

Sarba Siksha Abhijan Mission

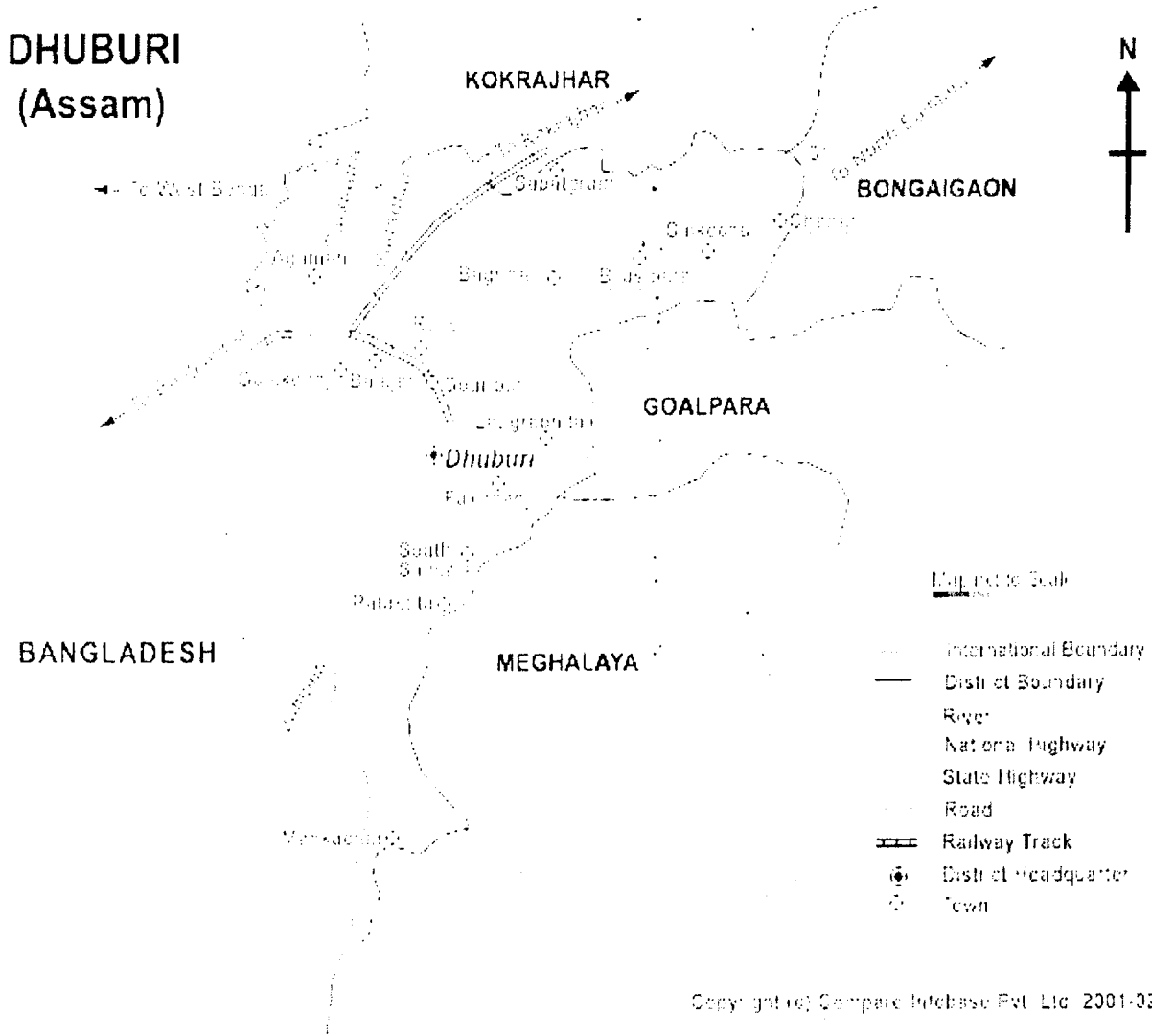
Annual Work Plan & Budget

2003-04

(July, 03 to March, 04)

District - Dhubri.

