tuslakhai LP				
33			Nimaichandpur MEM				
34	Uttarjushnabad- I	82 Uttarjushnaba d LP					
35		621 Bintula LP					
36		108 Lalaghat LP					
37		909 Janakalyan					
38		Rachid ali LP					
39		Sachiura ME					

40		Uttarjusunabad -II	445 Uttarjusunabad LP		
41		Borband-I'	554 Titu Memorial LP		
42			94 Borbond LP		
43			770 Borband LP		
44			Mozurtilla ME		
45		Borband-I	Janasobha LP		
46			786 Mazor gaon Anzir Ali LP		
47		Kuchila Grant	sikandar Ali LP		
48		Kachari thol FV	129 Kachari thol LP		
49			Kacharithol ME		
50		Vernerpur TE	529 Vernerpur LP		
51			Sramik unnayon LP		
52			587 Pechatyilla LP		
53		Lalacherra TE	954 Sibsankar LP		
54			455 Lalacherra LP		
55			91 Lalcherra LP		
56			743 Chandra nath LP		
57			Manikcherra ME		
58		Gaglacherra TE	544 no. Gaglacherra Bagan LP		
59			566 Kalapahar Hindi LP		
60		Lalamukh TE	kalibari LP		
61		Dholaimolai -V	161 Kabulitilla LP		
62			175 Bilgaon LP		
63			Hazi Mazor Ali MEM		
64		Aranyarpur	364 Aranyarpur LP		
65			670 Aranyarpur LP		
66			Bipin Pathshala		
67	Katlicherra	HarishNagar -I	689 Bapuji hindi LP		
68			Kamalapunji LP		
69			Aranyapur MV		
70		Rupacherra	315 Rupacherra LP		
71		RA/Basti	242 Rupacherra LP		
72			Rupacherra ME		
73			26 Bakrihawor LP		
74			Gopal ram ME		
75			Krisna Ram ME		
76			416 Anowarpasr LP		
77			465 Netaji Bidyapith		
78			985 Kalinagar PT Basic		
79			Baiyakamdi LP		
80			42 Bakrihawor LP		
81	Hailakandi		Bakrihowa pt VI LP		
82			292 Huriorpar LP		
83			405 Bakrikhaiorpar LP		
84			Katakhal Dubriarpar LP		
85			29 Gumnekarpar LP		
86			327 mazorirpar LP		
87			651 Bakrihawar -X LP		
88			653 Mirzamara LP		
89			Kalinagar -VI LP		

90	793 Banngaon LP			
91	412 Tilagram LP			
92	314 Badhir kurirpan LP			
93	Bakrihawor MEM			
94	558 Saropram LP			
95	Gakulchand LP			
96	Kalibari Govt. Jr Basic LP			
97	409 Kalinagarpar LP			
98	Surendrachandra Memorial LP			
99	Bakrihawor MV			

Annexure- VI: List of schools located in slum area of Urban

SL. No.	Name of the Town	Name of the Location	Name of the School	No. of Teachers	Enrollment	PTR
1		Naga Patty	827 Horizan Pre Primary school			
2		Debnath Colony	524 Ramchandra Mukta Basi LP			
3	Hailakandi	Debnath Colony	Ram Chandra Mukta Basi MES			
4		BacheirKhall	BacheirKhall MES			
5		Siraj Potty	528 Pragatishil LPS			
6		Natun Para (Bandar Para)	518 Radha Mani LPS			
7		Robidas Colony	Rabidas Para LPS			
8	Lala	B.T Road (g p sarania)	Lalakhal Hindi LpS			

Annexure- VII-A : List of Schools Other than Bengali Medium (Manipuri & Mizo)

Sl. No	Name of the block	Name of the village	Name of the School	No. of Teachers	Enrollment	PTR
1	Lala	Rajeswarpur-VIII	57 East Rajeswarpur LP(Manipuri)			
2			TH Sonamoni LP			
3			102 Madaripar Indramoni LP (Monipuri)			
4			BL ME School(Monipuri)			
5			Madaripar ME (Monipuri)			
6		Rajeswarpur-VII	572 Joykumari LP(Monipuri)			
7			360 Jafirband LP (Monipuri)			
8		Rajeswarpur-V	851 Laisram Khun Meetai LP (monipuri)			
9			sanari Meetai ME (Monipuri)			
10		Rajeswarpur-IV	704 vetelapar LP (Monipuri)			
11		Rajeswarpur-II	648 Model LP (manipuri)			
12			34 west Rajeswar pur LP (Monipuri)			
13			Laisram Khun Meetai ME (Monipuri)			
14		Rajeswarpur-I	K Ingengjaw LP (Monipuri)			
15			K Bacha Singh ME (Monipuri)			
16		Nimaichandpur I	961 Sorumkhul Meetai LP (Monipuri)			
17		Nimaichandpur II	269 Bhatigram LP (Monipuri)			
18		Sudarshan Pur III	597 jalampur sibbaeri meetai LP (monipuri)			
19			Gualipar Meeati LP (Monipuri)			
20		Dhalchara Ext F.V	568 Dhalchara Hrangkhal LP (Mizo)			
21			500 garood Punzi LP (Mizo)			
22		Goglacherra T.E	Bornala Bizuli Khuchi Meetai LP (Monipuri)			
23		Baldabaldi punji I	Cachar Join Punji LP (Mizo)			
24	Katlicherra		Cachar Join Punji Tribal ME (Mizo)			
25		Gharmurah F.V II	Hrangkhal Basti LP (Mizo)			
26		Lala Ward No. 1	Chengbill Josna bad LP (Monipuri)			
27	Lala Urban		N Bacha Lala Chengbil ME (Monipuri)			

Annexure-VIII- List of of Mixed Medium Schools

Sl. No	Name of the block	Name of the village	Name of the School	No. of Teachers	Enrollment	PTR
1	Lala	Rajesarpur V	Rajeswarpur MES			
2		Purbakitarband I	Purbakitarband MES			
3		Rajeswarpur V	Rajeswarpur LPS			
4		Rajeswarpur IV	89 Baikuntha LPs			
5		Rajeswarpur VIII	191 Madhabpur LPS			
6		Sudarshanpur III	85 Kalachara LPS			
7		Nimai Chandpur II	75 Nimaichandpur LP			
8		Rajeswarpur VIII	866 Radhagobinda LP			
9		Rajeswarpur VIII	Noruttam Nath LP			
10	Lala Urban	Ward no1	233 Lala Chengbil LP			

