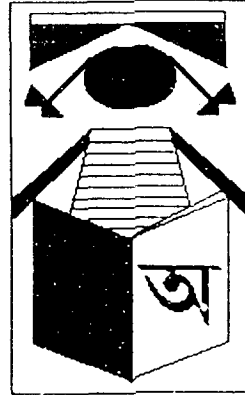# SARVA SIKSHA ABHIYAN

DISTRICT : SONITPUR

DISTRICT ELEMENTARY EDUCATION PLAN (DEEP)
(2002-2003 to 2009-2010)

AXOM SARBA SIKSHA ABHIJAN MISSION
GOVERNMENT OF ASSAM

DPEP-II, Sonitpur.

Introduction :

The district of Sonitpur was brought under District Primary Education Programme which is a central and state Govt. sponsored scheme with the help of external funding agency. It was launched to achieve universalisation of Primary Education in the district. The district was selected to include in the DPEP scheme on the basis of the low rate of female literacy.

Since the introduction of the scheme in 1997-98 (IInd Phase) the term of 5 years of the scheme is to be over by June'03. During the last five years , the demand for primary education has substantially increased as many and various problems relating to Primary Education in the district has been identified. Due to the community involvement and participation in various DPEP programmes , importance and awareness for universalisation of Elementary Education has noticeably increased. But DPEP in the district is not in a position to meet all the claims and demands during this short span of the term.

With the closure of the DPEP scheme, the scheme of Sarba Siksha Abhijan Mission , will start functioning in the district for the purpose of attaining 100% Universal Elementary Education within 2010.

During the last five years of DPEP, a lot of work in the spheres of access, retention and quality improvement was done, but many more were still left to be done in this respect. Some areas, demanding great attention from DPEP, could not be covered. These areas are viz char and flood prone areas , tea garden and ex-tea garden areas and border areas including some inaccessible remote areas. Besides giving enphasis on general areas, these special areas are sought to be given more and special emphasis during the term of SSA.

It is gratifying to note that an envirment suitable and required for SSA has been created in the district by the existing DPEP scheme . It is hoped that this will help in achieving the objectives of SSA during the stipulated period of time in the district.

CHAPTER I
DISTRICT PROFILE

ORIGIN :-
A State Govt. Notification bifurcating the old Tezpur sub-division, which was one of the two old Sub-Divisions of the old District of Darrang, created the District of Sonitpur on 14th June/1983.

HISTORICAL BACKGROUND :

The origin of the name of Sonitpur dates back to the period of Banasura the son of the King Bali ho was the grandson of king Prahlada as described in the ancient Akhyanaas like Kalikapurana and Haribansha etc. Banasura, who worshipped Siva for a long time was awarded Sonitpur for his untainted devotion. The capital of this Sonitpur was known as saptatirtha Tezpur. Historians differ in their opinions regarding the origin of this Sonitpur or Tezpur. Written documents and inscriptions of early period discovered later show that Salastambha dynasty ruled in region from 829 A.D. King Hazaarbarma who dug the famous ancient Hazarapond himself to belong to Kachari community. The various inscriptions found claimed in and around Tezpur belong to the days of king Salastambha and Brahmapala dynasties.

The famous and familiar word "Duar" which stands for "door" or "gateway" closely related to this district is worth mentioning. The hill people from river Dhansiri to river Bharali entered through four Duars and is known as Chariduar. From Bharali to Kasugana Behali, the nine Duars there, is known as Naduar. From Kasugana, river Muri, Hawajan with six Duars is known as Chaiduar. The hill people entered with the aim of collecting taxes from the people in the plain during the Ahom rule.

GEOGRAPHICAL ACCOUNT :

Sonitpur District is located in the lower middle parts of the Brahmaputra Valley which is located between latitudes 26 $''$14 $'$00 N and 27$''$0 N and longitudes 92$''$52$'$32$'$ E and 93$''$50$'$ 0 E. the district situated in the northern bank of Brahmaputra river is bounded by Arunachal Pradesh on the north, the Brahmaputra river on the South Lakhimpur District on the East and Darrang District on the west, the District stretches from Muri river near Howajan to Panchnoi river near Orrang.

AREA :

The District covers on area of 5324.0 Sq. K.M. The eastern part is narrower then the western part.

CLIMATE :

The entire district is covered by monsoon climate condition. There are three district seasons in the District :

a. Winter	:	**October to January**
b. Autumn	:	**February to May**
c. Spring	:	**June to September**

Although the transaction from hot to rainy seasons is sudden, the transaction from cold to hot and rainy to cold season is gradual. The cold seasons are free from forest. The higher temperature recorded is 36.1 C and the lowest is recorded as 7.8 C. The highest rainfall and the lowest rainfall are 3220 mm and 1660 mm respectively. Humidity = Max. 91% and Min. 77.5 %.

SOCIO-ECONOMIC SCENARIO :

The District of Sonitpur is predominantly agricultural. 2,39,071 persons out of 14,24,287 are cultivators. Another 54,403 persons are agricultural laborers, so the population associated with agriculture shows 21% and the land covers is 1,90,480 hectors. The main industry is tea, which covered 59 Tea Estate with an area of 23,524 hectors and employing around 1410 people. Besides these two occupations, livestock, forestry, fishing, plantation, orchard and allied activities cover 93,428 persons and 28,466 persons are associated with trade and commerce. Total industrial workers- household and other then household combined is 14,821. The per capita income of the District is Rs. 3178.00 at 2244.60 and urban area Rs. 3339.00.

CULTURAL HERITAGE :

The District feature in the cultural sphere is that through ethnic texture, costumes, dwelling house, food habits, custom and traditions, songs and dance differ from one ethnic group to another, the fragrance of integration is strongly present every where in the District. The migration of different ethnic groups in to the District. the migration of different ethnic groups in to the District in the resent past has resulted in the present admixture of multifarious culture forming out of the exchange among different ethnic group but no linguistic or religious diversity could make any rift in the culture. The district boasts of the rich culture and heritage of the Bodos, the Kacharies, the Mishings, the Deuries, the Karbies, the Napalies and the tea-tribes. Kheria dance and the Bathou puja among the Bodos, Ainitam, Oikaban and Ali-ai-Igan among the Missings, Kandimama among the Deories and Hatcha Kekan and Rongkher among the Karbies and celebrated in regal festivity.