MAP of DHUBURI



A. INFORMATION:

(a) Demographic Information:

As per 2001 census the total population of the district is 1,634,589 showing the decadal growth rate is 23.42. Total rural population of the district is 1,444,043 (88.34%) & urban population is 190,546 (21.66%). Literacy percentage of the district is 49.86%. Male literacy rate is 58.69% & female literacy is 41.31%. Male female ratio is 944.

Geography	
Location	Southern corner of Assam in the North East India
Distance from the state capital	290 kms.
Total Area	2838 sq. km. (283800 ha)
Major rivers	Brahmaputra, Gadadhar,
Total Forest Cover	46313.3 Ha (16.32%)
Cultivated Area	156870 Ha (55.27%)
Under Paddy Cultivation	1,54,850 Ha
Under Tea Plantation	N.A

Administration	
Head quarter	Dhubri town
No. of Sub-divisions	3
No. of Circles/Tehsil	8
Name of Circles/Tehsils	Dhubri, Golokganj, Agomoni, Bagribari, Bilasipara, Chapor, South Salmara, Mankachar.
No. of CD Block	14
Name of CD Block	Golokganj, Agomoni, Gauripur, Rupsi, Debitola, Bilasipara, Mahamaya, Nayar Alga, Chapor-Salkocha, Mankachar, Fekamari, South-Salmara, Birshing-Jaruah, Jamadarhat.
No. of Zila Parishad	1
Name of Zila Parishad	Dhubri
No. of Police Station	8
Names of the Police Station	Dhubri, Gauripur, Golokganj, Bagribari, Bilasipara, Chapor, South Salmara, Mankachar.
No. of A.P.	14
Name of A.P	Golokganj, Agomoni, Gauripur, Rupsi, Debitola, Bilasipara, Mahamaya, Nayar Alga, Chapor-Salkocha, Mankachar, Fekamari, South-Salmara, Birshing-Jaruah, Jamadarhat.
No. of GP	172

No. of villages	1360
No. of towns	5
Name of the Town	Dhubri, Gauripur, Bilasipara, Sapotgram and Chapor.
Name of Municipality	Dhubri
Name of Town Committee	Gauripur, Bilasipara, Sapotgram and Chapor.
Major language	Assamis, Bengoli, Hindi, Bodo.
No. of revenue villages	1360
No. of forest villages	14
No. of tea garden	3
Total PWD road length	924.09 Kms.
Total road length (surface)	178.20 Kms.
Graveled road	745.85 Kms
Major Railway Station	Dhubri, Golokganj, Sapotgram, Railway Station (Presently not working)
Nearest Airport	(Rupshi, Dhubri, Coochbhiar (W.B) Not working) Guwahati in Assam, Bagdogra in W.B.

Population	1991 census	2001 census
Total Population	13,25,653	16,34,589
Rural	1164012	1444043
Urban	161641	190546
SC	64,161	NA
ST	32,260	NA
Density	467 Sq. Km.	584 Sq. Km.
Female per 1000 males	951.40	944.38
Literacy rate	38.36 %	49.86 %
Literacy rate (male)	47.32 %	56.61 %
Literacy rate (female)	28.75 %	42.64 %

(b) Educational Information:

(b.1) Block wise child population of 6-14 years age group as per House-to-House Educational survey/01 and updated in 2002.

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Block Name	Total no of House	Total Habitat-ion	Total Population	Age 6 – 14 years			% Of Un-enrolled child
				Population	Enrolled	Un-Enrolled	
Golakganj	23415	302	132948	31103	26960	4343	14%
Agomoni	30256	231	241802	56424	45288	11136	20%
Gauripur	49459	527	310352	78095	54151	23944	31%
Bilasipara	51607	685	497186	119986	83691	36295	30%
Chapor	20674	278	150895	36087	26443	9644	27%
Mankachar	35403	312	208528	50179	33012	17167	34%
S-Salmara	29725	394	179644	46692	32089	14603	31%
District Total	240539	2729	1721355	418566	301634	117132	28%
				24%	72%	28%	

shows that 72% of the child population are school going while 28% are still out of school as a whole in Dhubri. The out of school children also includes the dropouts. The table also manifests more than 34% of school children population in Mankachar followed by S. Salmara & Gauripur blocks with more than 31% child population of the above age group. However Golokganj Block records the least number of out of school children amounting about 14% of the total child population of the said age group in the block.