DISTRICT ELEMENTARY EDUCATION (DEEP) PERSPECTIVE PLAN

2002-03 to 2009-10
DISTRICT : HAILAKANDI

GOI Ref. Code	Head of account	COMPONENT Activity Description	Unit of Measures	Unit cost for 02-03 to 04-05	Unit cost for 05-06 to 06-07	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total		Remarks	
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial		
A PROJECT MANAGEMENT																									
17	A.1	Furniture & Equipment	Lumpsum	1.00	2.00					1	1.00			1	1.00								5	2.00	
17	A.2	Salary	Per month	1.5	1.8			12	18.00	12	18.00	12	21.60	12	21.60	12	12	12	12	12	12	12	84	79.20	
17	A.3	Office Expenses	Per month	0.03	0.05			12	0.36	12	0.36	12	0.50	12	0.60	12	12	12	12	12	12	12	84	1.92	
17	A.4	Travel Expenses	Per month	0.2	0.24			12	2.40	12	2.40	12	2.88	12	2.88	12	12	12	12	12	12	12	84	10.56	
17	A.5	Print	Per month	0.05	0.05			12	0.50	12	0.50	12	0.50	12	0.50	0	0	0	0	0	0	0	12	0.60	
17	A.6	Audit Fees	Per year	0.1	0.15			1	0.10	1	0.10	1	0.15	1	0.15	1	1	1	1	1	1	1	7	0.50	
17	A.7	Meeting Seminar	Per year	0.12	0.22			12	1.44	12	1.44	12	2.54	12	1.20	12	12	12	12	12	12	12	84	6.72	
17	A.8	TA DA	Per month	0.24	0.35			12	2.88	12	2.88	12	4.32	12	4.32	12	12	12	12	12	12	12	84	14.40	
17	A.9	Salary of BRC support staff	Per month per BRC	0.22	0.264			4	10.56	4	10.56	4	12.67	4	12.67	4	4	4	4	4	4	4	28	46.46	
17	A.10	Perfor. for printing	Per month	0.24				3	0.72	3	0.72														
17	A.11	Fixed TA for Sp	Per person per month	0.002	0.003			6	0.18	6	0.18	6	0.25	6	0.25	6	6	6	6	6	6	6	56	0.96	
17	A.12	Capacity building for Educational Functionaries	Lumpsum	0.6	0.6			1	0.60	1	0.60	1	0.60	1		1	1	1	1	1	1	1	7	2.00	
17	A.13	Media & Publicity																							
17	A.13.1	Information Booklet	Per book	0.15	0.1			1	0.15	1	0.15	1	0.1	1	0.1	1	1	1	1	1	1	1	7	0.50	
17	A.13.2	Quartz Press visit	Per quarter	0.02	0.025			1	0.02	1	0.025	1	0.025	1	0.025	1	1	1	1	1	1	1	7	0.10	
17	A.13.3	Photo Cartage	Lumpsum	0.1	0.15			1	0.1	1	0.15	1	0.15	1	0.15	1	1	1	1	1	1	1	7	0.55	
17	A.13.4	Other publicity charges	Lumpsum	1.50	1			1	1.50	1	1.50	1	1.00	1	1.15	1	1	1	1	1	1	1	7	4.15	
17	A.13.5	Yearly News Letter	Per book	0.1	0.15			4	0.40	4	0.40	4	0.50	4	0.20	4	4	4	4	4	4	4	28	1.60	
COMPONENT TOTAL								0	40.02	39.48	47.83	44.34											171.66		
B COMMUNITY MOBILISATION (CM)																									
B.1 Training for VEC, TGEC, WEC, GPEC and SMC members																									
14	B.1.1	2-day training of VEC/TGEC/SMC members at GP level	Per person per day	0.0001	0.00015			9967	1.99	9967	1.99	9967	2.99	9967	2.99	9967	9967	9967	9967	9967	9967	9967	69,769	9.97	Training will be provided to selected VEC, TGEC, WEC, GPEC & SMC members
14	B.1.2	3-day Trg. of RPs at Block level	Per person per day	0.0004	0.0005			498	0.50	498	0.60	498	0.75	498	0.75	498	498	498	498	498	498	498	3,488	2.69	
14	B.1.3	5-day Trg. of RPs at District level	Per person per day	0.0005	0.0006			25	0.04	25	0.04	25	0.04	25	0.04	25	25	25	25	25	25	25	174	0.16	
14	B.1.4	1-day training of GPEC members at block level	Per person per day	0.0004	0.0005			744	0.50	744	0.60	744	0.74	744	0.74	744	744	744	744	744	744	744	5,208	2.68	Training will be provided to selected VEC, TGEC, WEC, GPEC & SMC members
14	B.1.5	3-day Trg. of RPs at District level	Per person per day	0.0005	0.0006			37	0.06	37	0.06	37	0.07	37	0.07	37	37	37	37	37	37	37	260	0.25	
B.2 Implementation of VBR																									
16	B.2.1	2-day training of RP, CRDCs & RPs on VBR implementation at block level	Per person per day	0.0004	0.0005			156	0.50	156	0.50	156	0.62	156	0.62	156	156	156	156	156	156	156	1,092	2.25	Training will be provided for 2-day in four phases
16	B.2.2	Implementation of VBR - General area	Per person per day	0.0007	0.0008			58	0.27	58	0.27	58	0.31	58	0.31	58	58	58	58	58	58	58	393	1.18	Visit of one RP per CRC for 7 days
16	B.2.3	Implementation of VBR - Remote Area	Per person per day	0.0015	0.002			10	0.10	10	0.10	10	0.14	10	0.14	10	10	10	10	10	10	10	69	0.49	Visit of one RP per CRC for 7 days
16	B.2.4	Visiting of VBR in Rural areas	Per person per day	0.0007	0.0008			56	0.27	56	0.27	56	0.31	56	0.31	56	56	56	56	56	56	56	393	1.18	Visit of one RP per CRC for 7 days in three quarter
16	B.2.5	Implementation of VBR in various areas	Per person per day	0.0015	0.002			10	0.10	10	0.10	10	0.14	10	0.14	10	10	10	10	10	10	10	70	0.49	Visit of one RP per CRC for 7 days in three quarter

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						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial				
	B.3	Enrollment Drive																							
15	B.3.1	1-day orientation for VEC vice president, MS, SMC President and Gaon Burah at cluster or GP level on enrollment drive	Per person per day	0.0001	0.0002			3940	0.39	1970	0.39	985	0.20	985	0.20	985		985		985		10,835	1.18		
15	B.3.2	2-day Block level RP training	Per person per day	0.0004	0.0005			197	0.16	99	0.10	49	0.05	49	0.05	49		49		49		542	0.35	DRP will assemble at district level on designing the strategy of Enrollment Drive for one day	
15	B.3.3	2-day District level RP training	Per person per day	0.0005				10	0.01													10	0.01	Block level RP will be oriented at block on Enrollment drive for one day	
15	B.3.4	Traveling cost for RPs (4 days) for General areas during actual drive	Per person per day	0.0007	0.001			36	0.16	28	0.11	14	0.06	14	0.056	14		14		14		154	0.38	RP will visit the village during the enrollment drive for general areas	
15	B.3.5	Traveling cost for RPs of Observation of Enrollment drive (4-5 days) Special areas	Per person per day	0.0015	0.002			10	0.02	9	0.04	3	0.02	3	0.020	3		3		3		28	0.14	RP will work on enrollment drive for special areas	
15	B.3.6	Observation of enrollment drive at village level by the VEC, SMC																							Non-financial
15	B.4	Money for meetings																							non financial
15	B.4.1	Monthly VEC, TGEC, WEC, SMC meeting																							non financial
15	B.4.2	Monthly GPEC meeting						25	0.07	24	0.07	24	0.10	24	0.10	24		24		24		168	0.34	GPEC presidents will attend in the block level meeting	
15	B.4.3	Bi-monthly GPEC presidents meet at block level	Per meeting	0.003	0.004					124	1.24	124	1.24	124	1.86	124		124		124		868	6.20		
15	B.4.4	Half yearly general meeting for all VEC, TGEC, WEC, SMC and GPEC at GP level	Per meeting	0.01	0.015					248	0.25	248	0.25	248	0.50	248		248		248		1,736	1.49		
15	B.4.5	Quarterly SMC President meeting at GP level	Per meeting	0.001	0.002																				
	B.5	Regular Grants for the schools																							
7	B.5.1	School Maintenance Grant	Per school	0.05				1363	68.15	1363	68.15	1363	68.15	1363	68.15	1363		1363		1363		10,904	340.75	For all Govt., Provincialised, recognised Primary, Upper Primary & Composite schools	
10	B.5.2	School Infrastructural Grant		0.02				1363	27.26	1363	27.26	1363	27.26	1363	27.26	1363		1363		1363		10,904	136.30	For all Govt., Provincialised, recognised Primary, Upper Primary & Composite schools	
	B.6	Capacity building for PRIs																							
16	B.6.1	Exposure visit of PRI members	Per person	0.05	0.07			49	2.25	69	0.25	85	5.95	85	5.95	85		85		85		535	17.40		
16	B.7	Re-constitution of VEC, TGEC, WEC and GPEC	Per Village		0.0015							394	0.591					394		394		1,576	0.59		
16	B.8	Re-constitution of SMC	Per school	0.001	0.0015					1363	1.36			1363	2.04					0		2,726	3.41	The SMCs will be re-constituted in the year of 2004, 2006, 2008 & 2010	
15	B.9	Gradation of SMC, VEC, TGEC, WEC and GPEC	Per Unit	0.051				1819	1.32					1819	1.82			1819		1819		7,276	3.64	Gradation of SMC, VEC, TGEC, WEC and GPEC will be done in 2004, 2006, 2008, 2009 & 2010 year.	

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						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial				
	B.10	Plan for Special Disadvantaged Areas																									
12	B.10.1	NGO mobilisation	Lumpsum	2.00	3.00			2.00		3.00		3.00		3.00		0		0		0				11.00			
13	B.10.2	Engagement of Community based RP for special areas & group	Per person per month for 4 month	0.08	0.12			11	0.88	11	0.88	11	1.31	11	1.31	11		11		11				77	4.38	One RP for every 20 special area villages	
15	B.10.3	Community based RPs - 1 in each block	Per person per month for 10 month	0.20	0.30			4	0.80	4	0.80	4	1.2	4	1.2	4		4		4				28	4.00	One Community based RP will be engaged per block for special groups	
13	B.10.4	Special mobilisation campaign	Per GP	0.07				11	0.22	11	0.22	11	0.7665	11	1.314	11		11		11				77	2.52		
13	B.10.5	Special intervention for educationally disadvantaged minority area	Lumpsum	10.00	5.00			1	10.00	1	10.00	1	5.00	1	5.00	1		1		1				7	30.00		
	B.10.6	Intervention for urban disadvantaged children		2.00	4.00					1	2.00	1	4.00	1	4.00	1		1		1				6	10.00		
COMPONENT TOTAL								95.41	120.25	123.66	126.13	129.95													595.40		
	C	RESOURCE CENTRE (BRC)																									
13	C.1	Salary of Resource Teacher	Per month per BRC	0.51	10% increase every year from 04-05			4	8.00	4	24.43	4	26.93	4	30.97	4		4		4				32	124.44		
13	C.2	Contingency	Per year per BRC	0.125				4	0.5	4	0.5	4	0.5	4	0.5	4		4		4				32	2.50		
13	C.3	Meeting & Travel Allowance	Per month per BRC	0.005				4	0.06	4	0.24	4	0.24	4	0.24	4		4		4				32	1.02		
13	C.4	TLM Grant	Per year per BRC	0.05				4	0.2	4	0.2	4	0.2	4	0.2	4		4		4				28	2.00		
13	C.5	Block level Supervision	Per BRC per month	0.1	0.15			4	0.4	4	0.4	4	0.6	4	0.6	4		4		4				28	1.15		
13	C.6	BACG Monthly Meeting	Per month per BRC	0.005	0.007			4	0.24	4	0.24	4	0.34	4	0.35	4		4		4				28	0.58		
13	C.7	BACG Documentation	Per month per BRC	0.002	0.004			4	0.05	4	0.05	4	0.192	4	0.192	4		4		4				16	2.00		
13	C.8	Equipment Maintenance	Per BRC	0.1	0.15			4	0.4	4	0.4	4	0.6	4	0.6	4		4		4				16	2.00		
13	C.9	10-day training of RTs	Per person per day	0.0007	0.0005			90	0.63	90	0.63	90	0.07	90	0.07	90		90		90				630	1.40		
COMPONENT TOTAL								2.76	27.13	29.63	33.71	36.80														136.09	
	D	CLUSTER RESOURCE CENTRE (CRC)																									
13	D.1	Furniture & Equipment	Per CRC	0.1				66	14.454	66	8.4	66	63.60	66	69.96	66		66		66				528	282.78	For new CRC	
13	D.2	Salary of CRC	Per CRC per month	0.073	10% increase every year from 04-05			66	57.812	66	63.60	66	69.96	66	76.95	66		66		66				528	8.25		
13	D.3	Contingency	Per CRC per year	0.073				66	1.62	66	1.62	66	1.62	66	1.62	66		66		66				528	8.25		