DEMOGRAPHIC INFORMATION :-

✢ Total Area of the District :	5324 sq. km.	✢	No. of Sub Division :	3 Nos.
✢ No. of Educational Block :	7 Nos.	✢	No. of Development Block:	14 Nos.
✢ No. of Village :	2000 Nos.	✢	No. of GP :	159 Nos.
✢ No. of Tea Garden :	59 Nos.	✢	Population :	Male – 864125 ,
		✢		Female – 813749 ,
		✢		Total – 1677874
✢ Density of Population :	315 / sq. km.	✢	Sex Ratio :	942 per thousand
✢ Population Growth Rate :	2.05 yearly	✢	6-14 yrs. Group Population :	3,14,561

The Population scenario presents a living museum of different human species belonging to different ethnic groups migrating in to the District from time to time, the process that is still continuing. The present plain tribes comprising the Bodos, Kacharies, Lalungs, Ravas, Nishings, Karbies and Deuries thus claim to be the sons of the soil. Came the Aryans Musalmans came during the Mughal

rule and settled here. Cheap agricultural laborers brought from erstwhile East Pakistan during Saciulla Govt. settled here, permanently. The Ahoms who are members of the Tibets-Mongolian race ruled Assam for more than six hundreds years ago after the Chougal Treaty. Many tribal people from other states like Bihar, Orissa, Bengal, Madhya Pradesh and even from far sought were brought by the Britishers to engage them as shear labour in the tea gardens. The caste Hindus came during the Ahcm rule.

TRANSPORT AND COMMUNICATION FACILITIES :

The principal transport system of the District covers by the railway and road transport. The N.H. 52 runs West to East of the District and it is the main road link of the district. Moreover, Sonitpuris the gateway to Arunachal Pradesi. but the transport and communication facilities in the remote areas are too poor. Through the Rangia to Murkongsalek M.G. Railway line runs through the District cannot cater the needs of the people at large. On the other hand, no radio and television transmission stations have yet been established in the District. Of course the cther communication facilities of the District to some extent satisfactory, through it is not equally true in the remote village.

HISTORICAL IMPORTANCE :

Sonitpur has a rich historical background. It was the capital of King Banasura at Tezpur. According to "Kalikapuran" a battle took place among "Hari Hara" (Sri Krishna and Siva) at Tezpur when "Anirudha" grandson of Sri Krishna wanted to marry "Usha" daughter of Banasura. This battle was terrible and thousands of people were killed. The place was covered by blood and from that time, the name of the place was known as Tezpur. From Tezpur the Historical name of the District became Sonitpur.

Several ancient moments of different ages have been discovered in the District. The "Mahabhairab temple' the 'Aginigarh', the 'Raudrapadm', the 'Hazarapukhuri', etc. are some of the ancient historical moments in the District Hqu. of the District. A large number of the Siva temple and other historical moments are scattered in and around the District.

Many tourists came to visit those places in all the year round. One of the earliest temples is seen in a village called Dah Paroahati near the town of Tezpur. The ruins besides other architectural stone coverage consist of exquisite doorframe. It seems to be creation of Gupta age. The Singi Mari temple near Dhekiajuli, the Holeswar temple at Goroimari, the Nagsankar temple near Sootea, Bharibi temple at Tezpur and pilgrimage of Biswanath ghat are some of the ancient remarkable temple. The only mental hospital of Assam is located in the District hqu. of the Sonitpur.

The people of the district have also a remarkable contribution in the freedom moment of India, "Gohpur", "Sootea", and Dhekiajuli are some of the well-known places freedom movement of India. Swahid Mukanda Kakati and Kanaklata were the great martyrs of the soil who fought and died in the movement of 1942.

INFRASTUCTURAL FACILITIES :

The overall infrastructure of the District is quite and peaceful for human habitation, Tezpur the District Hqu. of Sonitpur is a beautiful town of Assam. The land composition of the southern part is fertile for agriculture in comparison to the northern side. The total land area for agriculture in comparison to the northern side. The total land area for agriculture in the District is 1,84,000 hectors. The northern side of the District is covered by 59 green leaf tea garden. But in the rural area, the economic condition of the peoples was very poor. About 45% people are living below poverty line. Hence, they are both socially and educationally backward. No Remarkable industry has been set up in the District except tea gardens. So, entire District is industrially most background.

POPULATION :- AREA WISE TOTAL POPULATION :

Name of the block / Population

Urban areas :

Sl. No	Name of the Block	Male	Female	Total population
1	Dhekiajuli block	130281	121324	251605
2	Gabharu Block	85591	76315	161906
3	Balipara Block	151553	138497	290050
4	Naduar block	84988	77814	162802
5	Bisewanath Block	64086	58731	122817
6	Behali block	58416	54451	112867
7	Choiduar block	112983	105345	218332
8	Tezpur urban area	30108	24976	55084
9	Dhekiajuli urban	8519	7220	15729
10	Rangapara urban	10281	8244	18525
11	Biswanath urban	7982	6588	14570
	Total population of Sonitpur District (As per census report 1991)	**744778**	**699509**	**1424287**
	(As per census report 2001)	864125	813749	1677874

CHAPTER II
EDUCATIONAL PROFILE OF THE DISTRICT
A.   Access:

49.9% of school going 5-9 yrs children have a Primary school within 1 km. Walking distance. Regarding 10-14 yrs school going children 89.9% of them have a Upper Primary school within 3 km . distance.

Table 2.1
Availability of school for 5-9 age group children(Sourse House to house survey)

SI No.	Block	Number of 5-9 age group children having schools			
		Within .5 KM	Within 1 KM	Within 2 KM	Above 2 KM
1	Balipara	10294	8695	1411	515
2	Behali	6426	1921	1522	201
3	Biswanath	5968	2584	1951	853
4	Chaiduar	2032		3220	1345
5	Dhekiajuli	5245	7309	71121	1512
6	Gabharu	16104	2653	713	1847
7	Naduar	12235	8926	2514	2002
	Total	58304	32088	82452	8275

Table 2.2
Availability of school for 5-9 age group children(Sourse House to house survey)

SI No.	Block	Number of 10-14 age group children having schools			
		Within 1 KM	Within 2 KM	Within 3 KM	Above 3 KM
1	Balipara	5857	2181	1785	621
2	Behali	2552	3627	1701	
3	Biswanath	5534	1741	1328	1427
4	Chaiduar	4360	4528	4165	4623
5	Dhekiajuli	6078	3752	1269	821
6	Gabharu	12500	1311	522	1007
7	Naduar	9277	1950	1831	219
	Total	46158	19090	12601	8718

Table 2.3
Number of Primary and Upper Primary Schools (Management wise)

SI No.	Type of Management	LP School	Upper Primary School			Composite School with UP
			With LP	Without LP	Total	
1	Central Govt.					3
2	State Govt.	1335	50	160	210	71
3	Tea Garden Management School	97				
4	Venture School	314		24	24	
5	Private School					70
6	Recognized			37	37	
	Total	1746	50	221	271	144

76% of the Primary Schools are managed by the State Govt. Only .055% of Primary schools are under the Tea Garden Management while 17.98% are Venture. In the case of Upper Primary 77.49% are Govt. while 22.5% are recognized or permitted. The share of State Govt.(49.3%) in composite school with Upper Primary while 48.6% are shared by the Private school.

