

PERSPECTIVE PLAN 2002-03 - 2010

DISTRICT :BONGAIGAON

AXOM SARVA SIKSHA ABHIYAN
MISSION
GUWAHATI-781 003

**A WRITE-UP ON THE PERSPECTIVE PLAN, SSA
(2003-2010)**

First Word :

DPEP was introduced in Bongaigaon district as phase-II district in the later part of the year 1997 with an objective to improve the quality, increase access and retention and building an effective teaching-learning environment for primary education. The district has low female literacy rate and the community was not aware of the need of primary education. To bring any change under the prevailing scenario was not only challenging but generally deemed almost impossible.

However, with the implementation of DPEP a perceptible change of attitude of the community and teachers is visible.

The District Project Coordinator is the chief executive of the district project office of DPEP. The district project office works under DPEP state project office under the supervision of State Project Director, Cum Mission Director, Axom Sarva Siksha Abhiyan. There are four Programme Officers in the district office looking after four components, viz., i) Teachers' Training (TT), ii) Community Participation (CP), iii) Alternative Schooling (AS) and iv) Early Childhood Education (ECE), v) Integrated Education for the Disabled (IED). There are also three Consultants respectively under CP, AS and IED. In addition to these, there is an Engineering section looking after the Civil Works in the district. The section is headed by District Project Engineer (DPE) and five Junior Engineers (JEs). There is District Resource Centre (DRC) who plays the equivalent role of DIET. The DRC is headed by the District Resource Coordinator (DRC). He is assisted by four DRC lecturers who have joined from different DIETs on deputation basis. There is also a Management Information System (MIS) section being responsible for all kinds of data collection, maintenance and compilation, report generation in computerized form. One Programmer and two Data Entry Operators staff the MIS section. Besides, there is an Establishment Section looking after administration and procurement side. The Accounts section looks after all kinds of accounting matters.

For the purpose of planning, discussion, strategy formulation, the district office has been assisted by the District Task Force (DTF). Each component is associated with their own District Steering Group (DSG). The District Advisory Committee (DAC) which is headed by Hon. Deputy Commissioner is also a vital part for major decision making and planning for successful implementation of the project in the district.

District Primary Education programme (DPEP) has crossed almost five years in Bongaigaon district. The DPEP project would be ended by June, 2003 in all phase II districts. Achievements in various aspects have been noticeable after five years of implementation.

Now, Sarva Siksha Abhiyan(SSA) will be started in the district subsequent to DPEP convergence into the former from the mid of the year 2003.

SSA works on a community based approach to planning with habitation as a unit of planning. SSA envisages cooperation between teachers, parents and PRIs as well as accountability and transparency to the community.

It is intended to initiate SSA activities in the district considering seven Community Development blocks (CD blocks) by engaging two additional block in-charges against five existing Block resource Coordinators (BRC). On the other hand, keeping in view of entrusting more responsibility on panchayat bodies and their empowerment, it seems more effective if Clusters are formed Gaon panchayat-wise and Coordinators are engaged accordingly in each gaon-panchayat.

This way seven block in-charges will be functioning CD block-wise and 93 Gaon panchayat level coordinators against the existing CRCs, thus reducing the existing 103 nos. to only 93 nos. of gaon-panchayat-wise coordinators.

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This particular revamping in the establishment is intended with an objective to obtain more effective outcome in realizing the goals of UEE.

District Overview :

Bongaigaon district is situated in the western part of Assam on the north bank of mighty river **Brahamaputra**. It is about 210 KM away from the state capital Dispur of Assam. The District was carved out from Goalpara and Kokrajhar district in the year 1989.

Bongaigaon district is surrounded by four districts namely Barpeta in the Eastern part, Goalpara in the South-Eastern part, Kokrajhar in Western part and Dhubri in the South-Eastern part. Bhutan is also situated near by Bongaigaon district in the Northern part which is about 100 km from Bongaigaon HQ.

Background of Bongaigaon District :

(a) The original Goalpara district was first created in 1822 A.D. by David Scott of East India Company, who was the first Commissioner of newly created North East Rangpur district with Head Quarter. at Rangpur town (now in Bangladesh). Newly created Goalpara district was also tagged with North-East Rangpur district for administration. The erstwhile Bijni Kingdom's area which included the undivided Garo Hills also constituted the original Goalpara district in 1822. In 1866 Garo Hills was separated from Goalpara district area and in the same year a new district named "Greater Kochbihar" was created and the residual portion of Goalpara district was withdrawn from Rangpur and tagged with Koch Behar. In 1874 a new province named Assam Valley Province was created by British Govt. (Successor of East India Company) and Goalpara district area was withdrawn from Kochbihar and tagged with Assam Province which continues till today. Now the original Goalpara district has given birth of four districts namely (i) Goalpara (ii) Dhubri (iii) Kokrajhar and (iv) Bongaigaon.

(b) Hitherto referred, Bijni Kingdom was first established by Bijit Narayan alias Chandra Narayan in 1671 comprising the area of undivided Goalpara district. Chandra Narayan was the son of Parikshit Narayan who was the grandson of Yuvaraj Sukladhwaj alias Chilarai, the hero of Assam History (1510-1571 AD). He was the younger brother of Moharaj Naranarayan, the great emperor of Kamrup Rajya alias Kamata Empire alias Koch Empire of 16th century. The first capital of Bijni Kingdom was at modern Bijni town from 1671 to 1864 and thereafter shifted to Dumuria (now known as Dalan Bhanga) due to attack by Jhawlia Mech - a local chief under Bhutan Kingdom. The disastrous earthquake occurred at 5 PM. on 12th June, 1897 which badly damaged the royal palace of Dumuriya caused the shifting of the Capital temporarily to Jogighopa and thereafter permanently shifted to Deobati forest area now known as Abhayapuri named after Rani Abhayeswari in the year 1901. This continued till the year 1956 when Govt. of India took over this Kingdom. At present Bongaigaon district is having three Civil Sub-Divisions, namely (1) Bongaigaon with Head Quarter at Bongaigaon (2) North Salmara with Head Quarter at Abhayapuri town and (3) Bijni with Head Quarter at Bijni town. Ninety percent area of Bongaigaon district belonged to erstwhile Bijni Kingdom and only ten percent area from Sidli Kingdom.

On naming the district:

According to hearsay (1) in the long past there were plenty of wild (Bon) Cows (Gai) in the surrounding hilly and forest areas. So, the villagers assembled time to time to drive away the wild cows for protecting their crops. Thus this area was popularly known as Bon-Gai-Gaon. (2) In those big village areas there dwelt one nature poet named 'Bong' (Bong Roy) who could induce laughter to all his bye-standers with his cryptic but harmless oral composition describing the situation on the spot and in return he could collect grains or coins voluntarily offered by the audience. This was his only source of income and profession. Thus his areas was roughly identified as the village of Bong (Ray) i.e. Bong-er-Gaon=Bongaigaon in course of time. This Bongaigaon village area was famous for orange fruits which were sold along with other agricultural products in the nearest market named Birjhora Bazar located at

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the heart of present Bongaigaon town. The word Bijhora was derived from Bir-Jirowa/Jirowa mean resting place of Bir – means here. It is held that the noble hero Chilarai took here rest for about 10 months during rainy season at the time of his invading the neighboring Kingdoms of entire north-east India.

DPEP, Assam started from the year 1994 with phase-I districts as Darrang, Morigaon, Dhubri, Karbi Anglong and phase-II districts as Barpeta, Bongaigaon, Kokrajhar, Goalpara and Sonitpur. As a phase - II district, DPEP was launched in Bongaigaon in the last part of the year 1997.

Geographical Boundary :

Bongaigaon is a plain district. The mighty Brahmaputra lies on its southern boundary and the tributaries Manas and Champabati flow from North to South on its East and West boundaries. The tributary Aa flows on its eastern part. A few no. of small hills here and there cover the district. The district border with Barpeta district in the east, Dhubri and Kokrajhar in the west, Bhutan in the North and Goalpara in the South. The district is situated between the 26°28' to 26°54' minutes north latitude and 89° to 90°00' minutes east longitude.

Area :

The district covers an area of 1715 sq. km. It comprises 903 nos. of revenue villages.

Historical Background :

The history of the district has a linkage with ancient Assam known as "Kamrupa". The old Kamrup was divided in to four parts – such as Kampith, Ratnapith, Swarnapith and Soumarpith. Ratnapith comprised of the area Kamatapur where the Khen – dynasty and Koch kingdom were located. After the Khen dynasty Koch kingdom was established by Raja Biswasingha and the same was divided into two parts by King Naranarayan. The eastern part comprising the districts of Goalpara, Kamrup, Darrang was given to Raghudeva. The present Bongaigaon district is carved out of the erstwhile Goalpara district.

The Koch-Rajbongshi - the original and majority of the inhabitants of the district who were originally Khastriya and later perhaps blended with other people as is generally the case with Indian people. The Assamese nation is highly indebted to the Koch people and their kings, their language, literature, art and culture.

Cultural Heritage :

The area has a rich cultural heritage. The Koch-Rajbongshi or Goulpariya lokgeet is famous and popular all over Assam with its own peculiar features.

The "Kushan" is the traditional song and dance of the Koch and Rajbongshi. The Marepuja is another traditional religious festival of the area. The temple "Bagheswari" represents the tribal culture and faith of the region.

Apart from various cultural colours of different tribes and communities, the area has a rich and lively stream of cultural tradition full of beautiful folk songs, folk dances, ballads, folk tales and proverbs.

Historical Monuments:

There are ancient caves on the hills of Jogighopa on the southern parts of the district which are said to have been used by monks in ancient times for meditation. Abhayapuri town was the kingdom of Queen Abhayeswari, the famous Queen of Bijni estate.

Weather & Climate:

The climate in the district is moderate in the winter and hot and humid in the summer with temperature varying from 13 degree to 32 degree Celsius. Monsoon starts in the district from April. The average rainfall is from 250 to 350 c.m.

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Administrative Structure :

Head Quarter : Bongaigaon Town

No. of Sub-divisions : 3

The district is divided in to three sub-divisions namely-

Bongaigaon (Sadar)

North Salmara

Bijni

No. of CD block : 7

Name of the CD Block	No. of village
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Manikpur	145
Borobazar	210
Sidli (Tribal Development Block)	125
Srijangram	211
Boitamari	212

Besides, two more new community development blocks were created recently. These two are :
Dangtol and Tapattari

Administrative Divisions :

Year	No. of CD blocks	No. of Educational Blocks	No. of census Villages	No. of GPs	No. of towns
1991	5	5		93	3
2001	7	5		93	3

Geography

Location : South Western corner of Assam in the North East India

Distance from state capital : 210 km

No. of Zila Parishad : 1

Name of Zila Parishad : Bongaigaon

No. of Police Station : 5

Name of Police Station : Sidli, Bongaigaon, Bijni, Jogighopa, Abhyapuri

No. of out-posts : 2

Name of out-posts : Boitamari, Dangtol

No. of Head post office : 1 (Bongaigaon)

Nationalised Banks

No. of Banks : 11 (1995-96)

Branches : 26 (1995-96)

No. of Rural banks

Banks : 1 (do)

Branches : 13 (do)

No. of Cooperative Banks

Banks : 2 (do)

Branches : 3 (do)

No. of AP : 7

Name of AP : Manikpur, Dangtol, Srijangram, Tapattary, Boitamari, Borobazar and Sidli (Chirang)

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No. of GP : 93;
 No. of towns: 3 (Bongaigaon, Bijni, Abhyapuri)
 No. of revenue circle : 5
 Name of revenue circle : Bongaigaon, Sidli, Bijni, Srijangram and Boitamari
 Name of Municipality : Bongaigaon Municipality Board
 No. of town committee : 3
 Name of town Committee: Bongaigaon, Bijni, Abhyapuri
 Major Language : Assamese
 No. of revenue village : 903
 No. of forest village :
 Area under Forest : 49704.71 hect. (1995-96)
 Area under Reserve Forest : 442.59 hect. (1995-96)
 No. of Tea Garden : 1 (Birjhora Tea estate)
 No. of Tea garden Divisions : 2
 Total PWD Road length:
 Total road length (surface):114.204 km (1995-96)
 Gravelled Road (unsurfaced) : 662.117 km (1995-96)
 National Highway surfaced
 N.H. 31 : 20 km (1995-96)
 N.H. 31C : 29.20 km (1995-96)

Major Railway Station : (1) New Bongaigaon
 Nearest Airport : Borjhar (Guwahati)

Population profile :

	1991 census	2001 census
Total Population	807523	906315
Male	416216	46570
Female	391307	440345
Rural	733669	796028
Urban	73854	110287
SC	86744	
ST	141542	
Rural SC	76020	
Rural ST	140186	
Urban SC	10724	
Urban ST	1356	
Hindu	546830	
Muslim	264393	
Christian	17890	
Others	8410	
Density of population	322 per sq. km	
Literates	311773	449754
Literacy Rate	49.06	60.27

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Population of the District by area and Sex :

Year	All			Rural			Urban		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1991	416216	391307	807523			733669			738854
2001	465970	440345	906315	408175	387853	796028	57795	52492	110287

Decadal variation of population in the district (in percent) :

Year	Variation Variation
1901-1911	29.94
1911-1921	26.94
1921-1931	15.94
1931-1941	14.97
1941-1951	9.31
1951-1961	60.81
1961-1971	42.01
1971-1991	62.65
1991-2000	12.23

**Population
by Caste &
Sex :**

Year	Caste Category	Population			% of Population		
		Male	Female	Total	Male	Female	Total
1991	SC	45479	41265	86744	10.9%	10.5%	10.7%
	ST	71331	70211	141542	17.5%	17%	18%
2001	SC						
	ST						

Socio-Economic Position ::

Demography:

The district is inhabited by ST-plain (Bodo, Rabna etc.). SC (Sutradhar, Kumar, Hira, Keot etc.), MOBC(Rajbangshi, Khatriya), Nath(Jogi). Hindu general caste (Brahmin, Kalita etc.) and Muslim communities and other tribes from different parts of India.

Economy:

Major economic sector : Agriculture

Area under cultivation : 154493.00 hect. (1993-94)

Area sown more than one crop : 31094.09 hect. (1993-94)

Total cropped area : 129899.08 hect. (1993-94)

Production of autumn paddy : 33.77 hect. (1995-96)

Production of winter paddy : 57.00 hect (do)

Production of summer paddy : 4.38 hect. (do)

Area under tea plantation:

Production of black tea

Major fruit products : Banana, pineapple, papaya, jackfruit, guava, coconut

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Major forest products : Bamboo, timber (sal, segun, gomari), sand

Information on BPL(Below Poverty Line) families (according to BPL Survey, 1998)

Sr. No.	No. of Educational Block	No. of CD block	No. of Rural families	No. of BPL families	%-age of BPL families out of rural families	No. of SC families	No. of ST families	No. of women members
1	Borobazar	Borobazar	20435	14304	70%	1430	11443	715
2	Boitamari	Boitamari	19545	13487	69%	1456	192	512
3	Bongaigaon	Dangtol	20216	9284	46%	875	1855	4512
		Sidli	14135	9744	69%	767	3435	885
4	Manikpur	Manikpur	27116	17157	63.27%	3103	3997	343
5	Srijangram	Srijangram	18541	12951	69.85%	12410	927	892
		Tapattary	15000	9750	65%	1950	195	487
	Total		134938	86677	64%	11991	22044	8346

Agriculture:

In general, the main source of economy of the district is agriculture. The land of the district is fertile and suitable for cultivation of various crops. The main cultivation is paddy, jute and Rabi crops etc. The Agriculture land 1,54,493 hectares and waste land is 6054 hectares .