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						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial							
19	D.4	TLM Grant	Per CRC per year	0.01		66	0.66	66	0.66	66	0.66	66	0.66	66	0.66	66	0.66	66	0.66	66	0.66	66	0.66	3.30						
15	D.5	Monthly Teachers Meet	Per CRC per month	0.002	0.003			66	1.58	66	1.58	66	2.38	66	2.38	66	2.38	66	2.38	66	2.38	66	2.38	4.62	7.92					
15	D.6	Monthly Meeting with VEC	Per CRC per month	0.002	0.003			66	1.58	66	1.58	66	2.38	66	2.38	66	2.38	66	2.38	66	2.38	66	2.38	4.62	7.92					
COMPONENT TOTAL								16.75	63.29		69.08	77.02		84.02										310.17						
E		SCHOOL IMPROVEMENT PROGRAMME																												
15	E.1	Institutional Capacity Building	Lumpsum	5.00	3.00			1	5.00			1	3.00	1	3.00	1	3.00	1	3.00	1	3.00	1	3.00	1	3.00	6	11.00			
15	E.2	OAC's Monthly Meeting	Per meeting	0.014	0.016			12	0.17	12	0.17	12	0.19	12	0.19	12	0.19	12	0.19	12	0.19	12	0.19	12	0.19	84	0.72			
15	E.3	Service Support Visit	Per month per school	0.01	0.012			27	0.27	27	0.27	27	0.32	27	0.32	27	0.32	27	0.32	27	0.32	27	0.32	27	0.32	159	1.19			
15	E.4	Acad. Research & other research related programmes	Lumpsum	0.4	0.5			1	0.40	1	0.40	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	7	1.60			
12	E.5	Workshop, Seminar & Capacity Building	Lumpsum	2.00	2.50			1	2.00	1	2.00	1	2.50	1	2.50	1	2.50	1	2.50	1	2.50	1	2.50	1	2.50	7	9.00			
	E.6	Hiring of vehicle	Per month	0.13	0.15			12	1.20	12	1.20	12	1.60	12	1.60	12	1.60	12	1.60	12	1.60	12	1.60	12	1.60	84	0.66			
15	E.6	Documentation	Per month	0.0125	0.015			12	0.15	12	0.15	12	0.18	12	0.18	12	0.18	12	0.18	12	0.18	12	0.18	12	0.18	84	19.08			
	E.7	Supervision & Monitoring	Per school	0.003	0.004			1353	4.09	1353	4.09	1353	5.45	1353	5.45	1353	5.45	1353	5.45	1353	5.45	1353	5.45	1353	5.45		49.45			
COMPONENT TOTAL								0.00	13.28		8.28	13.95		13.95																
F		QUALITY IMPROVEMENT (QM)																												
1	F.1	Provision for Community Teachers at Remote Area Primary Schools	Per month	0.02	0.03			10	3.6	10	3.6	10	3.5	10	3.5	10	3.5	10	3.5	10	3.5	10	3.5	10	3.5	10	3.5	4.55		
1	F.2	Provision for Community Teachers at Remote Area Upper Primary Schools		0.025	0.035			5	0.175	5	0.175	5	0.175	5	0.175	5	0.175	5	0.175	5	0.175	5	0.175	5	0.175	5	0.175	5	0.175	
12	F.3	Training of teachers																												
12	F.3.1	8 days training of Lower Primary School Teachers	Per person per day	0.0007	0.0008			2735	15.32	2735	15.32	2735	17.51	2735	17.51	2735	17.51	2735	17.51	2735	17.51	2735	17.51	2735	17.51	2735	17.51	19,152	65.65	In phases including general mass teacher training, content enrichment & new textbooks etc including trg. Of RPs. Sanctioned strength of teachers shown as physical target.
12	F.3.2	8 days training of Upper Primary School Teachers	Per person per day	0.0007	0.0008			2343	13.12	2343	13.12	2343	15.00	2343	15.00	2343	15.00	2343	15.00	2343	15.00	2343	15.00	2343	15.00	2343	15.00	16,401	56.23	
12	F.3.3	Training of Para-teachers		0.0007				174	0.73	174	0.73	334	1.49	334	1.49	333.5	1.49	333.5	1.49	333.5	1.49	333.5	1.49	333.5	1.49	2,015	4.26			
12	F.4	15-day District-level workshop seminar	Per person per day	0.0023	0.0027			50	0.38	50	0.38	50	0.53	50	0.53	50	0.53	50	0.53	50	0.53	50	0.53	50	0.53	50	0.53	266	1.80	
12	F.5	Preparation of teachers diary																												
12	F.5.1	Teaching diary (yearly)	Per diary	0.0002	0.00025			5079	1.02	5079	1.02	5079	1.27	5079	1.27	5079	1.27	5079	1.27	5079	1.27	5079	1.27	5079	1.27	5079	1.27	25,553	4.57	Preparation of teachers diary

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						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial				
12	F.5.2	Students progress card	Per copy	0.00003	0.00204			54325	2.64	104164.5	4.17	114581	4.583	125039	5.042	125039.045		126039		126039.045		817.597	16.63		
12	F.5.3	Conduct of Public exam for class IV and class VII (yearly)	Per Block	0.5	0.6			4	2.00	4	2.00	4	2.40	4	2.40	4		4		4		29	8.80	Conduct by a group of DACG and BACG	
5	F.6	Free Textbook to Children		0.0015				61043	91.56	61477	122.22	83521	125.28	83725	125.54	76996		76996		76996		540,753	464.65		
15	F.7	Grazation of School		0.095	0.091			1563	6.82	1363	1.35	1363	1.39	1363	1.32	1363		1363		1363		9.541	16.36		
11	F.8	Teacher Grant		0.005	0.005			5079	25.43	5079	25.40	5079	25.40	5079	25.43	5079		5079		5079		40,632	126.98		
9	F.9	TLE Grant to Upper Primary Schools not covered under DBB	Per school	0.5				275	92	46.00	92	46.00	92	46.00										13.50	
COMPONENT TOTAL								25.40	205.18	231.70	240.72	209.54											903.94		
G. ALTERNATIVE SCHOOLS																									
G.1 EGS for Lower Primary Level																									
20	G.1.1	Preparatory activities	Per school	0.002	0.003			112	0.224													112	0.22		
20	G.1.2	Running the school	Per school per year	0.16	0.2			112	17.92	112	17.92	112	22.40	112	22.40	112		112		112		784	80.64		
20	G.1.3	Additional teachers for high enrollment	Per centre year	0.10	0.12			17.00	1.7	17	1.70	17	2.04	17	2.04	17		17		17		119	7.48		
G.2 EGS for Upper Primary Level																									
20	G.2.1	Preparatory activities	Per school	0.002	0.003			50	0.15												50	0.15			
20	G.2.2	Running the School	Per children		0.013			2000	26.00	2000	26.00	2000	25.00	2000	25.00	2000		2000		2000		12,000	78.00		
20	G.2.3	Management Cost	Per centre	0.001	0.0015			50	0.05	50	0.08	50	0.08	50	0.08	50		50		50		300	0.20		
G.3 Short Term Bridge Course																									
20	G.3.1	Preparatory activities	Per centre	0.002	0.003			249	0.50												249	0.50			
20	G.3.2	Conduct of the course	Per learner per month	0.00062	0.00071			8299	15.45	2700	5.74	1244	2.64	0	0.00	0		0		0		12,240	23.83		
20	G.3.3	Management Cost for Short term bridge course	Per centre per month	0.00100	0.00150			249	0.75	83	0.25	41	0.19					0		0		373	1.18		
G.4 Long Term Bridge Course																									
20	G.4.1	Preparatory activities	Per centre	0.00200				254	0.57									0		0		284	0.57		
20	G.4.2	Conduct of the course	Per learner per month	0.00062	0.00071			8529	31.77	4254	18.12	2132	4.53					0		0		14,926	54.43		
20	G.4.3	Management Cost for Long term bridge course	Per centre per month	0.00100	0.00150			254	1.71	142	1.28	71	0.64					0		0		498	3.62		
G.4.4 Residential Bridge Course																									
G.5 Inputs to Religious Madrasa for introduction of formal curriculum																									
20	G.5.1	Meeting with Religious Leaders, Educational Functionaries & Parochial Functionaries at district level & other mobilisation activities	Lumpsum	0.05	0.02			1	0.05	1	0.05	1	0.02	1	0.02	1		1		1		7	0.14		
20	G.5.2	Introduction of formal curriculum in religious institute.	Per Madrasa	0.1	0.019			23	0.345	46	4.6	46	0.69	46	0.59	46		46		46		299	6.33	Provision of one full time teacher	
20	G.5.3	Literary grant			0.01			23	0.23	46	0.46	46	0.46	46	0.49	46		46		46		299	1.61		
20	G.5.4	20-day Training of Additional Teachers	Per person per day	0.0007	0.0009			23	0.39	46	0.64	46	0.74	46	0.74	46		46		46		299	2.44		
20	G.5	Declaration of 100% USE block	Lumpsum	2.00	3.00				2.00	1	3.00	2	6.00									4	11.00		

