

PERSPECTIVE PLAN



GOALPARA DISTRICT

(2003-10)

AXOM SARBA SIKSHA ABHIYAN MISSION

GOALPARA

Forwarding :

It is indeed a great pleasure that the District Elementary Education Plan (DEEP) of Goalpara comes to light with the tireless striving of the District team of DPEP, Goalpara district. This plan is an instrument of SSA (UEE) in a focused manner within a targeted period.

The idea of UEE is not a new one. It was Gopal Krishna Gokle in 1910 mooted the idea who was in the opinion that welfare and prosperity of the Indian people lay in the promotion of education for one and all. Gandhiji put forward a step towards UEE with Basic Education Policy.

After independence, UEE was placed in the Directive principles of the state policy of Indian constitution, which stated that "The state shall endeavor to provide within a period of 10 years for free and compulsory education to all children until they complete the age of 14 years." But the target can't be achieved by 1960.

The NPE 1986 and POA in 1992 were formulated for the purpose, but all the attempts failed to bring the desired goal. A half way approach with piece-meal efforts can't solve the burning problems centering round the entire amount of education system, particularly in elementary level.

The landmark 93rd constitution Amendment in 2001 made Elementary Education a Fundamental Right. It stands, as "The State shall provide free and compulsory education to all children in the age of 6-14 years."

Consequently, attainment of UEE, becomes a shared responsibility of the State and parents. It is here mooted the idea of Sarba Siksha Abhijan Mission, a project which aims to achieve the Universalisation of Elementary Education with due weightage of quality in a focused manner with time bound activities in a missionary Zeal.

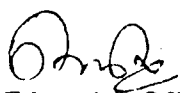
The Axom Sarba Siksha Abhijan Mission has been set up in the State for the purpose of Universalisation of elementary Education under whose guidance; the entire process of planning has been completed in the district, which are assimilated in the DEEP. The DEEP will narrate the steps to be taken for Universalisation of Elementary Education in the district with a clear time frame, a response to the demand and quality basic education by involving people's participation in a focused manner.

I must convey my thanks to Mission Director, Associate Mission Director; SSA & DPEP, Assam.

Our efforts will be rewarded if the DEEP is implemented in the district with the shared responsibility of all

Thanks to all.

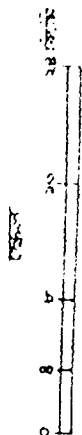
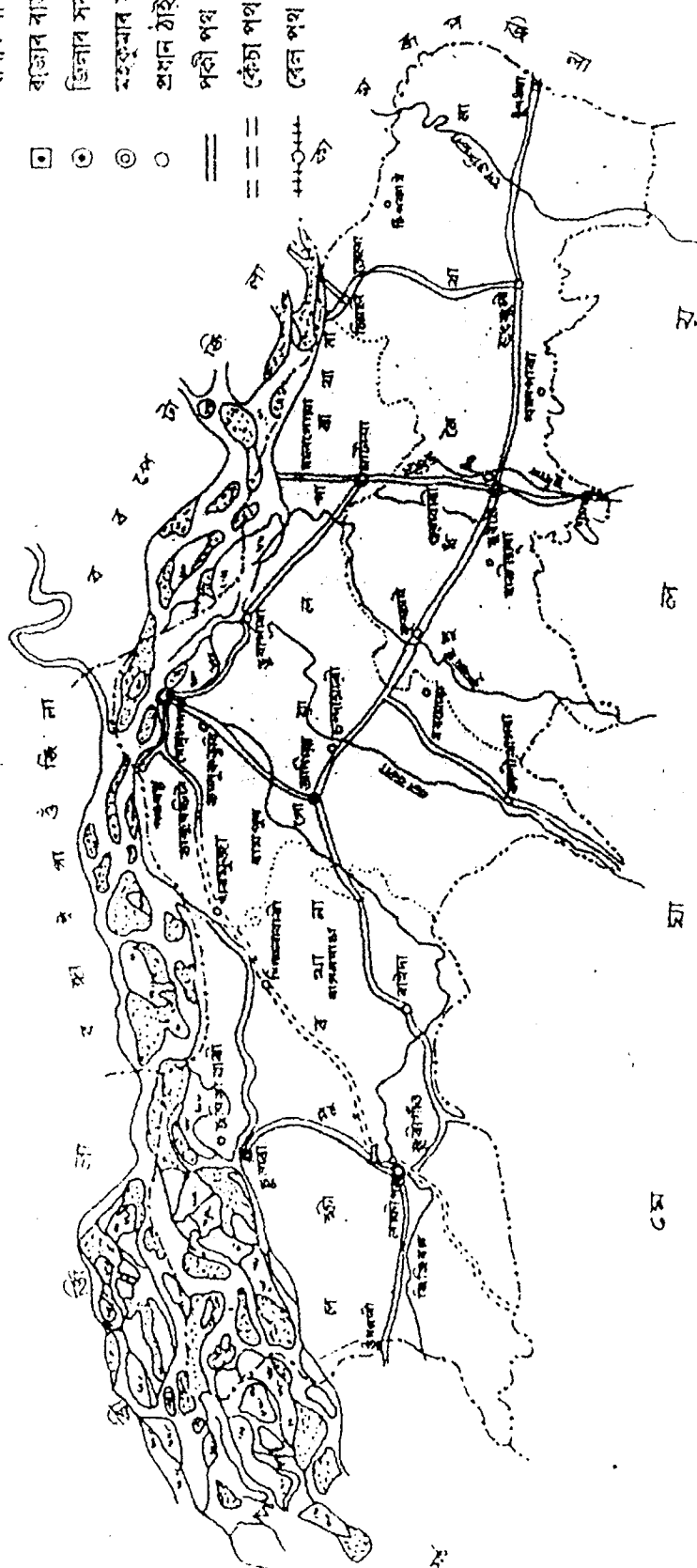
Dated Goalpara
The 24th, April, 2003


Dist. Elementary Education Officer;
& District Project Co-ordinator, Goalpara.

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সংকেত

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DISTRICT AT A GLANCE

GEOGRAPHY

Location – Western side of Assam and in Northern bank of river Brahmaputra
Distance from the state capital : 165 K.m.
Area of the District (Goalpara) : 911 Sq.Km.
Total Forest Area : 36,915.27 Hec. (1997)
Cultivated Area : 10,200 Hec (Provisional Agril. Census 1993—94)





ADMINISTRATION

Head quarter :	Goalpara Town
Sub Division :	Goalpara sadar
Nos. of Town :	2
Name of Town :	Goalpara , Lakhipur
Name of Municipality :	Goalpara Municipality Board
Name of Town Committee :	Lakhipur Town Committee
Major Language :	Assamese
Nos. of Revenue Villages :	834 (As per 1991 Census)
Nos. of Revenue Villages : -	837 (As per 2001 Census)
Nos. of Tea Garden:	2
Name of Tea Garden :	Simlitola, Moijonga
Nos. of Revenue Circles :	5 nos.
Name of Revenue Circles :	Rangjuli, Dudhnoi, Matia, Balijana & Lakhipur
Nos. of CD Block:	8
Name Of CD Block :	Kushdhowa, Rangjuli, Balijana, Kharmuja, Jaleswar, Lakhipur, Krishnai, Matia
Total No. of Wards :	23 Nos
	Goalpara Town : 18 Nos.
	Lakhipur Town: 5 Nos
No. of Legislative Assemblies :	4 Nos.
Total No. of Revenue Circles :	5 Nos.
Name of Revenue circles :	Rangjuli, Dudhnoi, Matia, Balijana & Lakhipur
Total No. of Gaon Panchayat :	81 Nos.
No. of Zila Parishad :	16 Nos.
No. Of Anchalik Parishad :	8 Nos.
No. of Development Block :	8 Nos.
Total PWD Road Length :	1034 Kms.
Surfaced Road under PWD :	250 Kms.
Un surfaced Road under PWD :	784 Km.
Railway Station :	Goalpara
Police Stations :	8
Out Post :	5
Fire Station :	1
Govt. Railway Police Station :	1
River Police :	1
District Jail:	1 (Goalpara)

EDUCATION

No. of Educational Block :	4 Nos.
No. of Village Education Committee (VEC) :	755 Nos.
No. of Ward Education Committee (WEC) :	23 Nos.
No. of School Management Committee (SMC) :	984 Nos.
No. of BRC :	4 Nos.
No. of CRC :	100 Nos.

Total No. of Primary School : 984 Nos.

	Lower Primary Schools : 884 Nos.
	Junior Basic Schools : 47 Nos.
	S. Basic Schools : 2 Nos.
	M.V. Schools : 41 Nos.

Nos. Venture LP Schools :	262
Nos. Private LP Schools :	36
Nos. of Public Schools :	07
Nos. ME/ Madrasa Schools :	218
Nos. Composite High Schools :	26
Nos. of High Schools :	154
Nos. of Higher Secondary School:	
Nos. of Religious schools / Tols / Moths :	
Nos. of AS center :	225
Nos. of ECE center :	300
Nos. of Bridge course center :	50

HEALTH INFRASTRUCTURE

Civil Hospital (200 bedded) :	1
Public Health Centre :	24
State Dispensary :	14
Medical Sub Centre :	5
FW Sub-centre :	243

	1991 census	2001 census
Total Population	668138	822306
Muslim		
Hindu		
Rural	616042	755017
Urban	52096	67289
SC	29538	
ST	113401	
Density	346 per sq. Km.	
Female per 1000 males	937	955
Literacy rate	36.2%	58.42%
Literacy rate (male)	54.75%	65.24%
Literacy rate (female)	28.93%	51.28%

Chapter –I : DISTRICT PROFILE

LOCATION :

The Present Goalpara District is located between latitudes 25.53 degree and 26.30 degree North and Longitude 90.07 degree and 91.05 Degree East.

BOUNDARIES

The present Goalpara district is bounded by the Bongaigaon and Barpeta district on the north , Kamrup district on the east , Garo Hills district of Meghalaya on the south and Dhubri district on the west.

Back grounds of the District :

The old Goalpara district was reorganized in 1983 along with some other districts of Assam and the old sub-divisions , Dhubri, Kokrajhar and Goalpara were upgraded to the status of three different districts. At that time Goalpara sadar sub division was upgraded to Goalpara district with a new sub division named North Salmara Sub division which was created from within the administrative boundary of old Goalpara sub division. But again in the year 1989 another new district was formed with the head quarter at Bongaigaon. The North Salmara Sub division was merged with newly formed Bongaigaon district leaving only the Goalpara Sadar Sub division with the new Goalpara district.

CLIMATE

The climate in the Goalpara District is moderate during the winter and in summer it is hot. Rain makes its appearance in the month of April with occasional and irregular light showers and at that time, heavy down-pour followed by cyclonic storm.

This irregular rainfall continue up to the end of May. This rain occurs due to the influence of Northeaster wind. Monsoon rain normally begins from the early part of the month of June and heavy or very heavy rain occurs in the district till the month of September. The maximum temperature is 33 degree Celsius in the Month of July and August, a minimum temperature falls up to 7 degree Celsius in the month of January. The annual rainfall of the District is 1614 mm . About 80% of rainfall is from South West Monsoon.

ECONOMY

The district is industrially backward and there is no any industry worth the name. It is land-locked with poor transport and communication facilities. It is expected that the avenues of the district will be opened up and the problems of transport and communication lessened with the opening of rail cum Road bridge, the Naranarayan Setu over the river Brahmaputra and also completion of the on going construction of the railway tract from Jogighopa to Kamakhya. It is also expected that the proposed industrial growth centre of Matia (Near Sainik School , Goalpara) will give a boost to the development of Industries in the district.

The district is primarily an agrarian as 90% of the population depend their livelihood on agriculture. The Principal agriculture produce are paddy, Jute, Green and Black Gram and potato etc. However , the district is also known for its production of areca nut and banana. A big market of banana has come up at Daranggiri to which businessmen from all over India have been witnessed in the district and there is a bumper production of paddy of that variety. This is perhaps due to large scale distribution of STWs along with diesel water pump sets by the agriculture department in the district.

The topography of Goalpara District is generally characterized by an almost flat plain except for few low forested Hills that break the monotony of the terrain. The main Hills are Pancharatna, Sri Surjya , Tukreswari, Nalanga & Paglartek with elevations ranging from 100 to 500 mts. A significance of the District is the existence of a large number of Char (Riverside tracts and sandy river island) in the river Brahmaputra. The mighty river Brahmaputra flows East to West on the Northern boundary of District and the main tributaries are River Dudhnoi, Krishnai, Jinjiram and Jinari. Dudhnoi and Krishnai River

originate from Hills of Meghalaya then join each other on the Western part of Matia and flows as river Mornoi up to its confluence with the Brahmaputra. The Jinjiram originates from Urapd Beel flows parallel to the Brahmaputra and ultimately joins near South Salmara of Dhubri District. The rivers are all perennial in nature. There are a few other minor streams in the District.

A number of Beels (Natural reserve forests in the District. Lakes) such as Urapd Beel , Hashila Beel , Kumri Beel and Dhamar Risan Beel exist in the District and several other artificial ponds are also seen. There are a number of reserve forests and proposed

DEMOGRAPHY

Muslims, KOCH RAJBONGSHIs, Yogis(Nath), GOALs(Ghose), HIRAs, SUTRADHARs and other make up the rest. As per 2001 census , the total population (projected) of the district is 8,22,306 (4,20,707 -- Male , 4,01,599 -- Female). The density of population is 451 per sq. km. against the state average of 340 per sq. km. Out of the total population of the district , approximately 1,20,000 belong to ST and about 40,000 to the SC communities (as per 1991 census). The district is the home of large number of different communities. There are RABHAs, BODOs, GAROs, Indigenous Muslims , Immigrant population and total of (1991 census) 6,68,168 , only 2,38,423 could read and write. The percentage of literate being 58.56% (2001 census) of the District.

Economy (As per 1991 census)

Major economic sector	Agriculture
Area under cultivation	98000 Ha.
Under paddy cultivation	19115 Ha.
Production of winter paddy	Boro Dhan (Rice)
Production of summer paddy	Shali Dhan
No. of Tea Garden	13
Area under tea plantation	3,300 Ha.
Average yield of tea	1932 K.g. per Ha.
Major Fruit products	Banana, Pineapple, Jackfruit, Coconut, Orange
Major forest products	Bamboo, Timber (Sal, Segun, Cham, Gamari),Rubber
Major Industry	Rubber Industry, Tea processing Industry
No. of electrified villages	606

Table 1.1 Block wise P L Families

Sl No.	Name of Educational Block	Name of CD Block	Total BPL families	No. of Families under BPL (Rural)	% of BPL Families
1	Balijana	Balijana & Kharmuja	26084	21336	75.97%
2	Lakhipur	Lakhipur & Jaleswar	33579	28464	84.77%
3	Matia	Matia & Krishnai	27860	20855	74.86%
4	Dudhnoi	Kushdhowa & Rangjilli	25852	16159	62.51%
Total	4	8	115375	86814	75.25%

Administrative Divisions :

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

Year	No. of CD Blocks	No. of Educational Blocks	No. of census Villages	No. of GPs	No. of Towns
1991	8	8	834	81	2
2001	8	8	837	81	2

Population:

The population of the district has increased by 15.41 lakhs over the decade and thereby registering an increase of 23.07 %. It is noticed that the rural population has slightly decreased in the last ten years. The growth of female population is one percent more than their male counter part. The increase of female population is 23.57% whereas the male population has increased by 22.6 %.

Table 1.3 Population of the District by Area and Sex

Year	All			Rural			Urban		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1991	343154	324984	668138	316087	299955	616042	27067	25029	52096
2001	420707	401599	822306	385769	369248	755017	34938	32351	67289

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

Year	Variation
1901-1911	29.97 %
1911-1921	26.92 %
1921-1931	15.76 %
1931-1941	14.83 %
1941-1951	9.25 %
1951-1961	37.10 %
1961-1971	45.88 %
1971-1991	54.12 %
1991-2001	23.07 %

Table 1.5 Population by Caste & Sex

Year	Caste Category	Population			% of Population		
		Male	Female	Total	Male	Female	Total
1991	SC	15192	14346	29538	4.43%	4.41%	4.42%
	ST	57300	56101	113401	16.70%	17.26%	16.97%
2001	SC						
	ST						

Literacy

As per the 2001 census a total of 480403 persons are literate out of 822306. The overall literacy rate has increased by 11.75 % in the decade. In terms of literacy the district stands at 19th rank amongst the 23 districts of the state. It is lower than the state average.

Table-1.6 Total Literates and Literacy Rates

Year	Population			Literates			Literacy Rates		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1991	343154	324984	668138	187878	94017	281895	54.75%	28.93%	42.19%
2001	420707	401599	822306	274471	205932	480403	65.24%	51.28%	58.42%

In terms of female literacy rates the district stands at 13th in the rural and 22nd in the urban area. Although the female literacy of district in urban area is 77.57% but it is the second last district in the state. The female literacy has increased by 14 % in the last ten years.

It is noticed that the gap between male and female literacy rate has reduced from 25.82 % to 13.96 % with a decrease of 11.86% over the decade.

A Brief description of the four educational Blocks of the district :

Balijana Block :

Boundary :

The Balijana block is bounded by Bongaigaon district in the north, Meghalaya state in the south, Matia block in the east and Lakhipur block in the west.

Physical features :

Like other blocks of the district , Balijana too has varied topography like plains and riverines, chars and a small part of low hills.

Rivers :

The Brahmaputra river flows in the northern boundary of the block and separates the district from Bongaigaon.

Hills :

Pancharatna, Ajagar, Balbala are the main hills of the blocks.

Population :

Balijana block consists of tribal people in the south, schedule caste and tribes and Muslim people in the riverine areas of the north. The rest of the population is Assamese and a small fraction of Bengalis, Biharis etc.

Geography

Location	:- Middle of the district.
Distance form the District H.Q.	:- 1.5 Km.
Distance from the state capital	:- 165 Km.
Major rivers	:- Brahmputra
History	:- Attained Block status – 1983

Administration :

Head Quarter	:- Balijana
No. of C.D. Block	:- Balijana and Kharmuja
No. of Circles / Tehsil	:- 01
No. of Police station	:- 02
Name of police station	:- Balijana and Kharmuja
No. of A.P.	:-02
Name of A.P.	:- Balijana and Kharmuja
No. of G.P.	:- 20
No. of village	:-222
Major Language	:- Assamese

Education :

Total LP schools	:- 273
Total ME schools	:-64
No. of composite schools	:-07
No. of Clusters	:-28
No. of AS center	:-62
No. of ECE center	:-130
No. of ICDS center	:-282
No. of IED Readiness center	:-05

Economy :

Major economy sector	:- Agriculture
Major food products	:- Pineapple, Coconut, Orange, Banana
Major Forest products	:- Rubber, Bamboo, Timber
Major Industry	:- Rubber Industry.

Population as per 1991 census :

Sl No.	Category	Population		
		Male	Female	Total
1	General	58297	54598	112895
2	SC	2297	2029	4326
3	ST	15211	14540	29751
	Total	75805	71167	146972

BPL Survey :

Sl. No	Name of C.D. Block	Total Nos. of Families	BPL Families	In %
1	Balijana	14895	10578	71.01%
2	Kharmuja	13189	10758	81.56%

Special features :

Balijana block is partially affected by flood every year. It has some areas which is situated in the border of Meghalaya state. Balijana block is a multilingual block. It consists of Garo, Rabhas, Goalparias, etc. Children belonging to the tribal population face communication gap in Assamese medium schools and vice versa. It is to be noted that Text book especially integrated Text Book of Garos and Bodos are not always available.

Since the DPEP programme has launched in the district it is noticed from the EMIS data that the girls enrolment is higher than the boys enrolment.