Industry:

The following various industries are running in the district ::
Bongaigaon Refinery & Petrochemical Complex ,(BRPL),Bongaigaon .
Jogighopa Paper Mill(APM). Jogighopa
Aluminium Factory -Bongaigaon.
(IOC),Bongaigaon
Assam Textile Corporation (Nowapara)
Co-operative Spinning Mill (Boitamari)
Bharat Oxygen Ltd.

Also there is a Tea-estate called "Birjhora Tea-estate" adjacent to the town.

Educational Institutions :

Table - I :

Type of Institutions	Number
Govt. aided colleges (Bongaigaon College, Birjhora Mahavidyalaya (Sc.), Bijni College, Abhayapuri College, Manikpur Anchalik College.	5
Newly started Colleges (Bongaigaon B.Ed College, Law College, Birjhora Girls College)	3
Normal School	1
Polytechnic	1
Higher Secondary Schools	12

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High Schools (Provincialised)	14.
Adhoc High Schools	50
Middle Schools (M.V)	31
Middle Schools (M.E)	147
Schools (Provincialised)	966
Privately managed L.P. Schools	413
ICDS centers	597

Transport & Communication:

Bongaigaon District has the potential advantage of convenient inter connection by means of mainly Roads and Railway. With the completion of third Railway-cum-road-bridge over the mighty Brahmaputra named as "NARANARAYAN SETU" at Jogighopa on the north bank of Brahmaputra connecting Pancharatna on the southern bank, Bongaigaon has occupied a key place for establishing connection with other parts of the state and the country.

The district is well connected by NH-31, NH-31(B) and NH-31(C). The M.G. & B.G. railway lines are passing through the district. New Bongaigaon is a railway junction.

Language:

Through population in the district is mainly comprised of two linguistic groups-Assamese and Bodo, but Bengali and Hindi are also spoken in vast areas of the district.

Health Unit:

The following Health and Medical units are providing services to the people :

Description	No.
Civil Hospital	1
Mini P.H.C	10
Sub-centre	1
Railway Hospital	1
Rural Hospital	5
Railway Dispensary	1
Govt Subsidiary Dispensary (Ayurvedic)	3
Private Hospital	4
Rural Family Welfare	6
SEN center	8

A Brief description of five educational blocks of the district :

Manikpur block :

Location : Manikpur block is situated in the east part of the district. The distance of the district head quarter is 40 km.

Boundary : The block area is surrounded by Borobazar block in the north, Srijangram block in the south, Bongaigaon block in the west and Rupshi block of Barpeta district in the east.

Geography :

Location : In the east of the district

Distance from District H.Q : 40 km

Distance from state capital : 185 km

Forest village : Nil

Major rivers: Manas, Pokalagi

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Administration :

Head Quarter : Manikpur town
 No. of CD block : Manikpur
 No. of circle : 1 (Manikpur)
 No. of police station :2 (Manikpur, Bijni)
 No. of A.P : 1 (Manikpur)
 No. of GP : 15
 No. of revenue village : 140
 No. of wards : 4

Economy :

Major economy sector : Agriculture
 Major food/fruit products : Sali dhan, banana, papaya, guava, pineapple, coconut
 Major forest products : Bamboo, timber, cane
 Major industries : Nowapara spinning mill

Population as per 1991 census :
 Manikpur Development Block :

Sr. No.	Category	Population		
		Male	Female	Total
	General			
	SC			
	ST			
	Total	69518	66874	136392
	Rural	69518	66874	136392
	Urban			

Bijni Town Committee :

Population		
Male	Female	Total
5948	5370	11318

Information on BPL(Below Poverty Line) families (according to BPL Survey, 1998) :

Name of Educational Block	Name of CD block	No. of Rural families	No. of BPL families	%-age of BPL families out of rural families	No.of SC families	No. of ST families	No. of women members
Manikpur	Manikpur	27116	17157	63.27%	3103	3997	343

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Srijangram block :

Location : Srijangram block is situated in the southern part of the district. The distance from the district head quarter is 35 km.

Boundary : The block is surrounded by Barpeta in the east, Boitamari and Kokrajhar in the west, Manikpur in the north and Goalpara district in the south.

Geography :

Location : In the southern part of the district

Distance from District H.Q : 35 km

Distance from state capital : 220 km

Forest village : Nil

Village under complete char area : Villages under Moinyapara, Jopea, Kokila, Numberpara, Kirtonpara, Golapara, Rangapani, Dr. Jakir Hussain(Barjana)

Major rivers: Manas, Aie

Administration :

Head Quarter : Srijangram

Name of CD blocks : Srijangarm and Tapattary

No. of circle : 1

Name of circle : Srijangram

No. of police station : 1 (Abhyapuri)

No. of police sub-station: 2 (Lengtisinga, Borghola)

No. of A.P : 2 (Srijangarm and Tapattary)

No. of GP : 24

Major town : Abhyapuri

No. of revenue village : 212

No. of wards : 4

Major Language spoken: Assamese

Economy :

Major economy sector : Agriculture

Major food/fruit products : Sali dhan, Ahu dhan, banana, papaya, guava, pineapple, fish, dairy products.

Major forest products : Bamboo, timber

Major industry : Coconut Development Farm

Special Feature : Srijangram block is consisted two CD blocks namely Srijangram and Tapattary. The block acquires major historic importance. Ancient palace like Rajbari, Ganesh Mandir are proudly situated in Abhyapuri town and Ganeshpur area respectively.

Abhyapuri is the major town which is well-developed with several educational institutions, factories and a good communication system. Coconut Development Farm in Batabari, production of dairy products, fishery are worth mentioning.

On the dark side, the block suffers a severe jolt in the development pace due to the existence of several char areas.

Major portions of the blocks are char areas inhabited by minority community. Out of 21 clusters, 13 clusters fall under char areas. These areas remain submerged under water for about four months in a year from June to September. These areas are affected mainly by Brahmaputra river. A certain portion is also affected by river Champawati. These people are poverty ridden and earning the daily bread is their prime concern.

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The burning problem of the block is the highest percentage of never-enrolled children (23%) and drop outs (7%) as depicted by the recent VER report.

Major attention has been focused by DPEP in the last five years to provide education and school building facility to the children of these areas. Several awareness programmes have also been undertaken. Mothers' Groups are being strengthened, SHGs are formed, women forums, NGOs etc. are addressed to meet up the local problems.

Population as per 1991 census :

Srijangram Development block :

Category	Population		
	Male	Female	Total
General			
SC			
ST			
Total	86498	81453	167951
Rural	167951	81453	167951
Urban			

Abhyapuri Town Committee :

Population		
Male	Female	Total
6035	5662	11697

Information on BPL(Below Poverty Line) families (according to BPL Survey, 1998) :

Name of Educational Block	Name of CD block	No. of Rural families	No. of BPL families	%-age of BPL families out of rural families	No. of SC families	No. of ST families	No. of women members
Srijangram	Srijangram	18541	12951	69.85%	12410	927	892
	Tapattary	15000	9750	65%	1950	195	487

✓ **Boitamari block :**

Location : Boitamari block is situated in the southern part of the district. The distance from the district head quarter is 27 km.

Boundary : The block area is surrounded by Bongaigaon block in the north, Dhubri and Goalpara districts in the south, Dhubri and Kokrajhar districts in the west and Srijangram block of Barpeta district in the east.

Geography :

Location : In the southern part of the district

Distance from District H.Q : 27 km

Distance from state capital : 210 km

Forest village : Nil

Village under char area : Villages under Kheluapara, Khorchimari, Tilapara

Major rivers: Manas, Aic

Administration :

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Head Quarter : Boitamari
 Name of CD block : Boitamari
 No. of circle : 1
 Name of circle : Boitamari
 No. of out-post : 1 (Boitamari)
 No. of sub-station: Nil
 No. of A.P : 1 (Boitamari)
 No. of GP : 13
 No. of revenue village : 115
 Major Language spoken: Assamese, Garo, Rava

Economy :

Major economy sector . Agriculture
 Major food/fruit products : Sali dhan, Ahu dhan, orange, pineapple, banana, papaya, guava
 Major forest products : Bamboo, timber
 Major industries : Jogighopa Ashok Paper Mill
 Major River : Brahmaputra, Champawati

Special Feature : The entire area is covered with lots of greeneries, plants and agricultural lands. Natural beauty is astounding. Several kinds of fishes, tortoises are available in Tamranga Bil of Borthuri area. Lots of dairy products, fishery products are worth mentioning.

Two clusters namely Kheluapara and Khorchimari are flood-prone areas being affected by river Brahmaputra. The villages like pub and pachim majer alga are prominent char areas. Due to the existence of several riverine areas and char with dominated by minority community , the educational scenario is not that encouraging. VER report shows a high percentage of never-enrolled children and high drop-out especially among the educationally backward communities residing in the char and remote areas.

Special attention has been focused to address the deprived groups of the block. The block has been considered as UEE block and lots of activities are undertaken to achieve the objective of UEE. Activities like formation of block level task force, panchayat level and village level task forces have been formed; meetings with NGO members, active youth, VECs held for formation of volunteer group, orientation programme at various levels, holding of Sishu Divas, rallies, processions, awareness programmes have been undertaken to achieve 100% enrolment in the entire block and to retain the enrolled children.

Population as per 1991 census :

Boitamari development block

Category	Population		
	Male	Female	Total
General			
SC			
ST			
Total	83212	77049	160261
Rural	74899	70178	145077
Urban	8313	6871	15184

Information on BPL(Below Poverty Line) families (according to BPL Survey, 1998) :

Name of Educational Block	Name of CD block	No. of Rural families	No. of BPL families	%-age of BPL families out of	No.of SC families	No. of ST families	No. of women members

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				rural families			
Boitamari	Boitamari	19545	13487	69%	1456	192	512

VER finding :

Block	100%	90%-99%	80%-89%	70%-79%	60%-69%	No. of Villages	Out of total village
BOITAMARI	6	30	26	20	13	95	115

✓ **Borobazar Block :**

Geography : Located in the North-East part of the district

Distance from District H.Q : 40 km

Distance from State Capital : 210 km

Major River : Manah, Aie

Boundary : The block area is surrounded by Kokrajhar and Bhutan in the north, Manikpur in the south, Bongaigaon block and Kokrajhar district in the west and Barpeta district in the east.

Administration :

Head Quarter : Borobazar

No. of CD block : 1 (Borobazar)

No. of Circle : Nil

No. of Police station : 1 (Amguri)

No. of A.P : 1 (Borobazar)

No. of GP: 18

No. of villages : 191

No. of revenue villages : 191

Major language spoken : Bodo

No. of forest village : 4 (Amteka Tenga, Koila-moila, Konamakri, Formaisali N.C., 1991 census)

Economy :

Major economy sector : Agriculture

Major food products : Banana, Dhan, a variety of vegetables like potato, gourd, pumpkin, tomato, cabbage etc. (produced in large quantities and transported to other parts of the district and the state)

Special Feature :

Borobazar block is consisted of one CD block, viz., Borobazar and there is no circle or tehsil. Major population belongs to bodo community(80%). The block is having four forest villages with vast area. These villages are quite remote from the main town and the road communication is deplorable. The access of education is harder. The people of these areas are mostly tribal and economically quite poor. There is an urgent need of awareness and schooling facility in these areas.

Agricultural products are grown in ample quantities in amteka, koila, konamakri, formaisali. Agricultural products are sent to other localities.

Population as per 1991 census :

Borobazar development block :

Category	Population		
	Male	Female	Total
General			
SC			

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ST			
Total	88784	85086	173870
Rural	88784	85086	173870
Urban			

Information on BPL(Below Poverty Line) families (according to BPL Survey, 1998) :

No. of Educational Block	No. of CD block	No. of Rural families	No. of BPL families	%-age of BPL families out of rural families	No. of SC families	No. of ST families	No. of women members
Borobazar	Borobazar	20435	14304	70%	1430	11443	715

✓ **Bongaigaon Block :**

Geography : Located in the central part of the district

Distance from District H.Q : 0 km

Distance from State Capital : 200 km

Major River : Kujia, Aie, Tunia

Boundary : The block area is surrounded by Kokrajhar in the north, Boitamari in the south, Kokrajhar district in the west and Srijangram and Manikpur blocks in the east.

Administration :

Head Quarter : Bongaigaon

No. of CD block : 2 (Dangtol and Sidli)

No. of Circle : 2

No. of Police station : 3

No. of A.P : 1

No. of GP: 24

No. of villages : 181

No. of revenue villages : 191

Major language spoken : Assamese and Bodo

No. of forest village : Nil

Economy :

Major economy sector : Business, Agriculture

Major food products : Dhan, a variety of vegetables like potato, gourd, pumpkin, tomato, cabbage etc.

Special Feature :

Bongaigaon block is industrially rich with Bongaigaon Refinery and Petrochemicals, IOC division, OIL division, Railway workshop, Steel industry etc. Major population is comprised of Bodo community and Koch-Rajbangshi. A major portion of the community is Bengali speaking people also.

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Population as per 1991 census :

Bongaigaon Urban Area :

Population		
Male	Female	Total
26669	22238	48907

Bongaigaon Municipality Board :

Population		
Male	Female	Total
19408	16247	35655

New Bongaigaon Railway Colony Town Committee :

Population		
Male	Female	Total
7261	5991	13252

Sidli Chirang development Block :

Population		
Male	Female	Total
56813	53566	110379

Information on BPL(Below Poverty Line) families (according to BPL Survey, 1998) :

Name of Educational Block	Name of CD block	No. of Rural families	No. of BPL families	%-age of BPL families out of rural families	No. of SC families	No. of ST families	No. of women members
Bongaigaon	Dangtel	20216	9284	46%	875	1855	4512
	Sidli	14135	9744	69%	767	3435	885

District abstract :

Name of Block	Provincialised School	No. Of AS centre	No. of ECF Centre	No. Of VECs	No. Of WECs	No. Of CRCs	No. of TGEC	No of GPEC	No of SMCs
Boitamari	105	67	60	115	0	10	0	13	118
Bongaigaon	245	2	70	182	23	25	2	24	280
Borobazar	243	28	60	191	0	25	0	17	266
Manikpur	178	20	100	131	4	22	0	15	198
Srijangram	226	47	10	207	4	21	0	24	280
TOTAL	997	164	300	826	31	103	2	93	1151

As on 1st April'03

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Chapter -III Planning Process

DPEP is an additionality that aims at accelerating the Universalization of Primary Education. DPEP launched in the year 1997 in Bongaigaon district as phase II district attempted to operationalize the NPE-POA strategies of achieving UEE by transforming and toning the primary education system. DPEP has crossed almost five years in the district. Significant progress has been achieved in terms of building infrastructure and providing access, community mobilization, quality improvement and retention, massive teacher education drive, participatory planning process. For quality improvement DPEP has been able to ensure to lay the foundation for whole school effectiveness and children's learning outcomes. Sincere efforts have been undertaken on ensuring access to children from the weaker sections of the society and also the working and the disabled children. Interesting experiments have been carried out through Alternative Schooling /Bridge Courses to provide learning opportunities to hard-to-reach children located in remote areas. Still the UEE objective has remained challenging as far as providing access to the children of very remote, tribal, hilly, char and backward areas and the deprived sections like the SC/ST, minority, girls and hence there is still a long way to go. Thus the implementation of SSA comes into the context.