DISTRICT ELEMENTARY EDUCATION (DEEP) PERSPECTIVE PLAN

2002-03 to 2009-10
DISTRICT : HAILAKANDI

GOI. Ser. Code	Head of account	COMPONENT Activity Description	Unit of Measures	Unit cost for 02-03 to 04-05	Unit cost for 05-05 to 06-07	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total		Remarks	
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial		
COMPONENT TOTAL							0.60		73.53		79.96		66.42		52.42								272.34		
	H	MANAGEMENT INFORMATION SYSTEM (MIS)																							
	H 1	Upgradation of Systems		5.000								1	5.00							1	5.00		2	10.00	
15	H 2	Annual Maintenance of Systems	Per year	0.240	0.360					1	0.36	1	0.36	1	0.36	1		1				1	6	1.08	
15	H 3	Internet & Convergence with NDC, DNET		0.150	0.200			1	0.15	1	0.20	1	0.20	1	0.20	1		1				1	7	0.75	
15	H 4	MIS Setup Maintenance		1.150				1	1.15	1	1.50	1	1.50	1	1.50	1						1	3	3.00	
15	H 5	Trainings to MIS And Other Officials	Per month	0.150	0.000			12	0.96	12	0.96	12	0.96	12	0.96	12		12				12	84	3.84	
15	H 6	Training for Data Entry Operators	Per person	0.070	0.070			2	0.10	2	0.10	2	0.14	2	0.14	2		2				2	14	0.48	
15	H 7	Training for DMO/EMO & other Education Department Officials	Lumpsum	0.250	0.350			1	0.25	1	0.25	1	0.35	1	0.35	1		1				1	7	1.20	
15	H 8	Training to BRCC, CRCC, HTs and -Ms on data collection	Per person	0.0007	0.0008			1433	1.00	1433	1.00	1433	1.15	1433	1.15	1433		1433				1470	10,068.00	4.30	
15	H 9	Data Entry and Moding of Survey, EMIS, Teachers Database etc	Lumpsum	0.600	0.600			1	0.50	1	0.50	1	0.60	1	0.60	1		1				1	7	2.20	
15	H 10	Dissemination & Analysis of H2H Survey, DSE etc	Lumpsum	0.600	0.600			1	0.50	1	0.50	1	0.60	1	0.60	1		1				1	7	2.20	
15	H 11	5% Sample Checks of Survey Data	Per school	0.010				72	0.72	72	0.72	72	0.72	72	0.72	72		72				1	290	2.87	
15	H 12	Printing of Data Capture Formats	Per format	0.0002	0.00025			1500	0.30	1500	0.30	1500	0.04	1500	0.04	1500		1500				1500	10,500	0.68	
15	H 13	Printing of Final Reports for Sharing	Per Report	0.001	0.002			1000	1.00	1000	1.00	1000	1.50	1000	1.50	1000		1000				1000	7,000	5.00	
15	H 14	Salaries to MIS Staff (1 Programmer, 2 DECs)	Per month	0.150	0.160			12	1.80	12	1.80	12	2.16	12	2.16	12		12				12	84	7.92	
COMPONENT TOTAL								7.78		9.19		13.77		10.27											
	I	INTEGRATED EDUCATION FOR DISABLED CHILDREN (IED)																							
15	I 1	Meeting of Core Group (District level)	Per meeting	0.02	0.025			4	0.08	4	0.08	4	0.1	4	0.1	4		4				4	28	0.36	
15	I 2	Awareness Programmes for community members	Per GP	0.01				20	0.2	20	0.22	62	0.62	62	0.62	62		62				62	310	1.65	Per GP 20 persons viz. GP President, Member Secretary, All VEC president & MS, Parents & community members
15	I 2 2	Surveys/ Studies	Per day per person	0.0002	0.0003			50	0.05	50	0.05	50	0.3	50	0.3	50		50				50	300	0.70	
15	I 3	Selection of IED personnel																					4	-	
15	I 3 1	Salaries of RPs	Per Block	0.006				20	0.12	20	0.12	20	0.12	20	0.12	20		20				20	62	0.12	
15	I 3 2	Salaries of IED workers	Per person	0.001				20	0.02	20	0.02	20	0.02	20	0.02	20		20				20	62	0.12	
15	I 4	Honorarium of RPs																							

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2002-03 to 2009-10
DISTRICT : HAILAKANDI

GOI Ref. Code	Head of account	COMPONENT/Activity Description	Unit of Measures	Unit cost for 02-03 to 04-05	Unit cost for 05-06 to 06-07	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total	Remarks		
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial				
15	14.1	Honorarium of BRPs	Per person per month	0.01	0.013	4	4	7	0.57	4	0.57	4	0.57	4	0.57	4	4				4	32	2.29		
15	14.2	Honorarium of IED Workers	Per person per month	0.07	0.07			20	2.2	42	4.62	42	4.62	62	6.82	62	62				62	352	16.26		
15	15	Training												20	0.18						0	66	0.50		
15	15.1	10-day In-service Training of BRPs & IED workers	Per person	0.0007	0.0008			24	0.17	22	0.18										66	380	1.00		
15	15.2	7-day Refresher Training of BRP & IED workers	Per person	0.0007	0.0008			24	0.12	46	0.26	46	0.26	66	0.37	66	66				66	200	200	1.220	0.95 Per GP 10 person
15	15.3	2-day Training of ECE/NCDS Workers, Ka-Gan teachers (for Party (1+1+1))	Per person per day	0.0007	0.0008			200	0.26	220	0.35			200	0.32	200	200				200				
15	15.4	2-day for OIEGS workers	Per person	0.0007	0.0008			93	0.13	47	0.08	25	0.04				0				0	162	0.24		
15	16	Medical Assessment Camp	Per Camp	0.09	0.09			4	0.2	8	0.48	8	0.48	8	0.48	8	8				8	52	1.64		
15	16.1	Aids and Appliances	Lumpsum	1.00					1.00		1.00		1.00		1.00		0				0		52	0.80	
15	16.2	Ceremonial Distribution Camp	Per block	0.02	0.02			4	0.08	8	0.24	8	0.24	8	0.24	8	8				8				0.55
15	16.3	Folk-education use, repair and maintenance	Lumpsum	0.1	0.15				0.1		0.15		0.15		0.15		0				0				
15	17	Special Resource Support to Disabled Children	Per Child		0.0004			432	0.17	432	0.17	865	0.35	1297	0.52								3,026	1.21	
15	18	Maternal Development(Print, Audio, Audio Visual, Case Study)	Per Child		0.001			432	0.43	432	0.43	865	0.86	1297	1.33	1297	1297				1297		6,917	3.03	
15	19	Observation of World Disabled day (as Sanku Mela)	Per Block	0.05	0.10			4	0.2	5	0.5	5	0.5	5	0.5	5	5				5	34	1.70		
15	1.10	Exposure visit of BRP/IED Workers	Lumpsum	1.00					0.50		0.50		1.00		1.00		0			0					42.02
COMPONENT TOTAL								0.00	6.46	9.90	11.09	14.35													
J EARLY CHILDHOOD CARE & EDUCATION (ECE)																									
16	11.1	Opening of ECE Centre	Per person per month	0.0001	0.0001			20	1.13	20	1.40	20	1.50	20	1.50	20	20				20	140	6.00		
16	11.2	Honorarium of Mothers	Per person per month	0.005	0.005			20	1.00	20	1.00	20	1.20	20	1.20	20	20				20	140	4.40		
16	11.3	Centre Contingency	Per month per Centre	0.001	0.0015			20	0.20	20	0.20	20	0.30	20	0.30	20	20				20	140	1.00		
16	11.4	Maternal Cost	Per year per Centre	0.01	0.01			20	2.00	20	2.00	20	2.00	20	2.00	20	20				20	140	8.00		
16	11.5	10-day Training of workers	Per person per day	0.0007	0.0008			20	0.14	20	0.14	20	0.16	20	0.16	20	20				20	140	1.00		
16	11.5	Centre Supervision	Per Centre	0.001	0.0015			20	4.94	20	4.94	20	5.56	20	5.56										21.00
16	11.2	Support to ICDS						122	3.65	122	3.65	122	1.82	122	4.83	122	122				122	854	17.08		
16	12.1	Additional material for ICDS workers																							