Table 2.4
Blockwise distribution of Govt./Provincializes/Recognized Primary and Upper Primary Schools

SI No.	Block	Primary School	In %	Middle School	Recognised Middle School	In %
1	Balipara	210	16	32	8	16
2	Behali	131	10	13	4	7
3	Biswanath	103	8	12	2	6
4	Chaiduar	284	21	53	13	27
5	Dhekiajuli	219	16	36	9	18
6	Gabharu	176	13	31	1	13
7	Naduar	212	16	33		13
	Total	1335	100	210	37	100

From the data above shown that the majority of schools almost all types are concentrated in Chaiduar block which is incidentally the biggest block in terms of area. The availability of secondary school is evidentally favour urban i.e. Gohpur block,the district head quarter block.

Table 2.5

Coverage of UP schools by LP schools :

SI No.	Block	LP School	Position of UP	Avaibility of 1 UP against Nos of LP School
1	Balipara	210	40	5.25
2	Behali	131	21	6.24
3	Biswanath	103	20	5.15
4	Chaiduar	284	66	4.3
5	Dhekiajuli	219	42	5.21
6	Gabharu	176	46	3.83
7	Naduar	212	46	4.61
	Total	1335	281	4.75

There is one Upper Primary school against almost five nos. of Lower Primary schools in the district. However, there is no uniformity . . . j n . cf UP school available against LP schools. In this regard the preference goes in favour of urban area i.e. Gabharu block while Dhekiajuli, Biswanath, Behali and Balipara blocks where the most of Tea Garden are concentrated are less fortunate.

Enrolment and Dropout:

In Sonitpur the rate of enrolled in 5-14 age group children is 75% out of which 5% is dropped out. As per House to House survey the total no. of 49249 of 5-9 age group children in the district are out of school. A total 29.78% of 5-9 age group children are out of school The no. of non-enrolled is 32110 while 17139 nos. are dropped out. The rate of out of school among tea tribe community is the highest among all other communities. The rate is 41% for the district for tea tribe. While Naduar is highest(70%) among the blocks . The rate of out of school among SC children is again highest in the same block.

Table 2.6

6-14 Age group children enrolled,never-enrolled & dropout children

SI No.	Block	Enrolled	In %	Never Enrolled	In %	Drop out	In %	Population (5+-13+)
1	Balipara	36021	65	15992	29	3407	6	55420
2	Behali	17669	74	4540	19	1615	7	23824
3	Biswanath	19617	73	5964	22	1222	5	26805
4	Chaiduar	37945	82	5759	12	2721	6	46425
5	Dhekiajuli	46583	72	15255	23	3201	5	65039
6	Gabharu	27792	84	4309	13	1073	3	33174
7	Naduar	30809	82	4724	13	2219	6	37752
	Total	216436	76	56543	19	15458	5	288437

The above data shows that 75% of the children are in school while 25% are out of school. Out of 25% of the total out of school children only 5 % are dropped out. In terms of the never enrolled children Balipara block is at the top of the list. Incidentally, the blocks where most of the tea gardens are concentrated the rate of never enrolled is higher i.e. Baliapara,Dhekiajuli,Biswanath and Behali.

Table 2.7

(5-8) age group enrolled,never enrolled,dropout children

SI No.	Block	Enrolled	In %	Never Enrolled	In %	Drop out	In %	Total Child Population
1	Balipara	18232	66%	8577	31%	626	2%	27435
2	Behali	10173	78%	2523	19%	361	3%	13057
3	Biswanath	10353	76%	2951	22%	282	2%	13586
4	Chaiduar	21188	87%	2661	11%	593	2%	24442
5	Dhekiajuli	24447	72%	8851	26%	856	3%	34154
6	Gabharu	12982	82%	2451	16%	326	2%	15759
7	Naduar	16731	85%	2455	13%	451	2%	19637
	Total	114106	77%	30469	21%	3495	2%	148070

DPEP-II, Sonitpur.

Table 2.8

(9+ - 11+) age group enrolled,never enrolled,dropout children

SI No.	Block	Enrolled	In %	Never Enrolled	In %	Drop out	In %	Total Child Population
1	Balipara	9674	64%	4278	28%	1086	7%	15038
2	Behali	4776	75%	982	15%	642	10%	6400
3	Biswanath	5801	75%	1619	21%	365	5%	7785
4	Chaiduar	10865	83%	1396	11%	756	6%	13017
5	Dhekiajuli	13743	75%	3637	20%	1023	6%	18403
6	Gabharu	7894	84%	1132	12%	321	3%	9347
7	Naduar	8865	81%	1320	12%	725	7%	10910
	Total	61618	76%	14364	18%	4918	6%	80900

Table 2.9

(12+ - 13+) age group enrolled,never enrolled,dropout children

SI No.	Block	Enrolled	In %	Never Enrolled	In %	Drop out	In %	Total Child Population
1	Balipara	8119	63%	3137	24%	1699	13%	12955
2	Behali	2720	62%	1035	24%	612	14%	4367
3	Biswanath	3586	65%	1395	25%	575	10%	5556
4	Chaiduar	5892	66%	1702	19%	1372	15%	8966
5	Dhekiajuli	8393	67%	2767	22%	1322	11%	12482
6	Gabharu	3970	78%	726	14%	426	8%	5122
7	Naduar	5213	72%	949	13%	1043	14%	7205
	Total	37893	67%	11711	21%	7049	12%	56653

Table 2.10

Age group and castewise enrolment(House to House survey)

Block	Age Group	In all		SC		ST		OBC		MOBC		Tea-tribe		Gen	
		B	G	B	G	B	G	B	G	B	G	B	G	B	G
Bisw..th	5 to 9 +	?	7490	797	?	777	736	788	723	157	152	2956	2440	2860	2752
	10+ to 14+	5968	5507	560	545	564	456	824	739	113	134	1705	1581	2202	2054
Naduar	5+ to 9 +	15423	14829	893	786	1360	1340	3999	3559	877	872	1950	1853	6344	6419
	10+ to 14+	12091	11543	678	672	1625	1613	3670	3443	768	591	1640	1590	3710	3634
Behali	5+ to 9 +	8052	7260	1442	1469	629	653	1399	1226	214	201	3160	2831	1170	1100
	10+ to 14+	7049	6217	1267	1044	624	527	1232	1186	239	173	2501	2200	1190	1087
Chaiduar	5+ to 9 +	14352	13620	2689	2616	3142	3075	3620	3349			2231	2223	2670	2307
	10+ to 14+	11792	11113	2323	2144	2471	2803	3801	3150			1412	1386	2185	2022
Balipara	5+ to 9 +	12704	11928	1016	800	2196	1860	1490	1450	526	598	1584	1292	5892	5938
	10+ to 14+	10308	9520	632	606	1868	1744	1060	962	700	628	1408	1138	4640	4442
Gabharu	5+ to 9 +	10798	10135	1138	1051	807	741	2032	1876	99	92	415	360	6301	6015
	10+ to 14+	?	8603	1064	904	763	670	2010	1947	126	110	287	240	4900	4676
Dhekiajuli	5+ to 9 +	?	?	1522	1201	1677	1422	3290	2917	363	229	3178	2806	3441	3906
	10+ to 14+	10162	8849	969	831	1436	1010	2437	2294	214	154	2283	1811	2823	2749
Total				16990	15409	19939	18650	31652	28821	4396	3934	26710	23751	50328	49161