(b.2) Class and Caste wise enrolment in Govt./ Provincialised /Recognized schools in number.

Class	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Class I	37666	35005	72671	1668	1580	3248	1964	1818	3782	3629	3561	7190
Class II	15397	14925	30322	1013	961	1974	876	771	1647	2309	2270	4579
Class III	12602	12083	24685	866	800	1666	651	630	1281	2120	2017	4137
Class IV	9218	8972	18190	821	625	1446	590	572	1162	1772	1600	3372
Class I To IV	74883	70985	145868	4368	3966	8334	4081	3791	7872	9830	9448	19278
Class V	9367	8052	17419	844	757	1601	818	805	1623	1972	1826	3798
Class VI	7632	6414	14046	647	635	1282	709	628	1337	1796	1590	3386
Class VII	6158	4913	11071	541	501	1042	574	482	1056	1504	1349	2853
Class V To VII	23157	19379	42536	2032	1893	3925	2101	1915	4016	5272	4765	10037
Class I To VII	98040	90364	188404	6400	5859	12259	6182	5706	11888	15102	14213	29315

(b.3) Class and Caste wise enrolment in Govt./ Provincialised /Recognized schools in percentage.

Class	General			SC			ST			OBC		
	Boys (%)	Girls (%)	Total (%)	Boys (%)	Girls (%)	Total (%)	Boys (%)	Girls (%)	Total (%)	Boys (%)	Girls (%)	Total (%)
I	83.84	83.42	83.63	3.71	3.77	3.74	4.37	4.33	4.35	8.08	8.49	8.27

II	78.58	78.86	78.71	5.17	5.08	5.12	4.47	4.07	4.28	11.78	11.99	11.89
III	77.60	77.80	77.70	5.33	5.15	5.24	4.01	4.06	4.03	13.05	12.99	13.02
IV	74.33	76.23	75.26	6.62	5.31	5.98	4.76	4.86	4.81	14.29	13.60	13.95
I to IV	80.38	80.49	80.43	4.69	4.50	4.60	4.38	4.30	4.34	10.55	10.71	10.63
V	72.05	70.38	71.27	6.49	6.62	6.55	6.29	7.04	6.64	15.17	15.96	15.54
VI	70.77	69.21	70.05	6.00	6.85	6.39	6.57	6.78	6.67	16.65	17.16	16.89
VII	70.16	67.81	69.10	6.16	6.92	6.50	6.54	6.65	6.59	17.14	18.62	17.81
V to VII	71.12	69.33	70.29	6.21	6.77	6.49	6.45	6.85	6.64	16.19	17.05	16.59
I to VII	77.98	77.80	77.90	5.09	5.04	5.07	4.92	4.91	4.92	12.01	12.24	12.12

(b.4) Class Wise enrolment of AS centres in number

Sl. No	Name of Block	No of A/S Centre	Class Wise Enrolment			
			Class I	Class-II	Class -III	Class-IV
1	Agomoni	29	395	287	218	142
2	Golakganj	38	82	371	285	229
3	Gauripur	67	1456	749	346	267
4	Bilasipara	30	569	396	237	65
5	Chapor	16	456	191	110	66
6	S. Salmara	78	1163	1144	493	345
7	Mankaachar	17	298	281	20	122
	Total	275	4419	3419	1892	1236
	Total Enrollment (All Blocks)		11241			

(b.4) Number of provincialised schools block wise & category wise (LP/UP/Composite)

Sl. No.	Block Name	LP & MV with LP section	UP & composite school	Total School
1	Golakganj	157	34	191
2	Agomani	192	37	229
3	Gauripur	283	77	360
4	Bilasipara	365	68	433
5	Chapor	121	18	139
6	Mankaachar	171	41	212
7	S-Salmara	213	60	273
	Total	1502	335	1837

Note:

1. Data of private schools and venture are not collected.
3. Data in the above tables regarding enrollment in Govt./ provincialised / Recognized schools are collected from F.W.S sources and the same are not shown age wise.

