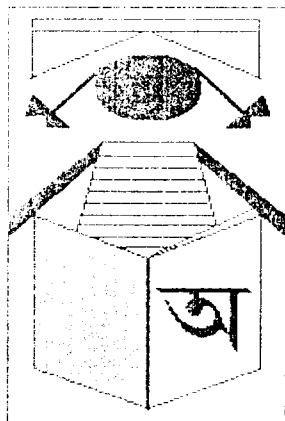


# SARVA SIKSHA ABHIYAN

DISTRICT: NALBARI



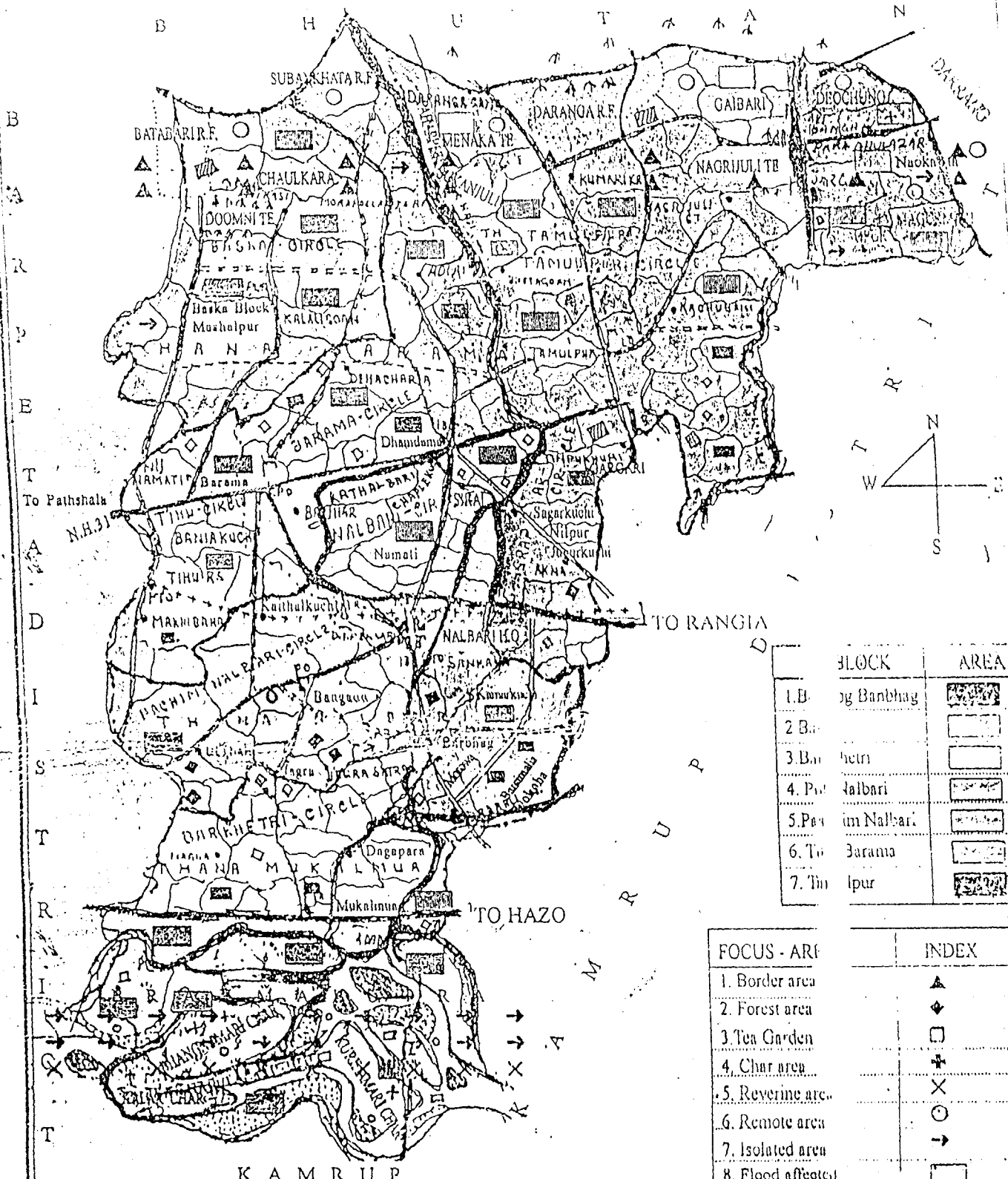
DISTRICT ELEMENTARY EDUCATION PLAN  
(DEEP)

(2002-2003 to 2009-2010)

AXOM SARBA SIKSHA ABHIJAN MISSION

GOVERNMENT OF ASSAM

# MAP OF NALBARI DISTRICT SHOWING FOCUS AREAS



BLOCK	AREA
1. Borigog Banbhag	
2. Baska	
3. Barkshetri	
4. Pub Nalbari	
5. Paschim Nalbari	
6. Tihu Barama	
7. Tamulpur	

FOCUS - AREA	INDEX
1. Border area	
2. Forest area	
3. Tea Garden	
4. Char area	
5. Revenue area	
6. Remote area	
7. Isolated area	
8. Flood affected	
9. Malaria affected	
10. Concentration group of people	
a) Muslim	
b) ST	
c) SC	
d) Nepali	
11. Railways	
12. National Highway	
13. River	
14. State H/W	
15. Village	

DISTANCE FROM DIST. H.Q.	
BLOCK	DISTANCE
1. Borigog Banbhag (Ghograpar)	12 Km.
2. Baska (Mushalpur)	35 Km.
3. Barkshetri (Mukalmua)	45 Km.
4. Pub Nalbari (Nalbari)	00 Km.
5. Paschim Nalbari (Chamata)	12 Km.
6. Tihu Barama (Barama)	15 Km.
7. Tamulpur (Tamulpur)	30 Km.

POPULATION (2001 Census)	
Male	5,87,668
Female	5,50,516
Total	11,38,184
AREA	
Urban	14 Sq. Km.
Rural	2,243 Sq. Km.
Total	2,257 Sq. Km.
DENSITY	504 Sq.m.
LITERACY	
Urban	88.61%
Rural	67.55%
Total	68.08
State H/W	150Km.

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## DISTRICT AT A GLANCE

### Geography :

<b>Location</b>	Lower part of Assam in North-east India	
Distance from State Capital	71 Kms	
Area	2259 Sq. Km	
Border	North	Bhutan
	East	Kamrup district
	South	The riverine part of the Brahmaputra under Kamrup
	West	Barpeta district
Major River	The Brahmaputra is the only major river with the main tributaries Tihu, Buhradia, Pagaldia, Nona, Baralia.	
Major Hills	Doesn't arise	
Total Forest covered	33 % of the land area	

### History :

Attained Sub-Division status	1967
Attained District status	1985

### Administration :

Head Quarters	Nalbari
No. of Sub Division	1 ( One )
Name of Sub-Division	Nalbari
No. of Revenue Circle	11 ( Eleven )
Name of the Circle	Nalbari, Tihu, Barama, Tamulpur, Ghograpar, Baska, Paschim-Nalbari, Barkhetri, Barbhag, Bane-kuchi, Baganpara .
No. & Name of the CD blocks	12(twelve) Borigog banbhag, Baska, Paschim-Nalbari, Barkhetri, Barbhag,, Tihu, Tihu-barama, Dhamdhama, Tamulpur, Nagrijuli, Pub-Nalbari
No. of Police Station	9(Nine)
Name of the Police station	Nalbari, Belsor, Mukalmua, Kamarkushi, Barama, Tihu, Tamulpur, Ghograpar and Massalpur Police station .
No. of Anchalik Panchayat	12 (Twelve)
No of Gaon Panchayat	115(One Hundred Fifteen)
No. of Villages	834(Eight Hundred Thirty Four)
No of Town	2(Two)
Name of the Town	Nalbari and Tihu

### Population

	1991	2001
Total Population	1016390	1138184
SC	89194	107033
ST	179641	215569
Rural	992915	1110706
Urban	27478	27478
Literacy rate	55.99 %	68.08 %
Female/1000 males	844	937
Major Language	Assamese & Bodo	

### Economy :

Major economic sector	Agriculture
Area under cultivation	134984
Under paddy cultivation	36500 Ha (82%)
Production of winter paddy	Boro Dhan (rice)
Production of summer paddy	Shail Dhan
No. Tea gardens	03
Area under tea plantation	
Production of black tea	
Major fruit products	Banana, Pineapple, Papye, Jackfruit, Guava, Coconut.
Major forest products	Bamboo, Timber (Sal, Segun, sundi, Cham, Gamari) Sand.
Total road length	150 Kms
National highway	38 Kms
No. of Colleges	9
No. of Secondary schools	145
No. of higher Secondary schools	28
No of Elementary school	1761
No. of pre-primary school	23
No of Govt. Hospital	1
No of Bank branches	SBI-3,UCO-3,CO-Operative Apex Bank-2,PGB-Industrial CBI-1,PNB-1
Railway Station	Tihu, Kaithakuchi, Nalbari, Ghagrapar
Nearest Airport	GNB ,International Airport Barjhar

## CHAPTER – I DISTRICT PROFILE

### Location :

Nalbari district is located in the lower part of the state Assam. Its cardinal points lies between latitude 26<sup>o</sup> and 27<sup>o</sup> North and longitude 91<sup>o</sup> and 92<sup>o</sup> east. Nalbari district and administrative unit created out of undivided Kamrup district on and from 14/08/1985 .Prior to that it remained as sub-division since 01/08/1967 .

### Boundaries :

North : Bhutan .  
South : Kamrup District .  
East : Rangia Sub-division of Kamrup District .  
West : Barpeta District .

### History :

Etymologically Nalbari means a place of reeds. This word is nothing but a hybrid formation of 'Nal' (=reed) and Austric word + 'Bari' (=courtyard , compound , dwelling place living place ).a Sanskrit oriented word from vatika .The area was once a meeting or living place of Austroloids , mongoloids and Aryans ( A Historical and cultural study of nalbari region by purba bharati ).

Of late, Nalbari the sub-division of kamrup district from 1967 attains the status of the district with declaration as on 14 th August 1985.

The Nalbari has its past glory for historical places, capital, temples, Ali(Road), Monuments etc. during the period of Ahom and pre-Ahom rules .For example " Baidhyagarh between Tamulpur and Rangia which is known as Arimetta garh (1365-1385) is in Nalbari district.Further ,Fengua garh(capital) Madoikata ,Kumarikata ,Gahaikamal Ali are some of the example of such historical importance of Nalbari.however nalbari has turned into a place trade and commerce with the advancements of raol-way at nalbari from 1905. the old nalbari revenue circle became Tahsil in 1888 with Mauzas ie khata,pakowa,bahjani,dharampur and batahgila in 1853, a munsif court was set-up and to resotre law and order situation a P.S at nalbari and two Police chawkise at tamulpur and khagrabari where established.Now Nalbari has 9 nos of PS .There are 4 nos of railwaystation viz Tihu,kaithalkuchi,nalbari,ghagrapara .

Nalbari has occupied a distinctive role for Sanskrit language and hence it is garded as navadwip of Assam .A good number of Sanskrit institution including Nalbari Sanskrit College are playing a vital rule of Sanskrit education .

The establishment of gurdon minor school (now gurdon HS school ) in 1887 is the milestone of modern education in nalbari.In 1917 this school is upgraded to high school .The Tamulpur Govt. MV school is the second educational institution in the district .In 1945 Nalbari College was established for Higher education .

The NH-31 has covered a distance of 38 Km in length from east to west in the district. Politically the district has six number of LACs viz Nalbari,Dharampur,Tamulpur,Barkhetri .Barama and Chapaguri of course a part of Nalbari district is in the area of Patacharkuchi LAC.

The district has special observable features –such as high density,lack of employment facilities due to lack of small and large scale industries .Flood is also a burning problem of the district .

Date of establishment of the district : 14 th Aug 1985

Area : Demography ,Density & Administrative division .  
Rural : 2243.0 Km.  
Urban : 14 Sq Km .  
Total : 2257 sq Km .  
Tea-garden Area : 2065 Hectors.  
Source : D.C office ,Nalbari (2001AD)

Demography : According to the census of the year 1991 the size of the population of the Nalbari district was as follows :

Total population : 1016390  
Male : 524953  
Female : 491437  
Rural : 992915  
Urban : 23475

According to the census of the 2001 the population of the Nalbari district was as follows :

Total population : 1138184  
Male : 587668  
Female : 550516  
Rural : 1110706  
Urban : 2747

The Growth rate of the district during the last decade is +11.98 below the below the state level rate 18.85. The district was ranked in 9 th place in 1991 and 10 th place in 2001.

The sex ratio of the district is 937 (in1997) in rural areas and 908 in the Urban Areas .

#### **Density :**

The district has a high density rate in 1991 the density of the population was 450 and in 2001 it became 504 per Sq.Km.

#### **Administrative Division :**

Nalbari is the only sub-division of Nalbari district having 11 nos of revenue circles ie Nalbari,Tihu,Barama,Tamulpur,Ghograpar,baska,PaschimNalbari,Barkhetri,Banekuchi,Baganpara, and Barbhag . It has 12 nos of CD blocks Further,9 nos PS in the district viz. Nalbari (sadar),Ghograpar,Tamulpur,Tihu,Mushalpur,Kamarkuchi,Belsor ,Barama and Mukalmua along with 10 Police out post are functioning . The district divided in to 26 nos of Mouzas for collection of revenue there of .

## Topography :

The areas of the district slopes down from the Northern Bhutan border to the alluvial flat plain of the mighty Brahmaputra river to the south having four district physical division viz

a) Elevated tract along northern Bhutan border.

b) The Tarai .

c) Bhabar and

d) Alluviums .

Due to the sloping shape of the area , the river water of the district get immediately flooded during the summer seasons .The entire border area in the north of the district lies at the foot of the Bhutan . So this area is a forest area and soil is very hard and rocky .There are three char ( river-island) and riverine areas to the south bank of river Brahmaputra .

## Natural Drainages :

The district originate from the Bhutan hills in the North and flows to the south and meet the Brahmaputra ,Tihu, Buhradia, pagaldia ,mara pagaldia ,Nona, Barlia and Ghoga are the tributaries of the district . During the monsoon the water of these rivers get overflowed and submerged a greater part of the district mainly the area of Upper Barbhag Mouza.

## Population Pattern :

Nalbari district is thickly populated , according to the 1991 census the the total population of the district is 1016390 and in 2001 it became 1138184 . The district has different population pattern. Beside the general category there are SCs ,STs and OBCs also . Among the STs Boro,Kachari,Rabha,and Saranis among SCs –kaibartas , Mali Namasudra ,Jalo ,Malo,Sutradhar,Doba,Bania and Rajbanshi , Seal etc. Included in OBCs Hindus and Muslim are the main religious communities of the district .Beside Marowari,Bihari,Nepali,.Santhal,Bangali,Adibashi are inhabitants ssince time immemorable . The pattern is seen thus :

Caste	Population	Percentage
Hindu	787485	77.48 %
Islamism	202653	19.94 %
Christianity	10988	10.988 %
Jainism		1.092 %
Budhism		0.798 %
Sikhs		0.023 %

## Economic Condition Of The People & Occupation Pattern :

The economy of the district is based on agriculture . Paddy ( winter and summer ) Wheat, Cereals and variety of vegetables are largely produced Baska ,Tamulpur, Barkhetri, Bahjani areas are the major place where production is high. But this important areas are flood effected in every year flood damages the cultivation in harvesting time . It effect the economy of the district .In Urban areas most of the people depend on business , Service holder are found both in rural and urban areas. Child labour is one of the special feature in the district . This children comes from villages to towa to work at tea stall, hotel, shops etc in and out side of the district . Due to the higher literacy rate and lack of major industries , the



problem of unemployment are increasing day by day . Insurgency problem is also burning question of the district.

### Occupational Pattern:

#### Agriculture :

The occupational distribution of the people in the district is not satisfactory . About 62.99 % of the rural population are cultivators and about 75.26 of the rural people depend on agriculture .

Out of total population about 7 % are landless, 4% are marginal landholder, 31 % are small land holders and 21 % are big land holder .

#### Live Stock :

Forest & Fisheries	1.57 %
Mining & Quering	0.06 %
House-hold industry	2.01 %
Manufacturing	2.91 %
Construction	1.25 %
Trade & Commerce	5.52 %
Transport & Communication	1.09 %
Other Services	10.35 %

### Industry:

Nalbari district is industrially very backward. There is no heavy industry. There are only three medium size industries. One Polyester Fabric production industry at present sick . Small industries like Handloom are found mainly in rural areas, specially in tribal areas. Sericulture is also an important subsidiary occupation of the tribal. There are some weaving centers also. Nalbari is famous for cane and bamboo product. These products are exported all over the state as well as to out side the state also.

### Rural Development:

Table 1.1 Block wise BPL survey

Sl. No.	CD Block Name	Nos of families under BPL (rural)	Nos of families under BPL (urban)	% of BPL families
1	Pub Nalbari	10515	Na	
2	Barbhag	5220		
3	Paschim Nalbari	13234		
4	Madhupur	5167		
5	Tihu	8769		
6	Tihu/Barama	8271		
7	Barigog Banbhag	10476		
8	Barkhetri	17585		
9	Tamulpur	22800		
10	Nagirijuli	11541		
11	Baska	12200		
12	Dhamdhama	9980		

**Source :** DRDA, Nalbari, BPL Survey 1998 .

Table 1.2 Area, Number of Blocks, inhabited villages GP, Towns & Density

Year	No of CD Blocks	No. of educational blocks		No. of villages			No. of Gaon panchayat	Towns	Density
		Rural	Urban	Revenue village	Forest Village	Total			
1991	9	7	1	832	2	834	115	2	450
2001	12	7	1	832	2	834	115	2	504

Table 1.3 Educational Block wise CD blocks, villages, habitation and GP.

Educational block name	CD block name under the educational block	No of GP	No of Village
Pub Nalbari	Barbhag, Pubnalbari, Madhupur	20	144
Paschim Nalbari	Madhupur, Paschim Nalbari	18	63
Tihu-Barama	Tihu, Tihu-Barama	13	80
Baska	Baska, Dhamdhama	17	130
Barkhetri	Barkhetri	12	112
Barigog Banbhag	Barigog Banbhag, Barbhag	10	98
Tamulpur	Tamulpur, Nagrijuli	25	207
<b>Dist total</b>		<b>115</b>	<b>834</b>

Source : DEEO Office & Alok Jatra (SSA) 2001

Table 1.4 Distribution of Population

Year	All			Rural		Urban			Sex ratio	Growth Rate
	Male	Female	Total	Male	Female	Total	Male			
1991	524953	491437	1016390	51225	460690	992915	12728	936		
2001	587668	550516	1138184	573269	53747	110706	14399	937		

Source: Census of India 1991 & 2001 provisional population:

From the above data recorded in the table 1.4 it is obvious that the growth of population (2001) of Nalbari district is below the state norms (18.85). The percentage of increase in rural population is 11.96 and in urban it is 17.05 from this comparison it is cleared that peoples from rural are shifting to the urban area. The ratio of female of the district is almost same in between 1991-2001. The sex ratio is almost same.

Table 1.5 Population by Caste & Sex

Year	Caste Category	Population			% of Population		
		Male	Female	Total	Male	Female	Total
1991	SC	Na	Na	89194	Na	Na	8.78 %
	ST	Na	Na	179641	Na	Na	17.67%
2001	SC	Na	Na	107033	Na	Na	9.40%
	ST	Na	Na	215568.2	Na	Na	18.93%

Source : census of India of the year 1991-2001.

## Literacy

Out of the Total 1138184 lacs population 473298 are literate as per 2001 census. The overall literacy rates of the district have increased from 55.99 in 1991 to 68.08 in 2001. In terms of literacy the district stands at 9<sup>th</sup> rank amongst the 23 district of the state. It is Higher 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	524953	491437	1016393			436132	76.55	57.38	55.99
2001	587668	550516	1138184	389686	375200	664886	84.77	70.82	68.08

**Source :** Census of India 1991 & 2001

Year	Rural			Urban		
	Male	Female	Total	Male	Female	Total
1991	66.44	41.40	53.42	86.66	73.29	79.97
2001	76.71	57.69	67.20	92.84	83.95	88.39

**Source :** Census of India 1991 & 2001.

The male literacy in rural areas was 66.44 in 1991 and in 2001 it became 76.71 . The female literacy in 1991 was 41.40 and in 2001 it became 57.69. These figures show that the rural area the literacy rate of male is higher than the total literacy rate. The urban area literacy rate is higher than the literacy rate in Rural area . This is the significant different in literacy rate in the district which need to be equalized in the years to come .

## CHAPTER-II : EDUCATIONAL PROFILE OF THE DISTRICT

### Access

99% of the habitations in the district are having a primary school within the state norm of 1 KM range. 1% of the habitations are having a school beyond 1.5 KM. Regarding the availability of Upper Primary Facilities, 1% of the habitations are having an Upper Primary School within 3 KM. The children of the .10% of the habitations have to go beyond 5 KM for reaching to an Upper Primary schools.

*Table 2.1 Availability of Primary Schools*

Name of Block	Number of Habitations having a Primary Schools		
	Within 1 KM	Between 1-1.5 KM	More than 1.5 KM
Baska		42	78
Barkhetri		31	51
Borigog Banbhangh		19	36
Pub Nalbari		40	38
Paschim Nalbari		44	43
Tihu Barama		29	26
Tamulpur		84	126

*Table 2.2 Availability of Upper Primary Schools*

Name of Block	Number of Habitations having an Upper Primary Schools		
	Within 3 KM	Between 3-5 KM	More than 5 KM
Baska	56	32	4
Barkhetri	20	17	3
Borigog Banbhangh	29	13	00
Pub Nalbari	2	13	2
Paschim Nalbari	31	23	1
Tihu-Barama	19	13	4
Tamulpur	155	65	5

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

Sl.No.	Type of Management	Primary Schools	Middle School	High/Higher Secondary Schools having Primary/Middle Sections
1.	Central Government			1
2.	State Government	1481	282	81
3.	Venture	300	238	
4.	Privates	20	4	

82% of the primary schools are managed by the state government. Only 1% of primary schools are private while 17% are venture. In case of Upper Primary schools 54% schools are managed by state Govt. 46% are in Venture stages .

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

Name of Block	Primary Schools	In %	Middle Schools	In %	High/Higher Secondary Schools having Primary/Middle Sections	In %
Baska	280	19	46	16		
Barkhetri	165	11	27	09		
Borigog Banbhangh	131	09	28	10		
Pub Nalbari	222	15	54	19		
Paschim Nalbari	184	12	28	10		
Tihu-Barama	209	14	37	13		
Tamulpur	274	19	56	19		
	1465		276			

From the data above shown that majority of the schools of all types are not concentrated in a particular Block. There is one Upper Primary School against five Lower Primary Schools in the district. However, there is no uniformity regarding number of UP schools available against LP Schools. There is one UPS against 6 LPS in Baska block, which is relatively a backward block while for every 2.5 LPS there is one UPS for urban area. Banbhangh and Tamulpur Block both are having an Upper Primary School against four 4 LP Schools. On the other hand in Pub Nalbari block having 1 upper primary school against 3 LPS .

### **Enrollment & Drop out:**

Total number of school-aged children between 6-14 years is 243438 as per the House-to-House Survey data collected in April 2002. Among them 196361 are enrolled in schools, 8855 have dropped out from the school and 33272 are found to be never enrolled children.

8855(3.5%) of children are reported to be dropout in the district. The highest percentage ( 5.9%) are in Baska block followed by Tamulpur & Barkhetri . The lowest drop out children is in Pub Nalbari block. The block having highest drop out children is predominantly inhabited by SC & ST,OBC.Nepali & Tea-garden labours.

The gross enrollment ratio at primary level is 79%. The GER at Upper Primary Level is only 91%.

There are 2015 disabled children identified during survey majority of them are out of school.

As per House-to-House Survey 5024 children are reported to be as child labour.

Table: 2.5 5-13 Age Group Child population, School Going & Not Going Children

Name of Block	Total Child Population			School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BASKA	21996	19921	41897	17590	15591	33181	3048	3114	6162	1358	1196	2554	4406	4310	8716
BARKHETRI	21449	18449	39898	14359	12075	26434	5998	5591	11589	1092	783	1875	7090	6374	13464
TIHU-BARAMA	14038	13339	27407	13005	12447	25452	656	647	1303	377	275	652	1033	922	1955
TAMULPUR	26089	23730	49819	20511	17764	38275	4534	4943	9477	1044	1023	2067	5578	5966	11544
PUB-NALBARI	18590	16532	35122	17221	15855	33076	1043	801	1844	323	236	562	1369	1037	2406
PACHIM-NALBARI	12593	11636	24199	11287	10341	21628	892	959	1851	414	306	720	1306	1265	2571
BORIGOG BORBHOG	10421	9653	20077	8950	8149	17099	1056	1133	2189	415	374	789	1471	1507	2978
<b>Total</b>	<b>125176</b>	<b>113603</b>	<b>238779</b>	<b>102923</b>	<b>92222</b>	<b>195145</b>	<b>17227</b>	<b>17188</b>	<b>34415</b>	<b>5026</b>	<b>4193</b>	<b>9219</b>	<b>22253</b>	<b>21381</b>	<b>43634</b>

Table: 2.6 5-13 Age Group School Going & Not Going Children (In %)

Name of Block	School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BASKA	79.97%	78.34%	79.20%	13.86%	15.65%	14.71%	6.17%	6.01%	6.10%	20.03%	21.66%	20.80%
BARKHETRI	66.94%	65.45%	66.25%	27.96%	30.31%	29.05%	5.09%	4.24%	4.70%	33.06%	34.55%	33.75%
TIHU-BARAMA	92.64%	93.10%	92.87%	4.67%	4.84%	4.75%	2.69%	2.06%	2.38%	7.36%	6.90%	7.13%
TAMULPUR	78.62%	74.86%	76.83%	17.38%	20.83%	19.02%	4.00%	4.31%	4.15%	21.38%	25.14%	23.17%
PUB-NALBARI	92.64%	93.86%	93.22%	5.61%	4.74%	5.20%	1.75%	1.40%	1.58%	7.36%	6.14%	6.78%
PACHIM-NALBARI	89.63%	89.10%	89.38%	7.08%	8.26%	7.65%	3.29%	2.64%	2.98%	10.37%	10.90%	10.62%
BORIGOG BORBHOG	85.88%	84.39%	85.17%	10.13%	11.73%	10.90%	3.98%	3.87%	3.93%	14.12%	15.61%	14.83%
<b>Total</b>	<b>82.22%</b>	<b>81.18%</b>	<b>81.73%</b>	<b>13.76%</b>	<b>15.13%</b>	<b>14.41%</b>	<b>4.02%</b>	<b>3.69%</b>	<b>3.86%</b>	<b>17.78%</b>	<b>18.82%</b>	<b>18.27%</b>

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

Name of Block	Total Child Population			School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BASKA	11052	10114	21206	8841	7900	16741	2003	1987	3990	248	227	475	2251	2214	4465
BARKHETRI	11444	10404	21848	7704	6707	14411	3571	3558	7129	169	139	308	3740	3697	7437
TIHU-BARAMA	6469	6202	12691	6017	5724	11741	422	437	859	50	41	91	472	478	950
TAMULPUR	12445	12453	25898	10491	9283	19874	2795	2915	5710	159	155	314	2954	3070	6024
PUB-NALBARI	8565	7845	16410	7763	7254	15017	757	558	1315	45	33	78	802	591	1393
PACHIM-NALBARI	5658	5342	11000	4967	4536	9603	641	663	1304	50	43	93	691	706	1397
BORIGOG BORBHOG	4961	4810	9771	4211	4004	8215	715	756	1471	35	50	85	750	806	1556
<b>Total</b>	<b>61654</b>	<b>57170</b>	<b>118824</b>	<b>49994</b>	<b>45608</b>	<b>95602</b>	<b>10904</b>	<b>10874</b>	<b>21778</b>	<b>756</b>	<b>688</b>	<b>1444</b>	<b>11660</b>	<b>11562</b>	<b>23222</b>