The achievement of UEE depends on the quality and extent of people participation in planning, implementation and monitoring of its various aspects. A large number of human resources were mobilized for ensuring a perspective and contextual planning in the district. Considerable experiences have been gained in the field of designing the AWP & B for the last four years. Based on these lessons learnt through the formulation of AWP & B of the last four years, initial steps are being adopted for designing the SSA Plan for the next coming years. Substantial efforts have been made to involve people from all the corners right from the school level to the district level.

The success of Sarva Siksha Abhiyan will depend on the quality of the community based planning process. While formulating SSA, the need for tremendous requirement for developing capacities in communities has been felt. The heterogeneity of local communities in many regions often poses problems of unanimity on proposed planning criteria. So importance is given on recognizing a habitation, rather than a village as unit of planning as most habitations have a higher degree of community solidarity. This is achieved through the intensive exercise of micro-planning and school mapping. In case of urban areas, a cluster of households has to be a unit of planning.

Till now, interventions are carried out under various components for the primary level only under DPEP banner. With the implementation of SSA, the upper primary sections will be encompassed. For this, specific strategies are to be formulated according to the need and these have to be incorporated in the SSA plan.

Services of all component officials (District Resource Center, district project engineer, district programme officers/consultants, MIS), Education Administration (DI, BEEOs, SIs), block level, CRC level, VEC level, panchayat level, school level functionaries were utilized for carrying out the pre-project activities and the District Elementary Education Plan (DEEP).

The following is the flow of the planning process of SSA implementation starting from state level to CRC level and finally to habitation level.

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DPO training at State level :

The planning process was initiated with the launch of pre-project activities in the month of April, 2002. All component-wise functionaries attended two days training programme at State level in phase-wise manner. The respective State Programme Officers (SPOs) took part in the programme.

Sharing at District level :

Following the state level sitting, a district level sharing workshop was held. The district level functionaries, viz. the DPOs/consultants, DRC, DPE, MIS, BRCCs/selected CRCCs participated in the workshop. Write-ups were prepared and strategies were formulated for sustaining the DPEP activities and evolving new initiatives for addressing the upper primary level along with the primary level.

Sharing at BRC/CRC level :

Similar exercises were carried out at block level and subsequently at CRC level. Various inputs were gathered from different sources according to the actual needs and to overcome the persistent gaps.

The contribution of various NGOs, women groups, PRI functionaries in preparing the skeleton of the SSA perspective plan is worth mentioning.

Tremendous efforts are being made to address the existing gaps in respect to access, quality, teacher training, capacity building.

D. School Infrastructure Survey (Technical):

As a pre-project activity for SSA implementation School Infrastructure Survey was carried out in order to ascertain building status of primary and upper primary schools. The survey was conducted in the following no. of schools :

Summary Table of Provincialised Schools of Bongaigaon District (Category-wise) where Infrastructure Survey was conducted :							
Category	LP	MV	MV	ME/MEM	HS	HSS	
Block	Class I - IV	Class I - VII	Class V - VII	Class V - VII	Class V - X	Class V - XII	Grand Total
Boitamari	100	5	-----	13	2	2	122
Bongaigaon	239	6	-----	44	5	3	297
Borobazar	241	2	-----	23	1	1	268
Manikpur	171	7	3	17	2	4	204
Srijangram	215	11	4	50	4	2	286
Total	966	31	7	147	14	12	1177

E. Reconstitution VEC and constitution of WEC/SMC/GPEC/TGEC :

The VECs in the district have completed their terms and therefore VECs (826 nos.) are reconstituted. As per Govt. notification PMA(SSA)/7/2002 dated 21st Feb., 2002, SMC, GPEC and TGECs are constituted. In tea garden areas (which may or may not be revenue villages), a Tea Garden Committee (TGEC) is to be constituted in every division. Thus every division of the Tea Estate will be considered as a village.

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F. VER exercise and House-to-House Survey :

Orientation at district, cluster and finally village level on VER
RPs sent for conducting house-to-house survey and collected data in VER format
Compilation at cluster level, block and district level.
DRPs engaged in 286 villages of 31 GPs. The selection criteria of the visiting villages is based on the fact that those villages which show 90% to 99% enrolment figures in the VER report would be visited by the DRPs to identify the gap of 10% to 1 % non-enrolment and hence the reasons behind the same. Subsequently steps will be followed to enroll the remaining children and thus to achieve 100% enrolment in all these villages.

G. Micro-planning/Village Mapping in un-served habitations and House-to-house survey :

As a continuance of DPEP activities and implementing SSA activities, microplanning and school mapping was conducted in the un-served habitations to ascertain about the schooling facility of those children. 101 nos. of un-served habitations have been identified in the district.
This process involved intensive interaction with each household to ascertain the educational status and the educational need of the un-served habitations. In all these un-served habitations, the process of microplanning has been over. The expected outcome of these exercises is to identify the 5 – 13 years age group children who are still out of school, their caste and other family detail, the existence of other institutions and resources available in the villages, mobilization of community and VEC to undertake subsequent activities for enrolment and retention of these children. In the coming SSA plan, EGS centers will be opened up to enroll the out-of-school children in all these areas.

The findings of Microplanning conducted in September, 2002 :

Name of Block	No. of un-served habitations	No. of un-served habitations (having no Primary Schools)			
		1.5 km	> 1.5 km - <3 km	3km – 4 km	>4 km
Boitamari	12	3	5	3	1
Bongaigaon	11	0	5	6	0
Borobazar	21	2	5	13	1
Manikpur	6	4	2	0	0
Srijangram	51	19	20	12	0
Total	101	28	37	24	2

H. Collection of Information of Upper Primary schools, Venture/Private schools

School information of all govt. upper primary schools –ME/MEM, HS/HSS and venture/private schools have been collected. Informations regarding enrolment, teachers, GP-wise location etc. are at hand.

Chapter VI : Functional Area Wise Status, Issues, Strategies and Interventions

Community Mobilization:

DPEP clearly lays emphasis on the participative process whereby the local community facilitates participation, achievement, school effectiveness and management. DPEP stresses participative process whereby the local community, Village Education Committees(VECs), PTA,MTA, Mothers' Group are involved in all round progress of the school environment.

In the light of vast experiences gathered in the last four years it is seen that the process of community participation in planning and management of primary education has led to the emergence of a number of issues as follows :

Campaigns in focused areas and for special target groups on a sustained basis focusing on 'conscientisation' process;
VEC-PRI interface to be strengthened to ensure sustainability;
Training/capacity building of community representatives to be further emphasized;
Empowerment of VECs to carry on with mobilization, supervision/management of schools depending on the context;
Sensitization of DPEP functionaries, teachers and Educational Administration within the system to be more effective and motivated with a sense of dedication and commitment;

The need of the hour is to mobilize all concerned functionaries, the teachers most importantly, the parents and the society as a whole in order to inspire them to rekindle their idealism if they can be aroused for a cause, which they perceive.

Success stories of community participation and ownership to be disseminated for further reinforcement of the process of participation and cross learning;
Enhance women's participation;
Promote people's participation in urban areas.

The foremost agenda in the next coming years of SSA implementation is sustainability of the programme and also the process of community participation in the area of primary education. Sustainability of the achievements of DPEP is possible through community participation. Therefore support from the system needs to be strengthened in the following ways :

Sensitization of mainstream elementary education officials at district and block levels on the need of community participation in planning and management of primary education at appropriate levels;
Orientation of teachers to motivate them and to equip them with skills to involve the community.

With primary/elementary education for children of 6-14 age group becoming the fundamental right, it has become imperative to ensure that people's organization, i.e the community structures are given adequate role and responsibility and that they function effectively.

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Community Structures :

1) Reconstitution of Village Education Committee (VEC) :

In DPEP districts, VECs have completed their terms. Therefore all the existing VECs had been dissolved and 826 new VECs are reconstituted in the entire district through a Government Order issued in the month of April. 2002.

2) Formation of Ward Education Committee (WEC), Tea Garden Education Committee (TGEC) and Gaon Panchayat Education Committee(GPEC) :

As per Assam Government (Elementary Education) notification PMA(SSA)/22/2002/7, 31 nos. of WECs are formed in various urban localities falling under the Town Committees, Municipality Board and Bongaigaon Railway Colony.

There are only two Tea Garden Divisions in Bongaigaon district under Bongaigaon block namely Birjhora Tea Garden Divisions. In tea gardens, Tea Garden Education Committees have been constituted in place of VECs. There have been operational difficulties also, as most schools within the tea gardens are maintained by the tea garden management. There is little or no government control over the schools. The constitution of TGECs is being seen as a step in the right direction towards empowering the community and realization of the goal of UEE. As per Assam Government (Elementary Education) notification PMA (SSA)/22/2002/7, two separate Education Committees are formed in these two divisions.

3) Formation of Gaon Panchayat Education Committee(GPEC) :

For effective supervision, monitoring and management, power has to be vested on the Gaon Panchayat. DPEP has been emphasizing on decentralized planning as its prime strategy to overcome the obstacles on the road to UEE by undertaking need based efforts. The emphasis will be to involve the Panchayati Raj Institutions (PRI) in achieving the target of SSA in the long run. The participation of community has been ensured through the functioning of VEC/WEC/TGEC/GPEC.

There are 93 nos. of Gaon Panchayats exist in the district and accordingly 93 nos. of GPECs are formed.

4) Constitution of SMC :

According to the notificatione issued by department of Elementary Education, Govt. of Assam P.M.A(SSA)/22/2002/5, School Management Committees are formed for each provincialised Primary School and Upper primary School.

No. of prov. primary School	No. of prov. Upper Primary School	No. of SMC formed
997	154	1151

Block	No. of VEC	No. of WEC	No. of TGEC	No. of SMC	No. of GPEC
Boitamari	115	0	0	118	13
Bongaigaon	182	23	2	289	24
Borobazar	191	0	0	266	17

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Manikpur	131	4	0	198	15
Srijangram	207	4	0	280	24
Total	826	31	2	1151	93

The challenges before the newly constituted bodies -- the VECs, SMCs and GPECs -- is to address the issues of low enrolment in some pockets, teacher absenteeism and problems of quality in schools.

A large number of enrolled children do not attend school regularly, especially in backward areas such as the remote hilly areas, certain minority areas, riverine areas with shifting population, interior forest areas and tea garden labour-dominated areas.

Girl's enrolment is a concern in some minority areas and at upper primary level. The completion rates of primary and upper primary are also low. Only 40% of children complete class IV and 30% complete class VII. Other major issues include quality of education, infrastructure and insufficient number of working days in the school calendar.

Setting up of Linkage with PRI :

After the 73rd amendment of constitution the Panchayati Raj Institutions(PRI) in India have taken uniform structures and same power have been vested on those all over the country. All the states have to rewrite their state PR Act to conform to the amendment. The PRIs have started to function for the first time under the new Act. As Elementary Education is a sector wherein the power of supervision, monitoring and management is to be vested on the Gaon Panchayat, the GP members have to be well oriented for taking up their roles and responsibilities thus vested.

The very first function of GP as enunciated in the section 19 of the Assam Panchayat Act, 1994 is to prepare an Annual Plan for the GP areas. Our emphasis will be on to include the required efforts for UEE in the annual plan of GP. The emphasis will be on to involve the PRIs in achieving the target of DPEP and SSA, regarding how the participation of community can be ensured in the efforts of VEC/WEC/TGEC/GPEC in sixth schedule areas.

►Capacity Building of Community Structures :

A two day state level module development workshop held on orientation for Panchayat members in DPEP districts. Zone-wise PRI training at district organized by SIRD (State Institute of Rural development) where DPEP personnel imparted an orientation on the roles and responsibilities to be performed by the PRIs towards fulfillment of SSA objectives.

VEC/WEC training and community contact drive. Following are the various activities to be carried out under this :

- Sharing with AP members, ZP members on the training module and community contact drive
- KRP readiness and planning for RP --Module sharing and planning meeting
- RP orientation
- 2 days training for all members of GPEC
- 3 days training of VEC/TGEC/SMC members on module and VER implementation
- Visit to school and preparation of school development plan by VEC/TGEC/SMC members
- 1 day discussion on special focus group at village/TGEC level.
- WEC training will be held on a separately developed module and different strategy.

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► Activity/Sub-activity to be undertaken in the coming years under SSA Plan:

- Awareness programme/campaign at cluster level – three times in a year
- Organizing National Festivals like Republic Day, Independence Day, Teachers day, Children's Day, Disable Day etc. involving the community
- Health awareness programme, health check-up camps through medical deptt.
- Enrolment Drive/VEC week
- Sishu melas and sishu sadans or children's for a
- Yearly Household Survey
- Drop-out Prevention drive by VEC/SMC/GPEC/TGEC every year
- Training of GPEC (district level) two times in a year for freshers/refreshers and new-comer at the completion of term.
- School Development Plan from cluster level to GP and to block and the district
- Micro-planning/school mapping by VEC/SMC at GP level
- Implementation of VER update and maintain by VEC/SMC every year
- Sharing with PRIs (AP and ZP) at district level once in a year
- Orientation of PRIs every second and fifth year and need base
- Strengthening of MG and SHG :
- Monthly meeting of VEC/WEC/TGEC/SMC in every year
- Meeting pf GPEC/TGEC bi-monthly in every year
- Reconstitution of VEC/SMC/TGEC/GPEC at the completion of term
- Exposure visit for PRIs (intra and inter district and state) – 10 members
- Exposure visit for Education functionaries and RPs (intra and inter district and state)—20 members for 1st, 2nd, 3rd and 4th years
- Gradation of SMC/VEC/TGEC (2nd, 3rd, 5th, 6th and 8th year)
- Incentives/follow-up actions to VEC/WEC/SMC with A, B and C grade.
- Updating VER quarterly by RPs
- Promotion of children participation (students Govt. from 2nd year to last year)
- Supervision and utilization of school grant (Rs.2000/- and Rs. 5000/-) annually and other sources for infrastructural development, minor repairing, making fences, gardening, partition for class room, sitting arrangement for children with the help of above aids and voluntary labour from the community.
- Convergence with Govt. Development departments regularly
- Women convention at district, block and GP level annually
- Documentation (records of meetings, display of school information)

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6.6 Management Information System (MIS):

The Role of Management Information System

Successful implementation of any activity leads to the ultimate achievement of the goal set by it. For successful implementation of any work proper management is of utmost important.

