

**PERSPECTIVE PLAN (DISTRICT
ELEMENTARY EDUCATION PLAN)**

2002-2010

DISTRICT – KOKRAJHAR

**Axoin Sarba Siksha Abhijan Mission
Kahilipara, Guwahati-19**

PERSPECTIVE PLAN OF S.S.A -2003-2010
KOKRAJHAR DISTRICT
DISTRICT AT A GLANCE

DISTRICT PROFILE

Prior to its separation from the Goalpara district in 1983, Kokrajhar was a sub-division Goalpara district. It came into existence as a sub-division in 1957 with its headquarters Kokrajhar. It has two sub-divisions, namely Kokrajhar & Gossaigaon.

Kokrajhar district is located on the north bank of the Brahmaputra and the western part Assam. The boundary of the district is Bhutan on the north Dhubri district on the south Bongaigaon district on the East and West Bengal State on the West.

❖ **Total Population Of Kokrajhar District :**
As Per 2001 Population Census Done by Statal Dept. (Govt. of India)

Name of Revenue Circle	No of Villages	Population			Child Population in the Age Group (0-6) Yrs.			Literates		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Kokrajhar Rev. Circle	235	129232	122872	252104	19910	19322	39232	124072	73532	50540
Dotma Rev Circle	172	68071	64916	132987	10871	10543	21414	41904	30014	71918
Sidli Rev. Circle	134	60306	55385	115691	11342	10493	21835	25651	14961	40612
Total for Kokrajhar Sub Div.	541	257609	243173	500782	42123	40358	82481	141087	95515	23660
Gossaigaon Rev. Circle	339	186767	176789	363556	37008	35876	72884	84747	51098	13584
Bhowraguri Rev. Circle	93	33866	32200	66066	7351	6316	13667	16648	11028	27676
Total for Gossaigaon Sub. Div.	432	220633	208989	429622	44359	42192	86551	101395	62126	16352
Total for the District	973	478242	452162	930404	86482	82550	169032	242482	157641	40012

AREA OF DISTRICT :

The district cover area of as per 2001 census (including 20 Village)

Urban Area	Sq. K.M.	17.20
Rural Area	Sq. K.M.	3168.22
Sub-division	Number	2
Police Station	Number	6

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Revenue Circle	Number	5
Community Development	Number	5
Town	Number	5
Inhabited Village (As per 1991 census)	Number	922
Un-inhabited village(as per 1991 census)	Number	6
Gaon Panchayat	Number	88
Village under Bodoland Autonomous council, (BAC)	Number	605

TOPOGRAPHY

In the northern parts the district is undulating and was till recently covered by dense tropical forests. The southern region is mostly a large alluvial plain intensively cultivated with paddy. It is crossed by several swift rivers, all tributaries flowing down to the Brahmaputra from the Bhutanese Himalayas.

CLIMATE

The entire district is covered by monsoon climate condition.

POLITICAL HISTORY OF THE DISTRICT

In 1983, Goalpara district was divided into three districts namely, Goalpara, Dhubri and Kokrajhar, The Area of Bongaigaon sub-division of this district has been declared as a separate district in 1990 since 1983, Kokrajhar is the Headquarter of Kokrajhar district.

There has been a demand from regional autonomy in this region which was initially spearheaded by the PTCA which demanded creation of a separate state " UDAYACHAL" ,later the All Bodo Students Union started agitation on a separate Bodoland state.

The agitation for Bodoland was quite vigorous and violent from 1987 to 1992 till the Bodoland accord was signed between the state govt. ABSU , BPAC on 20-02-93 by which the Bodoland Autonomous Council was created. The BAC is still trying to establish itself properly. There is also the element of militancy in the district from some extremist organisations. Of late some ethnic conflict of extreme situation have surfaced in some area of the district, especially in the reserved forest areas. As a result, presently, the district is having more than 40 nos. of relief camps, with some 2 Lakh of camp inmates.

CULTURAL HERTAGE

Culturally the district is quite rich, a large variety of ethnic texture, condition, dwelling houses, food, customs and tradition songs and dance can be seen in the district .

Many ethnic groups have entered the district in the recent past. The result is the present admixture of different cultures formed out of the exchanges among different ethnic groups.

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Apart from the majority Tribal (Bodo) Population the district also has Nepali, Santhal, Bengali, Northern Hindu, Muslim, Rajbonshi and Rabha population.

SOCIO ECONOMIC SCENARIO

The Kokrajhar district is predominantly an agricultural district in which 80% of total population are cultivator. As per 2001 census total coverage of land under cultivation is 87,872 Hect.

EDUCATION SCENARIO IN THE DISTRICT

The district has the following educational institutions:

Total Number of Colleges(including venture college)	8	Nos.	
Number of PGT College	1	No.	
District Institute of Educational Management & Training	1	No.	
BTC	1	No.	
Higher Secondary School	15	Nos.	
High School (Including Venture)	64	Nos.	
ME Schools	299	Nos.	
MVS	19	Nos.	
ITI	1	No.	
Total No. of Provincialised LPS	1093		
Total No. of Venture / Private/ BAC LPS			707 Nos.

Besides the formal educational institution the set-up of the adult & Non-formal Education in the district is as follow:

Adult Education : 4 (Four) Projects with 100 centres each to total coverage of 999 learners(As per 1994)

Non-Formal Education : 5 Projects with total nos. of 510 centres and target enrolment 12,750 learners. (As per 1994)

However the literacy scene in Kokrajhar district has gone up from 39.09 % (Male 42.0% Female 30.09%) to 52.55% (Male 61.9%, Female 42.65%) as per the census report of 2001. The per Male Female ratio has also been increased from 1000 : 940 to 1000 : 945.

❖ **LITERACY RATE OF DISTRICT :**

The literacy scene in Kokrajhar district has gone up from 39.09 % (Male 42.0%; Female 30.09%) to 52.55%

(Male 61.9%, Female 42.65%) as per the census report of 2001.

The per Male Female ratio has also been increased from 1000 : 940 to 1000 : 945.

Table-1.6 Total Literates and Literacy Rates

Year	Population			Literates			Literacy Rates		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1991	416817	391913	808730	165403	96094	261497	72.71%	59.21%	66.36%
2001	478242	452162	930404	242482	157641	400123	61.90%	42.65%	52.55%

The %age of Literate rates between two census has improved. The literacy rate of boys is more than the girls.

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The Growth Rate from year 1991 to 2001 as per Statistical Office is 15.05 .

Details of the Staff Position

District Level

Units	Sanctioned Posts	In Position	Remarks
District Project Co-ordinator	1	1	
Associate Dist. Project Co-ordinator	1	Nil	
Programme Officers	4	4	
Consultant	3	3	One each for CP, SFG and NFE.
Finance & Accounts Officer	1	1	
Junior Accounts Officer	1	1	
Accountant	1	Nil	Released on 01.03.2000
Cashier	1	1	
District Project Engineer	1	1	
Junior Engineers	5	5	
Sectional Assistant	1	1	
Programmer	1	1	
Data Entry Operator	2	2	
Research Assistant	1	1	
UDA	2	2	
LDA	2	2	
LDA Cum Typist	1	1	
Stenographer	1	1	
Grade-IV	5	5	
Driver	2	2	
Total	37	33	

Sub-District Level

Units	Sanctioned Posts	In Position	Remarks
BRC Co-ordinators	5	5	
Additional BRC Co-ordinators	5	5	
LDA Cum Accountant	5	5	
Grade-IV	5	5	
CRC Co-ordinators	127	125	In Kochugaon and Gossaigaon Block one CRC centre is still remaining vacant.
Total	147	145	

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Chapter-II : EDUCATIONAL PROFILE OF THE DISTRICT

A. Access :

Name of Block	Number of Habitations having a Primary Schools			
	Within 1 KM	Between 1-1.4 KM	1.5 KM	More than 1.5 KM
Dotma	175	26	8	209
Gossaigaon	115	90	21	15
Kachugaon	102	58	35	45
Sidli	12	18	21	96
Titaguri	270	20	7	4
Total	675		93.5	370.5

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
Dotma	27	5	0
Gossaigaon	36	3	1
Kachugaon	28	0	0
Sidli	15	0	0
Titaguri	32	1	0
Total	138	9	1

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	State Government	1093	148	14	12
3	Recognised		164		
4	Venture	707	12		
5	Privates	30	6		
	Total	1830	330	14	12

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

Name of Block	Primary Schools	In %	Middle Vernecluar (MV)Scho ols Provincialised	Pre-Senior Madrasa	Prov & Recognised Middle School	In %	Composit e Schools having Primary/Middle Sections	In %	Total
Dotma	208	73.76%	6		64	22.70%	4		282
Gossaigaon	186	69.92%	5		69	25.94%	6		266
Kachugaon	236	76.38%	4		68	22.01%	1		309
Sidli	145	83.82%	2		24	13.87%	2		173
Titaguri	299	76.67%	2		81	20.77%	8		390
Total	1074	75.63%	19		306	21.55%	21	0	1420

Out of 1420 Nos of Schools Titaguri Block (Kokrajhar) shows the highest number of schooling facilities in the district which is the largest in terms of the population census also.