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

Name of Block	School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BASKA	79.71%	78.11%	78.94%	18.06%	19.65%	18.82%	2.24%	2.24%	2.24%	20.29%	21.89%	21.06%
BARKHETRI	67.32%	64.47%	65.96%	31.20%	34.20%	32.63%	1.48%	1.34%	1.41%	32.68%	35.53%	34.04%
TIHU-BARAMA	92.73%	92.29%	92.51%	6.50%	7.05%	6.77%	0.77%	0.66%	0.72%	7.27%	7.71%	7.49%
TAMULPUR	78.03%	75.35%	76.74%	20.79%	23.41%	22.05%	1.18%	1.24%	1.21%	21.97%	24.65%	23.26%
PUB-NALBARI	90.64%	92.47%	91.51%	8.84%	7.11%	8.01%	0.53%	0.42%	0.48%	9.36%	7.53%	8.49%
PACHIM-NALBARI	87.79%	86.78%	87.30%	11.33%	12.41%	11.85%	0.88%	0.80%	0.85%	12.21%	13.22%	12.70%
BORIGOG BORBHOG	84.88%	83.24%	84.08%	14.41%	15.72%	15.05%	0.71%	1.04%	0.87%	15.12%	16.76%	15.92%
<b>Total</b>	<b>81.09%</b>	<b>79.78%</b>	<b>80.46%</b>	<b>17.69%</b>	<b>19.02%</b>	<b>18.33%</b>	<b>1.23%</b>	<b>1.20%</b>	<b>1.22%</b>	<b>18.91%</b>	<b>20.22%</b>	<b>19.54%</b>



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

Name of Block	Total Child Population			School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BASKA	6287	5753	12040	5307	4711	10018	548	608	1156	432	431	866	980	1042	2022
BARKHETRI	5937	4954	10891	4192	3379	7571	1400	1272	2672	345	303	648	1745	1575	3320
TIHU-BARAMA	4325	4114	8439	4087	3920	8007	133	104	237	105	80	195	238	194	432
TAMULPUR	7514	6812	14326	6215	5254	11469	963	1172	2135	336	386	722	1299	1558	2857
PUB-NALBARI	5736	5366	11102	5508	5169	10677	144	134	278	84	63	147	228	197	425
PACHIM-NALBARI	3862	3531	7493	3657	3383	7040	97	146	243	108	102	210	205	248	453
BORIGOG BORBHOG	3129	2902	6031	2814	2536	5350	178	226	404	137	140	277	315	355	681
<b>Total</b>	<b>36790</b>	<b>33532</b>	<b>70322</b>	<b>31780</b>	<b>28352</b>	<b>60132</b>	<b>3463</b>	<b>3662</b>	<b>7125</b>	<b>1547</b>	<b>1518</b>	<b>3065</b>	<b>5010</b>	<b>5180</b>	<b>10190</b>

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

Name of Block	School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BASKA	84.41%	81.89%	83.21%	8.72%	10.57%	9.60%	6.87%	7.54%	7.19%	15.59%	16.11%	16.79%
BARKHETRI	70.61%	68.21%	69.52%	23.58%	25.68%	24.53%	5.81%	6.12%	5.95%	29.39%	31.79%	30.48%
TIHU-BARAMA	94.50%	95.28%	94.86%	3.08%	2.53%	2.81%	2.43%	2.19%	2.31%	5.50%	4.72%	5.12%
TAMULPUR	82.71%	77.13%	80.06%	12.82%	17.20%	14.90%	4.47%	5.67%	5.04%	17.29%	22.87%	19.94%
PUB-NALBARI	96.03%	96.33%	96.17%	2.51%	2.50%	2.50%	1.46%	1.17%	1.32%	3.97%	3.67%	3.83%
PACHIM-NALBARI	94.69%	93.17%	93.95%	2.51%	4.02%	3.24%	2.80%	2.81%	2.80%	5.31%	6.83%	6.05%
BORIGOG BORBHOG	89.93%	87.39%	88.71%	5.69%	7.79%	6.70%	4.38%	4.82%	4.59%	10.07%	12.61%	11.29%
<b>Total</b>	<b>86.38%</b>	<b>84.55%</b>	<b>85.51%</b>	<b>9.41%</b>	<b>10.92%</b>	<b>10.13%</b>	<b>4.20%</b>	<b>4.53%</b>	<b>4.28%</b>	<b>13.62%</b>	<b>15.45%</b>	<b>14.49%</b>

Table: 2..11 12-13 Age Group Child population, School Going & Not Going Children

Name of Block	Total Child Population			School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BASKA	4617	4034	8651	3442	2980	6422	497	519	1016	678	535	1213	1175	1054	2229
BARKHETRI	4068	3091	7159	2463	1989	4452	1027	761	1788	578	341	919	1605	1102	2707
TIHU-BARAMA	3224	3053	6277	2901	2803	5704	101	105	207	222	144	366	373	250	573
TAMULPUR	5130	4465	9595	3805	3127	6932	776	856	1632	549	482	1031	1325	1338	2663
PUB-NALBARI	4289	3681	7970	3950	3432	7382	142	109	251	197	140	337	339	249	588
PACHIM-NALBARI	3073	2633	5706	2563	2322	4885	154	150	304	256	161	417	410	311	721
BORIGOG BORBHOG	2331	1944	4275	1925	1509	3534	183	151	314	243	184	427	406	335	741
<b>Total</b>	<b>26732</b>	<b>22901</b>	<b>49633</b>	<b>21149</b>	<b>18262</b>	<b>39411</b>	<b>2860</b>	<b>2652</b>	<b>5512</b>	<b>2723</b>	<b>1987</b>	<b>4710</b>	<b>5583</b>	<b>4639</b>	<b>10222</b>

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

Name of Block	School Going			Never Enrolled			Dropout			Total out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BASKA	74.55%	73.87%	74.23%	10.76%	12.87%	11.74%	14.68%	13.26%	14.02%	25.45%	26.13%	25.77%
BARKHETRI	60.55%	64.35%	62.19%	25.25%	24.62%	24.98%	14.21%	11.03%	12.84%	39.45%	35.65%	37.81%
TIHU-BARAMA	89.96%	91.81%	90.87%	3.13%	3.47%	3.30%	6.89%	4.72%	5.83%	10.02%	8.19%	9.13%
TAMULPUR	74.17%	70.03%	72.25%	15.13%	19.17%	17.01%	10.70%	10.80%	10.75%	25.83%	29.97%	27.75%
PUB-NALBARI	92.10%	93.24%	92.62%	3.31%	2.96%	3.15%	4.59%	3.80%	4.23%	7.90%	6.76%	7.38%
PACHIM-NALBARI	86.66%	88.19%	87.36%	5.01%	5.70%	5.33%	8.33%	6.11%	7.31%	13.34%	11.81%	12.64%
BORIGOG BORBHOG	82.58%	82.77%	82.67%	6.99%	7.77%	7.35%	10.42%	9.47%	9.99%	17.42%	17.23%	17.33%
<b>Total</b>	<b>79.11%</b>	<b>79.74%</b>	<b>79.40%</b>	<b>10.70%</b>	<b>11.58%</b>	<b>11.11%</b>	<b>10.19%</b>	<b>8.68%</b>	<b>9.49%</b>	<b>20.89%</b>	<b>20.26%</b>	<b>20.60%</b>

**Table : 2.13 5-13 Age Group Population, Child Labour & Disabled Children**

Name of Block	Child Labour			Disabled			Total Child Population		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BASKA	481	433	917	95	70	165	21996	19901	41897
BARKHETRI	1201	683	1884	18	31	49	21449	18449	39898
TIHU-BARAMA	87	64	131	38	42	80	14038	13369	27407
TAMULPUR	602	532	1134	36	32	68	26089	23730	49819
PUB-NALBARI	250	165	415	38	35	73	18590	16892	35482
PACHIM-NALBARI	173	110	283	18	14	32	12593	11606	24199
BORIGOG	124	105	229	55	55	110	10421	9656	20077
BORBHOG									
<b>Total</b>	<b>2901</b>	<b>2145</b>	<b>5046</b>	<b>298</b>	<b>279</b>	<b>577</b>	<b>125176</b>	<b>113603</b>	<b>238779</b>

**Table : 2.14 5-13 Age Group Population, Child Labour & Disabled Children (In %)**

Name of Block	Child Labour			Disabled		
	Boys	Girls	Total	Boys	Girls	Total
BASKA	0.02187	0.02191	0.02189	0.00432	0.00352	0.00394
BARKHETRI	0.05599	0.03702	0.04722	0.00084	0.00168	0.00123
TIHU-BARAMA	0.00477	0.00479	0.00478	0.00271	0.00314	0.00292
TAMULPUR	0.02307	0.02453	0.02377	0.00138	0.00135	0.00136
PUB-NALBARI	0.01345	0.00977	0.0117	0.00204	0.00207	0.00206
PACHIM-NALBARI	0.01398	0.00948	0.01182	0.00143	0.00121	0.00132
BORIGOG BORBHOG	0.0119	0.01087	0.01141	0.00528	0.0057	0.00548
<b>Total</b>	<b>0.02318</b>	<b>0.01888</b>	<b>0.02113</b>	<b>0.00238</b>	<b>0.00246</b>	<b>0.00242</b>

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

Name of Block	Child Labour			Disabled			Total Child Population		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BASKA	103	122	225	68	48	116	11092	10114	21206
BARKHETRI	318	166	484	86	61	147	11444	10404	21848
TIHU-BARAMA	11	4	15	25	34	59	6489	6202	12691
TAMULPUR	111	130	241	82	103	185	13445	12453	25898
PUB-NALBARI	49	36	85	93	71	164	8565	7845	16410
PACHIM-NALBARI	21	13	34	93	68	161	5658	5342	11000
BORIGOG BORBHOG	13	20	33	25	46	71	4961	4810	9771
<b>Total</b>	<b>626</b>	<b>491</b>	<b>1117</b>	<b>472</b>	<b>431</b>	<b>903</b>	<b>61654</b>	<b>57170</b>	<b>118824</b>

Table : 2.16 5-8 Age Group Population, Child Labour & Disabled Children (In %)

Name of Block	Child Labour			Disabled		
	Boys	Girls	Total	Boys	Girls	Total
BASKA	0.93%	1.21%	1.06%	0.61%	0.47%	0.55%
BARKHETRI	2.78%	1.60%	2.22%	0.75%	0.59%	0.67%
TIHU-BARAMA	0.17%	0.06%	0.12%	0.39%	0.55%	0.46%
TAMULPUR	0.83%	1.04%	0.93%	0.61%	0.83%	0.71%
PUB-NALBARI	0.57%	0.46%	0.52%	1.09%	0.91%	1.00%
PACHIM-NALBARI	0.37%	0.24%	0.31%	1.64%	1.27%	1.46%
BORIGOG BORBHOG	0.26%	0.42%	0.34%	0.50%	0.96%	0.73%
<b>Total</b>	<b>1.02%</b>	<b>0.86%</b>	<b>0.94%</b>	<b>0.77%</b>	<b>0.75%</b>	<b>0.76%</b>

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

Name of Block	Child Labour			Disabled			Total Child Population		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BASKA	160	165	325	37	54	91	6287	5753	12040
BARKHETRI	436	288	724	42	43	85	5937	4954	10891
TIHU-BARAMA	26	25	51	36	55	91	4325	4114	8439
TAMULPUR	197	206	403	58	47	105	7514	6812	14326
PUB-NALBARI	76	60	136	31	24	55	5736	5366	11102
PACHIM-NALBARI	41	44	85	42	35	77	3862	3631	7493
BORIGOG BORBHOG	40	42	82	29	31	60	3129	2902	6031
<b>Total</b>	<b>976</b>	<b>830</b>	<b>1806</b>	<b>275</b>	<b>289</b>	<b>564</b>	<b>36790</b>	<b>33532</b>	<b>70322</b>

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

Name of Block	Child Labour			Disabled		
	Boys	Girls	Total	Boys	Girls	Total
BASKA	2.54%	2.87%	2.70%	0.59%	0.94%	0.76%
BARKHETRI	7.34%	5.81%	6.65%	0.71%	0.87%	0.78%
TIHU-BARAMA	0.60%	0.61%	0.60%	0.83%	1.34%	1.08%
TAMULPUR	2.62%	3.02%	2.81%	0.77%	0.69%	0.73%
PUB-NALBARI	1.32%	1.12%	1.23%	0.54%	0.45%	0.50%
PACHIM-NALBARI	1.06%	1.21%	1.13%	1.09%	0.96%	1.03%
BORIGOG BORBHOG	0.01278	0.01447	0.0136	0.00927	0.01068	0.00995
<b>Total</b>	<b>0.02653</b>	<b>0.02475</b>	<b>0.02568</b>	<b>0.00747</b>	<b>0.00862</b>	<b>0.00802</b>

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

Name of Block	Child Labour			Disabled			Total Child Population		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BASKA	215	149	367	46	34	80	4817	4034	8851
BARKHETRI	447	229	676	41	31	72	4038	3091	7159
TIHU-BARAMA	30	35	65	170	196	366	3224	3053	6277
TAMULPUR	284	248	540	88	62	128	5130	4465	9595
PUB-NALBARI	125	89	194	35	28	61	4289	3681	7970
PACHIM-NALBARI	114	53	167	82	54	136	3073	2633	5706
BORIGOG BORBHOG	71	43	114	40	23	63	2331	1944	4275
<b>Total</b>	<b>1299</b>	<b>824</b>	<b>2123</b>	<b>480</b>	<b>426</b>	<b>906</b>	<b>26732</b>	<b>22901</b>	<b>49633</b>

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

Name of Block	Child Labour			Disabled		
	Boys	Girls	Total	Boys	Girls	Total
BASKA	0.04722	0.03694	0.04242	0.00996	0.00843	0.00925
BARKHETRI	0.10988	0.07409	0.09443	0.01008	0.01003	0.01006
TIHU-BARAMA	0.00931	0.01146	0.01036	0.05273	0.0642	0.05831
TAMULPUR	0.05731	0.0551	0.05628	0.01287	0.01389	0.01334
PUB-NALBARI	0.02914	0.01874	0.02434	0.00816	0.00706	0.00765
PACHIM-NALBARI	0.0371	0.02013	0.02927	0.02688	0.02051	0.02383
BORIGOG BORBHOG	0.03046	0.02212	0.02667	0.01716	0.01183	0.01474
<b>Total</b>	<b>0.04859</b>	<b>0.03598</b>	<b>0.04277</b>	<b>0.01796</b>	<b>0.0186</b>	<b>0.01825</b>

Table 2.21 Class Wise Enrollment in Govt./Provincialised Schools

Class	In Numbers			In %age		
	Boys	Girls	Total	Boys	Girls	Total
Ka-Maan	11416	10310	21726	52.55%	47.45%	100.00%
Class I	26388	24654	51042	51.70%	48.30%	100.00%
Class II	13019	11910	24929	52.22%	47.78%	100.00%
Class III	11491	10813	22304	51.52%	48.48%	100.00%
Class IV	9905	9046	18951	52.27%	47.73%	100.00%
Class I To IV	60803	56423	117226	51.87%	48.13%	100.00%
Ka - Maan To Class IV	72219	66733	138952	51.97%	48.03%	100.00%
Class V	5610	4509	10119	55.44%	44.56%	100.00%
Class VI	4857	4014	8871	54.75%	45.25%	100.00%
Class VII	4085	3395	7480	54.61%	45.39%	100.00%
Class V To VII	14552	11918	26470	54.98%	45.02%	100.00%
Class I To VII	75355	68341	143696	52.44%	47.56%	100.00%

Table 2.22 Class & Caste, Community Wise Enrollment in Govt./Provincialised/Recognised Schools

Class	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Class I	6630	6330	12960	2566	2554	5120	6687	6336	13023	3939	3720	7659
Class II	3885	3846	7731	1420	1329	2749	2586	2293	4879	2161	1974	4135
Class III	3605	3587	7192	1275	1278	2553	2228	2040	4268	1871	1866	3737
Class IV	3335	3233	6568	974	901	1875	1948	1717	3665	1655	1505	3160
<b>Class I To IV</b>	<b>17455</b>	<b>16996</b>	<b>34451</b>	<b>6235</b>	<b>6062</b>	<b>12297</b>	<b>13449</b>	<b>12386</b>	<b>25835</b>	<b>9626</b>	<b>9065</b>	<b>18691</b>
Class V	1684	1462	3146	570	409	979	1160	915	2075	1106	797	1903
Class VI	1584	1367	2951	426	349	775	1074	873	1947	901	753	1654
Class VII	1336	1215	2551	333	315	648	926	700	1626	830	593	1423
<b>Class V To VII</b>	<b>4604</b>	<b>4044</b>	<b>8648</b>	<b>1329</b>	<b>1073</b>	<b>2402</b>	<b>3160</b>	<b>2488</b>	<b>5648</b>	<b>2837</b>	<b>2143</b>	<b>4980</b>
<b>Class I To VII</b>	<b>22059</b>	<b>21040</b>	<b>43099</b>	<b>7564</b>	<b>7135</b>	<b>14699</b>	<b>16609</b>	<b>14874</b>	<b>31483</b>	<b>12463</b>	<b>11208</b>	<b>23671</b>

Class	Muslim			Tea Tribe			Others			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Class I	6011	5181	11192	446	428	874	109	105	214	26388	24654	51042
Class II	2713	2257	4970	164	128	292	90	83	173	13019	11910	24929
Class III	2302	1912	4214	155	95	250	55	35	90	11491	10813	22304
Class IV	1846	1576	3422	102	78	180	45	36	81	9905	9046	18951
<b>Class I To IV</b>	<b>12872</b>	<b>10926</b>	<b>23798</b>	<b>867</b>	<b>729</b>	<b>1596</b>	<b>299</b>	<b>259</b>	<b>558</b>	<b>60803</b>	<b>56423</b>	<b>117226</b>
Class V	987	856	1843	97	61	158	6	9	15	5610	4509	10119
Class VI	806	627	1433	53	41	94	13	4	17	4857	4014	8871
Class VII	605	520	1125	53	48	101	2	4	6	4085	3395	7480
<b>Class V To VII</b>	<b>2398</b>	<b>2003</b>	<b>4401</b>	<b>203</b>	<b>150</b>	<b>353</b>	<b>21</b>	<b>17</b>	<b>38</b>	<b>14552</b>	<b>11918</b>	<b>26470</b>
<b>Class I To VII</b>	<b>15270</b>	<b>12929</b>	<b>28199</b>	<b>1070</b>	<b>879</b>	<b>1949</b>	<b>320</b>	<b>276</b>	<b>596</b>	<b>75355</b>	<b>68341</b>	<b>143696</b>

Class	All	SC	ST	Tea Tribe	Total
	Girls	Girls	Girls	Girls	
Class I	24654	868	3031	428	<b>28981</b>
Class II	11910	548	1046	128	<b>13632</b>
Class III	10813	593	973	95	<b>12474</b>
Class IV	9046	363	773	78	<b>10260</b>
<b>Class I To IV</b>	<b>56423</b>	<b>2372</b>	<b>5823</b>	<b>729</b>	<b>65347</b>
Class V	4509	117	388	61	<b>5075</b>
Class VI	4014	110	365	41	<b>4530</b>
Class VII	3395	86	265	48	<b>3794</b>
<b>Class V To VII</b>	<b>11918</b>	<b>313</b>	<b>1018</b>	<b>150</b>	<b>13399</b>
<b>Class I To VII</b>	<b>68341</b>	<b>2685</b>	<b>6841</b>	<b>879</b>	<b>78746</b>



Table 2.23 Class & Caste. Community Wise Enrollment in Govt./Provincialised/Recognised Schools In %

Class	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Class I	25.13%	25.68%	25.39%	9.72%	10.36%	10.03%	25.34%	25.70%	25.51%	14.93%	15.09%	15.01%
Class II	29.84%	32.29%	31.01%	10.91%	11.16%	11.03%	19.86%	19.25%	19.57%	16.60%	16.57%	16.59%
Class III	31.37%	33.17%	32.25%	11.10%	11.82%	11.45%	19.39%	18.87%	19.14%	16.28%	17.26%	16.75%
Class IV	33.67%	35.74%	34.66%	9.83%	9.96%	9.89%	19.67%	18.98%	19.34%	16.71%	16.64%	16.67%
Class I To IV	28.71%	30.12%	29.39%	10.25%	10.74%	10.49%	22.12%	21.95%	22.04%	15.83%	16.07%	15.94%
Class V	30.02%	32.42%	31.09%	10.16%	9.07%	9.67%	20.68%	20.23%	20.51%	19.71%	17.68%	18.81%
Class VI	32.61%	34.06%	33.27%	8.77%	8.69%	8.74%	22.11%	21.75%	21.95%	18.55%	18.76%	18.65%
Class VII	32.71%	35.79%	34.10%	8.15%	9.28%	8.66%	22.67%	20.62%	21.74%	20.32%	17.47%	19.02%
Class V To VII	31.64%	33.93%	32.67%	9.13%	9.00%	9.07%	21.72%	20.88%	21.34%	19.50%	17.98%	18.81%
Class I To VII	29.27%	30.79%	29.99%	10.04%	10.44%	10.23%	22.04%	21.76%	21.91%	16.54%	16.40%	16.47%

Block Name	Muslim			Tea Tribe			Others			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Class I	22.78%	21.01%	21.93%	1.69%	1.74%	1.71%	0.41%	0.43%	0.42%	100.00%	100.00%	100.00%
Class II	20.84%	18.95%	19.94%	1.26%	1.07%	1.17%	0.69%	0.70%	0.69%	100.00%	100.00%	100.00%
Class III	20.03%	17.68%	18.89%	1.35%	0.88%	1.12%	0.48%	0.32%	0.40%	100.00%	100.00%	100.00%
Class IV	18.64%	17.42%	18.06%	1.03%	0.86%	0.95%	0.45%	0.40%	0.43%	100.00%	100.00%	100.00%
Class I To IV	21.17%	19.36%	20.30%	1.43%	1.29%	1.36%	0.49%	0.46%	0.48%	100.00%	100.00%	100.00%
Class V	17.59%	18.98%	18.21%	1.73%	1.35%	1.56%	0.11%	0.20%	0.15%	100.00%	100.00%	100.00%
Class VI	15.59%	15.62%	16.15%	1.09%	1.02%	1.06%	0.27%	0.10%	0.19%	100.00%	100.00%	100.00%
Class VII	14.81%	15.32%	15.04%	1.30%	1.41%	1.35%	0.05%	0.12%	0.08%	100.00%	100.00%	100.00%
Class V To VII	16.48%	16.81%	16.63%	1.39%	1.26%	1.33%	0.14%	0.14%	0.14%	100.00%	100.00%	100.00%
Class I To VII	20.26%	18.92%	19.62%	1.42%	1.29%	1.36%	0.42%	0.40%	0.41%	100.00%	100.00%	100.00%

Table 2.24 Block Wise Enrollment in Govt. provincialised/recognised schools By Caste & Community

Block Name	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARKHETRI	2392	2307	4699	451	421	872	408	397	805	485	428	913
BASKA	2546	2474	5020	1096	950	2046	6470	5719	12189	2512	2149	4661
BORIGOG BORBHOG	2285	2345	4630	378	362	738	720	663	1383	1359	1131	2490
PACHIM NALBARI	3967	3754	7721	797	952	1749	71	62	133	1007	915	1922
PUB NALBARI	4573	4597	9170	1041	954	1995	244	242	486	2315	2489	4804
TAMULPUR	3436	2972	6408	2986	2641	5627	6233	5529	11761	3355	2878	6233
TIHU BARAMA	2860	2591	5451	817	855	1672	2463	2263	4726	1430	1218	2648
<b>Total :</b>	<b>22059</b>	<b>21040</b>	<b>43099</b>	<b>7564</b>	<b>7135</b>	<b>14699</b>	<b>16609</b>	<b>14874</b>	<b>31483</b>	<b>12463</b>	<b>11208</b>	<b>23671</b>

Block Name	Muslim			Tea Tribe			Others			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARKHETRI	6007	4704	10711	64	75	139	0	0	0	9807	8332	18139
BASKA	780	775	1555	404	370	774	30	19	49	13838	12455	26294
BORIGOG BORBHOG	1709	1517	3226	0	0	0	0	0	0	6449	6018	12467
PACHIM NALBARI	2187	1931	4118	0	0	0	5	12	17	8034	7626	15660
PUB NALBARI	2488	2205	4693	0	0	0	51	48	99	10712	10535	21247
TAMULPUR	1390	1150	2540	602	434	1036	234	197	431	18236	15800	34036
TIHU BARAMA	709	647	1356	0	0	0	0	0	0	8279	7574	15853
<b>Total :</b>	<b>15270</b>	<b>12929</b>	<b>28199</b>	<b>1070</b>	<b>879</b>	<b>1949</b>	<b>320</b>	<b>276</b>	<b>596</b>	<b>75355</b>	<b>68341</b>	<b>143696</b>

Table 2.25 Block Wise Enrollment in Govt. provincialised/recognised schools By Caste & Community in %

Block Name	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARKHETRI	24.39%	27.69%	25.91%	4.60%	5.05%	4.81%	4.13%	4.76%	4.44%	4.95%	5.14%	5.03%
BASKA	18.40%	19.86%	19.09%	7.92%	7.63%	7.78%	46.75%	45.91%	46.36%	18.15%	17.25%	17.73%
BORIGOG BORBHOG	35.43%	38.97%	37.14%	5.63%	5.02%	5.92%	11.16%	11.02%	11.09%	21.07%	18.79%	19.97%
PACHIM NALBARI	49.38%	49.23%	49.30%	9.92%	12.48%	11.17%	0.88%	0.81%	0.85%	12.53%	12.00%	12.27%
PUB NALBARI	42.69%	43.64%	43.16%	9.72%	9.06%	9.39%	2.28%	2.30%	2.29%	21.61%	23.63%	22.61%
TAMULPUR	18.64%	18.81%	18.83%	16.37%	16.72%	16.53%	34.18%	34.99%	34.55%	18.40%	18.22%	18.31%
TIHU BARAMA	34.55%	34.21%	34.38%	9.87%	11.29%	10.55%	29.75%	29.88%	29.81%	17.27%	16.08%	16.70%
<b>Total :</b>	<b>29.27%</b>	<b>30.79%</b>	<b>29.99%</b>	<b>10.04%</b>	<b>10.44%</b>	<b>10.23%</b>	<b>22.04%</b>	<b>21.76%</b>	<b>21.91%</b>	<b>16.54%</b>	<b>16.40%</b>	<b>16.47%</b>

Block Name	Muslim			Tea Tribe			Others			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARKHETRI	51.25%	56.46%	59.05%	0.65%	0.90%	0.77%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
BASKA	5.64%	6.22%	5.91%	2.92%	2.97%	2.94%	0.22%	0.15%	0.19%	100.00%	100.00%	100.00%
BORIGOG BORBHOG	26.50%	25.21%	25.88%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
PACHIM NALBARI	27.22%	25.32%	26.30%	0.00%	0.00%	0.00%	0.06%	0.16%	0.11%	100.00%	100.00%	100.00%
PUB NALBARI	23.23%	20.93%	22.09%	0.00%	0.00%	0.00%	0.48%	0.46%	0.47%	100.00%	100.00%	100.00%
TAMULPUR	7.62%	7.26%	7.46%	3.30%	2.75%	3.04%	1.28%	1.25%	1.27%	100.00%	100.00%	100.00%
TIHU BARAMA	8.56%	8.54%	8.55%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
<b>Total :</b>	<b>20.26%</b>	<b>18.92%</b>	<b>19.62%</b>	<b>1.42%</b>	<b>1.29%</b>	<b>1.36%</b>	<b>0.42%</b>	<b>0.40%</b>	<b>0.41%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

Table 2.26 Block Wise & Class Wise Enrollment in Govt./Provincialised Schools by Caste & Community In Number & %

Block Name	K-maan											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARKHETRI	758	649	1407	200	178	378	158	144	302	80	87	167
BASKA	197	134	331	358	150	508	384	349	733	117	113	230
BORIGOG BORBHOG	258	290	548	80	83	163	103	139	242	206	175	381
PACHIM NALBARI	381	365	746	151	144	295	7	9	16	118	112	230
PUB NALSARI	716	703	1419	208	203	411	69	76	145	402	454	856
TAMULPUR	188	176	364	321	259	580	192	178	370	180	202	382
TIHU SARAMA	415	359	774	165	182	350	165	229	414	197	157	354
<b>Total :</b>	<b>2913</b>	<b>2676</b>	<b>5589</b>	<b>1466</b>	<b>1199</b>	<b>2685</b>	<b>1098</b>	<b>1124</b>	<b>2222</b>	<b>1300</b>	<b>1300</b>	<b>2600</b>