B. PROGRESS OVERVIEW OF THE DISTRICT DURING DPEP PERIOD:

(a) Access & Enrolment:

The no. of un-served habitation as per survey so far done is given below in tabular form. One peculiar aspect of Dhubri district in this connection is that many habitations in the char areas are of shifting nature as old chars of the rivers are submerged and new ones are being created every now and then. For this reason no. of un-served habitations remain fluctuating from time to time.

However, by the intervention of AS, Venture Schools etc. numbers of un-served habitation have been provided with educational institutions and there still remains un-served habitations as shown in table below:

Sl NO.	BLOCK	TOTAL NO OF HABITATION	NO OF HABITATION HAVING NO SCHOOL WITHIN 1 KM	NO OF HABITATION HAVING NO SCHOOL BETWEEN 1-1.5 KM	NO OF HABITATION HAVING NO SCHOOL ABOVE 1.5 KM	CHILDREN IN AGE GROUP 6-10 YRS	TOTAL AS IN UNSERVED HABITATION	TOTAL VENTURE SCHOOL
1	SOORVATHI	133	47	47	39	4574	11	11
2	GOELAKHARI	134	75	30	29	3320	25	31
3	CHAPOR	151	63	53	35	4245	18	41
4	BILASIPARA	328	140	110	78	9401	14	56
5	GAURIPUR	268	138	58	72	10645	25	70
6	SOUTH SALMARA	194	90	47	57	6440	25	51
7	MANKACHAR	162	41	86	35	8391	12	22
TOTAL		1310	564	401	345	47016	130	282

Among the seven blocks of Dhubri District, South Salmara Block was badly affected by flood and erosion every year for which area was a major problem in that Block. Initially DPEP started 45 NFE centres in that Block to cope with area problem; subsequently these centres were converted into AS centres when other AS centres numbering 270 were opened in the other Blocks. Thus the access problem in the district was tried to reduce to that extent.

In this connection one thing may be mentioned that in some selected highly out of school children habitations some AS centres were started. When the no. of out of school children in the habitation become minimised, the centre in that habitation was not abolished but shifted to another nearby un-served habitation where there was the need of such centre. However, the centres which

fulfilled the purpose in the original habitation were closed down. The table below will reflect the no. of running centre with there enrolment at present.

SL. no	Block	Total No. of A.S. Centre	Enrollment
1	Agomoni	27	885
2	Bilasipara	26	982
3	Chapor	17	707
4	Golokganj	38	1307
5	Gauripur	67	2399
6	Mankachar	17	852
7	South salmara	80	2392
Total		272	9524

ECE, on the other hand was first started in an experimental basis by opening 20 centres in Mankachar & Bilasipara Blocks, where the access problem was acute because parts of the blocks are located at char & remote tribal areas respectively. Inspired by the better result shown by the children coming from these ECE centres, another 280 ECE centres were opened subsequently considering the need, backwardness and communicationally difficult areas. The impact of the ECE is tremendous. The table given below will reflect the no. of children admitted into ECE centres.

Sl. No.	Name of Block	No. of Children Admitted into ECE centres
1	Agomoni	3556
2	Bilasipara	12339
3	Chapor	1917
4	Golokganj	4887
5	Gauripur	9898
6	Mankachar	3801
7	South salmara	8920
	Total	45318

In the grass-root level different committees such as VEC, WEC were formed in the year 1995 to boost-up enrollment in the school through Community Participation. Subsequently in the year 1996 the same institutions were reformed. The members of these committees were provided various training from time to time. The schools were also provided with infrastructure grant Rs.2000/- annually for supplementing schooling facilities to help access in the schools. Again in 2002 the old committees were replaced by new one, together with formation of SMC, GPEC, TGEC, with the intention of universalisation of enrolment and quality education. It may be noted that due to all these interventions the district able to achieved 100% enrolment of children of 5-6 years age group in 22 G.Ps. The following table will reflect the no. of VEC, WEC, SMC, GPEC, TGEC Block wise so far formed in the district.