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DISTRICT : HALAKANDI

GOI Ref Code	Head of account	COMPONENT Activity Description	Unit of Measures	Unit cost for 02-03 to 04-05	Unit cost for 05-06 to 06-07	2002-03		2003-04		2004-05		2005-06		2005-07		2007-08		2008-09		2009-10		Total		Remarks		
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial			
18	J.2.2	1-day Training of ICDS workers	Per person per day	0.0007	0.0008			122	0.85	122	0.85	122	0.95	122	0.98	122		122		122		854	3.66			
18	J.2.3	PLM & Other Play materials	Per centre per year	0.005	0.005			122	0.61	122	0.61	122	0.61	122	0.61	122		122		122		854	2.44			
18	J.3	Supervision & Monitoring	Per ECE & ICDS centre per month	0.001	0.0015			122	1.83	122	1.22	122	1.53	122	1.83	122		122		122		854	6.71			
15	J.4	ICDS/ICDS							6.95		6.14		6.30		6.30								29.89			
17		Other Programme Activities	Lumpsum						3.11		3.72		1.14		1.14		0		0		0			9.11		
COMPONENT TOTAL										15.00		15.00		15.00		15.00		0		0		0		60.00		
K FUNDYATION																										
18	K.1	Computer Aided Learning	Lumpsum	15.00		1	15.00	1	15.00	1	15.00	1	15.00	1	15.00	1		1		1		1		8	75.00	
COMPONENT TOTAL										15.00		15.00		15.00		15.00		0		0		0			75.00	
L CIVIL WORKS																										
6	L.1	New School Building Construction		2.500		11	27.50	50	125.00	50	125.00	31	77.50	6	20.00									150	375.00	
5	L.2	New School Building with salvage of some materials		2.000		11	22.00	49	98.00	50	100.00	38	75.00	6	15.00									156	312.00	
5	L.3	Renovation		1.800		9	16.20	40	72.00	49	88.20	45	81.00	6	14.40									151	271.80	
6	L.4	Additional Classroom		1.400		8	11.20	30	42.00	25	35.00	19	26.50	23	29.00									102	142.80	
5	L.5	Fence		0.200		13	2.60	26	5.20	25	5.00	25	5.00	25	5.00									114	22.80	
5	L.6	Drinking Water Facilities		0.150		13	1.95	25	3.90	30	4.50	28	3.90	25	3.75									120	18.00	
5	L.7	Play Resource Centre		6.000		3	18.00		0.00		0.00		0.00		0.00									3	18.00	
6	L.8	Computer Resource Centre		2.000		4	8.00	20	40.00	30	60.00	23	46.00		0.00									74	148.00	
5	L.9	Library Resource Centre		4.000			0.00		0.00		0.00		0.00		0.00											
COMPONENT TOTAL								107.45	386.10	417.70		310.00	104	87.15								104		1,308.40		
GRAND TOTAL								268.78	972.60	1048.59		970.63	704.18												3,964.98	
% of Management cost									4.11%	3.75%		4.93%	5.25%											4.33%		
% of Civil works								39.98%	39.70%	39.83%		37.94%	12.37%												33.00%	

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GOI Ref Code	Head of account	COMPONENT Activity Description	Unit of Measures	Unit cost for 02-03 to 04-05	Unit cost for 05-06 to 05-07	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total	Remarks	
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial			
	A	PROJECT MANAGEMENT																						
17	A.1	Furniture & Equipment	Lumpsum	1.00	2.00					1	1.00			1	1.00	1	1	1	1	1	5	2.00		
17	A.2	Salary	Per month	1.5	1.8			12	18.00	12	18.00	12	21.60	12	21.60	12	12	12	12	12	84	79.20		
17	A.3	Office Expenses	Per month	0.03	0.05			12	0.36	12	0.36	12	0.60	12	0.60	12	12	12	12	12	84	1.92		
17	A.4	Hiring of vehicles	Per month	0.2	0.24			12	2.40	12	2.40	12	2.88	12	2.88	12	12	12	12	12	84	10.56		
17	A.5	Rent	Per month	0.05	0.06			12	0.60							0	0	0	0	12	0.60			
17	A.6	Audit Fees	Per year	0.1	0.15			1	0.10	1	0.10	1	0.15	1	0.15	1	1	1	1	1	7	0.50		
17	A.7	Meeting Seminar	Per year	0.12	0.22			12	1.44	12	1.44	12	2.64	12	1.20	12	12	12	12	12	84	6.72		
17	A.8	TA/DA	Per month	0.24	0.36			12	2.88	12	2.88	12	4.32	12	4.32	12	12	12	12	12	84	14.40		
17	A.9	Salary of BRC support staff	Per month per BRC	0.22	0.264			4	10.56	4	10.56	4	12.67	4	12.67	4	4	4	4	4	28	46.46		
17	A.10	Rent for BRC building	Per Year/Per BRC	0.24				3	0.72	3	0.72													
17	A.11	Fixed TA for STs	Per person per month	0.002	0.003			8	0.19	8	0.19	8	0.29	8	0.29	8	8	8	8	8	56	0.96		
17	A.12	Capacity building for Educational Functionaries	Lumpsum	0.6	0.8			1	0.60	1	0.60	1	0.80	1		1	1	1	1	1	7	2.00		
17	A.13	Media & Publicity																						
17	A.13.1	Information Booklet	Lumpsum	0.15	0.1			1	0.15	1	0.15	1	0.1	1	0.1	1	1	1	1	1	7	0.50		
17	A.13.2	Quarterly Press visit	Per quarter	0.02	0.025			1	0.02	1	0.025	1	0.025	1	0.025	1	1	1	1	1	7	0.10		
17	A.13.3	Publicity Campaign	Lumpsum	0.1	0.15			1	0.1	1	0.15	1	0.15	1	0.15	1	1	1	1	1	7	0.55		
17	A.13.4	Other publicity measures	Lumpsum	1.50	1			1	1.50	1	1.50	1	1.00	1	0.15	1	1	1	1	1	7	4.15		
17	A.13.5	Yearly News Letter	Per block	0.1	0.15			4	0.40	4	0.40	4	0.60	4	0.20	4	4	4	4	4	28	1.60		
		COMPONENT TOTAL						0	40.02		40.48		47.83		45.34								173.66	
	B	COMMUNITY MOBILISATION (CM)																						
14	B.1	Training for VEC, TGEC, WEC, GPEC and SMC members																						
14	B.1.1	2-day training of VEC/TGEC/SMC members at GP level	Per person per day	0.0001	0.00015			9967	1.99	9967	1.99	9967	2.99	9967	2.99	9967	9967	9967	9967	9967	69,769	9.97	Training will be provided to selected VEC, TGEC, WEC, GPEC & SMC members	
14	B.1.2	3-day Trg. of RPs at Block level	Per person per day	0.0004	0.0005			498	0.60	498	0.60	498	0.75	498	0.75	498	498	498	498	498	3,488	2.69		
14	B.1.3	3-day Trg. of RPs at District level	Per person per day	0.0005	0.0006			25	0.04	25	0.04	25	0.04	25	0.04	25	25	25	25	25	174	0.16		
14	B.1.4	2-day training of GPEC members at block level	Per person per day	0.0004	0.0005			744	0.60	744	0.60	744	0.74	744	0.74	744	744	744	744	744	5,208	2.68	Training will be provided to selected VEC, TGEC, WEC, GPEC & SMC members	
14	B.1.5	3-day Trg. of RPs at District level	Per person per day	0.0005	0.0006			37	0.06	37	0.06	37	0.07	37	0.07	37	37	37	37	37	260	0.25		
16	B.2	Implementation of VER																						
16	B.2.1	8-day Training of RPs, CRCCs & RTs on VER implementation at block level	Per person per day	0.0004	0.0005			156	0.50	156	0.50	156	0.62	156	0.62	156	156	156	156	156	1,092	2.25	Training will be provided for 2-day in four phases	
16	B.2.2	Implementation of VFR in General area	Per person per day	0.0007	0.0008			56	0.27	56	0.27	56	0.31	56	0.31	56	56	56	56	56	393	1.18	Visit of one RP per CRC for 7 days	
16	B.2.3	Implementing of VER in Remote Areas	Per person per day	0.0015	0.002			10	0.10	10	0.10	10	0.14	10	0.14	10	10	10	10	10	69	0.49	Visit of one RP per CRC for 7 days	
16	B.2.4	Updating of VER in General areas	Per person per day	0.0007	0.0008			56	0.27	56	-0.27	56	0.31	56	0.31	56	56	56	56	56	393	1.18	Visit of one RP per CRC for 7 days in three quarter	
16	B.2.5	Updating of VER in special areas	Per person per	0.0015	0.002			10	0.11	10	0.11	10	0.14	10	0.14	10	10	10	10	10	70	0.40		