Block Name	K-maan									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BARKHETRI	2718	2226	4944	79	60	139	0	0	0	3993	3311	7337
BASKA	135	94	211	43	32	75	3	4	7	1237	876	2095
BORIGOG BORBHOG	471	440	911	0	0	0	0	0	0	1118	1127	2245
PACHIM NALBARI	274	303	577	0	0	0	0	0	0	931	933	1864
PUB NALBARI	525	532	1057	18	12	30	18	14	32	1956	1994	3950
TAMULPUR	132	100	232	45	43	88	37	36	73	1095	994	2089
TIHU SARAMA	138	115	253	0	0	0	1	0	1	1104	1042	2146
<b>Total :</b>	<b>4393</b>	<b>3810</b>	<b>8185</b>	<b>185</b>	<b>147</b>	<b>332</b>	<b>59</b>	<b>54</b>	<b>113</b>	<b>11434</b>	<b>10310</b>	<b>21726</b>

Block Name	K-maan in %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARKHETRI	18.93%	19.41%	19.18%	5.01%	5.32%	5.15%	3.96%	4.31%	4.12%	2.00%	2.60%	2.28%
BASKA	15.93%	15.30%	15.80%	28.94%	17.12%	24.25%	31.04%	39.84%	34.99%	9.46%	12.90%	10.98%
BORIGOG BORBHOG	23.73%	25.73%	24.41%	7.16%	7.36%	7.26%	9.21%	12.33%	10.78%	18.43%	15.53%	16.97%
PACHIM NALBARI	40.92%	39.12%	40.02%	16.22%	15.43%	15.83%	0.75%	0.96%	0.86%	12.67%	12.00%	12.34%
PUB NALBARI	38.51%	35.26%	35.92%	10.63%	10.18%	10.41%	3.53%	3.81%	3.67%	20.55%	22.77%	21.67%
TAMULPUR	17.17%	17.71%	17.42%	29.32%	26.06%	27.76%	17.53%	17.91%	17.71%	16.44%	20.32%	18.29%
TIHU BARAMA	37.53%	34.45%	36.07%	15.22%	17.47%	16.31%	16.76%	21.99%	19.29%	17.84%	15.07%	16.50%
<b>Total :</b>	<b>25.48%</b>	<b>25.96%</b>	<b>25.72%</b>	<b>13.00%</b>	<b>11.63%</b>	<b>12.36%</b>	<b>9.60%</b>	<b>10.90%</b>	<b>10.23%</b>	<b>11.37%</b>	<b>12.61%</b>	<b>11.97%</b>

Block Name	K-maan in %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BARKHETRI	68.07%	66.57%	67.38%	1.98%	1.79%	1.89%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
BASKA	10.91%	10.73%	10.07%	3.48%	3.65%	3.58%	0.24%	0.46%	0.33%	100.00%	100.00%	100.00%
BORIGOG BORBHOG	42.13%	39.04%	40.58%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
PACHIM NALBARI	29.43%	32.48%	30.95%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
PUB NALBARI	26.84%	26.68%	26.76%	0.92%	0.60%	0.76%	0.92%	0.70%	0.81%	100.00%	100.00%	100.00%
TAMULPUR	12.05%	10.06%	11.11%	4.11%	4.33%	4.21%	3.38%	3.62%	3.49%	100.00%	100.00%	100.00%
TIHU BARAMA	12.50%	11.04%	11.79%	0.00%	0.00%	0.00%	0.09%	0.00%	0.05%	100.00%	100.00%	100.00%
<b>Total :</b>	<b>38.42%</b>	<b>36.95%</b>	<b>37.67%</b>	<b>1.62%</b>	<b>1.43%</b>	<b>1.53%</b>	<b>0.52%</b>	<b>0.52%</b>	<b>0.52%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

Block Name	Class-I											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARKHETRI	847	762	1609	166	155	321	141	178	319	233	192	425
BASKA	1012	967	1979	359	335	694	2798	2576	5374	931	857	1788
BORIGOG BORBHOG	875	699	1374	103	108	211	270	254	524	310	285	595
PACHIM NALBARI	1134	1031	2165	276	270	546	18	23	41	354	270	624
PUB NALBARI	1017	1020	2037	242	233	475	74	84	158	514	563	1077
TAMULPUR	1161	1043	2204	1230	1240	2470	2425	2302	4727	1222	1185	2407
TIHU BARAMA	784	778	1562	190	213	403	961	919	1880	375	368	743
<b>Total :</b>	<b>6630</b>	<b>6330</b>	<b>12960</b>	<b>2566</b>	<b>2554</b>	<b>5120</b>	<b>6687</b>	<b>6336</b>	<b>13023</b>	<b>3939</b>	<b>3720</b>	<b>7659</b>

Block Name	Class-I									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BARKHETRI	2901	2337	5238	22	28	50	0	0	0	4310	3652	7962
BASKA	306	325	631	177	201	378	13	16	29	5596	5277	10873
BORIGOG BORBHOG	513	454	967	0	0	0	0	0	0	1871	1800	3671
PACHIM NALBARI	744	664	1408	0	0	0	0	3	3	2526	2291	4817
PUB NALBARI	613	606	1219	0	0	0	11	9	20	2471	2515	4986
TAMULPUR	721	595	1316	247	199	446	85	77	162	7091	6641	13732
TIHU BARAMA	213	200	413	0	0	0	0	0	0	2523	2478	5001
<b>Total :</b>	<b>6011</b>	<b>5181</b>	<b>11192</b>	<b>446</b>	<b>428</b>	<b>874</b>	<b>109</b>	<b>105</b>	<b>214</b>	<b>26388</b>	<b>24654</b>	<b>51042</b>

Block Name	Class-I in %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARKHETRI	19.65%	20.87%	20.21%	3.85%	4.24%	4.03%	3.27%	4.87%	4.01%	5.41%	5.26%	5.34%
BASKA	18.08%	18.32%	18.20%	6.42%	6.35%	6.38%	50.00%	48.82%	49.43%	16.64%	16.24%	16.44%
BORIGOG BORBHOG	36.08%	38.83%	37.43%	5.51%	6.00%	5.75%	14.43%	14.11%	14.27%	16.57%	15.83%	16.21%
PACHIM NALBARI	44.89%	46.31%	45.57%	10.93%	11.79%	11.33%	0.71%	1.00%	0.85%	14.01%	11.79%	12.95%
PUB NALBARI	41.16%	40.56%	40.85%	9.79%	9.26%	9.53%	2.99%	3.34%	3.17%	20.80%	22.39%	21.60%
TAMULPUR	16.37%	15.71%	16.05%	17.35%	18.67%	17.99%	34.20%	34.66%	34.42%	17.23%	17.84%	17.53%
TIHU BARAMA	31.07%	31.40%	31.23%	7.53%	8.60%	8.06%	38.09%	37.09%	37.59%	14.86%	14.85%	14.86%
<b>Total :</b>	<b>25.13%</b>	<b>25.68%</b>	<b>25.39%</b>	<b>9.72%</b>	<b>10.36%</b>	<b>10.03%</b>	<b>25.34%</b>	<b>25.70%</b>	<b>25.51%</b>	<b>14.93%</b>	<b>15.09%</b>	<b>15.01%</b>

Block Name	Class-I in %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BARKHETRI	67.31%	63.99%	65.79%	0.51%	0.77%	0.63%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
BASKA	5.47%	6.16%	5.80%	3.16%	3.81%	3.48%	0.23%	0.30%	0.27%	100.00%	100.00%	100.00%
BORIGOG BORBHOG	27.42%	25.22%	26.34%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
PACHIM NALBARI	29.45%	28.98%	29.23%	0.00%	0.00%	0.00%	0.00%	0.13%	0.06%	100.00%	100.00%	100.00%
PUB NALBARI	24.81%	24.10%	24.45%	0.00%	0.00%	0.00%	0.45%	0.36%	0.40%	100.00%	100.00%	100.00%
TAMULPUR	10.17%	8.96%	9.58%	3.48%	3.00%	3.25%	1.20%	1.16%	1.18%	100.00%	100.00%	100.00%
TIHU BARAMA	8.44%	8.07%	8.26%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
<b>Total :</b>	<b>22.78%</b>	<b>21.01%</b>	<b>21.93%</b>	<b>1.69%</b>	<b>1.74%</b>	<b>1.71%</b>	<b>0.41%</b>	<b>0.43%</b>	<b>0.42%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

Block Name	Class-II											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARKHETRI	433	426	859	113	101	214	74	66	140	96	80	176
BASKA	414	425	839	219	194	403	1005	860	1865	413	369	782
BORIGOG BORBHOG	408	451	857	64	89	153	125	109	234	237	213	450
PACHIM NALBARI	742	716	1458	168	174	342	14	11	25	207	148	355
PUB NALBARI	878	843	1721	199	171	370	53	45	98	426	430	856
TAMULPUR	539	512	1051	498	432	930	957	861	1818	553	530	1083
TIHU BARAMA	473	473	946	159	178	337	358	341	699	229	204	433
<b>Total :</b>	<b>3885</b>	<b>3846</b>	<b>7731</b>	<b>1420</b>	<b>1329</b>	<b>2749</b>	<b>2586</b>	<b>2293</b>	<b>4879</b>	<b>2161</b>	<b>1974</b>	<b>4135</b>

Block Name	Class-II									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BARKHETRI	952	736	1688	10	11	21	0	0	0	1678	1420	3098
BASKA	123	131	254	57	58	115	7	2	9	2238	2029	4267
BORIGOG BORBHOG	364	319	683	0	0	0	0	0	0	1196	1181	2377
PACHIM NALBARI	384	330	714	0	0	0	2	1	3	1517	1380	2897
PUB NALBARI	550	413	963	0	0	0	16	17	33	2122	1919	4041
TAMULPUR	221	190	411	97	59	156	65	63	128	2930	2647	5577
TIHU BARAMA	119	138	257	0	0	0	0	0	0	1338	1334	2672
<b>Total :</b>	<b>2713</b>	<b>2257</b>	<b>4970</b>	<b>164</b>	<b>128</b>	<b>292</b>	<b>90</b>	<b>83</b>	<b>173</b>	<b>13019</b>	<b>11910</b>	<b>24929</b>



Block Name	Class-II In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARKHETRI	25.80%	30.00%	27.73%	5.73%	7.11%	6.91%	4.41%	4.65%	4.52%	5.72%	5.63%	5.68%
BASKA	18.50%	20.95%	19.66%	9.79%	9.07%	9.44%	44.91%	42.35%	43.71%	18.45%	18.19%	18.33%
BORIGOG BORBHOG	33.95%	38.19%	35.05%	5.35%	7.54%	6.44%	10.45%	9.23%	9.64%	19.82%	18.04%	18.93%
PACHIM NALBARI	45.91%	51.88%	50.33%	11.07%	12.61%	11.81%	0.92%	0.60%	0.88%	13.65%	10.72%	12.25%
PUB NALBARI	41.38%	43.93%	42.59%	8.38%	8.91%	9.16%	2.50%	2.34%	2.43%	20.08%	22.41%	21.18%
TAMULPUR	18.40%	19.34%	18.85%	17.00%	16.32%	16.68%	32.66%	32.53%	32.60%	18.87%	20.02%	19.42%
TIHU BARAMA	35.35%	35.46%	35.40%	11.88%	13.34%	12.61%	25.76%	25.53%	26.18%	17.12%	15.29%	16.21%
<b>Total :</b>	<b>29.84%</b>	<b>32.29%</b>	<b>31.01%</b>	<b>10.91%</b>	<b>11.16%</b>	<b>11.03%</b>	<b>19.86%</b>	<b>19.25%</b>	<b>19.57%</b>	<b>16.60%</b>	<b>16.57%</b>	<b>16.59%</b>

Block Name	Class-II In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BARKHETRI	56.73%	51.83%	54.49%	0.60%	0.77%	0.68%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
BASKA	5.50%	6.45%	5.95%	2.55%	2.86%	2.70%	0.31%	0.16%	0.21%	100.00%	100.00%	100.00%
BORIGOG BORBHOG	30.43%	27.01%	28.73%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
PACHIM NALBARI	25.31%	23.91%	24.65%	0.00%	0.00%	0.00%	0.13%	0.07%	0.10%	100.00%	100.00%	100.00%
PUB NALBARI	25.92%	21.52%	23.83%	0.00%	0.00%	0.00%	0.75%	0.89%	0.82%	100.00%	100.00%	100.00%
TAMULPUR	7.54%	7.18%	7.37%	3.31%	2.23%	2.80%	2.22%	2.38%	2.30%	100.00%	100.00%	100.00%
TIHU BARAMA	8.89%	10.34%	9.62%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
<b>Total :</b>	<b>20.84%</b>	<b>18.95%</b>	<b>19.94%</b>	<b>1.26%</b>	<b>1.07%</b>	<b>1.17%</b>	<b>0.69%</b>	<b>0.70%</b>	<b>0.69%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

Block Name	Class-III											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARKHETRI	404	464	868	77	76	153	64	59	123	79	83	162
BASKA	364	342	706	170	130	300	886	805	1691	377	349	726
BORIGOG BORBHOG	392	373	765	65	47	112	113	106	219	203	196	389
PACHIM NALBARI	758	743	1501	160	340	509	11	3	14	163	197	350
PUB NALBARI	811	802	1613	218	211	429	38	39	77	396	450	846
TAMULPUR	454	417	871	389	322	711	800	728	1528	427	393	820
TIHU BARAMA	422	446	868	187	152	339	316	300	616	226	218	444
<b>Total :</b>	<b>3605</b>	<b>3587</b>	<b>7192</b>	<b>1275</b>	<b>1278</b>	<b>2553</b>	<b>2229</b>	<b>2040</b>	<b>4269</b>	<b>1871</b>	<b>1866</b>	<b>3737</b>

Block Name	Class-III									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BARKHETRI	788	604	1392	18	20	38	0	0	0	1430	1306	2736
BASKA	117	96	213	63	34	97	2	1	3	1979	1757	3736
BORIGOG BORBHOG	289	260	549	0	0	0	0	0	0	1062	972	2034
PACHIM NALBARI	397	313	710	0	0	0	1	4	5	1499	1590	3089
PUB NALBARI	435	399	834	0	0	0	17	12	29	1915	1913	3828
TAMULPUR	159	128	287	74	41	115	35	18	53	2338	2047	4385
TIHU BARAMA	117	112	229	0	0	0	0	0	0	1268	1228	2496
<b>Total :</b>	<b>2302</b>	<b>1912</b>	<b>4214</b>	<b>155</b>	<b>95</b>	<b>250</b>	<b>55</b>	<b>35</b>	<b>90</b>	<b>11491</b>	<b>10813</b>	<b>22304</b>

Block Name	Class-III In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARKHETRI	28.25%	35.53%	31.73%	5.38%	5.82%	5.59%	4.48%	4.52%	4.50%	5.52%	6.36%	5.92%
BASKA	18.39%	19.46%	18.90%	8.59%	7.40%	8.03%	44.77%	45.82%	45.26%	19.05%	19.86%	19.43%
BORIGOG BORBHOG	36.91%	38.37%	37.61%	6.12%	4.34%	5.51%	10.64%	10.91%	10.77%	19.11%	19.14%	19.12%
PACHIM NALBARI	50.57%	46.73%	48.59%	11.27%	21.38%	16.48%	0.73%	0.19%	0.45%	10.87%	11.76%	11.33%
PUB NALBARI	42.35%	41.92%	42.14%	11.35%	11.03%	11.21%	1.98%	2.04%	2.01%	20.68%	23.52%	22.10%
TAMULPUR	19.42%	20.37%	19.86%	16.64%	15.73%	16.21%	34.22%	35.56%	34.85%	18.26%	19.20%	18.70%
TIHU BARAMA	33.28%	36.32%	34.78%	14.75%	12.38%	13.58%	24.92%	24.43%	24.68%	17.82%	17.75%	17.79%
<b>Total :</b>	<b>31.37%</b>	<b>33.17%</b>	<b>32.25%</b>	<b>11.10%</b>	<b>11.82%</b>	<b>11.45%</b>	<b>19.39%</b>	<b>18.87%</b>	<b>19.14%</b>	<b>16.28%</b>	<b>17.26%</b>	<b>16.75%</b>

Block Name	Class-III In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BARKHETRI	55.10%	46.25%	50.88%	1.26%	1.53%	1.39%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
BASKA	5.91%	5.46%	5.70%	3.18%	1.94%	2.60%	0.10%	0.06%	0.08%	100.00%	100.00%	100.00%
BORIGOG BORBHOG	27.21%	23.75%	26.99%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
PACHIM NALBARI	25.48%	19.69%	22.98%	0.00%	0.00%	0.00%	0.07%	0.25%	0.16%	100.00%	100.00%	100.00%
PUB NALBARI	22.72%	20.86%	21.79%	0.00%	0.00%	0.00%	0.89%	0.63%	0.76%	100.00%	100.00%	100.00%
TAMULPUR	6.80%	6.25%	6.55%	3.17%	2.00%	2.62%	1.50%	0.88%	1.21%	100.00%	100.00%	100.00%
TIHU BARAMA	9.23%	9.12%	9.17%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
<b>Total :</b>	<b>20.03%</b>	<b>17.68%</b>	<b>18.89%</b>	<b>1.35%</b>	<b>0.88%</b>	<b>1.12%</b>	<b>0.48%</b>	<b>0.32%</b>	<b>0.40%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

Block Name	Class-IV											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARKHETRI	349	349	698	64	67	131	44	43	87	74	71	145
BASKA	280	295	575	136	119	257	797	640	1437	327	262	589
BORIGOG BORBHOG	393	335	728	52	61	113	75	82	158	185	137	323
PACHIM NALBARI	704	616	1320	125	116	241	5	7	12	139	132	300
PUB NALBARI	787	825	1612	181	141	322	40	30	70	394	390	784
TAMULPUR	371	359	730	280	258	538	684	618	1302	334	296	630
TIHU BARAMA	451	454	905	134	139	273	303	296	599	202	187	389
<b>Total :</b>	<b>3335</b>	<b>3233</b>	<b>6568</b>	<b>974</b>	<b>901</b>	<b>1875</b>	<b>1948</b>	<b>1717</b>	<b>3665</b>	<b>1655</b>	<b>1505</b>	<b>3160</b>

Block Name	Class-IV									Total		
	Muslims			Tea Tribe			Others					
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARKHETRI	660	494	1154	14	16	30	0	0	0	1205	1040	2245
BASKA	108	73	181	42	39	81	4	0	4	1696	1428	3124
BORIGOG BORBHOG	239	216	455	0	0	0	0	0	0	945	632	1777
PACHIM NALBARI	305	288	593	0	0	0	1	1	2	1278	1190	2468
PUB NALBARI	350	315	665	0	0	0	5	10	16	1758	1711	3469
TAMULPUR	109	107	216	46	23	69	34	25	59	1858	1686	3544
TIHU BARAMA	75	83	158	0	0	0	0	0	0	1165	1159	2324
<b>Total :</b>	<b>1846</b>	<b>1576</b>	<b>3422</b>	<b>102</b>	<b>78</b>	<b>180</b>	<b>45</b>	<b>36</b>	<b>81</b>	<b>9905</b>	<b>9046</b>	<b>18951</b>

Block Name	Class-IV In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARKHETRI	28.96%	33.56%	31.09%	5.31%	6.44%	5.84%	3.65%	4.13%	3.88%	5.14%	6.83%	6.46%
BASKA	16.51%	20.66%	18.41%	8.14%	8.33%	8.23%	46.99%	44.82%	46.00%	19.28%	18.35%	18.85%
BORIGOG BORBHOG	41.55%	40.26%	40.97%	5.50%	7.33%	6.36%	7.94%	9.98%	8.86%	19.68%	16.47%	18.18%
PACHIM NALBARI	55.09%	51.76%	53.48%	9.78%	9.75%	9.76%	0.39%	0.59%	0.49%	10.80%	13.61%	12.16%
PUB NALBARI	44.77%	48.22%	46.47%	10.30%	8.24%	9.28%	2.28%	1.75%	2.02%	22.41%	22.79%	22.60%
TAMULPUR	19.97%	21.26%	20.60%	15.07%	15.30%	15.18%	36.81%	36.65%	36.74%	17.98%	17.56%	17.78%
TIHU BARAMA	38.71%	39.17%	38.94%	11.50%	11.99%	11.75%	26.01%	25.54%	25.77%	17.34%	16.13%	16.74%
<b>Total :</b>	<b>33.67%</b>	<b>35.74%</b>	<b>34.66%</b>	<b>9.83%</b>	<b>9.96%</b>	<b>9.89%</b>	<b>19.67%</b>	<b>18.98%</b>	<b>19.34%</b>	<b>16.71%</b>	<b>16.64%</b>	<b>16.67%</b>

Block Name	Class-IV In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BARKHETRI	54.77%	47.50%	51.40%	1.16%	1.54%	1.34%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
BASKA	6.37%	5.11%	5.79%	2.48%	2.73%	2.59%	0.24%	0.00%	0.13%	100.00%	100.00%	100.00%
BORIGOG BORBHOG	25.29%	25.96%	25.60%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
PACHIM NALBARI	23.87%	24.20%	24.03%	0.00%	0.00%	0.00%	0.08%	0.08%	0.08%	100.00%	100.00%	100.00%
PUB NALBARI	19.91%	18.41%	19.17%	0.00%	0.00%	0.00%	0.34%	0.58%	0.46%	100.00%	100.00%	100.00%
TAMULPUR	5.87%	6.35%	6.09%	2.48%	1.36%	1.95%	1.83%	1.48%	1.66%	100.00%	100.00%	100.00%
TIHU BARAMA	6.44%	7.16%	6.80%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
<b>Total :</b>	<b>18.64%</b>	<b>17.42%</b>	<b>18.06%</b>	<b>1.03%</b>	<b>0.86%</b>	<b>0.95%</b>	<b>0.45%</b>	<b>0.40%</b>	<b>0.43%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

Block Name	Class-I-IV											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARKHETRI	2033	2001	4034	420	399	819	323	346	669	482	426	908
BASKA	2070	2029	4099	886	758	1654	5486	4881	10367	2048	1837	3885
BORIGOG BORBHOG	1868	1858	3724	284	305	589	583	552	1135	836	821	1757
PACHIM NALBARI	3338	3138	6474	738	900	1638	48	44	92	862	767	1629
PUB NALBARI	3493	3490	6983	840	753	1596	205	198	403	1730	1833	3563
TAMULPUR	2525	2331	4856	2397	2252	4649	4866	4509	9375	2530	2404	4940
TIHU BARAMA	2130	2151	4281	670	682	1352	1938	1856	3794	1032	977	2009
<b>Total :</b>	<b>17455</b>	<b>16996</b>	<b>34451</b>	<b>6235</b>	<b>6062</b>	<b>12297</b>	<b>13449</b>	<b>12386</b>	<b>25835</b>	<b>9626</b>	<b>9065</b>	<b>18691</b>

Block Name	Class-I-IV									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BARKHETRI	5301	4171	9472	64	75	139	0	0	0	3623	7418	16041
BASKA	654	625	1279	339	332	671	26	19	45	11509	10491	22000
BORIGOG BORBHOG	1405	1249	2654	0	0	0	0	0	0	5074	4785	9859
PACHIM NALBARI	1830	1595	3425	0	0	0	4	9	13	6820	6451	13271
PUB NALBARI	1948	1733	3681	0	0	0	50	48	98	8266	8058	16324
TAMULPUR	1210	1020	2230	464	322	786	219	183	402	14217	13021	27238
TIHU BARAMA	524	533	1057	0	0	0	0	0	0	6294	6199	12493
<b>Total :</b>	<b>12872</b>	<b>10926</b>	<b>23798</b>	<b>867</b>	<b>729</b>	<b>1596</b>	<b>299</b>	<b>259</b>	<b>558</b>	<b>60803</b>	<b>56423</b>	<b>117226</b>

Block Name	Class-I-IV In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARKHETRI	23.58%	26.97%	25.15%	4.87%	5.38%	5.11%	3.75%	4.66%	4.17%	5.59%	5.74%	5.66%
BASKA	17.99%	19.34%	18.63%	7.70%	7.32%	7.52%	47.67%	46.53%	47.12%	17.79%	17.51%	17.66%
BORIGOG BORBHOG	36.78%	38.83%	37.77%	5.60%	6.37%	5.97%	11.49%	11.54%	11.51%	18.45%	17.16%	17.82%
PACHIM NALBARI	48.94%	48.61%	48.78%	10.82%	13.95%	12.34%	0.70%	0.66%	0.68%	12.54%	11.89%	12.27%
PUB NALBARI	42.26%	43.31%	42.78%	10.16%	9.38%	9.78%	2.48%	2.46%	2.47%	20.93%	22.75%	21.83%
TAMULPUR	17.76%	17.90%	17.33%	16.86%	17.30%	17.07%	34.23%	34.63%	34.42%	17.84%	18.46%	18.14%
TIHU BARAMA	33.84%	34.70%	34.27%	10.65%	11.00%	10.82%	30.79%	29.94%	30.37%	16.40%	15.76%	16.08%
<b>Total :</b>	<b>28.71%</b>	<b>30.12%</b>	<b>29.39%</b>	<b>10.25%</b>	<b>10.74%</b>	<b>10.49%</b>	<b>22.12%</b>	<b>21.95%</b>	<b>22.04%</b>	<b>15.83%</b>	<b>16.07%</b>	<b>15.94%</b>

Block Name	Class-I-IV In %										Total	
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BARKHETRI	61.48%	56.23%	59.05%	0.74%	1.01%	0.87%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
BASKA	5.68%	5.96%	5.81%	2.95%	3.16%	3.05%	0.23%	0.18%	0.20%	100.00%	100.00%	100.00%
BORIGOG BORBHOG	27.69%	26.10%	26.92%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
PACHIM NALBARI	26.83%	24.72%	25.81%	0.00%	0.00%	0.00%	0.06%	0.14%	0.10%	100.00%	100.00%	100.00%
PUB NALBARI	23.57%	21.51%	22.55%	0.00%	0.00%	0.00%	0.60%	0.60%	0.60%	100.00%	100.00%	100.00%
TAMULPUR	8.51%	7.83%	8.19%	3.26%	2.47%	2.89%	1.54%	1.41%	1.48%	100.00%	100.00%	100.00%
TIHU BARAMA	8.33%	8.60%	8.46%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
<b>Total :</b>	<b>21.17%</b>	<b>19.36%</b>	<b>20.30%</b>	<b>1.43%</b>	<b>1.29%</b>	<b>1.36%</b>	<b>0.49%</b>	<b>0.46%</b>	<b>0.48%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

Block Name	Class-V											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARKHETRI	128	108	236	14	6	20	15	6	21	1	1	2
BASKA	189	160	349	94	68	162	376	331	707	186	131	317
BORIGOG BORBHOG	157	164	321	38	24	62	53	42	95	146	119	265
PACHIM NALBARI	193	213	406	28	19	47	7	9	16	52	58	110
PUB NALBARI	432	403	835	96	93	191	11	11	22	228	225	453
TAMULPUR	349	274	623	237	144	381	524	372	896	341	180	521
TIHU BARAMA	236	140	376	61	55	116	174	144	318	152	83	235
<b>Total :</b>	<b>1684</b>	<b>1462</b>	<b>3146</b>	<b>570</b>	<b>409</b>	<b>979</b>	<b>1160</b>	<b>915</b>	<b>2075</b>	<b>1106</b>	<b>797</b>	<b>1903</b>

Block Name	Class-V									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BARKHETRI	276	213	489	0	0	0	0	0	0	434	334	768
BASKA	44	65	109	30	11	41	0	0	0	919	766	1685
BORIGOG BORBHOG	142	128	270	0	0	0	0	0	0	536	477	1013
PACHIM NALBARI	123	117	240	0	0	0	0	1	1	403	417	820
PUB NALBARI	260	226	486	0	0	0	0	0	0	1029	958	1987
TAMULPUR	68	60	128	67	50	117	6	8	14	1592	1088	2680
TIHU BARAMA	74	47	121	0	0	0	0	0	0	697	469	1166
<b>Total :</b>	<b>987</b>	<b>856</b>	<b>1843</b>	<b>97</b>	<b>61</b>	<b>158</b>	<b>6</b>	<b>9</b>	<b>15</b>	<b>5610</b>	<b>4509</b>	<b>10119</b>