Table 2.11
Bioch wise GER and NER at Primary level by gender(Based on VER 2002)

SL No.	Block	(5-8) Age population			Total enrollment in classes(I - IV)			(5-8) Age group Enrollment in classes(I-IV)			GER			NER	
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
1	Balipara	11748	15687	27435	9444	12660	22104	5055	9019	14074	80.30%	80.70%	80.60%	43%	63.20
2	Behali	6777	6280	13057	6155	5808	11963	4597	4190	8787	90.80%	92.50%	91.60%	67.80%	66.70
3	Biswanath	6940	6640	13586	7081	6395	13476	4950	4572	9522	101.90%	96.30%	99.10%	71.30%	68.90
4	Chaiduar	12576	11866	24442	12177	11408	23585	9488	8902	18390	96.80%	96.10%	96.50%	75.40%	75%
5	Dhekiajuli	17735	16419	34154	17251	15618	32869	11209	10077	21286	97.30%	95.10%	96.20%	63.20%	61.40
6	Gabharu	7929	7830	15759	8444	8261	16705	5642	5541	11183	106.50%	105.50%	106%	71.20%	70.80%
7	Naduar	10101	9536	19637	101319	9054	110373	7132	6602	13734	102.10%	94.90%	98.70%	70.60%	69.20%
	Total	73812	74258	148070	161871	69204	231075	48073	49803	97876					

Table 2.12
wise GER and NER at Upper Primary level by gender(Based on VER 2002)

SL No.	Block	(9-11) Age population			Total enrollment in clasess (V-VII)			(9-11) Age group Enrollment in class (V-VII)			GER			NER		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Balipara	8364	6674	15038	5764	5653	11417	1979	1786	3765	68.90%	84.70%	75.90%	43.00%	63.20%	55%
2	Behali	3117	3280	6397	2360	2081	4441	1119	992	2111	75.70%	63.40%	69.40%	67.80%	66.70%	67.30%
3	Biswanath	3674	4111	7785	3531	2987	6518	1876	1561	3437	96.10%	72.70%	83.70%	71%	68.90%	70.00%
4	Chaiduar	6688	6329	13017	6152	5640	11792	3231	2974	6205	91.98%	89.10%	90.60%	75.40%	75.00%	75.20%
5	Dhekiajuli	9503	8900	18403	5494	5117	10611	2078	1954	4032	57.80%	57.50%	57.70%	63.20%	61.40%	62.30%
6	Gabharu	4724	4623	9347	3270	3156	6426	1537	1433	2970	69.20%	49.10%	68.70%	71.20%	70.80%	70.90%
7	Naduar	5713	5197	10910	4269	3770	8039	1703	1538	3241	74.70%	72.50%	73.70%	70.60%	69.20%	69.90%
	Total	41783	39114	80897	30840	28404	59244	13523	12238	25761						

Table 2.13
Teacher position in Govt./Provincialized Primary Schools

Sl No.	Block	No of sanctioned post	No of vaccant post	% of vaccant post	Total no of teacher
1	DI of school, Tezpur	...5	.4	4.. %	528
2	BEEO, Gabhoru	549	13	2.30%	521
3	BEEO, Dhekiajuli	555	18	3.20%	522
4	BEEO.Balipara	611	16	2.60%	580
5	BEEO,Naduar	677	19	2.80%	658
6	DI, Biswanath	67.	2	3.00%	5
7	BEEO,Biswanath	279	8	2.90%	262
8	BEEO.Behali	328	4	1.20%	308
9	BEEO,Chiduar	783	26	3.30%	709
	Total	4398	130	3%	4144

(Source DEEO,Sonitpur)

3% of the total teachers position are vacant in the district. The vacancy position is highest in the urban area i.e. DI.Tezpur.

Table 2.14
The position of Upper Primary school teacher in the district

Sl No.	Block	No of sanssoned post	No of vaccant post	% of vaccant post	Total no of teacher
1	DI of school,tezpur	225	14	6.2	191
2	BEEO, Gabhoru	282	8	2.8	247
3	BEEO, Dhekiajuli	323	6	1.9	287
4	BEEO,Balipara	347	14	4	303
5	BEEO,Naduai	433	20	4.6	382
6	D.I, Biswanath	40	5	12.5	31
7	BEEO,Biswanath	124	4	3.2	112
8	BEEO,Behali	122	4	3.3	105
9	BEEO,Chiduar	474	11	2.3	414
	Total	**2370**	**86**	**3.6**	**2072**

The data shows that the highest percentage of vacant positions of teachers of UP school teacher is in DI,Biswanath, but DI,Tezpur leads in terms of number. The district average is 3.6%.

CHAPTER- III
Planning Process

A lot of interventions have been made since inception of DPEP in Sonitpur for the universalisation of the Primary Education, both in terms of quantity and quality. Yet there are a lot to do in this regards.

With a view to decentralize the task of community participation a large number of volunteers were mobilized for collection and completion of data at village level. The 2001. House to house survey was conducted in each village by the VECs with the help of volunteers in 129 clusters of the district. This data again compiled village wise, cluster wise and block wise.

Again, involving the Village Education Committees in each village Tea Garden Education Committees in Tea Garden areas. the Village Education Register (VER) has been prepared during Sept.'02 1232 VECs has been involved in this task of data collection. The local NGOs, youth club, teachers and ECE, IED, and AS workers have also participated in this task. Before implementation and collection of data, the VECs, TGECs were oriented for one day at village level by the concerned CRCCs and RPs.

Table 3.1
No.of People's Committee and Educational Centres

Sl. No.	Block	No. of VEC	No. of TGEC	No.of WEC	No. of GPEC	No. of ECE Centre	No. of AS Centre	No. of IED Readiness Centre
1	Balipara	180	35	4	25	28	40	6
2	Behali	108	12		17	50	50	3
3	Biswanath	91	12	7	15	52	69	4
4	Chaiduar	321	9	6	34	23	50	5
5	Dhekiajuli	230	21	10	26	46	26	6
6	Ghabharu	128		19	18	10	38	12
7	Naduar	174	6		20	50	40	4
	Total	1232	95	46	155	259	313	40

For supervising the VER data collection, a group of 35 District Resource Persons were oriented for 2 days at district level and 3 days special orientation was given to them at state level.