Balijana Block is one of the four Block Resource Centre in the District Primary Education Programme in the district.

Dudhnoi Block:

Boundary :

The 'Dudhnoi' block is bounded by Kamrup district on the east, Kamrup district and Matia block in the North, Meghalaya border in the south and the Matia block in the west. It is the only tribal block in the district.

Physical features :

The block presents a widely varied topography consisting of hills, forests and plains. The hills are generally of low altitude. However there are no chars in the block.

Rivers :

The Dudhnoi and Daosila river flow through it.

Population :

About 56% of the population of Dudhnoi consists of different tribal groups whose ethnic identity is distinctly different from the rest of the population. Besides the tribal populations there are Assamese, Nepali, Bengali, Jogi people in Dudhnoi.

Geography

Location	:- East of the district.
Distance form the District H.Q.	:- 65 Km.
Distance from the state capital	:- 110 Km.
Major rivers	:- Dudhnoi, Daosila
History	:- Attained Block status – 1983

Administration :

Head Quarter	:- Dudhnoi
No. of C.D. Block	:- Kushdhowa and Rangjuli
No. of Circles / Tehsil	:- 02
No. of Police station	:- 02
Name of police station	:- Kushdhowa and Rangjuli
No. of A.P.	:-02
Name of A.P.	:- Kushdhowa and Rangjuli
No. of G.P	:- 15
No. of village	:-192
Major Language	:- Assamese

Education :

Total LP schools	:- 268
Total ME schools	:-33
No. of composite schools	:-10
No. of Clusters	:-26
No. of AS center	:-37
No. of ECE center	:-69
No. of ICDS center	:-257
No. of Tea Garden	:-01

Economy :

Major economy sector	:- Agriculture
Major food products	:- Pineapple, Coconut, Orange, Banana
Major Forest products	:- Rubber, Bamboo, Timber, Medicinal Plant, Thatch

Population as per 1991 census :

Sl No.	Category	Population		
		Male	Female	Total
1	General	38015	36035	74050
2	SC	6287	6049	12336
3	ST	26348	26051	52399
	Total	70650	68135	138785

BPL Survey :

Sl. No	Name of C.D. Block	Total Nos. of Families	BPL Families	In %
1	Rangjuli	15268	10517	69%
2	Kushdhowa	10584	5642	53.3%

Special features :

The most of the southern part is situated in the border of Meghalaya state. Therefore it is noticed that some khasi students has enrolled in some schools of the block. It was seen from the earlier House to House Educational survey 2001 that the students of the border area of Assam and Meghalaya district goes to the nearby school irrespective of the inter state border. And most of the southern part of the block are Garo and Khasi people.

Since the density of the block is low and about 50% area are remote and punji. The block consists of several forest area that have various timber like Sal, Segun , etc.

The block has a Tea garden named Similitola Tea Estate and because of the un availability of the formal school AS centers has been opened in the tea garden area to mainstream those traced un enrolled and drop out children.

Under the Dudhnoi block a Sanskrit school is situated in Rangjuli C.D. block where the subject Sanskrit is studied mainly.

Dudhnoi Block is one of the four Block Resource Centre in the District Primary Education Programme in the district and this block is being treated as UEE block of the district.

Matia Block:

Boundary :

The Matia block is bounded by Barpeta district in the north, Meghalaya in the south, Kamrup in the east and Balijana block in the west.

Physical features :

Matia blocks has consists of plains and riverines, chars and a small part of low hills.

Rivers :

The Dudhnoi, Jinari and Krishnai are the main rivers of Matia besides the mighty Brahmaputra. There are many chars in the midst of Brahmaputra.

Tea Garden:

There is one tea garden i.e. Moijonga tea garden in Matia.

Hills :

There are a few small hills found in the block. The hills Sri Surya, Tukreswari, Nandeswar have got special importance to the Hindus and Historians as well as to the archaeologist. In Matia block, Rakhyashini hill that consists of Granite stone is also found.

Population :

Most of the population of the Matia block belong to schedule caste (especially Sidhabari Gaon Panchayat), Assamese, Bengali, Muslims and a few tribal people.

Geography:

Location	:- Middle east of the district.
Distance form the District H.Q.	:- 50 Km.
Distance from the state capital	:- 125 Km.
Major rivers	:- Dudhnoi, Jinari, Krishnai
History	:- Attained Block status – 1983

Administration :

Head Quarter	:- Matia
No. of C.D. Block	:- Matia and Krishnai
No. of Circles / Tehsil	:- 01
No. of Police station	:- 02
Name of police station	:- Matia and Krishnai
No. of A.P.	:-02
Name of A.P.	:- Matia and Krishnai
No. of G.P.	:- 21
No. of village	:-155
Major Language	:- Assamese

Education :

Total LP schools	:- 214
Total ME schools	:-40
No. of composite schools	:-07
No. of Clusters	:-21
No. of AS center	:-67
No. of ECE center	:-60
No. of ICDS center	:-147

Economy :

Major economy sector	:- Agriculture
Major food products	:- Pineapple, Coconut, Orange, Banana
Major Forest products	:- Rubber, Bamboo, Timber

Tourist Spot:

SriSri Suryagiri Mahapith Sthan, Jain Temple, Nandeswar Temple, Tukreswari Temple, Mahadev Temple in Dubapara.

Population as per 1991 census :

Sl No.	Category	Population		
		Male	Female	Total
1	General	65298	61352	126650
2	SC	4943	4754	9697
3	ST	9162	9083	18245
	Total	79403	75189	154592

BPL Survey :

Sl. No	Name of C.D. Block	Total Nos. of Families	BPL Families	In %
1	Matia	16864	12741	75.5%
2	Krishnai	10996	8114	74%

Special features :

The char areas has the most backward relating to illiteracy and poverty of the people. Those area having the flood prone area. Matia block has also the poor transportation facility. In the block migration of people is seen in some areas. The block consists of several reserve forest area which have mostly Sal and Segun Timber.

Matia block has the only place in Assam where Sainik School is situated in Mornoi. An industrial Growth center is going to be started in the Mornoi.

Matia block consist of an institution named the Maharshi Bed Bigyan Bhavan in Dubapara in the bank of river Brahmaputra which bears the sign of a ancient tol.

Matia Block is one of the four Block Resource Centre in the District Primary Education Programme in the district.

Lakhipur Block:

Boundary :

Lakhipur block is bounded by Dhubri district in the north and west, Meghalaya in the south and Balijana block in the east.

Physical features :

The topography of Lakhipur block is mainly plain despite a few hilly areas of low attitude. However there are large numbers of chars in the block. There are a few temporary chars too in Lakhipur.

Rivers :

The river Brahmaputra flows in the north of Lakhipur. Jinjiram is another river of Lakhipur.

Hills :

A few hills are found in southern part of the block which are the border area.

Population :

Lakhipur is mainly dominated by Muslim people speaking the eastern Bengali language. However there are a number of Assamese and tribal people belonging to the Hindu and Christian religion.

Geography:

Location	:- West of the district.
Distance form the District H.Q.	:- 70 Km.
Distance from the state capital	:- 215 Km.
Major rivers	:- Brahmaputra, Jinjiram
History	:- Attained Block status – 1983

Administration :

Head Quarter	:- Lakhipur
No. of C.D. Block	:- Lakhipur and Jaleswar
No. of Circles / Tehsil	:- 01
No. of Police station	:- 02
Name of police station	:- Lakhipur and Jaleswar
No. of A.P.	:- 02
Name of A.P.	:- Lakhipur and Jaleswar
No. of G.P.	:- 25
No. of village	:- 268
Major Language	:- Bengali

Education :

Total LP schools	:- 229
Total ME schools	:- 79
No. of composite schools	:- 02
No. of Clusters	:- 25
No. of GP	:- 25
No. of AS center	:- 91
No. of ECE center	:- 41
No. of ICDS center	:- 358

Economy :

Major economy sector	:- Agriculture, Fishing
Major food products	:- Pineapple, Coconut,
Major Forest products	:- Bamboo, Timber, Rubber

Population as per 1991 census :

Sl No.	Category	Population		
		Male	Female	Total
1	General	81985	77523	159508
2	SC	1665	1514	3179
3	ST	6579	6427	13006
	Total	90229	85464	175693

BPL Survey :

Sl. No	Name of C.D. Block	Total Nos. of Families	BPL Families	In %
1	Lakhipur	16042	11437	71.29%
2	Jaleswar	17537	17027	90%

Special features :

In spite of being the oldest town of Goalpara district, most of the people of Lakhipur block fall below the poverty line due to flood, illiteracy and immigrant problems.

The Lakhipur town is bearing the sign of old memories of Jamidari pratha in that area. Near Gournagar a hill that consists of granite stone is also found.

Although the place is dominated by Muslim people some ancient temples are also there.

Lakhipur Block is one of the four Block Resource Centre in the District Primary Education Programme in the district.

Chapter – II : EDUCATIONAL PROFILE OF THE DISTRICT

A. Access :

About 81% of the villages/ wards having a Govt. / provincilaised primary schools in the district. Among the blocks in Balijana about 95% village have a primary school and only 57 % villages have primary school in Lakhipur block. Regarding the availability of upper primary school in the district only 20 % villages having a Govt. / Provincialised upper primary school.

Table 2.1 Availability of Govt. / Provincialised Primary Schools (Source : EMIS 2001-02)

Name of Block	Number of Village having Primary Schools									Total No of Revenue Village/ Ward
	1 school	2 school	3 school	4 school	5 school	6 school	7 school	8 school	Total	
Dudhnoi	130	28	14	5	3	0	0	0	180	192
Matia	73	43	8	4	3	1	0	0	132	155
Balijana	159	22	9	1	1	1	0	0	193	203
Lakhipur	108	27	10	3	0	1	0	1	150	264
Urban	17	3	2	0	0	0	0	0	22	23
Total	487	123	43	13	7	3	0	1	677	837

Table 2.2 Availability of Govt. / Provincialised Upper Primary Schools (Source : EMIS 2001-02)

Name of Block	Number of Village having Primary Schools				Total No of Revenue Village/ Ward
	1 school	2 school	3 school	Total	
Dudhnoi	28	3	0	31	192
Matia	28	2	0	30	155
Balijana	29	5	0	34	203
Lakhipur	52	9	0	61	264
Urban	12	1	1	14	23
Total	149	20	1	170	837

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

Sl.No.	Type of Management	Primary Schools	Middle School	Pre-Senior	High/Higher Secondary Schools having Primary/Middle Sections
1	Central Government	0	0	0	0
2	State Government	941	218	0	26
3	Recognized	0	57	0	0
4	Venture	262	0	0	0
5	Privates	43	0	0	0
Total		1246	275	0	26

About 76% of primary schools are managed by the state government. Only 4 % of primary schools are private while 21 % are venture schools. In case of upper primary schools 218 nos. of schools are managed by state government and while 26 nos. of high and higher secondary schools having middle section in the district.

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

Name of Block	Primary Schools	In %	Middle Schools	In %	Recognised Middle School	In %	Composite Schools having Primary/ Middle Sections	In %	Total
Dudhnoi	268	27%	26	15%	17	30%	9	36%	320
Matia	214	22%	32	18%	9	16%	6	25%	261
Balijana	247	25%	40	23%	8	14%	3	13%	298
Lakhipur	223	23%	67	38%	20	35%	1	4%	311
Urban	32	3%	12	7%	3	5%	5	21%	52
Total	984	79%	177	14%	57	5%	24	2%	1242

From table 2.4 it is seen that in case of primary schools all are almost equally distributed in the district while in case of upper primary schools Lakhipur block has highest number of upper primary schools.

In the district there are four primary schools against one upper primary school and it is seen that in Lakhipur block, which is relatively backward among the other, have two primary schools against one upper primary school.

B. ENROLLMENT AND DROP OUT:

Total number of school-aged children between 6-14 years is 172253 as per the House-to-House educational Survey 2001 data collected. Among them 129821 are enrolled in schools, 11361 have dropped out from the school and 31071 are found to be never enrolled children.

11361 (7%) of children are reported to be dropout in the district. The highest percentage (44%) are in Lakhipur block followed by Balijana, Matia and Dudhnoi The lowest drop out children is in the urban area of the district.

The gross enrollment ratio at primary level is 87%. The GER at Upper Primary Level is only 48%. As per House to house educational survey 2001 there are 12106 child labour in the district and there are 2257 disabled children identified during the survey.

Table 2.5: 6-14 age groups Enrolled, Never Enrolled & Dropout Children

Name of Block	Enrolled	In %	Never Enrolled	In %	Drop out	In %	Total Child Population 6-14
Dudhnoi	27647	21%	2987	10%	1455	13%	32089
Matia	33728	26%	4634	15%	2076	18%	40438
Balijana	28158	22%	7102	23%	2197	19%	37457
Lakhipur	32031	25%	14433	46%	4996	44%	51460
Urban	8257	6%	1915	6%	637	6%	10809
Total	129821	75%	31071	18%	11361	7%	172253

The data shows that the 75 % children of the district are school going. The Lakhipur block has the highest number of out of school children with a total of 19429. The block have 46 % of never enrolled children and about 44 % of drop out children. Among the blocks Dudhnoi block have the less number of out of school children with a total of 4442. In the urban area only 6 % child are never enrolled and drop out.

Table 2.6: 6-9 age groups Enrolled, Never Enrolled & Dropout Children

Name of Block	Enrolled	In %	Never Enrolled	In %	Drop out	In %	Total Child Population 6-9
Dudhnoi	14549	20%	1454	10%	473	10%	16476
Matia	18438	26%	2254	15%	814	18%	21506
Balijana	16139	22%	3201	21%	900	20%	20240
Lakhipur	18828	26%	7370	48%	2160	47%	28358
Urban	3869	5%	926	6%	233	5%	5028
Total	71823	78%	15205	17%	4580	5%	91608

Table 2.7 : 10-12 groups Enrolled, Never Enrolled & Dropout Children

Name of Block	Enrolled	In %	Never Enrolled	In %	Drop out	In %	Total Child Population 10-12
Dudhnoi	9092	22%	1016	10%	592	14%	10700
Matia	10516	26%	1550	15%	838	19%	12904
Balijana	8521	21%	2195	22%	818	19%	11534
Lakhipur	9484	23%	4572	46%	1865	43%	15921
Urban	2917	7%	672	7%	266	6%	3855
Total	40530	74%	10005	18%	4379	8%	54914

Table 2.8 : 13-14 age groups Enrolled, Never enrolled & Drop out Children

Name of Block	Enrolled	In %	Never Enrolled	In %	Drop out	In %	Total Child Population 13-14
Dudhnoi	4006	22%	537	9%	390	16%	4933
Matia	4774	26%	830	14%	424	17%	6028
Balijana	3498	19%	1706	29%	479	19%	5683
Lakhipur	3719	20%	2491	42%	971	39%	7181
Urban	2396	13%	315	5%	244	10%	2955
Total	18393	69%	5879	22%	2508	9%	26780

Table 2.9 Class Wise Enrolled in Govt. / Provincialised schools (Source : EMIS 2001-2002)

Class	All			General			SC			ST		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	19681	18705	38386	11881	11089	22970	1119	1008	2127	5458	5447	10905
II	10157	10253	20410	5764	5981	11745	705	667	1372	2923	2825	5748
III	8810	8609	17419	4889	4908	9797	655	625	1280	2465	2375	4840
IV	6306	6494	12800	3300	3434	6734	487	469	956	1871	1989	3860
Sub total I-IV	44954	44061	89015	25834	25412	51246	2966	2769	5735	12717	12636	25353
V	5061	4814	9875	2650	2482	5132	468	430	898	1410	1388	2798
VI	4221	3857	8078	2210	2002	4212	352	373	725	1178	1072	2250
VII	3429	3163	6592	1752	1577	3329	312	281	593	982	968	1950
Sub total V-VII	12711	11834	24545	6612	6061	12673	1132	1084	2216	3570	3428	6998
Total I-VII	57665	55895	113560	32446	31473	63919	4098	3853	7951	16287	16064	32351

Table 2.10: Class Wise Enrolled in Govt. / Provincialised / Venture & Private schools
(Source : House to House Educational Survey 2001)

Class	All			General			SC			ST		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	18412	17280	35692	9645	10281	19926	881	747	1628	5335	5294	10629
II	11538	10583	22121	6882	6291	13173	723	944	1667	3217	2916	6133
III	8559	8704	17263	5410	4893	10303	597	543	1140	2802	2587	5389
IV	8066	7500	15566	4526	4295	8821	535	443	978	2309	1990	4299
Sub total I-IV	46575	44067	90642	26463	25760	52223	2736	2677	5413	13663	12787	26450
V	6471	5908	12379	3345	3250	6595	511	424	935	1876	1735	3611
VI	5026	4442	9463	2607	2282	4889	382	323	705	1511	1375	2886
VII	6510	3705	10215	4449	1786	6235	348	316	664	1233	1222	2455
Sub total V-VII	18001	14056	32057	10401	7318	17719	1241	1063	2304	4620	4332	8952
Total I-VII	64576	58123	122699	36864	33078	69942	3977	3740	7717	18283	17119	35402

Table 2.11: Class Wise Enrollment in Venture Schools(Source : House to House Educational Survey 2001)

Class	All		
	Boys	Girls	Total
I	1328	921	2249
II	542	490	1032
III	694	510	1204
IV	487	449	936
Sub -total I-IV	3051	2370	5421
V	669	582	1251
VI	542	610	1152
VII	425	482	907
Sub -total V-VII	1636	1674	3310
Total I-VII	4687	4044	8731

Table 2.12 : Class Wise Enrollment in Private Schools(Source : House to House Educational Survey 2001)

Class	All		
	Boys	Girls	Total
I	497	405	902
II	378	372	750
III	395	319	714
IV	305	238	543
Sub -total I-IV	1575	1334	2909
V	155	118	273
VI	79	71	150
VII	102	67	169
Sub -total V-VII	336	256	592
Total I-VII	1911	1590	3501

Table 2.13 :Block Wise GER at Primary Level by Gender

Name of Block	All		
	Boys	Girls	Total
Dudhnoi	82%	85%	84%
Matia	84%	87%	86%
Baliyana	92%	99%	95%
Lakhipur	91%	92%	91%
Urban	67%	67%	67%
Total	86%	89%	87%

Table 2.14: Block Wise GER at Primary Level by Gender

Name of Block	All		
	Boys	Girls	Total
Dudhnoi	65%	61%	63%
Matia	37%	39%	38%
Balijana	54%	55%	54%
Lakhipur	41%	42%	42%
Total	48%	49%	48%

Table 2.15: Block Wise Age Specific Enrollment at Primary Level by Gender at Primary Level by Gender

Name of Block	All		
	Boys	Girls	Total
Dudhnoi	72%	74%	73%
Matia	72%	75%	73%
Balijana	77%	83%	80%
Lakhipur	81%	82%	81%
Urban	59%	62%	61%
Total	74%	77%	76%

Table 2.16: Block Wise Age Specific Enrollment at Upper Primary Level by Gender at Primary Level by Gender

Name of Block	All		
	Boys	Girls	Total
Dudhnoi	64%	61%	62%
Matia	38%	41%	39%
Balijana	53%	53%	53%
Lakhipur	42%	44%	43%
Total	48%	49%	48%

Table 2.17: Block Wise Age NER at Primary Level by Gender & Caste

Name of Block	All		
	Boys	Girls	Total
Dudhnoi	72%	74%	73%
Matia	72%	75%	73%
Balijana	77%	83%	80%
Lakhipur	81%	82%	81%
Urban	59%	62%	61%
Total	74%	77%	76%

Table 2.18: Block Wise Age NER at Upper Primary Level by Gender & Caste

Name of Block	All		
	Boys	Girls	Total
Dudhnoi			
Matia			
Balijana			
Lakhipur			
Total			

Table 2.19 : Teachers Position in Govt. / Provincialised Primary Schools

Name of Block	No. of Sanctioned Post	No. of Vacant Post	% of vacant posts	Male	Female	Total	% of Male Teachers	% of Female teachers
Dudhnoi	535	3	4%	393	139	532	21%	25%
Matia	545	3	4%	453	89	542	25%	16%
Balijana	563	41	53%	420	102	522	23%	19%
Lakhipur	492	9	12%	412	71	483	22%	13%
DI	334	22	28%	166	146	312	9%	27%
Total	2469	78	3%	1844	547	2391	77%	23%

(Source : DEEO office, Goalpara)

3% of the total teachers position are vacant in the district. Against 77 % male teachers there are only 23%. The data shows that Balijana block have the maximum vacant position with a total of 41 out of 78.