Table 2.4.1. List of Provincialised Schools (Primary level LPS MES , MVS, Composite)

Name of Block	No. of Schools with Pre Primary Facilities (Ka-Maan)	No. of Recognised and Provincialise Upper Primary Facilities)	Total No. of Primary Schools including Pre Primary.	Remarks
Titagury	301	30	301	
Dotma	214	76	214	
Gossaigaon	191	87	191	
Kochugaon	240	78	239	
Sidli	147	37	147	
Total	1093	374	1093	

N.B Ka-sreni has been introduced in all the primary LPS but no teacher has been separately appointed for ka-sreni section. The classe are being taken by the LPS teachers or Mukulika Malinie where ECE has been supported.

Table 2.4.2: List of Venture / Private Schools LPS :

Name of Block	Venture and School	Private	B.A.C. School	Total School	Remarks
Titagury	92		99	191	
Dotma	60		55	115	
Gossaigaon	88		40	128	
Kochugaon	80		62	142	
Sidli	38		93	131	
Total	358		349	707	

N.B. In kokrajhar District since the formation of Bodoland Autonomous Council some schools has been opened under the administration of Bodoland Council which nowadays donot run

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properly due to the failure in the payment of salaries to the concerned teachers for those schools.

Table 2.4.3: Area Wise / Medium Wise Listing of Schools (Provincialised LPS) :

Name of Block	Bodo Medium School	Assamese Medium School	Hindi Medium School	Mixed Medium School	Bengali Medium School	Total Provincialised L.P.S
Titagury	127	119	4	33	18	301
Dotma	94	77	2	38	3	214
Gossaigaon	24	141	2	13	11	191
Kochugaon	101	93	01	44	0	239
Sidli	75	22	0	50	0	147
Total	420	452	10	178	32	1092

Table 2.4.4: Urban and Rural Schools(Provincialised only)

Name of Block	Rural School	Urban School	Total School	Remarks
Titagury	265	36	301	
Dotma	214	Nil	214	
Gossaigaon	178	13	191	
Kochugaon	239	Nil	239	
Sidli	147	Nil	147	
Total	1043	49	1092	

N.B. There is no Urban School in Kochugaon, Dotma and Sidli Block.

Table-A.1 : Block wise No. Of School, Village, Student, Teacher, GER, NER

Block Name	No. of Schools	Students	Teachers	GER	NER
	2000-2001	2000-2001	2000-2001	2000-2001	2000-2001
Dotma	214	13351	595	62.01	61.74
Gossaigaon	191	21800	494	97.57	97.18
Kochugaon	239	18799	539	72.79	72.36
Sidli	147	10131	330	64.58	64.55
Titagury	301	18629	804	54.04	53.95
Total	1092	83029	2762	69.00	68.77

Table A.2: Area Wise / Medium Wise Listing of Schools (Provincialised LPS) :

Name of Block	Bodo Medium School	Assamese Medium School	Hindi Medium School	Mixed Medium School	Bengali Medium School	Total Provincialised L.P.S
Titagury	127	119	4	33	18	301
Dotma	94	77	2	38	3	214

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Gossaigaon	24	141	2	13	11	191
Kochugaon	101	93	01	44	0	239
Sidli	75	22	0	50	0	147
Total	420	452	10	178	32	1092

DROPOUT & OUT OF SCHOOL CHILDREN (5-6) yrs. :

Name of Block	5 - 6 years total Children population			5 - 6 years Enrolled Children			Total Unenrolled			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	In %age
Kokrajhar	6542	6061	12603	6184	5760	11944	358	301	659	5.23%
Dotma	3660	3554	7214	3491	3341	6832	169	213	382	5.30%
Sidli	3685	3303	6988	3122	2869	5991	563	434	997	14.27%
Gossaigaon	5331	5270	10601	4775	4657	9432	556	613	1169	11.03%
Kachugaon	4199	3974	8173	3886	3574	7460	313	400	713	8.72%
Total	23417	22162	45579	21458	20201	41659	1959	1961	3920	8.60%

N.B. After the successful implementation of DPEP Project in Kokrajhar District the rate of Dropout figure has sharply declined down. Out of villages under 127 of CRC villages under 51 nos. of CRC have reported 100 % enrolment (As on April/03) due to the various programmes, enrolment drive conducted under the Project. The total un _ enrollment children in the age group of (5-6)yrs. shows only **3920 (8.6 %)** age .

B.1.2 ENROLLED UNENROLLED STATUS (7-9) YRS.

The total unenrolment children in the age group of (7-9)yrs. shows only 5945 nos. which is lower than the age group of 5-6 yrs.

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Name of Block	7 - 9 years total Children Population			7-9 years total Enrolled Children			7 - 9 years total Children Population Enrolled in Bridge Course			Total Un enrolled			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	%a
Kokrajhar	9106	8684	17790	8330	7789	16119	293	309	602	483	586	1069	6.0
Dotma	5727	5526	11253	5310	4981	10291	684	125	809	417	545	962	8.5
Sidli	4644	4328	8972	4187	3775	7962	463	54	517	457	553	1010	11.1
Gossaigaon	7245	6719	13964	6659	6165	12824	855	84	939	586	554	1140	8.1
Kachugaon	5599	5327	10926	4897	4612	9509	608	83	691	702	715	1417	13.0
Total	32321	30584	62905	29383	27322	56705	2903	655	3558	2645	2953	5598	8.9

B.1.3 ENROLLED UNENROLLED STATUS (10-14) YRS.

Name of Block	10-14 years total Children population			10-14 years Enrolled Children			Total Unenrolled			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	% of Unenrolled
Kokrajhar	10343	9210	19553	9133	7997	17130	1210	1213	2423	12.4%
Dotma	6042	5482	11524	5279	4822	10101	763	660	1423	12.3%
Sidli	4136	3680	7816	3333	2866	6199	803	814	1617	20.7%
Gossaigaon	6665	6251	12916	5182	4880	10062	1483	1371	2854	22.1%
Kachugaon	6061	5315	11376	5204	4442	9646	857	873	1730	15.2%
Total	33247	29938	63185	28131	25007	53138	5116	4931	10047	15.9%

The un enroll childrens of Kokrajhar District in the age age of (10 –14)yrs is found to 10047 nos. (15.9 % age) .

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Table B.1 Class Wise Enrollment in Govt./ Provincialised Schools

Class	All			General			SC			ST		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	1954 8	1844 1	37989	5295	5084	10379	803	713	1516	7916	7570	15486
II	9508	8922	18430	2961	2913	5874	555	515	1070	2947	2814	5761
III	8190	7540	15730	2472	2356	4828	460	381	841	2682	2538	5220
IV	6613	5832	12445	1908	1834	3742	396	311	707	2253	2027	4280
Sub -total I-IV	4385 9	4073 5	84594	1263 6	1218 7	24823	2214	1920	4134	15798	14949	30747
V	8695	7263	15358	2019	1765	3784	733	745	1478	3393	2882	6275
VI	7172	5874	13046	1774	1482	3256	581	564	1145	2978	2385	5363
VII	6035	4786	10821	1474	1144	2618	476	495	971	2559	1971	4530
Sub :-total V-VII	2190 2	1792 3	39825	5267	4391	9658	1790	1204	3594	8930	7238	16168
Total I-VII	6576 1	5865 8	12441 9	1790 3	1657 8	34481	4004	3724	7728	24728	22187	46915

Table-B.2 : Block wise & Class wise enrolment in Prov . LPS & MES(Reg&Prov)

Block Name	CI-I		CI-II		CI-III		CI-IV		CI-V		CI-VI		CI-VII		Total	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
ma	3357	3232	1516	1489	1379	1270	1131	1024	1704	1433	1505	1154	1251	1028	11843	10630
saigaon	4429	4149	2463	2470	2065	1997	1641	1618	1765	1668	1394	1202	1161	1002	14918	14106
hugaon	4400	4280	2226	1962	1915	1639	1420	1139	1948	1302	1526	1077	1311	883	14746	12282
	3452	3088	1039	923	869	756	655	544	922	748	769	597	564	416	8270	7072
guri	3910	3692	2264	2078	1962	1878	1766	1507	2356	2112	1978	1844	1748	1457	15984	14568
al	19548	18441	9508	8922	8190	7540	6613	5832	8695	7263	7172	5874	6035	4786	65761	58658

(Source : EMIS 2002)

Table B.3: Class Wise Enrollment in Venture Schools

Class	All		
	Boys	Girls	Total
I	12900	12085	24985
II	4664	4078	8742
III	3474	2935	6409
IV	2781	2285	5066
Sub -total I - IV	23819	21383	45202

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V	4562	3217	7779
VI	3952	2800	6752
VII	4162	1883	6045
Sub :-total V - VII	12676	7900	20576
Total I - VII	36495	29283	65778

Table B.4 ENROLMENT STATUS OF PRIVATE SCHOOLS :

Class	Sidli	Dotma	Kokrajhar	Gossgigaon	Kachugaon
I	770	420	2250	1325	456
II	672	350	1589	1122	354
III	588	385	1325	589	256
IV	560	315	1210	451	210
Sub -total I-IV	2590	1470	6374	956	1276
V	315	380	845	356	211
VI	270	315	451	253	125
VII	265	245	365	129	96
Sub:-total V-VII	850	940	1661	738	432
Total I-VII	3440	2410	8035	1694	1708

Table : C.2 Teachers by Training Status at Primary Level.