As a DPEP district several initiatives and programmes are being implemented in the district of sonitpur under different components. The information and data has been already gathered on the Access & Enrolment, Dropout and Problems related to quality education

in the district. The analysis of these component wise data on the present educational status of the district revels that the Sarva Siksha Abhijan for fulfillment of UEE in the district will be of utmost necessity.

Table 3.2
Govt. & Provincialised Schools

Sl.No.	Block	No. of LP Schools	Upper Primary Schools		Composite School with UP
			UP with LP	Only UP	
1	Balipara	210	9	23	8
2	Behali	131	5	8	8
3	Biswanath	103	3	9	8
4	Chaiduar	286	14	39	13
5	Dhekiajuli	219	3	33	6
6	Gabharu	176	8	23	15
7	Naduar	212	8	25	13
	Total	1337	50	160	71

Table 3.3
NO. OF TEACHERS

	No. of Teacher in LP Schools	No. of Teachers in UP Schools	No. of Teachers in Composite Schools with UP
District Total	4144	2072	1589

CHAPTER IV
EXISTING SCHEME OF ELEMENTARY EDUCATION

1. Mid Day Meal Scheme:

Coverage:

The mid day meal scheme is relaunched in the month og April'2002.

Implementing Process:

All the Govt and provincialised LP schools including the Tea Garden LP schools are covered by the scheme. The children with 60% attendance during the previous months is entitled to be benefited by the scheme. Each child is given 3 kg. Rice per month under the scheme. The civil administration receives the rice under the scheme from the FCI and distributed the rice through the Head Teacher of the concerned schools.

2. Operation Black Board:

A no. 45 and 40 upper primary schools are covered under OBB scheme during 1998-99 and 1999-2000 year respectively. Moreover the schools covered by PMGY scheme were distributed teaching materials during 2000-01 and 2001-02 period. The coverage of schools were 12 nos. of school per LAC in the district. A total no. of 96 schools were covered by the scheme.

Grants under PMGY Scheme

Period	No. of schools covered	Particulars	Amount
2000-01	40	Additional class room and toilets and drinking water	Rs.1 lakh per school
	40	Toilet/Drinking water in school	Rs.20,000 per school
2001-02	48	Additional class room and toilets and drinking water	Rs.1 lakh per school
	48	Toilet/Drinking water in school	Rs.20,000 per school

CHAPTER V
SPECIAL AREAS AND GROUPS

Demographically the district of Sonitpur, extending from the river Panchnai in the west to Hawajan in the east and Arunachal border in the north and to the river Brahmaputra in south may be treated as a riverine district extending from Arunachal border to 10 to 15 km south of the district cover some of the tea garden areas and forest and border areas. Flood prone and char areas are found in the river Brahmaputra and its tributaries flowing to the south and within the district.

Status:
A. Tea Garden : There are 82 tea gardens with 13 Divisions in the district, the particulars of which are as shown below-

Table 5.1

List of LP and UP schools Tea Garden Area

SI No.	Block	No.of Tea Division	No.of schools		No.of teachers	
			L.P	U.P	L.P	U.P
1	Balipara	35	33	NIL	69	NIL
2	Behali	12	15	NIL	35	NIL
3	Biswanath	12	14	NIL	27	NIL
4	Chaiduar	9	7	NIL	20	NIL
5	I ajı	21	2 2	NIL	43	NIL
6	Gabharu	NIL	NIL	NIL	NIL	NIL
7	Naduar	6	6	NIL	12	NIL
	Total	95	97		206	

Table 5.2

Blockwise total Tea Garden Population

SI Ho.	Block	Population		
		Male	Female	Total
1	Balipara	46289	44311	90600
2	Behali	23705	22809	46514
3	Biswanath	15237	14605	29842
4	Chaiduar	11920	11558	23478
5	Dhekiajuli	24146	23352	47498
6	Gabharu	NIL	NIL	NIL

	Naduar	8146	7736	15882
	Total	**129443**	**124371**	**253814**

Table 5.3

Age group wise child population of Tea Tribes

Sl No.	Block	0-6 Age group			6-10 Age group			11-13 Age group			14 years		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Balipara	8887	8507	17394	6795	6504	13299	3263	3123	6386	1184	1134	2318
2	Behali	4551	4379	8930	3479	3348	6827	1671	1608	3279	606	583	1189
3	Biswanath	2925	2804	5729	2236	2144	4380	1074	1029	2103	390	373	763
4	Chaiduar	2288	2219	4507	1749	1696	3445	840	814	1654	305	295	600
5	Dhekiajuli	4636	4483	9119	3544	3428	6972	1702	1646	3348	618	597	1215
	Gabhar..	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL		NIL	NIL	NIL
7	Naduar	1564	1485	3049	1195	1135	2330	574	545	1119	208	198	406
	Total	24851	23877	48728	18998	18255	37253	9124	8765	17889	3311	3180	6491

Table 5.4

..enrolled and out of school children in tea garden

	Total Child Population	Enrolled	Percentage	Out of school children	Percentage
	8121				
6-10 Years	45374	26090	57%	19284	43%
11-13 Years	17889	9123	51%	8766	49%
14 Years	6491	2985	46%	3506	54%
5-14 Years	**77875**	**43070**	**55%**	**34805**	**45%**

Ex- Tea Garden areas

There are some villages/habitations/areas hereby the tea Gardens of the district in which Ex-tea Garden labourers who are mostly small cultivators and daily wage labourers.These areas have no schooling facilities for their children. Only a few of the parents can afford to send their children to schools in the neighbourhood and that too, situated at a distance of 2 to 3km. They are interested in engaging their children in other income oriented areas rather than sending to schools to compensate their opportunity cost.Atleast100 such Ex-tea garden habitants are there in the district.

Major problems identified in tea garden areas:

1. Management is quite apathetic to the education of T.G children.
2. Lack of schooling facilities within the standard distance of 1 km.

3. Poor infrastructure facilities .
4.Lack of upper primary school.
5. Lack of educational environment.
6. Irregular functioning of the existing school.
7. Absence of supervision and monitoring.
8. The existing schools are overcrowded.
9. Untrained teachers.
10. Lack of girl's education-sibling care at home.

Strategies to be taken up:
1.Dialogue with tea garden management .
2.Activisation of the Tea Garden Education Committees (TGEC).
3.School timing should be made flexible.
4.Provision of upper primary school in tea garden.
5.Awareness on Health check-up programme to be taken up.
6.Provision of training of teachers.
7.Provision for improvement for infrasturctural facilities of the existing LP school.