Table : 2.20 teachers by Training Status at Primary Level

Block	No. of Trained Teacher		No. of Un-Trained Teacher		Total untrained teachers	% of Untrained teachers		
	Male	Female	Male	Female		Male	Female	Total
Dudhnoi	271	89	122	50	172	22%	20%	21%
Matia	262	38	191	51	242	34%	20%	29%
Balijana	316	28	104	74	178	18%	29%	22%
Lakhipur	288	38	124	33	157	22%	13%	19%
DI	140	100	26	45	72	5%	18%	9%
Total	1277	293	567	254	821	69%	31%	34%

(Source : DEEO office, Goalpara)

Only 34 % of the teachers are un trained in primary school. The number of untrained male teacher is not encouraging in relation with the female untrained teachers.

Table.2.21: The position of Upper Primary school teacher in the district

Block	No. of Sanctioned Post	No. of Vacant Post	Present Position		No. of		No. of Un-Trained Teacher		Total Un-Trained Teachers
			of Teacher		Trained Teacher				
			Male	Female	Male	Female	Male	Female	
Dudhnoi	277	16	213	48	49	1	164	47	211
Matia	292	47	294	45	52	6	242	39	281
Balijana	396	15	329	52	85	9	244	43	287
Lakhipur	636	196	419	21	102	0	317	21	338
DI	110	4	63	43	40	30	23	13	36
Total	1711	184	1318	209	328	46	990	163	1153

(Source : DEEO office, Goalpara)

The data shows that only 25% (328 Nos.) male teachers and 22% (46 Nos.) female teachers of Upper Primary schools are trained. A large number of 1153 teachers of Upper Primary School are un-trained. The un-trained teachers percentage is 76%.

Name of Block	Primary (From EMIS 2001-2002)		
	Total Students	Total Teachers	PTR
Dudhnoi	16807	666	25
Matia	19459	617	32
Balijana	20442	618	33
Lakhipur	23189	536	43
Urban	5343	170	31
Total	85240	2607	33

Name of Block	Upper Primary (Source: DEEO)		
	Total Students	Total Teachers	PTR
Dudhnoi	4575	261	1:18
Matia	4633	339	1:14
Balijana	6834	381	1:18
Lakhipur	8378	440	1:19
DI	1748	106	1:17
Total	26168	1527	1:17

The data shows that PTR of Primary School of this district is 33 and that of Upper-primary is 17. In Primary category Lakhipur block is having highest PTR (43) and for Upper-primary Lakhipur has highest PTR (19) and lowest PTR (14) in Matia block.

CHAPTER – III: PLANNING PROCESS

1. Village Education Register

Village Education register were circulated to all VECs. The drop out, non-starter, and all children of 0-13 years age group of every habitation were recorded in the VER. Before filling up the VER a village level planning meeting were conducted where VEC members, SMC members and teachers were participated. The lists of children were prepared in the meeting, which were later on transfer to the VER. Up gradation of VER will be done every year. Regular supervision and monitoring have been going on time to time for proper implementation of VER.

The following are the data recorded in VER of the district.

Sl No.	Name of Block	NO. OF G.P.	NO. OF CRC	NO. OF VILLAGE	Total Child Population (0-13 Yrs.)
1	DUDHNOI	15	26	176	43646
2	MATIA	21	21	155	54168
3	BALIJANA	20	28	212	60611
4	LAKHIPUR	25	25	205	74412
TOTAL		81	100	748	232824

2. Micro Planning, School Mapping and Other Village Level activities

To identify the unserved habitation (i.e. the habitation where there is no school within 1 Km.) micro planning and school mapping exercise were conducted in every un-served habitation. VECs were participated in this programme. Distance of school from the habitation, total number of school going and non-going children were identified through this programme. Besides, there are some other information were also collected.

The following are the data found during Micro planning and school mapping exercise in the district.

SL No.	Name of Block	NO. OF G.P.	NO. OF CRC	NO. OF UNSERVED HABITATION
1	DUDHNOI	8	9	23
2	MATIA	11	10	34
3	BALIJANA	15	16	75
4	LAKHIPUR	17	13	71
TOTAL		51	48	203

3. House to House Educational Survey 2001

The House-to-House education survey was conducted during 2001 in every habitation. The entire survey was conducted by VECs. For this purpose village meeting were conducted to enlist and to verify the information collected through House-to-House survey. Formats and guideline were circulated to all VEC to conduct the survey properly.

4. Collection of Information On Other Educational Institutions (Venture, Private & Public Schools)

SI No.	Name of Block	NO. OF VENTURE / PRIVATE/ PUBLIC SCHOOL	NOS. OF TEACHERS	ENROLMENT
1	DUDHNOI	56	169	3586
2	MATIA	45	102	2648
3	BALIJANA	56	251	4227
4	LAKHIPUR	70	159	4293
TOTAL		227	681	14754

5. Constitution of VEC

VECs were constituted in every revenue village in the district as per Govt. guideline. In urban area under Balijana and Lakhipur block WECs were constituted in every ward. TGECS were constituted in every division of Tea garden. Panchayat / Ward members were involved in VECs as President whereas member of ward committees were involved as President of WEC. In TGECS Tea garden welfare officer were selected as President of TGECS. Before constitution of VEC/TGEC/WEC guideline and Govt. Notification were circulated to every village / ward/ tea Garden. A village level meeting were conducted in order to constitute the above mentioned grass root level committees. Supervision and monitoring were done at the time of constitution. DPEP functionaries, BEEO, SIs, a group district resource person were assigned responsibilities against every village for this purpose.

SI No.	Name of Block	NO. OF V.E.C.	NO. OF T.G.E.C.	NO. OF W.E.C.
1	DUDHNOI	190	1	0
2	MATIA	154	1	0
3	BALIJANA	199	0	19
4	LAKHIPUR	212	0	4
TOTAL		755	2	23

6. Constitution of GPEC

GPECs were constituted in every Gaon Panchayat as per Govt. notification. There were 81 GPECs in Goalpara district. The respective GP president was selected as President of GPEC. A GP level meeting was organized for constitution of GPEC. All GP ward members, Head Teacher of schools, representative of VECs, representative of NGOs, were attended the meeting. The responsibilities for constitution of GPEC were assigned to BEEO as per Govt. guideline. Supervision and monitoring were done during the constitution.

SI No.	Name of Block	NO. OF G.P.E.C.
1	DUDHNOI	15
2	MATIA	21
3	BALIJANA	20
4	LAKHIPUR	25
TOTAL		81

7. Constitution of SMCs.

School managing committees were formed in every LP and UP schools as per Govt. notification. The majority of the members of SMC were selected / elected from guardians. The President of SMC were selected among parents. A representative of district office were attended the meeting convened for constitution of SMC.

Sl No.	Name of Block	NO. OF SCHOOL	NO. OF SMC
1	DUDHNOI	294	294
2	MATIA	246	246
3	BALIJANA	287	287
4	LAKHIPUR	290	290
5	URBAN	44	44
TOTAL		1161	1161

CHAPTER – IV : EXISTING SCHEMES OF ELEMENTARY EDUCATION

1. Mid-day meal scheme :

Coverage:

The followings are the month wise status of the implementation of the scheme in the district from September 2001.

Month & Year	Allocation	Item Supplied	Lifting	Remarks
September ,2001	Not Allotted		Not Lifted	Rice could not be allotted and lifted due to non-receipt allotment from Govt.
October, 2001	2374.00 Qtls.	Rice	2374.00 Qtls.	
November,2001 & December, 2001	Not Allotted		Not Lifted	In the month of November,2001 and December,2001 the students were not available in the class after examination.
January,2002 & February, 2002	Not Allotted		Not Lifted	In the month of January 2001 and February, 2002, the enrolment of student list was not furnished by the DEEO as the classes were not regular. In this connection it was already intimated vide office message no.GSG.43/2001/113 dtd.4.3.2002.
March, 2002	2374.98 Qtls.	Rice	2374.98 Qtls.	
April, 2002	2374.98 Qtls.	Rice	2374.98 Qtls.	
May, 2002	2374.98 Qtls.	Rice	2374.98 Qtls.	
June, 2002	2374.98 Qtls.	Rice	2374.98 Qtls.	
July, 2002	Not Allotted		Not Lifted	As the schools were closed in the month of July, 2002 due to summer vacation.
August, 2002	2374.98 Qtls.	Rice	2374.98 Qtls.	
September, 2002	2374.98 Qtls.	Rice	2374.98 Qtls.	
October, 2002	2374.98 Qtls.	Rice	Not Lifted	The rice could not be lifted due to not availability of stock with FCI/FSD
November, 2002	2374.98 Qtls.	Rice	2374.98 Qtls.	

Implementing Process: Civil authority (Deputy Commissioner) receive the Mid-day mill rice from FCI and deliver to the BDO's (Block development Officer) for distribution. The concerned BDO distribute the Mid-day Mill Rice through the Head Teacher of the school.

2. Operation Black Board:

Operation Black Board scheme was launched in the district in the year 1986-87 in a phase manner. Following are the grants sanctioned to schools year wise.

- In the year 1997-98 construction grant sanctioned to 30 nos. of schools @ Rs.1.2 lacs.
- In the year 1999-2000 construction grant sanctioned to 324nos. of schools @ Rs.1.2 lacs.
- Contingency grant to 35 nos. of Upper Primary schools @Rs.1000/- in 1999-2000.
- In the year 1999-2000 Furniture Grant to 35 nos. of Upper Primary schools @Rs.1000/-
- Contingency grant to 40 nos. of Upper Primary schools @Rs.1000/- in 2001-2002.
- In the year 2001-2002 Furniture Grant to 40 nos. of Upper Primary schools @Rs.1000/-

3. MP / MLA Fund:

- In the year 2000-2001 2 nos. of new school building have been constructed from MP fund and 20 nos. of new school building grant will be given for which the preparation of the list of those 20 nos is under process.
- In 2001-2002 for MLA fund 24 schools have given building grant and from MP fund 4 nos. of school have given building grant.

CHAPTER – V : SPECIAL AREAS AND GROUPS

Background :

The Goalpara district has heterogeneous characteristics of the hills, plains, char, Muslims, Sc & ST areas. Because of the various communities viz. Bodo, Rabha, Garo, etc the district have special area. During the Period DPEP has find out the special focus areas and groups in the district. The following special areas and groups has been identified for special intervention by taking the findings into consideration.

Status :

A. Tea Garden :-

Name of Block	No. of TE Div.	No. of schools		No. of Teachers	
		LP	UP	LP	UP
Matia	1	-	1 (MVS)	-	7
Dudhnoi	1	1	1 (Composite)	2	16
Total	2	-	2	-	23

There are two tea garden in the district. In the Moijonga tea garden under Matia block has no primary school. In the Matia block one MV school and in Dudhnoi block one composite school is there, although there are 3 nos. of venture LP and 2 nos. of middle school giving education to 241 nos. of children. It is to be noted that one Alternative school (AS) has been given in the Moijonga tea garden for giving support to the out of school children from DPEP.

Analysis of Tea Garden of Dudhnoi block :

Name of District	Goalpara
Name of Block	Dudhnoi
Name of Tea garden	Simlitola Tea Garden
No. of LP school	1
No. of Teacher in the LP school	2
No. of students in the LP school	98
PTR	1:49
No. of UP school (Composite school)	1
No. of Teacher in the composite school	16
No. of students in the composite school	241
PTR	1:15

Analysis of Tea Garden of Matia block :

Name of District	Goalpara
Name of Block	Matia
Name of Tea garden	Moijonga Tea Garden
No. of LP school	Nil
No. of UP school	1
No. of Teacher in the UP	7
No. of students in the UP	101
PTR	1:14

Table :5.1 : Age group Wise enrolled and out of school children

Age group	Total child population	Enrolled	% age	Never enrolled	Drop out	Total out of school	% age
5-8 age group	97681	79740	82%	14757	2914	17671	18%
9-11 age group	51920	41815	81%	6625	3480	10105	19%
12-13 age group	29208	20231	69%	5141	3836	8977	31%
5-13 age group	178809	141786	79%	26523	10230	36753	21%

Major problems of the Tea gardens:

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

SPECIFIC STRATEGIES:

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

B. Forest Villages:

According to the 1991 census, the district has 25779 hectare reserve forest area. In Goalpara district there are 16 forest villages. In these forest villages there are 16 nos. of LP schools and one UP school.

List of Forest Villages in the district:

Sl. No	Name of the block	Name of the GP	Name of the village
1	Dudhnoi	Kahibari	Satabari
2	Dudhnoi	Kahibari	Budhungbahar
3	Dudhnoi	Kahibari	Ouguri
4	Dudhnoi	Kahibari	Siukiyajuli Ghagra Mowamari
5	Dudhnoi	Kahibari	Khilamara
6	Dudhnoi	Kahibari	Kahibari
7	Dudhnoi	Kahiban	Bhalukjuli
8	Dudhnoi	Kahibari	Kashibari Garopara
9	Dudhnoi	Kahibari	Sonsetpara
10	Dudhnoi	Kahibari	Chowka kahibari
11	Dudhnoi	Kahibari	Kanaiyakusi
12	Dudhnoi	Kahibari	Simlitola Sah bagan Bordubi
13	Dudhnoi	Kothakuthi	Ambuk pt -III
14	Dudhnoi	Kothakuthi	Kothakuthi -VII
15	Dudhnoi	Kothakuthi	Dumapara - II
16	Matia	Helapakhri	Rakhayshini

Analysis of the GP which has highest number of Never Enrolled Children and also consisted of 12 numbers of Forest villages:

Name of district	Goalpara
Name of block	Dudhnoi
Name of GP	Kahibari
Nos. of Villages	16
Type & Nos. of village	Forest Village- 12 nos.
Community	Tribal, Santhal
Nos. of LP school	18
Teachers	37
Students	931
PTR	1:25
Nos. of UP school	2
Teachers	173
Students	15
PTR	1:12

Age group wise children Education status	Enrolled	Never Enrolled	Drop Out	Total Out Of school children
5-8 Age group	923	86	31	117
9-11 Age group	559	43	45	98
12-13 Age group	272	44	58	102
5-13 Age group	1754	173	134	317

Problems of the Villages :

- Lack of infrastructural facilities specially after Primary schools.
- Lack of awareness.
- Remote, Isolated, Remote & Isolated.
- Communication Problem.
- Irregular functioning of the schools.
- Irregular attendance of the Children and teachers.
- Child labour and house hold work.
- Linguistic problem.
- No legal source of earning and most of the villagers are living below poverty line.
- No value to education.

Suggested Solutions :

- Motivational campaign through Resource person.
- Training of VEC/SMC and GPEC.
- Regular supervision and monitoring.
- Special mobilization strategies – awareness and health check-up camps of the villagers.
- Quarterly health check-up camps for the students.
- Orientation of PRIs annually.
- Enrolment drive.
- Dropout prevention drive three times in a year.
- Quarterly updating of VER.
- Bi-Monthly GP level meeting.
- Regular orientation and short term training for the teachers.

Schedule Tribe dominated Areas:

All the ST areas are not targeted for community mobilization and other interventions. The Dudhnoi block of the district is the tribal block. The maximum area are the schedule tribe dominated villages are identified as special areas for community mobilization. Approximately 17% of the total population are ST in the district.

D. Flood Prone Areas:

Goalpara district falls under the prey of almost annual floods, that affect one part of the area & the other in a cyclic manner causing disruption of village-mud roads even closer of schools of the affected areas for considerable days. The serious affected are the Lakhipur, Jaleswar and Goalpara west areas where inhabitants compelled to take shelters under open skies near the main Road and in the Dam to get their lives safe from the prone of floods.

In the district, there are 50% of the villages, which are, some way or other, affected by floods for 4-5 months annually.

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

Most of the villages in the Lakhipur block and west Goalpara are inhabited by Muslim Community have been identified **as Educationally Backward Muslim Areas and targeted Specially for Girls Education**. Education in general and specially girl's education is not given priority in these villages.

F. Tribal Areas :

In the district of Goalpara, the Dudhnoi block is the tribal block and in other tree blocks also there are nos. of villages inhabited by different small tribes. These villages are mostly isolated. Besides, the concentration of high out of school children these villages are also having lack of supervision support.

A. Forest Villages :

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

Insurgency Problem: In most of forest and reserve forest villages are under threat of insurgency problem. The nature & dimensions of insurgency problems are peculiar to these areas. Some villages are used as hideouts for anti-socials.

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

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

Irregular attendance of the teacher: The absence of any conditions or norms for recruitment of local people as teachers resulted in the placement of teachers from the other distant areas. Taking the excuse of the absence of public transportation and remoteness some of the teachers are reported to be irregular. Besides, the punishment posting of some of the teachers in those areas made them more reluctant). Also some of the willing teachers are unable to attend school regularly due to non-availability of transportation facilities. The teacher who even intends to stay could not do so because of insurgency problem, and non-availability of rented house.

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

Child labour, irregular attendance of Children & high rate of never enrolled : The so-called child labour has its unique features in these areas. The most children don't go for other work but most of them are involved for 3-4 months

at a stretch in a year for collection of a particular forest products which is fetched by their parents. The parent earns their whole year livelihood, therefore they take their wards with them for additional bucks.

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

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

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

B) Tea Gardens

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

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

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

Less Number of working days:

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

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

Lack of Upper primary Schooling facilities: The ratio of Lower Primary to Upper Primary school is 1:8 against the district average of 1:4.3

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

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

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

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

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

As like other focused areas the tea gardens have very poor infrastructure facilities.

C) Schedule Caste dominated areas :

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

D) Flood Prone Areas :

Most of the flood prone areas are in low-lying areas surrounded by stagnant water of Brahmaputra and its tributaries river for 4 to 5 months, when the monsoon seasons starts, the over flowing water of Brahmaputra river started to be deposited causing the hearth & home seriously affected and forced the residing communities far away from the main stream of the people of the district. Moreover, in the monsoon season the water comes down from the nearest hilly areas causing a temporary flood in some areas of the district.

Factor Essential For Special Areas and groups

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

Other Academic Support

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

Strategies

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

- Awareness campaign through VEC, GPEC, TGEC and additional Resource Person.
- Training of VEC, GPEC & SMC members.
- Establishing regular dialogue through BRCC, CRCC and departmental functionaries
- Utilizing change agents from the respective communities.
- Useful and effective utilization of the identified change agents from the various communities.
- Women convention at District, Block and GP level.
- Formation of MGs.
- Composition of dramas based on socio-cultural ethnic backward communities in local dialect/language.
- Arrangement of exhibition, rallies, Sishu Melas.

- Organization of games & sports.
- Organization of National festivals like Republic Day, Independence day, Teacher's day, Integrity day, Women day with a view to arousing integrity, solidarity, patriotism and tolerance among the various communities.
- Health awareness campaign and health check-up camps.
- Enrolment drive.
- Dropout prevention drive.
- Quarterly updating of VER.
- Frequent and constant supervision & monitoring by the department, BRCC, CRCC and RPs.
- Engagement of additional RPS for problematic areas for regular contact & liaisoning with BRCC, CRCC, GPEC, VEC, TGEC and SMC.
- Formation of SHGs with the help of NGOs and specially trained resource person.