In a time bound activity like SSA which sets the target of achieving 100% enrolment in the 6-14 year age group children by 2003, the proper management is very much crucial to the ultimate achievement its goal.

The timely flow of authentic information from the grass-root level to the central level and vice versa ensures the proper management of the system. Keeping this in mind, MIS unit has been set up in Bongaigaon DPEP. Presently, the MIS unit is fully functioning with one programmer and two Data Entry Operators. The MIS unit is well equipped with 3 P-II machines & necessary equipments. The MIS unit also has access to Internet through Dial-up networking.

District MIS unit, responsible for carrying out monitoring, will establish the frequency and timing of data collection, analysis, and information transmitted. All sources from which relevant data may be obtained without additional surveys will be reviewed, including both project staff reports and source outside the project. Gaps in the information system will be supplemented by specific data collection. Annual monitoring work plans specify the data to be collected; when by whom, and how they will be analyzed; and to whom information will be reported. These work plans will aim at simplicity and remain sufficiently flexible to allow additional diagnostic studies to be carried out at short notice. Project monitoring will not only involve large surveys for estimating Diagnostic studies at short notice whenever project management wants to know the causes of deviations from project objectives. But also will include beneficiary assessments undertaken as the need arises, in addition to those already planned at regular intervals. Mission will develop requisite software packages to track progress of project interventions. The Project Management Information System (PMIS) and Educational Management Information System (EMIS)

The PMIS [Project Management Information System]

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 of PMIS such that its efficiency in data generation is enhanced.

The EMIS [Educational Management Information System]

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

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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 an 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 analyze and use the database for future planning.

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

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

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

Major Archives Generated/ Upgraded:

The educational database consists of school related information starting from the project inception will be maintained and refined. It will not only facilitate in assessing the progress of the project in various parameters but also help in monitoring school wise performance and progress across the years. The MIS has a huge repository of databases pertinent to the lower primary section. Some of the major ones include:

Information on provincialised/ BAC/ venture/ private LP and MV schools.

Information on gathered through House to House Survey.

Information collected through VER.

Detail information of VECs, SHGs, GPECs.

Detail information of AS, BC, ECE centers.

MIS also ensures timely submission of quarterly PMIS report, Monthly progress report (physical and financial) etc.

Keeping in view the SSA objectives of covering 6-14 years age group children the unit will also develop and have large storage of information on project functioning areas and interventions. Information on

All the schools having primary and upper primary section.

Teachers directory.

Village and VEC directory.

ECE center and workers directory.

EGS/ BC center and workers directory.

IED center and workers directory.

Project functionaries directory.

Financial and Physical progress information.

Annual Work Plan and Budget.

All other information for project monitoring.

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GIS information.
IT education in schools
District Wise Educational Home Page.

Monitoring and Evaluation:

Monitoring of the developments activities carried out in the district and its impacts helps in project management. The information gathered from the target group population reflects the actual picture of the impacts of the various activities undertaken. This helps in finding out the areas with area-specific problems. The project and supervision missions can greatly benefit from a suitable combination of comprehensive and shorter issue-based, 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. Evaluation of effectiveness of an activity can be done through these progress reports. Then the planning team can modify/ change/ sustain the activities according to the needs of that particular area.

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.

A good monitoring system can provide many benefits to project management. These include
Identifying targets and objectives for project implementation.
Maintaining easily retrievable records of project implementation which can later be used for evaluation.
Identifying problems encountered by the project and
Providing readily available analysis for decision-making.

Utilization of the information in planning process:

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. The 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 administrations but also help in more sharply focusing the scarce resources for areas/ activities where these are most needed.

The MIS infrastructure:

Though the MIS is equipped with 3 P-II, one laserjet, one inkjet printer and one scanner, extensive use of the machines over the years and accumulation of huge databases has slowed down the performance of the machines. So, here is a need of upgrading the machines. Also to facilitate speedy transmission of the information to the higher level and proper use of existing resources the machines should be intra connected though LAN. 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.

Capacity Building:

The Programmer and Data Entry Operators will be provided training in software and hardware issues. Besides, the technical trainings of Software and Hardware, series of trainings will be conducted for th

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field level workers, block and district level officials on usage of MIS as a whole. Following trainings are planned across the years :

Monitoring records, sources of data for interim and terminal evaluations.

EMIS Data Capture Format.

PMIS Data Capture Format.

Various DCFs to be used for data collection and compilation.

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

Basics on use and analysis of raw data.

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

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

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

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

Major strategies:

Establishment of MIS unit in District Mission Office.

Development of exact and good database for schools, teachers and enrolments including habitation based database for children in the age group 0-3, 4 and 5-14 years and up gradation from time to time.

Streamlining flow of information and also to ensure that a single reliable database is created, which can be used for effective educational planning.

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

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

Activities:

MIS equipment and up-gradation.

Printing, Computerization and Analysis of field level information collected.

MIS equipments, Operation and Maintenance.

Computer Stationery, Peripherals.

Training to MIS staff. Field staff.

Training to Head Masters, Block Resource Coordinators, Cluster Resource Coordinators and Resource Persons.

Web Site Maintenance and Telephone charges.

Honorarium to MIS Person.

Monitoring & Follow-up :

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

Convergence:

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

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Coverage of out of School Children of Un-served Habitations

Introduction :

Provision of schooling facilities within easy reach of children and providing them access is a basic requirement for universalization of elementary education (UEE). A considerable progress has been witnessed in this regard after completion of nearly five years of DPEP implementation in the district. The recent VER compilation report shows significant result regarding enrolling children of primary school-going age group. Total no. of school-aged children of 5 to 13 years age group is 1,92,219 as per the recent VER (Village Education Register) report. Among them, 1,50,156 are enrolled in schools, 32,590 have been found never enrolled in school and 9,481 nos. are dropped out children.

While efforts for providing and improving school infrastructure and the overall quality of schooling in the formal sector of the district are being made through variety of bold and innovative interventions, DPEP is equally concerned with the daunting, perhaps the more difficult issue of the out of school children of 5 to 13 age group.

Elementary Education for children between 5-13 years of age is now a fundamental right. Under Sarva Siksha Abhijan (SSA), all children are to be enrolled in a formal School or an Alternative School within 2003.

As a first step towards this, we have to ensure of providing schooling facility within 1 km radius of every habitation.

Over the past four years of DPEP, many school-less habitations have been provided with schooling facilities. However, a sizeable no. of school-less habitations where regular primary and upper primary schools have not been established still remain to be covered. To provide access to schools to children living in these habitations has been recognized as an urgent priority in the coming years of SSA. The introduction of Alternative Schooling (AS) and Education Guarantee Scheme (EGS) in un-served habitations is one step in this direction.

Alternative Schooling Centres (AS -- Amar Parhasalis) :

In the current year, a total of 164 AS centers (*Amar Parhasalis*) have been providing access to the out of school children in the district. About 7842 children are covered by all these centers. The centers also cover never enrolled children in school less habitation, dropout children, working children of urban locations, children living in tea garden areas, SC/ST and char areas.

Particular attention has been given to supervision and academic support to the AS centers. Continuous support to the AS teachers is being extended by the Supervisor (one supervisor for 8 to 12 AS centers) through regular center visits and monthly meetings. These monthly meetings have also become forum for teachers to plan for the next month and discuss their experiences, innovations and difficulties.

Coverage by Educational Institutions :

Type of Institutions	Total
Primary Formal School	997
Venture/Private Schools	413
AS Centers	164
Prov. ME/MEM schools	147
Prov. HS/HSS	26
Total	1684
ECE Centers	300
Formal School with "Ka-shreni"	997

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Category-wise list of Educational Institution in Bongaigaon District :

A. Provincialised	Boitamari	Bongaigaon	Borobazar	Manikpur	Srijangram	Total
Primary	100	239	241	171	215	966
MV/ME/MEM	18	50	25	27	65	185
Secondary	15	13	4	14	13	59
Higher Secondary	2	6	3	1	4	16
B. College having XI and XII	2	4	0	3	6	15
Total :	137	312	273	216	303	1241
C. CBSE (I to XII)		3				3
D. Novoday Vidyalaya (VI to XII)			1			
E. Private : English Medium	5	15	2	5	5	32
2) Assamese Medium	2	3	0	3	4	12
Total :	7	18	2	8	9	44
F. Recognised :	27	17	7	26	25	102
1) ME/MEM						
2) HS/HM	15	13	11	7	11	57
LP						
ME	49	79	117	62	78	385
HS	9	14	12	5	10	50
HM	9	11	12	9	14	55
Grand Total :	255	465	434	333	450	1938

**Coverage of Primary School-Going Children :
(5 to 13 age group)**

Units	Boys	Girls	Total
Population,	98690	91931	190621
Formal School Enrolment	76853	71800	148653
AS Enrolment			7842
Venture/Private School Enrolment	9488	7772	17260
Total Enrolment	89275	82686	171961
GER			

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		

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Bongaigaon	TG	0	0	0	0	000	
	Flood prone	0	0	0	0	0	
	Plain	1	1	5	6	333	6
	Plain & riverine	1	2	0	2	21	
	Total	2	3	5	8	354	6
Borobazar	Flood prone	0	0	0	0	0	
	TG	0	0	0	0	0	
	Forest	1	0	12	12	236	14
	Plain	4	4	6	10	323	12
	Total	5	4	18	22	559	26
Boitamari	Hilly	0	2	0	2	94	2
	Flood prone	0	0	0	0	0	
	Char	1	2	4	6	559	5
	Plain	2	4	1	5	113	2
	Total	3	8	5	13	766	9
Manikpur	Hilly						
	Flood prone						
	Char						
	Plain	1	5	1	6	570	4
	Total	1	5	1	6	570	4
Srijangram	Hilly						
	Flood prone						
	Char/riverine	6	14	6	26	2748	35
	Plain	4	6	2	8	1187	10
	Total	10	20	8	8	3935	46
	Grand Total					6184	91

Problems and Issues of un-served habitations :

General :

Physical access is the major constraint of these areas

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

Parental awareness towards education of their wards

Adult illiteracy and parental apathy

64% families out of total rural families are below poverty line (BPL) in the district.

Children assisting their parents in household chores, agricultural fields, fishing etc.

Child labour mostly engaged in daily waged labour, household labour, tea-stall, shops, hotels, bir factory, match factory, brick kiln etc.

Lack of hygiene/sanitation amongst the communities in the remote areas.

Specific problems and issues associated with Tea Garden Areas :

Sibling care

Child labour

Alcoholic addiction

Lack of coordination between garden management and labour community

Lack of infrastructural facilities

Difficult to aware the community and to motivate the parents

Home and school language differs

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Specific problems and issues associated with Forest and Border areas :

Segregated households

Insurgency

Children engaged in collection of minor forest products along with their parents/guardians

Severe road communication

poverty

Specific problems and issues associated with Flood prone areas :

During summer most of the areas are submerged under flood water for a longer period

Isolated due to lack of communication facility

Shifting of families during flood time

Ill health of children due to epidemic disease caused by flood

Many of these areas are dominated by minority who are poverty ridden

Future strategies to be adopted in the coming years of SSA :

Opening of EGS Schools :

Over the last five years of DPEP, several nos. school-less habitations have been provided educational facility through various programmes. However a sizeable number of school-less habitations where regular primary and upper-primary schools have not been established still remain to be covered. To provide access to schools to children living in the un-served habitations has been recognized as an urgent priority area to reach the goal of achieving UEE. Launching Education Guarantee Scheme(EGS) and Alternative and Innovative Education (AIE) is one step in that direction.

Recently micro-planning and school mapping activities are undertaken in the district to identify the uncovered school-less habitations. 105 nos. of un-served habitations have been identified in Bongaigaon district covering five blocks. The EGS and AIE in its fundamental tenet supports the diversified strategies for "out-of-school" children and recognizes their great heterogeneity situation. These out-of-school children may belong to remote school-less habitation, working children, street children, deprived children in urban slums, bonded child labourers, children of migrating families, girls belonging to minority community, girls involved in domestic chores or sibling care etc.

Micro-planning exercises have been conducted for opening EGS in needy areas. Evidence of demand from the community and community's commitment would be a pre-requisite for initiating EGS programme. The EGS and AIE recognizes and aims to include in its implementation strategy the fact that the heterogeneity demands diversified approaches for education. Some of these have been mentioned in brief below :

Strategies for EGS schools :

The EGS School would cover children in the age group of 6-14 yrs. However, "Children with minor disabilities up to 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 EGS School'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 EGS School. The committee could be routed to the VEC/TGEC in two ways

- Directly by the Axom Sarba Siksha Abhijan Mision.

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- Through Voluntary Agencies who would receive financial support from Axom Sarba Siksha Abhijan Mission.

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

The EGS would be implemented as an integral part of SSA. Hence, the structure and personnel for supervision of EGS School'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 EGS School's would run for, class-I & class-II only. But, if in any place, class-II/IV drop out children are found then in those areas provision would be kept for higher classes.

The EGS School's would use the Formal Curriculum and Formal Textbooks used in Primary Formal Schools.

The EGS School's would run for a period of minimum 4(four) hours during day time.

The EGS School's 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:

The habitation must be an un-served area i.e. having no primary formal school within 1 k.m. radius. The primary Formal school means, the primary schools using formal curriculum recognized by State Government/Boards/Organizations. These primary formal schools are may be of any type, viz government/provincialised schools, private schools etc.

For tea garden areas the provisions of 'Assam Plantation Labour Rules (APLR), 1956' clearly state the responsibility of the garden management providing educational facilities(primary schools),"Every Employer shall offer children between the age of 6 and 12 in his plantation exceeds 25, provide and maintain a primary school or schools for imparting primary education within a distance of 1 mile from the place where the workers resides.

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).

The minimum number of 'out of school'(not enrolled in any school)children in the age group 6-14 year should be 40 for general areas(Plains).

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In case of Reserve Forest & Boarder areas, isolated Char & Hill areas the minimum number of 'out of school' (not enrolled in any school) children must be at least 25 in the age group of 6-14 years.

Prioritization:

Priority will be given to support to VEC/TGEC for running of EGS School in Reserve Forest areas, International and Inter-State Boarder areas, Char areas and Tea Garden areas.

Priority will be given to areas of where the number of 'out of school' children in 5-9 age group exceeds 25. While supporting VECs/TGECs to run EGS School's preference will be given to habitations which have a highest number of 'un-enrolled' children.

Priority will be given for habitations from where nearby Primary Formal School is at least 1.5 km away. Based on micro planning and after approval of State Level Mission Authority each Deputy Commissioner shall notify list of un-served habitations where VECs could propose setting up of EGS School.