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GDI Ref Code	Head of account	COMPONENT Activity Description	Unit of Measures	Unit cost for 02-03 to 04-05	Unit cost for 05-05 to 06-07	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total		Remarks
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
15	B.3.1	1-day orientation for VEC vice president, MS, SMC President and Gaon Burah at cluster or GP level on enrolment drive	Per person per day	0.0001	0.0002			3940	0.39	1970	0.39	985	0.20	985	0.20	985	985	985	985	10,835	1.18			
16	B.3.2	2-day Block level RP training	Per person per day	0.0004	0.0005			197	0.16	99	0.10	49	0.05	49	0.05	49	49	49	49	542	0.35	DRP will assemble at district level on designing the strategy of Enrolment Drive for one day		
16	B.3.3	2-day District level RP training	Per person per day	0.0005				10	0.01											10	0.01	Block level RP will be oriented at Block on Enrolment drive for one day		
15	B.3.4	Traveling cost for RPs (4 day) for General areas during actual drive	Per person per day	0.0007	0.001			56	0.16	28	0.11	14	0.06	14	0.056	14	14	14	14	154	0.38	RP will visit the village during the enrolment drive for general areas		
16	B.3.5	Traveling cost for RPs of Observation of Enrolment drive (4-day) for Special areas	Per person per day	0.0015	0.002			10	0.06	5	0.04	3	0.02	3	0.020	3	3	3	3	28	0.14	RP will work on enrolment drive for special areas		
16	B.3.6	Observation of enrolment drive at village level by the VEC/SMC																		-	-	Non-financial		
16	B.4	Regular meetings																		-	-			
16	B.4.1	Monthly VEC /TGEC WEC/SMC meeting																		-	-	non financial		
16	B.4.2	Monthly GPEC meeting																		-	-	non financial		
15	B.4.3	Bi monthly GPEC presidents meet at block level	Per meeting	0.003	0.004			24	0.07	24	0.07	24	0.10	24	0.10	24	24	24	24	168	0.34	GPEC presidents will attend in the block level meeting		
16	B.4.4	Half yearly general meeting for all VEC, TGEC, WEC, SMC and GPEC at GP level	Per meeting	0.01	0.015			124	1.24	124	1.24	124	1.86	124	1.86	124	124	124	124	868	6.20			
16	B.4.5	Quarterly SMC President meeting at GP level	Per meeting	0.001	0.002			248	0.25	248	0.25	248	0.50	248	0.50	248	248	248	248	1,736	1.49			
7	B.5	Regular Grants for the schools																		-	-			
7	B.5.1	School Maintenance Grant	Per school	0.05		1363	68.15	1363	68.15	1363	68.15	1363	68.15	1363	68.15	1363	1363	1363	1363	10,904	340.75	For all Govt., Provincialisad, recognised Primary, Upper Primary & Composite schools		
10	B.5.2	School Infrastructural Grant		0.02		1363	27.26	1363	27.26	1363	27.26	1363	27.26	1363	27.26	1363	1363	1363	1363	10,904	136.30	For all Govt., Provincialisad, recognised Primary, Upper Primary & Composite schools		
16	B.6	Capacity building for PRIs																		-	-			
16	B.6.1	Exposure visit of PRI members	Per person	0.05	0.07			45	2.25	65	3.25	85	5.95	85	5.95	85	85	85	85	535	17.40			
16	B.7	Reconstitution of VEC, TGEC, WEC and GPEC	Per Village		0.0015							394	0.591			394	394	394	394	1,576	0.59			
16	B.8	Reconstitution of SMC	Per school	0.001	0.0015					1363	1.36			1363	2.04			0		2,726	3.41	The SMCs will be re-constituted in the year of 2004, 2006, 2008 & 2010		
16	B.9	Gradation of SMC, VEC, TGEC, WEC and GPEC	Per Unit	0.001				1819	1.82					1819	1.82			1819	1819	7,276	3.64	Gradation of SMC, VEC, TGEC, WEC and GPEC will be done in 2004, 2006, 2008, 2009 & 2010 year.		

DISTRICT ELEMENTARY EDUCATION (DEEP) PERSPECTIVE PLAN

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

GC Ref Code	Head of account	COMPONENT Activity Description	Unit of Measures	Unit cost for 02-03 to 04-05	Unit cost for 05-06 to 06-07	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total		Remarks
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
19	B.10	Plan for Special Disadvantaged Areas																						
18	B 10.1	NGO mobilisation	Lumpsum	2.00	3.00			2.00		3.00		3.00		3.00		0	0		0		-	11.00		
18	B 10.2	Engagement of Community based RP for special areas & group	Per person per month for 4 month	0.08	0.12			11	0.88	11	0.88	11	1.31	11	1.31	11	11		11		77	4.38	One RP for every 20 special area villages	
18	B.10.3	Community based RPs - 1 in each block	Per person per month for 10 month	0.20	0.30			4	0.80	4	0.30	4	1.2	4	1.2	4	4		4		28	4.00	One Community based RP will be engaged per block for special groups	
18	B 10.4	Special mobilisation campaign	Per GP	0.02				11	0.22	11	0.22	11	0.7665	11	1.314	11	11		11		77	2.52		
18	B 10.5	Special intervention for educationally disadvantaged minority area	Lumpsum	10.00	5.00			1	10.00	1	10.00	1	5.00	1	5.00	1	1		1		7	30.00		
18	B 10.6	Intervention for urban disadvantaged children		2.00	4.00			1	2.00	1	4.00	1	4.00	1	4.00	1	1		1		6	10.00		
COMPONENT TOTAL								95.41		120.25		123.66		126.13		129.95						595.40		
C		BLOCK RESOURCE CENTRE (BRC)																						
19	C.1	Salary of Resource Teacher	Per month per BRC	0.51	10% increase every year from 04-05	4	8.00	4	24.48	4	26.93	4	30.97	4	34.06	4	4		4		32	124.44		
19	C.2	Contingency	Per year per BRC	0.125		4	0.5	4	0.5	4	0.5	4	0.5	4	0.5	4	4		4		32	2.50		
19	C.3	Meeting & Travel Allowance	Per month per BRC	0.005		4	0.06	4	0.24	4	0.24	4	0.24	4	0.24	4	4		4		32	1.02		
19	C.4	TLM Grant	Per year per BRC	0.05		4	0.2	4	0.2	4	0.2	4	0.2	4	0.2	4	4		4		32	1.00		
16	C.5	Block level Supervision	Per BRC per month	0.1	0.15	4	0.4	4	0.4	4	0.4	4	0.6	4	0.6	4	4		4		28	2.00		
16	C.6	BACG Monthly Meeting	Per month per BRC	0.005	0.007	4	0.24	4	0.24	4	0.3	4	0.336	4	0.336	4	4		4		28	1.15		
16	C.7	BACG Documentation	Per month per BRC	0.002	0.004	4	0.096	4	0.096	4	0.096	4	0.192	4	0.192	4	4		4		28	0.58		
17	C.8	Equipment Maintenance	Per BRC	0.1	0.15	4	0.4	4	0.4	4	0.4	4	0.6	4	0.6	4	4		4		16	2.00		
12	C.9	10-day training of RTs	Per person per day	0.0007	0.0008			90	0.63	90	0.63	90	0.07	90	0.07	90	90		90		630	1.40		
COMPONENT TOTAL								8.76		27.19		29.63		33.71		36.80						136.09		
19	D	CLUSTER RESOURCE CENTRE (CRC)																						
19	D.1	Furniture & Equipment	Per CRC	0.1				4	0.4												4	0.40	For new CRC	
19	D.2	Salary of CRCC	Per CRC per month	0.073	10% increase every year from 04-05	66	14.454	66	57.816	66	63.60	66	69.96	66	76.95	66	66		66		528	282.78		