The experiences and findings gathered during the DPEP and relevant other information from the areas has helped us to a great extent to identify the change agents for different ethnic group and communities of the district. Besides, the under mentioned change agents and socio ethnic functions will be used as platform for community mobilization.

Change agents of the various communities –

1. Muslim:
Change agents: I) Dewani or Moulabi (Head-man at village level)
2. Bodo (Hindu)
Change agents: I) Head-man
Cultural Function: Bag rumba Dance
- C. Rabi a (Hindu)
Change Agent: I) Village Head-man
- D. Caro (Christian)
Change Agent: I) Father of the Church, ii) Village Head-man
Cultural Function: Christmas, Other Ceremony
- E. Barman (Dimasa) – Hindu
Change agents - I) Head-man
Social function - Goria festival

Area Specific Special Activities:

Flood Prone Area:

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

Engagement of Special RPs for supporting the programme.

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

Forest village areas:

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

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

6.1 Coverage of out of School Children of Unserved Habitations

Introduction:

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

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

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

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

Objectives :

To achieve universal physical access, 'Amar Parhashali's or alternative schools have already opened from DPEP in the district in the un-served habitation, which have been providing education of equivalent level as that in formal schools.

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

1. Status :

Already DPEP have opened 222 nos. AS center and 27 nos. of Moktab center in the district and through which 8864 no. of child have been giving alternative education by the Centres such that they can be mainstreamed in to the formal school. From the Data of Village Education Register (VER) that there are 36,753 number of out of schools children in the district. During the data of School Mapping and Micro planning it is seen that 9197 Number of children are leaving in 196 number of habitations having no primary formal school (Govt./Provincialised/ventures/private schools) within a walkable distance of 1.5 KM radius.

Nos. of AS and MOKTAB centre and learner block wise :

Sl No.	Name Of Block	Nos. of AS/Moktab Centre	Nos. of Learner
1	Dudhnoi	AS - 31 : Moktab - 03	1060
2	Matia	AS - 60: Moktab - 05	2488
3	Lakhipur	AS - 79 : Moktab - 10	3108
4	Balijana	AS - 52 : Moktab - 09	2208
Total		249(AS - 222:Moktab - 27)	8864

In the DPEP period from 1999-2000 to 2001-2002 a total of 1345 learners have been mainstreamed to nearest formal school. Following are the block wise break up of mainstreamed AS/Moktab learners in the district.

Name of block	1999-2000	2000-2001	2001-2002	Total
Dudhnoi	51	87	121	297
Matia	89	146	47	274
Balijana	160	221	71	343
Lakhipur	81	199	72	431
TOTAL	381	653	311	1345

Table : 1.1 Un-served Habitation wise Child Population

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		
Balijana	TG	0	0	0	0	0	
	Forest	1	2	0	2	2	
	Char/Riverine	3	4	3	7	564	
	Hilly	3	0	6	6	116	
	General	10	30	19	49	1980	
	Total	17	36	28	64	2662	
Matia	TG	1	1	1	2	35	
	Forest	1	0	1	1	94	
	Char/Riverine	3	7	9	16	943	
	Hilly	0	0	0	0	0	
	General	6	8	6	14	1079	
	Total	11	16	17	33	2151	
Dudhnoi	TG	1	0	3	3	74	
	Forest	1	1	0	1	12	
	Char/Riverine	0	0	0	0	0	
	Hilly	0	0	0	0	0	
	General	5	17	4	21	767	
	Total	7	18	7	25	853	
Lakhipur	TG	0	0	0	0	0	
	Forest	2	0	4	4	67	
	Char/Riverine	5	5	4	9	373	
	Hilly	4	4	3	7	347	
	General	12	35	19	54	2744	
	Total	23	44	30	74	3531	
District Total		58	114	82	196	9197	

2. Problem and Issues :

General: Total unserved habitations-

- Physical access is the major constraints of these areas.
- Communication specially in the areas like forest, isolated hills, border areas.
- Parental awareness towards education of their wards.
- Adult illiteracy and parental apathy.
- Poverty in district 75% of Total Families are under BPL.
- Children assisting their parents in different household works as well as in agricultural field, village base cottage industries, fishing etc.
- Child labour mostly engaged in daily waged labour, household labour, tea stall/ shops/garage and in daily market etc.
- Lack of health among most of the communities often suffers from skin disease, malaria dysentery etc.

Specific Problems and issues:

Tea – Garden areas: (Number of habitation – 5)

- Sibling care

- Child labour
- Alcoholic addiction
- Lack of co-ordination between garden management and labour community.
- Lack of infrastructural facilities
- Home and school language differs.

Forest and border areas (Number of habitation- 8)

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

Flood prone areas (32 numbers of habitations)

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

3. Overall Frame Work :

The 'Amar Parhashali' would cover children in the age group of 6-14 years. 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 'Amar Parhashali's would be completely managed by the Village Education Committee (VEC) or Tea Garden Education Committee (TGEC). The Axom Sarba Siksha Abhijan Mission Sarba Siksha Abhijan Mission would provide assistance to the VEC/TGEC for running of Amar Parhashalis. This committee could be routed to the VEC/TGEC in two ways :

- A. Directly by the Axom Sarba Siksha Abhijan Mission.
- B. Through Voluntary Agencies who would receive financial support from Axom Sarba Siksha Abhijan Mission.

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

Strategies :

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

- ❖ School infrastructure grant of Rs. 2000/- per annum.
- ❖ Mid-day meal facilities (as per government norms)

Eligibility :

- I. The habitation must be an un-served area i.e. having no primary formal school within 1 Km. radius. The primary formal school means, the primary schools using formal curriculum recognized by state Government/Boards/ Organizations. These primary formal schools are may be of any type, viz, government/provincialised schools, private and venture schools etc.
- II. For Tea Garden areas the provisions of 'Assam Plantation Labour Rules (APLR), 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. [Sec – 14, Rule 52 and 57 (A) – Pg. 20 & 21] (Annexure-2). 'Amar Parhashali's (EGS schools) will be supported in tea gardens where necessary under SSA only if considered decision is reached between the State Government and the Tea Garden Management about the discharge of responsibilities under the APLR, 1956).
- III. The minimum number of 'out of school' (not enrolled in any school) children in the age group 6-14 years should be 40 for general areas (plains).
- IV. In case of Reserve Forest & Boarder areas, Isolated Char & Hill areas the minimum number of 'Out of school' (not enrolled in any school) children must be at least 25 in the age group of 6-14 years.

Prioritization :

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

Pre Conditions :

Micro planning :

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

Community Demand :

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

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

Guarantee :

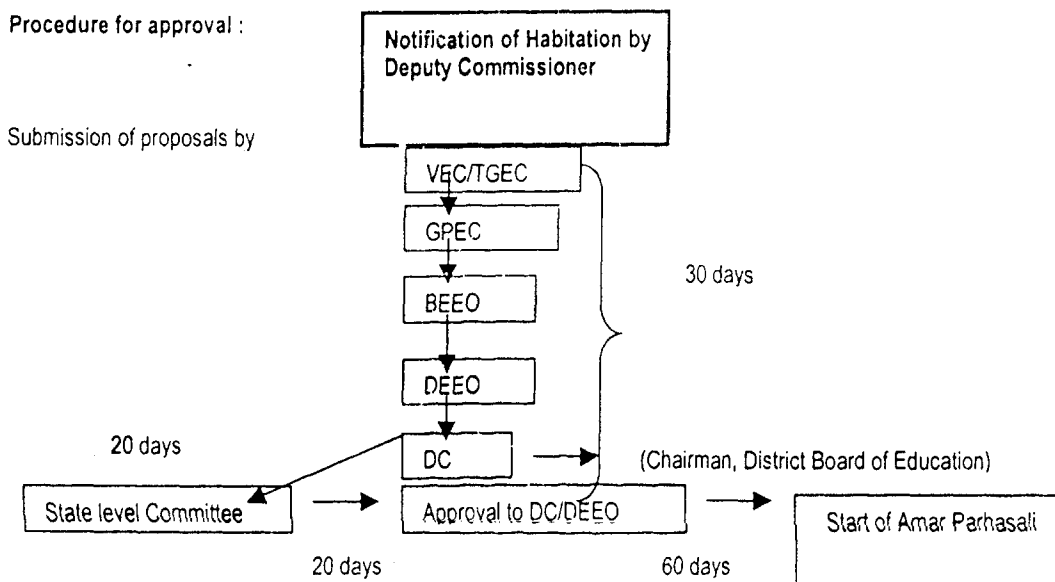
Once the proposal for assistance to VEC/TGEC for running of 'Amar Parhashali' has been approved by the State Level Committee, the Axiom Sarva Siksha Abhijan Mission (ASSAM) will ensure that the assistance for running of 'Amar Parhashali's would be provided to VEC/TGECs within a period of three months from the date of approval of proposal and after providing all necessary inputs.

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

Process of approval :

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

Procedure for approval :



Selection of Siksha Mitras (Education Volunteers) :

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

a) Qualification :

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

b) **Who can apply :**

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

c) **Selection committee :**

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

d) **Selection Process :**

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

Role of community :

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

Training of Siksha Mitra :

a) **Induction level training**

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

b) **Need Based Training/Refresher Training:**

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

Teaching Learning Materials (TLMs)

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

Academic Evaluation of learner :

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

Testing, Certification and Mainstreaming :

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

Support System :

Academic support :

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

Supervision & Monitoring :

- The EGS schools will be regularly supervised by state educational functionaries and Mission functionaries.
- Follow up actions will be taken on the basis of field feedback.

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

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

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

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

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

Assistance to VEC/TGEC

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

Support from Mission for running of Amar Parhashali

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

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

Specific area Strategy

Community Mobilization for 'Thinly Populated/ Scattered Area' :

Residential EGS schools:

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

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

EGS Schools with Upper Primary Sections :

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

Special Intervention for Children of Religious Institutions :

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

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

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

Special Intervention for 'Different Linguistic Groups' :

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

Special Intervention for 'Isolated Areas' :

Contact programmes will be 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.

6.1 Coverage of Out of School children of Served areas

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

Our Goal:-

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

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

Present Status

According to the data of Village Education Register (VER) of 2002 in Goalpara District reflects that there are 36753 no. of out of school children, which is 20.69% of total children of the district. Out of this 27556 (75%) of children are living in served habitations. Total out of school children are 17678 (48%) in 5-8 years age group and are 19075 in 9-13 years age group.

Table : 6.2.1 Age Group Wise Population (AJ)

Blocks	5-8 Years				9-11 Years				12-13 Years			
	Total	School Going	Never Enrolled	Dropout	Total	School Going	Never Enrolled	Dropout	Total	School Going	Never Enrolled	Dropout
Dudhnoi	18443	16629	1454	360	10455	9504	542	409	5904	4759	649	496
Matia	24181	19596	4013	572	12688	9927	1773	988	6760	4429	1341	990
Balijana	24021	20490	2922	609	12934	10744	1576	614	6907	5178	1089	640
Lakhipur	30766	23025	6368	1373	15843	11640	2734	1469	9637	5865	2215	1557
Total	97411	79740	14757	2914	51920	41815	6625	3480	29208	20231	5294	3683

Table: 6.2.2 Age Group wise Population in %

Blocks	5-8 Years				9-11 Years				12-13 Years			
	Total Out of School	School Going	Never Enrolled	Dropout	Total Out of School	School Going	Never Enrolled	Dropout	Total Out of School	School Going	Never Enrolled	Dropout
Dudhnoi	10%	90%	8%	2%	9%	91%	5%	4%	19%	81%	11%	8%
Matia	19%	81%	17%	2%	22%	78%	14%	8%	34%	66%	20%	15%
Balijana	15%	85%	12%	3%	17%	83%	12%	5%	25%	75%	16%	9%
Lakhipur	25%	75%	21%	4%	27%	73%	17%	9%	39%	61%	23%	16%
Total	18%	82%	15%	3%	19%	81%	13%	7%	31%	69%	18%	13%

Table : 6.2.3 Age Group Wise Population In (%)

Blocks	5-8 Years to total			9-11 Years			12-13 Years		
	Total	School Going	Out Of School	Total	School Going	Out Of School	Total	School Going	Out Of School
Dudhnoi	19%	21%	10%	20%	23%	9%	20%	24%	13%
Matia	25%	25%	26%	24%	24%	27%	23%	22%	26%
Balijana	25%	26%	20%	25%	26%	22%	24%	26%	19%
Lakhipur	32%	29%	44%	31%	28%	42%	33%	29%	42%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table : 6.2.4 Out Of School Children

Blocks	Overall Out Of School Children				Under EGS (5-13 Years)	
	5-8 Years	9-11 Years	12-13 Years	Total	In EGS	Balance
Dudhnoi	1814	951	1145	3910	0	3910
Matia	4585	2761	2331	9677	0	9677
Balijana	3531	2190	1729	7450	0	7450
Lakhipur	7741	4203	3772	15716	0	15716
Total	17671	10105	8977	36753	0	36753

Table : Distribution of Remaining Out Of School Children Age Wise

Blocks	5-8 Years	9-11 Years	12-13 Years	Total	5 Yrs	6 Yrs	7 & 8 Yrs	9-13 Yrs
Dudhnoi	1814	951	1145	3910				
Matia	4585	2761	2331	9677				
Balijana	3531	2190	1729	7450				
Lakhipur	7741	4203	3772	15716				
Total	17671	10105	8977	36753				

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

Blocks	2002-03		2003-04				2004-05			2005-06		
	Learners	No Of New Centres	Learners	No Of Centres			No Of Centres			No Of Centres		
				New	Old	Total	New	Old	Total	New	Old	Total
Dudhnoi												
Matia												
Balijana												
Lakhipur												
Total												

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

Blocks	2002-03		2003-04				2004-05			2005-06		
	Learners	No Of New Centres	Learners	No Of Centres			No Of Centres			No Of Centres		
				New	Old	Total	New	Old	Total	New	Old	Total
Dudhnoi												
Matia												
Balijana												
Lakhipur												
Total												

Blocks	2002-03		2003-04				2004-05			2005-06		
	Learners	No Of New Centres	Learners	No Of Centres			No Of Centres			No Of Centres		
				New	Old	Total	New	Old	Total	New	Old	Total
Dudhnoi												
Matia												
Balijana												
Lakhipur												
Total												

Block wise Focus Group.

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

Problem and Issues in Served Area

General Problem:

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

Specific Problems

Tea Garden:

- Language problem that is ,difference between home & school language
- 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 dropout
- Child labour.

Border/Forest area.

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

Strategy.

Community mobilization –

1. Create awareness among the community/parents/ZPC members/AP members/VEC/TGEC/GPEC/NGO and elected peoples representative
 2. Educational functionaries of all level & other relevant agencies.
- Formation of Dist. Level Task Force comprising of educational functionaries from dist. & block level ,Panchayat members, NGO, Dept. of social Welfare etc. to mobilize the community.
 - Formation of Block level Task Force comprising of educational functionaries from block & cluster level , NGO, GPEC, VEC etc.

Teaching learning practices:

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

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

Different categories of Bridge Course

1. *Strategies for children for short term bridge course will be run for the age group 7 – 8 years for 2/3 months.*

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

1.a. *Strategies for children for short term bridge course will be run for the age group 7 – 8 years for 1/3 months.*

- Short duration Bridge Courses for remedial measures.
- Children mainstream into formal school from bridge course/camps/back school strategies.
- Children in formal school
- Children who are repeater

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

2.a. *Strategies for children for long term bridge course will be run for the age group 9 – 13 years for 4/12 months.*

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

Residential Bridge Course for Adolescent Girls

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

Bridge Course for children of migrated families:

Short-term bridge course at seasonal community hostels

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

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

Short-term bridge course for children of migrated families.

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

Over all frame works

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

Strategies

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

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

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

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

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

Eligibility

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

Selection Procedure

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

Training

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

TLM

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

Academic evaluation of learner

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

Mainstreaming and Certification

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

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

Bridge course for urban area

Coverage for Urban Deprive Children under SSA

Status -

Table : 6.2.9 Projection Of BC For Urban Areas

Name of Area	Total Urban Population	Child Population (5-13 Yrs)	Out Of School (5-13 Yrs)	No Of BC Centres
Goalpara Municipality Board	48911	7135	1523	51
Lakhipur Town Committee	12545	2511	339	11
Total	61456	9638	1854	62

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

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

Strategy:

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

Structure:

For the implementation of these activities the formation of District Resource groups and Town Resource groups who would work actually for the cause of these 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.

6.3 COMMUNITY MOBILIZATION

Community participation and ownership is indispensable to achieve the goal of SSA. Community can play the most pivotal role for the all round development of elementary education. To achieve the aim and objectives of SSA tireless exercise and endless efforts, conducive atmosphere is to be constituted in the society where the importance of education is widely and reasonably accepted. To make this aspect accepted, the very concept of community ownership is to be introduced and also sincerely promoted. Initiatives have to be undertaken to identify and to mobilize local resources within community and to be utilized for the promotion of education and also the educational institutions. Institutional planning and management which to be inculcated and developed through grass root level community based bodies like Panchayati Raj Institutions (PRI), VECs, WECs, TGECs, GPECs, SMCs, local clubs, NGOs, etc. to achieve the desirable goal of UEE for enrollment of all children of age group 6-14 years into the school may be achieved successfully in the Goalpara district from 2003. Special areas and pockets will be identified and an effort is to be concentrated for uplift the educational status of these areas. Good practices and valuable experiences gained under DPEP will be adopted.

Based on the above mentioned experiences and analysis the following strategies and activities have been chalked out to achieve the goal of SSA under access, enrolment and quality improvement drive through community linkage as well as participation in different dimensions.

Broad Issues and Problems: -

- 1) Drop out Problems in certain villages / pockets.
- 2) Out of school children in some areas / pockets.
- 3) Irregularity of pupils and teachers.
- 4) Teachers' apathy to involve community.
- 5) De motivation of community in border, char, hilly, riverine and tea garden areas.
- 6) Less schooling facilities in backward areas.
- 7) Child labor.
- 8) Sibling care.
- 9) Community aware but lack of feeling of ownership.
- 10) High pupil teacher ratio (PTR).
- 11) Inactive VECs.
- 12) Poverty.
- 13) Insurgency.
- 14) Non involvement of women in Muslim dominated areas.
- 15) Lack of infrastructure.
- 16) Un served habitations.
- 17) Communication gap among community.
- 18) Poor transport communication.
- 19) Shifting and migrated population.
- 20) Flood problems.
- 21) Illiteracy among guardians.

Specific steps for community mobilization:-

- 1) Habitation level intervention for development of backward and remote areas.
- 2) Mobilization of women's group i.e. Matridal, Matrigot, Self Help Groups etc.
- 3) Community based programme.
- 4) Planning and decision making form grass root level.
- 5) Linkage with PRI, religious leader, village headman.
- 6) Modification and strengthening of existing monitoring system with special emphasis on community based monitoring system.
- 7) Empowerment of community based bodies like VECs, TGECs, SMCs, WECs, GPECs, NGOs, Mohila Somitees, etc.
- 8) Capacity building of functionaries, grass root level bodies and workers etc.