Micro-planning :

Conduct of micro-planning exercise including house-to-house survey and identifying the specific age group children who are still un-enrolled and mapping of schooling facilities would be the pre-requisite for setting up of EGS School

The recently conducted micro-planning (December, 2002) exercise has furnished the following data on Birjhora Tea Estate (the only Tea Garden in the district) about the profile of out-of-school children there:

a)

Name of Tea Garden	TGEC	Name of habitations	Distance from the nearest lower primary school	Never Enrolled		Drop-Outs	
				Boys	Girls	Boys	Girls
Birjhora Tea Estate	Birjhora Tea Garden	3 no. Line	3 km	6	12		
		10 no. line	4 km	19	34		
		12 no. line	4 km	5	4		
		6 no. line	3km	14	3		
Total :				44	53	0	0

b)

Total out-of-school children in the TGEC	No. of EGS to proposed	No. of Siksha Mitras required
97	2	

Community Demand :

The respective community could articulate its 'demand' for setting up of an EGS School with a request in writing to the block level SSA Mission Office through VEC.

The proposals should include the list of "Un-enrolled" children in the age group 5-9 and 10-13 years in that habitation on the basis of habitation based micro-planning exercise or House- to- House Survey.

The community should also commit to get all the children to be enrolled in the EGS school. They have to provide suitable accommodation for the school and to ensure regular supervision of the EGS school.

Selection of Siksha Mitras(Education Volunteers -- EV) :

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The EVs would be selected by the concerned VEC through a process. The VEC would advertise locally for engaging an EV in the EVS school of the concerned habitation. The advertisement must enclose the notification issued by Deputy Commissioner for setting up an "EGS School" against specific habitation. The process of selection of EVs can be initiated only after the approval of the Deputy Commissioner.

Need-based Training/Refresher Training :

The EV would receive 15-20 days refresher training before starting a new academic session.

Teaching Learning Materials (TLM):

The EGS schools would be provided appropriate Teaching Learning Materials to help in the multi grade/multilevel 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 learner and necessary remedial measures would need to be taken to improve the achievement level of the learners.

In addition to it, respective CRCC would also evaluate the performance of the learners two times in a year, viz., half-yearly and annually.

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 the EGS school would be evolved to ensure the accurate assessment of achievement level of a learner. The certificate would be issued to a learner afterwards.

The children after completion class IV curriculum would be evaluated through the process exactly similar to the system used in primary formal school.

A system of certification would be developed for the learner who 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 EGS School and countersign by educational administrators would be considered adequate by the Head Teacher of the formal school for admitting the student to a particular grade.

Support System :

Academic Support :

Regular academic support to EGS school will be provided by DRC/DIET and Mission functionaries at block and cluster level.

Regular monthly review meetings will be held at cluster level for siksha mitras.

Supervision and Monitoring :

The EGS schools will be regularly supervised by district/state educational functionaries and mission functionaries.

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

Specific area Strategy :

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Community Mobilization for 'Thinly Populated/Scattered Area'

Residential EGS Schools:

Some specific interventions are to be taken for low population density 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 will be 40. The preference will be given for the deprived section.

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 year for Upper Primary section will be 1,200/- per annum. The norms for functioning of EGS school with Upper Primary section will be same as that of EGS schools with primary sections.

Special intervention for children of Religious Institutions:

There are some religious institutions where the children having access to religious curriculum only. For those children, special inputs on formal curriculum will be provided to the identified religious institutes. The religious leaders, organization's head will be oriented and motivated towards the needs of formal education for the children of religious institutions.

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

Special intervention for 'Different Linguistics Groups:

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

Special Intervention for 'Isolated Areas':

Contact programmes will be organized to motivate the community will be organized 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.

The recently launched Urban Area Survey under Deprived Urban Children (DUC) programme, a *migrated community, dominated by minorities* have been discovered in Salbari area under ward no. 12 of Bongaigaon Town. This area has been identified as un-served area with approximately 500 nos. of out-of-school children.

Newly Identified Area	No. of out-of-children	No. of EGS schools required	No. of Siksha Mitras required
Salbari Colony	500	3	7

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Three nos. of EGS schools can be proposed in this area with PTR 1:80 at the most. 7 nos. of EV (Siksha Mitras) will be required to run these schools.

Coverage of Out of School Children of Served areas :

Provision of schooling facilities within easy reach of children and providing them access is a basic requirement for universalization elementary education (UEE). A considerable progress has been witnessed in this regard after the completion of nearly five years of DPEP implementation in the district. The recent VER compilation report shows the significant result regarding enrolling children of primary school-going age group :

Total no. of school-aged children of 5 to 13 years age group is 1,92,219 in the district as per the recent VER (Village Education Register) report. Among them, 150156 are enrolled in schools, 32590 have been found never enrolled in school and 9481 nos. are dropped out children.

Table : 1. a) Block-wise Enrolled, Never Enrolled and Dropped-out children :

Enrolment Profile of 4 years children :

Block	Population	Enrolment	Never Enrolled
Boitamari	3736	1768	1968
Bongaigaon	7427	5403	2024
Manikpur	4787	3020	1767
Borobazar	5800	2813	2987
Srijangram	7543	3492	4051
Total	29293	16496	12797

Enrolment Profile of 5 to 13 years age group children :

Block	Population	Enrolment	Never Enrolled	Drop-out
Boitamari	26355	19670	5507	1178
Bongaigaon	40136	35431	1845	255
Manikpur	41821	37572	7892	1357
Borobazar	31108	25609	3797	1702
Srijangram	51494	35884	11795	3815
Total	190914	154166	30836	8307

Enrolment Profile of 5 to 8 years age group children :

Block	Population	Enrolment	Never Enrolled	Drop-out
Boitamari	14063	10514	3296	253
Bongaigaon	20416	18316	1845	255
Manikpur	21078	16728	4119	231
Borobazar	17628	15148	2062	418
Srijangram	26547	18860	6319	1368
Total	99732	79566	17641	2525

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Enrolment Profile of 9 to 11 years age group children :

Block	Population	Enrolment	Never Enrolled	Drop-out
Boitamari	7798	10514	3296	253
Bongaigaon	11846	10475	837	534
Manikpur	13640	10825	2346	469
Borobazar	8473	6859	1011	603
Srijangram	15932	11523	3267	1142
Total	57689	50196	10757	3001

Enrolment Profile of 12 years children :

Block	Population	Enrolment	Never Enrolled	Drop-out
Boitamari	2286	1635	147	194
Bongaigaon	4430	3796	316	318
Manikpur	3168	2477	271	420
Borobazar	2634	1774	547	313
Srijangram	4001	3007	614	380
Total	16519	12689	1895	1625

Enrolment Profile of 13 years children :

Block	Population	Enrolment	Never Enrolled	Drop-out
Boitamari	2208	1368	520	320
Bongaigaon	3520	2844	335	341
Manikpur	3872	2542	925	405
Borobazar	2573	1828	400	345
Srijangram	4257	2577	1113	567
Total	16430	11159	3293	1978

The above table shows that drop-out rate has been quite low (5%) in the district. It is highest in Srijangram block (7%). In case of never enrolled children, 17% children of total school-going age group population are never enrolled. It is highest in Srijangram block again. Thus special attention is to be focused in the backwards areas of Srijangram block. Out of 21 clusters of Srijangram block, 13 clusters fall under Char/Riverine areas. In villages like Topgaon part II, 47% is never enrolled children and 14% is dropped-out; In Tupkarchar village, 20% is never enrolled children whereas 3% is dropped out. One significant achievement is that in Moinyapara village which is a major char area, enrolment is 95% and never enrolled children is only 1%.

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b) 5 to 8 years age group :

Name of Block	Enrolled	In %	Never Enrolled	In %	Drop out	In %	Total Child Population 5-8
Boitamari	10514	75%	3296	23%	253	2%	14063
Bongaigaon	18316	90%	1845	9%	255	1%	20416
Borobazar	15148	86%	2062	12%	418	2%	17628
Manikpur	16728	79%	4119	20%	231	1%	21078
Srijangram	18860	71%	6489	24%	1369	5%	26978
Total	79566	80%	17811	18%	2526	3%	100160

c) 9 to 11 years age group :

Name of Block	Enrolled	In %	Never Enrolled	In %	Drop out	In %	Total Child Population 9-11
Boitamari	6153	79%	1250	16%	395	5%	7798
Bongaigaon	10475	88%	837	7%	534	5%	11846
Borobazar	6859	81%	1011	12%	603	7%	8473
Manikpur	10825	79%	2346	17%	469	3%	13640
Srijangram	11523	73%	3353	20%	1145	7%	16668
Total	45835	80%	8797	15%	3146	5%	58423

d) 12 to 13 years age group :

Name of Block	Enrolled	In %	Never Enrolled	In %	Drop out	In %	Total Child Population 12-13
Boitamari	3003	67%	961	21%	530	12%	4494
Bongaigaon	6640	84%	601	8%	633	8%	7874
Borobazar	3602	72%	724	14%	681	14%	5007
Manikpur	5019	71%	1427	20%	657	9%	7103
Srijangram	5501	61%	2269	25%	1308	14%	9161
Total	23765	71%	5982	18%	3809	11%	33638

f) Never-enrolled Children in un-served habitation:

Block	Never-enrolled Children							
	5-8 years		9-11 years		12-13 years		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Boitamari	188	182	100	64	92	52	380	298
Bongaigaon	80	93	42	44	29	18	151	155
Borobazar	110	117	49	58	37	39	196	214
Manikpur	170	144	66	50	37	34	273	198
Srijangram	805	764	525	449	307	275	1637	898
Total	1353	1300	782	665	502	418	2637	1763

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g) Drop-out Children in un-served habitation :

Block	Overall Out of School Children							
	5-8 years		9-11 years		12-13 years		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Boitamari	20	10	13	20	13	12	46	42
Bongaigaon	11	7	7	5	6	3	24	15
Borobazar	34	33	21	18	21	22	76	73
Manikpur	2	0	25	12	17	13	44	25
Srijangram	135	149	146	133	130	117	411	399
Total	202	199	212	188	187	167	601	554

h) i) Total of out of-school children in un-served habitations :

District Total	Never Enrolled			Drop-Out			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Boitamari	380	298	678	46	42	88	426	340	766
Bongaigaon	158	157	315	24	15	39	182	172	354
Borobazar	196	214	410	76	73	149	272	287	559
Manikpur	273	228	501	44	25	69	317	253	570
Srijangram	1637	1488	3125	411	399	810	2048	1887	3935
Total	2644	2385	5029	601	554	1155	3245	2939	6184

ii)

Block	Out-of-school children	No. of EGS centers required
Boitamari	766	
Bongaigaon	354	
Borobazar	559	
Manikpur	570	
Srijangram	3935	
Total	6184	

e) Total Out-of-School (drop-out plus never enrolled) in both served and un-served areas :

Block	Overall Out of School Children				Under EGS (5-13 Years)	
	5-8 years	9-11 years	12-13 years	Total	In EGS	Balance
Boitamari	3549	1645	1491	6685		
Bongaigaon	2100	1371	1234	4705		
Borobazar	2480	1614	1405	5499		
Manikpur	4350	2815	2084	9249		
Srijangram	7858	4498	3577	15933		
Total	20337	11943	9791	42071		

As the above table depicts there are 42,071 children who are out of school due to various reasons. The percentage over total population of 5-13 years age group children is 22%. This is indeed an achievement of the various efforts undertaken to provide access to the primary school going children.

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In the forthcoming years of SSA, more vigorous actions are to be set off to meet the needs of the remaining 22% of out-of-school children.

The drop-out rate is only 5% whereas never enrolled percentage is 17%. The *Sishur Uttaran* programme is a pioneering effort in this direction. The programme is an innovative package of the following three elaborate activities :

Enrolment Drive for 5 to 6 years age group:

Enrolment drive will be carried out at village level for enrolling children of 5 to 6 years age group from January, 2003 to March, 2003

Bridge Course for 7 to 9 years age group :

Bridge Course programme will be undertaken for addressing the needs for 7 to 9 years children in the areas where out of school children is 20 or more than this.

Remedial teaching :

Remedial teaching will be carried out from February to March, 2003 (one month duration) for the children who have failed in the Annual Exam held in January, 2003 and for those who have done very bad in exam. These children will then be promoted to the next higher grade.

Residential Bridge Course (RBC):

Block-wise Focus Groups:

Char, Riverine, Hilly, SC/ST, Forest and Tea Garden area

Problems and issues in Served areas :

- Poverty and lack of motivation amongst the parents and guardians towards educating their children.
- Atmosphere at home lessens the interest among the children to go to school.
- Teachers' involvement in attracting the children to school is not adequate
- Socio-religious barrier leads to never enrolled children specially in case of girl child.
- Difference between home and school language

Specific Problems

Char/Riverine area : These areas are submerged for long periods during monsoon. They are inhabited mostly by the minority community, who migrate to safer places during the monsoon. Their occupation is mostly subsistence agriculture and fishing. Access to these areas is very difficult, especially during the floods. The problems of access and migration make the spread of education a very challenging task in char areas.

- Lack of motivation among the parents
- Poverty
- Shifting due to natural calamities like flood
- Malnutrition among the children
- Lack of hygiene
- Natural barrier – existence of rivers, lakes in the connecting path between the villages and main town
- Communication problem

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Remote Border and Forest area :

- Insurgency problem
- Sheer lack of communication of all sorts
- Deteriorated road condition
- Difference between home and school language

Tea Garden :

The tea gardens employ large number of workers who are poor and illiterate. Many of their children work in the tea gardens to supplement their family's income. The presence of younger siblings in the family often forces the girl children to miss out on school and look after the siblings, as both the parents are working. Women are employed in large numbers to pluck leaves and in other activities. The working hours in the tea garden stretch from as early as 6-7 in the morning till 4-5 in the evening.

Most of the tea gardens are under private management, and not much attention is given to the educational needs of workers' children. Thus the tea gardens have large numbers of dropouts as well as never-enrolled children.

There are only two tea garden divisions and one provincilaised LP school there named as Birjhora tea garden school. Therefore, the problems are not that acute in Bongaigaon district. Still some of the general problems pertaining in these areas are :

- Lack of cooperation between tea garden management and community
- School timing is not supporting the children to attend school during plucking season
- Addiction to liquor which effect in the home environment resulting absenteeism and drop-out
- Child labour
- Difference between home and school language

Strategy to be adopted to solve out the problems faced :

- Community mobilization :

To further strengthen awareness campaign, motivation camps among the community/parents/ZPC members/AP members/VEC/TGEC/GPEC/NGO

More dedicate effort and total involvement Educational functionaries from all corners

Formation of block level Task force comprising of Educational, PRI functionaries and VEC

- Enhancement of Teaching-Learning practices in Bridge Course (BC) centers :

A group of RPs will be trained to raise the quality of BC centers learning

Various types of training like introductory and refresher training for Academic Coordinators(AC) and HTs

TLM to be provided to each BC

After completion of course certification and mainstreaming of BC learner will be done properly by giving financial support to AC of BC centers

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

Exposure visit of AC, HT and VEC members will be undertaken

Documentation of the whole process will be done for future modification

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Translation, adaptation and development of group specific materials for various language group of the district

- Opening of Bridge Course Centre (BC center)
- Different categories of Bridge Course .