Block Name	No. of Trained Teacher		No. of Untrained		Total Untrained	%age of Untrained Teachers.		
	Male	Female	Male	Female		Male	Female	Total
Dotma	294	53	197	100	297	26.91	13.66	40.57
Gossaigaon	242	72	87	54	141	16.83	10.44	27.27
Kachugaon	294	71	155	62	217	24.92	9.97	34.89
Sidli	140	51	106	83	189	25.12	19.67	44.79
Titaguri	354	160	210	122	332	22.08	12.83	34.91
Total	1324	407	755	421	1176	23.17	13.31	36.49

[Source: DISE 1999-2000]

The % age of Untrained Teachers of the LPS in the District is 36.49 % and the % age is highest in Sidli Block. Whereas the % age of Male Untrained Teachers of the district is more than the % age of female untrained teachers.

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Table C.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
Dotma	14398	615	23.41	8075	732	11.03
Gossaigaon	24265	507	47.86	4759	517	9.21
Kachugaon	22231	523	42.51	4797	626	7.66
Sidli	12996	369	35.22	2346	422	5.56
Titaguri	23525	927	25.38	7027	951	7.39
Total	97415	2941	34.88	27004	3248	8.31

Name of Block	No. of Institutions	No. of Teachers			No. of Students		
		Male	Female	Total	Boys	Girls	Total
Dotma	1	7	0	7	72	59	131
Gossaigaon	6	41	2	43	623	541	1164
Kachugaon	2	15	0	15	120	134	254
Sidli	1	6	0	6	86	52	138
Titaguri	2	13	2	15	203	159	362
Total	12	82	4	86	1104	945	2049

There are some Religious & Other type of schools in the district. Students are found to seen in this type of institutions also.

C.6. Functioning of Schools in Numbers & % age.

Name of Block	Functioning of Schools(LPS) Provincialised Only.						Functioning of Schools(LPS) Provincialised Only (in % age.)				
	Very Good	Good	Average	Satisfactory	Poor	Total Responses	Very Good	Good	Average	Satisfactory	Poor
Dotma	35	61	50	42	26	214	16.4%	28.5%	23.4%	19.6%	12.1%
Gossaigaon	28	69	37	25	32	191	14.7%	36.1%	19.4%	13.1%	16.8%
Kachugaon	64	128	25	18	5	240	26.7%	53.3%	10.4%	7.5%	2.1%
Sidli	43	52	52			147	29.3%	35.4%	35.4%	0.0%	0.0%
Titaguri	56	90	65	50	40	301	18.6%	29.9%	21.6%	16.6%	13.3%
Total	226	400	229	135	103	1093	20.7%	36.6%	21.0%	12.4%	9.4%

FUNCTIONING OF SCHOOLS IN THE SPECIAL AREAS VIZ, CHAR AND TEA GARDEN DOMINATED GAON PANCHAYATS.

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BLOCK	Special Area Dominated Gaon Panchayats (Mention the Special Area within the Bracket)	Deptt.	Name of institution	Coverage	
				No. of Villages	Population
TITAGURI	MAGURMARI GP. (TEA GARDEN)	Educa. Deptt.	(a) 898 Magurmari V.D.S. L P.S	1. Magurmari Part -II	Male = 598. Female = 508 Total = 1106.
		Educa. Deptt.	(b) Magurmari M E S		
		Educa. Deptt.	(a) Binapani L.P.S	2. Factory Line	Male = 728. Female = 700 Total = 1428.
			Nil	3. Chandamari Budhuline	Male = 352. Female = 245 Total = 597.
		Educa. Deptt.	(a) Hakorbari L.P.S.	4. Hakorbari	Male = 1504. Female = 1440 Total = 2944.
		Educa. Deptt.	(a) Kokraihar Bagishagoan	5. Kokrajhar Bagishagoan	
	DALOABARI G.P. (TEA GARDEN)		Nil	1. Daloabari Part -II	Male = 327. Female = 297 Total = 624.
		Educa. Deptt.	897 No. Jyoti Ashram L.P.S.	1. Sindurijhora	Male = 299. Female = 334 Total = 633.
GOSSAIGAN	DINDINGA G.P. (TEA GARDEN)	Educa. Deptt.	1. Mornai L.P.S	1. Boro Line	Male = 676. Female = 678 Total = 1354
		Educa. Deptt.	2. Mornai M.E.	1. Phospur	Male = 302. Female = 288 Total = 590

LIST OF INSTITUTION IN THE SPECIAL AREAS VIZ, CHAR AND TEA GARDEN
DOMINATED GAON PANCHAYATS.

KOKRAJHAR DISTRICT , 2002.

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GOSSAIGAON	DINDINGA (TEA GARDEN)	2. Mornai M.E.	2. Bunglow Line	Male = 870. Female = 644 Total = 1514
			Tama Line (Barlaine)	Male = 616 Female = 518 Total = 1134
			Jobe Line	Male = 586. Female = 550 Total = 1136
			Old Tin Line	Male = 638. Female = 540 Total = 1178
			New Tin Line	Male = 428. Female = 344 Total = 772
			No. 9 Line (Quintenpur)	Male = 1206. Female = 1068 Total = 2274

TYPE OF HABITATION IN SFG AREAS:

Block Name	Type of Habitation				
	Forest	Tea Garden	Relief Camp	Border Area	Others (Remote Area)
Dotma	41			1	13
Gossaigaon	18	1		7	12
Kachugaon	51		4	1	22
Sidli	156		8	3	40
Titaguri	32	2	10	2	0
Total	298	3	22	14	87

❖ **Major problems of the SFGs(Forest, R/C, Tea Garden, Border Area)**

No schoolin facilities

- Poor Infrastructural Facilities
- Lack of Upper primary schools
- Child labour & Early Marriage.
- Addiction to liquor
- Socio-religious barrier
- Lack of Educational Environment
- Poor supervision and monitoring from dept.
- Indifferent attitude of the garden management.
- Irregular functioning of the school.
- No value towards education
- Unawareness of Guardians & Parents, Society.
- High %age of Dropout, Never Enrolled , Repetition Rate
- Linguistic problem.

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❖ SPECIFIC STRATEGIES:

- Awareness programme may be conducted with the help of Local Intellectuals, MLA Administrative Dept, VECs, GPECs.
- Providing infrastructural support
- The UP: LP ratio should be maintained
- Special Awareness Campaign, Motivation Drive, Sports & Cultural Competition, Sishu Mel, and health check up camps to.
- Orientation of VEC/ SMC/ MG.
- Enrolment drive, Dropout prevention drive three times in a year.
- Opening of EGS and Bridge Course Centre.
- Women's Mela / Camp .

LIST OF UNSERVED AREA :

Block Name	No. of Unserved Habitation	School going children						Never enrolled children						Dropout Children						Child Labour						Disabled children							
		5-8 yrs		9-11 yrs		12-13 yrs		5-8 yrs		9-11 yrs		12-13 yrs		5-8 yrs		9-11 yrs		12-13 yrs		5-8 yrs		9-11 yrs		12-13 yrs		5-8 yrs		9-11 yrs		12-13 yrs			
		B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Sidli	84	148	131	617	503	25	23	40	32	14	15	90	83	48	38	42	35	28	30	14	1	2	8	2	1	4	2	9	1	7	2	8	4
Kachugaon	32	442	391	205	188	13	90	21	21	91	86	56	51	48	50	66	64	51	28	85	6	3	4	3	2	1	1	1	1	0	0	0	
Dotma	26	285	209	199	187	14	13	98	65	46	43	36	28	11	16	6	16	7	12	3	4	1	1	2	6	9	0	0	0	0	0	0	
Gossaigaon	27	420	385	251	238	17	13	96	84	28	28	34	23	19	17	17	12	42	28	10	1	8	8	1	2	2	0	1	0	0	0	0	
Titaguri	8	73	66	40	27	29	22	62	50	19	16	24	5	4	3	11	9	15	8	3	3	6	4	0	0	1	1	0	1	0	0	0	
Block Total	177	270	236	131	114	73	61	87	73	32	32	24	19	13	12	14	13	14	10	11	9	6	6	6	5	1	3	9	3	8	4		

In kokrajhar District the total nos. of unserved habitation i.e habitation without schools within a distance of 1.5 K.M. The Sidli Block shows the highest with 84 Nos. of Habitation without schooling facilities. The School going children (5 to 13 yrs) in those 177 habitation is found to 8883 nos., Never enrolled (5 to 13 (yrs is 2691, Drop-out (5 to 13)yrs is 781, Child Labour (5 to 13)yrs. Is 461 and Disable children (5 to 13)yrs. In those 177 unserved habitation is found to 40 nos. only.