Community based bodies :-

- 1) Village Education Committee (VEC)
- 2) School Managing Committee (SMC)
- 3) Tea Garden Education Committee (TGEC)
- 4) Ward Education Committee (WEC)
- 5) Mohila Somitees (MS)

- 6) Parent Teacher Association (PTA)
- 7) Mother Teacher Association (MTA)
- 8) Self help Group (SHG)
- 9) Non Govt. Organization (NGO)
- 10) Panchayati Raj Institution (PRI)
- 11) Gaon Panchayat Education Committee (GPEC)

Change Agent :-

- 1) Gaon Burah (Village Headman)
- 2) Dewani
- 3) Religious Leader
- 4) VEC, WEC, SMC, TGEC, GPEC members.
- 5) Teachers.
- 6) NGO Functionaries.
- 7) Resource Persons.

Major Activities and Related Strategies :-

Activities & Sub activities	Strategies	Issue Covered
<input type="checkbox"/> Formation and mobilization of Community based like Task Force, VEC, TGEC, GPEC, MS, SHG etc. for 100% Enrolment. <input type="checkbox"/> Formation of community based bodies like VEC, TGEC, GPEC, SMC, SHG, MG etc. (Reformation will be done after their period) <input type="checkbox"/> Formation of Task Force at various level. (Task force will be reformed after 2/3 years interval).	<ul style="list-style-type: none"> ❖ VEC, TGEC, GPEC, SMC will be formed as per Govt. guideline. ❖ School and habitation wise SHG, MG etc. will be formed. Guideline will be developed. ❖ Task force will be formed at block level and village level. Block level task force will consist of BEEO, BRCC, CRCC, Educationist, representative from health dept., police dept., forest, general administration, Z.P. members, A.P. president, NGO personal, DIET, BTC faculties. ❖ GP level task force will consist of AP presidents, AP member, all GP members, VEC president, SMC president, women representatives, educationist, ICDS supervisors. ❖ Village level task force will consist of VEC members, SMC members, Panchayat member, women representative, local NGO members, Gaon Burah, ICDS workers, etc. ❖ Responsibilities for 100% enrolment and retention for a particular areas / families will be assigned to block, Panchayat and village level task force member. 	<ul style="list-style-type: none"> ➤ Unenrolled Children. ➤ Drop out children. ➤ Irregular Children. ➤ Disabled Children. ➤ Empowerment of Community based Bodies. ➤ Motivation. ➤ Child Labour.
<input type="checkbox"/> Orientation of Task force etc.	<ul style="list-style-type: none"> ❖ Orientation for task force will be given at block and Panchayat level. Block level task force will participate at block level training 	

	<p>and Panchayat and village.</p> <ul style="list-style-type: none"> ❖ Task force will participate at Panchayat level. <p>Module will be prepared before training. The module will contain following topics –</p> <ol style="list-style-type: none"> a) Sharing of data of educational status. b) Importance of UEE. c) Discussion of issues and problems of UEE. d) Survey, micro planning and school mapping. e) Village and school development plan. f) Joy full, activity based, child centric teaching learning process. g) Role and responsibilities of task force. h) Supervision and monitoring. i) Preparation of action plan. 	
<p>Orientation for GPEC, SMC, MS, MG, SHG, etc. (Orientation will be conducted time to time and as per need)</p>	<p>Orientation for VEC, TGEC, GPEC, SMC, MS, MG, etc. will be give at cluster and sub cluster level. Module will be prepared before training.</p> <p>Module will contain following topics-</p> <ol style="list-style-type: none"> a) Importance of UEE. b) Duties and responsibilities of VEC, TGEC, GPEC, MG, MS, SHG, etc. c) School and village development plan. d) Incidence of child labor and its prevention. e) Disable children and their right of education. f) ECE/AS and their importance. 	
<p>□ Mobilization of VEC, TGEC, GPEC, SMC, MS, MG, SHG, and Task force.</p> <ul style="list-style-type: none"> ✓ Micro projects. ✓ Survey. ✓ Dropout prevention drive. ✓ Conduct of games and sports. 	<p>Assignment will be given time to time to the VEC, TGEC, GPEC, SMC, MS, MG, SHG, and Task force etc. Following assignment will be given –</p> <ol style="list-style-type: none"> a) Micro project – Fund will be kept for execution of micro planning. Micro project include fencing erection, gardening, herbal nursing rising, minor repairing link road construction, horticulture at school campus etc. b) Responsibility for conducting survey, micro planning, school mapping, conduct of games and sports for children, drop out prevention drive etc. will be given to the TGEC, GPEC, SMC, MS, MG, SHG and Task force etc. 	

<p>Distribution and Utilization of I.S. Grant</p> <ul style="list-style-type: none"> ◆ 2.1 - Ceremonial Distribution. ◆ 2.2 -Utilization of IS Grant. ◆ 2.3 - Follow up Action And Monitoring. 	<ul style="list-style-type: none"> ❖ Fund will distribute among VECs and VEC will distribute the fund to the respective SMC after getting proposal. ❖ SMC will conduct a meeting and prioritize the needs of the school and action plan accordingly. ❖ SMC will utilize the fund as per action plan and submit the utilization certificate to the concerned VEC for acceptance. ❖ Concerned VEC and GPEC will supervise during the period of utilization of fund. ❖ Review on progress will be done in block, district, and GP level meetings (regular) time to time. 	<p>Lack of proper infrastructure</p>
<p>(3)Linkage with PRI:</p> <ul style="list-style-type: none"> ✚ 3.1 - Sharing of educational status with PRI functionaries. ✚ 3.2 -Monthly meeting of GPEC at GP. ✚ 3.3 - Bimonthly meeting of GPEC at block. ✚ 3.4 - Enrolment of GP president and members in Task force. ✚ 3.5 - Contact programme with PRI functionaries through RP and functionaries. ✚ 3.6 - Bimonthly meeting at district for representative of ZP members, AP president, and GP president. 	<ul style="list-style-type: none"> ❖ Panchayat members and president will be involved in VEC, TGEC, and GPEC and in Task force. ❖ Educational status and information will be shared with Panchayat members and president (all level). ❖ Monthly meeting of GPEC and bimonthly meeting of GPEC president will be held at Panchayat and block respectively. Action plan will developed at the meeting as per need. Moreover, all level PRI functionaries will undertake following activities. <ul style="list-style-type: none"> a) Being a member of VEC, TGEC, SMC, GPEC Panchayat member and president will extend their help and co-operation in preparation of action plan for proper distribution and utilization of infrastructure grant, school repairing grant and construction grant. b) Panchayat member and president will be involved in Taskforce for UEE intervention so that they can provide their support to achieve UEE goal. c) Efforts will be made to maintain a regular interaction with all level PRI members and president through RP and functionaries. d) A district level bimonthly meeting will be called for representative of ZP members, AP president and GP president. Different issues and 	<p>PRI</p>

	problems emerged during execution of activities will be discussed in the meeting.	
Women's Participation and Mobilization:		
(4) Women Empowerment Camp	Campaigning will be done for women empowerment at Block / GP and village level. BRCC/CRCC/GP functionaries & RPs will organize the camp. It will be mainly focused in special areas where enrolment position is poor, women not conscious, flood prone areas and Muslim dominated areas. It will be mainly based on empowerment on enrolment / health and hygiene and motherhood.	
4.1- Formation of self help promotion group.	Formation of SHG among the women group at habitation level for economic upliftment of the women and to support the children education. It will be organized	
4.2 – Orientation / Convocation of SHG	To empower the members of SHG on rules and regulation of SHG a 2-3 days orientation & convocation camp to be organized at GP level in conversation with other development department by the CRCC/GP functionaries/RPs.	
5. Students Parliament		
5.1 – Annual Guardian Meet	The school Head Teacher will organize guardian meeting once in a year. The meeting will be discussed on regular attendance / retention / health and hygiene and on achievement level of the pupils. The guardian will be advised to school on remedial measures on any issue raised.	
5.2 – Shishu Mela at cluster level / GP level	Planning meeting at district level and after that a sharing meeting at block level. In block an action plan will be prepared. A one day planning meeting at cluster level on observation of Shishu mela and fixed the date for it. Shishu mela will be observed once in a year and the programme will include procession / games & sports / prize distribution etc.	
5.3 – School beautification activity	Action plan developed by students' govt. for beautification of school campus. Discussion of the action plan with teaching staff and its approval. After discussion, execution of the action plans.	
5.4 – Friendly school visit	Yearly two times visit to school with the cluster / GP level. The concerned CRCC will organize and the visit will be purely based on the activity of students govt., Teaching learning process (TLP) / TLM / school beautification etc.	
5 – School Health programme	Provision of first aid box in each school. A seminar on health and hygiene will be organized cluster wise in collaboration with nearby health department.	

6. Implementation of VER and House to House Survey		
6.1 – Updating VER	VER updating will be done by VEC and supervision and monitoring will be done by block level RPs in every quarter.	
6.2 – Implementation of VER	New VER will be implemented in 2006. Deployment of RPs and their orientation on VER for two days. Before VER implementation House to House survey will be conducted by VECs. The CRCC will be the nodal person & GP / GPEC will assist in VER implementation and House-to-House survey.	
6.3 – Follow up of VER implementation	Quarterly VER will be checked by the VECs at the schools under the supervision and monitoring of CRCC and RPs and follow up action will be taken by the VECs for UEE. House-to-House survey will be conducted in 2006.	
7. Habitation level intervention in remote and backward areas		
7.1 – Identification of backward areas 7.2 – Formation of resource group 7.3 – Module preparation for resource group orientation 7.4 – Orientation of resource group 7.5 – Organization of contact programme / motivation camp 7.6 – Mobilization of local clubs, Yubak Snagha, etc. 7.7 – Micro planning and school mapping at backward areas 7.7.1 – Orientation of resource group on Micro planning and school mapping 7.7.2 – Execution of Micro planning and school mapping 7.7.3 – Follow up action 7.7.4 – Exposure of grass root functionaries to the forward areas	❖ Identification will be done in the backward areas from VER and other available information. ❖ A group of RPs will be formed to work in backward areas. Orientation for resource group will be prepared before assigning task to resource group. Module will contain following topics – a) Problems of primary education. b) Importance of primary education. c) Constitutional provision of educational right and UEE. d) Training methods, communication skills, adult psychology, etc. e) School development and village development plan. f) Teaching learning process and role of community. g) Role and responsibilities of VEC, TGEC, GPEC, SMC, MS, MG, SHG, etc. ❖ Motivation camp at border, char, hill, forest, tea garden, riverine areas will be organized through RP. RP will stay at village for few days and will maintain a close contact with village head man, Panchayat members, religious leader, general community, teachers, parents, etc. ❖ RP will contact with women and will try to organize them. MS, MG, SHG, will be formed by RP as per need. Convention will be organize time to time. ❖ RP will assess the need of a particular area and accordingly plan will be prepared. Action will be taken with active involvement of community. ❖ A close contact will maintain with religious leader and village Dewani.	❖ parents. Demotivated ❖ areas. Backward

	<p>Efforts will be made to motivate them.</p> <ul style="list-style-type: none"> ❖ VER will be checked by resource group and action will be taken accordingly. ❖ VEC, TGEC, GPEC, SMC, MS, MG, SHG, etc. will also monitor schools and other educational institution like AS / ECE etc. ❖ Mobilization of local club, Yubak Sangha, etc. will be done so that they can mobilize the common people of a particular locality. Formal and informal discussion will be organize with local clubs. Review will be done from time to time and follow up action will be taken accordingly. ❖ Micro planning and school mapping will be organized for assessment of need in backward areas. 	
Educational Intervention for religious Madrassa		
<ul style="list-style-type: none"> ❑ Identification of religious madrassa ❑ Details survey and study ❑ Meetings, discussion and contact programme ❑ Informaton and collected data sharing with AS and TT component 	<ul style="list-style-type: none"> ❖ Identification of existence of different types of religious madrassa. ❖ A detain survey / study regarding enrolment, teacher position, qualification of teachers, infrastructure, etc. will be conducted. ❖ Meetings, discussion and time to time contact will be organized with community and management for mobilization and motivation to introduce general education. ❖ Information and collected data will be shared with AS and TT component for introduction of AS intervention. 	No intervention in religious madrassa
Modification and strengthening of present monitoring system with special emphasis on community based monitoring system	<ul style="list-style-type: none"> ❖ Monitoring of VEC, SMC, GPEC, TGEC, and other grass root level bodies / institution will be done through resource group and DPEP / SSA and educational functionaries at different level. ❖ Responsibility of supervision and monitoring will be given to every member of task force. Block level task force will monitor the GP level and GP level task force will monitor the village level task force and village level task force will monitor grass root level bodies / institution. Block leve' and GP level task force member may directly be monitored the grass root level bodies / institutions as per need. ❖ VEC, WEC, SMC, GPEC, TGEC, MG, MS, SHG, etc. will also monitor schools and other educational institution like AS / ECE etc. 	

6.4 Quality

Our Motto --

Every child in school;
Every child learning;

Our Goal --

To develop a model school which helps children;

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

Introduction :

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

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

Our Basic principles that underscore the pedagogical interventions:

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

Basic strategies before us

1. Pursue clear objectives related to the overall vision .
2. Advocacy, social mobilization, community participation and stimulation of demand for quality education must be promoted.
3. Build commitment to these objectives throughout the system.
4. Organization of planning, management and monitoring mechanism at local level must be institutionalized.
5. Specific programme for schools in disadvantaged areas.
6. Children learning skills must be improved in Ka Sreni, class I .before they move to higher classes.
7. Schools must be adapted to good practice through permanent opportunities for in-service training.

Status :

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

Name of Block	No. of Sanctioned Post	Present Position	No. of Vacant Post	% of vacant posts	Male	Female	Total	% of Male Teachers	% of Female teachers
Dudhnoi	535	532	3	1%	393	139	532	74%	26%
Matia	545	542	3	1%	453	89	542	84%	16%
Balijana	563	522	41	7%	420	102	522	80%	20%
Lakhipur	492	483	9	2%	412	71	483	85%	15%
DI	334	312	22	7%	166	146	312	53%	47%
Total	2469	2391	78	3%	1844	547	2391	77%	23%

[Source : DEEO , Goalpara]

Only 3% of the total teachers position are vacant in the district. The vacancy position is highest in Urban area. Against 77 % male teachers there are only 23% female teachers.

Table : 6.4.2 Teachers by Training Status at Primary Level.

Block	No. of		No. of Un-Trained Teacher		Total untrained teachers	% of Untrained teachers		
	Trained Teacher					Male	Female	Total
	Male	Female	Male	Female		Male	Female	Total
Dudhnoi	271	89	122	50	172	71%	29%	32%
Matia	262	38	191	51	242	79%	21%	45%
Balijana	316	28	104	74	178	58%	42%	34%
Lakhipur	288	38	124	33	157	79%	21%	33%
Di	140	100	26	46	72	36%	64%	23%
Total	1277	293	567	254	821	69%	31%	34%

[Source : DEEO , Goalpara]

A total of 821 nos. of teachers are un trained in the district, a total 34 % teachers of the total teacher. All blocks has almost same nos. of untrained teachers but Matia block has the highest number of untrained teachers.

Table : 6.4.3 The Position Of U.P. School Teachers in the district.

Block	No. of Sanctioned Post	No. of Vacant Post	Present Position		No. of		No. of Un-Trained Teacher		Total Un-Trained Teachers	% of un-trained teachers
			of Teacher		Trained Teacher					
			Male	Female	Male	Female		Male		
Dudhnoi	277	16	213	48	49	1	164	47	211	81%
Matia	292	17	294	45	52	6	242	39	281	83%
Balijana	396	15	329	52	85	9	244	43	287	75%
Lakhipur	636	196	419	21	102	0	317	21	338	77%
DI	110	4	63	43	40	30	23	13	36	34%
Total	1711	184	1318	209	328	46	990	163	1153	76%

The data shows that about 75% of male teachers are un trained in comparison to female teacher which is very much high with 78%. It is seen from the data that only 23% of the total teachers of the UP schools are trained.

Table: 6.4.4 Block Wise Pupil Teacher Ratio at Primary & Upper Primary Schools (From EMIS 2001-2002)

Name of Block	Primary (From EMIS 2001-2002)		
	Total Students	Total Teachers	PTR
Dudhnoi	16807	666	25
Matia	19459	617	32
Balijana	20442	618	33
Lakhipur	23189	536	43
Urban	5343	170	31
Total	85240	2607	33

Name of Block	Upper Primary		
	Total Students	Total Teachers	PTR
Dudhnoi	4575	261	1:18
Matia	4633	339	1:14
Balijana	6834	381	1:18
Lakhipur	8378	440	1:19
DI	1748	106	1:17
Total	26168	1527	1:17

The data shows that PTR of Primary School of this district is 33 and that of Upper-primary is 17. In Primary category Lakhipur block is having highest PTR(43) and for Upper-primary also Lakhipur have highest PTR(19) and lowest PTR(14) in Matia block.

There is a vivid picture in respect of distribution of teachers in schools as per PTR. There are 189 (19%) single teacher schools are there in the district. A data chart will make the picture clear.

Table : 6.4.5 Distribution of Primary School by Number of Teachers

Block	1	2	3 Teachers	4	5	6 +	Total
	Teacher	Teachers		Teachers	Teachers	Teachers	
Dudhnoi	65	112	44	21	4	22	268
Matia	29	37	42	19	10	17	214
Balijana	43	120	38	22	5	19	247
Lakhipur	51	116	31	10	0	15	223
Urban	1	5	2	5	5	14	32
Total	189	450	157	77	24	87	984

IN PERCENTAGE

Block	1	2	3 Teachers	4	5	6 +	Total
	Teacher	Teachers		Teachers	Teachers	Teachers	
Dudhnoi	24%	42%	16%	8%	1%	8%	27%
Matia	14%	45%	20%	9%	5%	8%	22%
Balijana	17%	49%	15%	9%	2%	8%	25%
Lakhipur	23%	52%	14%	4%	0%	7%	23%
Urban	3%	16%	6%	16%	16%	44%	3%
Total	19%	46%	16%	8%	2%	9%	100%

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

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

Block	2	3	4	5	6	7 +	Total
	Teachers	Teachers	Teachers	Teachers	Teachers	Teachers	
Dudhnoi	0	0	0	3	11	9	23
Matia	0	1	0	0	8	22	31
Balijana	0	2	0	7	16	15	40
Lakhipur	0	1	0	1	20	44	66
Urban	0	0	0	0	1	11	12
Total	0	4	0	11	56	101	172

[Source: DEEO Office]

The picture shows that below 4 teachers is only 4. The figure shows that there are no schools having 4 teachers in the district. All the Upper Primary schools in the urban area have more than 6 teachers. If we analyze school wise position of PTR in some of the sample schools of the district, we will find a vivid picture of un-equal distribution of teachers. Sample data is given below :-

Table : 6.4.7 Some Schools with Abnormal PTR

Sl.No.	Block	Sch name	Total Enrollment	Total Teacher Position	PTR
1.	MATIA	RAMSWARUP L P.	232	1	232
2.	MATIA	724 NO. SUTARPARA LP.	202	1	202
3.	LAKHIPUR	BHER VERI	163	1	163
4.	LAKHIPUR	DR KADAM ALI GIRLS	148	1	148
5.	LAKHIPUR	SATASIA KHAMAR LPS	126	1	126
6.	LAKHIPUR	906 NO CHARALJHAR	208	1	208
7.	LAKHIPUR	948 NO SARDER BHITA	185	1	185
8.	LAKHIPUR	CHENI KHOWA	175	1	175
9.	LAKHIPUR	KOKRADANGA LP	125	1	125
10.	LAKHIPUR	PUB SIMULBARI LP	172	1	172
11.	LAKHIPUR	1019 NO. BALLA PURI	157	1	157
12.	BALIJANA	PACHIM GOBINDAPUR LP.	194	1	194
13.	URBAN	THAKUR BARI HINDI LP.	152	1	152
14.	MATIA	BHELTER GHAT L.P.	278	2	139
15.	LAKHIPUR	NO 2 CHILAR BHITA	208	2	104
16.	LAKHIPUR	998 NO. SUPARI BHITA LP.	245	2	123