Bridge course conducted for 5 to 7 age group children :

42 nos. of short-term BC centers for 5 to 7 years age group children opened in served habitations. The children of 5 to 7 age group of these BC centers are brought to age-appropriate competency level through condensed courses. 1384 nos. of children have been mainstreamed in nearest formal school. Attendance monitoring of the mainstreamed children is going on in the respective concerned formal schools to keep check on retention of those children.

Bridge course conducted for 7 to 9 age group children for 2 to 3 months: 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 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.

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.

Overall frame work :

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.

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.

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 month duration.

The remaining few percentage of children of age group 5 – 6 years old will be enrolled directly in formal schools through Enrolment Drive scheduled in the months of January to March, 2003.

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Eligibility :

The minimum number of out of school children in the age group should be 20 or above (maximum 40 nos. of out of schoolchildren) for opening of one BC Centre. Before starting a BC center, spot verification will be conducted.

Selection Procedure:

The Academic Coordinator (AC) would be selected by the concerned VEC through a selection process. The VEC would advertise locally for engaging an AC in the BC Centre of the concern habitation.

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.

Provision of providing TLM:

The BC centres would be provided with adequate TLM to give a boost to the teaching learning practices.

Academic evaluation of learners :

Continuous Comprehensive Evaluation will be carried out for the BC learners in order to identify the levels of learning achievement of various learners.

Final Evaluation will be conducted before mainstreaming.

Mainstreaming and Certification

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

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

Intervention for Deprived Urban Children Programme (DUC) :

A programme for providing universal primary education coverage to children in difficult situations in urban localities of the district has been taken up. As a first step towards starting the programme, a survey has been initiated in the urban pockets, slum areas, backward localities of Bongaigaon block. Efforts are undertaken to identify the pockets of urban localities where slum area, working children, street children are highly concentrated. First priority would be given to non-working deprived children and provide them with schooling facility.

The State Resource Group for Education of the deprived Urban Children has been engaged for start the process. The programme is to be gradually spread to other urban pockets covering the remaining blocks of the district.

Status -

Projection Of BC center For Urban Areas

Name of Area	Total Population	Urban Child Population (5-13 Yrs)	Out Of School (5-13 Yrs)	No of BC Centres
Bongaigaon Town		6135	216	6

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Bijni Town	11318 (1991 census)	1606	103	3
Abhyapuri Town	11697 (1991 census)			
Jogighopa Town	1932 (1991 census)			
Total				

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

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

Strategy:

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

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

Structure:

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

Quality :

Introduction :

School quality remains as paramount importance for sustaining DPEP activities in the SSA plan. State have continued various pedagogical renewal processes such as textbook development, teacher training and development of TLM.

At the crucial juncture of achievement after completion of five years of DPEP and bridging toward SSA, it is felt essential to further examine the aspects effecting quality education within the perspective

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of UEE to assist in planning and implementation of SSA. It is expected that all children should get a common minimum level of education with a scope for catering to the individual needs beyond the minimum levels.

Looking back, a visible change in the school environment can be witnessed in most of the schools. There has been a movement towards change in the field of primary education. The community is aware of the importance of education and wants to send their children to school. Teachers are perceiving and practicing to some extent differently. A variety of interventions are being applied to mark a change and these are getting dynamism.

The prevailing class room practices in school has been a major influential factor in determining the level of quality education. Studies and undertaken by District Resource Centre (DRC), Bongaigaon has shown that the attainment level of children is low in relation to the expected minimum levels.

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 :

- 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.
- 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 feedback system.
- 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.
- Teachers motivation and training.
- More emphasize upon Ka-Sreni and class-I
- 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.
- 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.

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- Special intervention for identified pockets.(SFC)
- **Strengthening of teachers.**
- Supply of materials.
- Supervision of monitoring.
- Innovation
- Special package for early language development in Mono-grade school.
- Special package to MGT school.
- Clarification regarding 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 the 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 material will be provided to schools. In case of Schools with limited facilities,(MGT, over crowded class room Tea garden 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 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 in all the school covered by them.

A check towards repetition and drop out:

Usually the 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 otherwise deprived student and give them extra support. Support measure will be discussed and planned in meeting with VEC, SMC, Mother group, teacher meet and all other meetings in the line. Children's progress will be reported to parents.

Early language development in class I and 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 student of class I & II.

Future Interventions to be adopted by Teacher Training component under SSA :

- Whole School approach:

The community may be part of school by solving various school level problems and extending support teacher in school management and academic issues of children. It may lead the school to a feasible school as a whole.

- Development of School Development plan:

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With a way of participatory Rural Appraisal manner, a school development plan may be developed by jointly community & teacher year by year.

♦ Operationalization of learning corner, learning center, advance planning and scheme book may give a system to the teacher for the development of quality in school.

♦ A child-profile for all children may be used through the bio-data of the family as well as the child may be kept systematically and the progress of the children can be recorded. A separate "children progress card" may be used by which day to day achievement of children can be recorded.

♦ A teacher diary should be maintained all teacher through which he/she can keep record of all activities performed by him/her in the classroom practices. He may record the hard spots of the learner in this diary and the name of slow learners, which will help him to adopt new strategy on that area.

♦ A sub block level Teacher Resource group (TRG) may be formed among the resourceful teacher so that they can extend support to the low category school at any time in place of existing CRC level TRG.

♦ A mother group among the mother of the children may be formed through which the daily attendance of pupils may be checked. This group can help the school for supply of pure drinking water, cleanliness and spreading awareness regarding health & Hygiene of the village.. Further this group may form Self Help Group (SFG), through which they can adopt some local based project to contribute to their economic life as well as for poor portion of their society without depending on others.

♦ The monthly teacher meets which are being held in DPEP is a very effective intervention for sharing issues & experiences of teachers and developing various remedial measures for various emerging issues. This meeting should be run on academic issues emerged in the class-room practice. Accordingly the BRC & District level meet on academic issues should be continued to keep the co-relation of all level.

♦ Training of Teacher should be based on their actual needs. So the actual need of each teacher should be found out through monthly teacher meet, analysis of teacher Diary, children profile & progress card and the individual interaction with teacher. The training module should be prepared on content specific so that teacher can avail the training in a short duration without hampering more school days.

♦ Practice of unit test in schools should be a compulsory measure for child evaluation. Frequent review and analysis should be made by teacher as soon as the test is over.

♦ Practice of Action Research by teacher. DACG/BACG member should be made broadly on various issues of class-room transaction.

Problems and Issues :

- ♦ Existence of Single Teacher schools
- ♦ High PTR schools.
- ♦ Need of rationalization of teachers
- ♦ Existence of un-trained teachers.
- ♦ Inadequate pre-service training.
- ♦ Lack of teachers in mixed medium schools
- ♦ Motivation of teachers and community
- ♦ Low achievement level of students in various subjects
- ♦ Language barrier between different atmospheres of school and home.

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The District Resource Centre (DRC) :

Bongaigaon district does not have DIET. The District resource Centre is playing a key role towards effective training program, Research and Studies and other pedagogical support systems.

The DRC has providing support to the teachers and to the classrooms. It is also actively involved in school support activities.

The DRC has a Coordinator and four Lecturers operating under him.

☛ Current activities undertaken by DRC :

• **Strengthening of DRC :**

The DRC is presently involved in providing training both of induction and continuing level not only to primary school teachers but also resource persons from BRCs and CRCs.; in providing resource support (extension/guidelines, development of materials, aids, evaluation tools etc., in developing training materials; in conducting Action Research

The dimension of activities under the CRCs, BRCs and the DRC are further to be expanded and strengthened. Rethinking regarding the capacity building issues of these institutions is to be addressed afresh.

More resources, infrastructure and further training are required for the teachers and the DRC faculties.

One of the important measures of quality of primary education is the attainment of achievement level of children.

Studies undertaken in recent years by DRC, it is seen that the attainment level of children is very low in relation to the expected minimum levels.

- Supervision and monitoring of schools by DACG and BACG members.
- Monthly meet of District Academic Core Group(DACG)/Block Academic Core Group (BACG)
- Adopted school by DACG/BACG members
- Adopted block by individual DRC lecturers

Action research

Innovative Intervention

Medium Specific Intervention

- Intervention for the Upper primary section

Orientation for the Head Teachers on quality issue

Medium specific material development workshop

☛ Future Strategies to be adopted by DRC under SSA :

- Intervention for those pupils whose mother tongue is different from the medium of the school they are learning.
- Low achievement on language by the students of lower primary school
- Ensuring effective use of TLM
- Intervention for enhancing attendance rate of pupil
- Additional support to multi-grade school and schools with high PTR
- Language development programme at the early stage to minimize the gap between teacher-pupil interaction
- Applying Flexible school-timing and action calendar in char area and remote area schools.
- Conduct of inter-school competition like debate, drawing, quiz, music, sports etc. for both upper and lower primary students.

Proposed structure of the DRC:

Sl.No	Designation of Staff	Present Status	Proposed Staff	Existing position	Remarks
	DRC Co-ordinator	01	01	Vacant	Deputation
	DRC Lecturer	04	10	4 Nos. Working	The DRC Lect. are block incharges. Two

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					DRC lecturers required with expertise in Bodo and Bengali medium (to be filled-up on deputation).
	UDA	-	01	Vacant	Contractual
	LDA	01	01	Working	Contractual
	Accountant	01	01	Vacant	Contractual
	Data Entry Operator	-	01	Vacant	Contractual
	Steno cum Typist	01	01		Contractual
	Laboratory Assistant/Care taker for craft centre	-	01	-	Contractual
	Grade IV	02	01	2 Nos Working	Contractual
	Driver	01	01	Working	Contractual

Early Childhood Education :

Early childhood education has been universally recognized as an important input for the holistic development of the children between the age group of 3 to 6 years which is the period of immense and rapid growth. It plays a positive role in Access, Retention and Quality improvement in lower primary education (especially in class I). Thus ECE has an important part in achieving the DPEP's goal, i.e., UEE.

The ICDS project is now trying in best effort for 'child survival' and opportunities of appropriate environment' in our country. The project covers 0-6 years, which implies the period from conception onwards. The ICDS project is trying to ensure 'healthier children' in future and to create 'appropriate environment' which means a stimulating environment that able to provide the child with experiences and facilities so that it will foster overall development of our children. Hence Early Childhood Care and Education (ECCE) is today acknowledged as a critical input and as a foundation for life long development. It is also essential to realize the goal of Universalisation of Elementary Education (UEE)

As our country aims at achieving the goal of UEE an immense responsibility for UEE has been recognized by NPE (1986). It has given a great deal of importance to ECE. Understanding a macro target of NPE, DPEP, Assam has launched giving concentration on the district with low female literacy rate in comparison to national literacy rate. It has tried to give stress on educationally poor and backward social groups, namely tribal, tea-garden and char areas, which may be recognized as an indicator of failure for UEE. There is a realization that ICDS project can not cover all the children of our country with its ECCE service. So, DPEP has established ECE centers in its district undertaken by the programme for attainment of its goal. Hence ECE centers under DPEP are running as an integral part of DPEP and supplementary programme of ICDS handled by Govt. of Assam.

ECE intervention in Bongaigaon District:-

To ensure necessary environment, opportunities for play, holistic development, opportunities for observation, experimentation, problem solving and self expression, DPEP, Bongaigaon has established 300 nos. of ECE centers in various areas such as char, tea garden, slum and low female literacy rate. Moreover it has taken up non-ICDS areas so that it can play a role supplementary service of it. The programme covers the children between the age group of 3 to 6 years, or in other words just before beginning of formal education. These centers are found to be successful intervention in achievement level of all round development and school readiness of a child. Two workers namely Malini and

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Sahamalini, are working as worker with monthly honorarium @ 700/- and @ 500/- respectively. One Supervisor has been engaged for regular academic support of 10 centres and to keep coordination between grass-root level and upper level. The workers including Supervisors have received various training namely – Pre-service, In-service, Induction, Orientation, Class level and foundation training organized by DPEP, Bongaigaon. Theme based teaching learning activity with TLM has been done in an informal and joyful manner. Continuous and comprehensive evaluation process is also done in the centers. Besides the three types of workers – Malini/ Sahamalini/ Supervisors; Resource Persons are providing support from time to time in different aspects like conducting training, assessment of ECE activities, Supervision and monitoring etc.

The major achievement of these centers may be stated as follows:-

300 nos. of ECE centers are presently exist and are providing pre-primary facility to around 13,700 children of 2 ½ to 5 years of age group.

9449 nos. of children have been enrolled in the LP Schools on the strength of completion of ECE course since 1999. Year wise data has been shown below.

Year	ECE (below 4 yrs.)Enrohment	Ka-shreni(4-5 yrs. age)	Admitted in Class- I
1999	13147		
2000	13587		3008
2001	12700	4855	3228
2002	13700	4844	3213
Total	53138	9699	9449

Practical experiences and a comparative study of class I students having ECE background and without ECE background indicate a definite success of ECE centers in Bongaigaon district. Children who come directly to class I without ECE do not have the 'school readiness' mindset. Reports received from primary school teachers regarding various child characteristics like discipline, regularity, punctuality, smartness, leadership quality, cooperation, friendship etc. it is found that children coming from ECE centers show better performance than the children with non- ECE background.

4. Involvement of the community towards the ECE centers have further been boosted by the direct efforts of the Mothers' Groups, Self Help Groups etc. Malinis and Saha Malinis provide assistance to the adjoining primary school after the completion of the classes of ECE centers. This effort has helped directly in smooth running of Ka-shreni introduced recently by the Govt. of Assam.

5. The success of ECE appeared to be one of the major factors towards enhancing enrolment of the concerned formal primary school. This has also paved the way towards checking the drop-outs and repeaters.

6. ECE centers have also helped in promoting girls' participation in school education and thus enhancing female literacy rate of the district.

7. Increasing demand from community for ECE centers is definitely an indication of the success of ECE programme in the district.

8. ECE centers are running as a supplementary programme of ICDS centers. Exchange of TLMs and other materials, exchange of Teaching-Learning activities are made between the nearest ECE and ICDS centers. Moreover, training to the ICDS workers also conducted from DPEP end.

ECE approach in SSA:

Our state has recognized that Education is the birth-right of each human being. Considering the approach, ECE centers of DPEP district should be sustained in SSA. However, all the ECE centers are

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running successfully and these have direct influence in promoting primary education. All centers need to be sustained for-achieving UEE goal in SSA.

The ECE centers of Bongaigaon, DPEP are functioning as a supportive offspring of primary education. They are supporting the adjoining LP Schools and Alternative schools in non-ICDS areas. They are also functioning as a supplementary service of ICDS in primary education sector.

Issues/ problems:

- ECE intervention in Bongaigaon district are not covered in all schools.
- Though 524 nos. of ICDS centers are running presently in addition to 300 ECE centers, there is still a need to address the issue of providing pre-primary education sector in the district.
- Lack of awareness
- Backward remote areas, tea-garden areas, border areas are still required to be given support by pre-primary education.
- Demand from community, primary teacher, VEC, to open ECE centers in all LP Schools.
- Scarcity of formal school teacher to provide service to Ka-shreni. Malini and Sahamalini are providing their assistance to Ka-shreni as per need.
- High enrolment of 3-6 year children.
- Infrastructure facility/sitting arrangement of ECE centers is not adequate.