Block	No. of VEC	No. of WEC	No. of SMC	No. of TGEC	No. of GPEC
Golokganj	11	0	191	0	17
Agomoni	106	0	229	0	20
Gauripur	223	20	360	0	28
Bilasipara	359	17	433	0	37
Chapor	140	4	130	10	13
Mankachar	110	0	212	0	27
South salmara	165	0	273	0	30
	1220	37	1837	10	172

Dhubri DPEP, kept the IED component untouched till recently when a consultant for the IED was appointed in the month of November/2002. After that 27nos. of IED readiness centres were opened in experimental basis during the months of Feb/2002 and equal nos. of IED workers were engaged along with engagement of one RP per block. These persons were given necessary training. The assessment of the degrees of disabilities by experts is being made and the follow-up-action will be taken in due time.

So far **civil construction** is concerned DPEP has exhausted the allocation of 24% of the fund by constructing the items shown in the table below. It is to be noted that Dhubri district being haunted by the natural enemies like storm & erosion, there have been the need of more fund for civil construction than the allocated 24% in the DPEP scheme. Fortunately the allocation for civil construction in Dhubri district was raised from 24% to 33% for which some more civil construction works could be done with the enhanced money. Various works under taken with this enhanced fund are going on at present and all the works are expected to be completed by the end of June/03. The table below will give the detail picture of these works.

Sl. No.	Activity	Target for 1994-95	Target for 1995-96	Target for 1996-97	Target for 2000-2001	Target for 2001-2002	Target for 2002-2003	Total
1	Existing School	5	80	84	0	0	55	224
2	CRC Building	5	80	21	0	0	0	106
3	Addl. Class Room	3	10	12			36	61
4	Repairing/Renovation	20			44	15	58	137
5	ECE	0	20	6				26
6	Toilet	7	116					123
7	BRC Building	3	2					5
8	DIFT Hostel Building		1					1
9	URC					1		1
10	TTC/Mini BRC					1		1
11	Reconstruction of S. Salmara BRC Build				1			1

12	Child Friendly Elements	245	245
13	Repairing of BTC	1	1
14	Repairing & Renovation of DIET	1	1
15	Boundary Wall	6	6
16	Repairing of CRC Building	3	3
17	Repairing of DI Office	1	1
18	Ceiling of BRC Building	2	2

For the technical survey of the existing educational institutions of Dhubri District a massive drive was made in the middle part of the year 2002 by engaging more than 20 extra hands. From the report submitted by the technical survey works a list of prioritization was made in the district office and accordingly the schools were selected for civil works with the enhance fund as per priority list. The residual civil works in list will be taken from the fund to be coming afterwards under SSA.

(b) Quality Improvement:

1. For quality improvement a structural formation was done at the beginning of the DPEP through formation of BRCs and CRCs. The BRCCs and CRCCs were trained up as key resource person who imparted various training to the teachers and other grassroot level educational functionaries of VEC/SMC/WEC/TGEC, ECE and AS in association with respective DPOs of the components and other RPs. The BRCs and CRCCs supervise, monitor and provide academic support to the educational institutions and their functionaries as and when necessary. The training imparted to the teachers and AS workers for their empowerment. For quality improvement several trainings and workshop were conducted for capacity building of the teachers, AS workers, ECE workers time to time. As regards the training for teachers, all the LP and selected MV school teachers were covered under different Training/ Workshops in the district. The major training programme for teachers include -- Joyful learning, MLL based training, cluster level training on new text book, activity based training, content based training, training on science & MGT, need based training, MTT on resource materials, training for teachers on Teleconferencing programme (Selected), Need based training on Science and Drawing, teachers training on (Integrated text book, English teaching, library book, student govt., school development plan, flexible routine etc. So far training of ECE workers such as Malinis, Saha Malinis and Supervisors is concerned a different package of early child hood education was prepared and accordingly the training was provided to them. In case of IED workers a 10-day induction training was given and at present scaling of disability of the children is joining on.

The quality improvement of the students has assessed from time to time through Base line Assessment Survey, Mid term Assessment Survey and Terminal Assessment Survey. In the case of LP schools, AS and ECE the assessment was done through open evaluation system at the end of the session.