2002-03 to 2009-10
DISTRICT : HAILAKANDI

CC/Ref Code	Head of Account	COMPONENT Activity Description	Unit of Measures	Unit cost for 02-03 to 04-05	Unit cost for 05-06 to 06-07	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total		Remarks		
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial		Physical	Financial
15	D.4	TLM Grant	Per CRC per year	0.01		66	0.66	66	0.66	66	0.66	66	0.66	66	0.66	66	66	66	66	66	66	66	528	3.30		
16	D.5	Monthly Teachers Meet	Per CRC per month	0.002	0.003			66	1.58	66	1.58	66	2.38	66	2.38	66	66	66	66	66	66	66	462	7.92		
16	D.6	Monthly Meeting with VEC	Per CRC per month	0.002	0.003			66	1.58	66	1.58	66	2.38	66	2.38	66	66	66	66	66	66	66	462	7.92		
COMPONENT TOTAL									16.76		63.69		69.08		77.02		84.02							310.57		
E		SCHOOL IMPROVEMENT PROGRAMME																								
16	E.1	Institutional Capacity Building	Lumpsum	5.00	3.00			1	5.00			1	3.00	1	3.00	1	1	1	1	1	1	1	6	11.00		
16	E.2	DACG Monthly Meeting	Per meeting	0.014	0.016			12	0.17	12	0.17	12	0.19	12	0.19	12	12	12	12	12	12	12	84	0.72		
16	E.3	School Support Visit	Per month per school	0.01	0.012			27	0.27	27	0.27	27	0.32	27	0.32	27	27	27	27	27	27	27	189	1.19		
16	E.4	Action Research & other research related programmes	Lumpsum	0.4	0.5			1	0.40	1	0.40	1	0.50	1	0.50	1	1	1	1	1	1	1	7	1.80		
16	E.5	Workshop Seminar & Capacity Building	Lumpsum	2.00	2.50			1	2.00	1	2.00	1	2.50	1	2.50	1	1	1	1	1	1	1	7	9.00		
16	E.6	Hiring of vehicle	Per month	0.10	0.15			12	1.20	12	1.20	12	1.80	12	1.80										6.00	
16	E.6	Documentation	Per month	0.0125	0.015			12	0.15	12	0.15	12	0.18	12	0.18	12	12	12	12	12	12	12	84	0.66		
16	E.7	Supervision & Monitoring	Per school	0.003	0.004			1363	4.09	1363	4.09	1363	5.45	1363	5.45										19.08	
COMPONENT TOTAL									0.00		13.28		6.28		13.95		13.95							49.45		
F		QUALITY IMPROVEMENT (QM)																								
1	F.1	Provision for Community Teachers at Remote Area Primary Schools	Per month	0.01	0.015			10	1.2	10	1.2	10	0.15	10	1.8	10	10	10	10	10	10	10	70	4.35		
1	F.2	Provision for Community Teachers at Remote Area Upper Primary Schools		0.02	0.03			5	1.2	5	1.2	5	1.8	5	1.8	5	5	5	5	5	5	5	35	6.00		
12	F.3	Training of teachers																								
12	F.3.1	8 days training of Lower Primary School Teachers	Per person per day	0.0007	0.0008			2736	15.32	2736	15.32	2736	17.51	2736	17.51	2736	2736	2736	2736	2736	2736	2736	19,152	65.66	In phases including general mass teacher training, content enrichment & new textbooks etc.including trg. Of RPs. Sanctioned strength of teachers shown as physical target.	
12	F.3.2	8 days training of Upper Primary School Teachers	Per person per day	0.0007	0.0008			2343	13.12	2343	13.12	2343	15.00	2343	15.00	2343	2343	2343	2343	2343	2343	2343	16,401	56.23		
12	F.3.3	Training of K-srent teachers		0.0007				174	0.73	174	0.73	334	1.40	334	1.40	333.5	333.5	333.5	333.5	333.5	333.5	333.5	2,016	4.26		
12	F.4	15-day District level workshop seminar	Per person per day	0.0005	0.0007			50	0.38	50	0.38	50	0.53	50	0.53								200	1.80		
12	F.5	Evaluation																								
12	F.5.1	Teachers diary (yearly)	Per dairv	0.0002	0.00025			5079	1.02	4 069	1.02	5079	1.27	5079	1.27	5079	5079	5079	5079	5079	5079	5079	35,553	4.57	Preparation of teachers diary	

DISTRICT ELEMENTARY EDUCATION (DEEP) PERSPECTIVE PLAN

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

GOI Ref Code	Head of account	COMPONENT Activity Description	Unit of Measures	Unit cost for 02-03 to 04-05	Unit cost for 05-06 to 05-07	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total		Remarks
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
12	F.5.2	Students progress card	Per copy	0.00003	0.00004			94695	2.84	104164	5	4.17	114581	4.583	126039	5.042	126039.045	126039	126039.045	817.597	16.63			
12	F.5.3	Conduct of Public exam for class IV and class VII (yearly)	Per Block	0.5	0.6			4	2.00	4	2.00	4	2.40	4	2.40	4	4	4	4	4	28	8.80	Conduct by a group of DACG and BACC	
5	F.6	Free Textbook to Children		0.0015				61.43	91.56	81477	122.22	83521	125.28	83725	125.59	76996	76996	76996	76996	540.753	464.65			
16	F.7	Gradation of School		0.005	0.001			1363	6.82	1363	1.36	1363	1.36	1363	6.82	1363	1363	1363	1363	9.541	16.36			
11	F.8	Teacher Grant		0.005	0.005	5079	25.40	5079	25.40	5079	25.40	5079	25.40	5079	25.40	5079	5079	5079	5079	40.632	126.98			
9	F.9	TLE Grant to Upper Primary Schools not covered under OBB	Per school	0.5				92	46.00	92	46.00	92	46.00								276	138.00		
COMPONENT TOTAL								25.40	207.58	234.10		242.67		204.54									914.29	
	G.	ALTERNATIVE SCHOOLS																						
20	G.1	EGS for Lower Primary Level																						
20	G.1.1	Preparatory activities	Per school	0.002	0.003			112	0.224												112	0.22		
20	G.1.2	Running the school	Prer school per year	0.16	0.2			112	17.92	112	17.92	112	22.40	112	22.40	112	112	112	112	112	784	80.64		
20	G.1.3	Additional teachers for high enrolment	Per centre year	0.10	0.12			17	1.7	17	1.70	17	2.04	17	2.04	17	17	17	17	17	119	7.48		
20	G.2	EGS for Upper Primary Level																						
20	G.2.1	Preparatory activities	Per school	0.002	0.003					50	0.15										50	0.15		
20	G.2.2	Running the School	Per children		0.013					2000	26.00	2000	26.00	2000	26.00	2000	2000	2000	2000	2000	12,000	78.00		
20	G.2.3	Management Cost	Per centre	0.001	0.0015					50	0.05	50	0.08	50	0.08	50	50	50	50	50	300	0.20		
20	G.3	Short Term Bridge Course																						
20	G.3.1	Preparatory activities	Per centre	0.002	0.003			249	0.50												249	0.50		
20	G.3.2	Conduct of the course	Per learner per month	0.00062	0.00071			8296	15.45	2700	5.74	1244	2.64	0	0.00	0	0	0	0	0	12,240	23.83		
20	G.3.3	Management Cost for Short term bridge course	Per centre per month	0.00100	0.00150			249	0.75	83	0.25	41	0.19			0	0	0	0	0	373	1.18		
20	G.4	Long Term Bridge Course																						
20	G.4.1	Preparatory activities	Per centre	0.00200				284	0.57							0	0	0	0	0	284	0.57		
20	G.4.2	Conduct of the course	Per learner per month	0.00062	0.00071			8529	31.77	4264	18.12	2132	4.53			0	0	0	0	0	14,926	54.43		
20	G.4.3	Management Cost for Long term bridge course	Per centre per month	0.00100	0.00150			284	1.71	142	1.28	71	0.64			0	0	0	0	0	498	3.62		
20	G.4.4	Residential Bridge Course																						
20	G.5	Inputs to Religious Madrassa for introduction of formal curriculum																						
20	G.5.1	Meeting with Religious Leaders, Educational Functionaries & Panchyat Functionaries at district level & other mobilisation activities	Lumpsum	0.05	0.02			1	0.05	1	0.05	1	0.02	1	-0.02	1	1	1	1	1	7	0.14		
20	G.5.2	Introduction of formal curriculum in	Per Madrassa	0.1	0.015			23	0.345	46	4.6	46	0.69	46	0.69	46	46	46	46	46	299	6.33	Provision of one full time teacher	
20	G.5.3	Library grant			0.01			23	0.23	46	0.46	46	0.46	46	0.46	46	46	46	46	46	299	1.61		
20	G.5.4	20-day Training of Additional Teachers	Per person per day	0.0007	0.0008			23	0.32	46	0.64	46	0.74	46	0.74	46	46	46	46	46	299	2.44		