Block Name	Class-V In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARKHETRI	29.49%	32.34%	30.73%	3.23%	1.80%	2.60%	3.46%	1.80%	2.73%	0.23%	0.30%	0.26%
BASKA	20.57%	20.89%	20.71%	10.23%	8.88%	9.61%	40.91%	43.71%	41.86%	20.24%	17.10%	18.81%
BORIGOG BOREHOG	29.29%	34.38%	31.89%	7.09%	5.03%	6.12%	9.89%	8.81%	9.38%	27.24%	24.95%	25.16%
PACHIM NALBARI	47.89%	51.08%	49.51%	6.95%	4.56%	5.73%	1.74%	2.16%	1.85%	12.90%	13.91%	13.41%
PUB NALBARI	41.98%	42.07%	42.02%	9.52%	9.71%	9.61%	1.07%	1.15%	1.11%	22.16%	23.49%	22.80%
TAMULPUR	21.92%	25.18%	23.25%	14.89%	13.24%	14.22%	32.91%	34.19%	33.43%	21.42%	16.54%	19.44%
TIHU BARAMA	33.86%	29.65%	32.25%	8.75%	11.73%	9.95%	24.95%	30.70%	27.27%	21.81%	17.70%	20.15%
<b>Total :</b>	<b>30.02%</b>	<b>32.42%</b>	<b>31.09%</b>	<b>10.16%</b>	<b>9.07%</b>	<b>9.67%</b>	<b>20.68%</b>	<b>20.29%</b>	<b>20.51%</b>	<b>19.71%</b>	<b>17.68%</b>	<b>18.81%</b>

Block Name	Class-V in %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BARKHETRI	63.59%	63.77%	63.67%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
BASKA	4.79%	3.49%	3.47%	3.26%	1.44%	2.43%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
BORIGOG BORBHOG	26.49%	26.83%	26.65%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
PACHIM NALBARI	30.52%	28.06%	29.27%	0.00%	0.00%	0.00%	0.00%	0.24%	0.12%	100.00%	100.00%	100.00%
PUB NALBARI	25.27%	23.59%	24.46%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
TAMULPUR	4.27%	5.51%	4.78%	4.21%	4.60%	4.37%	0.38%	0.74%	0.52%	100.00%	100.00%	100.00%
TIHU BARAMA	10.62%	10.02%	10.38%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
<b>Total :</b>	<b>17.59%</b>	<b>18.96%</b>	<b>18.21%</b>	<b>1.73%</b>	<b>1.35%</b>	<b>1.56%</b>	<b>0.11%</b>	<b>0.20%</b>	<b>0.15%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

Block Name	Class-VI											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARKHETRI	128	105	233	7	7	14	30	22	52	2	0	2
BASKA	162	156	318	55	67	122	325	304	630	158	91	249
BORIGOG BORBHOG	140	174	314	36	18	54	50	33	83	133	107	240
PACHIM NALBARI	239	210	449	16	18	34	6	6	12	45	54	99
PUB NALBARI	339	377	716	59	56	115	12	21	33	165	255	420
TAMULPUR	320	198	518	200	121	321	461	358	819	262	159	421
TIHU BARAMA	255	147	403	53	62	115	189	129	318	136	87	223
<b>Total :</b>	<b>1584</b>	<b>1367</b>	<b>2951</b>	<b>426</b>	<b>349</b>	<b>775</b>	<b>1074</b>	<b>873</b>	<b>1947</b>	<b>901</b>	<b>753</b>	<b>1654</b>

Block Name	Class-VI									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BARKHETRI	252	170	422	0	0	0	0	0	0	419	304	723
BASKA	47	55	102	23	13	36	3	0	3	774	686	1460
BORIGOG BORBHOG	92	91	183	0	0	0	0	0	0	451	423	874
PACHIM NALBARI	125	109	234	0	0	0	1	1	2	432	398	830
PUB NALBARI	148	132	280	0	0	0	1	0	1	724	841	1565
TAMULPUR	75	36	111	30	28	58	8	3	11	1356	903	2259
TIHU BARAMA	67	34	101	0	0	0	0	0	0	701	459	1160
<b>Total :</b>	<b>806</b>	<b>627</b>	<b>1433</b>	<b>53</b>	<b>41</b>	<b>94</b>	<b>13</b>	<b>4</b>	<b>17</b>	<b>4857</b>	<b>4014</b>	<b>8871</b>

Block Name	Class-VI In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARKHETRI	30.55%	34.54%	32.23%	1.67%	2.30%	1.94%	7.16%	7.24%	7.19%	0.48%	0.00%	0.28%
BASKA	20.93%	22.74%	21.78%	7.11%	9.77%	8.36%	42.12%	44.31%	43.15%	20.41%	13.27%	17.05%
BORIGOG BORBHOG	31.04%	41.13%	35.93%	7.98%	4.26%	5.18%	11.09%	7.80%	9.50%	29.49%	25.30%	27.46%
PACHIN' NALBARI	55.32%	52.76%	54.10%	3.70%	4.52%	4.10%	1.39%	1.51%	1.45%	10.42%	13.57%	11.93%
PUB NALBARI	46.82%	44.83%	45.75%	8.15%	6.66%	7.35%	1.66%	2.50%	2.11%	22.79%	30.32%	26.84%
TAMULPUR	23.60%	21.93%	22.93%	14.75%	13.40%	14.21%	34.00%	39.65%	36.25%	19.32%	17.61%	18.64%
TIHU BARAMA	36.52%	32.03%	34.74%	7.56%	13.51%	9.91%	26.96%	28.10%	27.41%	19.40%	18.95%	19.22%
<b>Total :</b>	<b>32.61%</b>	<b>34.06%</b>	<b>33.27%</b>	<b>8.77%</b>	<b>8.69%</b>	<b>8.74%</b>	<b>22.11%</b>	<b>21.75%</b>	<b>21.95%</b>	<b>18.55%</b>	<b>18.76%</b>	<b>18.65%</b>

Block Name	Class-VI In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BARKHETRI	60.14%	55.92%	58.37%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
BASKA	6.07%	8.02%	6.99%	2.97%	1.90%	2.47%	0.39%	0.00%	0.21%	100.00%	100.00%	100.00%
BORIGOG BORBHOG	20.40%	21.51%	20.94%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
PACHIN' NALBARI	28.94%	27.39%	28.19%	0.00%	0.00%	0.00%	0.23%	0.25%	0.24%	100.00%	100.00%	100.00%
PUB NALBARI	20.44%	15.70%	17.89%	0.00%	0.00%	0.00%	0.14%	0.00%	0.06%	100.00%	100.00%	100.00%
TAMULPUR	5.53%	3.99%	4.91%	2.21%	3.10%	2.57%	0.59%	0.33%	0.49%	100.00%	100.00%	100.00%
TIHU BARAMA	9.56%	7.41%	8.71%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
<b>Total :</b>	<b>16.59%</b>	<b>15.62%</b>	<b>16.15%</b>	<b>1.09%</b>	<b>1.02%</b>	<b>1.06%</b>	<b>0.27%</b>	<b>0.10%</b>	<b>0.19%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

Block Name	Class-VII											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARKHETRI	103	93	196	10	9	19	40	23	63	0	1	1
BASKA	125	129	254	61	47	108	282	203	485	120	90	210
BORIGOG BORBHOG	122	149	271	18	15	33	34	36	70	144	84	228
PACHIM NALBARI	197	166	363	15	15	30	10	3	13	48	36	84
PUB NALBARI	309	327	636	44	49	93	19	12	28	192	176	368
TAMULPUR	242	169	411	152	124	276	382	289	671	216	135	351
TIHU BARAMA	238	153	391	33	56	89	162	134	296	110	71	181
<b>Total :</b>	<b>1336</b>	<b>1215</b>	<b>2551</b>	<b>333</b>	<b>315</b>	<b>648</b>	<b>926</b>	<b>700</b>	<b>1626</b>	<b>830</b>	<b>593</b>	<b>1423</b>

Block Name	Class-VII										Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total				
BARKHETRI	178	150	328	0	0	0	0	0	0	331	276	607	
BASKA	35	30	65	12	14	26	1	0	1	636	513	1149	
BORIGOG BORBHOG	70	49	119	0	0	0	0	0	0	388	333	721	
PACHIM NALBARI	109	110	219	0	0	0	0	1	1	379	360	739	
PUB NALBARI	132	114	246	0	0	0	0	0	0	693	678	1371	
TAMULPUR	37	34	71	41	34	75	1	3	4	1071	788	1859	
TIHU BARAMA	44	33	77	0	0	0	0	0	0	587	447	1034	
<b>Total :</b>	<b>605</b>	<b>520</b>	<b>1125</b>	<b>53</b>	<b>48</b>	<b>101</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>4085</b>	<b>3395</b>	<b>7480</b>	

Block Name	Class-VII In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARKHETRI	31.12%	33.70%	32.29%	3.02%	3.26%	3.13%	12.08%	8.33%	10.38%	0.00%	0.36%	0.16%
BASKA	19.65%	25.15%	22.11%	9.59%	9.16%	9.40%	44.34%	39.57%	42.21%	18.87%	17.54%	18.28%
BORIGOG BORBHOG	31.44%	44.74%	37.59%	4.64%	4.50%	4.58%	8.76%	10.81%	9.71%	37.11%	25.23%	31.62%
PACHIM NALBARI	51.98%	54.17%	53.04%	3.93%	4.17%	4.03%	2.64%	0.83%	1.76%	12.66%	10.00%	11.37%
PUB NALBARI	44.59%	48.23%	46.39%	6.35%	7.23%	6.78%	2.31%	1.77%	2.04%	27.71%	25.96%	26.84%
TAMULPUR	22.60%	21.45%	22.11%	14.19%	15.74%	14.85%	35.67%	36.68%	36.09%	20.17%	17.13%	18.88%
TIHU BARAMA	40.55%	34.23%	37.31%	5.62%	12.53%	8.31%	27.60%	29.98%	28.63%	18.74%	15.88%	17.50%
<b>Total :</b>	<b>32.71%</b>	<b>35.79%</b>	<b>34.10%</b>	<b>8.15%</b>	<b>9.28%</b>	<b>8.66%</b>	<b>22.67%</b>	<b>20.62%</b>	<b>21.74%</b>	<b>20.32%</b>	<b>17.47%</b>	<b>19.02%</b>

Block Name	Class-VII In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BARKHETRI	53.78%	54.35%	54.04%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
BASKA	5.50%	5.85%	5.63%	1.89%	2.73%	2.26%	0.16%	0.00%	0.09%	100.00%	100.00%	100.00%
BORIGOG BORBHOG	18.04%	14.71%	16.50%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
PACHIM NALBARI	28.76%	30.56%	29.63%	0.00%	0.00%	0.00%	0.00%	0.28%	0.14%	100.00%	100.00%	100.00%
PUB NALBARI	19.05%	16.81%	17.94%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
TAMULPUR	3.45%	4.31%	3.82%	3.83%	4.31%	4.03%	0.09%	0.38%	0.22%	100.00%	100.00%	100.00%
TIHU BARAMA	7.50%	7.38%	7.45%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
<b>Total :</b>	<b>14.81%</b>	<b>15.32%</b>	<b>15.04%</b>	<b>1.30%</b>	<b>1.41%</b>	<b>1.35%</b>	<b>0.05%</b>	<b>0.12%</b>	<b>0.08%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

Block Name	Class-V-VII											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARKHETRI	359	306	665	31	22	53	85	51	136	3	2	5
BASKA	476	445	921	210	182	392	984	938	1822	464	312	776
BORIGOG BORSHOG	419	487	906	92	57	149	137	111	248	423	310	733
PACHIM NALBARI	629	618	1247	59	52	111	23	18	41	145	148	293
PUB NALBARI	1080	1107	2187	201	198	399	39	44	83	585	656	1241
TAMULPUR	911	641	1552	589	389	978	1367	1019	2386	819	474	1293
TIHU BARAMA	730	440	1170	147	173	320	525	407	932	398	241	639
<b>Total :</b>	<b>1883</b>	<b>1856</b>	<b>3739</b>	<b>392</b>	<b>313</b>	<b>705</b>	<b>1229</b>	<b>1018</b>	<b>2247</b>	<b>1035</b>	<b>772</b>	<b>1807</b>

Block Name	Class-V-VII									Total		
	Muslims			Tea Trice			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BARKHETRI	706	533	1239	0	0	0	0	0	0	1184	914	2098
BASKA	126	150	276	65	38	103	4	0	4	2329	1965	4294
BORIGOG BORBHOG	304	268	572	0	0	0	0	0	0	1375	1233	2608
PACHIM NALBARI	357	336	693	0	0	0	1	3	4	1214	1175	2389
PUB NALBARI	540	472	1012	0	0	0	1	0	1	2446	2477	4923
TAMULPUR	180	130	310	138	112	250	15	14	29	4019	2779	6798
TIHU BARAMA	185	114	299	0	0	0	0	0	0	1985	1375	3360
<b>Total :</b>	<b>2398</b>	<b>2003</b>	<b>4401</b>	<b>203</b>	<b>150</b>	<b>353</b>	<b>21</b>	<b>17</b>	<b>38</b>	<b>14552</b>	<b>11918</b>	<b>26470</b>

Block Name	Class-V-VII In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARKHETRI	30.32%	33.48%	31.70%	2.32%	2.41%	2.53%	7.18%	5.58%	6.48%	0.25%	0.22%	0.24%
BASKA	20.44%	22.65%	21.45%	9.02%	9.26%	9.13%	42.25%	42.65%	42.43%	19.92%	15.88%	18.07%
BORIGOG	30.47%	39.50%	34.74%	3.59%	4.62%	5.71%	9.96%	9.00%	9.51%	30.76%	25.14%	28.11%
BORBHOG												
PACHIM	51.81%	52.68%	52.20%	4.55%	4.43%	4.65%	1.89%	1.53%	1.72%	11.34%	12.60%	12.26%
NALBARI												
PUB NALBARI	44.15%	44.69%	44.42%	8.22%	7.99%	8.10%	1.59%	1.78%	1.69%	23.92%	26.48%	25.21%
TAMULPUR	22.67%	23.07%	22.83%	14.66%	14.00%	14.39%	34.01%	36.67%	35.10%	20.38%	17.06%	19.02%
TIHU BARAMA	36.78%	32.00%	34.82%	7.41%	12.56%	9.52%	26.45%	29.60%	27.74%	20.05%	17.53%	19.02%
Total :	12.94%	15.57%	14.13%	2.69%	2.63%	2.66%	3.45%	8.54%	8.49%	7.11%	6.48%	6.83%

Block Name	Class-V-VII In %											
	Muslims			Tea Tribe			Others			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARKHETRI	59.63%	58.32%	59.06%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
BASKA	5.41%	7.63%	6.43%	2.79%	1.93%	2.40%	0.17%	0.00%	0.09%	100.00%	100.00%	100.00%
BORIGOG												
BORBHOG	22.11%	21.74%	21.93%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
PACHIM												
NALBARI	29.41%	28.60%	29.01%	0.00%	0.00%	0.00%	0.08%	0.26%	0.17%	100.00%	100.00%	100.00%
PUB NALBARI	22.08%	19.06%	20.56%	0.00%	0.00%	0.00%	0.04%	0.00%	0.02%	100.00%	100.00%	100.00%
TAMULPUR	4.48%	4.68%	4.56%	3.43%	4.03%	3.68%	0.37%	0.50%	0.43%	100.00%	100.00%	100.00%
TIHU BARAMA	9.32%	8.29%	8.90%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
Total :	16.46%	16.81%	16.63%	1.39%	1.26%	1.33%	0.14%	0.14%	0.14%	49.21%	51.43%	50.21%

Block Name	Class-I-VII											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARKHETRI	2392	2307	4699	451	421	872	408	397	805	485	428	913
BASKA	2546	2474	5020	1096	950	2046	6470	5719	12189	2512	2149	4661
BORIGOG BORBHOG	2285	2345	4630	376	352	728	720	863	1383	1359	1131	2490
PACHIMI NALBARI	3967	3754	7721	797	952	1749	71	62	133	1007	915	1922
PUB NALBARI	4573	4597	9170	1041	954	1995	244	242	486	2315	2489	4804
TAMULPUR	3436	2972	6408	2988	2641	5627	6233	5528	11761	3355	2878	6233
TIHU BARAMA	2860	2591	5451	817	855	1672	2463	2263	4726	1430	1218	2648
<b>Total :</b>	<b>22059</b>	<b>21040</b>	<b>43099</b>	<b>7564</b>	<b>7135</b>	<b>14699</b>	<b>16609</b>	<b>14874</b>	<b>31483</b>	<b>12463</b>	<b>11208</b>	<b>23671</b>

Block Name	Class-I-VII									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BARKHETRI	6007	4704	10711	64	75	139	0	0	0	9807	8332	18139
BASKA	780	775	1555	404	370	774	30	19	49	13838	12456	26294
BORIGOG BORBHOG	1709	1517	3226	0	0	0	0	0	0	6449	6018	12467
PACHIM NALBARI	2187	1931	4118	0	0	0	5	12	17	8034	7626	15660
PUB NALBARI	2488	2205	4693	0	0	0	51	48	99	10712	10535	21247
TAMULPUR	1390	1150	2540	602	434	1036	234	197	431	18236	15800	34036
TIHU BARAMA	709	647	1356	0	0	0	0	0	0	8279	7574	15853
<b>Total :</b>	<b>15270</b>	<b>12929</b>	<b>28199</b>	<b>1070</b>	<b>879</b>	<b>1949</b>	<b>320</b>	<b>276</b>	<b>596</b>	<b>75355</b>	<b>68341</b>	<b>143696</b>



Block Name	Class-I-VII In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARKHETRI	24.39%	27.69%	25.91%	4.52%	5.05%	4.81%	4.16%	4.76%	4.44%	4.95%	5.14%	5.03%
BASKA	18.40%	19.86%	19.09%	7.92%	7.63%	7.78%	46.75%	45.91%	46.36%	18.15%	17.25%	17.73%
BORIGOG BORBHOG	35.43%	38.97%	37.14%	5.83%	6.02%	5.92%	11.16%	11.02%	11.09%	21.07%	18.79%	19.97%
PACHIM NALBARI	49.38%	49.23%	49.30%	9.92%	12.48%	11.17%	0.88%	0.81%	0.85%	12.53%	12.00%	12.27%
PUB NALBARI	42.69%	43.64%	43.16%	9.72%	9.06%	9.39%	2.28%	2.30%	2.29%	21.61%	23.63%	22.61%
TAMULPUR	18.84%	18.81%	18.83%	16.37%	16.72%	16.53%	34.18%	34.99%	34.55%	18.40%	18.22%	18.31%
TIHU BARAMA	34.55%	34.21%	34.38%	9.87%	11.29%	10.55%	29.75%	29.88%	29.81%	17.27%	16.08%	16.70%
<b>Total :</b>	<b>29.27%</b>	<b>30.79%</b>	<b>29.99%</b>	<b>10.04%</b>	<b>10.44%</b>	<b>10.23%</b>	<b>22.04%</b>	<b>21.76%</b>	<b>21.91%</b>	<b>16.54%</b>	<b>16.40%</b>	<b>16.47%</b>

Block Name	Class-I-VII In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BARKHETRI	61.25%	56.43%	58.05%	0.65%	0.90%	0.77%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
BASKA	5.64%	6.22%	5.91%	2.92%	2.97%	2.94%	0.22%	0.15%	0.19%	100.00%	100.00%	100.00%
BORIGOG BORBHOG	23.50%	25.21%	25.88%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
PACHIM NALBARI	27.22%	25.32%	26.30%	0.00%	0.00%	0.00%	0.06%	0.16%	0.11%	100.00%	100.00%	100.00%
PUB NALBARI	23.23%	20.93%	22.09%	0.00%	0.00%	0.00%	0.48%	0.46%	0.47%	100.00%	100.00%	100.00%
TAMULPUR	7.62%	7.28%	7.46%	3.30%	2.75%	3.04%	1.28%	1.25%	1.27%	100.00%	100.00%	100.00%
TIHU BARAMA	8.56%	8.54%	8.55%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
<b>Total :</b>	<b>20.26%</b>	<b>18.92%</b>	<b>19.62%</b>	<b>1.42%</b>	<b>1.29%</b>	<b>1.36%</b>	<b>0.42%</b>	<b>0.40%</b>	<b>0.41%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

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

Block Name	In %											
	General			SC			ST			OBC		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BARKHETRI	12.15%	12.20%	12.18%	6.02%	5.81%	5.92%	28.37%	12.92%	19.75%	0.00%	0.52%	0.24%
BASKA	12.35%	13.34%	12.83%	15.99%	14.03%	15.53%	10.08%	7.88%	9.02%	12.89%	10.50%	11.74%
BORIBOG BOREBOG	12.77%	21.32%	19.72%	17.48%	13.89%	15.64%	12.59%	14.17%	13.36%	46.45%	29.47%	38.32%
PACHIM NALBARI	17.37%	18.36%	17.86%	5.43%	5.56%	5.49%	55.56%	13.04%	31.71%	13.55%	13.33%	13.43%
PUBANALBARI	11.33%	32.06%	31.22%	18.18%	21.03%	19.55%	21.62%	14.29%	17.72%	37.35%	31.23%	34.17%
TAMLAPUR	11.34%	16.20%	13.65%	12.36%	10.00%	11.17%	15.75%	12.55%	14.20%	17.68%	11.39%	14.58%
TIHUBARAMA	21.36%	19.67%	20.03%	17.37%	26.29%	22.08%	16.86%	14.58%	15.74%	29.33%	19.29%	24.36%
<b>Total :</b>	<b>20.15%</b>	<b>19.19%</b>	<b>19.68%</b>	<b>12.98%</b>	<b>12.33%</b>	<b>12.66%</b>	<b>13.85%</b>	<b>11.05%</b>	<b>12.49%</b>	<b>21.07%</b>	<b>15.94%</b>	<b>18.58%</b>

Block Name	In %									Total		
	Muslims			Tea Tribe			Others			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BARKHETRI	3.14%	6.42%	6.26%	0.00%	0.00%	0.00%	#DIV/0!	#DIV/0!	#DIV/0!	7.68%	7.56%	7.62%
BASKA	11.44%	9.23%	10.30%	6.78%	6.97%	6.88%	7.69%	0.00%	3.45%	11.37%	9.72%	10.57%
BORIBOG BOREBOG	13.65%	10.79%	12.31%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	20.74%	18.50%	19.64%
PACHIM NALBARI	14.65%	16.57%	15.55%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	33.33%	33.33%	15.00%	15.71%	15.34%
PUBANALBARI	21.53%	18.81%	20.18%	#DIV/0!	#DIV/0!	#DIV/0!	0.00%	0.00%	0.00%	28.05%	26.96%	27.50%
TAMLAPUR	5.13%	5.71%	5.40%	16.60%	17.09%	16.82%	1.18%	3.90%	2.47%	15.10%	11.87%	13.54%
TIHUBARAMA	23.66%	16.50%	18.64%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	23.27%	18.04%	20.68%
<b>Total :</b>	<b>10.06%</b>	<b>10.04%</b>	<b>10.05%</b>	<b>11.88%</b>	<b>11.21%</b>	<b>11.56%</b>	<b>1.83%</b>	<b>3.81%</b>	<b>2.80%</b>	<b>15.48%</b>	<b>13.77%</b>	<b>14.65%</b>

Table : 2.27 Class Wise Enrollment in Govt./ Provincialised /Venture & Private Schools

Class	All			General			SC			ST		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I												
II												
III												
IV												
Sub - total I-IV												
V												
VI												
VII												
Sub - total V-VII												
Total I-VII												

Table: 2.28 Class Wise Enrollment in Venture Schools

Class	All			General			SC			ST		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I												
II												
III												
IV												
Sub - total I-IV												
V												
VI												
VII												
Sub - total V-VII												
Total I-VII												

Table: 2.29 Class Wise Enrollment in Private Schools

Class	All			General			SC			ST		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I												
II												
III												
IV												
Sub - total I-IV												
V												
VI												
VII												
Sub :-total V-VII												
Total I-VII												

Table: 2.30 Block Wise GER at Primary Level by Gender

Name of Block	All		
	Boys	Girls	Total
Baska			
Barkhetri			
Borigog-Banbhangh			
Pub Nalbari			
Paschim-Nalbari			
Tihu-Barama			
Tamulpur			

Source : Alok Jatra 2002.

GER of Nalbari district is still less than 100. The GER of Tihu-Barama block is the highest and Barkhetri is the lowest rank.

Table : 2.37 Block Wise GER at Upper Primary Level by Gender

Name of Block	Boys	All Girls	Total
Baksa			
Barkhetri			
Berdooj-Barkhad			
Pub Naibari			
Paschim			
Nasari			
Tihu-Barapani			
Tamulpur			

Source : Alok Jatra 2002.

The GER at UP level is highest in Pub Naibari block and lower in Barkhetri block.

Table: 2.32 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
Baska	693	12	02%	588	93	681	86%	14%
Barkhetri	470	16	04%	403	51	454	88%	12%
Borigog-Banbagh	393	12	06%	302	71	373	80%	20%
Pub Nalbari	720	20	03%	515	185	700	73%	27%
Paschim Nalbari	854	12	02%	702	142	844	83%	17%
Tihu-Barama	659	36	06%	461	162	623	74%	26%
Tamulpur	734	21	03%	591	122	713	82%	18%
Urban	150	1	0	60	89	149	40%	59%

[ Source: DEEO Office ]

03% of the total teachers position are vacant in the district. The vacancy position is lowest in urban area. Against 75% male teachers there are only 19% female teachers. Interestingly 2% of the total teachers of urban area are female.

Table : 2.33 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
Baska	483	71	105	22	127	15%	03%	18%
Barkhetri	321	40	82	11	93	18%	2%	20%
Borigog-Banbagh	72	17	230	54	284	61%	14%	76%
Pub Nalbari	390	100	125	85	210	17%	12%	30%
Paschim Nalbari	350	50	352	92	444	41%	11%	52%
Tihu-Barama	342	77	119	85	204	19%	13%	32%
Tamulpur	266	38	325	84	409	45%	11%	57%
Urban	40	72	20	18	38	13%	12%	25%

[ Source: DEEO Office ]

The picture is not encouraging as there are 1809 teachers in primary schools who are un-trained till date. The un-trained teachers percentage is 35%. In Borigog- Banbagh block is having highest percentage of untrained teachers

Table: 2.34 The position of U.P. School teacher in the district

Block	No. of Sanctioned Post	No. of Vacant Post	Present Position of Teacher		No. of Trained Teacher		No. of Un-Trained Teacher		Total Un-Trained Teachers
			Male	Female	Male	Female	Male	Female	
Baska	414	08	372	34	72	03	300	31	331
Barkhetri	223	07	193	23	10	03	183	20	203
Borigog-Banbagh	248	08	189	51	16	07	173	44	217
Pub Nalbari	494	12	412	70	60	15	352	55	407
	293	08	256	19	20	09	236	20	256
Paschim Nalbari	465	07	327	131	121	28	206	103	309
Tihu-Barama	571	08	512	51	55	05	457	46	503
Tamulpur	69	03	36	30	10	07	26	27	53
<b>TOTAL :</b>	<b>2777</b>	<b>61</b>	<b>2297</b>	<b>419</b>	<b>364</b>	<b>77</b>	<b>1933</b>	<b>346</b>	<b>2279</b>

[Source: DEEO Office]

The data shows that only 13% (364 Nos.) male teachers and 03% (77 Nos.) female teachers of Upper Primary schools are trained. A large number of 2297 teachers of Upper Primary School are un-trained. The un-trained teachers percentage is 82%.

**Data of composite schools :-**

No of school	No of teacher			No of trained teachers				No of untrained teachers			
	Male	Female	Total	Male	In %	Female	In %	Male	In %	Female	In %
81	313	92	405	45	14	12	13	26	66	348	86

Table : 2.35 Block wise Pupil Teacher Ratio at Primary & Upper Primary Schools

Name of Block	Primary	Upper Primary
	PTR	PTR
Baska	1 : 42	1 : 32
Barkhetri	1 : 51	1 : 13
Borigog- Banbagh	1 : 38	1 : 18
Pub Nalbari	1 : 27	1 : 19
Paschim Nalbari	1 : 20	1 : 21
Tihu-Barama	1 : 25	1 : 08
Tamulpur	1 : 48	1 : 12
Urban	1 : 21	1 : 20
<b>TOTAL :</b>	<b>1 : 34</b>	<b>1 : 17</b>

Source : DEEO office Nalbari : 2001.

The teacher people ratio in primary school is lowest in Paschim Nalbari block and highest in Barkhetri block followed by Tamulpur (1 : 48) and Baska (1 : 42 ) respectively . The teachers people ratio in middle schools is lowest in Tihu-Barama block and highest in Baska followed by Paschim Nalbari block

Table : 2.36 Block wise Pupil Teacher Ratio at Primary & Upper Primary Schools

Name of Block	Primary	Upper Primary
	PTR	PTR
Baska	1 : 42	1 : 32
Barkhetri	1 : 51	1 : 13
Borigog- Banbagh	1 : 38	1 : 18
Pub Nalbari	1 : 27	1 : 19
Paschim Nalbari	1 : 20	1 : 21
Tihu-Barama	1 : 25	1 : 08
Tamulpur	1 : 48	1 : 12
Urban	1 : 21	1 : 20
<b>TOTAL :</b>	<b>1 : 34</b>	<b>1 : 17</b>

Source : DEEO office Nalbari .