Char and flood-prone areas:

All the char areas of the district are riverine.Some are accessible with a little difficulty. There are some char areas in Dhekiajuli, Gabharu and Naduar block which are inaccessible by normal mode of communication and separate arrangements are to be made for these areas.These char areas lying at a great distance in the midst of the river Brahmaputra are at a good distance from the mainland and require a lot of time to reach these areas after a very risky and hazardous journey by boat.

Char areas are mostly inhabited by immigrants belonging to minority community.Some are not permanent habitants.They are used to shifting to safer places when the areas are inundated by flood. Schooling facilities for children of this category of population remains a major problem.

Flood-prone areas are low- lying areas and flood is a regular occurance every year as these areas are by the side of the river Brahmaputra and its tributaries flowing through the District .During the flood period, people are shifting to higher grounds for their safety. In lower of these areas , there are schooling facilities for children, Activities go on as usual,sclools function normally during the fair weather season but with the fall of raining season,The situation get changed abruptly-communication get disrupted.School buildings get half-submerged and a big chunk of population shifting to safer places. Sometimes, tents and sheds are raised on the highgrounds and embankments and are used as temporary school building to keep the teaching and learning process continuing.

Table 5.5
Blockwise no. of char and flood prone area

SI No.	Block	Char area	Flood prone area
1	Balipara	17	25
2	Behali	8	7
3	Biswanath	5	3
4	Chaiduar	20	75
5	Dhekiajuli	13	36
6	Gabharu	65	20
7	Naduar	30	32
	Total	1₅₀	198

Table 5.6
⋯ ⋯ ⋯ children in char areas

Total child		School going children				out of school children				
		⋯12		)	2	24	⋯	⋯	25,280	

Char areas:-
Problems identified:

1. Unserved areas- lack of education facilities.
2. Areas are isolated and sometimes remote .
3. Great distance from the mainland – absence of communication facilities.
4. lack of awareness and intimation.
5. Illiteracy on the part of parents and guardians.

Strategies:

1. Provision for schooling facilities.
2. Survey-microplanning and school mapping.
3. formation of educational committees and implementation of VER.
4. Capaing for awareness and motivation by resource group members.
5. Regular contact programme in char areas.

6(a) There are some religious institutions in char areas where children have access to religious curriculum only. For those children special inputs are to be provided on formal education in those identified religious institutions.

(b) The religious leaders, organizations head will be oriented and motivated towards the needs for formal education for the children of religious institutions.

(c) Training to be provided to "Jonabs", Maulavis" of identified religious institutions on formal curriculum, teaching learning processes.

Forest/Border Areas:

These are very difficult and remote areas. These areas in some cases stretch up to 15-20 km. South of Assam Arunachal Border. The northern parts of all the seven blocks of the district of Sonitpur fall under these areas.

There are 24 forest villages recognized by the forest deptt. Under forest range office. These villages have sizable populations and have Provincilalized LP schools in them. Barring these few recognized forest villages, the rest are encroached areas. The villages are
 . . .   in the rest . . .

. . .   . . . inhabited by ST (. . . People) coming f . . . different districts of the state from time to time. This trend is still . . .

. . . the only agency . . . to the issues o . . . , . . . ation. A large no. of venture LP schools (. . . medium) has . . . up in these areas un . . . . and super . . . on of Bodo Sahitya Sabha and these are functioning thatched sheds and tents

Sometimes the district administration carries on eviction drive with the help of forest department and dismantle the huts of encroachers but as soon as the eviction party leaves , huts and sheds are again raised by the people very soon and normalcy prevails again.

Problems identified:
1. The areas are encroached areas.
2. Areas are very remote and isolated.
3. Communication problem poses a great handicap.
4. High no. of never enrolled .
5. Lack of infrastructure facilities.
6. Language problem.

7. Lack of awareness and motivation.
8. Some areas are militancy infested.
9. Health hazards.

Strategies to be adopted:

1. Formation of village education committees and implementation of VER.
2. Microplanning and school mapping exercises in the forest villages .
3. Provision of schooling facilities including opening of AS/EGS centres.
4. Linkage with the local organizations like "Bodo Sahitya Sabha" ,Youth club, Community leaders etc.
5. Deployment of local Resource persons in mobilization works.
6. Regular contact with the local people by the educational functionaries.
7. The motivation, ethnic social culture , functions and festivals in the village level will be organized through agents like VEC/GPEC/MG/SMC in a particular day arranging SSA exhibition with active involvement of the above organizations.

Table 5.7

Block ... of Forest/Border Area

1	Balipara	97
2	Behali	68
3	Biswanath	19
4	Chaiduar	153
5	Dhekiajuli	93
6	Gabharu	
7	Naduar	113
Total		**543**

Table 5.8
Status of children of the age group 4-13 years

Sl No.	Block	School going children					Out of school children				
		5-8	9-11	12+	13+	Total	5-8	9-11	12+	13+	Total
1	Balipara	310	192	130	102	734	1940	485	388	331	3144
2	Behali	264	121	92	63	540	1360	2304	272	240	4176
3	Biswanath	73	41	25	16	155	380	95	76	54	605
4	Chaiduar	625	403	288	208	1524	2060	765	612	159	3590
5	Dheki.	502	804	298	321	3005	2865	460	272	291	3088
6	G.										
7	Nadu.r	932	502	370	213	2017	1260	565	452	226	2503
Total		4506	2063	1303	923	8795	9865	4674	2172	1301	18012

CHAPTER VI
FUNCTIONAL AREA WISE STATUS,ISSUES,STRETEGIES AND INTERVE NTIONS
(ALTERNATIVE SCHOOLING/EDUCATION GAURANTEE SCHEME/BRIDC E COURSE)

Introduction:

The 93rd constitutional amendment in 2001 has declared Elementary Educ ition for children between 6-14 years of age is now a fundamental right . Under Sarba Siksha Abijan Mission(SSA), all children a e to be enrolled in formal school or alternative school within 2003-04.

As a first step to ensure Universalization of Elementary Education , we hav to ensure universal physical access viz. availability of schooling facilities within a reason distance. Under SSA (EGS and AIE),it he s been provided that there should be school/alternative school within 1 km. of every habitation.

Many steps are already implementing specific interventions to provide acce: s to unserved habitation viz. EGS of Madhya Pradesh. Rajiv Gandhi Swarna Jayanti Pathsala of Rajastan , Sishu Siksha Karma st ushi 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 addresse: quickly ,if we are to move quickly towards UEE.

Objectives:

To achieve universal physical access ," Amar Pathsala's" or Alternative scl ɔols(EGS) would be set up in the unserved habitation, which would provide education of equivalent level as that in formal schools . All habitations not having a Primary school within 1 km. and having a minimum of school age group children will be entitled to have . n EGS type school . Children who have dropped out of school will have an opportunity to avail of Bridge Courses , aimed at their m ainstreaming. The objectives is to see the EGS and AIE as integrated to the quest of UEE.