17.LAKHIPUR	SIMLABARI LP	225	2	113
18.LAKHIPUR	NO 853 BADONG DONGA LP.	225	2	113
19.LAKHIPUR	GAUR NAGAR	219	2	110
20.LAKHIPUR	1013 NO TEKONA	272	2	136
21.LAKHIPUR	484 NO SAKTOLA LP.	202	2	101
22.DUDHNOI	501 NO PADUPARA LP	217	2	109
23.BALIJANA	SIMLAKANDI LP.	212	2	106
24.BALIJANA	857 NO PUB PANDOBA LP.	238	2	119
25.BALIJANA	DARIIPAR LP.	210	2	105

Table : 6.4.8 Class Wise Enrollment in Govt. / provincialised schools (From EMIS 2001-2002)

Class	All			General			SC			ST		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	19681	18705	38386	11881	11089	22970	1119	1008	2127	5458	5447	10905
II	10157	10253	20410	5764	5981	11745	705	667	1372	2923	2825	5748
III	8810	8609	17419	4889	4908	9797	655	625	1280	2465	2375	4840
IV	6306	6494	12800	3300	3434	6734	487	469	956	1871	1989	3860
Sub -total I-IV	44954	44061	89015	25834	25412	51246	2966	2769	5735	12717	12636	25353
V	5061	4814	9875	2650	2482	5132	468	430	898	1410	1388	2798
VI	4221	3857	8078	2210	2002	4212	352	373	725	1178	1072	2250
VII	3429	3163	6592	1752	1577	3329	312	281	593	982	968	1950
Sub :-total V-VII	12711	11834	24545	6612	6061	12673	1132	1084	2216	3570	3428	6998
Total I-VII	57665	55895	1E+05	32446	31473	63919	4098	3853	7951	16287	16064	32351

Table : 6.4.9 :- 6-9 years age groups Enrolled, Never Enrolled & Drop Out Children (from House to House Educational Survey 2001)

Name of Block	Enrolled	In %	Never Enrolled	In %	Drop out	In %	Total Child Population 6-9
Dudhnoi	14549	20%	1454	10%	473	10%	16476
Matia	18438	26%	2254	15%	814	18%	21506
Balijana	16139	22%	3201	21%	900	20%	20240
Lakhipur	18828	26%	7370	48%	2160	47%	28358
Urban	3869	5%	926	6%	233	5%	5028
Total	71823	78%	15205	17%	4580	5%	91608

Table : 6.4.10 :- 10-12 years age groups Enrolled, Never Enrolled & Drop out children (From House to House Educational Survey 2001)

Name of Block	Enrolled	In %	Never Enrolled	In %	Drop out	In %	Total Child Population 10-12
Dudhnoi	909	22%	1016	10%	592	14%	10700
Matia	10516	26%	1550	15%	838	19%	12904
Balijana	8521	21%	2195	22%	818	19%	11534
Lakhipur	11401	22%	4579	16%	1865	13%	15021
Urban	2917	7%	672	7%	266	6%	3855
Total	40530	74%	10005	18%	4379	8%	54914

Table : 6.4.11 :- 13-14 years age groups Enrolled, Never Enrolled & Drop out children
(From House to House Educational Survey 2001)

Name of Block	Enrolled	In %	Never Enrolled	In %	Drop out	In %	Total Child Population 13-14
Dudhnoi	4006	22%	537	9%	390	16%	4933
Matia	4774	26%	830	14%	424	17%	6028
Balijana	3498	19%	1706	29%	479	19%	5683
Lakhipur	3719	20%	2491	42%	971	39%	7181
Urban	2396	13%	315	5%	244	10%	2955
Total	18393	69%	5879	22%	2508	9%	26780

Problems & Issues:

(1) Access :

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

(2) Teachers :

- * Existence of Single Teacher Schools;
- * PTR is not in proper order;
- * Existence of un-trained teachers;
- * Lack of pre-service training;
- * Recruitment of poor quality teachers;
- * Teachers are not aware of learning out come;
- * Teachers inability to communicate local dialect;
- * Irregular payment of teacher's salary;
- * Teachers are not given in-service training- Upper Primary Level;
- * Teachers coming from distance places to attend schools (Hilly areas);
- * Teachers' indifference towards community;
- * Lack of community participation in TLP;
- * Absence of Teacher-Parent contact;
- * Teacher's un-equal attention to pupil;
- * Teachers' irregular attendance;
- * Lack of proper supervision, monitoring and support.

(3) Enrolment

- * Irregular attendance of children;
- * Affects of schools by flood;
- * Existence of child labour;
- * Non-availability of textbook in time;
- * Non-implementation of academic calendar;
- * Affect of instructional days by holidays which are not important to the locality;

- * Confusion of list of holidays published by state and local department.
- * Time table and scheme books are not enforced;
- * Parental apathy. Absence of parent-teacher linkage;
- * Poor enrolled children, school timing is not suitable in all cases.

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

- * Monotonous teaching learning process. TLMs are not prepared and used as per specifications;
- * Ignorance of non- scholastic areas;
- * Difference of quality education in private and public schools;
- * Text materials offering less scope for local adaptation.

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

- * Less importance on Supervision & Monitoring by educational functionaries;
- * Lack of special supervising staff for remote, forest and isolated areas;
- * Want of special incentive to supervising staff for remote and focused areas;
- * Lack of special strategy for problematic areas;
- * In-adequate supervising staff;
- * Engagement of supervising staff to other administrative activities;
- * Un-even distribution of schools to inspecting staff for S&M works.

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

Table: 6.4.12 School Inspecting Staff Ratio

Block	No. of Schools			No. of Inspecting Officer (S.I)	Ratio	Remarks
	L.P	U.P	Total			
Dudhnoi	258	33	291	2	146	(1)UP schools are except composite schools
Matia	205	40	245	2	123	
Balijana	235	79	314	2	157	(2) All LP schools are under DI of schools, Goalpara, the 32 nos. of LP schools in Urban area and in case of UP schools 14 nos. of Middle schools are under DI.
Lakhipur	211	52	263	2	132	
Urban	32	14	46	1	46	
Total	941	218	1159	9	129	

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

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

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

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

Flood Prone Area

- * Termination of communication for more than 3 months
- * Inundation of school building for more than 1 month during flood period months repeatedly;
- * Schooling facilities are disturbed in flood prone areas

8.Children

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

9. Low quality of school system (a summary)

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

Strategies and interventions:

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

- A. **Community Involvement in school**
 - Constitution of community based organization and other forces.
 - Linkage between communities based organization and PRL.
 - Development of mechanism for regular and effective contact with parents and community.
 - Orientation of various functionaries.
 - Making school level planning more a way forward to village level planning.
 - Involvement of community in quality improvement.
- B. **Better school supervision and academic support.**
 - Establishment of coordination and resource base at Block and cluster level.
 - Convergence of administrative and academic functionaries.
 - Development of effective feed back system.
- C. **School development plan.**
 - Gradation to judge the internal efficiency of school.
 - Gradation of GP on the basis of the school grade.
 - School base planning and gradation demand for school improvement.
 - Building of social acceptance to new in innovative.
- D. **Teachers motivation and training**
 - More emphasize upon Ka-Sreni and class 1.
 - Adoptions of whole school approve.
 - Contact support to teacher.
 - Practice oriented training.
 - Co-learner between curriculum, textbook, teachers training, and classroom situation.
 - Integrating disable children in maintained school

- Proper use of TLM grant through TLM list and training
 - Special focus for school with limited resources.
 - Formation of teachers resource group at cluster level.
 - Growing the CRC as an in service training center for the teacher.
- E. Pupils evaluation**
- ECE for giving addition limited support.
 - Adequate reporting and sharing with parents about child performance.
 - Public examination for terminal grade.
 - Standardized tools for uniform evaluation.
- F. Support to schools with special problem**
- Special intervention for identified pockets (SFG).
 - Strengthening of teachers.
 - Supply of materials.
 - Supervision of monitoring.
- G. Innovation**
- Special package for early language development in Mono-grade school
 - Special package to M.G.T. school

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

A check towards repetition and drop out :

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

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

Check towards frontal teaching and rote memorization.

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

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

Teacher Motivation and Accountability

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

School based planning for internal efficiency Village level institution.

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

School based learning improvement programme.

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

Pupil's evaluation:

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

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

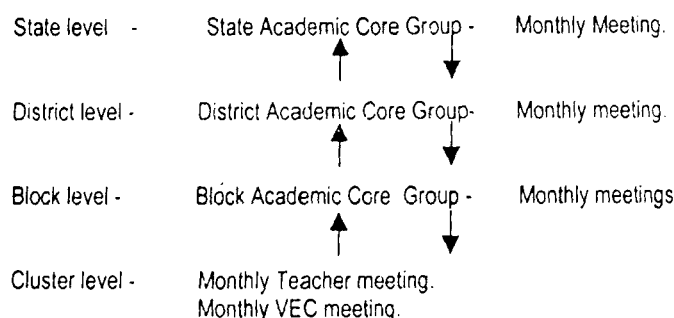
School with limited facilities

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

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

- e) Each members takes individual visit to schools. and adopt a school every year.
- f) The BACG members attend CRC level teacher meetings on a regular basis.
- g) The BACG meeting is convened by the BEEO and S/he maintains all records of the meetings and also initiate follow up action on the discussion.

Strategy of this information and feedback linkage:



Role and functions of Block Resource Centre

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

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

Major role of BRC coordinator :

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

At present from DPEP, the Goalpara district has 4 nos. of BRC and BRC Co-ordinators for four education block namely, Balijana, Dudhnoi, Matia and Lakhipur.

Role and Functions of Cluster Resource Centre.

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

Role and functions of Cluster Resource Centre co ordinators.

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

In the district of Goalpara, there are 100 nos. of CRC are functioning normally from DPEP. But one constraining factor of the Educational block (BRC) wise distribution of CRC:

Name of Block (BRC)	No. of CRC under the block	Nos. of GP under the block
BALIJANA	28	20
MATIA	21	21
DUDHNOI	26	15
LAKHIPUR	25	25
TOTAL	100	81

Moreover, an Urban block was also created by taking 23 wards of Goalpara Municipality Board (19 Ward) and Lakhipur Town (4 ward) during the DPEP period. In the Urban block there are 4 nos. of CRC as Urban-I, Urban-II, Urban-III and Urban-IV where Urban-I, Urban-II & Urban-III are in Goalpara Municipality area and the Urban-IV is the Lakhipur town area.

District Institute of Education and Training (Basic Training Centre)

Role and Responsibilities:

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

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

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

2. Special Interventions:

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

3. Research & Evaluation (R & E) :

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

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

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

- * Conduct of student's achievement test (Base line, mid-term and terminal);
- * Conduct of teacher's diagnostic tests;

- * Conduct of studies on district specific issues like insurgent area, tribal punjee and flood prone areas;
- * Conduct of studies on classroom situation and other school related issues;
- * Evaluation of different programmes, interventions both in-house and third party.

Specific interventions:

The Status Of Schools In Problem Areas

AREAS	No. of Tea Garden/Village	L.P Schools	Upper Primary Schools	Remarks
Tea Carden	2	1	1	
Forest Areas	66	-	-	Reserved Forest & proposed RF
Flood Prone Areas/ Char Area	32	30	7	
Remote/ Punjee (Border)	18	28	6	

Strategies :

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

Rationale for these Entry-level activities

The effort is to develop and empower the support system in the district and sub divisional level.

Head teachers to be oriented towards the school level changes envisaged and their role in it.

6.5 Research & Evaluation Monitoring

It is well known phenomenon that research on topics related to the elementary education sector is very poor in India. Therefore to provide a sound scientific base to the formulation and implementation of strategies , promotion of research tackling various aspects of elementary education has been accorded a priority status under Sarva Sikha Abhiyan . Accordingly the following three issues and strategies to address them have been identified.

Issues	Strategies
In adequate research base in elementary education sector	To initiate contract / commissioned research through individual / research institution in elementary education there by also attempting to draw attention & focus of leading institution in the same area.
Little appreciation and poor utilization of research at state , district and sub-district levels	Built in research & Evaluation (R & E) as a component at all levels.
absence of technical skills and lack of capacity at the aforesaid levels to conduct action research	Environment building efforts through national level for capacity building in action research and research methodology.

Research Fields:

The field of research in education sector could be broadly divided into the following major areas ::

- ❖ Planning and management in elementary education.
- ❖ Society , economics and education in elementary education.
- ❖ Teacher education and training.
- ❖ Pedagogy : Curriculum , Text book , and other materials.
- ❖ Pupil evaluation, Completion , Drop out, Repeater rate , etc.
- ❖ Others (Civil works , Alternative Schooling , Unrecognized Schools , ECG etc)

The studies that could be undertaken under the above heads are briefly enumerated below:

A) Planning and Management in Elementary Education :

Studies :

- i. State finance for elementary education.
- ii. Efficacy of institution grants to school.
- iii. Communication strategy adopted.
- iv. Motivation strategy for out of school and working children.
- v. Impact of SSA in enrolment & Attendance..
- vi. Enrolment & Retention of children in schools.
- vii. Functioning of village education comities & school management comities viz a school development.
- viii. Evaluation of managerial structures and processes.
- ix. Appraisal of school management.
- x. Evaluation of SSA in achieving goals of SSA.
- xi. Monitoring & Evaluation of assistance to VEC.
- xii. School Efficiency (Cohort study).
- xiii. Comparison in management between government & private schools.

B) Society , Economic , and Education in Elementary Education ::

- i. Educational status / back ward ness of tribal / girls / SC / Minority / slum dwellers.
- ii. Educational facilities to disadvantage group.
- iii. Role of VECs in uplifting educational status of back wards sections
- iv. Social assessment study.
- v. Gender sanitization effort under SSA and its impact.
- vi. Problems of handicapped / disabled children.
- vii. Pattern of migratory people.
- viii. Community mobilization and participation.
- ix. Private and social cost of education.
- x. Panchayati Raj education and their role in education.
- xi. Role of PTA / Mother groups in education of children.

C) Teacher Education And Training ::

- i. Teacher training and its effectiveness on teachers motivation and knowledge.
- ii. Training needs of teacher .
- iii. Evaluation of on going in service teacher training by main stream education department (SOPT)
- iv. Educational policy.
- v. Development of Training / motivational package to promote teachers effectiveness.
- vi. Area intervention for improving teaching methodology.
- vii. Empowering teacher for affective class room transaction.
- viii. On the job support to elementary teacher educator.

- ix. Assessment of teachers knowledge of content areas.
- x. Impact of SSA in teaching methodology in materials / science/language/ social study.
- xi. Teacher absenteeism.
- xii. Longitudinal study to access impact of the programme (SSA) on Class room transaction , community participation etc .

C) Pedagogy :: curriculum text book and other materials .

- i. Teaching language to tribal children
- ii. Oral preparatory programme.
- iii. Group learning approach and its efficiency.
- iv. Spelling errors by children.
- v. Evaluation of ML based teaching.
- vi. Activity approach to teaching in multi level context.
- vii. Use to TLM in class room.
- viii. Impact of the programme (SSA) in language / Mathematics / Learning by children.
- ix. Pedagogy in rural primary / upper primary schools.
- x. Efficacy of the local specific / activity oriented research materials .
- xi. Management of learning situation utilizing peers and senior peers.
- xii. New teaching and learning methodology its impact on children's achievement.
- xiii. Attainment of MLL competencies.
- xiv. Large size classes and teacher class room practices.
- xv. Teacher effectiveness in teaching children's with learning disability .
- xvi. Readiness programme its efficacy in readying children to join formal school.
- xvii. Achievement of students.
- xviii. Achievement of student with / without pre-primary education and formal / alternative school background
- xix. Gender based teaching and learning materials and its impact on children.

E) Pupil Evaluation ::

- i. Baseline assessment studies / mid term assessment studies / Terminal assessment studies.
- ii. Construction of tools for achievement tests.
- iii. Practices of continuous comprehensive pupils evaluation in schools.
- iv. Assessment of scholastic and non scholastic achievement of student
- v. Completion and Drop Out
- vi. Retention Analysis

F) Others ::

- i. Educational research in elementary education field under various universities
- ii. Effectiveness of ICDS / E C. E programme.
- iii. The teaching learning practices in the EGS .
- iv. Instructional days
- v. Problems of unrecognized school.
- vi. Utilization of T L M grant to teachers.
- vii. Utilization of school improvement grant to VECs
- viii. Civil work programme under the programme (SSA)
- ix. Community's sharing in civil work program.

Research & Evaluation Monitoring & Supervision

Major Strategies

- Finding out modest activities for achievement of UEE and developing strategies
- Capacity building of teacher and other field staff taking up classroom transaction and other research programme.
- Conduct of achievement tests , evaluation study.
- Understanding research activity by the teachers and other field staff.
- Constitution of resource group
- Providing of random visits by monitoring groups.
- Providing regular generation of community based data.
- Setting up of special task force for tea garden , ex tea garden , remote areas. flooded area , SC , ST and other difficult group.
- Developing techniques regarding monitoring and supervision by preparing scientific format.
- Taking up studies ,seminars on emerging issues .

B) Activities

- i. Conduct of action research by the teachers / VEC / Other B L R G staff.
- ii. Conduct of small-scale classroom based research.
- iii. Orientation on research and evaluation.
- iv. Conduct of achievement test for primary schools (external once in a year)
- v. Conduct of achievement test for upper primary schools
- vi. Base line and mid term assessment (Pry & Up)
- vii. Academic monitoring of school by DI E T
- viii. Academic monitoring of schools by school management (for both primary and UP)
- ix. Performing of cohort studies
- x. School visit by DARG viz DEEO , IS , DI , SI of schools etc

Inputs::

- Sponsoring research studies pilot projects to the staff of DI E T , NGOs other university based resource within district .
- Conduct of school mapping and micro planning exercises
- Provision of travel grant and honorarium for the resources in research and innovation .

6.6 Management Information System

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

It is acknowledged that an effective and efficient MIS contribute to the success of any project. A variety of data collected at a time and in a format that conforms to the requirements of users can go a long way in improving the quality and effectiveness of educational planning and management.

The Management Information System (MIS) initially will be set up in the district with adequate infrastructure (Computer System & Peripherals) and operators and one Programmer. Gradually the MIS Unit will be turned into a vital component of the Project, for the overall Project Monitoring & Evaluation.

Background – Why Monitoring and the Management Information System?

Management Objectives and Functions

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

- (a) development of activities and delivery systems, and determination of the required inputs and outputs;
- (b) preparation of work plans and schedules;
- (c) determination of the precise responsibilities of various organizational units and supervision of their performance;
- (d) maintenance of detailed records of physical and financial performance and establishment of measurable performance indicators;
- (e) monitoring of the project environment so that implementation can be facilitated of adjustments made; and
- (f) preparation of periodic reports to responsible central agencies and institutions.

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

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

Benefits and Role of a Monitoring System

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

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

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

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

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

The Role of a Management Information System

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

- (a) Procurement and physical delivery of goods, structures, and services, and the costs incurred;
- (b) Use of the structures and services by the project beneficiaries and their initial reactions;
- (c) Reasons (social economic) for unexpected reactions by the project beneficiaries, when these are revealed by the information obtained in (b) or through other sources; and
- (d) Measurement of output indicators such as productivity gains to the extent that these can be measured during implementation. Projects in different sectors will call for different emphases among these four areas, with

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

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

From this basis, District H/S Units, responsible for carrying out monitoring, will establish the frequency and timing of data collection, analysis, and information transmittal. All sources from which relevant data may be obtained without additional surveys will be reviewed, including both project staff reports and sources outside the project. Gaps in the information system will be supplemented by specific data collection. Annual monitoring work plans specify the data to be collected; when by whom, and how 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 (EMIS).