## CHAPTER –III: PLANNING PROCESS

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

Therefore, a new intervention for the Universalisation of Elementary Education with a clear time frame, a response to the demand and quality basic education and a meaningful basic education is launched in the district under the umbrella of Axom Sarba Siksha Abhijan Mission.

The achievement of UEE depends on the quality and extend of people participation in planning, implementation and monitoring of its various aspects. With a view to decentralize the task for mass participation, a large number of human resources were mobilized for ensuring a perspective & contextual planning in the district. Besides the education department officials, services of the following additional manpower were utilized for preparation of the District Elementary Education Plan (DEEP).

### A. Key Resource Persons Training at State Level:

The Planning process was initiated with the launch of pre-project activities in the month of February 2002 when a 6 Key Resource Persons attended a 3 day State Level Training Programme at IIE Guwahati from 11<sup>th</sup> February to 13<sup>th</sup> February, 2002. *List of officials attended the training programme is given at annexure—Table I.I.*

### B. District Resource Persons Training at Zonal Level:

The second important milestone of the pre-project activities was conduct of District Resource Persons training at Zonal Level. DRPs training was conducted at Zonal level by combining 2-4 districts in one Zonal venue had helped in transmission loss. This has ensured the conduct of the training jointly by the State Resource Persons (SRPs) and the respective district's KRPs. The presence of Mission Director in the zonal training venues was the main source of inspiration.

All together 46 no. of persons from the district attended the DRP's training held from 13-03-2002 to 15-03-2002 at Cotton Collegiate H.S. School, Ghy.

### C. District Resource Persons Planning Meeting at District Level :

After DRP training a two days planning meeting of DRPs was held at PNC Town M.V. School on 14<sup>th</sup> to 18<sup>th</sup> march'2002 and covered the following points :

- **Assessment of Additional BRPs required for Tea garden & Remote areas**
- **Preparation of block wise sets of materials and distribution of materials to BMC offices**
- **Review of scheduled major works**
- **Preparation of a final chart showing the allocation of blocks & GPs for each DRP**

- Finalisation of block wise dates and venue for BRPs Training & information to be given to all concerned.
- Allocation of DRPs against each block level training venues
- Preparation of plan for supervisory visits of DMC, ADMC, BMC and other department officials
- Arrangements to be made for BRPs training.
- Allocation of villages and Tea Garden Divisions to BRPs.
- Discussion on session plan of BRPs & Volunteers training
- Finalisation of dates and venues for GP level meetings
- Distribution of Materials
- Assessment of additional materials if any required and submission of requirements to Mission for the same.
- Activity wise requirement of fund and arrangements made for transfer of fund from DMC to BMC & BMC to BRP
- Opening of BEEOs bank account & decision to transfer Rs.25000/- to each BEEO/BMC immediately at the end of the planning meeting
- Also prepare fund requirement for next 1 month for transfer of fund from state office for DMC and each BMC offices against specific activity and proposed implementation schedule.
- Arrangements made for tea gardens, forest and other remote areas
- Assessment and identification of the additional manpower for DMC & BMC office.

After the planning meeting DRPs were allotted to the Blocks within the Blocks one aDRP was allotted to 2-3 GPs of that particular Block. One BRP was selected for every two villages over all 481 nos. of BRPs selected for the district. The DRP wise allocation of GPs villages and BRPs in the district of Nalbari given below:

SL. NO.	Name of DRP	Name of allotted Block	Number of GP allotted	Number of villages within the allotted GPs	Number of BRP's
1.	Jyotshna Kalita	Borigog-Bonbhag	2	20	11
2.	Mainu Barua Kalita	Do	2	13	8
3.	Halim Hussain	Do	2	25	12
4.	Girindra Kashyap	Do	3	22	13
5.	Arabinda Bhatta	Do	1	19	10
6.	Ramesh Ch. Kalita	Barkhetri	1	3	4
7.	Saleha Jinnat	Do	2	26	0
8.	Rashid Ahmed	Do	3	32	19
9.	Biraja Devi	Do	3	32	22
10.	Hamid Ali	Do	1	2	3
11.	Dalim Ali	Do	1	12	9
12.	Eyar Ali	Do	1	1	4
13.	Ashok Kr. Sarma	Pachim Nalbari	3	8	6
14.	Nagendra Nt. Kakati	Do	3	15	10
15.	Pranab Dutta	Do	3	8	7
16.	Arup Kr. Dutta	Do	3	14	9
17.	Dipali Haloi	Do	3	14	10

18	Beenapani Das	Do	3	4	7
19	Dibakar Kalita (Sis)	Pub-Nalbari	10	74	40
20	Munindra Malakar	Do	10	70	35
21	Bhudhar Brahma (Sis)	Baska	2	13	7
22	Dharmeswar Das	Do	3	30	15
23	Jiten Deuri	Do	2	17	18
24	Anit Kakali	Do	2	17	8
25	Kiren Mushahari	Do	2	12	6
26	Arun Boro	Do	2	10	5
27	Phanidhar Talukdar	Do	2	14	7
28	Gopi kt. Boro	Do	2	20	10
29	Sanjib Das	Tihu-Barma	3	15	9
30	Ghana Haloi	Do	2	10	7
31	Sewali Devi	Do	2	12	6
32	Dipali Deka	Do	1	7	3
33	Anjan Sarma	Do	2	14	10
34	Tarini Mazumdar	Do	3	22	11
35	Daya Ram Boro	Tamulpur	4	22	11
36	Jyotish Kalita	Do	1	11	6
37	Narayan Kalta	Do	3	27	14
38	Buddhi Mushahari	Do	4	34	22
39	Dwijen Sarma	Do	3	24	12
40	Bhairab Baishya	Do	3	28	14
41	Pramod Talukdar	Do	3	22	13
42	Bana Das	Do	4	39	22
	<b>District Total</b>		<b>115</b>	<b>834</b>	<b>475</b>

#### D. Block Resource Persons Training at Block Level :

After the planning meeting Block level BRPs training was held as per scheduled given below. The concerned SRP of the district supervised the BRPs training programme. The respective BMC's of the district were in touch for the management of BRPs training in their respective blocks. The DEEO of the district also supervised the BRPs training programme.

SL. No.	Name of Block	Date of BRP's training	Venue of the training	No. of DRPs conducted the training	Number of participants attended the training
1.	Pub-Nalbari	22 <sup>nd</sup> to 25 <sup>th</sup> March'2002	Satra M.V. School	3	74
2.	Paschim-Nalbari		U.S. Balika M.V. School	6	49
3.	Tihu-Barma		B.K. Bhandari M.E.	6	55
4.	Baska		Mussalpur Jr. Basic	4	70
5.	Borigo-Banbhag		Ghograpar Girls H.S	4	54
6.	Barkhetri		C.M. Balika M.E	4	80
7.	Tamulpur		Sikhak, Bhaban	8	114

**E. Block Resource Persons Planning Meeting at Block Level :**

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

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

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

**The BRPs were entrusted with following field level Tasks:**

Sl. No	Tasks
1.	Visiting the assigned GP for giving information for the GP level General Meeting
2.	Acting as RP in the first meeting in the assigned GP
3.	Submitting the report of the meeting to BMC
4.	Visiting the assigned two villages for giving information for the Gaon Sabha Meeting
5.	Acting as RP in the first Gaon Sabha Meeting of each of the 2 villages
6.	Preparation & sending of the reports of Gaon Sabha Meeting to BMC
7.	Training of village volunteers at GP level
8.	Visiting villages during survey
9.	Undertaking sample checks of at least 10 sample household schedules during the process of collection & after they have been received from villages and affixing signature on the body of the formats. In case of mistakes getting them corrected or re-collected.
10.	Compilation of survey data as per format 9 and 10 of the two villages
11.	Conducting group discussion in the assigned villages
12.	Conducting interview of teachers of the schools of the assigned villages
13.	Ensuring timely collection of reports from fields.
14.	Compilation of village survey GP wise and block wise at block level under the supervision of DRP
15.	Ensuring the smooth functioning of all village volunteers of the two assigned villages.
16.	Acting as RP in the village level meetings for constitution of VEC and sharing of survey findings
17.	Filling up the format for approval of VEC/GPEC available at BEEO/DI office
18.	Getting approval of BEEO/DI for membership of VEC and GPEC and handing over the approval copies to VEC/GPEC
19.	Conduct of First Meeting of Village Education Committee and submission approval of VEC from BEEO to the Member Secretary
20.	Assisting VEC in preparation of Village Education Register (VER)

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

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

**F. Meeting of Gaon Panchayat Functionaries at GP Level :**

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

Altogether 115 Gaon Panchayat Level Meetings, of GP were held during 1<sup>st</sup> to 4<sup>th</sup> April 2002 in which total 12300 people participated.

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

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

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

**The major agenda of the meetings were:**

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

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

Number of GP level meetings held	Period during which the meetings were held	Total participants of the meetings
115	1 <sup>st</sup> to 4 <sup>th</sup> April 2002	12300

**G. Gaon Sabha Meeting:**

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

Altogether 83 Gaon Sabha Meetings were held during 6<sup>th</sup> to 11<sup>th</sup> April 2002 in which total 59870 people participated and 5364 village volunteers were identified by the participants of the meeting for House to House survey.

For giving wide publicity following means were adopted:

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

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

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

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

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

Name of Block	Number of Gaon Sabha level meetings held	Period during which the meetings were held	Total participants of the meetings
Pub-Nalbari	144	6 <sup>th</sup> to 12 <sup>th</sup> April '02	11520
Paschim-Nalbari	63	-Do-	3600
Tihu-Barma	80	-Do-	8050
Baska	130	-Do-	14000
Borigo-Banbhag	98	-Do-	10000
Barkhetri	112	-Do-	10200
Tamulpur	206	-Do-	21600
<b>District Total</b>	<b>833</b>		<b>78970</b>

## H. Training of Village Volunteers at GP level

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

Altogether 5364 Village Volunteers were trained during 21<sup>st</sup> to 23<sup>rd</sup> April'02 in 115 venues.

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

Name of Block	Number of Venues for village volunteers training	Period during which the trainings were held	Total Village Volunteers attended the training
Pub-Nalbari	20	21 <sup>st</sup> to 23 <sup>rd</sup> April'02	900
Paschim-Nalbari	18	-Do-	504
Tihu-Barama	13	-Do-	536
Baska	17	-Do-	802
Borigog Banbhangh	10	-Do-	588
Barkhetri	12	-Do-	784
Tamulpur	25	-Do-	1250
<b>District Total</b>	<b>115</b>		<b>5364</b>

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

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

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

The activities conducted in sequential order are described below:

## J. Village Mapping And Listing Of Resources:

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

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

The Village Volunteer Group fixed up a date for a general meeting of Community Members covering representatives from all the habitations at a central place. (preferable in schools premises), and completed the following activities through extensive group discussions and sharing. This exercise comprises of the following activities:

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

#### **K. House To House Survey :**

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

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

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

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

#### **L. Collection Of Information On Other Educational Institutions (Religious Madrassa/Tols/Moths),**

A lot of children attend in these types of full time institutions wherein only religious teaching takes place. In order to capture the information of all these children a format was designed

#### **M. Information On Other Educational Institutions (Venture, Private Schools):**

In order to have a comprehensive picture of all types of institutions the DISE format was simplified and administered in Venture & Private Schools by the BRPs.

#### **N. Compilation of House-to-House Survey Results**

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



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

Each BRP undertook sample checks of at least 10 household schedules (Format 6) of the two assigned villages during the process of collection of formats. On his satisfaction he put his/her signature on the body of the formats. In case of mistakes the BRP got the format corrected or re-collected. The BRP had specifically checked that information for all the households (listed at Format 4) have been collected.

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

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

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

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

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

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

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

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

#### **O. Group Discussion:**

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

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

Following questions were discussed in the group discussion:

1. Functioning of the school
2. Opinion of the Teachers of the school  
(*Regularity, teaching, behaviour with children*)
3. Problems in the functioning of the schools
4. School Management Committee
5. Appropriateness of the school Calendar
6. Suggestions for Improvement of the functioning of schools
7. Irregular children
8. Children who are not enrolled in school(*kind of families*)
9. Most disadvantaged group/ families in the village?
10. Measures to ensure that Children do not dropout and attend school regularly

Sl. No.	Name of Block	Number of Group discussion held	Period during which the discussions were held	Total participants of the discussions
1.	Pub-Nalbari	144	-Do-	9420
2.	Paschim-Nalbari	63	-Do-	6400
3.	Tihu-Barma	80	-Do-	8530
4.	Baska	130	-Do-	1300
5.	Borigo-Banbhag	98	28 <sup>th</sup> April to 6 <sup>th</sup> May 02	9835
6.	Barkhetri	112	-Do-	1120
7.	Tamulpur	207	-Do-	20735
	<b>District Total</b>	<b>834</b>	-Do-	<b>57340</b>

#### P. Interview of teachers:

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

The teachers' opinion on following areas were sought :

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

Name of Block	Number of HTs interviewed	No. of other teachers interviewed
Pub-Nalbari	276	276
Paschim-Nalbari	100	26
Tihu-Barama	242	200
Baska	260	200
Borigog Banbhangh	158	158
Barkhetri	184	100
Tamulpur	331	331
District Total	1551	1291

#### Q. Constitution of VEC and Survey Sharing Meeting :

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

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

Name of Block	No. of total villages	No. of total tea garden divisions	Number of VEC Constituted	Number of TGEC Constituted	Period of constitution	Total participants of the meetings
Pub-Nalbari	144		114		27 <sup>th</sup> to 29 <sup>th</sup> May'02	11020
Paschim-Nalbari	63		63		-Do-	5829
Tihu-Barma	80		80		-Do-	8300
Baska	130	2	130	2	-Do-	13205
Borigo-Banbhag	99		99		-Do-	10000
Barkhetri	112		112		-Do-	12000
Tamulpur	207	2	207	2	-Do-	20900
District Total	835	4	805	4		81254

#### R. Constitution of GPEC and survey sharing meeting:

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

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

Name of Block	No. of GP	Number of GPEC Constituted	Period of constitution	Total participants of the meetings
Pub-Nalbari	20	20	30 <sup>th</sup> May to 1 <sup>st</sup> June '02	2240
Paschim-Nalbari	18	18	-Do-	1820
Tihu-Barma	13	13	-Do-	1360
Baska	17	17	-Do-	1740
Borigo-Banbhag	10	10	-Do-	1025
Barkhetri	12	12	-Do-	1270
Tamulpur	25	25	-Do-	2530
District Total	115	115		11985

#### S. First Meeting of Village Education Committee:

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

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

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

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

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

#### T. Constitution of SMCs:

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

#### U. Constitution of District Planning Team (DPT):

A 52 member District Planning Team was constituted under the chairmanship of Deputy Commissioner. The representative of District Administration, Rural Development, Social Welfare, NGOs and education department were included in the DPT. *The list of the members of District Planning Team is given at Annexure-I Table I.III*

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

A small core group was constituted from amongst the members of the District Planning Team. The **DCT** was made responsible for actual production of the perspective plans with the help of DPT & BPT members. Another task assigned to the **DCT** was to train and guide the other members of DPT & BPT.

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

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

District Core Team Members attended 6- day training on procedure of preparation of perspective plan at State Level from 24<sup>th</sup> to 29<sup>th</sup> July 2002.

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

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

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

DCT members were divided into different teams and assigned the task of preparation of strategies and interventions of different functional areas. **The list of the functional area wise team members is enclosed at Annexure-I Table I.V.**

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

The functional area wise findings have been shared and fine tuned at state level plan writing workshops from 12<sup>th</sup> to 17<sup>th</sup> September' 2002.

## CHAPTER-IV : FUNCTIONAL AREA WISE STATUS, ISSUES STRATEGIES AND INTERVENTIONS

Mid-day Meal Scheme :

Coverage :

The Mid-day meal scheme is aimed to increase the enrolment & attendance. Year-wise status of the implementation of the scheme is discussed below :

*Table 4.1 Coverage Under Mid-day Meal Scheme*

Year	Items supplied	Quantity of items supplied	No. of Schools covered	Nos of children cover
1995-1996	Rice	19227.06 Qtls	1505	137491
1996-1997	Rice	16008.58 Qtls	395	85456
1997-1998	Rice	25095 Qtls.	1252	119500
1998-1999	Rice	11910.02 Qtls	1252	119500
1999-2001	Nil	Nil	Nil	Nil
2000-2001	Nil	Nil	Nil	Nil
2001-2002	Rice	23021.76 Qtls	1593	153521

**Implementation process :-** The scheme was implemented by the state Govt. in primary schools covering students of class-1 to class-IV only as against classes i-v envisaged in the scheme .

In Assam the scheme was implemented by the education dept. At state level the director of elementary education was the Nodal Officer. At the dist. Level the district elementary education being the Nodal officer were responsible for implementation of the scheme through deputy inspector of school ( DIs), Block elementary education officer and the head-master of the school .

The Deputy Commissioner allocates food grains (rice) and entrust its lifting from FCI to Assam state co-operative Marketing and consumer federation ltd. The transportation of food grains to school is arrange by STAFED through fare price shops , In urban areas and through gram Panchayat samabai samitee (GPPS) and their agent in rural areas. Add. Deputy Commissioner (Dev. ) is the Nodal officer at the dist. Level for allocation ,lifting and distribution of food grains .

Implement of difficulties: --

There is no record to show that the authorities has ever checked the record of GPSS /FPS and rationing agent to ascertain that the rice lifted by them actually been distributed to student free of cost and in full.

Operation Black Board :

It was started in the district in the year 1989 year wise and component wise status of the implementation of the scheme is discussed bellow

*Table 4.2 Construction of school building Under OBB*

Year	Amt. Received	Amt. Spent	No. of schools covered	Remark
1989-1990	3375000	3375000	75	@45000 /-

*Table 4.3 Supply of teaching learning materials*

Year	Equipment supplied to schools	No schools provided with furniture
1989-1990	450	-
1992-1993	510	-
1994-1995	375	-
1998-1999	-	50
1999-2001	-	40

*Table 4.4 Appointment of teachers Made Under OBB)*

Year	No. of teachers appointed.	No. of school covered
1995	120	120
1996	172	172
1998	265	265

*Table 4.5 Construction of schools under MLA/PM fund coverage :*

Block name	No of new schools constructed	No. of additional Class rooms constructed	of Drinking water provided schools
Pub-Nalbari	-	12	-
Paschim-Nalbari	-	02	-
Tihu-Barma	-	02	-
Baska	-	31	-
Borigo-Banbhag	-	08	-
Barkhetri	-	06	-
Tamulpur	-	25	-

Table 4.6 Construction of schools under PMUY coverage  
( year 2000-2001,2001-2002 )

Block name	No. of new schools constructed	No. of Class room constructed	addi room	Drinking water and Toilet schools	No of schools provided with Furniture
Pub-Naibari	-	01	-	04	06
Paschim-Naibari	-	11	-	10	12
Tihu-Barama	-	-	-	-	12
Baska	-	-	-	-	08
Borigog	-	04	-	01	06
Banbhangh	-	-	-	-	-
Barkhetri	-	-	-	-	12

Table 4.6 Other incentive schemes viz. scholarship etc .

Year	Scheme name	Scheme objective	Received Amt.	Spent Amt.	Physical target	Physical achievement
1996-97	1)Attendance scholarship to SC/ST students @Rs-100/- P.A	1) To ensure reduction of wastage and stagnation	Rs-98100	Rs -98100	1635	1635
	2) Special scholarship to SC/ST girls @Rs-300 P.A	2) To expand the girls education of SC/ST	Rs-139200	Rs-139200	580	580
1997-98	1) Attendance scholarship to SC/ST students.	-	Rs-254600	Rs -254600	2546	2546
	2) Special scholarship to SC/ST girls students	-	Rs-306000	Rs-306000	1020	1020
1999-2000	1) Attendance scholarship to SC/ST students.	-	Rs-75700	Rs-75700	757	757
	2) Special scholarship to SC/ST girls students	-	Rs-120900	Rs-120900	403	403

(2001-2002 sanction not received .)



## CHAPTER-V : SPECIAL FOCUS AREAS AND GROUPS

### Background:

Nalbari district has different population pattern. Besides the general category there are SC/ST and OBC also. Hindus and Muslims are the main religious community of the district. There are three nos of char area in Barkhetri block of Nalbari district. Flood is the burning problem of Nalbari district. During the monsoon the water of the river get over flooded and sub-merged a greater part of the district mainly the area of Banbhang Mouja.

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

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

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

### Status :-

There are 3(three) Tea gardens consisting of 4 divisions. In the tea gardens area, there are nos. of LP schools nos. of Upper Primary schools. The UP : LP ratio is which is lower than the district ratio.

### B. Forest Villages:

#### C. Schedule Caste dominated Areas:

All the SC areas are not targeted for community mobilization and other interventions. Only 51nos of schedule caste dominated villages are identified as special areas for community mobilization. Approximately 9% of the total SC population are concentrated in these areas.

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

There are 52 nos. of villages that are inhabited by Muslim Community have been identified as Educationally Backward Muslim Areas and targeted Specially for Girls Education. Education in general and specially girl's education is not given priority in these villages.

#### F. Tribal Areas : Bodo and Rabha .

There are 121 nos. of villages inhabited by different small tribes. These villages are mostly isolated. Besides, the concentration of high out of school children these villages are also having lack of supervision support. Specially the Bodo people of the district are indifferent to the education of their children.

## Special Focus Area & Group Wise Major problems & Issues:

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

### A. Forest Villages :

**Remote, Isolated, Remote and Isolated and Border area :** All the forest revenue villages are remote & some are isolated and also some are remote & isolated. Some of the forest villages are in the International ( Bhutan) border Covering 38 Kms.

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

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

**Irregular attendance of the teacher:** The absence of any conditions or norms for recruitment of local people as teachers resulted in the placement of teachers from the other distant areas. Taking the excuse of the absence of public transportation and remoteness some of the teachers are reported to be irregular. Besides, 'the punishment posting of some of the teachers in those areas made them more reluctant). Also some of the willing teachers are unable to attend school regularly due to non-availability of transportation facilities. The teacher who even intents 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 them never go back to school again.

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

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

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

## B) Tea Gardens

The gardens of the district are confronted with many problems like parental apathy, first generation learner, Irregular attendance of teachers & students, poor supervision & monitoring by the garden management & education department are same as other specialized 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 :

**1<sup>st</sup> generation learner drop out :** Most of the students of the garden schools are 1<sup>st</sup> 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.

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

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

**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 against the district average of

**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.

**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.

#### **C) Schedule Caste dominated areas :**

Nalbari 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 Nona & Pagaldia river for 4 to 5 months, when the monsoon seasons starts, the water of Nona and Pagaldia river & over flowing water of river started to be deposited at. Causing the hearth & home seriously affected and forced the residing communities far away from the main stream of the people of the district.

#### **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 mobilisation.

- 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.
- Organisation of games & sports.
- Organisation 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.
- Drop-out 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.

Following Specific Activities have been budgeted under different functional areas

**Plan for Special Disadvantaged Areas**

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

**Inputs to Religious Madrassa for introduction of formal curriculum**

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

## CHAPTER-VI FUNCTIONAL AREA WISE STATUS, ISSUES STRATEGIES AND INTERVENTIONS

### 6.1 Coverage of out of School Children of Unserved Habitations

#### Introduction:

Elementary Education for children between 6-14 years of age is now a Fundamental Right. Under Sarva 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 (EGS & AIE) it has been provided that there should be school / alternative school within 1 KM of every habitation.

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

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

#### Objectives :

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

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

#### 1. Status :

The House to House Survey conducted during April 2002 in Nalbari district reflects that there are 43634 number of out of schools children in the district and out of which 6160 Number of children are leaving in 88 number of habitations having no primary formal school (Govt./Provincialised/ventures/private schools) within a walkable distance of 1.5 KM radius.

Table : 1.1 Un-served Habitation wise Child Population (Minimum 25 Out of school children )

Block	Area	No. of GP	Total No. of un-served Habitation with distance criteria		Total	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			
Taruapar	TG	1	2	2	4	318	4
	Forest						
	General	10	28	2	28	1270	28
	Total	11	28	4	32	1588	32
Barkheri	TG						
	Forest						
	General	5	8	2	11	704	11
	Riverine	3	8	5	13	2040	13
	Total	8	17	7	24	2744	24
Baska	TG	1		1	1	97	1
	General	6	9	3	12	794	12
	Total	7	9	4	13	891	13
Tihu-Barama	TG						
	General	2	1	1	2	68	2
	Total	2	1	1	2	68	2
Pub Nalbari	General	4	3	2	5	178	5
	Total	4	3	2	5	178	5
Paschim Nalbari	General	3	3		3	164	3
	Total	3	3		3	164	3
Borigog Banbhangh	General	2	6	3	9	527	9
	Total	2	6	3	9	527	9
	Total					6160	

## 2. Problem and Issues :

**General:** Total unserved habitations-

- Physical access is the major constraints of these areas.
- Communication specially in the areas like forest, riverine, border areas.
- Parental awareness towards education of their wards.
- Adult illiteracy and parental apathy.
- 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. Local lingua- franka is " Sadri" but the children have to read Assamese medium .

### Border areas ( Number of habitation- 42)

- 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 ( 46 numbers of habitations)

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

### Overall Frame Work :

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

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

Directly by the Axom Sarba Siksha Abhijan Mission.

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

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

### Strategies :

- The EGS would be implemented as an integral part of SSA. Hence, the structure and personnel for supervision of '*Amar Parhashali*'s would, therefore be a part of the Mission.
- Under SSA every district would prepare a District Elementary Education Plan (DEEP), which would include a range of interventions for School improvement, recruitment of teachers, quality improvement etc. along with interventions for ensuring education of "out of school" children.  
All VA proposals would also form part of the district level EGS proposal. The VA proposals would be approved by state EGS Grant-in-Aid Committee.
- These EGS interventions would be funded directly under SSA. The total budgetary allocation under District Elementary Education Plan (DEEP) for both State and VA run EGS proposals would be within a limit of 25% of the overall DEEP budget.



- During initial years (2002-03) the '*Amar Parhashali's* (EGS school) would run for class-I & II only. But, if in any place, class III/ IV drop out children are found then in those areas provision would be kept for higher classes.
- The '*Amar Parhashali's* (EGS school) would use the Formal Curriculum and Formal Textbooks used in Primary Formal Schools.
- The '*Amar Parhashali's* (EGS school) would run for a period of minimum 4 (four) hours during day time.
- The '*Amar Parhashali's* (EGS school) would receive the incentives which are specifically meant for primary provincialised/government schools, viz.
  - ❖ School infrastructure grant of Rs. 2000/- per annum.
  - ❖ Mid-day meal facilities (as per government norms)

#### Eligibility :

- I. The habitation must be an un-served area i.e. having no primary formal school within 1 Km. radius. The primary formal school means, the primary schools using formal curriculum recognized by state Government/Boards/Organisations. These primary formal schools are may be of any type, viz. government/provincialised schools, private and venture schools etc.
- II. For Tea Garden areas the provisions of 'Assam Plantation Labour Rules (APLR), 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]  
'*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.

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

### Community Demand:

- 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.
- The proposal should include the list of 'Un-enrolled' children in the age group 5-9 & 10-13 years in that habitation 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.

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

### Guarantee :

Once the proposal for assistance to VEC/TGEC for running of '*Amar Parhashali*' has been approved by the State Level Committee, the Aam 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:



- 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 districtwise support to the VEC/TGEC for these purpose.
- The Siksha Mitra can be removed by a resolution of the VEC/TGEC to be approved by atleast 2/3<sup>rd</sup> 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.

##### a) 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' 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, 89 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 areas. Around 2,679 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' :**

Special attention should be given for different linguistic minority specially in border and char areas.

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

N.B.:- Proposed UEE project block Tihu Barama block.

## 6.2 Coverage of Out of School children of Served areas

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

### Our Goal:-

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

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

### **Present Status**

The House to House survey conducted during April 2002 in Nalbari District reflects that there are 43634 no. of out of school children, which is 18.27% of total children of the district. Out of this 232619(97.4%) of children are living in served habitations. Total out of school children 23222 are in 5-8 years age group and 20412 are in 9-13 years age group.