1. Status:

The VER conducted during 2002 in Sonitpur District reflect that there are 1,0 ',944 nos. of out of school children in the district and out of which 28,356 nos. of children are living in 498 no . of habitations having no Primary formal school(Govt./Provincialized/Venture/Private school) within a walkable distanc ə at 1.5 km. radius.

There are 7 blocks in Sonitpur district and Tea Garden, Forest, Char, Rive ine , Border and general area cover the whole district. There are 59 Tea gardens in Sonitpur district and total 95 division are there in these tea gardens. On the otherhand , a major part covered by the char and forest areas.

DPEP-II, Sonitpur.

UNSERVED HABITATION WISE CHILDREN POPULATION)MINIMUM 25 OUT OF SCHOOL CHILDREN)

Sl.No.	Block	Area	Total No. of unserved habitation with distance criteria			Total No. of out of school children(5-13 yrs)	Total No. of EGS(AP) school required	Remarks
			1.5-2 km	More than 2 km	Total			
1	Balipara	T.G.	21	18	39	2218	88	
		Forest	6	17	23	2137	85	
		Char			0			
		General	32	9	41	2213	55	
		Total	59	44	103	6568	228	
2	Behali	T.G.		22	22	1552	62	
		Forest	4	4	8	278	11	
	.	Char		1	3	105	4	
		General	6	3	14	497	12	
		Total	10	30	47	2432	89	
3	Biswanath	T.G.	40	13	53	1325	53	
		Forest	7	14	21	525	21	
		Char					15	
		General	6	9	15	600		
		Total	53	36	89	2450	89	
4	Chaiduar	T.G.	1	4	5	863	34	
		Forest	18	2	20	761	30	
		Char	2	1	3	56	2	

		General	16	2	18	1995	49
		Total	37	9	46	3675	115
5	Dhekiajuli	T.G.	13	7	20	1714	68
		Forest	13	7	20	1028	41
		Char	4		4	465	18
		General	20	8	28	2748	68
		Total	50	22	72	5955	195
6	Gabharu	T.G.					
		Forest					
		Char	13	7	20	2761	110
		General	6	1	7	331	9
		Total	19	8	27	3092	119
7	Naduar	T.G.	8		8	428	17
		Forest	22	12	34	930	37
		Char	39	12	51	1977	79
		General	19	2	21	849	21
		Total	88	26	114	4184	154
	Grand Total		316	175	498	28356	989

2. **Problem and issues:**
   a) **Tea Garden Areas**
   - Child labour
   - Alcoholic Addiction
   - Lack of co-ordination between garden management and labour community
   - Lack of Infrastractural facilities

27/97

- Home and school language differs. Local language- franka is sadri but the children have to read Assmese medium.
- Some time the school teacher is deputed to other works and their appoinment as office worker(some where)
- Sibling care.
- High PTR.
- Illiteracy of guardians.
- Ill health of Children's.
- Poor schooling facilities.
- Far distance to upper primary school.
- Flexible school timing it depends on management.
- Lack of co-relation between formal school & management school but curriculum &textbook same.

b) FOREST AND BORDER AREAS

- Segregated household.
- Insurgency.
- Children are also engaged in collection of minor forest products along with their guardians/guardians.
- Mobility in those areas itself is a problem.
- Lack of communication.
- Poverty.
- People are of different ethnic groups having different cultures and language .
- In case of children living in encroached forest areas , often have to shift from one place to other because of eviction etc.
- Low awareness.
- Poor schooling facilities.

c) CHAR AND REVERINE AREAS:

- Lack of awareness of community and parents.
- Poverty.
- Poor communication.
- Lack of schooling facilities.
- Working children.
- During summer most of the areas are submerged for a longer period.
- Shifting of families during flood time .
- Ill health of children due to epidemic diseases caused by flood.
- Loss of schooling days.
- High PTR.

d) GENERAL AREAS:

- Lack of awareness among parents &guardians.
- Unwilling of parents and guardians to send their child to school.
- Communication problem in some isolated and remote areas.
- Child labour and household works.
- Irregular functioning of some schools.
- Irregular attendance of pupils and teachers.
- Socio-religious barrier.
- Conservative and prejudices regarding girl's education.
- Non-availability of upper primary schools as required.
- Lack of educational environment in home and school.
- Ill health due to unhygienic situation.
- Poor supervision and monitoring.
- High PTR in some schools.

3. OVERALL FRAME WORK:

The "Amar Parhashali" would cover children in the age group of 6-14 years. However "children with minor disabilities up to the age of 18 years could be included complying with the persons with disabilities(Equal opportunities, protection or rights and full participation act1995)".

The "Amar parhashalis would be completely managed by the village education committee(VER)or tea garden education committee(TGEC). The Axom Sarba Siksha Abhijan mission would provide assistance to the VEC/TGEC for running of Amar Parhashalis". This committee could be routed to the VEC/TGEC in two ways.

(a) Directly by the Axom Sarba Sikhsa Avhijan mission.
(b) Through Voluntary agencies who would receive financial support from Axom Sarba Siksha Abhijan Mission .

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

Strategies :

- The EGS would be implemented as an integral part of SSA. Hence, the structure and personnel for supervision of 'Amar Parhashali's would, therefore be a part of the Mission.

§ Under SSA every district would prepare a District Elementary Education Plan (DEEP), which would include a range of interventions for School improvement, recruitment of teachers, quality improvement etc. along with interventions for ensuring education of "out of school" children.

§ All VA proposals would also form part of the district level EGS proposal. The VA proposals would be approved by state EGS Grant-in-Aid Committee.

§ These EGS interventions would be funded directly under SSA. The total budgetary allocation under District Elementary Education Plan (DEEP) for both State and VA run EGS proposals would be within a limit of 25% of the overall DEEP budget.

§ During initial years (2002-03) the 'Amar Parhashali's (EGS school) would run for class-I & II only. But, if in any place, class III/ IV drop out children are found then in those areas provision would be kept for higher classes.

§ The 'Amar Parhashali's (EGS school) would use the Formal Curriculum and Formal Textbooks used in Primary Formal Schools.

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

§ The 'Amar Parhashali's (EGS school) would receive the incentives which are specifically meant for primary provincialised/government schools, viz.

§ School infrastructure grant of Rs. 2000/- per annum.

§ Mid-day meal facilities (as per government norms)

Eligibility :

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

II. For Tea Garden areas the provisions of 'Assam Plantation Labour Rules (APLR), 1956' clearly state the responsibility of the garden management providing educational facilities (primary schools). "Every Employer shall offer children between the age of 6 and 12 in his plantation exceeds 25, provide and maintain a primary school or schools for imparting primary education within a distance of 1 mile from the place where the workers resides. [Sec – 14, Rule 52 and 57 (A) – Pg. 20 & 21] (Annexure-2)

'Amar Parhashali's (EGS schools) will be supported in tea gardens where necessary under SSA only if considered decision is reached between the State Government and the Tea Garden Management about the discharge of responsibilities under the APLR, 1956).