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❖ Major problems of the Unserved Area:

General:

- Physical access is the major constraints of these areas.
- Lack of Schooling Facilities.

Communication specially in the areas like forest, isolated hills, border areas.

- Poverty in district.
- Child labour mostly engaged in household labour, tea stall/ shops/ and in daily market etc
- Poor health & hygiene & various unknown diseases.

Strategies :

- The EGS would be implemented in those unserved areas as an integral part of SSA.
- Under SSA EGS may be run with the engagement of separate educational volunteers selected by a selection committee for ensuring education of "out of school" children.
- These EGS interventions would be funded directly under SSA.
- During initial years (2002-03) the 'Amar Parhashali's (EGS school) .
- 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 and TLM grant per annum may also be provided.
- Mid-day meal facilities (as per government norms) .

❖ COVERAGE FOR OUT OF SCHOOL CHILDREN UNDER SERVED AREA.

B: 1.1 DROPOUT & OUT OF SCHOOL CHILDREN (5-6) yrs. :

Name of Block	5 - 6 years total Children population			5 - 6 years Enrolled Children			Total Unenrolled Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Kokrajhar	6542	6061	12603	6184	5760	11944	358	301	659
Dotma	3660	3554	7214	3491	3341	6832	169	213	382
Sidli	3685	3303	6988	3122	2869	5991	563	434	997

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Gossaigaon	5331	5270	10601	4775	4657	9432	556	613	1169	11.03%
Kachugaon	4199	3974	8173	3886	3574	7460	313	400	713	8.72%
Total	23417	22162	45579	21458	20201	41659	1959	1961	3920	8.60%

3.1.2 ENROLLED UNENROLLED STATUS (7-9) YRS.

Name of Block	7 - 9 years total Children Population			7-9 years total Enrolled Children			7 - 9 years total Children Population Enrolled in Bridge Course			Total Unenrolled			In %age
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
Kokrajhar	9106	8684	17790	8330	7789	16119	293	309	602	483	586	1069	6.0%
Dotma	5727	5526	11253	5310	4981	10291	684	125	809	417	545	962	8.5%
Midli	4644	4328	8972	4187	3775	7962	463	54	517	457	553	1010	11.3%
Gossaigaon	7245	6719	13964	6659	6165	12824	855	84	939	586	554	1140	8.2%
Kachugaon	5599	5327	10926	4897	4612	9509	608	83	691	702	715	1417	13.0%
Total	32321	30584	62905	29383	27322	56705	2903	655	3558	2645	2953	5598	8.9%

3.1.3 ENROLLED UNENROLLED STATUS (10-14) YRS.

Name of Block	10-14 years total Children population			10-14 years Enrolled Children			Total Unenrolled			% of Unenrolled
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
Kokrajhar	10343	9210	19553	9133	7997	17130	1210	1213	2423	12.4%
Dotma	6042	5482	11524	5279	4822	10101	763	660	1423	12.3%
Midli	4136	3680	7816	3333	2866	6199	803	814	1617	20.7%

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Gossaigaon	6665	6251	12916	5182	4880	10062	1483	1371	2854	22.19
Kachugaon	6061	5315	11376	5204	4442	9646	857	873	1730	15.29
Total	33247	29938	63185	28131	25007	53138	5116	4931	10047	15.99

From the above three tables the total unenrolled children in the age group (5 to 14) yrs shows only 19565 nos. out of the total children population in the age group of (5 -14)yrs. The %age of unenrolled children is 11. 40 % only.

DIFFERENT ISSUES OF OUT OF SCHOOL CHILDREN :

- Unawareness and Motivation of Guardians.
- No schooling facilities.
- Lack of co-operation between Communities.
- Language Problem.
- Poverty, Child Labour
- Seasonal Migration to other places.

DIFFERENT STRATEGIES FOR OUT OF SCHOOL CHILDREN:

- Opening of Residential Bridge Course for Migratory Children consisting of more than 50 migratory childrens.
- Opening of Long Term Bridge Course (six) months-duration consisting of at least 20 nos of childrens at the centre..
- Remedial Teaching for Completion of Course & Syllabus in due time by engagement of Academic Co-ordinator
- Convergence meeting with guardians, parents, of out of school children , localities may be conducted time to time.
- AIMS & Objectives of SSA may be highlighted through Leaf let, Media , IAR for the motivation of Guardians, Childrens.
- Sports & Cultural Competition may be conducted.\
- Sishu Mela
- Special Enrolment Drive or Door to Door Campaign with the help of VEC, GPEC members , RPs may be conducted to enroll children into the schools.

Blocks	2002-03		2003-04			
	Learner s	No Of New Centres	Learner s	No Of Centres		
				New	Old	Total
Dotma	809					
Gossaigaon	939			31	7	38
Kachugaon	691					
Sidli	517					

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Titaguri	602		710	24	5	29
Total	3558					

Table : Projection Of BC For Urban Areas

Name of Area	Total Urban Population	Child Population (5-14 Yrs)	Out Of School (5-14 Yrs)	No Of BC Centres
Titaguri		7290	309	10
Gossaigaon		2130	567	19
Total		9411	867	29

For out of 867 Nos. of out of schools children in the age group 5 –14 yrs 29 nos. of B.C. centre for urban area has been proposed in the district.

ISSUE FOR QUALITY IMPROVEMENT :

Teacher Empowerment & Training

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 centered to cater to the enlarged size of enrolment ensuring quality and retention and also accountability on the part of stake holders at this compulsory level of education. It is a challenge to existing educational machinery. One way ahead may be the sharing the responsibilities among the state, local bodies to achieve community-owned quality education in elementary level. Improving the quality of education in our state implies more than an emphasis on expanding

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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 be the evidence of change in all the related aspects – Curriculum, text book, teaching learning materials, method, training, supervision and monitoring, research and community participation and evaluation.

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

Our Basic principles that underscore the pedagogical interventions:

Each school is a unit of change as well as pupil.

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

Basic strategies before us

Pursue clear objectives related to the overall vision .

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

Build commitment to these objectives throughout the system.

Organization of planning, management and monitoring mechanism at local level must be institutionalized

Specific programme for schools in disadvantaged such as remote, international boundaries and Tribal areas etc..

Children learning skills must be improved in Ka Sreni, class I before they move higher classes.

Schools must be adapted to good practice through permanent opportunities for service training and workshop etc.

Problems and Issues

1. Research

Action Research

Cash Study.

Study on completion Rate

Study on Repeatation Rate

Study on Enrolment & Dropout Rate.

2. Schooling Facilities.

Infrastructure grand.

TLM grand

SMG grands

Adopted School's grands

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Practice oriente training.
Multigrade Schools Teachers Training.
Mixed medium School Teacher Training.
English Teacher Training class III to VII
BAC adopted and recognised School Teachers Training.
Head Teacher Training on planning and management.
Training for DACG, BACG, GPEC SMC.
Refresher Training for Teachers and Resource Group.
Training on TLM.
Training on Art and Physical Education.

4. Need Based Support.

1. Special Training for Class-I.
2. Content based training for Class I to IV.
3. Intervention of community in teaching learning process.

5. School Gradation :

Compilation of Completion Rate of pupils.
Compilation of Result of Unit Test and Examination.
Pupils evaluation and CCE.
Test of achievement levels of pupils.

6. School Development Plan.

Implementation of Scheme Book, Action Plan, Flexible routine and Annual Calendar.
Engagement of community Teacher and Expert.
Quarterly discussion on Pupils evaluation and examination.
Environment building of surrounding of School.
Decoration of Schools.
Fencing and Gardening of Schools.
Strengthening of Student Government, MG, PTA etc.

7. Strengthening and Co-ordination of Meetings.

DACG meeting.
BACG meeting.
GPEC meeting.
Teacher meeting at Cluster.
SMC/VEC meeting.
Special Meeting.

8. Access :

Existence of schools having no building;
Existence of schools having building in dilapidated condition;
Building having no walls, doors and windows;
Over crowded classrooms;
Lack of drinking water facilities;

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Having no sanitation/ toilets;
No furniture / sitting arrangement;
Having no electricity;
Having no TLM/ Learning corner/ Library.
Having no play ground.
Having no approach road.