- c) Learning Materials (Guide) for Teachers.
- d) Work Book for Learners.
- e) Byabaharik Puthi for Learners.
- f) Byabaharik Puthi for B.C. Learners.
- g) New Text Book for the Learners.
- h) Sikan Puthi for B.C. Learners.
- i) Readiness package for B.C. Learners.
- j) Readiness package for ECE Learners.
- k) 'Ka-Sreni' package for Teachers.
- l) Academic calendar for teachers.
- m) Training modules of teachers Training on RT, etc.

The above materials provided a great help for the empowerment of teachers, improvement of classroom situation & in improving of learners achievement level.

Achievement under the Annual Plan 2002-03 under SSA:

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

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

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

B. Teacher Training:

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

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

C. Maintenance Grant:

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

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

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

E. Innovation:

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

F. Civil Works:

The civil construction under DPEP was a massive exercise as 33.3% of the total project cost per district has been allotted for civil construction works. However, considering the huge needs for repair/renovation/constru

ction of school building, provision of drinking water facilities, toilets facilities besides construction of BRC and CRC building, the amount was too meager. There still large number of school building in LP school sector yet to be renovated/constructed. Under the Annual Plan 2002-03 of SSA two principal schemes was included, i.e. (I)Construction of additional Classroom for UP schools, and (II)Construction of dilapidated UP school Building. The amount against the two schemes has been allotted to districts and w. work is in progress(around 65%).

G. Research Evaluation, Supervision & Monitoring:

In DPEP there was no specific item under which the supervision & monitoring could be done or expenditure booked. In SSA under the head of Research & Evaluation, the supervision & monitoring is allowed. Against every school Rs. 1400/- is allowed to spent on this head. As the supervision is generally booked under Project Management in DPEP maximum expenditure on supervision & monitoring head for activity both for DPEP and SSA has been booked under this head and the allotted amount is almost fully spent.

H. Block Research Center:

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

C. STRATEGY & ISSUES TO BE TAKEN UP UNDER ANNUAL PLAN 2003-2004(July,2003 to March,2004)

(a) Access & Enrollment :

The following strategies have been adopted for bringing out of school children to the schools:

- 1) By undertaking massive enrollment drive at the beginning of the session.

- 2) By proposing to open 345 ECG centers in unserved habitations and difficult areas like char, Tea garden, border areas etc.
- 3) By proposing to open 356 numbers of long term bridge courses.
- 4) By proposing to open 2 number residential bridge course centers at Agomoni UEE pilot block
- 5) By engaging siksha karmi against the proposed courses.
- 6) By continuing the existing AS centers.
- 7) By undertaking a week long motivational program for reducing drop out and increasing retention at VEC level.
- 8) By engaging one NGO namely Dhubri Science Club to tackle with the problems of deprived urban children upto age group 13+. By opening short term, long term bridge course centers, supporting WEC for organizing motivational activities. (Fund for this program will be provided directly from the state.)
- 9) By organizing motivational program like Ma Beti Mela, Women conventions and giving emphasis in admission of girl children in the interventions like AS, long term/short term bridge course centers, residential bridge course centers etc.
- 10) By admitting children of different circumstances and working children in bridge course centers to be opened by NGOs in the urban areas and by DPEP in the rural areas.
- 11) By engaging RPs for mobilizing / sensitizing grass root level institutions like SMC/VEC/WEC/PGEC/GPEC to take active part in enrollment and retention drive taken periodically. These institutions are also trained to provide academic support, supervision of the activities of the educational institutions through out the year.
- 12) By selecting targeted schools for civil works from the revised prioritization list. Selection is to be approved by the DAC and works to be entrusted to SMC instead of VEC. The work will be supervised by the technical staff of this office.

(b)Quality Education:

1. Qualification of Siksha Karmis to be engaged in BC centres, MGT Schools and Remedial Teaching is Higher Secondary Passed. However, qualification of RPs to be engaged as motivators is graduation.
2. During the DPEP period all the teachers of Lower Primary Section were given different training such as joyful learning, activity based, content based, Need based, MGT etc., but the teachers of Upper Primary were not included in the list. As this section of teachers is now included in the SSA Programme, provision of training for them becomes necessary. So, a 20 days training on Whole schools approach and teaching skills has been proposed for the Upper primary Teachers while another training for 10 days for LP School teachers on new text book, content, etc. has been proposed. As providing training to the teachers is not the final word in teacher empowerment, a support system by DIET facilities DACS/BACG members in the field level is also proposed. They will not only monitor the proper implementation of the programme but also provide on site support to the schools and teachers of both category.
3. Provision is made for training of teacher AS, ECE workers of selected cluster having IED centres together with provision of induction and refresher training for IED workers and motivators.