*Table: 6.2.1 Block wise out of school children ( 5-13 years)*

Name of Block	Out of school children 5-8 yrs.	Out of school children 9-11 years	Total out of school children 12-13 years	Total	In EGS	Balance
Baska	4465	2022	2229	8716	891	7825
Barkhetri	7437	3320	2707	13464	2744	10720
Tihu-Barama	950	432	573	1955	68	1887
Tamulpur	6024	2857	2663	11544	1558	9986
Pub-Nalbari	1393	425	588	2406	178	2228
Paschim Nalbari	1397	453	721	2571	164	2407
Bongog Bonbhangh	1556	681	741	2978	527	2451
<b>Total</b>	<b>23222</b>	<b>10190</b>	<b>10222</b>	<b>43634</b>	<b>6130</b>	<b>37504</b>



Table: 6.2.2 Block wise out of school children age wise

Blocks	5-8	9-11	12-13	Total	5 Yrs	6 Yrs	7 & 8 Yrs	9-13 Yrs
	Years	Years	Years		23.89	24.9		
Baska	3535	2024	1454	7043	852	888	1825	3478
Barkhetri	5283	2634	1731	9648	1262	1316	2708	4365
Tihu-Barama	786	523	389	1698	188	196	403	912
Tamulpur	4672	2584	1731	8987	1116	1163	2393	4315
Pub-Nalbari	927	627	450	2005	222	231	475	1078
Paschim Nalbari	985	671	511	2166	235	245	504	1182
Borigog Banbhangh	1074	663	470	2206	256	267	550	1132
<b>Total</b>	<b>17292</b>	<b>9726</b>	<b>6736</b>	<b>33754</b>	<b>4131</b>	<b>4306</b>	<b>8855</b>	<b>16462</b>

Table:6.2.3 Projection of BC centres for 7-8 years

Blocks	2002-03		2003-04			2004-05			2005-06			
	Learners	No Of New Centres	Learners	No Of Centres			No Of Centres			No Of Centres		
				New	Old	Total	New	Old	Total	New	Old	Total
Baska	1095	37	548	18	18	37	0	18	18	0	9	9
Barkhetri	1623	54	812	27	27	54	0	27	27	0	14	14
Tihu-Barama	242	8	121	4	4	8	0	4	4	0	2	2
Tamulpur	1436	48	718	24	24	48	0	24	24	0	12	12
Pub-Nalbari	285	9	142	5	5	9	0	5	5	0	2	2
Paschim Nalbari	303	10	151	5	5	10	0	5	5	0	3	3
Borigog Banbhangh	330	11	165	5	5	11	0	5	5	0	3	3
<b>Total</b>	<b>5313</b>	<b>177</b>	<b>2657</b>	<b>89</b>	<b>89</b>	<b>177</b>	<b>0</b>	<b>89</b>	<b>89</b>	<b>0</b>	<b>44</b>	<b>44</b>

Table: 6.2.4 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
Baska	0		2087	70	0	70	0	35	35	0	17	17
Barkhetri	0		2619	87	0	87	0	44	44	0	22	22
Tihu-Barama	0		547	18	0	18	0	9	9	0	5	5
Tamulpur	0		2589	86	0	86	0	43	43	0	22	22
Pub-Nalbari	0		647	22	0	22	0	11	11	0	5	5
Pachim-Nalbari	0		709	24	0	24	0	12	12	0	6	6
Borigog Banbhag	0		679	23	0	23	0	11	11	0	6	6
<b>Total</b>	<b>0</b>	<b>0</b>	<b>9877</b>	<b>329</b>	<b>0</b>	<b>329</b>	<b>0</b>	<b>165</b>	<b>165</b>	<b>0</b>	<b>82</b>	<b>82</b>

Table: 1.5 Projection of overall BC centres

Blocks	2002-03		2003-04			2004-05			2005-06			
	Learners	No Of New Centres	Learners	No Of Centres			No Of Centres			No Of Centres		
				New	Old	Total	New	Old	Total	New	Old	Total
Baska	1095	37	2634	88	18	106	0	53	53	0	27	27
Barkhetri	1623	54	3431	114	27	141	0	71	71	0	35	35
Tihu-Barama	242	8	668	22	4	26	0	13	13	0	7	7
Tamulpur	1436	48	3307	110	24	134	0	67	67	0	34	34
Pub-Nalbari	285	9	789	26	5	31	0	16	16	0	8	8
Paschim-Nalbari	303	10	860	29	5	34	0	17	17	0	8	8
Borigog Banbhangh	330	11	844	28	5	34	0	17	17	0	8	8
<b>Total</b>	<b>5313</b>	<b>177</b>	<b>12534</b>	<b>418</b>	<b>89</b>	<b>506</b>	<b>0</b>	<b>253</b>	<b>253</b>	<b>0</b>	<b>127</b>	<b>127</b>

**Block wise Focus Group.**

Tea garden, Ex tea garden, Char, Border area, Forest area, Riverine, 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 absentism 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 for 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. Translation, adaptation and development of group specific material for various language group of the district.

### Different categories of Bridge Course

#### ***short term bridge course for the age group 7 – 8 years for 45-90 days.***

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

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

#### ***long term bridge course for the age group 9 – 13 years for 8-12 months.***

- For 12– 13 years aged group children who were engaged in various works will be covered under residential bridge courses

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

### **Residential Bridge Course for Adolescent Girls**

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

### **Bridge Course for children of migrated families:**

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

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

Short-term bridge course for children of migrated families.

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

### **Over all frame works**

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

### **Strategies**

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

All VA proposal would also be a part of district level BC proposals which would be approved by state EGS Grant in Aid committees.  
 During initial years BC's will be run for 7 - 8 years children only targeting to mainstreaming them in class 2 and 3.

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

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

### **Eligibility**

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

### **Selection Procedure**

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

### **Training**

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

### **TLM**

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

### **Academic evaluation of learner**

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.

### **Projection of Bridge course for urban area**

Blocks	Total urban population	Child population (5-13 years )	Out of school (5-13 years )	Nos of BC centers
Nalbari	23177	1495	273	09
Tihu	4301	277	51	02
Total	27478	1772	324	11

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

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

#### Strategy:

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

#### Structure:

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

### 6.3 Community Mobilisation

Community ownership is the prime motto of SSA and as per house to house pre-project SSA survey, DISE and TRP reports, Hailakandi district requires special attention for community awareness and involvement in the education matters. It needs mentioning that from the early days the communities were found to run their educational institution smoothly and efficiently. There also found to take all initiative in utilizing their own resources for such institutions. If community mobilization is done as per SSA perspective right from habitation level to the district level, they will definitely agreeable to include the issue of education in their agenda of day-to-day life and they too will be able to use local resources for education within their jurisdiction. More precisely, this sense of belongingness in the mind of the community as one of the partner in educational planning and management is to be inculcated and developed through grass-root level organization and Panchayat Raj Institutions in the context of UEE for getting all the children in the age-group 3 –14 years in to school in Hailakandi district from 2003.

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

#### Problems & Issues

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

#### Specific steps for Community Mobilization

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

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

To enable these CBOs to initiate certain activities at school-level, certain financial provisions will be made like **Rs 2000/-** per annum per school as **Infrastructure Grant** while **Rs. 5000/-** per school per annum as **Repairing Grant**.

**Mothers' Groups (MG)** in each school will be formed who will support the school beyond management issues like health & hygiene, preparation of TLM, care of the children at home etc. To facilitate the element of children's participation in school matters, **Student Governments** will be constituted in each school.

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

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

#### ***Orientation-cum-sensitisation Sessions***

#### ***Sharing Meetings***

#### ***Visioning Workshops***

The major focus areas at this stage would be on

#### ***advocacy issues***

#### ***decentralised, local-specific and participatory approach.***

*(particularly through involvement in construction/repair/maintenance of the school building, supporting school functioning – both in terms of managerial and academic (as far as possible) etc are the other essential dimensions, which are to be integral in the over-all strategy.)*

#### ***development of feedback mechanism and database.***

#### ***linkage with PRIs and other systemic entities***

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

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

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



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

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

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

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

### Special Focus Group Interventions

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

### PRIs and Others:

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

### Others:

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

Following Specific Activities have been budgeted under the plan

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

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

**Implementation of VER**

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

**Enrollment Drive**

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

**Regular meetings**

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

**Regular Grants for the schools**

- School Maintenance Grant
- School Infrastructural Grant

**Capacity building for PRIs**

- Exposure visit of PRI members

**Reconstitution of VEC, TGEC, WEC and GPEC**

**Reconstitution of SMC**

**Gradation of SMC, VEC, TGEC, WEC and GPEC**

## 6.4 Quality

### Our Motto --

Every child in school;  
Every child learning;

### Our Goal --

- To develop a model school which helps children;
- read with comprehension;
  - communicate orally and in writing;
  - resolve and apply simple mathematical operations
  - appreciate good democratic behaviour;
  - apply their knowledge/skill in real context.

### Introduction :

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

**A (Access) , E(Enrolment) , P( Participation) , Q ( Quality) =Learning**

**P (Participation ) + Q (Quality ) = Achivement .**

So for total learning and achievement , quality is a very important condition. For this we must have a vision of a good school .This will set our frame work for improving the overall impact and out-come of elementary education .Broadly , a good school should have the following salient features :

- ✓ An environment that allows for education as the right of a child .
- ✓ Close school-community linkages.
- ✓ Provides holistic education that develops bth the cognitive as well as the non-cognitive skills in children for their all round development.
- ✓ Encourage child centred learning through interactive and participative process guided by the teacher.
- ✓ Evaluation based on the recognition that children learn at their own pace and according their ability .

For all this we must have a functional school and by functional school we will mean :

- Schools should be available .
- Schools should have basic infrastructure facilities .
- Teachers should be available ,trained ,motivated with positive attitude .
- Teacher should attend school regularly and continue teaching-learning process .
- Children should attend regularly .
- Necessary academic support and supervision should be provided.
- Pupil assessment with the help of CCE .

Status :

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

Blocks	Post sanction	Nos of vacant post	% of vacant posts	Male	Female	Total	% of Male Teachers	% of Female teachers
Baska	693	12	1.73	588	93	681	86	13.6
Barkhetri	470	16	3.4	403	51	454	88	11.2
Tihu-Barama	659	36	5.4	497	162	659	75	24.5
Tamulpur	734	21	2.86	612	122	734	83	16.6
Pub Nalbari	720	20	2.7	515	185	700	73	26.4
Paschim Nalbari	854	12	1.4	704	150	854	82	17.5
Barigog Borbhog	393	20	05	322	71	393	81	18
Urban	150	01	.6	60	89	149	40.2	59.7
<b>Total</b>	<b>4673</b>	<b>138</b>	<b>22.49</b>	<b>3701</b>	<b>923</b>	<b>4624</b>	<b>76</b>	<b>21.36</b>

[ Source: DEEO Office ]

24% of the total teachers position are vacant in the district. The vacancy position is highest in Tihu-Barama block. Against 76% male teachers there are only 21.36% female teachers. Interestingly 59.7% of the total teachers of urban area are female. Only 11.02% teachers are female in Barkhetri block and 13.06% in Baska block so importance should be give to improve the this position :

Table : 6.4.2 Teachers by Training Status at Primary Level

Block	No. of Trained Teacher		No. of Un-Trained Teacher		Total untrained teachers	% of Untrained teachers		
	Male	Female	Male	Female		Male	Female	Total
Baska	483	71	105	22	127	15	03	18
Barkhetri	321	40	82	11	93	18	02	20
Tihu-Barama	342	77	119	85	204	19	13	32
Tamulpur	266	38	325	84	409	45	11	57
Pub Nalbari	390	100	125	85	210	17	12	30
Paschim Nalbari	350	50	352	92	444	41	11	52
Borigog Borbhog	72	17	230	54	284	61	14	76
Urban	40	72	20	18	38	13	12	25
<b>Total</b>	<b>2264</b>	<b>465</b>	<b>1358</b>	<b>451</b>	<b>1809</b>	<b>28.62</b>	<b>9.08</b>	<b>38.8</b>

[ Source: DEEO Office ]

The picture is not encouraging as there are 1809 teachers in primary schools who are un-trained till date. The un-trained teachers percentage is 38.8%. Borigog Banbhangh and Tamulpur block are having highest percentage of untrained teachers

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

Block	No. of Sanctioned Post	No. of Vacant Post	Present Position of Teacher		No. of Trained Teacher		No. of Un-Trained Teacher		Total Un-Trained Teachers
			Male	Female	Male	Female	Male	Female	
Baska	414	08	372	34	372	03		31	31
Barkhetri	223	07	193	23	10	03	183	20	203
Tihu-Barama	465	07	327	138	121	28	206	110	316
Tamulpur	571	08	520	51	55	05	465	46	511
Pub Nalbari	494	12	412	70	60	15	352	45	397
Paschim Nalbari	293	08	260	33	20	09	240	33	273
Borigog Banbhangh	248	08	241	44	16	07	225	37	262
Urban	69	03	36	30	10	07	26	27	53
<b>Total</b>	<b>2777</b>	<b>61</b>	<b>2361</b>	<b>423</b>	<b>664</b>	<b>77</b>	<b>1697</b>	<b>349</b>	<b>2046</b>

[Source: DEEO Office]

The data shows that only 664 Nos male teachers and 77 Nos female teachers of Upper Primary schools are trained. A large number of 2046 teachers of Upper Primary School are un-trained.

Table : 6.4.4 Distribution of Primary School by Number of Teachers

Block	1 Teacher	2 Teachers	3 Teachers	4 Teachers	5 Teachers	6 + Teachers	Total
Baska	46	132	58	28	06	10	280
Barkhetri	27	61	36	26	11	09	170
Tihu- Barama	07	72	85	26	16		254
Tamulpur	65	87	51	35	24	12	274
Pub Nalbari	12	76	56	36	13	27	220
Paschim Nalbari		38	85	45	35	10	213
Borigog Banbhangh	05	25	40	30	19	12	131
Urban			01	02	03	10	16
<b>Total</b>	<b>162</b>	<b>491</b>	<b>327</b>	<b>228</b>	<b>127</b>	<b>217</b>	<b>1558</b>

There are 162 single teacher schools in the district. The above data chart will make the picture clear.

Table : 6.4.5 Distribution of Upper Primary School by Number of Teachers

Block	2 Teachers	3 Teachers	4 Teachers	5 Teachers	6 Teachers	7 + Teachers
Baska			01	09	11	25
Barkhetri				04	12	07
Tihu-Barama				01	02	34
Tamulpur				04	08	44
Pub Nalbari				02	04	48
Paschim Nalbari				18	02	25
Borigog Banbhangh				12	10	05
Urban				01	05	06
<b>Total</b>			<b>01</b>	<b>51</b>	<b>54</b>	<b>194</b>

[ Source: DEEO Office ]

The above table shows that majority of the schools have 7 or more teachers in position. No. of 7 + teacher school is higher in Pub Nalbari and Tihu-Barama block

Table : 6.4.6 Some Schools with Abnormal PTR (MV & MEM)

Sl. No.	Name of School	Enrolment	No. of Teachers	PTR Rate
	PNC town MV school	312	19	1:16
	Nalbari Satra MV school	263	14	1:18
	Nalbari MEM	87	15	1:6
	Nalbari Town Muctab	129	12	1:10
	Nalbari No-1 J.B. School	204	16	1:16
	Nalbari Practicing School	349	15	1:23
	K.N. Biaya pith	106	15	1:7

The above tables shows that nos of teachers in the schools of urban areas are much more than that of schools situated in rural areas . The PTR should be rationalized to achieve UEE .

### 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 library
- 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 teacher education training ( Only two batches )
- Recruitment of poor quality teachers.
- Teachers are not aware of learning out come;
- Irregular payment of teacher's salary;
- Teachers are not given in-service training- Upper Primary Level;
- Single & Double teacher schools run without academic support.
- Teachers' 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.
- PTA are not formed every where and if formed not active .

(3) **Enrolment**

- Irregular attendance of children.
- 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.
- Time table and scheme books are not enforced.
- Parental apathy. Absence of parent-teacher linkage.
- High rate of drop-out and non starter.
- Poor enrolled children, school timing is not suitable in all cases.

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

- Absence of activity based joyful text books.
- Traditional teaching learning process .
- Teaching learning process is not joyful.
- TLM are not prepared and used .
- Non-scholastic areas are neglected.
- CCE is not implemented .
- No scientific strategy for multigrade teaching .

(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.
- DIET personals are not utilized properly for supervising .

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

Table : 6.4.7 School Inspecting Staff Ratio

Block	No. of Schools			No. of Inspecting Officer (S.I)	Ratio
	L.P	U.P	Total		
Baska	280	46	326	01	1:280
Barkhetri	165	27	192	02	1:83
Tihu-Barama	209	37	146	02	1:105
Tamulpur	274	56	330	02	1:137
Pub Nalbari	222	54	276	02	1:111
Paschim Nalbari	184	28	212	01	1:184
Borigog Banbhangh	131	28	159	01	1:131

[ Source ' DEEO Office ]



To supervise the LP schools there are SIs as mention in the above table . But to supervise the UP schools there are DEEO , BEEO, DI, in the district but due to their other administrative works they can't spare their time to supervise the schools .Now BACG and DACC members will supervise and monitor the all-round functioning of the school .It will help to achieve UEE .

#### **School Community Linkage: -**

- Community thinks that the school is not their own.
- Lack of parent teacher co-ordination.
- MCS were not active ( Now SMC & VEC will be surely active )
- Teachers in-different to the community.

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

- Lack of communication for supervising and monitoring .
- Some areas are disturbed .
- Non availability of local teachers.
- Teachers are not willing to stay there and serve there .

#### **Flood Prone Area :**

Normal functioning of the school is effected in those areas for months repeatedly

#### **8. Children**

- Lack of motivation and support for learning .
- Children from poor families suffer from malnutrition and ill health.
- Children from some focus area don't find proper guidance and good environment .

#### **9. Low quality of school system ( a summary )**

- Lack of academic support and monitoring .
- CCE is not implemented .
- No further arrangement for pre-service teacher education training .
- School located in isolated areas don't attract qualified teachers .
- Transfer of teachers from rural to urban areas .

#### **Strategies and interventions:**

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

#### **A. Community involvement in school**

- Constitution of community based organization and other forces.
- Linkage between community based organization and PRI.

- Development of mechanism for regular and effective contact with parents and community.
  - Orientation of various functionaries.
  - Making school level planning more a way forward to village level planning.
  - Involvement of community in quality improvement.
- B. Better school supervision and academic support.**
- Establishment of coordination and resource base at Block and cluster level.
  - Convergence of administrative and academic functionaries.
  - Development of effective feed back system.
- C. School development plan.**
- Gradation to judge the internal efficiency of school.
  - Gradation of GP on the basis of the school grade.
  - School base planning and gradation demand for school improvement.
  - Building of social acceptance to new in innovative.
- D. Teachers motivation and training**
- More emphasize upon Ka-Sreni and class 1.
  - Adoptions of whole school approve.
  - Contact support to teacher.
  - Practice oriented training.
  - Co-learner between curriculum, textbook, teachers training and class room situation.
  - Integrating disable children in maintained school
  - Proper use of TLM grant through TLM list and training
  - Special focus for school with limited resources.
  - Formation of teachers resource group at cluster level.
  - Growing the CRC as an in service training center for the teacher.
- E. Pupils evaluation**
- CCE should properly implemented .
  - Adequate reporting and sharing with parents about child performance.
  - LP leaving and UP leaving public examination should be introduced to have a uniform quality .
  - Standardized tools for uniform evaluation.
- F. Support to schools with special problem**
- Special intervention for identified pockets (SFG).
  - Strengthening of teachers.
  - Supply of materials.
  - Supervision of monitoring.
- G. Innovation**
- Special package for early language development in Mono-grade school
  - Special package to M.G.T. school

## **Specific Strategies undertaken**

### **Preparation and use of Teaching and learning materials :**

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

### **A check towards repetition and drop out :**

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

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

### **Check towards frontal teaching and rote memorization.**

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

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

### **Teacher Motivation and Accountability**

Reforms and innovation will not take extra time from teachers as inputs will be introduced gradually and keeping in view the limitations. No teacher will be left alone to

shoulder the responsibility of changes. The gap between theory and practice will be reduced by helping the teacher to do learning to do material and how to link with others. The trainers are required to practice the theory in practical situation before they go for demonstration. Class room change will be a shared responsibility – govt functionaries, facilitators, field activists and parents. Gradation of schools will review the indicators of internal efficiency of schools – completion rate, attendance rate, achievement rate, community participation and children participation in learning. This will help take up special corrective measures as weak areas will be identified.

#### **School based planning, for internal efficiency Village level institution.**

The school will be the unit of change, the efforts towards improving quality will be conversed to draw resource support from community. The issues like 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**

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

- Multi grade Teaching package to single and double Teachers school.
- Special Training of Teachers.
- Preparation and introduction of learners book.

- Supply of TLM.
- Engagement of community Teachers in multigrade schools.

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

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

#### 1. Supervision & Monitoring (S & M):

##### District Academic Core Group.

The District Academic Core Group Includes the following.

- Principal, DIET.
- District Elementary Education Officer.
- Inspector of Schools.
- Faculty members of DIET.
- Deputy inspectors of Schools.
- Principal, Basic Training Centre.
- Block Elementary Education Officers (all).
- Sub-Inspectors of Schools (all).
- Block Resource Centre Co-ordinators (all).

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

##### Roles and Responsibilities of DACG :

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

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

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

### Block Academic Core Group (BACG) :

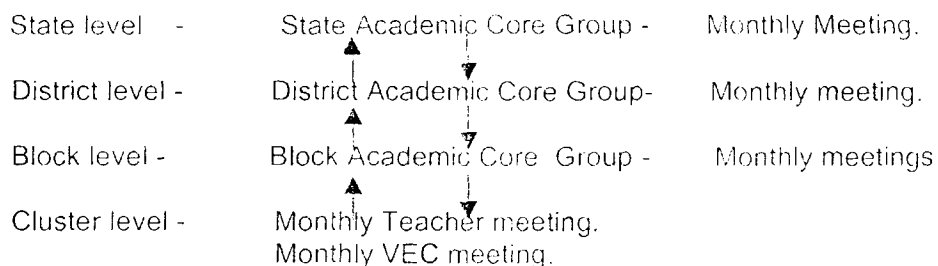
The BACG shall comprise the following:

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

### Roles and Responsibilities of BACG:

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

### Strategy of this information and feedback linkage:



### Role and functions of Block Resource Centre

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

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

### Major role of BRC coordinator :

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

### Role and Functions of Cluster Resource Centre.

- a) The CRC is a regular training center for Teachers.

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

#### **Role and functions of Cluster Resource Centre co-ordinator**

- 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.

#### **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.

**Specific interventions:**

*Table 6.4.8 The Status Of Schools In Problem Areas*

AREAS	No. of Tea Garden/Village	L.P Schools	Upper Schools	Primary	Remarks
Tea Garden	03	04			Annex-

**Strategies :**

- Communication linkage be developed.
- Strengthening of local community agencies.
- Frequent visit by RPs.
- Additional support to MGT schools and schools with high PTR.
- Weekly holidays as per local need. Less important holidays be replaced by need based holidays.
- Provision of tent schools in flood prone areas ( char areas)
- Issue of identity card to students.
- Separate package for supervision and monitoring.
- Special efforts for school community linkage.

**Proposed Activities for the period from October, 2002 to march 2003.**

- Selection of CRCC
- Selection of BRCC
- Monthly BACG meeting
- Monthly DACG meeting
- Adoption of school by BACG & DACG
- Orientation of BACG
- Training of RP
- Orientation of BACG
- Workshop for Gradation of school by DACG
- List of TLMs to Schools
- Training of H/Ts
- Training of RPs
- Orientation of H/Ts.(Primary and Upper primary)

**Following Specific Activities have been budgeted under the plan**

**Setting up of BRC**

**Setting up of CRC**

**Supervision & Monitoring**



**School Improvement Programme**

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

**Training of teachers**

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

**Evaluation**

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

**Free Textbook to Children****Gradation of School****Teacher Grant**

## 6.5 Research, Evaluation & Monitoring

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

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

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

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

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

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

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

## Major Strategies

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

## 6.6 Management Information System

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

### Background – Why Monitoring and the Management Information System?

#### Management Objectives and Functions

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

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

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

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

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

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

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

- (f) preparation of periodic reports to responsible central agencies and institutions.

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

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

### Benefits and Role of a Monitoring System

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

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

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

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

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

### The Role of a Management Information System

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

- (a) procurement and physical delivery of goods, structures, and services, and the costs incurred;
- (b) use of the structures and services by the project beneficiaries and their initial reactions;
- (c) reasons (social economic) for unexpected reactions by the project beneficiaries, when these are revealed by the information obtained in (b) or through other sources; and

- (d) measurement of output indicators such as productivity gains to the extent that these can be measured during implementation. Projects in different sectors will call for different emphases among these four areas, with infrastructure projects focusing more on physical and financial implementation, and service projects emphasizing the reactions of the intended beneficiaries from the outset.

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

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

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

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

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

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

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

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

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

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

#### The MIS Infrastructure.

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

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

#### Capacity Building

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

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

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

#### **Major strategies**

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

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

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

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

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

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

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

#### **Besides following Major Archives will be Generated/Upgraded**

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

#### **Monitoring & Follow-up**

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

#### **Convergence**

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



Following Specific Activities have been budgeted under the plan

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

## 6.7 Education Of Children With Special Educational Needs.

### Background:

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

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

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

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

### Status

*Table 7.1 District/Block Wise Age Wise Number Of Disabled Children*

Block Name	No. GP	No. of Disabled Children											
		5-8 Age group			9-11 age group			12-13 age group			5-13 age group		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Baska	17	68	48	116	37	54	91	46	34	80	151	136	287
Barkhetri	12	86	61	147	42	49	85	41	31	72	169	133	304
TihiBarama	13	25	34	59	36	55	91	27	20	47	88	109	197
Tamulpur	25	82	103	15	58	47	105	66	62	128	206	212	418
Pub Nalbari	20	39	71	164	31	24	55	35	26	61	159	211	280
Paschim nalbari	18	93	68	161	42	35	77	82	54	133	217	157	134
Borigo Bhanbhag	10	25	46	71	29	31	60	40	23	63	94	100	194
<b>Total</b>	<b>115</b>	<b>472</b>	<b>431</b>	<b>903</b>	<b>275</b>	<b>289</b>	<b>564</b>	<b>303</b>	<b>250</b>	<b>587</b>	<b>1124</b>	<b>968</b>	<b>2054</b>

It is seen from the above table that there are 2054 disabled children, which is .86 % of the total Child population. It may be noted that actual number of disabled children is higher than the number found in the Survey.

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

Table 6.7.2 Resource: District Special

Type of Resources	Yes/no
District Regional Rehabilitation center of NPRD Scheme at Medical College with trained professionals	No
Civil Hospital with specialist Doctors	No
PHC	Yes
Dispensary	Yes
Sub center	Yes
FW center	Yes
District Blindness Control Society	no
District Malaria Eradication programme	Yes
Health Department	Yes
Social Welfare Dept.	Yes
NGO 'S working with disability	No
Public Sector organisation like ONGC, OIL, NRL, BRPL, etc	No
Govt. special school	No

#### Issues

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

#### The main objective of the programme:

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

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

#### Strategies Adopted

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

#### Major Activities:

The following activities could form components of the programme.

- **Survey:** survey was conducted to identify the number of children with disabilities, though it is expected to be higher than the projected figure. it is planned that survey will be conducted every 3 yrs . For 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, NGO'S will be constituted to initiate the activities .The group will be responsible for awareness and sensitization at different levels, planning, problem solving, supervision & monitoring. Regular quarterly meeting of the group for the first 3 years and half-yearly in the consequent five years and quarterly in the last year will be held to plan, strategies and build innovative activities for the programme. The core group will be dissolved and reconstituted every 3 years.
- **Awareness activities:** Awareness amongst all sections from the district to village level of district functionaries, VEC, GPEC, SMC, HT, Teachers, mothers, parents and other family members, ICDS, AS workers etc. Will be focused through meetings, seminars orientation, and trainings to various groups. These awareness exercises are planned once for each year. Except the final year when consolidation will be planned. The awareness activities will by conducted by

NGO's, District core group, and change agents of the community mobilization group.

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

programme. Hence, networking with these organization at regular basis is a important feature of the plan.