Teachers Training :

Existence of Single Teacher Schools/Teacher less Schools;
PTR is not in proper order;
Existence of un-trained teachers;
Lack of pre-service training in some areas;
Recruitment of poor quality teachers;
Teachers are not aware of learning outcome;
Teachers inability to communicate local dialect in Adivashi and Rajbonshi area;
Irregular payment of teacher's salary;
Teachers are not given in-service training- Upper Primary Level;
Single & Double teacher schools run less academic support;
Teachers coming from distance places to attend school for other District;
Teachers' indifference towards community;
Lack of community participation in TLP;
Absence of Teacher-Parent contact;
Teacher's un-equal attention to pupil;
Teachers' irregular and late attendance;
Lack of proper supervision, monitoring and support.
Teachers are not properly utilized RM/WB/SB/LB etc.
Preparation of TLM for class V to VII.
LWS teachers training for LP and ME Schools.

11.Enrolment

Irregular attendance and before left of pupils;
Affects of schools by flood;
Existence of child labour;
Non-availability of textbook in time and improper text book;
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.
Implementation of local based Text Book.

12.Curriculum, Text Book & Teaching Learning Process :-

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No Text Book and Guidance line for Ka-Serni.

Intervention of New Text Book for class I to IV;

Absence of activity based joyful text books;

Monotonous teaching learning process. TLMs are not prepared and used as per lesson

base.

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 .

13. Supervision & Monitoring (S&M) :-

More support to slow learner and remote areas

Less importance on Supervision & Monitoring by educational functionaries;

Lack of special supervising staff for remote, forest and isolated areas;

Want of special incentive to supervising staff for remote and focused areas;

Lack of special strategy for problematic areas;

In-adequate supervising staff;

Engagement of supervising staff to other administrative activities;

Un-even distribution of schools to inspecting staff for S&M works.

Lack of regular support to teachers.

Co-ordination all levels meeting.

School Community Linkage: -

Like of proper implementation of meetings.

Community thinks that the school is not their own;

Lack of parent teacher co-ordination;

Non functioning SMC;

Teachers in-different to the community'

Socio-cultural barrier.

Problems Of Schools In Special Focused Areas :-

Lack of communication for S&M;

Threatening environment/ present status of law & order;

Language problem;

Non availability of local teachers;

Socio-cultural barriers;

Ethnic problems

Mixed medium School having single teacher.

6. Children

Malnutrition

Health problem.

Inadequate psycho -social development.

Lack of motivation and support for learning,

Non-functioning of Student Government.

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Non implementation of PR, Group, Activity based TLM.

17. Low quality of school system

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.

Teachers are not rationalized.

18. Printing and material making

Teacher's diary

CRC's diary.

Form of periodical assessment.

Student's Note Book

RM/WB/LB/SB and Modules.

Development of Question Bank.

News Letter and Journals.

Sports Material and Equipments.

19. Innovation :

Vocational Training for Class I to VII .

General and Science Exhibition.

Exposure Visit to other models (Inside and Outside State).

Strategies and interventions:

It has sorted out the strategies followed by some interventions in different dimensions to fit 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.
- Development of mechanism for regular and effective contact with parents a 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.

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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.
General & Science Inhabitation.

Clarification regarding Specific Strategies undertaken

Preparation and use of Teaching and learning materials :

More 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

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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. 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 plan and scheme book. In case of Multigrade schools and schools in disadvantaged areas, this planning will be built into the package provided. However, the teacher will get full liberty to develop new TLMs as per local need. The DACG and BACC 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 bus 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 Mothers group will be strengthened to help the students of class I&II.

Check towards frontal teaching and rote memorization.

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

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

Teacher Motivation and Accountability

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

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School based planning. for internal efficiency Village level institution. .

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

School based learning improvement programme.

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

Pupil's evaluation:

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

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

School with limited facilities

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

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

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

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

1. Supervision & Monitoring (S & M):

District Academic Core Group.

The District Academic Core Group includes the following.

- Principal, DIET.
- District Elementary Education Officer.
- Inspector of Schools.
- District Mission Coordinator.
- Faculty members of DIET.
- Deputy inspectors of Schools.
- Principal, Normal School.
- Principal, Basic Training Centre.
- Block Elementary Education Officers (all).
- Sub-Inspectors of Schools (all).
- 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) :

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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:

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

The BACG meet once in a month.

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

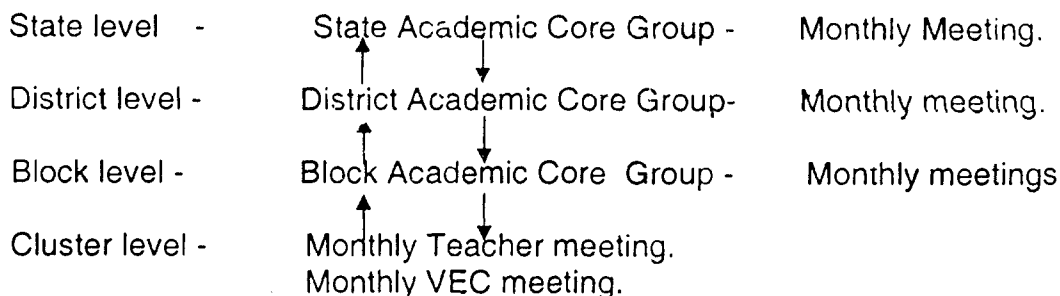
The BACG prepares its action plan for the next month and present the same to the following DACG meeting.

Each members takes individual visit to schools, and adopt a school every year.

The BACG members attend CRC level teacher meetings on a regular basis.

The BACG meeting is convened by the BEEO and S/he maintains all records of the meetings and also initiate follow up action on the discussion.

Strategy of this information and feedback linkage:



Role and functions of Block Resource Centre

- 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 :

As a planner.

As a co ordinator.

As a Trainer. .

As a supervisor.

As a practitioner of good practices.(Adopted school)

Role and Functions of Cluster Resource Centre.

The CRC is a regular training center for Teachers.

It acts as the planning center also.
All relevant data are kept and regularly updated.

District Institute of Education and Training

Role and Responsibilities:

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

Regular analysis of data and review of field level interventions to know the strength and weakness.

Orientation of field level Resource persons. (Support to Block and Cluster)

Taking up studies and evaluation of important interventions.

Development of training modules/ papers and also reading materials.

The faculty members will work in Lab schools to verify the effectiveness of strategies to be implemented in schools.

Lateral linkage to other DIETs.

Adaptation & translation of materials etc.

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 potential as resource person making them accountable and bringing about mutual convergence among the stakeholders in planning and execution.

2. 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. Though there is basic training center in the district, The institution is under various limitation as there are only few numbers of teachers with a Principal,

3. Research & Evaluation (R & E) :

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

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

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

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- ※ Conduct of student's achievement test (Terminal and Final Term);
- ※ Conduct of teacher's diagnostic tests;
- ※ Conduct of studies on district specific issues like insurgent area, tribal area, remote and International Border areas;
- ※ Conduct of studies on classroom situation and other school related issues;
- ※ Evaluation of different programmes, interventions both in-house and third party.

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.

Staff Position :

- One Programmer(Experienced)
- Two Data Entry Operator.

Infrastructure :

- Three Nos. of highly equipped Computer & Puerperal
- Laser Printer, Scanner, Internet Connectivity (LAN)
- Unix Operating Syatem.
- Furniture.
- Advanced Technology Software.

The Management Information System (MIS) initially will be set up in the district with adequate infrastructure (Computer System & Peripherals).

OBJECTIVES OF MIS

- Collection and Analysis of EMIS data every year.
- Preparation of PMIS report
- Sharing of Reports with other components of the Project as well also with outside agencies, deptt.
- Training of Head Teachers/ BRCC/ CRCC.
- Maintaining all kind of information.
- Preparation of AWP & B.
- Preparation of Financial report.
- Training of Staff

ISSUES OF DISABLED CHILDRENS :

There are more than 1200 disable children in the district in the school going age group. Provision may be kept in the SSA project for imparting the equal right of education to those physically challenged childrens

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Main ISSUES :

- Lack of Schooling centre.
- Dearth of Trained Personnel.
- Less Importance on the Disable Children.
- Lack of Awareness.
- Supply of AIDS and Appliances.

Strategies adopted:

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 of Workers.
Integration of children with special needs
Observance of World Disable Day.
Supervision & Monitoring.

Activity for the year 2002-2003.

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

Early Childhood care & Girls Education

In Assam the formal School system did not have any Pre-primary School until the year 2000 nor did they have any readiness package for the new entrants. The govt. of Assam has by a notification introduced Ka-Sreni as a pre-primary level class where it is to start in all the provincialised Schools from the year 2000 for the under age child i.e. for 4-5 year olds but in practice it was not done in all primary Schools. The same approach and TLMs will be used as practiced for Ka-Sreni as have been used by ECE till date. The Govt. of Assam has acknowledged and endorsed the TLM and teaching learning methods being used by DPEP.

Ka-Sreni Intervention

Though the Govt. of Assam has already intervened and it has been in practice in almost all provincialised L.P.Schools but the Ka-Sreni children of age 4-5 years are sitting along with Class I children which has not integrated the approach of Ka-Sreni methodology.