4. Proposal is made for training of RPs/teachers/VEC/SMC/GPEC members for sensitization of the people living in different areas.

5. The BRC is an important institution in block level for quality improvement. This institution works as a resource centre for academic activity in the block where BRCC being the head works as a planner co-ordinator trainer, Supervisor, good practitioner. In BRC, regular academic meeting training, workshops, seminar of different components. It also plays role of a model educational Resource Centre. It is mainly a training centre where teachers/workers can undergo the training residing in the same building in residential programme. It also plays a vital role as planning centre for educational development.

In the same way the CRCCs is also a resource centre at cluster level which plays the roles of a training centre, planning centre, seminar hall, academic meeting centre, Museum, etc. The function of the centre is to provide the academic support through regular teacher meet, training, seminars, displaying of datas etc. which help to solve the hard spots for teachers & other pedagogical issues.

6. Roles played by DIET, BTC, DACG, BACG

The DIET is an important academic institution in the district, which provides all kinds of academic support to (DPEP) the schools. Among the roles played by DIET the following are major:- Holding of academic meeting, seminars, training of teachers, training of Educated Youth as PSTL learners, in-service training of both Primary & Upper Primary teachers, Preparation of modules for different training, Preparation of TLM, Preparation of Strategy, Supervision & Monitoring of Schools & other academic centres, perform Research works, Publication of News Letters, etc.

The BTC (Basic Training Centre), is also one of the most important institutions in the district which provide academic support for quality improvement. It plays the role same as DIET in respect of DPEP activities while implementing of the same in field level. It basically provides support to the teacher empowerment activities & for supervision & Monitoring of the schools.

DACG: District Academic Core Group is the apex body in the district for quality improvement programme. It plays the vital role in academic field convening of regular monthly meeting, through join/individual visits to schools preparation of action plan and strategy for different activities, holding of seminars for identification of different academic problems and issues as well as to take corrective measures at various levels. The DACG members should also adopt the schools as model for good practices to encourage the teachers of neared schools for innovative activities for effective classroom transaction.

BACG:- Block Academic Core Group (BACG) is also an apex Block level body for quality improvement and schools support. The members of this body works like DACG members undertaking joint/individual school visit, holding regular meetings, workshops, etc. The members of this body have to function as Resource Person for different training, have to adopt schools for good/innovative practices. This body as a whole plays vital role in planning and implementing the filed level activities as a nodal agency.

7. Filed level academic informations /datas are collected through the District. Some datas are also collected directly from the VEC/WEC/TGEC/SMC and by engaging RPs. The collected data are compiled at different level and ultimately documented at the district level for future use. The district maintains these data at the MIS section for further

analysis, planning, ready reference etc. It is also connected with the other districts and the state office through internet connection.

8. Regular supervision and monitoring are being done by DIET/BTC/DACG/BACG members. Besides RPs are also engaged for the purpose in different component. The RPs are engaged for 10 days in a month at AS, ECE and CP components while 20 days in TT component. But there is no such limitation in the case of supervision by the above mentioned institution. Generally the reports of supervision and monitoring are submitted in prescribed format by the all concerned.

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as resource teachers for children with special needs. Required help can be sought from Rehabilitation Council of India for the master trainers.

j) Sensitization of regular teachers :As the resource teacher will not always be available in the classroom to provide ready support both to the child with special needs, the general teachers are being given a 3-5 days orientation to disability management. This is likely to promote positive attitudes among the teachers towards children with special needs.

After this orientation, the regular teacher is expected to do the following :

- ◆ Help in functional assessment of the children with special needs
- ◆ Learn the use of aids and appliances to be used by these children, that is, handling of the equipment
- ◆ Modify teaching and learning material to learner needs.
- ◆ Help in bringing about peer sensitization.