- **Support Services and Resource support:** Support services will be for both in-school and out-of-school children, like physical access, resource rooms (readiness centers will be opened if necessary to prepare children for formal placements) at cluster level, special equipment, reading material, special educational technique (STLM), remedial teaching, curricular adoption or adapted teaching strategies will be provided at district, block and GP level. This will be an on-going activity, as and when required and functional throughout the year. Resource support will be given by teachers working with children with special needs. Wherever this option is not feasible, long-term training of regular teachers will be undertaken.
- **Teacher training:** Intensive teacher training will be undertaken to sensitize regular teachers on effective classroom management of children with special needs. This training will be recurrent every year at block / cluster levels and integrated with the on-going in-service teacher training schedules in SSA. All training modules at SCERT, DIET and BRC level will include a suitable component on education of children with special needs. **The activity expenditure will be booked in the Teachers Training (Quality) component of the plan.**
- **Individualized Educational Plan (IEP) :** An IEP(case study) will be prepared every year by the teachers for every child every year with special needs in consultation with parents and experts. Its implementation will be monitored from time to time. The programme will test the effectiveness of various strategies and models by measuring the learning achievement of children with special needs periodically, after developing indicators.
- **Parental training and community mobilization:** Parents of children with disabilities will receive counseling and training twice every year till final year on handling and management and basic daily life skills. Intensive advocacy and awareness programmes will form a part of strategy to educate every child with special needs. A component on disability will be included in all the modules for parents, VEC and community and conducted by trained parents, NGO's, District Core persons, BRP and IED workers..
- **Strengthening of special schools:** Wherever necessary, special schools will be approached for resource support like training, supervision & monitoring on TOR basis. These organizations will be strengthened to obtain their resource support, in convergence with departments and agencies working in that area
- **Observance of World Disabled Day:** The 3<sup>rd</sup> of Dec is observed as the World Disabled Day internationally. It is planned to observe this day in all levels – district, block, GP. A shishu mela will be organized with sports, music, art and other recreational activities for all children with involvement of the community at large.
- **Removal of Architectural barriers:** Architectural barriers in schools will be removed for easy access in convergence with civil work component. Efforts will be taken to provide disable-friendly facilities in schools and educational institutions. Development of innovative designs for schools to provide an enabling environment for children with special needs will also be a part of the programme.
- **Research:** SSA will encourage research in all areas of education of children with special needs including research for designing and developing new assertive devices, teaching aids, special teaching material and other items necessary to give a child with disability equal opportunities in education.
- **Monitoring and evaluation:** On going monitoring and evaluation will be carried out to fine-tune the programme. Half yearly reports on all activities will be

documented. For this, appropriate monitoring mechanisms will be devised at every level and field tested at regular intervals.

- **Girls with Disabilities:** Special emphasis will be given to education of girls with disabilities.

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

#### Activity for the year 2002-2003.

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

#### Following Specific Activities have been budgeted under the plan

- Meeting of Core Group (District level)
- Awareness Programmes
  - For community members
  - For Govt. officials
- **Selection of IED personnel**
  - Selection of BRPs
  - Selection of IED workers
- **Honorarium of RPs**
  - Honorarium of BRPs
  - Honorarium of IED Workers
- **Training**
  - 10-day Induction Training of BRPs & IED workers
  - 7-days Refresher Training of BRP & IED workers
  - 2-day Training of ECEC/ICDS Workers Ka Sreni teachers (for Early Detection)
  - 2 - day trg. Of EGS workers
- **Medical Assessment Camp**
  - Aids and Appliances
  - Ceremonial Distribution Camp
  - Follow up on use, repair and maintenance
- **Special Resource Support to Disabled Children**
- **Material Development(Print, Audio, Audio Visual, Case Study)**
- Observation of World Disabled day as Sishu Mela
- Exposure visit of BRPs/IED Workers

## 6.8 Early Childhood and Care Education

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

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

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

Further, taking into account the ICDS launched by the Govt of India in 1974 which is now in the way of 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 amongst others. The main objective of the ECCE is to increase the enrolment, to check the drop out, mentally preparing the child for schooling and promoting girls education by relieving elder girl child from sibling care, without which UEE can not be achieved.

### **Educational Status of the District**

To improve the Elementary Education special step for schooling the child of age group of 4-5 years is very difficult. The status of Education in our District gives us a clear picture after pre-project survey—Alokar Jatra and technical survey 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.

Though the Govt. of Assam has given an order to start Ka-Sreni in all L.P. Schools but in practice it was not done in all school in Nalbari dist. . 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 L.P. Schools of Nalbari district.



Table: 1.1 Block wise Availability of Primary Educational Institutions

Name of Block	No. of LP School	No. of ICDS Centre	No. of M.V. School having L.P. Section
Barkaganj	164	112	3
Baska	280	151	3
Borigog-Bambhagh	131	95	5
Boo-Nalbari	222	124	18
Boschim-Nalbari	187	162	7
Tihu-Barama	207	180	3
Tamulpur	274	384	5
	1465	1208	44

### ECE goals and its objectives

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

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

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

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

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

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

### Issues :

The govt. of Assam by a notification in the year 2000 introduced 'Ka-Sreni' in Primary level in all school for the age group 4-5 years old children.

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

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

**Strategy :**

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

**Ka-Sreni Intervention :**

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

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

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

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

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

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

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

Table 1.2 : Special Focused Area For Ecce

Name of District	Sl. no	Name of Block	Flood affected village	Habitation shifting type	Habitation by type of Isolation	Unserviced Habitation by distance more than 1 km	Tea Garden with division	Remarks
Nalbari	1	Barkhetri	15	6	1	40	122	NA
	2	Baska	04	1		24	212	1(Div-2)
	3	Bongog Banbhagh	27	7		7	97	Na
	4	Pub -Nalbari	31	25	6	34	95	Na
	5	Paschim-Nalbari	9	9		5	112	Na
	6	Tihu-Barama	15	29		27	91	Na
	7	Tamulpur	13	6		74	435	2(Div-1 each)
		<b>Total</b>	<b>114</b>	<b>84</b>	<b>7</b>	<b>203</b>	<b>864</b>	<b>2 (4)</b>

#### 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.
- Child's efforts should be rewarded.
- Adequate playing opportunities should be provided
- A child education should be based on play-way activities.

#### Following Specific Activities have been budgeted under the plan

- **Opening of ECCE Centre**

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

#### Support to ICDS

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

- **Supervision & Monitoring**
- **Other Programme Activities**

## 6.9 Media

Sarba Siksha Abhijan aims at creation of demand for primary education amongst the stakeholders on the one hand and supply of quality teaching on the other. In other words, the programme has the mandate to create an environment for improving the quality of primary education. As the programme has given a lot of emphasis on people's participation, it has become necessary that the message of the programme be carried out to the mass through a media mix vehicle.

One of the major objectives of Sarba Siksha Abhijan is to create such a condition that new thinking, new practices on teaching learning and new concepts of education are accepted and welcomed by all stakeholders. All concerned with education system would include the teachers, the children, the education officials and the public representatives who are ultimate policy makers. Responsibilities are vested to Media unit of Sarba Siksha Abhijan, Assam to develop a suitable strategy with need based interventions in appropriate medium for this purpose. A media mix strategy has to be used effectively to continuously disseminate information and also to build a conducive environment for primary education and mobilize local stakeholders to participate in the programme.

**The objectives of the media strategy are as follows:**

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

**Strategies:**

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

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

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

**Strategies will be like: --**

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

- Organising drama, seminar etc. on community participation at town and village level and to invite media for recording sharing with others.

Interventions:

Public Relation:

Meetings and discussions will be organized at district, block, 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 will be released regularly.
- Radio talks on various programmes will be held.
- A glimpse on the various activities to be carried out since the inception of project.

Print Media:

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

Electronic Media:

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

Field Publicity:

- It is proposed to organize Educational exhibitions by putting up stalls with posters, slogans, and displaying photograph in suitable places on different occasions. Printing materials for awareness will be distributed to the public and motivational VIDEO film will be screened describing the success of SSA.

Radio Programme:

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

**Visit of Media Persons to the district:**

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

**Following Specific Activities have been budgeted under the plan**

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

## 6.10 School Infrastructure (civil works)

### Introduction:

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

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

### Present Status:

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

Hence, adequate priority is given on development of infrastructures.

*Table – 6.10.1 : Area Wise Distribution Of School*

Name of Block	School in Plain Area	School in Hill Area	School in Forest Area	School in Reverine Area	School in Char area	Total
Boringog	157	99%		2		159
Banbhangh						
Barkhetri	136	71%		10	46	192
Baska	323	99%	3			326
Pub Nalbari	274	99%		2		276
Paschim Nalbari	212	100%				212
Tihu Barama	246	100%				246
Tamulpur	325	98%	1	4		330
Urban Area	22	100%				22
<b>Grand Total</b>	<b>1695</b>		<b>1</b>	<b>7</b>	<b>14</b>	<b>1763</b>

Table – 6.10.2 Present Status Of Schools Building

Name of blocks	No. of schools having no buildings		No. of schools dilapidated conditions		No. of schools required renovation & repairing		No. of schools require additional classroom (where space per child is less than 4 sq.ft.)		No. of schools require additional classroom (where space per child is more than 4 sq.ft. and less than 10 sq.ft.)		No. of schools require major repairing		No. of schools require minor repairing	
	Priority I		Priority II		Priority III, IV, V, VI		Priority VII		Priority XI		Priority VIII, IX, X		Priority XII and XIII	
	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP
Borigobanbhag	0	0	6	0	35	9	3	2	28	2	15	3	51	13
Barkhetri	4	0	11	0	28	8	23	1	44	8	23	3	22	4
Baska	0	0	8	0	95	16	4	0	48	7	53	7	65	19
Pub Nalbari	1	0	3	0	108	21	5	1	23	6	32	3	49	12
Paschim Nalbari	1	0	2	0	59	13	3	0	17	3	34	3	70	4
Tihu Barama	0	0	2	0	58	9	3	0	19	5	57	23	70	14
Tamulpur	5	2	22	3	148	30	3	0	45	2	42	11	37	10
Urban Area	1	0	0	0	4	0	3	1	0	0	8	3	0	2
<b>Total</b>	12	2	54	3	535	106	47	5	224	33	264	36	364	78



Table -6.10.3 Present Status of School Building in Percentages

Name of blocks	No. of schools having no buildings		No. of schools dilapidated conditions		No. of schools required renovation & repairing		No of schools require additional classroom		No of schools require additional classroom		No. of schools require major repairing		No. of schools require minor repairing	
	Priority I		Priority II		Priority III, IV, V, VI		Priority VII		Priority XI		Priority VIII, IX, X		Priority XII and XIII	
	LP	UP	LP	UP	LP	UP			LP	UP	LP	UP	LP	UP
Borigogbanbhag														
Barkhetri														
Baska														
Pub Nalbari														
Paschim Nalbari														
Tihu Barama														
Tamulpur														
Urban Area														
Total														

Source : Infrastructure Survey Reports

Table -6.10.4 Status Of Toilet & Drinking Water Facilities

Name of Blocks	Total Schools	Schools with availability of toilet facilities (Not functioning)	Schools without Toilet facilities	Schools with drinking water facilities at (presently not functioning)	Schools without drinking water facilities (feasible)
Borigogbanbhag	159	3	136	4	70
Barkhetri	192	5	153	15	52
Baska	326	7	285	15	117
Pub Nalbari	276	35	211	21	55
Paschim Nalbari	212	13	164	10	68
Tihu Barama	246	16	191	6	42
Tamulpur	330	13	315	41	176
Urban Area	22	0	5	0	0
Total	1763	92	1460	112	580

Table –6.10.5 Distribution of Schools by Availability of Other Facilities

Name of blocks	Total Schools	No. of School having Electricity facilities (not functioning)	No. of schools having Electricity facility (functioning)	Schools without electricity (No source near campus to provide)	Schools without electricity (source near campus available)	Schools without furniture	Schools without black board	Schools without Signboard
Borigog								
Banbhigh								
Barkhetri								
Baska								
Pub Nalbari								
Paschim Nalbari								
Tihu Barama								
Tamulpur								
Urban Area								
Total								

Table –6.10.6 Distribution of Schools by Availability of Other Facilities In %

Name of blocks	Total Schools	No. of School having Electricity facilities (not functioning)	No. of schools having Electricity facility (functioning)	Schools without electricity (No source near campus to provide)	Schools without electricity (source near campus available)	Schools without furniture	Schools without black board	Schools without Signboard
Borigog								
Banbhigh								
Barkhetri								
Baska								
Pub Nalbari								
Paschim Nalbari								
Tihu Barama								
Tamulpur								
Urban Area								
Total								

It reveals from the above projected status that a large number (641) of schools require renovation and repairing for providing minimum access facilities. There are 14 numbers of building less schools and 57 numbers of schools are in dilapidated condition. Most of the building less and dilapidated condition schools are situated in remote isolated and backward areas wherein participation of children is found low. Further it is difficult to have classes properly during rainy season.

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. 02.00 lakhs
c) Renovation-	Priority-III	Rs. 01.80 lakhs
d) Repairing & renovation	Priority-IV	Rs. 01.25 lakhs
e) Repairing & renovation	Priority-V	Rs. 01.00 lakhs
f) Repairing & renovation	Priority-VI	Rs. 00.80 lakhs
g) Additional Class-room	Priority-VII	Rs. 01.40 lakhs
h) Additional Class room	Priority-XI	Rs. 01.50 lakhs
i) Major Repairing	Priority-VIII	Rs. 00.60 lakhs
j) Major repairing	Priority-IX	Rs. 00.50 lakhs
k) Major repairing	Priority-X	Rs. 00.40 lakhs
L) Repairs	Priority-XII	Rs. 00.30 lakhs
m) Minor repairs	Priority-XIII	Rs. 00.20 lakhs

#### Major Issues:

- Large number of Building less schools.
- Building in dilapidated condition.
- No school has boundary wall/fencing.
- Lack of drinking water facilities.
- Lack of sanitation/toilet facilities.
- Lack of other facilities

#### Strategies :

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

#### Implementation Procedure:

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

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

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

#### **Supervision & Monitoring:**

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

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

Some outlines of supervision and monitoring are given below :

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

In the event of VECs failure in carrying out the work as per specification, norms and time schedule warning will be issued to rectify the defects and to submit the utilization of fund. In ultimate cases provision has been kept for freezing of VEC accounts and completion of the work departmentally through Force Account.

### 6.11 Project Management:

Sarva Siksha Abhiyan has not been considered as a separate project and therefore it will be implemented through the existing educational machineries. The implementation mechanism is described below:

#### District Level:

District Board of Education (DBE) under the chairmanship of Deputy Commissioner and participation of representatives of different development agencies, NGOs, teachers has been notified by the Government Assam. The DBE will perform the advisory role.

The District Elementary Education Office will perform the executive role. The District Elementary Education Officer (DEEO) will function as District Mission Co-ordinator (DMC) on ex-officio basis. Besides DEEO, two other officials viz. Deputy Inspector of Schools (DI) Head Quarter and Assistant Inspector of Schools have been designated as Associate District Mission Co-ordinator (ADMCO) on ex-officio basis.

Keeping in view the additional workload and availability of existing manpower at the disposal of DEEO/DMC proposal for additional positions has been made. The detail requirement of additional position is given in the end of this chapter in tabular form.

#### Block Level:

Block Board of Education (BBE) under the chairmanship of an Educationist of the concerned and participation of representatives of different development agencies, NGOs, teachers has been notified by the Government Assam. The BBE will perform the advisory role for block level activities.

The Block Elementary Education Office will perform the executive role. The Block Elementary Education Officer (BEEO) will function as Block Mission Co-ordinator (BMC) on ex-officio basis. Besides to assist BEEO in handling specially the academic and other interventions Block Resource Centre will be set up in each block.

The Block Resource Centre will have six Resource Teachers for Upper Primary and two Resource Teachers for primary level.

Considering the availability of support staff in each block wise decision will be taken for placement of additional support staff.

From each block as per SSA norms Resource Teachers will be selected for deployment as Cluster Resource Centre Co-ordinator.

#### Cluster Level:

One Cluster Resource Centre (CRC) will be set up in every Gaon Panchayat. In some cases it has been proposed to set up CRC considering geographical barrier and number of schools. It has been kept in mind in one CRC there should not be more than 40 teachers and the distance between CRC and no school under the CRC is not more than 7 KM.

One Cluster Resource Centre Co-ordinator (CRCC) will be selected from amongst the existing LP/Middle School Teachers in every CRC.

The Gaon Panchayat Education Committee constituted during pre-project period will be involved in cluster level activities.

#### Village Level:

No Mission people will be there at village level. The Village Education Committee and School Managing Committees will implement the village level activities, amongst the existing LP/Middle School Teachers in every CRC.

**Present staffing position Elementary Education Offices in the district is discussed below:**

*Table No 6.11.1 Staffing pattern of DEEO*

Sl. No.	Name of Position	No. of posts	Person in position
1	DEEO	01	01
2	APO	01	01
3	Inspecting Auditor	01	01
4	SA	01	01
5	UDA	03	03
6	LDA	05	05
7	Computer	01	01
8	Grade IV	04	04

*Table No 6.11.2 Staffing pattern of DI Office*

Sl. No.	Name of Position	No. of posts	Person in position
1	DI	01	01
2	SI	12	12
3	HA	01	01
4	SA	01	01
5	UDA	05	05
6	LDA	05	05
7	Grade IV	15	15

*Table No 6.11.3 Staffing pattern of BEEO Offices*

Sl. No.	Name of Position	No. of posts	Person in position
1	BEEO	07	05
2	SA	07	07
3	UDA	07	04
4	LDA	07	07
5	Grade IV	14	14

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

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

*Table No. 5.11.4 Proposed Additional Staff*

Sl.No	Name of position	No. of personnel		Remarks
		District Level	Block level	
1.	District Mission Co-ordinator	1		Ex-officio
2.	District Academic Mission Co-ordinator	1		Ex-officio
3.	Associate District Mission Co-ordinator	2		Ex-officio
4.	District Programme officer	5		
5.	District Project Engineer	1		
6.	Programmer (MIS)	1		
7.	Finance & Accounts Officer	1		
8.	Jr. Account Officer	1	7	One for each block
9.	Jr. Engineer	1	7	Do
10.	Data Entry Operator (I. S)	2		
11.	UDA	1	7	Do
12.	Accountant cum Cashier	1	7	Do
13.	LDA cum Typist	2	7	Do
14.	Receptionist cum Typist	1	-	
15.	Block Mission Co-ordinator		7	Ex-officio
16.	Resource Teacher	0	160	20 For Each For Rural & Urban Education Block
17.	Grade-IV	2	7	1 for each block
18.	Night Guard	1	7	Do
19.	Total	24	223	

**Annexure-I : List of Officials and Resource Persons Participated in the Pre-project Activities and Preparation of Perspective Plan**

*Table I.I : Officials attended the State Level KRP's Training*

Name	Designation
N.C. Boro	DEEO, Nalbari
N.C. Pegu	I.S. ND C, Nalbari.
M. Barman	Principal, DIET, Nalbari
C.N. Baruah	Attached DIET Lect.

*Table I.II : List of Persons attended the DRP's training*

SL.No.	Name of the DRP who attended the training	Designation
1.	N.C. Boro	DEEO, Nalbari
2.	Nagendra Nr. Dutta	DRP
3.	Ghana Kt. Haloi	DRP
4.	Diganta Deka	DRP
5.	Rashid Ahmed	DRP
6.	Eyar Ali	DRP
7.	Dibakar Kalita	DRP
8.	Kabi Ch. Barma	DRP
9.	Dipali Haloi	DRP
10.	Binapani Das	DRP
11.	Jyotashna Kalita	DRP
12.	Pradip Deka	DRP
13.	Subodh Deka	DRP
14.	Hiren Bora	DRP
15.	Abdul Hamid	DRP
16.	Munindra Choudhury	DRP
17.	Raju Kr. Das	DRP
18.	Pradip Deka	DRP
19.	Girish Sarma	BMC, Baska
20.	Bhudhar Brahma	Sis. Baska
21.	Prabindra Nath Das	SA, Baska
22.	Ramesh Ch. Kalita	Lect., DIET
23.	Ashok Sarma	Lect., DIET
24.	Pramod Talukdar	ME, Teacher
25.	Anup Dutta	DRP
26.	Golak Deka	BMC, Borigog-bonbhag
27.	Munindra Malakar	Lect., DIET
28.	Hira Devi	BTC, Instructor
29.	Bornali Devi	DRP
30.	Mamani Das	DRP
31.	Prafullya Medhi	DRP
32.	Sanjib Das	DRP
33.	Saleha Jinnat	DRP
34.	Dipali Deka	DRP
35.	Rita Devi	Principal BTC, Nalbari
36.	Dilip Deka	BTC, Instructor



37	Mahesh Barman Kalita	Lect., DIET
38	Deben Sarma	DRP
39	Harshini Mahabharati	DRP
40	Debi Halder	DRP
41	Ganesh Deka	APO, DEEO office nalbari
42	Sapan Deka	BMC, Tihu-barma
43	P. Barpujari	BMC, PUB-Nalbari
44	Tranokya Goswami	BMC, Tamulpur
45	Munindra Barman	Principal DIET
46	Bhagirath Thakuria	BMC, Barkhetri

*Table III : List of the members of District Planning Team*

Sl.No.	Name	Designation
	Sri B Kalyan Chakraborty, IAS	Deputy Commissioner, Nalbari (Chairman)
	Nagen Ch. Boro	Deeo/Dmc, Nalbari
	Pratulya Sarma	Adc, Nalbari
	M. Barman	Principal Diet, Nalbari
	Rita Devi	Principal Btc
	Sidananda Das	Dist. Welfare Officer
	Naren Kalita	Dist. Adult Edn. Officer
	N.C. Pegu	I.S. Schools, Nalbari
	Kamal Sarma	Dist. Informatic Officer
	Prasanna Kalita	Asstt. I.S, Nalbari
	P. Barpujari	D.I.S, Nalbari
	R. Das	Apo, Drda, Nalbari
	C. N. Baruah	Attached Diet Lect. Nalbari
	M.B. Kalita	Lect. Diet, Nalbari
	Dilip Deka	Instructor, BTC Nalbari
	Himani Devi	P&SO, I.S. Office Nalbari
	Dhiren Mahanta	Apo, D.C. Office
	Suresh Deka	APO, DEEO, Office
	P. Barpujari	Beeo, Pub- Nalbari
	B. Thakuria	Beeo, Borkethri
	J. Deka	BEEOI, Tihu-Barama
	G. Sarma	Beeo, Baska
	J. Deka	Beeo, Pachim Nalbari
	G. Deka	Beeo, Borigog-Banbhag
	T. Goswami	Beeo, Tamulpur
	D. Brahma	S.I.S Baska
	D. Kalita	Sis, Sadar
	A. Choudhury	Sis, Tamulpur
	B. Das	Sis, Tamulpur
	N. Kakati	Sis, Pachim Nalbari
	B. Devi	Sis, Pub- Nalbari
	T. Mazumdar	Sis, Tihu Barama
	A. Bhatta	Sis, Borigog-Banbhag
	S. Deka	H.M. Sonda Me
	M. Ali	President Lp Teacher
	A. Rasid	Drp, Borkhetri

S. Muchahary	Drp. Tamulpur
A. Sarma	Drp. Tihu
G. Kashyap	Drp. Borigog-Banbhar
K. Muchahary	Drp. Baska
A. Sarma	Drp. Pachim Nalbari
M. Malakar	Drp. Pub-Naman
P. Sarma	Drp. Pachim Nalbari
T. Mazumdar	Drp. Pachim Nalbari
P. Kalita	Drp. Tihu
B. Deka	Brp. Borigog-Banbhar
S. Boro	Brp. Tamulpur
G. Kalita	Drp. Baska
D. Talukdar	Brp. Borkhetri
H. Dutta	Co-Ordinator, Nyk. Nalbari
A. Sarma	Secy. Welfare
R. Talukdar	N.S.M Society Nalbari

*Table LIV: List of the members of District Core Team*

Sl.No.	Name of the DCT Members	Designation
1.	Shri N.C.Boro	DEEO & DMC, Nalbari
2.	Shri P. Barpujari	D.I. of Schools & ADMC, SSA, Nalbari
3.	Jatin Deka	BEEO, Tihu Borama
4.	Dibakar Kalita	SIS
5.	Biraja Devi	SIS
6.	Bhudhar Brahma	SIS
7.	Mainu Baruah Kalita	Lect. DIET, Nalbari
8.	M. Malakar	Lect. DIET, Nalbari
9.	A. Kr. Sarma	Lect. DIET, Nalbari
10.	J. Kalita	DRP
11.	P. Kr. Talukdar	DRP
12.	S. Das	DRP
13.	G. Kalita	NGO
14.	S. Deka	APO, DEEO, office Nalbari
15.	J. Haloi	SA, DEEO, Nalbari
16.	P. Dutta	DRP
17.	A. Sarma	DRP
18.	C.N. Baruah	Lect. DIET, Nalbari
19.	D. Das	DRP

*Table IV: List of the Functional Area Wise Team Members*

1.	Community Mobilisation	Co-Ordinator, -Do-
	❖ Shri P.K. Talukdar, ❖ Shri. B. Brahma	
2.	Quality /School Improvement:	Co-ordinator, -Do-
	❖ Shri A. Sarma ❖ Shri B.Devi	
3.	EGS /Bridge Course:	Co-ordinator, -Do-
	❖ Shri J. Deka, ❖ Shri N. Kakati.	
4.	ECE / IED.	Co-ordinator, -Do-
	❖ Shri M. B. Kalita. ❖ Shri J. Kalita,	

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Head of account	COMPONENT/Activity Description	Unit of Measures	Unit cost for 02-03 to 04-05	Unit cost for 05-06 to 06-07	2002-03		2003-04		2004-05		2005-06		2005-07		2006-08		2006-09		2007-10		Total	Remarks
					Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial		
<b>A</b>	<b>PROJECT MANAGEMENT</b>																					
4.1	Furniture & Equipment	Lumpsum	1.00					1	1.00					1	1.00						1	1.00
4.2	Salary	Per month	1.5	1.8			12	18.00	12	18.00	12	21.60	12	21.60	12	21.60	12	21.60	12	21.60	12	25.20
4.3	Office Expenses	Per month	0.03	0.05			12	0.36	12	0.36	12	0.60	12	0.60	12	0.60	12	0.60	12	0.60	12	7.20
4.4	Hire of vehicles	Per month	0.2	0.24			12	2.40	12	2.40	12	2.88	12	2.88	12	2.88	12	2.88	12	2.88	12	34.56
4.5	Rent	Per month	0.05	0.06			12	0.60	12	0.60	12	0.72	12	0.72	12	0.72	12	0.72	12	0.72	12	8.64
4.6	Auct. Fees	Per year	0.1	0.15			1	0.10	1	0.10	1	0.15	1	0.15	1	0.15	1	0.15	1	0.15	1	0.15
4.7	Meeting Seminar	Per year	0.12	0.22			1	1.44	1	1.44	1	1.44	1	1.44	1	1.44	1	1.44	1	1.44	1	1.44
4.8	TA DA	Per month	0.24	0.36			12	2.88	12	2.88	12	4.32	12	4.32	12	4.32	12	4.32	12	4.32	12	51.84
4.9	Salary of BRC support staff	Per month per BRC	0.22	0.264			8	21.12	8	21.12	8	25.34	8	25.34	8	25.34	8	25.34	8	25.34	8	30.41
4.10	Rent for BRC building	Per month	0.02				7	1.68	7	1.68											7	1.68
4.11	Fixed TA for Sis	Per person per month	0.002	0.003			11	0.25	11	0.25	11	0.40	11	0.25	11	0.25	11	0.25	11	0.25	11	1.12
4.12	Capacity building for Educational Functionaries	Lumpsum	0.6	0.8			1	0.60	1	0.60	1	0.80	1	0.80	1	0.80	1	0.80	1	0.80	1	0.80
4.13	Media & Publicity																					
4.13.1	Information Booklet	Per book	0.1	0.15			8	0.8	8	1.2	8	1.2	8	1.2	8	1.2	8	1.2	8	1.2	8	9.6
4.13.2	Quarterly Press visit	Per quarter	0.02	0.025			8	0.16	8	0.2	8	0.2	8	0.2	8	0.2	8	0.2	8	0.2	8	1.6
4.13.3	Publicity Campaign	Per book	0.15	0.1			8	1.2	8	0.15	8	0.1	8	0.1	8	0.1	8	0.1	8	0.1	8	0.8
4.13.4	Other publicity measures	Lumpsum	1.50	1			1	1.50	1	1.50	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00
4.13.5	Yearly News Letter	Per book	0.1	0.15			8	0.80	8	0.80	8	1.20	8	1.20	8	1.20	8	1.20	8	1.20	8	9.6
	<b>COMPONENT TOTAL</b>						0	51.904		54.294		63.151		59.711								327.95
<b>B</b>	<b>COMMUNITY MOBILISATION (CM)</b>																					
E.1	Training for VEC, TGEC, WEC, GPEC and SMC members																					
E.1.1	2-day training of VEC/TGEC/SMC members at GP level	Per person per day	0.0001	0.00015			16777	3.36	16777	3.36	16777	5.03	16777	5.03	16777	5.03	16777	5.03	16777	5.03	16777	5.03
E.1.2	3-day Trip. of RPs at Block level	Per person per day	0.0004	0.0005			839	1.01	839	1.01	839	1.26	839	1.26	839	1.26	839	1.26	839	1.26	839	1.26
E.1.3	3-day Trip. of RPs at District level	Per person per day	0.0005	0.0006			42	0.36	42	0.66	42	0.66	42	0.66	42	0.66	42	0.66	42	0.66	42	0.66
E.1.4	2-day training of GPEC members at block level	Per person per day	0.0004	0.0005			1380	1.13	1380	1.10	1380	1.35	1380	1.35	1380	1.35	1380	1.35	1380	1.35	1380	1.35
E.1.5	3-day Trip. of RPs at District level	Per person per day	0.0005	0.0006			69	0.10	69	0.10	69	0.12	69	0.12	69	0.12	69	0.12	69	0.12	69	0.12
E.2	Implementation of VER																					
E.2.1	3-day Training of RPs, CRCs & RTs on VER implementation at block level	Per person per day	0.0004	0.0005			163	0.65	163	0.62	163	0.65	163	0.65	163	0.65	163	0.65	163	0.65	163	0.65
E.2.2	Implementation of VER in General area	Per person per day	0.0007	0.0008			56	0.45	56	0.27	56	0.31	56	0.31	56	0.31	56	0.31	56	0.31	56	0.31
E.2.3	Implementation of VER in Remote Areas	Per person per day	0.0005	0.0002			17	0.15	17	0.16	17	0.24	17	0.24	17	0.24	17	0.24	17	0.24	17	0.24
E.2.4	Updating of VER in General areas	Per person per day	0.0007	0.0008			56	0.45	56	0.27	56	0.31	56	0.31	56	0.31	56	0.31	56	0.31	56	0.31
E.2.5	Updating of VER in special areas village	Per person per day	0.0005	0.0002			17	0.15	17	0.16	17	0.24	17	0.24	17	0.24	17	0.24	17	0.24	17	0.24
<b>C</b>	<b>Enrollment Drive</b>																					