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

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

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

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

- *Develop a framework for collection of educational statistics from recognized institutions imparting primary education*
- *Create a institution level computerized database at the district level*
- *Provide access to school level database to educational planners, administrators and researchers at district, state and national level and train them adequately to 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. A Programmer and two Data Entry Operators will manage the district unit.

The MIS Infrastructure.

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

Capacity Building Across the Time Zone.

MIS Staff : The Programmers and Data Entry Operators of the district Mission Offices will be provided in-service training on all the latest updates both in Software and Hardware issues.

Besides, the technical trainings of Software and Hardware, series of trainings will be conducted for the field level workers, block and district level officials, Stakeholders and State Level officials on usage of MIS as a whole. Following trainings are planned across the years:

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

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

Major Archives To be 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. Besides the unit will also develop and have large storage of information on project functioning areas and interventions. Information like

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

School Directory

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

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

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

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

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

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.

During the DPEP period, EMIS was fully utilized in planning and management of the project. Some of the EMIS indicators of the district over the years is analyzed below which gives a picture of the elementary education of the district. The EMIS data between 1997-2000 has been shown below:

BASIC EDUCATIONAL DATA:

Year	Population(Primary schools age group)	Nos. of school	Enrolment	Teachers	Sections	Classrooms	Single Teachers school
1997-98	112947	983	110722	2320	3282	1084	218
1998-99	117159	983	107490	2315	3869	1437	223
1999-00	121529	983	110469	2494	3861	1632	176
2000-00	126062	984 (*)	94309(**)	2553	3849	1596	179

*One LPS had been newly provincialised in 2000-2001 at Dudhnoi Block.

**Ka-man enrolment was excluded.

TEACHERS PROFILE:

Year	Total Teachers	Female Teachers	SC	ST	OBC	% of Female teachers	% of SC	% of ST	% Trained Teachers
1997-98	2354	538	164	742	305	22.85%	6.97%	31.52%	62.11%
1998-99	2380	564	137	704	396	23.70%	5.76%	29.58%	63.36%
1999-00	2493	610	143	756	407	24.47%	5.74%	30.32%	59.49%
2000-00	2553	613	144	767	441	24.01%	5.64%	30.04%	58.17%

ENROLMENT PROFILE:

Year	All Students			Scheduled Caste			Scheduled tribe		
	Total	Boys	Girls	All SC	Boys	Girls	All ST	Boys	Girls
1997-98	110722	57435	53287	7964	4098	3866	30959	15667	15292
1998-99	107490	55394	52096	6673	3485	3188	29403	14837	14566
1999-00	10469	54000	54061	5713	2925	2788	28733	14608	14125
2000-00	94309	47992	46317	5884	3032	2852	26176	13402	12774

▲ROSS ENROLMENT RATIO:

Year	All Students		
	Total	Boys	Girls
1997-98	98.03	99.01	97.00
1998-99	91.75	92.06	91.42
1999-00	90.90	90.06	91.46
2000-00	74.81	74.12	75.54

NET ENROLMENT RATIO:

Year	All Students		
	Total	Boys	Girls
1997-98	95.32	96.50	94.07
1998-99	89.24	89.65	88.80
1999-00	81.55	81.21	81.91
2000-00	71.22	70.60	71.38

SELECTED INDICATORS (ALL SCHOOLS):

Year	GER	NER	PTR	Repetition Rate	% of Single Teacher School
1997-98	98.12	95.32	47.77	22.26	22.18
1998-99	92.37	89.24	46.75	31.10	22.69
1999-00	90.90	81.55	44.29	24.70	17.90
2000-00	74.79	71.22	36.93	24.66	18.19

CLASS WISE ENROLMENT (ALL STUDENTS):

Year	Class I	Class II	Class III	Class IV	Total(I-IV)	% of Girls Class I	% of Girls Class II	% of Girls Class III	% of Girls Class IV
1997-98	60509	21537	16613	12063	110722	48.21	49.21	46.99	47.35
1998-99	57423	20610	17125	12332	107490	48.27	49.71	47.92	48.07
1999-00	60134	20432	16808	13095	110469	48.63	49.31	49.42	49.13
2000-00	43079	22272	16591	12367	94309	48.46	49.65	49.55	49.82

Major strategies

- Establishing 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 of 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 Co-ordinators, Cluster Resource Co-ordinators 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.

NGO 'S working with disability	No
Public Sector organization like ONGC, OIL, NRL, BRPL, etc	No
Govt. special school	No

Issues

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

The main objective of the programme:

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

Strategies Adopted

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

Major Activities:

The following activities could form components of the programme.

- **Survey:** survey was conducted to identify the number of children with disabilities, though it is expected to be higher than the projected figure. It is planned that survey will be conducted every 3 yrs. For reverification and inclusion of unreported cases.
- **Core Group (DRP):** Resource groups will be constituted at district levels to undertake effective planning and management of the programmes in collaboration with PRIs and NGOs. An apex level resource group at the national level to provide guidance, technical and academic support to the children with special needs under SSA will be constituted. Formation of a core team of district administration, health officials, social welfare, educational functionaries, NGOs will be constituted to initiate the activities. The group will be responsible for awareness and sensitization at different levels, planning, problem solving, supervision & monitoring. Regular quarterly meeting of the group for the first 3 years and half-yearly in the consequent five years and quarterly in the last year will be held to plan, strategies and build innovative activities for the programme. The core group will be dissolved and reconstituted every 3 years.
- **Awareness activities:** Awareness amongst all sections from the district to village level of district functionaries, VEC, GPEC, SMC, HT, Teachers, mothers, parents and other family members, ICDS, AS workers etc. Will be focused through meetings, seminars orientation, and trainings to various groups. These awareness exercises are planned once for each year. Except the final year when consolidation will be planned. The awareness activities will be conducted by NGOs, District core group, and change agents of the community mobilization group.
- **Selection and training of Resource Persons and workers:** To conduct the activities at district, block and cluster /Panchayat level, persons will be selected and engaged to supervise and work with complete job chart drawn up at state level. The engagement TOR will be on 11 months contractual basis and temporary. Induction Training of 10 days in the second year and recurrent refresher training every 6 months on need – based areas, such as, use, repair and maintenance aids & appliances, classroom management, IEP's etc. will be conducted for the above personnel each year except the final year. With the engagement of increased no. of workers on the 3rd year along with geographical expansion of coverage the same process will be followed. Intensive training courses on different kinds of disability is also planned for some selected personnel. Exposure visits of the personnel for further training to Resource centers will be a form of in-service training and conducted each year for selected persons.
- **Honorarium to BRP's at block and IED workers at GP level:** The temporary engagement of the personnel may be renewed on basis of performance report and an honorarium of Rs. 1000/- (one thousand) only P.M. to BRP and Rs. 700/- (seven Hundred) only P.M. to IED workers will be paid.
- **Aids and Appliances:** All children who are recommended at the assessment camp for requiring assistive devices will be provided with aids and appliances, obtained as far as possible through convergence with the Ministry of Social Justice and Empowerment, State Social Welfare and DRDA Departments, National Institutions or NGOs. This will be done after each assessment camp held annually except in the final year.
- **Aids Distribution camp & Follow-up:** After the type of aids is determined for the children, the same will be acquired and distributed to the beneficiaries with training on use and maintenance of the aids. Regular follow-up measures will be designed to keep track of the use, repair and maintenance of the devices, which will be conducted by the IED workers.
- **Early detection and identification:** a concerted drive to detect children with special needs at an early age should be undertaken through PHCs ICDS, ECCE centers and other school readiness programmes, such as bridge course of AS. Identification of children with special needs should become an integral part of the micro-planning and household surveys. For this a training of the Ka –Sreni teachers, ECE/ICDS workers is planned in 2003–04 and also in every year till 2007-08.
- **Functional and formal Assessment:** for each identified child, the District Mission Office will carry assessment camps by trained professionals of National and Regional Rehabilitation Centres out every year co-ordinated. A team of professionals will conduct camps at every block and recommend most appropriate placement for every child with special needs.
- **Aids and Appliances:** All children requiring assistive devices will be provided with aids and appliances, obtained as far as possible through convergence with the Ministry of Social Justice and Empowerment, State Welfare Departments, National Institutions or NGOs. Follow-up & distribution camp.
- **Educational Placement:** As far as possible, every child with special needs will be placed in regular schools, with required support services. This will be an on-going activity.
- **Convergence with all govt. and non-Govt. agencies:** Convergence with social welfare, health, rural development, national institutes, rehabilitation centers, special schools, organizations working for the disabled, local **Sanghas**, religious and community leaders, **Mahila Samities** will contribute to the success of the programme. Hence, networking with these organization at regular basis is 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 equipment, reading material, special educational technique (STLM), remedial teaching, curricular adoption or adapted teaching strategies will be provided at district, block and GP level. This will be an on-going activity, as and when required and functional throughout the year. Teachers working with children with special needs will give resource support. Wherever this option is not feasible, long-term training of regular teachers will be undertaken.
- **Teacher training:** Intensive teacher training will be undertaken to sensitize regular teachers on effective classroom management of children with special needs. This training will be recurrent every year at block / cluster levels and integrated with the on-going in-service teacher training schedules in SSA. All training modules at SCERT, DIET and BRC level will include a suitable component on education of children with special needs. The activity expenditure will be booked in the Teachers Training (Quality) component of the plan.
- **Individualized Educational Plan (IEP) :** An IEP(case study) will be prepared every year by the teachers for every child every year with special needs in consultation with parents and experts. Its implementation will be monitored from time to time. The programme will test the effectiveness of various strategies and models by measuring the learning achievement of children with special needs periodically, after developing indicators.
- **Parental training and community mobilization:** Parents of children with disabilities will receive counseling and training twice every year till final year on handling and management and basic daily life skills. Intensive advocacy and awareness programmes will form a part of strategy to educate every child with special needs. A component on disability will be included in all the modules for parents, VEC and community and conducted by trained parents, NGO's, District Core persons, BRP and IED workers..
- **Strengthening of special schools:** Wherever necessary, special schools will be approached for resource support like training, supervision & monitoring on TOR basis. These organizations will be strengthened to obtain their resource support, in convergence with departments and agencies working in that area
- **Observance of World Disabled Day:** The 3rd of Dec is observed as the World Disabled Day internationally. It is planned to observe this day in all levels –district, block, GP. A shishu mela will be organized with sports, music, art and other recreational activities for all children with involvement of the community at large.
- **Removal of Architectural barriers:** Architectural barriers in schools will be removed for easy access in convergence with civil work component. Efforts will be taken to provide disable-friendly facilities in schools and educational institutions. Development of innovative designs for schools to provide an enabling environment for children with special needs will also be a part of the programme.
- **Research:** SSA will encourage research on the education of children with special needs including research for designing and developing new assertive devices, teaching aids, special teaching material and other items necessary to give a child with disability equal opportunities in education.
- **Monitoring and evaluation:** On going monitoring and evaluation will be carried out to fine-tune the programme. Half yearly reports on all activities will be documented. For this, appropriate monitoring mechanisms will be devised at every level and field tested at regular intervals.
- **Girls with Disabilities:** Special emphasis will be given to education of girls with disabilities.

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

Activity for the year 2002-2003.

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

6.8 Early Childhood and Care Education

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

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

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

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

Educational Status of the District

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

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

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

Table : 1.1 Block wise Availability of Pre & Elementary Educational Institutions

Sl.No.	Name of Block	No. of LP School	No. of ICDS Centre	No. of M.V. School having L.P. Section
1.	Balijana	252	282	14
2.	Matia	201	147	9
3.	Dudhnoi	226	257	9
4.	Lakhipur	210	358	12
TOTAL		889	1044	44

ECE goals and its objectives

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

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

During the DPEP period about 300 ECE centre have been opened. Following are the block wise break up of ECE centre opened during from DPEP along with enrolment.

Block	Nos. of Centre	Nos. of Learners		
		Boys	Girls	Total
Lakhipur	43	776	934	1710
Matia	60	977	1197	2174
Balijana	128	2188	2600	4788
Dudhnoi	69	1039	123	2168
Total	300	4980	4854	10840

In the year 2000-01 and 2001-02 a total of 5434 children have been shifted to formal school from the ECE centres in the district. Following are the break up of children shifted to formal school from ECE. It is felt from different study that ECE background child have much competency than non ECE back ground child. During the DPEP period Ka-sreni schoolteacher have been also trained and adequate TLMs also provided.

Children shifted to formal schools:

Block	Nos. of Centre	2000-01	2001-02
Lakhipur	43	195	487
Matia	60	600	673
Balijana	128	1166	1189
Dudhnoi	69	448	676
Total	300	4408	5024

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

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

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

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

Issues :

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

- ☐ No Infrastructural support has been given to Ka-Sreni.
- ☐ Existing school teachers of Provincialised school are not trained to take care of Ka-Sreni.
- ☐ Non-ECCE centre in unserved habitation/remote area/focused area.
- ☐ In non-ICDS location ECCE centre to be established on pilot basis.
- ☐ Backward, remote areas, Tea garden area, Border area are to be get special importance.
- ☐ 4-5 years age group children are sitting with Class-I is very unscientific.
- ☐ Method of teaching should based on acceptability and capability of minor children in functioning school where Ka-Sreni exist.

- ❑ Girls child are engaged in sibling care of their younger one Ka-Sreni in functional school will paved the way of their education.
- ❑ Inadequate age appropriate TLM

Strategy:

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

Ka-Sreni Intervention:

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

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

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

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

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

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

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

Table 1.2 : Special Focused Area For Ecce

Name of Block	Flood effected village	Habitation shifting type		Habitation by type of Isolation	Unservd Habitation by distance more than 1 km	Tea Garcen with division
		1	2			
Total						

OUR COMMITMENT

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

Introduction : To ensure access facilities for universal enrolment, retention/Participant and improvement of quality of education, provision of a good infrastructure with a good school building is a Pre-requisite. During the DPEP period between 1998-99 to 2000-2001 numbers of school grants have been given already. The following are the nos. of school grant given year wise.

YEAR :: 1998-99

Name of Block	New Building	70:Bedded DIET Hostel	BRC	Addl. Class room	Repairing	Toilet	Drinking Water Facility
Dudhnoi	2	1	0	26	23	25	50
Matia	3	0	0	21	25	23	40
Balijana	1	0	0	26	34	25	50
Lakhipur	3	0	0	25	27	27	51
TOTAL	9	1	0	98	109	100	191

YEAR :: 1999-00

Name of Block	New Building	BRC	Addl. Class room	Repairing	Toilet	Drinking Water Facility
Dudhnoi	9	1	5	52	24	24
Matia	7	1	5	43	25	25
Balijana	13	1	6	55	25	25
Lakhipur	5	1	6	47	25	17
TOTAL	34	4	22	197	99	91

YEAR :: 2000-01

Name of Block	New Building	BRC	Addl. Class room	Repairing	Toilet	Drinking Water Facility
Dudhnoi	5	0	3	28	6	17
Matia	4	0	9	37	9	16
Balijana	3	0	7	41	11	20
Lakhipur	5	0	4	37	10	40
TOTAL	17	0	23	143	36	93

The findings of Technical infrastructure survey report gives a clear Picture of the present infrastructure status of the district, which is not at all encouraging.

Hence, top most priority is given on development of infrastructures.

Table :6.9.1: Area wise distribution of school

Name of Block	School in Plain Area	School in Hill Area	School in Forest Area	School in Char / Ferverine Area	Total
Dudhnoi	290	2	6	3	301
Matia	207	2	4	39	252
Balijana	254	36	6	34	330
Lakhipur	212	38	0	50	300
Total	963	78	16	126	1183

Table:6.9.2:Area wise distribution of school in percentage

Name of Block	School in Plain Area	School in Hill Area	School in Forest Area	School in Char / Reverine Area	Total
Dudhnoi	30%	3%	38%	2%	25%
Matia	21%	3%	25%	31%	21%
Balijana	26%	46%	38%	27%	28%
Lakhipur	22%	49%	0%	40%	25%
Total	81%	7%	1%	11%	100%

Table:6.9.3:Present status of school building:

Name of blocks	No. of schools having no buildings		No. of schools dilapidated conditions		No. of schools required renovation & repairing		No of schools require additional classroom (where space per child is less than 4 sq.ft.)		No of schools require additional classroom (where space per child is more than 4 sq.ft. and less than 10 sq.ft.)		No. of schools require major repairing		No. of schools require minor repairing	
	Priority I		Priority II		Priority III, IV, V, VI		Priority VII		Priority XI		Priority VIII, IX, X		Priority XII and XIII	
	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP
Dudhnoi	4		3		30		4		38		37		146	
Matia	1		0		10		20		79		11		87	
Balijana	2		7		10		9		99		5		132	
Lakhipur	6		8		22		16		92		12		60	
Total	13		18		72		49		308		65		425	

Source: School Infrastructure survey reports

It is to be noted that Technical survey has not included the upper primary schools and composite schools.

Table:6.9.4:Present status of school building in percentage

Name of blocks	No. of schools having no buildings		No. of schools dilapidated conditions		No. of schools required renovation & repairing		No of schools require additional classroom		No of schools require additional classroom		No. of schools require major repairing		No. of schools require minor repairing	
	Priority I		Priority II		Priority III, IV, V, VI		Priority VII		Priority XI		Priority VIII, IX, X		Priority XII and XIII	
	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP
Dudhnoi	0.41%		0.30%		3.05%		0.41%		3.86%		3.76%		14.84%	
Matia	0.10%		0.00%		1.02%		2.03%		8.03%		1.12%		8.84%	
Balijana	0.20%		0.71%		1.02%		0.91%		10.06%		0.51%		13.41%	
Lakhipur	0.61%		0.81%		2.24%		1.63%		9.35%		1.22%		6.10%	
Total	1.32%		1.83%		7.32%		4.98%		31.30%		6.61%		43.19%	

Source: School Infrastructure survey reports.

Ttable:6.9.5:Status of Toilet and Drinking Water Facilities

Name of Blocks	Total Schools	Schools with out common toilet	Schools without Girls Toilet facilities	Schools with out drinking water facilities
Dudhnoi	301	182	226	79
Matia	252	144	261	56
Balijana	290	184	42	69
Lakhipur	291	221	238	104
Urban	49	21	26	17
Total	1183	752	793	325

Source: EMIS 2001-2002

Ttable: 6.9.6 : Distribution of schools by availability of other facilities.

Name of blocks	Total Schools	Schools without Electricity facilities	Schools Having Black Board
Dudhnoi	301	289	301
Matia	252	239	252
Balijana	290	263	290
Lakhipur	291	279	291
Urban	49	39	49
Total	1183	1109	1183

Source: EMIS 2001-2002

Table:6.9.7: Distribution of schools by availability of other facilities in percentage

Name of tblocks	Total Schools	Schools without Electricity facilities	Schools Having Black Board
Dudhnoi	301	96%	100%
Matia	252	95%	100%
Balijjana	290	91%	100%
Lakhipur	291	96%	100%
Urban	49	80%	100%
Total	1183	94%	100%

Source: EMIS 2001-2002

It reveals from the above projected status of school buildings that Goalpara District has large number of building less and building not usable which requires new construction (294 nos.) for providing minimum access facilities. But, the budget provision for civil works is limited up to 33% of total budget of the district. Besides, scope of longer by phasing in many years is also not possible for achieving universal enrolment/retention within the targeted period. In this context may be mentioned here that most of the building less schools are situated in the remote, isolated, hilly, forest and backward areas for which enrolment of these schools are not so high and possibility of increasing rate in future is also not too high.