Strategies to solve the issues:

- To sustain the existing ECE centers.
- Community sensitization towards ECE teaching-learning process.
- Opening / shifting of ECE centers to un-served areas.
- To provide ECE intervention in all LP Schools.
- Engagement of workers as required.
- Sufficient infrastructure facilities i.e, provision of additional classroom, repairing and constructing new building.
- Providing Training (Induction, Need based, Refresher).
- Regular supervision and monitoring/ onsite support by Supervisors and RPs
- Follow-up action and supervision by SIs, DIs, BRCCs, CRCCs, DRC faculties.
- Joint supervision by SSA and ICDS: Convergence with ICDS.
- Strengthening the community mobilization through meeting, orientation, distributing hand-bill, leaflet etc.
- To maintain close linkage with panchayat level, cluster level and village level functionaries through regular monthly meeting from grass-root level to upper level.
- Reporting.
- Documentation.
- **Mid-term and Terminal assessment.**
- Exposure visit to the other district/state

Strategies to solve the Issues:

Emphasizing these issues and strategies regarding ECE, perspective plan of Action for SSA has been enclosed herewith.

Strategies adopted for "Ka-Shreni" :

Introduction:

In Assam, the formal school system did not have any pre-primary section until the year 2000, nor did they have any readiness package for the new entrants. The Govt. of Assam has by a notification

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introduced Ka-shreni as a pre-primary level class which is to start in all the provincialised schools from the year 2000 for the under-aged children i.e. for 4 to 5 year old age group. But in practice it was not done in all primary schools. The same approach and TLMs will be used and practiced for ka-shreni, as have been used by ECE till date. The Govt. of Assam has acknowledged and endorsed the TLMs and teaching learning methods being used by DPEP.

Ka-shreni Intervention (quality improvement):

Though the Govt. of Assam has already intervened and it has been in practice in almost provincialised LP schools but the Ka-shreni children of age 4-5 years are sitting along with class I children which has not integrated the approach of 'Ka-shreni' methodology.

Common basic curriculum for the young child for all round development and school readiness is to be required for all formal schools and accordingly (1) Separate arrangement and (2) Actual Teaching Learning Activity equivalent to pre-primary education have to be followed in all formal schools for Universalization of Elementary Education which can be made successful by implementing Ka-shreni. Recently in DPEP districts schools having at least 4 and more teachers training on Ka-shreni has organized. In practice the training has organized for the schools for the non Mukulika schools having 4 and more teachers. The Mukulika workers are looking Ka-shreni where Mukulika centers are attached. So Ka-shreni training was not conducted for Mukulika concerned LP schools. In Bongaigaon district following table reveals block wise ECE center Ka-shreni training picture. It has covered at present 173 teachers.

Sl No.	Block	No of LP Schools	No of ECE centers	No of trained teachers on Ka-shreni
	Borobazar	243	60	27
	Boitamari	105	60	35
	Bongaigaon	245	70	45
	Manikpur	178	100	19
	Srijangram	226	10	47
	Total	997	300	173

Bongaigaon district has also proposed to impart training to one teacher from each school having more than four teachers by December 2002 with a target of 150 nos. Though as per Govt. notification, Ka-shreni will be implemented in all provincialised LP/ MV schools but total trained teachers on Ka-shreni (173 nos.) along with Makulika center (300 nos.) can not cover all formal schools. The remaining LP schools which are yet to undergo training on Ka-shreni should be given emphasis to train. Moreover ICDS workers located in the LP schools should be also oriented with the Ka-shreni. Data shows status of training imparted to teachers on Ka-shreni.

District	Block	Total no. of LP schools	ICDS center	Trained teachers on Ka-shreni
Bongaigaon	Boitamari	105	142	35
	Bongaigaon	245	108	45
	Borobazar	243	133	27
	Manikpur	178	0	19
	Srijangram	226	141	47
	Total	997	524	173

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Issues pertaining to Ka-shreni:

- No infrastructure support for Ka-shreni
- No teacher appointed for Ka-shreni
- No teacher earmarked for Ka-shreni
- Lack of expertise teachers.
- Worsened PTR
- No guidelines / curriculum / syllabus.
- No special TLM intervention
- Lack of mobilization
- Lack of on site support, and need assessment.
- Lack of step for quality improvement, ie training as per need.
- Special area/ tea garden/ char area/ hilly/ unserved/ educational disadvantage area.
- Lack of awareness on Ka-shreni in non starter LP school.

Strategies:

- Separate shed/ room for Ka-shreni
- Sitting arrangement for Ka-shreni
- Storage facilities for TLMs.
- Rationalization of teacher.
- Engagement of one female teacher/ worker for Ka-shreni
- To engage existing ECE workers as Ka-shreni teacher.
- To earmark Mukulika worker for Ka-shreni where attach to LP school.
- Training and orientation (pre-service and in-service) of teachers.
- Explore possibilities to teacher and community.
- Engagement of additional teacher for Ka-shreni.
- Sensitization at village level.
- Campaign/ Distribution of reading materials.
- Printing.
- Evaluation system
- Record keeping.
- Case study/ experience sharing with NGO, Govt. Deptt etc.
- Quality improvement
- Implementation of Ka-shreni in all govt. Provincialised LP / MV schools.
- Collaborating and coordinating with ICDS (Deptt. of Social Welfare) for Ka-shreni.

Details of the year-wise expenditure for various activities have been enclosed herewith for the year 2003.

- ▼ Formation and functioning of 500 nos. of Self Help Groups (SHGs) and 300 nos. of Mothers' Groups
- ▼ Ceremonial Distribution of Infrastructure Grant of Rs. 2000/- to all prov. LP/MV/ME/MEM and monitoring of the utilization of the same.
- ▼ Enrolment drive held during the months of January - February 2003 on habitation-wise based on House-to-House data survey.
- ▼ Introduction of Village education Register (VER) at every school following the enrolment drive. Updation of VER in 2003.

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- 78% children are enrolled in the nearest primary school according to the VER report of 2002.
- We have achieved 100% enrolment in 33 GPs covering five blocks and two municipality towns for 5 to 13 years age group children as per VER finding, 2003.

VER Finding, 2002 :

Block	Sr. No.	GPs achieving 100% enrolment
Boitamari	1	Boitamari
Bongaigaon	2	Chiponsila
	3	Uttar Boitamari

VER finding, 2003 :

Block	Sr. No.	GPs achieving 100% enrolment
Boitamari	1	Boitamari
Bongaigaon	2	Chiponsila
	3	Uttar Boitamari
	4	Bamunitila
	5	Mulagaon
	6	Dangtol
	7	Chokapara
Borobazar	8	Subhajibhar
	9	Anteka
	10	Lawgaon

Problems and Issues relating Access :

There is still a need for generating community awareness and providing schooling facility to children of very remote and backward pockets and the under-privileged groups.

Existence of several char, riverine and flood-prone areas (specially in Srijangram and Boitamari blocks) Most of these areas are inhabited by the minority community. The families shift their homes to other areas whenever any natural calamities affect the villages. Therefore it is seen most of the children are found to be seasonal drop-out.

The minority dominated areas are mostly educationally backward as well as poverty-ridden. Families are usually large and earning the daily bread is the toughest for them. Parents do not even think to send their wards to school.

Existence of remote forest areas/tribal areas. Road communication is very much deteriorated.

Disturbance and low attendance of children of schools of char areas/economically backward areas.

Existence of child labour.

Parental apathy in some cases

Need for strengthening parent-teacher linkage in many areas

Proper use of TLM is not adequate

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Over crowded class-rooms
Threatening environment/present state of law and order.
Socio-cultural barriers.
Community Mobilisation

Achievement :

- ♦ Implementation of Village Education register
- ♦ Reconstitution of VEC; Formation of TGEC, GPEC and SMC as per Govt. guideline and their orientation regarding their roles and responsibilities.

Block	No. of Revenue Villages	No. of VECs Formed	No. of WECs Formed	No. of Revenue Villages without Population
Boitamari	117	115	0	0
Bongaigaon	239	182	23	0
Borobazar	203	191	0	0
Manikpur	140	131	4	5
Srijangram	212	207	4	0
Total	911	826	31	5

- ♦ Task Force formed at block, panchayat and village level in the UEE block (Boitamari). And orientation. The Task Forces are consisted of BEEO, BRCC, Educationists, Teachers, Educational Administration, Panchayat members, DRC, BTC, local NGO etc. The Task Forces are delegated with the responsibilities to ensure 100% enrolment in the entire block.
- ♦ House-to-house survey and Microplanning/ Village Mapping completed. ♦ Setting up close linkage with PRI and close interaction ♦ Involving PRI in different activities.
- ♦ Conducting Enrolment Drive at village level in the beginning of every academic year
- ♦ Shisumela held at cluster level
- ♦ 30 nos. of GP considered for attaining 100% enrolment in the first phase. RPs have been sent to various areas.
- ♦ Strengthening convergence with local NGOs, Govt. bodies, Women forum and other related institutions.

Activities to be undertaken in the coming years under SSA plan :

- ♦ Periodical meeting with GPEC at panchayat and block level
- ♦ Strengthening linkage with PRI and their enforcement of required duties towards fulfillment of UEE objectives.
- ♦ Women Empowerment Programme at block, GP and village level
- ♦ Srtengthening of SHGs for the cause of economic
- ♦ Habitation level intervention for remote and backwards areas like mobilization of Resource Groups, execution of microplanning and school mapping in backwards areas.
- ♦ Execution of intervention in religious madrassa/moktabs like identification of religious madrassa, conducting survey, meeting/discussion/contact programme

Block-wise Enrolled, Never Enrolled and Dropped-out children :

House-to-House Survey Data'2001

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Block	5-8 yrs			9-13 yrs			5 to 13 yrs age			% age of Enrolled
	Population	Enrolled	Left Out	Population	Enrolled	Left Out	Population	Enrolled	Left Out	
BOITAMARI	13218	10191	1847	12263	8661	2210	25481	18852	6629	74%
BONGAIGAON	19407	17702	2459	20253	17351	2252	39660	35053	4607	88%
BOROBAZAR	17152	13495	3657	14754	11132	3613	31906	24627	7279	77%
MANIKPUR	19381	15718	3913	17884	14151	3732	37265	29869	7396	80%
SRIJANGRAM	26535	19726	4727	22240	14767	4938	48775	34493	14282	71%
TOTAL	95693	76832	16603	87394	66062	16745	183087	142894	40193	77%

Village Education Register :: (VER'2002)

Block	5-13 YRS CHILD POPULATION			ENROLLED			DROPOUT			NEVER ENROLLED			% age OF ENROLLED		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
Boitamari	13541	12814	26555	9840	9830	19670	646	532	1178	3055	2452	5507	73%	77%	75%
Bongaigaon	20789	19347	40136	18367	17064	35431	754	668	1422	1668	1615	3283	88%	88%	88%
Borobazar	16208	14900	31108	13420	12169	25609	885	817	1702	4903	1894	3797	83%	82%	82%
Manikpur	21705	20116	41821	17031	15541	32572	695	662	1357	3979	3913	7892	78%	77%	78%
Srijangram	26827	24667	51494	18659	17225	35884	2035	1780	3815	6133	5662	11795	70%	70%	70%
Total	99070	91844	190914	77317	71849	149166	5015	4459	9474	16738	15536	32274	78%	78%	78%

- ▼ Releasing Infrastructure Grant of Rs. 2000/- to 997 nos. of DPEP covered schools and Rs 500/- of Teaching Learning Material (TLM) to the teachers of 997 schools.
- ▼ School decoration programme has done for better environment of school.
- ▼ Center level materials making: Teaching Learning material making programme has done by ECE workers.
- ▼ A new strategy called "Operation Bul Bul" has adopted by DPEP Bongaigaon to achieve its goal within a short period. The DPEP Bongaigaon has completed three years and the final year is nearby completion. This project will be completed its fifth year term by June, 2003. The objective of this operation is to convert each and every formal LP school into Good School by March'2002. A "Good School" indicates a school where a congenial atmosphere has been developed for the children. The children would love to come to such a school and will learn a very friendly manner. Therefore to achieve a goal within the stipulated period of time, it becomes essential to adopt a very effective strategy at the earliest. With this objective, "Operation Bulbul" has been chalked out to meet the challenge. There are 997 Primary schools in Bongaigaon district, targeted by "Operation Bulbul". An attempt is made to get 100% enrolment in all habitation of the covered area. The specific reason for non enrolment will also be find out through the Operation. The fund will be used from school support visit activity.
- ▼ The Civil Construction component is meant for providing provisions for schools, classrooms, resource centers, toilets, drinking water, repairs etc. Like other components, it works towards a synergy with other areas, objectives and requirements of the programme. Constant attempts are being made to critically examine various issues related to construction such as aesthetics, functionality, cost effectiveness in design." has been chalked out to meet the challenge.
- ▼ Formation of Teacher Resource Group: A Teacher Resource Group has formed in cluster level consisting of resourceful teachers. This group visited schools where low achievement is seen. They give all-round support on Teaching Learning Process like TLM making, Documentation with TLM etc. There is a remarkable change in Majgaon Cluster of Bongaigaon after doing this practice.
- ▼ The constitution of BACG/DACG to support the schools: The existing Block/District level supervisors and monitoring structure has been modified as Block level Academic Core Group (BACG) and District level Academic Core Group (DACG). They visit the schools and provide support in

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Teaching Learning Process. The administration officials like SI, BEEO, DIs are involved in this visit. They also go to school with BRC and extend support with DACG/BACG. The DRC faculty guides the group. Due to non-availability of DIET, District Resource Centre is established instead of that with 5 nos. of lecturers from other DIET.

- As per DPEP guidelines, Civil Construction expenditure is restricted to 24% of the total project cost of the district. The EFC cost for civil works of DPEP, Bongaigaon comes to 650.65 lakhs. Within this ceiling, thrust areas for construction has been new school buildings, providing additional classrooms and repairing dilapidated structures. Drinking water supply, toilet facility, boundary walls etc. are also given importance. This amount is saturated during the last three budget years – 1998-99, 1999-2000, 2000-01, 2001-02. So there is no specific target being kept for the coming budget year 2002-03.

- In the current budget year, construction works for 3 nos of BRC building, 5 nos. of existing school building, 3 nos. of additional class room/CRC, 12 nos. of toilet facility, 13 NOS. OF Major Repairing, 23 nos. of drinking water facility have been completed.

- A major innovation has been seen in the area of school design. The conventional school design had two to three classrooms with a narrow verandah in the front. Now, a shift has been made from the traditional one to a more functional and child friendly school, i.e, the H-type, C-type useful for single-teacher school with high PTR, a very economic model Hexagonal, box type to accommodate more space against less plinth area (with insufficient available school area specially in thickly populated villages/towns), folded structure pre-cast materials fitted with bolt & nut which can be shifted within one day to another place particularly useful for char areas.

- Various cost-effective measures are being undertaken in different construction works of the district. Use of locally available materials is being encouraged as a means of cost reduction. Schools with bamboocrete walls are replaced by RCC wall except in char areas and Corrugated Galvanized Iron (CGI) sheet roofing have been constructed.