Conclusion :

With its area approach, DPEP is ideally suited to meet the needs of children with special needs, particularly in rural areas. It is these children , who despite a century of special education in India have remained un-reached. DPEP is, therefore, well-poised to provide education to children with special needs with its child-centered approach.

It is now gradually being realized that there is no recipe for becoming an inclusive school or even an inclusive teacher. There is no mechanized format. It is just a matter of good teaching practices to meet the needs of children with specific challenges also. With its emphasis on a multi-option system, DPEP is gradually reaching out to a large number of children with special needs even in the remotest corner of the country.

Achieving the mammoth task of UEE during last five years of DPEP implementation has remained as quite challenging as ever been. The status of reaching 100% enrolment in 35 GPs in the current year has been the honest outcome of consolidated effort of people from all aspects of DPEP who have been tirelessly putting their constant endeavor in realizing the long cherished goal of UEE to some extent. We look forward in regard to retain the enrolled children, upgrading their achievement level and sustaining an improved quality in classroom practices.

There still exists several pockets in the district with large nos. of out-of-school children scattered mostly in *remote and tribal areas, urban pockets under difficult situation, tea garden areas* with deplorable conditions etc. There are access problems for the *migrated families* which need to be focused soon.

The problems behind un-enrolment and other related socio-economic problems under the difficult circumstances are to addressed with greater urgency. There is a significant percentage of tribal community existing in the district. Since the tribals are not a homogeneous group with regard to socio-economic conditions, literacy levels etc. The approach has been adopted as group/region specific. Access and retention are the issues in tribal areas because of small and scattered habitations, involvement of children in various economic activities, house hold chores and migration due to large class sizes.

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The needs of the child with disabilities may vary considerably depending on the nature and extent of impairment, attitude of the family and the educational services available in the area. A variety of models have been developed to meet the specific needs of a child with disabilities. The most effective models to be used to reach out to children with special needs are :

a) **Special School/Remedial Centre** :In this model, children suffering from a given disability are brought and taught special academic or vocational skills. The special school may be a residential or a day school.

b) **Resource room model** : This is a common model used in integrated or inclusive settings. The resource room is equipped with some basic appliances needed for educating usually one category of children.

c) **Itinerant teacher model** : The itinerant or the traveling teacher is usually used in rural areas, where the population of children with special needs is widely scattered. The functions and the competencies expected of the itinerant teacher are almost the same as those expected from a resource person. The main difference is that the resource teacher usually functions in one school or two schools in close proximity. On the other hand, an itinerant teacher covers 6-8 schools. The state of roads and terrain may influence the frequency of visits of an itinerant teacher to a particular school.

The resource person teachers in DPEP will work by the itinerant mode. The resource teachers will be mobile and cover all the schools in the block giving special educational inputs to the children with special needs and orienting the regular teacher as well.

d) **Dual Teaching** : In some cases, the child with special needs require extra attention. In dual teaching, the teacher teaches the same subject after the school hours in greater depth to children with special needs, giving them individual attention.

e) **Para teachers** : Many children with special needs require a great deal of repetitive assistance. It may not possible for the general teacher or even the visiting resource teacher or even the visiting resource teacher to provide continual assistance. The role of para teachers is to be more readily available to meet the immediate needs of disabled children.

f) **Learning corners** : Learning corners are those sites in the classroom where materials are organized to support the development of curriculum. It is a designated area where instructional materials in major curriculum area are located and organized. Learning corners have materials of many levels and activities that accommodate a variety of individual needs. The materials can comprise real and concrete stuff, educational toys and games, low cost printed material and manufactured material (maps and globes). In DPEP, use of learning corners in classrooms has been gaining utmost importance. The advantage of this system is that learning corner can also be used in one-room schools with a multi-grade setting.

g) **Distance Learning** : In DPEP, initiatives are being taken to sensitize parents and orient teachers to disability through this mode of learning. Under SSA programme, focus will be given on providing education to disabled children through distance learning.

h) **NGO approach** : The disabled children can be provided with resource support through assistance of NGOs. These NGOs may send their staff and equipment to schools, where children with special needs are enrolled.

i) **Master trainer approach** : A selected group of resource persons are being given intensive training to develop them as master trainers. They, in turn, will sensitize other teachers. The master-trainers will act