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In this respect, the four developmental aspects are not covered which has hamper the children mentally and physically and also for that a balanced and harmonious manner are not found. Thereof the rate of dropout and repeaters has been increasing in class I.

Since a common basic curriculum for the young child must be developed which in appropriate for readiness to formal School and its goals is to univirsalisation of Elementary Education which can be made successful by implementing Ka-Sreni in all provicialised L.P.Schools. Recently in DPEP districts. 4+ one teach from the teacher having L.P.Schools teachers have been trained on Ka-Sreni Curriculum and are in practice. On the other hand, Where Mukulikha is attached to L.P. Schools, the Mukulikha Workers look after the Ka-Sreni.

Though as per Govt. notification Ka_Sreni implementation in all provincialised L.P. & M.V Schools but total trained teachers on Ka-Sreni along Mukulikha workers are 357 nos. out of 1092 nos.L.P.School in the district Ka-Sreni Schools. In respect to this, remaining L.P.Schools who are yet to be trained on Ka-Sreni should be given emphasis phage wise and those be who were already trained and are in practice follow up action should be taken for smooth functioning.

District status of pre School service institution of the dist.	Block	Total no. of L.P. School	Total no. of ECE Centre	ICDS Centre	Trained Teacher of Ka-Sreni
Kokrajhar	Kokrajhar	301	33	277	37
	Sidli	147	52	190	9
	Dotma	214	82	183	16
	Kachugao n	239	21	182	10
	Gossaigao n	191	92	83	5
	Total	1092	280	915	77

sue :-

- No. Infrastructure support for Ka-Sreni.
- No. Teacher appointed for Ka-Sreni.
- No. Teacher earmarked for Ka-Sreni.
- Lack of expertise Teachers.
- Worsened P.T.R.
- No. Guideline/Curriculum/Syllabus.
- No. Special TLM intervention.
- Lack of onsite Support.
- Lack of quality improvement.
- No. Special effort for Tea garden/Char area/Forrest/borader/R.C./Unserved/Educational advantage area.
- Lack of awareness on Ka-Sreni in non starter L.P.School.

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Strategies:-

Separate shed/ Room for Ka-Sreni.
Suitable Sitting arrangement for Ka-Sreni.
Storage facilities of TLM.
Rationalization of teacher.
Engagement of one female teachers for Ka-Sreni.
To use existing School building.
To earmarked Mukulika Worker for Ka-Sreni where attach to L.P.School.
Training and Orientation.
Engagement of new teachers or Mukulika Workers in high PTR School
Sensitization at Village level.
Campaign/ Distribution of reading materials.
Printing of leaflet, booklet, poster, Local language resource materials.

~~Monitoring system~~

Record keeping.
Case study/Experience sharing with NGO & Govt. Deptt. etc.
Quality improvement.
Implementation of Ka-Sreni in All Govt. provincialised L.P./M.V Schools.
Organising meeting at various level.

Alternative Schooling Component:

Achieving Universal Elementary Education of the children within the age group of 6-14 years is the fundamental right of the children. Under the Sarva Siksha Abhijan (SSA), all children are to be enrolled in a formal or an Alternative School within the period of 2003. So the main objective is children up to the age of 14 must be enrolled in the school or an Alternative School and to be retained with quality till they achieve the elementary standard education.

In SSA, all local bodies both Govt. & Non Govt. have been given priority to take initiative and arrangement for providing facilities for UEE to all children.

Kokrajhar is a district having Inter- State and International border. So the geographic barrier of this district has a separate identity comprising Border area, Forest area, Riverine Tea Garden area. This district has some specific problems like insurgency communal rioting and Relief Camps for which off and on we have to face with problems in field works.

There are 250 nos. of AS Centres in Kokrajhar district. These are in School level habitations. Most of the children are from poor families of the Centres. They have to support their guardians for daily wages thus they become irregular in the classes. There are 34 nos. Relief camp in Kokrajhar district. Some of these are not having any Schooling facilities only 10 nos. RC are receiving AS Centres out of 34 RC. So, the SSA should provide AS Centres in remaining other Relief Camp also and these centres may be sustained to the SSA for the welfare of Schoolless children because the numbers of Schooling children are enough. During the period of DPEP some of the children of the RC AS centres were found dropout due

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poverty and not having proper facilities. In some centres there are huge nos. of children so facing space problems is very common. Even some AS workers spending their own money to extend the congested rooms and the district also could not provide co-operation due to lack of fund position. So, some children are leaving away from the Schools. In this regard, if the SSA shoulder for providing free cloths (Uniform), free Text Book & Mid day meal and EGS Centres in the unserve habitations the children may be enrolled and retained positively.

Problems & Issues

- General: -
1. Less schooling facilities.
 2. Physical access is the major constraints of the area.
 3. Lack of awareness of the parents.
 4. Poverty of the guardians parents.
 5. Children assisting their guardians in different household works.
 6. Child labour.
 7. Sibling care.

Specific problems & issues ; - (forest & border areas)

Segregated households

Insurgency

Children are engagement in collection of minor forest products like fire wood collection, catching of fishes and etc.

Lack of communication facilities.

Illiteracy of the guardian.

Lack of awareness of the community

Shifting of families (in case of forest encroachers)

Culture and language of different communities

Relief Camp:- Specific problems

Frequent shifting

Rehabilitation from one place another place.

Lack of schooling facilities in some relief camp.

Lack of awareness of the communities living in relief camp

Poverty of the guardians/parents.

Tea guardian area: - Specific problems

Children labour

Sibling care

Alcoholic addiction of the parents

Lack of Schooling facilities

Lack of co-ordination between garden management, labour community and civil ministrative.

Lack of infrastructure facilities.

Difference of home and School language.

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Illiteracy of the parents.

Riverine area:-

During summers most of the area remained isolated.

Lack of communication.

Loss of schooling days.

Less scope for visiting deptt. functionaries.

Migration :- Specific problems.

1. Seasonal shifting of families.
2. Communal violence.

Strategies :- For out of School children unserved area habitations.

To add the beginning concept of UEE. All children up to the age of 14 years must bring to schools. Once enrolled in the schools must be retained and to check quality of the children in the schools. The schooling children must achieve the progress of quality within the targeted period.

This will be possible if all teachers, parents and communities are to be motivated and ensure to send their wards regularly in the schools. Community will be mobilized and take responsibilities to ensure that all the children of their village will continue schooling till they achieve elementary standard.

Strategy for quality improvement:-

Adequate teachers training (MGT & MLT)

Child Centric approach.

Activity based teaching.

Comprehensive continuous evaluation (CCE)

Strategy for students Govt.

Regular supervision & Monitoring.

Regular use of (STLM)

Opening of EGS:-

1. Micro planning.
2. School mapping (distance norms)
3. Child population age group 5 – 7 , 8-10, 11-14, for SSA. (Out of school children)

Strategy for Tea Garden/Forest/ Border and Riverine area:-

Convergence with guardians/ parents/community

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Convergence with labour Association Tea garden management (In case of Tea garden)
A. Deptt. Functionaries.

Free Text Book and Infrastructure to these areas.

Opening of Upper primary Schools in Forest & Border area.

Mid day meal facilities to be provided.

Activity Code	Activity	Physical target	Source of target	Unit Cost
1	Convergence with guardians/ parents and community. Community contact programme. Motivation camp for out of school children.	G.P Level Village Level Cluster Level	Educational functionaries & other concerned Deptt.	
	Advocacy campaign Opening of EGS for US habitations. Selection of Siksha Karmis. Induction level training of Siksha karmis (30 days). Need based/refresher training for Siksha karmis (15 ti 20 days) Training on learning book for SK (5 days) Training for DRP for evaluation of EGS children (3 days). Training for SK on evaluation (3 days) Certification and mainstreaming ceremony	In US habitation Do - - - - - - Centre wise	Selected RP & Block level functionaries Do SMC DRP/CRCC/DIET DO Do DPO/DIET DRP CRCC/SMC	
	◆ Supervision & Monitoring	All EGS Centres	DRP/DPO/Consultant.	
	◆ Infrastructure grant for EGS Centres	As per no. centres		
	◆ TLM grant			
	◆ Centre materials	Do		
	◆ Free Text book for learners.	Do		
	◆ Translation & adaptation	Do		
		For EGS Centre	DRP	