Considering all these factors, the cost norms for new construction/renovation/major repairing of school building are fixed as per following rate.

a) New school building construction –	Priority-I	Rs. 2.50 lakhs
b) New construction with some salvage materials	Priority-II	Rs. 2.00 lakhs
c) Renovation-	Priority-III	Rs. 1.80 lakhs
d) Repairing & renovation	Priority-IV	Rs. 1.25 lakhs
e) Repairing & renovation	Priority-V	Rs. 1.00 lakhs
f) Repairing & renovation	Priority-VI	Rs. .80 lakhs
g) Additional Class-room	Priority-VII	Rs. 1.40 lakhs
h) Additional Class room	Priority-XI	Rs. 1.50 lakhs
i) Major Repairing	Priority-VIII	Rs. 0.60 lakhs
j) Major repairing	Priority-IX	Rs. 0.50 lakhs
k) Major repairing	Priority-X	Rs. 0.40 lakhs
L) Repairs	Priority-XII	Rs. 0.30 lakhs
m) Minor repairs	Priority-XIII	Rs. 0.20 lakhs
n) Toilet		Rs. 0.25 lakhs.
o) Drinking Water Facility		Rs. 0.05 lakhs.

Major Issues :

- Large number of Building less schools.
- Building in dilapidated condition.
- Over crowded classroom hamper normal functioning.
- No school has boundary wall/fencing.
- Lack of drinking water facilities.
- Having no sanitation/toilet facilities.

Strategies :

- One time expenditure at the ratio of 33% for civil works to be incurred for providing access facilities.
- Selection of schools as per need base.
- Preparation of Plan Estimate on field verification by the technical personals.
- Collection of information regarding availability of local resources.
- Construction works to be done through school managing committee (SMC) and the village education committee (VEC).
- Ensure community involvement in the process of construction works with a view to develop sense of ownership.

Implementation Procedure:

There will be a separate civil works wing at District Mission Office to exclusively deal with the civil works related matters. The wing will have one District Project Engineer and one Junior Engineer for the district and one Junior Engineer for each of the four blocks.

All the works of construction will be executed through the Village Education Committee except the Construction of BRC building. Before the release of fund agreement will be signed with the VEC regarding the role and responsibilities and other aspects. The members of VECs will be trained on the basics of civil works by the concerned JEs. Besides a Civil Works Manual will be developed in Bengali.

Funds would be released in installments. There will three installments for major constructions and two installments for the minor construction valued less than Rs. one lakh. Second Installment would be released after the submission of the expenditure statement of at least 70% of the 1st installment. Similarly the third installment would be released after the utilization of the 70% of the 1st & 2nd installment. After completion of the construction the VEC will formally hand over the schools to the education department.

Supervision & Monitoring:

Monitoring and supervision part is a key component of civil works for proper implementation and timely completion of works in a qualitative manner.

Hence, provision for supervision and monitoring should be well planned.

Some outlines of supervision and monitoring are given below :

- Selection of schools on priority basis and as per norms of the SSA.
- Proper site verification through technical person.
- As one of the aims of SSA is to involvement of community. So respective SMC, VEC are to be engage for supervision and monitoring the works and for which proper training as regards technical know how to be provided to all SMC, VEC.
- District Project Engineer and J.E. are to be deployed for constant visit to the site and to supervise the works for quality improvement and to give necessary guidance to the SMC, VEC. So that the work proceed accordingly.
- The DMC will convene weekly review meeting along with the different blocks. DPE & JE for last week performance and to prepare a 15 days action plan.
- Over and above, third party evaluation to be done.

When any VEC failed to obey to carry out the works as per specification and also fail to submit the utilization of the money received from SSA, warning will be issued to rectify the defects and to submit the utilization of fund. After this the District Authority freezes the accounts after getting detail report from the district engineering cell.

6.10 Project Management:

The District Elementary Office as well as Block Elementary Education offices have to be strengthened for successfully implementation of the SSA works in Missionary zeal to reach the desired goal of U.E.E.

The present status of the implementing agencies in terms of man power at district, sub-division and block level is given below:

Present staff position at District Elementary education office, Goalpara.

Sl. No.	Name of Position	No. of posts	Person in position
1	DEEO	1	1
2	APO	1	1
3	Inspecting Auditor	1	1
4	UDA	5	4
5	LDA	5	5
6	Grade IV	5	5

Staffing pattern of DI Office :

Sl. No.	Name of Position	No. of posts	Person in position
1	DI	1	0
2	SI	9	9
3	Assistant SI	1	0
4	HA	1	0
5	SA	1	1
6	UDA	4	3
7	LDA	6	6
8	Grade IV	13	12

Staffing pattern of BEEO Offices (Balijana, Matia, Dudhnoi & Lakhipur)

Sl. No.	Name of Position	No. of posts	Person in position
1	BEEO	4	4
2	SA	4	4
3	UDA	4	4
4	LDA	4	4
5	Grade IV	4	4
6	Night Guard	4	4

NB. SIs of school has been placed in different blocks against SI circles.

Regarding Infrastructure of these offices it can be said these are much below the requirement. All these offices are running from rented buildings and regular payment of rent is always a problem.

Since the District Elementary Education Officer (DEEO) will act as Chief Executive Officer at District Level designated as District Mission Co-ordinator (DMC) and the Block Elementary Education Officer will act as Chief Executive Officer at Block level designated as Block Mission Co-ordinator necessary support to be given to these offices.

The Deputy-Inspector of schools (Head Quarter) and one Asstt. Inspector of Schools will act as Associate District Mission Co-ordinator (ADMC). Besides there will be four District Programme Officers to assist the DMC in implementation of different activities relating to different functional areas namely- Community Mobilisation, Quality improvement, AS/ECE/IED. Additional supporting staffs as indicated below will also be placed at District Mission Office and Block Mission Office.

The proposed Management Structure aimed at strengthening the above offices for bearing the additional load of SSA is given below:

Sl.No	Name of position	No. of personnel		Remarks
		District Level	Block level	
1.	District Mission Co-ordinator	1		Ex-officio
2.	District Academic Mission Co-ordinator	1		Ex-officio
3.	Associate District Mission Co-ordinator	1		Ex-officio
4.	District Programme officer	5		
5.	District Project Engineer	1		
6.	Programmer (MIS)	1		
7.	Data Entry Operator (MIS)	2		
8.	Finance & Accounts Officer	1		
9.	Research Assistant (MIS)	1		
10.	Accountant cum Cashier	1	4	One for each block
11.	UDA	1	4	do
12.	LDA cum Typist	2	4	Do
13.	Jr. Account Officer	1	4	Do
14.	Receptionist cum Typist	1	-	
15.	Stenographer	1	-	
16.	Block Mission Co-ordinator/BRCC		4	Do
17.	Block Academic Co-ordinator		4	
18.	ABRCC		4	
19.	Resource Teacher		24	6 for each block
20.	Grade-IV	4	4	1 for each block
21.	Jr. Engineer	1	4	Do
22.	Night Guard	1	4	Do
Total		27	64	

6.11 MEDIA

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

And, hence SSA, Goalpara aims at sending the message of the programme of SSA & thus, a favorable opinion amongst general public by inviting the different wings of media such as news paper, radio, television, DIPRO, so that people have a transparent conception about the new practices on teaching learning method and new concept of Education and the same are accepted by them and thus the media based strategy is bound to give excellent result.

OBJECTIVES

The objectives of the media strategy are as follows :

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

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

- ❖ Within the programme that target the community to address enrolment, retention
- ❖ And the others that targets policy makers, academicians and larger public.
- ❖ It is also proposed to organize Educational exhibitions by putting up stall with posters, slogans, displaying photograph in suitable places of any blocks and in these activities media personals presence and participation must be ensured for the proper publicity of the same. Printing materials for awareness will be distributed to the public and motivational VIDEO film will be screened describing the success of SSA.

Public Relation :

Meetings and discussion be organized at district level, block level, and Gaon Panchayat level and in the focus areas in collaboration with media personals and others involved in such activities.

Press release of various programmes/workshop/meeting training along with performances of SSA be published for publicity.

Radio talks on programme like ECG, ECE, BC would be held.

A glimpse on the various activities to be carried out since the inception of project.

Print Media :

- Press release of various programmes/workshop/meeting/training both in English and in Bengali will be published.
- SSA book sheet, which include SSA overview, outlines of the work done, will be produced in English, Bengali and in other languages in the initial stages of the programme.
- A bi-monthly news letter in English and in Bengali language will be published regularly by the SSA, Goalpara which will be distributed to all the BRCC, CRCC, teacher, GPEC, VEC, SMC, Community representatives, RPI number and other related personal.
- Leaflet will be published.

Electronic Media :

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

Field Publicity :

Educational Exhibition will be organized in Tribal melas and celebrations, in Sishu Melas, in yearly inter Mela at Goalpara and in other villages by the SSA, Goalpara by putting up stalls with posters, slogans caption and displaying photographs. Printing materials for awareness generation will be distributed to the public and motivational video films will be screened in the evenings where the success of SSA as well as DPEP of other district will also be displayed.

Multimedia Campaign: Representative of SSA of Goalpara district will visit the other districts inside and outside the state and representative of other district & states will be invited to Goalpara to share their views and experiences, progress and prospect of SSA, Goalpara.

Public Relation :

The SSA Goalpara for generating public opinion and awareness will organize meeting & discussion, at district level as well as in block and village level. The media personals and public relation officer for various media agencies such as Doordarshan, AIR Directorate of Field Publicity, DAVP, PIB etc. and State/Central level organization representatives of PRI and century will be invited.

Radio Programme :

Radio is the most common & largely attended medium of Mass Communication in communicating the remotest & minor areas & targeted groups at a short span of time. The areas identified for radio broadcast are :

- Teachers training
- School library
- BRC/CRC
- Community Participation
- SHG.
- ECE
- Mothers Group
- IED
- AS
- Others

The awareness of SSA activists and active involvement of functionaries like teacher, Educational counselor, administrative officer, NGOs, community members and Resource Group are a must for the success of SSA. For this purpose, Radio programme are chalked which include.

- Interview/Radio talk
- Discussion on multifarious issues of UEE, role & responsibility of teachers & community, SHG, BRCC, CRCC, educational administrators.
- Discussion on ECE, AS, BC, IED, MG, Teacher training etc.
- Child based programme.
- Pedagogy.

Visit of Media Persons to the district :

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

Strategies :

In order to reach the grass root level academic workers like teacher, CRCCs etc the popular media like, AIR, DD, News paper will be used.

Strategies will be like: --

- Persons will be identified to make a regular liaison between the DMC, Programme Officers, and BMC, BRC, CRC at grass root level and the media to ensure all concerned related to SSA about the latest development and guidelines of SSA in a transparent way.
- Preparation of Tabular yearly activity calendar and to distribute the same to all concerned.
- To make it confirm to attend the media personals from top to bottom & grass root level of SSA activities.
- Monthly sharing workshop with target groups/NGO's/Institute etc about convergence with govt. & un govt. institute.

- Publicity of SSA activities using DDK/AIR/DAVP.
- Production of films of narrow type like spot films, documentary, story based films etc relating to the various component of SSA and sharing & displaying the same to the state to grass root level.
- Production of audio materials, which include radio, talks in other motivational topics and sharing the same to the masses.
- Printing of poster and leaflet and finally distribution.
- Conduct of case studies is relating to various component like TT, ECE, IED, MG, VEC, GPEC etc.
- Arrangement of mock exercise and recording the talks, discussion well ahead of time.
- Collection of chunks in every week for broadcasting in AIR & DDK.
- Organizing drama, seminar etc. on community participation at town and village level and to invite media recording the better and share it to the others.

Publicity :

- Through the by usually news paper of SSA, Goalpara.
- Through the official letters and tabular yearly action plan to all functionaries.
- Through the local News Papers
- Through the AIR/DDK/DIPRO
- Ensure the attendance of the media persons to the SSA progress well ahead of time.
- The documented film will be displayed in Melas and in Meetings & trainings and in public gathering

Annexure - I

List of Single Teacher School :

S.N	Block	Cluster	Village	Sch name	Enrollment
1	MATIA	KHARDANG JONAKI	CHELAPARA	950 NO DAIRONG CHELAPARA L.P	72
2	MATIA	KHARDANG JONAKI	KHARDANG II	KHARDANG JANAKI L.P	59
3	MATIA	KHARDANG JONAKI	BELPARA II	MONGRE L.P	96
4	MATIA	PAIKAN	FOFONGA II	GOPINATH BORDOLU L.P	101
5	MATIA	PAIKAN	TUKURA III	TUKRESWARI L.P	50
6	MATIA	PAIKAN	PAIKAN I	MADAPARA L.P. GARO	25
7	MATIA	ASHUDUBI	KHER MOHORA	805 NO. KHER MOHARA L.P	58
8	MATIA	KRISHNAI	PUB DAIRONG	BAHAPARA L.P.	22
9	MATIA	KRISHNAI MOKTAB	KALIASHASTRA	KALIASHASTRA RAYPARA L.P	52
10	MATIA	MAJAKHULI	DAHELA	CHAKALPARA SIBERAI L.P	24
11	MATIA	DUBAPARA	DARNGAR ALGA	DARNGAR ALGA N.C. GIRLS L.P	64
12	MATIA	HELAPAKHRI	PAKHASIN GHAR II	PAKHASIN GARO L.P	46
13	MATIA	HELAPAKHRI	HELAPAKHRI	HELAPAKHRI GARO L.P	21
14	MATIA	HELAPAKHRI	PAKHURA	PAKHURA	72
15	MATIA	HELAPAKHRI	PUB PAKHURA	PUB PAKHURA L.P.	79
16	MATIA	MATIA	PACHIM MATIA	5 NO. MATIA SARANATH L.P	91
17	MATIA	MATIA	PACHIM MATIA	222 NO. MAJULI GAROPARA L.P	23
18	MATIA	BAHATI	GOPALPUR	147 NO. BAHATICHAR L.P	34
19	MATIA	BAHATI	BAHATICHAR R.B. I	BAHATICHAR BHATIPARA L.P.	56
20	MATIA	BAHATI	BAHATICHAR R.B. I	2 NO. BAHATICHAR L.P.	52
21	MATIA	BAHATI	BAHATICHAR R.B. I	BAHATI N.C. KALACHAR L.P.	51
22	MATIA	SUTARPARA	TOPLA KHOMA	828 NO. TOPLAKHOMA L.P.	72
23	MATIA	SUTARPARA	GARUPORATARI	GARUPORATARI L.P.	90
24	MATIA	SUTARPARA	NABAGATA SIMULTOLA	580 NO. NABAGATA SIMULTOLA L.P	117
25	MATIA	SUTARPARA	NABAGATA SIMULTOLA	RAMSWARUP L.P	232
26	MATIA	SUTARPARA	SUTARPARA	724 NO. SUTARPARA L.P.	202
27	MATIA	SIDHABARI	BAGUAN III	MONROHAR L.P	68
28	MATIA	SIDHABARI	BAGUAN III	745 NO. KATHAL BARI L.P.	56
29	MATIA	SIDHABARI	BAGUAN IV	UPPER BAGUAN L.R	50
30	LAKHIPUR	CHOIBARI	CHOIBARI	PACHIM CHOIBARI L.P	57
31	LAKHIPUR	CHOIBARI	KULAMJUA	KULAMJUA L.P.	53
32	LAKHIPUR	TAKIMARI	HAFURIPARA	370 NO. HAGURI PARA	42
33	LAKHIPUR	KHALUSAVITA	BHERVERI	BHER VERI	163
34	LAKHIPUR	KHALUSAVITA	GARJAN	DR. KADAMAU GIRLS	148
35	LAKHIPUR	KHALUSAVITA	SATISA KHAMAR	SATISA KHAMAR LPS	126
36	LAKHIPUR	KHALUSAVITA	BHIMKHOU MOTIKHOMA	BHIMKHOU L.P.S	106
37	LAKHIPUR	KHALUSAVITA	BHIMKHOU MOTIKHOMA	MOTIKHOMA L.P	100
38	LAKHIPUR	KHALUSAVITA	CHARALHAR	906 NO. CHARALHAR	208
39	LAKHIPUR	MOROBARI	HARJAPUTA	HARJUA PUTA	75
40	LAKHIPUR	MOROBARI	CHAIL DHARA	BAROIKHARU PHECHARYHAR	68
41	LAKHIPUR	BAIDA	BODA KERNHAPARA	PPAFULLA MAHANTA L.P	42
42	LAKHIPUR	BAIDA	KURUNG	KURUNG L.P	40
43	LAKHIPUR	CHENGER ALGA	PATAKATAH	PATAKATA CHAR L.P	60
44	LAKHIPUR	CHENGER ALGA	CHENGERSALGA	915 CHENGER ALGA	74
45	LAKHIPUR	CHENGER ALGA	CHAILDHARA	961 NO. PUB CHAIL DHARA	60
46	LAKHIPUR	CHENGER ALGA	BAKPARA	BAKPARA L.P.	69
47	LAKHIPUR	CHENGER ALGA	FULKAKATA	FULKAKATA	45
48	LAKHIPUR	CHENGER ALGA	SALDHOMA	676 NO. PUB CHAILDHARA L.P.	97
49	LAKHIPUR	BANNYAGURI	BHALLUKHARI	672 NO. BHALLUKHARI L.P.	84
50	LAKHIPUR	SAKAKONA BODO	BARDAL	BORDAL LPS	18
51	LAKHIPUR	MOGHOPARA	THORKO	KHAREAPARA L.P.	34
52	LAKHIPUR	MOGHOPARA	BOSTON PARA	GOLOHRA	30
53	LAKHIPUR	MOGHOPARA	CHATABARI	JONGCHH PARA	25
54	LAKHIPUR	MOGHOPARA	THORKO	LOVER THORKO	36
55	LAKHIPUR	FARINGAPARA	NIKARIPARA	NIKARI PARA L.P	56
56	LAKHIPUR	GOSSAIDUBI	BANDARI MATHA	101 NO. BANDARI MATHA L.P.	56
57	LAKHIPUR	KATARIHARA	SARDER BHITA	948 NO. SARDER BHITA	186
58	LAKHIPUR	KATARIHARA	FORINGAPARA	DEVIPURPARA L.P	59
59	LAKHIPUR	KATARIHARA	KATARIHARA	CHENI KHOMA	175
60	LAKHIPUR	KHARUBHAJ	KILLA HARA V	SHELUK KHOMA L.P	88
61	LAKHIPUR	KILLAHARA	KISTOMANI	601 NO. KISTOMANI	49
62	LAKHIPUR	KILLAHARA	KILLAHARA	PACHIM KILLAHARA L.P	30
63	LAKHIPUR	KILLAHARA	CHALAKURA II	BAKONER ALGA	54
64	LAKHIPUR	KILLAHARA	PANIKHARI	KARAKANDI L.P	62
65	LAKHIPUR	KILLAHARA	SHINGULIPARA	216 NO. ROW KHOMA	54
66	LAKHIPUR	RAJMITA	GHUGU DOBA	950 NO. GHUGU DOBA L.P	107
67	LAKHIPUR	RAJMITA	KALABARI	HURKACHUNG	118
68	LAKHIPUR	BOROPOTARI	SAKTOLA	KOKRADANGA L.P	125
69	LAKHIPUR	BOROPOTARI	KHONAR PUB PAR	KHONAR PUBPARA L.P	40
70	LAKHIPUR	AQLATOLI	SONALURTAL	51 NO. BALIKASHI JB	96
71	LAKHIPUR	AQLATOLI	PUB TMLUBARI	PUB SIMULBARI L.P	172

Annexure - II

Tea Garden L.P. School (Management by Tea Garden)

Name of Tea Garden	Name of School	Ka-Sreni	Class wise Enrollment					Number of Teacher
			I	II	III	IV	Total	
Simlitola Tea Garden	Simlitola Chabagan LPS	0	37	22	11	7	77	2