2002-03 to 2009-10
DISTRICT : HAILAKANDI

GOI Ref Code	Head of account	COMPONENT Activity Description	Unit of Measures	Unit cost for 02-03 to 04-05	Unit cost for 05-06 to 06-07	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total		Remarks	
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial		Physical
	H	MANAGEMENT INFORMATION SYSTEM (MIS)																							
16	H.1	Upgradation of Systems		5.000								1	5.00								1	2	#REF!		
16	H.2	Annual Maintenance of Systems	Per year	0.240	0.360					1	0.36	1	0.36	1	0.36	1	1				1	6	#REF!		
16	H.3	Internet & Convergence with NIC/NICNET		0.150	0.200			1	0.15	1	0.20	1	0.20	1	0.20	1	1				1	7	#REF!		
16	H.4	MIS Site Setup/Maintenance		1.500						1	1.50			1	1.50						1	3	#REF!		
16	H.5	Consumables to MIS And Office Expenses	Per month	0.060	0.080			12	0.96	12	0.96	12	0.96	12	0.96	12	12				12	84	#REF!		
16	H.6	Training for Data Entry Operators	Per person	0.050	0.070			2	0.10	2	0.10	2	0.14	2	0.14	2	2				2	14	#REF!		
16	H.7	Training for DMC / BMC & other Education Department Officials	Lumpsum	0.250	0.350			1	0.25	1	0.25	1	0.35	1	0.35	1	1				1	7	#REF!		
16	H.8	Training to BRCC, CRCC, HTs and HMs on data collection	Per person	0.0007	0.0008			1433	1.00	1433	1.00	1433	1.15	1433	1.15	1433	1433				1470	10,068.00	#REF!		
16	H.9	Data Entry and Mining of Survey, EMIS, Teachers Database etc.	Lumpsum	0.500	0.600			1	0.50	1	0.50	1	0.60	1	0.60	1	1				1	7	#REF!		
16	H.10	Dissimination & Analysis of H2H Survey, DISE etc.	Lumpsum	0.500	0.600			1	0.50	1	0.50	1	0.60	1	0.60	1	1				1	7	#REF!		
16	H.11	5% Sample Checks of Survey Data	Per school	0.010				72	0.72	72	0.72	72	0.72	72	0.72	72	72				1	290	#REF!		
16	H.12	Printing of Data Capture Forms	Per format	0.0002	0.000025			1500	0.30	1500	0.30	1500	0.04	1500	0.04	1500	1500				1500	10,500	#REF!		
16	H.13	Printing of Final Reports for Sharing	Per Report	0.001	0.002			1000	1.00	1000	1.00	1000	1.50	1000	1.50	1000	1000				1000	7,000	#REF!		
16	H.14	Salaries to MIS Staff (1 Programmer, 2 DEOs)	Per month	0.150	0.180			12	1.80	12	1.80	12	2.16	12	2.16	12	12				12	84	#REF!		
COMPONENT TOTAL									7.28		8.19		13.77		10.27								#REF!		
	I	INTEGRATED EDUCATION FOR DISABLED CHILDREN (IED)																							
15	I.1	Meeting of Core Group (District level)	Per meeting	0.02	0.025			4	0.08	4	0.08	4	0.1	4	0.1	4	4				4	28	#REF!		
15	I.2	Awareness Programmes																							
15	I.2.1	For community members	Per GP	0.01				20	0.2	22	0.22	62	0.62	62	0.62						62	62	290	#REF!	Per GP 20 persons viz. GP President, Member Secretary, All VEC president & MS, Paraents & community members
15	I.2.2	For Govt. officials	Per day per person	0.0005	0.006			50	0.05	50	0.05	50	0.3	50	0.3						50	50	300	#REF!	
15	I.3	Selection of IED personnel																						#REF!	
15	I.3.1	Selection of BRPs	Per Block	0.005				4															4	#REF!	
15	I.3.2	Selection of IED workers	Per Person	0.001				20		22	0.022			20	0.10								62	#REF!	
15	I.4	Honorarium of RPs																						#REF!	
15	I.4.1	Honorarium of BRPs	Per person per month	0.01	0.013			4	0.57	4	0.57	4	0.57	4	0.57	4	4				4	32	#REF!		

DISTRICT ELEMENTARY EDUCATION (DEEP) PERSPECTIVE PLAN

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

Sl. Ref. Code	Head of account	COMPONENT Activity Description	Unit of Measure	Unit cost for 07-03 to 04-05	Unit cost for 05-06 to 06-07	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total		Remarks	
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial		
15	I.4.2	Honorarium of IED Workers	Per person per month	0.07	0.01			20	2.2	42	4.62	42	4.62	62	6.82	62	62	62	62	62	352	#REF!			
15	I.5	Training																					-	#REF!	
15	I.5.1	10-day Induction Training of BRPs & IED workers	Per person	0.0007	0.0008			24	0.17	22	0.18			20	0.16					0	66	#REF!			
15	I.5.2	7-days Refresher Training of BRP & IED workers	Per person	0.0007	0.0008			24	0.12	46	0.26	46	0.26	66	0.37	66	66	66	66	66	380	#REF!			
15	I.5.3	2-day Training of ECEC/ICDS Workers Ka Sreni teachers (for Early Detection)	Per person per day	0.0007	0.0008			200	0.28	220	0.35			200	0.32	200	200	200	200	200	1,220	#REF!	Per GP 10 person		
15	I.5.4	2-day Trg. OH GS workers	Per person	0.0007	0.0008			90	0.13	47	0.08	25	0.04					0	0	0	162	#REF!			
15	I.6	Medical Assessment Camp	Per Camp	0.05	0.06			4	0.2	8	0.48	8	0.48	8	0.48	8	8	8	8	8	52	#REF!			
15	I.6.1	Aids and Appliances	Lumpsum	1.00					1.00	1.00		1.00		1.00				0	0	0	-	#REF!			
15	I.6.2	Ceremonial Distribution Camp	Per block	0.02	0.03			4	0.08	8	0.24	8	0.24	8	0.24	8	8	8	8	8	52	#REF!			
15	I.6.3	Follow up on use, repair and maintenance	Lumpsum	0.1	0.15				0.1		0.15		0.15		0.15			0	0	0	-	#REF!			
15	I.7	Special Resource Support to Disabled Children	Per Child		0.0004			432	0.17	432	0.17	865	0.35	1729	0.69	1729					5,188	#REF!			
15	I.8	Material Development(Print, Audio, Audio Visual, Case Study)	Per Child		0.001			432	0.43	432	0.43	865	0.86	1729	1.73	1729	1729.33	1729.33333			8,647	#REF!			
15	I.9	Observation of World Disabled day as Sishu Mela	Per Block	0.05	0.10			4	0.2	5	0.5	5	0.5	5	0.5	5	5	5	5	5	34	#REF!			
15	I.10	Exposure visit of BRPs/IED Workers	Lumpsum	1.00					0.50	0.50		1.00		1.00		0	0	0	0	0	-	#REF!			
COMPONENT TOTAL								0.00	6.48	9.90	11.09	15.15											-	42.62	
	J	EARLY CHILDHOOD CARE & EDUCATION (ECCE)																							
18	J.1	Opening of ECCE Centre																							
18	J.1.1	Honorarium of Workers	Per person per month	0.007	0.008			20	1.40	20	1.40	20	1.60	20	1.60	20	20	20	20	20	140	6.00			
18	J.1.2	Honorarium of Helpers	Per person per month	0.005	0.006			20	1.00	20	1.00	20	1.20	20	1.20	20	20	20	20	20	140	4.40			
18	J.1.3	Centre contingency	Per month per centre	0.001	0.0015			20	0.20	20	0.20	20	0.30	20	0.30	20	20	20	20	20	140	1.00			
18	J.1.4	Material Cost	Per year per centre	0.01	0.01			20	2.00	20	2.00	20	2.00	20	2.00	20	20	20	20	20	140	8.00			
18	J.1.5	10-day Training of workers	Per person per day	0.0007	0.0008			20	0.14	20	0.14	20	0.16	20	0.16	20	20	20	20	20	140	0.60			
18	J.1.6	Centre Supervision	Per Centre	0.001	0.0015			20	0.20	20	0.20	20	0.30	20	0.30	20	20	20	20	20	140	1.00			
18	J.2	Sub-total FCF Support to ICDS							4.84	4.54		3.39		3.59											
18	J.2.1	Additional Honorarium to ICDS workers		0.003	0.004			122	3.66	122	3.66	122	4.88	122	4.88	122	122	122	122	122	854	17.08			
18	J.2.2	10-day Training of ICDS workers	Per person per	0.0007	0.0008			122	0.85	122	0.85	122	0.98	122	0.98	122	122	122	122	122	854	3.66			

DISTRICT : HAILAKANDI

DCI Ref Code	Head of account	COMPONENT Activity Description	Unit of Measures	Unit cost for 02-03 to 04-05	Unit cost for 05-06 to 06-07	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total		Remarks		
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial		Physical	Financial
18	J.3	Supervision & Monitoring	Per ECE & ICDS centre per month	0.001	0.0015			122	1.83	122	1.22	122	1.83	122	1.83	122	122	122	122			854	6.71			
18		Sub-total ICDS							6.95		6.34		8.30		8.30							-	29.89			
16	J.4	Other Programme Activities	Lumpsum						3.11		3.72		1.14		1.14	0	0	0				-	9.11			
COMPONENT TOTAL									0.00		15.00		15.00		15.00		15.00		0		0		60.00			
	K	INNOVATION																								
15	K.1	Computer Aided Learning	Lumpsum	15.00		1	15.00	1	15.00	1	15.00	1	15.00	1	15.00	1	1	1				8	75.00			
COMPONENT TOTAL									15.00		15.00		15.00		15.00		0		0		0		75.00			
6	L	CIVIL WORKS																								
6	L.1	New School Building Construction		2.500		11	27.50	50	125.00	50	125.00	25	62.50	15	37.50							151	377.50			
COMPONENT TOTAL									11		27.50		50		125.00		25		62.50		15		37.50			
COMPONENT TOTAL									11		27.50		50		125.00		25		62.50		15		37.50			
COMPONENT TOTAL									107.45		386.10		417.70		260.00		135.85							1,307.10		
COMPONENT TOTAL									26.73%		33.40%		33.71%		28.16%		17.92%								32.87%	