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	of TLM		
5	<ul style="list-style-type: none"> ◆ Opening of residential EGS Centre ◆ Special financial Package for residential EGS centres. ◆ Mid day meal for EGS children. ◆ Providing of School uniform. ◆ Opening of EGS Centre in Schoolless Relief camp. 	<p>For migrated children</p> <p>Do</p> <p>All EGS Centres</p> <p>All EGS children</p> <p>-</p>	
6	◆ Documentation	-	-
7	<ul style="list-style-type: none"> ◆ Orientation of GPEC/VEC on UEE. ◆ Monthly review meeting of SK. ◆ Monthly meeting with DRP. 	<p>GP/VEC level</p> <p>-</p> <p>20 nos.</p>	<p>CRCC/BRCC/HT</p> <p>Block level</p> <p>District level</p>
8	<ul style="list-style-type: none"> ◆ Opening of LTBC. ◆ Contact programme ◆ Motivation camp for children (3 days) ◆ Selection of EV. ◆ Training of EV. (Induction level 15 days) block level ◆ Refresher training (5 days) ◆ Ceremonial mainstreaming of LTBC. 	<p>9 to 13 yr (12th months)</p> <p>Centre level</p> <p>LTBC Children</p> <p>Centre wise</p> <p>EV</p> <p>Do</p> <p>Centre level</p>	<p>-</p> <p>Block level Education functionaries</p> <p>Do</p> <p>SMC/VEC</p> <p>DRP/DIET/DPO/CRC C/Consultant</p> <p>Do</p> <p>CRCC/EV/GPEC/SMC /VEC</p>
9	<ul style="list-style-type: none"> ◆ Exposure visit (Out side the state) ◆ Exposure visit of SK, HT & VEC members (within the state) 	<p>3 Nos.</p> <p>According to nos.</p>	<p>DPO/Consultant/BRC C</p>

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Prospective Plan for SSA, Kokrajhar
Under AS/AIE component

Introduction :

Achieving universal Elementary Education for the children of age group 6-14 yrs. Is the fundamental right of the children. So SSA is a time frame programme of universalisation of elementary education under this Aahijan all children within the age group 6-14 yrs. Must be enrolled in the formal or in alternative schools within the period of 2003. The children once enrolled must be retained and they must have quality basic education.

So, the main objectives of the programme are:--

Children are to be in Schools and " Back to School" camp by 2003.
They must complete five years of primary Schooling by 2007.
To provide satisfactory quality education with emphasis on education for life.
Universal retention by 2010.

The SSA has two main objectives :

1. To bring a wide convergence from work for implementation of elementary education in scheme.

2. To use its own budget for strengthening vital areas to achieve UEE.

The programme of universalisation of elementary education by SSA is an attempt to provide an opportunity and priority for improving human capacities to all children through of community ownership. All local bodies organisations and societies both Govt. and non-Govt. have been given priority to initiate for the active participation in the successful implementation of the programme.

Some strategies, plans and targets have already been made and organized to open short and long term Bridge course centers of the out of school age group children 5-7 yrs and 9-13 yrs through this programme of SSA opening of EGS and residential B.C> centers for unserved habitation and migrated children is one of the strategies arrangement to provide alternative education facilities to deprived children.

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Kokrajhar is one of the district which is going to implement the programme with its prospective plan and budget. This is a district having interstate and international border with forest and riverine areas. So as the geographical barrier of this district has a separate identity it has also some problem and issue like border problem, insurgency and communal riot are etc.

The no of unserved habitation including forest, border, riverine and tea garden area in the district is – having 4979 out of School children in both served and unserved habitation so, the main outlook of the Abhijan in this district is to provide education facilities to these children.

The DPEP Kokrajhar has 250 nos. of regularly running AS centers and out of these the 200 nos. are in the Relief camps under different blocks where there are no formal education institutions. So as most of the centers are opened in the school less habitations and in relief camps, the centers are to be retained for further period providing sufficient infrastructure and TLM facilities to the existing AS EGS centers to be opened special emphasis also be given to the schoolless Relief Camp by opening EGS center for alternative School facilities to the camp children.

ECE intervention in the district.

To ensure the every young child to learn and must be enabled to achieve his/her potential for growth and all round development through appropriate ways DPEP-II, Kokrajhar has opened 280 ECE in forest, Boarder, Tea Garden RC and backward areas which areas are not covered by the Angonwadi Centre of ICDS project. These centres has shown successful intervention in achievement level of all-round development of the child up to school age group 3-5 yr old. Two workers namely Malini Sahamalini are working as worker and helper with monthly honorarium @ Rs. 700/- and @ Rs 500/- respectively in the ECEC. One supervisor engaged against 10 nos. of ECE centre. All the workers (Malini, Sahamalini & supervisor) have received various type of training i.e. pre-service and inservice (induction, Need based

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refresher etc.) organised by the DPEP-II, kokrajhar 280 malini & 280 Sahamalini are teaching the children of 3-5 yrs. old applying activity based and joyfull teaching learning method. Theme wise teaching, use of TLM and evaluation process also done in the centres. 28 nos. of supervisors are supervising the centre and also providing the academic supports to the centres and workers regularly. Beside these supervisor and nos. of RPs (Resource Persons) are providing support from time to time to the centre when necessary. The main achievement of these ECE centre are as follows-

Around 12 thousand children have enrolled in the LP& MV schools on the strength of completion of ECE course in the ECE centres since 1999 till to date.

Annual evaluation of the primary schools indicate a better performance of ECE background pupils in comparison to direct entrance pupil. Reports of primary schools teachers regarding the discipline regularity, punctuality, Leadership quality, friendship ness, co-operation etc. of ECE background pupils are far better then the non ECE backward pupils in the primary schools

Increase the community participation in the educational activity through the formation & functioning of MG,SHG in the ECE centre villages.

The Malini & Sahamalini assist adjoining primary school by adopting the Ka-Sreni children in the ECEC.

Even they assist the Primary School teacher of high PTR & Single teacher School

ECE activity increase the enrolment check the repeaters and dropout, minimise the gender gap by preary the child from formal schooling and relieving elder girls from sibling care.

Approach of ECE in SSA

Early childhood Education is the birth right of pre school age (3-5 yrs.) children and it is most important for the holistic development of the child, considering the importance of ECE programme DPEP-II, Kokrajhar has opened 280 ECE centre in non ICDS covered area which is the successful intervention of pre-school in the district . It helps in increase of enrolment , check repeaters and dropout rate , improvement of quality of learners and minimise the gender gap by reliving the elders girls from sibling case. In addition to these ECE programme of DPEP provide pre school service in some relief camp schoolless & habitation backward areas in the district which support directly the SFG children in receiving the early childhood education as a foundation of formal education.

Considering the above successful intervention of ECE programme in the District, the existing ECE centres of DPEP should be sustain and continue in the SSA project of the District at any cost.

Status of ECEC :

Block	Total No. of LP & MV	Total No. of ECEC	Total ECE attached LPS	Total No. of ECEC in Relief	Total No. ECEE Schoolless/Venture School habitation	Total No. of Ka-Sreni trained	ECEC at Forest village

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	School			Camp		teacher school	
Kokrajhar	301	33	14	1	16	37	22
Sidli	147	52	43		11	9	23
Dotma	214	82	72		5	16	10
Kachugaon	239	21	18	2	6	10	9
Gossaigaon	191	92	91	2		5	
Total	1092	280	248	5	38	77	64

Issues and Problems:-

- ECE intervention are not covered in all schools in the district.
- High no of non enrolled children 3 to 5 yrs in economically backward areas.
- Lack of awareness on pre-primary education in backward area.
- Demand from community/VEC/Guardians for sustainability and extension of ECE centers and workers.
- Backward remote area, Tea-garden area, Border area are to get special importance.
- Deprived children of School less habitation unserved areas most of forest area have been dropout for pre-dedication health & hygiene.
- Demand from community, VEC Primary Teacher associations to open ECE centers and engagement of workers (Malini & Saha Malini) in all L.P. Schools and extend ECEC in unserved areas.
- Site support by RP.
- Overlapping of ECEC and ICDS centres have been observed in few area, but the need of the ECE centre is still exist in order to provide access to lot nos. of children below 6 yrs old.
- Poor infrastructure facility in ECEC.

Strategies :-

- To continue the existing ECE centres and workers.
- Opening shifting of ECE in unserved areas.
- Provide ECE intervention in all LP Schools.
- Engagement of workers (Selected by the VEC/GPEC/SMC) in proposed newly opened ECE centers and LPS schools for Ka-Sreni.
- Sufficient infrastructure and facilities by allotting room for ECE classes.
- Training (Induction, need based, refreshment for workers.
- Regular supervision, monitoring and on site support by supervisors, RPs.
- Follow-up and supervision support by BEEO/SIS/DIs/BRCCs/CRCCs/DIET faculties etc.
- Joint supervision by SSA & ICDS.
- To strengthening the community/VEC/GPEC/SMC/Mother Group mobilizing meeting orientation, printing of hand bill, leaflet etc.
- Regular district level monthly meeting, cluster level monthly and block level monthly meeting.
- Strengthening the supervision mechanism.

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Ka-Sreni Intervention

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Issue :-

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~~No. Teacher appointed for Ka-Sreni.~~

No. Teacher earmarked for Ka-Sreni.

Lack of expertise Teachers.

Worsened P.T.R.

No. Guideline/Curriculum/Syllabus.

No. Special TLM intervention.

Lack of onsite Support.

Lack of quality improvement.

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No. Special effort for Tea garden/Char area/Forrest/borader/R.C./Unserved/Educational disadvantage area.