- Enrolment Drive for 5-7 Years Age Group Children Based on the child wise information available through H2H 2001, enrolment drive 2002 was conducted so that all the children of the age group 5-7 years are in school during 2001. Habitation wise children to be enrolled in the particular age group were listed out, each of the parents was sent, and admission card cum letter for enrolling their child. Based on the information compiled in each cluster a database on enrolled and un-enrolled children of age group 5-7 years was generated.

Experiments and innovations, participatory mode of working decentralization and capacity building, allowing flexibility to various functionaries, individuals as well as institutions, have been the hallmark of DPPE strategy. By and large, DPEP has worked well in the district after five years of completion. Reforms in pedagogy, in teaching learning materials, in linking community with schools, in promoting access and in management have produced positive results. Now is the time for broadening as well as deepening the processes of reform after converging with SSA in the coming year.

The programme has been a success story all right, but the story is still a process in progress and the success could well be ephemeral unless care is taken to ensure a happy ending.

Interventions for Backward and Remote areas :

Much thought has been given to problems of access, retention and learner achievement associated with the children of backward areas like *the educationally backward minority dominated area, SC area, remote tribal areas, tea-garden area, hilly area, flood-prone areas and char area.*

Flood-prone and Char area : Most of the char and riverine areas belong to Srijangram and Boitamari block. As such, never enrolled children and drop-out children are relatively higher in these two blocks.

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About 13 clusters of Srijangram block out of 21 clusters fall under riverine and char areas. The major char areas are Moinyapara, topgaon II, tupkarchar, naravita, chaliabari, kushbari, kokila, Kirtanpara, Jopea, Lengtisinga etc.. These areas fall in the bank of river Manas.

Out of 10 cluster of Boitamari block, two clusters, viz., Kheluapara and Khorchimari are major areas. Villages like usungar part III, Khorchimari part III, Jhakuapara part II, Satsobigha I, Kayem majer alga, Iswarjhari, Bhutkura, Jogighopa Bhatipara char (school-less village), Bhairab pahar (hilly area without any school), Oudubi etc. are major flood-affected areas.

Most people are poor and educationally backward. Most areas remain submerged under flood-water for 4 to 6 months of the year.

The children are deprived of primary education facility as their family use to shift several times in a year after being affected by flood. Besides, these areas are dominated by minority community who are poverty-ridden and there is severe lack of awareness among the people.

SC dominated area: Major areas of the district are dominated by SC community. The burning issues of the people are flood problem, poverty, lack of motivation, unaware parents.

In all these backward areas, there is need for opening alternative schooling facility like EGS as many of these villages are school-less and children have to walk a very long distance to reach a school particularly in forest and tribal areas of Borobazar block.

▼ Children in remote, school-less habitations : Alternative Schools in school-less habitations not having a school within 1-1.5 km with at-least 15-20 children of 6-14 years of age.

▼ Strategies for education of children who migrate : Organizing condensed Bridge courses for children on their return to their village.

▼ Remedial coaching for children : This could be arranged for children who are enrolled in formal schools and are not able to cope up with the work at school because they are not attending it regularly or due to the lack of attention at school.

Community involvement would be central to the implementation of any strategy under EGS and AIE. The involvement of the community could be operationalised through parent's groups, VECs and Panchayats.

Educational of Children with Special Educational Needs

IEDC (Integrated Education for Disabled Children)

The National Policy on Education (NPE) 1986, which contains a chapter on education of the handicapped, advocates the approach of providing integrated education to the mildly handicapped and special education to the severely handicapped children.

The National Policy document says : (The objective should be to integrate the physically and the mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence. The following measures will be taken in this regard :

Wherever it is feasible, the education of children with motor handicaps and other mild handicaps will be common with that of the other

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Special schools, with hostels, will be provided as far as possible at district headquarters for the severely handicapped children

Adequate arrangements will be made to give vocational training to the disabled

Teachers training programme will be reoriented, in particular for teachers of primary classes, to deal with the special difficulties of the handicapped children

Voluntary effort for the education of the disabled will be encouraged in every possible manner".

Realizing that special schools have reached only a small percentage of children with special needs in rural areas, Government's appreciation of the need to integrate children with special needs came in 1974 when the Union Ministry of Welfare scheme of Integrated Education of Disabled Children (IEDC). This scheme was transferred to the Department of Education of the Ministry of Human Resource Department in 1982.

The centrally sponsored scheme of IEDC provides educational opportunities for the disabled children in common schools, to facilitate their retention in the school system, and also to shift to common schools the children already placed in special schools after they acquire the communication and the daily living skills at the functional level.

IED under DPEP-Bongaigaon :

To provide for the Integrated Education of the Disabled Children, Bongaigaon DPEP has been initiating efforts from the month of June, 2000 with the following objectives :

Objectives :

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

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Strategies to be 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

Formation of District Core Group for IED :

District Core Group for IEDC (DCG): A District Core Group of resource persons from various social responsibilities have been constituted at district level to undertake effective planning and management of the IED programme in collaboration with PRIs and NGOs. Resource Group at national level will be constituted to provide guidance, technical and academic support to the children with special needs under SSA. The DCG is consisted of functionaries from district administration, Health department, Social Welfare, ICDS, educational functionaries and NGOs. The DCG is responsible for awareness and sensitization at different levels, planning, problem solving, supervision and monitoring. Regular quarterly meeting of the group for the first three years and half-yearly in the consequent five years and quarterly in the last year will be held for planning, taking up strategies and building up innovations. The core group will be dissolved and reconstituted every 3 years.

- Formation of District Resource Group (IEDC) :
- Conduct of survey

Based on House-to-house survey, 13 clusters have been identified in the district with high concentration of disabled children dispersed in different blocks. The initial survey was carried out by ECE supervisors in those localities where an ECE center exists due to shortage of manpower for looking after IED component. It is planned that survey will be conducted in every three years for re-verification and inclusion of unreported cases.

- Awareness Programme has been done in Srijangram, Bongaigaon and Boitamari block for community sensitization.
- 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

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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.

- Conduct of general health check-up for the disabled children at block level
- Seminar on IED at block level
- Community Sensitization programme at district level with the collaboration of District Administration
- Celebration of World Disabled Day

- Selection process of IED workers and Resource Persons by VEC is going on

- Selection and training of Resource Persons and workers: To conduct the activities at district, block and cluster / Panchayat level, resourceful persons will be selected and engaged to supervise and work along with complete job chart drawn up at state level. The engagement TOR will be for 11 months on contractual basis. 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 are 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.

- Survey will be carried out by the selected IED workers in 13 clusters on pilot basis
- Advocacy campaign will be conducted in the areas selected
- Training of DRG
- VEC orientation in the selected clusters by IED workers
- Orientation training for ECE and AS workers
- 10 days Induction training for newly selected IED workers.
- 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
- Teachers training in the 13 clusters
- Home based support, school based support and community support for disabled children using the Readiness Package by the selected IED workers.

Major Activities to be undertaken :

- Honorarium to Block Resource Persons (BRP) 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) per month BRP and Rs. 700/-(seven Hundred) per month to IED workers will be paid.

- Aids and Appliances: All children who are recommended at the assessment camp and require assisting devices will be provided with aids and appliances to be obtained through convergence with the Ministry of Social Justice and Empowerment, State Social Welfare and DRDA Department, National Institutions or NGOs. This will be done after each of the assessment camps to be held annually except in the final year.

- Aids Distribution camp & Follow-up: After the type of aids being determined for the children, the same will be acquired and distributed to the beneficiaries with training on use

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and maintenance of the aids. Regular follow-up measures will be designed to keep track of the use, repair and maintenance of the devices. This 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 be made an integral part of the micro-planning and household surveys. For this, 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 of the identified children assessment camps by trained professionals of National and Regional Rehabilitation Centre will be carried out in every year coordinated by the District Mission Office. A team of professionals will conduct camps at every block and recommend the most appropriate placement for every child with special needs.
- **Educational Placement:** Efforts will be made so that every child with special needs be placed in regular schools with the required support services. This will be a continuous process.
- **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 be ensured for fulfilling the objectives of IED. Hence networking with all these organization at regular basis is an 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 equipments, reading material, special educational technique (STLM), remedial teaching, curriculum adoption or adapted teaching strategies will be provided at district, block and GP level. This will be an on-going activity and will remain functional throughout the year. Resource support will be given by the teachers who work with children requiring 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

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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 for education for 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.

IEDC in DPEP :

Integration is when children with special needs learn in the same schools as their non-disabled peers with the support necessary for them to be successful. It is an attempt to meet the unique needs of every child in a regular school setting.

All children, despite of their handicaps, try to participate in all facets of school life. So in an integrated model, substantial changes are made in the mainstream to make it more accommodating to all students individual needs.

The goal is to provide an accommodating, personalized education for all students, within the context of a general educational classroom.

To provide for the Integrated Education of the disabled children (IEDC), DPEP has provisioned for fund interventions for the Integrated Education of primary school going children with integrable and mild to moderate disabilities.

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DPEP was launched in India in 1994, but IEDC was formally added as a component in 1997. In Bongaigaon, IED activities are initiated (Survey work on pilot basis) formally from the last part of the year 2002. But still the component is in its maiden state. Under the SSA plan to be started from the month of June, 2003, new set of activities and innovative interventions are to be undertaken as briefed out below :

Table :

Block Name	Visual Impaired (male)	Visual Impaired (female)	Hearing Impaired (male)	Hearing Impaired (female)	Speech disabled (male)	Speech disabled (female)	Loco-motor (male)	Loco-motor (female)
Boitamari	14	14	13	10	13	9	11	9
Bongaigaon	8	6	3	1	27	23	8	5
Borobazar	4	2	4	5	14	8	14	11
Manikpur	6	8	3	1	17	17	16	16
Srijangram	36	18	16	8	7	3	13	5
Total	68	48	39	25	78	60	62	46

Block Name	Mentally retarded (male)	Mentally retarded (female)	Multiple disability (male)	Multiple disability (female)	Total disabled (school going)
Boitamari	22	18	5	2	140
Bongaigaon	16	7	1	6	111
Borobazar	21	14	5	0	102
Manikpur	7	5	5	2	103
Srijangram	1	1	1	1	110
Total	67	45	17	11	566

Block Name	Visual Impaired (male)	Visual Impaired (female)	Hearing Impaired (male)	Hearing Impaired (female)	Speech disabled (male)	Speech disabled (female)	Loco-motor (male)	Loco-motor (female)
Boitamari	16	11	6	4	26	17	13	9
Bongaigaon	5	1	0	0	17	19	15	10
Borobazar	7	5	22	2	17	20	15	13
Manikpur	8	11	3	5	49	33	15	14
Srijangram	1	3	1	3	14	8	3	4
Total	37	31	32	14	123	97	61	50

Block Name	Mentally retarded (male)	Mentally retarded (female)	Multiple disability (male)	Multiple disability (female)	Total disabled (non-school going)
Boitamari	54	43	3	13	215
Bongaigaon	12	5	9	7	100
Borobazar	28	33	3	5	170
Manikpur	20	24	20	13	215
Srijangram	4	5	5	13	64
Total	118	110	40	51	764

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(Source : House-to-house Survey data ,2001)

The proposals adopted by the district for implementing IEDC are as follows :

- Setting up of a district level Core Group and a district level Resource Group.
- Appointment of IED Consultant at the district level
- Networking with NGOs, special schools and other such individuals/organizations with enough exposure and experiences in this area
- Development of skills and competencies in primary school teachers through in-service training
- Construction of a resource room at the block and cluster level as a part of the already existing BRC/CRC.
- Provision of essential rehabilitation and educational aids and appliances to primary school children with special needs.
- Removal of architectural barriers and development of innovative designs (construction of ramps in the school, extra space to keep the additional equipment needed by children with disabilities).

Instructional Interventions for Children with Special Needs :

Of the many changes taking place in the field of education, one of the most significant is the movement towards inclusion. Students with mild disabilities are being served in the general education classroom to a great extent. To provide effective instruction for this wide array of students, general educators must be armed with the knowledge and skills to provide assessment and intervention strategies that are potent, yet efficient enough to be implemented in the general education classroom.

The choice to use teacher directed or student directed approaches need not be an either/or decision. Because the instructional process involves multiple stages that move from initial acquisition through proficiency, maintenance and generation, a blend of relatively more teacher directed interventions followed by those with a more student-directed emphasis may offer an advantage.

The essential instructional factors to be incorporated while teaching students with mild disabilities are :

- Effective classroom management
- A sense of positiveness in the school environment
- An appropriate instructional match
- Clearly stated teaching goals and expectations
- Lessons that follows clear, specific procedures
- Individual instructional support
- Sufficient academic time that is use efficiently
- High opportunities to respond
- Active monitoring of student progress and understanding
- Frequent and appropriate evaluation of student performance.

These characteristics should be part of both teacher-directed and student-directed programmes.

Teacher-Directed Interventions :

Many teacher-directed interventions have been demonstrated to be effective with students with mild disabilities and those identified as at risk for disabilities. These are :

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- i) Direct instruction : The components of direct instruction include explicit step-by-step teaching procedures that account for student mastery, immediate feedback, practice and gradual fading from teacher direction.
- ii) Precision teaching : It requires the teachers to adjust the curriculum constantly in such a way that each student receives the maximum benefits of instruction. Learning is measured through systematic use of recording devices such as daily celebration charts, on which student responses are plotted and observed.
- iii) Advanced Organizers : An advance organizer is a verbal or written technique used to provide students with an overview or preview of materials to be presented.

Students-directed interventions :

The students-directed interventions are most effective when they are used as part of a continuum in which the teacher determines how the curriculum is structured and presented and what instructional activities are most appropriate for achieving curriculum objectives.

i) Student-directed task management :

Effective student-directed interventions must consider the role of managing the student's behavior as an initial concern in promoting academic achievement. Students with academic difficulties must attend to instruction, complete assignments, and maximize their opportunities to respond.

ii) Student-directed mnemonic strategies :

More mnemonic interventions (memory enhancing) implemented within general education can effectively promote the achievement of students with disabilities.

The most commonly used strategies are :

- **PLEASE strategy :** It is used to improve students' ability to write paragraphs.
P (Pick a topic, audience, and appropriate textual format); L(list ideas concerning the topic); E(evaluate the list); A(activate the paragraph using a topic sentence); S (Supply sentences to support the topic); E(end the paragraph with a concluding sentence and evaluate the finished product).
- **TELLS Fact or Fiction:** TELLS Fact or Fiction is a guided comprehension tool to prepare students for approaching reading assignments.
T (Study the Title); E(examine the text to determine the theme); L(look for words that appear to be important); L(look for words that appear to be difficult); S (identify the setting); and finally to decide whether the story is Fact or Fiction.
- Peer teaching
- Cooperative Learning

The Models of Service Delivery to be implemented under SSA plan :

The following six main strategies can be used :

- Resource teacher/itinerant teacher
- Dual Teacher
- NGO approach
- Mobile kit approach
- Training of master trainers
- Sensitization of general teachers