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Ref. No.	Head of account	COMPONENT Activity Description	Unit of Measures	Unit cost for 02-03 to 04-05	Unit cost for 05-06 to 06-07	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total	Remarks		
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial				
5	B.3.1	1-day orientation for VEC vice president, MS, SMC President and Gaur Burah at cluster or GP level government drive	Per person per day	0.0001	1.0002			6543	0.65	3271.5	0.65	1636	0.33	1636	0.33	1636		1636		1636		17,933	1.96		
5	B.3.2	2-day Block level RP training	Per person per day	0.0004	1.0005			327	0.26	164	0.16	82	0.08	82	0.08	82		82		82		960	0.56	DRP will assemble at district level on designing the strategy of Enrollment Drive for one day.	
5	B.3.3	2-day District level RP training	Per person per day	0.0005				16	0.02													16	0.02	Block level RP will be oriented at block on Enrollment drive for one day.	
5	B.3.4	Traveling cost for RPs (4 day) for General areas during actual drive	Per person per day	0.0007	1.0001			98	0.27	28	0.11	24	0.10	24	0.055	24		24		24		246	0.58	RP will visit the village during the enrollment drive for general areas.	
5	B.3.5	Traveling cost for RPs of Observation of Enrollment drive (4-5 days) Special areas	Per person per day	0.0015	1.0002			17	0.10	9	0.07	4	0.03	4	0.035	4		4		4		47	0.24	RP will work on enrollment drive for special areas.	
5	B.3.6	Commission of enrollment drive at village level by the VEC/SMC																							Non-financial
5	B.4	Regular meetings																							non financial
5	B.4.1	Monthly VEC/TGEC/VEC/SMC meeting																							non financial
5	B.4.2	Monthly GPEC meeting																							non financial
5	B.4.3	Bi monthly GPEC presidents meet at block level	Per meeting	0.003	1.0004			48	0.14	48	0.14	48	0.19	48	0.19	48		48		48		336	0.97	GPEC presidents will attend in the block level meeting.	
5	B.4.4	Half yearly general meeting for all VEC/VEC, WEC, SMC and GPEC at GP level	Per meeting	0.01	1.0003			230	2.30	230	2.30	230	3.45	230	3.45	230		230		230		1840	11.90		
5	B.4.5	Quarterly SMC President meeting at GP level	Per meeting	0.001	1.0002			460	0.46	460	0.46	460	0.92	460	0.92	460		460		460		3,272	2.76		
5	B.5	Regular Grants for the schools																							
5	B.5.1	School Maintenance Grant	Per school	0.05		1363	68.15	2013	100.65	1363	68.15	1363	68.15	1363	68.15	1363		1363		1363		11,554	373.28	For all Govt., Provisionalised recognised Primary Upper Primary & Composite schools.	
5	B.5.2	School Infrastructural Grant		0.02		1363	27.26	2013	40.28	1363	27.26	1363	27.26	1363	27.26	1363		1363		1363		11,554	149.30	For all Govt., Provisionalised recognised Primary Upper Primary & Composite schools.	
5	B.6	Capacity building for PRIs																							
5	B.6.1	Exposure visit of PRI members	Per person	0.05	1.0001			85	4.25	85	3.25	165	11.55	165	11.55	165		165		165		978	90.80		
5	B.7	Reconstitution of VEC, TGEC, WEC and GPEC	Per Village		1.0005							835	1,2525			835		835		835		3,343	1.25		
5	B.8	Reconstitution of SMC	Per school	0.001	1.0005					1363	1.36			1363	2.64			0		0		2,726	3.41	The SMCs will be re-constituted in the year of 2004, 2006, 2008 & 2010.	
5	B.9	Gradation of SMC, VEC, TGEC, WEC and GPEC	Per Unit	0.001				2260	2.25					2250	2.25			2250		2250		9,045	4.52	Gradation of SMC, VEC, TGEC, WEC and GPEC will be done in 2004, 2006, 2008, 2009 & 2010 year.	
5	B.10	Plan for Special Disadvantaged Areas																							
5	B.10.1	VGO mobilisation	Composum	2.30	1.00			2,000	3.90			2,000	3.90	0	0		0		0		0		11,900		

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						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial			
B	B.10.2	Engagement of Community based RP for special areas & group	Per person per month for 4 month	0.08	0.12			17	1.38	17	1.38	17	2.07	17	2.07	17		17			17	112	632	One PR for every 10 special areas villages
B	B.10.3	Community based RPs - 1 in each block	Per person per month for 10 month	0.23	0.30			8	1.60	8	1.60	8	2.4	8	2.4	8		8			8	52	830	One Community based RP will be engaged per block for special groups
B	B.10.4	Special mobilisation campaign	Per GP	0.02				17	0.35	17	0.59	17	1.2075	17	2.07	17		17			17	112	357	
B	B.10.5	Special intervention for educationally disadvantaged minority area	Lumpsum	3.00	1.50			1	3.00	1	3.00	1	1.50	1	1.50	1		1			1	5	500	
B	B.10.6	Intervention for urban disadvantaged children		2.00	4.00					1	2.00	1	4.00	1	4.00	1		1			1	5	1000	
<b>COMPONENT TOTAL</b>								<b>95.41</b>	<b>167.43</b>	<b>122.32</b>		<b>137.13</b>	<b>141.54</b>									<b>662.33</b>		
C	<b>BLOCK RESOURCE CENTRE (BRC)</b>																							
9	C.1	Salary of Resource Teacher	Per month per BRC	0.51	0.74	8	16.00	8	48.96	8	53.88	8	61.93	8	66.13	8		8			8	64	248.58	
9	C.2	Contingency	Per year per BRC	0.125		8	1	8	1	8	1	8	1	8	1	8		8			8	64	500	
9	C.3	Meeting & Travel Allowance	Per month per BRC	0.008		8	0.12	8	0.48	8	0.48	8	0.48	8	0.48	8		8			8	64	254	
9	C.4	TLM Grant	Per year per BRC	0.25		8	0.4	8	0.4	8	0.4	8	0.4	8	0.4	8		8			8	64	230	
6	C.5	Block level Supervision	Per BRC per month	0.1	0.15			8	0.8	8	0.9	8	1.2	8	1.2	8		8			8	64	400	
5	C.6	BAG Monthly Meeting	Per month per BRC	0.005	0.007			8	0.48	8	0.48	8	0.67	8	0.67	8		8			8	64	230	
6	C.7	BAG Documentation	Per month per BRC	0.002	0.004			8	0.192	8	0.192	8	0.384	8	0.384	8		8			8	64	115	
	C.8	Equipment Maintenance	Per BRC	0.1	0.15			8	0.8	8	0.9	8	1.2	8	1.2	8		8			8	64	400	
2	C.9	10-day training of RTs	Per person per day	0.0007	0.0008			90	0.63	90	0.63	90	0.67	90	0.67	90		90			90	630	140	
<b>COMPONENT TOTAL</b>								<b>17.52</b>	<b>53.74</b>	<b>58.64</b>		<b>67.34</b>	<b>73.54</b>									<b>270.78</b>		
D	<b>CLUSTER RESOURCE CENTRE (CRC)</b>																							
9	D.1	Furniture & Equipment	Per CRC	0.1				9	0	9	0													Renew CRC
9	D.2	Salary of CRCC	Per CRC per month	0.073	0.11	115	25.185	115	100.74	115	110.91	66	115.00	115	126.50	115		115			115	671	478.24	
9	D.3	Contingency	Per CRC Per year	0.025		115	2.875	115	2.875	115	2.875	115	2.875	115	2.875	115		115			115	620	14.58	
9	D.4	TLM Grant	Per CRC per year	0.01		115	1.15	115	1.15	115	1.15	115	1.15	115	1.15	115		115			115	620	5.75	
6	D.5	Monthly Teachers Meet	Per CRC per month	0.002	0.003			115	2.76	115	2.76	115	4.14	115	4.14	115		115			115	620	13.60	

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						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial				
D.5		Monthly Meeting with VEC	Per CRC per month	0.002	0.003			115	2.76	115	2.76	115	4.14	115	4.14	115		115		115		855	13.60		
<b>COMPONENT TOTAL</b>								29.21	112.29		120.36		127.31		138.81								525.96		
E		<b>SCHOOL IMPROVEMENT PROGRAMME</b>																							
E.1		Institutional Capacity Building	Lumpsum	5.00	3.00			1	5.00			1	3.00			1		1				5	11.00		
E.2		DACG Monthly Meeting	Per meeting	0.014	0.018			12	0.17	12	0.17	12	0.19	12	0.19	12		12				24	0.72		
E.3		School Support Visit	Per month per school	0.01	0.012			27	0.27	27	0.27	27	0.32	27	0.32	27		27				27	1.89	1.19	
E.4		Action Research & other research related programmes	Lumpsum	0.4	0.5			1	0.40	1	0.40	1	0.50	1	0.50	1		1				1	1.60		
E.5		Workshop, Seminar & Capacity Building	Lumpsum	2.00	2.50			1	2.00	1	2.00	1	2.50	1	2.50	1		1				1	9.00		
E.6		Documentation	Per month	0.0125	0.015			12	0.15	12	0.15	12	0.18	12	0.18	12		12				12	0.66		
E.7		Supervision & Monitoring	Per school	0.003	0.004			1363	4.09	1363	4.09	1363	5.45	1363	5.45	1363		1363				1363	19.08		
E.8		Hiring of Vehicles		0.1	0.15				0.10		0.10		0.15		0.15			0.15				0.15	0.15		
<b>COMPONENT TOTAL</b>								0.00	12.18		7.18		12.30		12.30		0.15		0.15		0.15		43.60		
F		<b>QUALITY IMPROVEMENT (QI)</b>																							
F.1		Provision for Community Teachers at Remote Area Primary Schools	Per month	0.02	0.03			10	3.6	10	3.6	10	0.3	10	3.6	10		10				10	11.10		
F.2		Provision for Community Teachers at Remote Area Upper Primary Schools		0.025	0.035			5	0.175	5	0.21	5	0.175	5	0.21	5		5				5	4.55		
F.3		Training of teachers																							
F.3.1		10 days training of Lower Primary School Teachers	Per person per day	0.0007	0.0008			4537	25.41	4537	25.41	4537	29.04	4537	29.04	4537		4537				4537	193.80	In phases including general mass teacher training, content enrichment & new textbooks etc including by CRPE. Sampled strength of teachers to be maintained.	
F.3.2		10 days training of Upper Primary School Teachers	Per person per day	0.0007	0.0008			2732	15.34	2732	15.30	2732	17.48	2732	17.48	2732		2732				2732	65.07		
F.3.3		Training of K-eren teachers		0.0007				572	2.41	572	2.40	572	0.71	572	0.71	572		572				572	2.72		
F.3.4		10 day District level workshop for teachers	Per person per day	0.0005	0.0007			50	0.35	50	0.38	50	0.53	50	0.53	50		50				50	1.93		
F.3.5		10 day District level workshop for teachers																							
F.3.6		10 day District level workshop for teachers																							
F.3.7		10 day District level workshop for teachers																							
F.3.8		10 day District level workshop for teachers																							
F.3.9		10 day District level workshop for teachers																							
F.3.10		10 day District level workshop for teachers																							
F.3.11		10 day District level workshop for teachers																							
F.3.12		10 day District level workshop for teachers																							
F.3.13		10 day District level workshop for teachers																							
F.3.14		10 day District level workshop for teachers																							
F.3.15		10 day District level workshop for teachers																							
F.3.16		10 day District level workshop for teachers																							
F.3.17		10 day District level workshop for teachers																							
F.3.18		10 day District level workshop for teachers																							
F.3.19		10 day District level workshop for teachers																							
F.3.20		10 day District level workshop for teachers																							
F.3.21		10 day District level workshop for teachers																							
F.3.22		10 day District level workshop for teachers																							
F.3.23		10 day District level workshop for teachers																							
F.3.24		10 day District level workshop for teachers																							
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F.3.57		10 day District level workshop for teachers																							
F.3.58		10 day District level workshop for teachers																							
F.3.59		10 day District level workshop for teachers				</																			

DISTRICT ELEMENTARY EDUCATION (DEEP) PERSPECTIVE PLAN

2002-03 to 2009-10  
DISTRICT : Nalbari

Sl. No.	Head of account	COMPONENT Activity Description	Unit of Measures	Unit cost for 02-03 to 04-05	Unit cost for 05-06 to 06-07	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total	Remarks	
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial			
F.7		Gradation of School		0.005	0.001			2013	10.07	2013	2.01	2013	2.21	2013	10.07	2013		2013		2013	14.06	24.16		
F.8		Teacher Grant		0.005	0.005	7269	36.35	7269	36.35	7269	36.35	7269	36.35	7269	36.35	7269	36.35	7269	7269	7269	7269	58.152	181.73	
F.9		TLE Grant to Upper Primary Schools not covered under OBB	Per school	0.5				121	60.50	121	60.50	121	60.50											
<b>COMPONENT TOTAL</b>								36.35		328.40		332.82		333.13		281.38							1,322.06	
G.		<b>ALTERNATIVE SCHOOLS</b>																						
G.1		<b>EGS for Lower Primary Level</b>																						
G.1.1		Preparatory activities	Per school	0.003	0.003			176	0.352													176	0.35	
G.1.2		Running the school	Per school per year	0.16	0.2			176	28.16	176	28.16	176	28.16	176	28.20	176		176		176		1,232	125.72	
G.1.3		Additional teachers for high enrollment	Per centre year	0.13	0.12			18	1.8	18	1.80	18	2.16	18	2.16	18		18		18		126	7.92	
G.2		<b>EGS for Upper Primary Level</b>																						
G.2.1		Preparatory activities	Per school	0.002	0.003					53	0.15											53	0.15	
G.2.2		Running the School	Per children		0.013					2000	26.00	2000	26.00	2000	26.00	2000		2000		2000		12,000	75.00	
G.2.3		Management Cost	Per centre	0.001	0.0015					53	0.05	50	0.26	53	0.08	50		53		50		200	0.20	
G.3		<b>Short Term Bridge Course</b>																						
G.3.1		Preparatory activities	Per centre	0.002	0.003			266	0.53													266	0.53	
G.3.2		Conduct of the course	Per learner per month	0.00062	0.00071			5313	9.90	2673	5.67	270	0.57	0	0.00	0		0		0		8,253	16.14	
G.3.3		Management Cost for Short term bridge course	Per centre per month	0.00100	0.00150			266	0.80	35	0.11	9	0.24					0		0		310	0.94	
G.4		<b>Long Term Bridge Course</b>																						
G.4.1		Preparatory activities	Per centre	0.00200				329	0.66													329	0.66	
G.4.2		Conduct of the course	Per learner per month	0.00062	0.00071			9877	36.79	0	0.00	1020	2.17					0		0		10,897	38.96	
G.4.3		Management Cost for Long term bridge course	Per centre per month	0.00100	0.00150			329	1.97			34	0.31					0		0		363	2.25	
G.4.4		Residential Bridge Course																						
G.5		<b>Inputs to Religious Madrasa for introduction of formal curriculum</b>																						
G.5.1		Meeting with Religious Leaders, Educational Functionaries & Panchayat Functionaries at district level & other mobilisation activities	Lumpsum	0.05	0.02			1	0.05	1	0.05	1	0.05	1	0.02	1		1		1		1	0.14	
G.5.2		Introduction of formal curriculum in religious institute.	Per Madrasa	0.1	0.015			0	0	46	4.6	46	0.69	46	0.69	46		46		46		276	5.98	Provision of one full time staff
G.5.3		Library grant			0.01			0	0	46	0.46	46	0.46	46	0.46	46		46		46		276	1.38	
G.5.4		20-day Training of Additional Teachers	Per person per day	0.0007	0.0008			0	0.00	46	0.54	46	0.74	46	0.74	46		46		46		276	2.12	
G.6		<b>Declaration of 100% UEE block</b>	Lumpsum	2.00	3.00			1	2.00	1	3.00	3	9.00	3	9.00							6	23.00	
<b>COMPONENT TOTAL</b>								0.00		83.01		70.61		77.43		74.34							305.47	
H.		<b>MANAGEMENT INFORMATION SYSTEM (MIS)</b>																						
H.1		Elaboration of Systems		5.00								1	5.00							1	5.00	2	10.00	
H.2		Annual Maintenance of Systems	Per year	0.240	0.360					1	0.36	1	0.36	1	0.36	1		1		1		6	1.38	



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

2002-03 to 2009-10  
DISTRICT : Nalbari

Sl. No.	Head of account	COMPONENT Activity Description	Unit of Measures	Unit cost for 02-03 to 04-05	Unit cost for 05-06 to 06-07	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total	Remarks		
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial				
3	H.3	Internet & Convergence with NIC/NICNET		0.150	1.000		1	0.15		1	0.20		1	0.20		1							0.75		
3	H.4	MIS Site Setup Maintenance		1.500						1	1.50			1	1.50								1.50		
3	H.5	Consumables to MIS And Office Expenses	Per month	0.350	1.250		12	0.56		12	0.96		12	0.96		12						12	3.84		
3	H.6	Training for Data Entry Operators	Per person	0.350	1.170		2	0.10		2	0.10		2	0.14		2						2	0.48		
3	H.7	Training for DMAC / BMC & other Education Department Officials	Lumpsum	0.250	1.250		1	0.25		1	0.25		1	0.35		1						1	1.25		
3	H.8	Training to BRCC, CRCC, HTs and HMs on data collection	Per person	0.0007	1.0008		2176	1.52		2176	1.52		2176	1.74		2176						2176	18.202		
3	H.9	Data Entry and Mining of Survey, EMS, Teachers Database etc.	Lumpsum	0.500	1.500		1	0.50		1	0.50		1	0.50		1						1	2.25		
3	H.10	Dissemination & Analysis of H2H Survey, DISE etc.	Lumpsum	0.500	1.500		1	0.50		1	0.50		1	0.50		1						1	2.25		
3	H.11	5% Sample Checks of Survey Data	Per school	0.010			109	1.09		109	1.09		109	1.09		109							435	4.35	
3	H.12	Posting of Data Capture Formats	Per format	0.0002	1.00025		2050	0.41		2050	0.41		2050	0.05		2050						2050	14.350		
3	H.13	Posting of Final Reports for Sharing	Per Report	0.300	1.300		1000	1.00		1000	1.00		1000	1.50		1000						1000	7.000		
3	H.14	Salaries to MIS Staff (1 Programmer, 2 DEOs)	Per month	0.150	0.180		12	1.80		12	1.80		12	2.16		12						12	7.52		
<b>COMPONENT TOTAL</b>								<b>8.28</b>		<b>10.19</b>		<b>14.75</b>		<b>11.25</b>								<b>49.47</b>			
<b>INTEGRATED EDUCATION FOR DISABLED CHILDREN (IED)</b>																									
3	L1	Meeting of Core Group (District level)	Per meeting	0.120	0.025		8	0.16		8	0.16		8	0.2		8						8	0.72		
<b>L2 Awareness Programmes</b>																									
3	L2.1	For community members	Per GP	0.010			38	0.2		42	0.42		35	0.55		35						35	240	1.50 Per GP 20 persons, 1 GP President, Member Secretary, All IED president & MG, Parents & community members	
3	L2.2	For Govt. officials	Per day per person	0.0005	1.000		50	0.05		50	0.05		50	0.3		50						50	300	0.70	
<b>L3 Selection of IED personnel</b>																									
3	L3.1	Selection of BRPs	Per BRP	0.005			8																		
3	L3.2	Selection of IED workers	Per Person	0.001			38			42	0.042			35	0.15								115	1.20	
<b>L4 Honorarium of RPs</b>																									
3	L4.1	Honorarium of BRPs	Per person per month	0.010	0.013		8	1.14		8	1.14		8	1.14		8						8	54	4.58	
3	L4.2	Honorarium of IED Workers	Per person per month	0.010	0.011		38	4.18		50	8.80		80	8.80		115	12.65					115	658	34.43	
<b>L5 Training</b>																									
3	L5.1	10-day Induction Training of BRPs & IED workers	Per person	0.0007	1.0008		48	0.32		42	0.34			35	0.28							0	120	0.54	
3	L5.2	7-days Refresher Training of BRP & IED workers	Per person	0.0007	1.0008		48	0.23		88	0.49		85	0.49		123	0.69					123	123	714	1.90

DISTRICT ELEMENTARY EDUCATION (DEEP) PERSPECTIVE PLAN

2002-03 to 2009-10

DISTRICT : Nalbari

Sl. No.	Head of account	COMPONENT/Activity Description	Unit of Measures	Unit cost for 04-05	Unit cost for 05-06	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Remains	
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial				
5	15.3	2-day Training of ECE/ICDS Workers Ka Sreni teachers (for Early Detection)	Per person per day	10007	10008			380	0.53	420	0.67			350	0.55	350	0.55	350	0.55	350	0.55	7200	1.75 Per GP 10 person
5	15.4	2-day Trg. Of EGS workers	Per person	10007	10008			178	0.25	47	0.28	25	0.04									26	0.25
5	16	Medical Assessment Camp	Per Camp	10007	10008			8	0.4	16	0.55	16	0.55	16	0.55	10	0.55	10	0.55	10	0.55	134	3.25
5	16.1	Medical Appliances	Lumpsum	10007	10008				1.00		1.00		1.00			1.00						4	4.00
5	16.2	Personal Distribution Camp	Per block	10007	10008			8	0.18	16	0.48	16	0.48	16	0.48	16	0.48	16	0.48	16	0.48	104	1.50
5	16.3	Follow up on use, repair and maintenance	Lumpsum	10007	10008				0.1		0.15		0.15		0.15		0.15		0.15		0.15		0.55
5	17	Special Resource Support to Disabled Children	Per Child		10004			1369	0.55	1369	0.55	2739	1.10	4108	1.64							558	3.85
5	18	Material Development(Print, Audio, Audio Visual, Case Study)	Per Child		10001			1369	1.37	1369	1.37	2739	2.74	4108	4.11	4108		4108		4108		21500	9.55
5	19	Observation of World Disabled day at Sabu Mela	Per Block	10007	10008			8	0.4	8	0.5	8	0.6	8	0.5	8	0.5	8	0.5	8	0.5	56	2.50
5	110	Exposure visit of BRPs/IED Workers	Lumpsum	10007	10008				0.50		0.50		1.00		1.00		0		0		0		3.00
COMPONENT TOTAL									0.00		11.54		16.00		19.55		26.49						75.58
J EARLY CHILDHOOD CARE & EDUCATION (ECCE)																							
J.1 Opening of ECCE Centre																							
3	J.1.1	Minimum of Workers	Per person per month	10007	10008			20	1.40	20	1.43	20	1.60	20	1.60	20		20		20		140	6.00
3	J.1.2	Minimum of Helpers	Per person per month	10007	10008			20	1.00	20	1.03	20	1.20	20	1.20	20		20		20		140	4.40
3	J.1.3	Contingency	Per month per centre	10007	10008			20	0.20	20	0.23	20	0.30	20	0.30	20		20		20		140	1.00
3	J.1.4	Material Cost	Per year per centre	10007	10008			20	2.00	20	2.00	20	2.00	20	2.00	20		20		20		140	6.00
3	J.1.5	2-day Training of workers	Per person per day	10007	10008			20	0.14	20	0.14	20	0.16	20	0.16	20		20		20		140	0.60
3	J.1.6	Centre Supervision	Per Centre	10007	10008			20	0.20	20	0.23	20	0.30	20	0.30	20		20		20		140	1.00
Subtotal ECCE									4.94		4.94		5.56		5.56								21.00
J.2 Support to ICDS																							
3	J.2.1	Additional Honorarium to ICDS workers		10007	10008			122	3.66	122	3.66	122	4.88	122	4.88	122		122		122		654	17.08
3	J.2.2	2-day Training of ICDS workers	Per person per day	10007	10008			122	0.85	122	0.85	122	0.98	122	0.98	122		122		122		654	3.66
3	J.2.3	TLM/Other Play materials	Per centre per year	10007	10008			122	0.61	122	0.61	122	0.61	122	0.61	122		122		122		654	2.44
3	J.3	Supervision & Monitoring	Per ECCE & ICDS centre per month	10007	10008			122	1.83	122	1.22	122	1.83	122	1.83	122		122		122		654	6.71
Subtotal ICDS									6.55		6.34		8.30		8.30								29.89
3	J.4	Other Programme Activities	Lumpsum						3.11		3.72		1.14		1.14		0		0		0		9.11
COMPONENT TOTAL									0.00		15.00		15.00		15.00		0		0		0		60.00

DISTRICT ELEMENTARY EDUCATION (DEEP) PERSPECTIVE PLAN

2002-03 to 2009-10

DISTRICT : Nalbari

HEAD OF ACCOUNT	COMPONENT/Activity Description	Unit of Measure	Unit cost for 02-03 to 04-05	Unit cost for 05-06 to 06-07	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total	Remaind
					Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial		
<b>INNOVATION</b>																						
	Computer Assoc Learning	Lumpsum	15.00		1	15.00	1	15.00	1	15.00	1	15.00	1	15.00	1		1		1		8	75.00
	<b>COMPONENT TOTAL</b>		15.00			15.00		15.00		15.00		15.00		15.00	0		0		0			75.00
<b>Civil WORKS</b>																						
	New School Building Construction		2.500			0.00		0.00		0.00		0.00		0.00								
	New School Building with savings of some material		2.000		25	50.00	15	30.00		0.00		0.00		0.00							42	80.00
	Renovation		1.900		10	19.00	133	254.00	126	239.40	130	249.00	55	99.00							453	815.40
	Additional Classroom		1.400		15	21.00	65	91.00	65	91.00	87	121.80	43	56.00							272	380.80
	Toilet		0.200		5	1.00	100	20.00	100	20.00	100	20.00	43	8.00							348	69.00
	Drinking Water Facilities		0.150		5	0.75	100	15.00	100	15.00	100	15.00	43	6.00							348	69.00
	Block Resource Centre		6.000		4	24.00		0.00		0.00		0.00		0.00						4	24.00	
	Cluster Resource Centre		2.000		5	10.00	75	150.00	100	200.00		0.00		0.00						180	360.00	
	Urban Resource Centre		4.000			0.00		0.00		0.00		0.00		0.00								
	<b>COMPONENT TOTAL</b>					124.75		540.00		556.40		380.80		169								1780.95
	<b>GRAND TOTAL</b>					318.24		1438.77		1386.89		1272.88		1017.45								5398.62
	% of Management cost							3.93%		3.97%		4.96%		5.87%								4.79%
	% of Civil works					39.20%		39.37%		40.79%		30.70%		16.60%								32.99%

Eligible amount for CW

127.29