Lack of awareness on Ka-Sreni in non starter L.P.School.

Strategies:-

- Separate shed/ Room for Ka-Sreni.
- Suitable Sitting arrangement for Ka-Sreni.
- Storage facilities of TLM.
- Rationalization of teacher.
- Engagement of one female teachers for Ka-Sreni.
- To use existing School building.
- To earmarked Mukulika Worker for Ka-Sreni where attach to L.P.School.
- Training and Orientation.
- Engagement of new teachers or Mukulika Workers in high PTR School
- Sensitization at Village level.
- Campaign/ Distribution of reading materials.
- Printing of leaflet, booklet, poster, Local language resource materials.
- Evaluation system.
- Record keeping.
- Case study/Experience sharing with NGO & Govt. Deptt. etc.
- Quality improvement.
- Implementation of Ka-Sreni in All Govt. provincialied L.P./M.V Schools.
- Organising meeting at various level.

DETAILS OF THE YEARWISE EXPENDITURE FOR VARIUOS SHOWN BELOW FOR THE
YEAR 2002 -2010 (Ka-Shreni)

Sl No	Activities	Physical Target	Unit	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
1	2	3	4	5	6	7	8	9	10	11	12

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1	Sensitization											
	Awareness (GP level)	88										
	Drama (GP level)	88										
	Meetings(VEC level)	88										
	Banners(GP level)	88										
	Folk Song(GP level)	88										
	Posters(GP level)	88										
2	Ka-Sreni											
	Orientation of education functioneris (dist. Level)	100										
	Meeting at various level	127										
	Capacity building											
	Exposure visit exchange programme(SM C/ECE level)	1092										
	Orientation programme (SMC/ECE level)	1092										
	Training (SMC/ECE level)	1092										
	Formation & function DRG	50										
	Resource suport training with Teachers Association	50										
	Ka-Sreni(LP level)											
	Key resource person	10										
	Module	10										
	TLM folow up	1092										
ICDS Worker(Trg.)	995											

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	Community Worker Trg.	20								
5	Evaluation	1092								
	Conduc of quaterly evaluation	1092								
	Annual evaluation	1092								
	Printing of evaluation format booklet	50000								
	Supervision									
	Feedback									
8	Monthly meeting									
	Bi-monthly meeting									
	Cluster level meeting									
	Block level meeting									
	District level meeting	50								
9	Refresher training									
10	Need based assessment	1092								
	Need based Training									
	TLM development									
11	Mother group activation									
	Formation of mother's group	1092								
	Orientation of MGs	1092								
	Mobilization of community	1092								
12	Printing	Lumsu m								
	Format	Lumsu m								
	Booklets	Lumsu m								
	Leaflets	Lumsu m								
	Agreement form	Lumsu								

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		m																	
	Evaluation tools	Lumsu m																	
	Translation in local language	Lumsu m																	
13	Documentation	8																	
	Audio																		
	Video cassette																		
	Still Photographs																		
	Case study/comperati ve study	50																	
	Success story																		
	Process documentation																		
	Gradation Ka- Sreni School	8																	
	Consolidation of all intervention	8																	
14	Special intervention for special area	300																	
15	Special intervention & Monitoring																		
16	Convergence with ICDS																		
	Monthly meeting	50																	
	Supervision	915																	
	Infrastructure	915																	
	Joint Planing	915																	
	Orientation/ Training	915																	
	TLM support	915																	
	Community mobilization	915																	
	Monitoring & Supervision																		
	Honorarium(Rs. 300/-)	915																	
7	Engagement of community teacher/ Worker	50																	

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DETAILS OF THE YEARWISE EXPENDITURE FOR VARIOUS ACTIVITIES SHOWN
BELOW FROM THE YEAR 2002-2010 (KA-SRENI)

Sl.No.	Activities	Unit of Measure	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	Total in lacs
	Honorarium										
1	Malini	280	700/-								
2	S.Malini	280	500/-								
3	Supervisor	280	1500/-								
			-								
4	Contingency for ECEC	280	100/-								
5	Training										
6	Induction										
7	Refresher										
8	Need Based										
9	Fixed TA for Supervisors										
	Meeting										
1	Dist										
2	Block										
3	Cluster										
4	Infrastructure grant										
5	Supervisors & Monitoring										

STATUS OF SCHOOL BUILDING:

Table – 2. Present Status Of Schools Building

Name of blocks	No. of schools having no buildings		No. of schools dilapidated conditions		No. of schools required renovation & repairing		No of schools require additional classroom (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
Dotma	2				14	13	6	3	3	5	17	8	136	9
Gossaigaon	1		1		39	21	28	1	6	8	31	6	27	3
Kachugaon	27		16	2	43	19	15		4	5	24	2	95	12
Sidli	1		1		6		5		4	8	9	2	74	9
Titaguri	8	1			33	10	11	1	7	8	26	2	154	20
Total	39	1	18	2	135	63	65	5	25	34	107	20	486	53

Source : Infrastructure Survey Reports

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

**PERSPECTIVE PLAN OF S.S.A -2003-2010
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Table -2.1 Present Status of School Building in Percentages

Name of blocks	No. of schools having no buildings		No. of schools dilapidated conditions		No. of schools required renovation & repairing		No of schools require additional classroom		No of schools require additional classroom		No. of schools require major repairing		No. of schools require minor repairing	
	Priority I		Priority II		Priority III, IV, V, VI		Priority VII		Priority XI		Priority VIII, IX, X		Priority XII and XIII	
	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP
Dotma	0.93%	0.00%	0.00%	0.00%	6.54%	8.61%	2.80%	1.99%	18.22%	3.31%	7.94%	5.30%	63.55%	5.96%
Gossagaon	0.47%	0.00%	0.47%	0.00%	18.22%	13.91%	13.08%	0.66%	28.04%	5.30%	14.49%	3.97%	12.62%	1.99%
Kachigaon	12.62%	0.00%	7.48%	1.32%	20.09%	12.58%	7.01%	0.00%	22.43%	3.31%	11.21%	1.32%	44.39%	7.95%
Sidli	0.47%	0.00%	0.47%	0.00%	2.80%	0.00%	2.34%	0.00%	21.50%	5.30%	4.21%	1.32%	34.58%	5.96%
Titaguri	3.74%	0.66%	0.00%	0.00%	15.42%	6.62%	5.14%	0.66%	33.64%	5.30%	12.15%	1.32%	71.96%	13.25%
Total														

Source : Infrastructure Survey Reports

Table -3 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)
Dotma	25	140	75	125	50
Gossagaon	35	150	86	155	63

Titaguri	40	225	123	220	110
Total	145	810	450	780	341

LPS :

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)
Dotma	214		3	140	91
Gossaigaon	191		8	135	48
Kachugaon	240			200	40
Sidli	147		2	120	25
Titaguri	301		5	225	71
Total	1093		18	820	275

MES SCHOOL :

Name of blocks	Total Schools	No. of School having Electricity facilities (not functioning)	No. of schools having Electricity facility (functioning)	Schools without electricity (No source near campus)	With without electricity source near campus
Dotma	30		6	18	10
Gossaigaon	41		8	25	13
Kachugaon	26		2	20	8

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Sidli	15		2	12	5
Titaguri	39		5	23	25
Total	151		23	98	61

The building less situation in the district is covered by the DPEP fund except some schools where school building are damaged at the time of ethnic violence during the year 1993 , 1996 and 1998. The people of that areas are still in the different relief camp . So it is not possible to construct the school building. Also a good nos. of dilapidated school building are repaired and renovated in addition to construction of BRC building, to bedded Hostel for DIET, CRC bldg, Addl. Class room, toilet and ring well for providing drinking water facility for the financial earmarked of Rs. 895.01 lakh only from the DPEP.

Now it has been observed from the database of School infrastructure survey that there are huge nos. of Schools required repairing and renovation, major repairing and addl. Class room to the high enrolled school where usable space per children is quite low.

The detailed requirement as per infrastructure survey is shown below .

For Primary School :

Sl.No.	Activity	Priority	Total Nos.	Already taken	Balance to be taken	Remarks
1.	Construction of new bldg.	I & II	58	41	17	17 Nos. of school can not be taken up due to riot., inmates are relief camp
2.	Repairing and renovation and construction of addl. Class room (As per revised list)	III & IV	256	96+56=152	104	
3.	Major repairing minor repairing and construction of Addl. Class room	VIII to XII	859		859	
4.	Toilet		1093	150	943	
5.	Drinking Water		1092	298	795	

For upper primary School :

Sl. No.	Activity	Priority	Total Nos.	Already taken	Balance to be taken	Remarks
1.	Construction of new bldg.	I & II	3	2	1	
2.	Repairing & renovation and construction of Addl. Class room	III & IV	63	6	57	
3.	Major repairing/Minor repairing & construction of Addl. Class room	VIII to XII	108		108	
4.	Toilet		148	20	128	
5.	Drinking Water		148	0	148	