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

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

Prioritization :

a. Priority will be given to support to VEC/TGEC for running of 'Amar Parhashali' in Reserve Forest areas, International and Inter-state Boarder areas, Char areas and Tea Garden areas.

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

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

Pre Conditions :

Micro planning :

d. 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 :

e. The respective community could articulate its 'demand' for setting up of an 'Amar Parhashali's (EGS school) with a request in writing to the Block Level SSA Mission Office through the VEC on a prescribed format. (Annexure-3)

f. The proposal should include the list of 'Un-enrolled' children in the age group 5-9 & 10-13 years in that habitation. (Annexure - 4) on the basis of habitation based Micro-Planning exercise or House to House Survey.

g. 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.
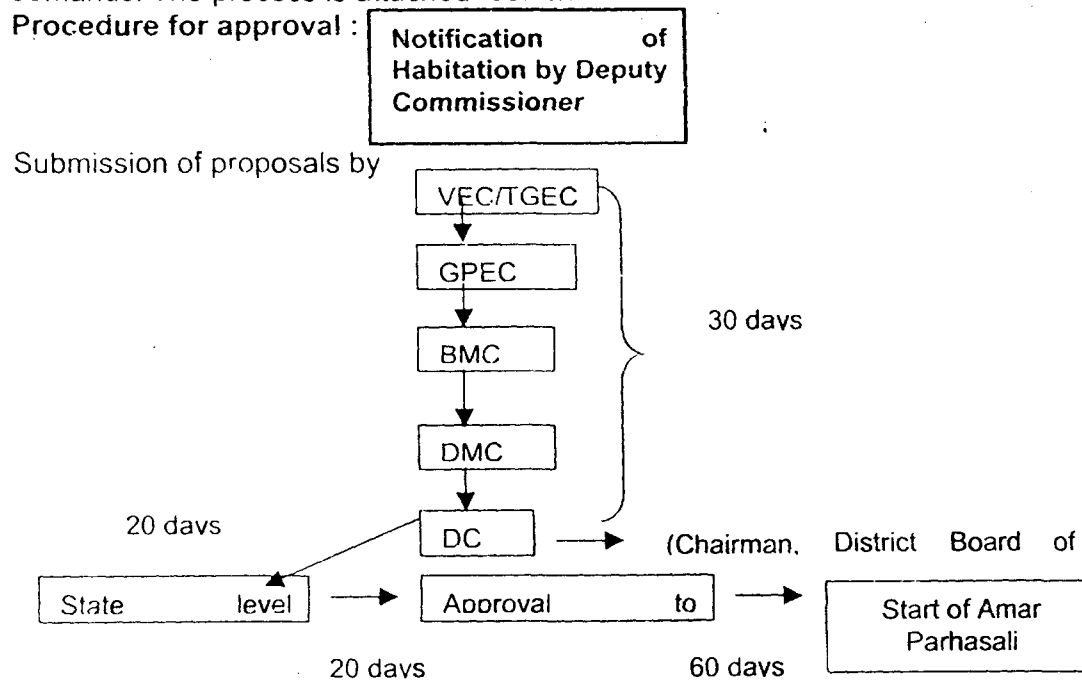
Guarantee :

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

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

Process of approval :

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

Procedure for approval :

```
                        ┌──────────────────────┐
                        │ Notification      of │
                        │ Habitation by Deputy │
                        │ Commissioner         │
                        └──────────────────────┘
                                   │
Submission of proposals by         ▼
                           ┌──────────────┐ ┐
                           │   VEC/TGEC    │ │
                           └──────────────┘ │
                                  │          │
                                  ▼          │
                              ┌───────┐      │
                              │ GPEC  │      │
                              └───────┘      ├  30 days
                                  │          │
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                              ┌───────┐      │
                              │  BMC  │      │
                              └───────┘      │
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                              └───────┘      │
                                  │          ┘
    20 days                       ▼
                              ┌───────┐
                              │  DC   │ ──────▶ (Chairman, District Board of
                              └───────┘
                                ╱
   ┌──────────────┐          ╱
   │ State  level │◀────────
   └──────────────┘ ──▶ ┌──────────────┐ ──▶ ┌────────────────┐
                        │ Approval  to │     │  Start of Amar │
                        └──────────────┘     │    Parhasali   │
      20 days              60 days           └────────────────┘
```

Selection of Siksha Mitras (Education Volunteers) :

The Siksha Mitras would be selected by the concerned VEC through a process. The VEC would advertise locally for engaging an Siksha Mitras in the *'Amar Parhashali'* of the concerned habitation. The advertisement must enclose the notification issued by Deputy Commissioner for setting up an *'Amar Parhashali'* against the specific habitations. The process of selection of Siksha Mitras can be

initiated only after the approval of the Deputy Commissioner/DEEO for and 'Amar Parhashali' has been communicated to the VEC/TGEC (on receipt of approval of State EGS committee).

a) Qualification :

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

a) Who can apply :

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

b) Selection committee :

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

c) Selection Process :

(i) 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 :

① 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.
② The Agreement Paper must have to clearly state that the contract will valid for a period of 10 months only.
③ 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.
④ The VEC/TGEC would receive assistance from the District/Block Level Mission office for running of 'Amar Parhashali'

③ The Siksha Mitra will have no claims whatsoever for continuation beyond the contract period or adjustment elsewhere in case the *'Amar Parhashali'* is closed down for some reason by the VEC or the ASSAM district wise support to the VEC/TGEC for these purpose.

③ The Siksha Mitra can be removed by a resolution of the VEC/TGEC to be approved by atleast $2/3^{rd}$ of the members. The resolution can be taken only on the grounds of non-performance or poor performance of duties as Siksha Mitra in the *'Amar Parhashali'*.

Training of Siksha Mitra :

a) Induction level training

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

b)   Need Based Training/Refresher Training:

③ The **Siksha Mitra** would receive 15 – 20 days refresher training before starting of a new Academic session.

③ 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 :

③ 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.

③ 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 Parhashalis'*.

③ 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.

and Mainstreaming :

ξ 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 :

  ξ DIET & MISSION functionaries of Block and Cluster level will provide regular academic support to the EGS School.

  ξ Regular Monthly Review meetings will be held at Cluster level for Siksha Mitras.

Supervision & Monitoring :

  ξ State educational functionaries and Mission functionaries will regularly supervise the EGS schools.

  ξ 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 Parhashalis'* 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.

DPEP-II, Sonitpur.

The total assistance to VEC/TGEC per year for running of 'Amar Parahashali' 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.
2.	Teaching Learning Material equipment in the EGS school	Rs. 1100/- per Amar Parhashali
3	Contingency	Rs. 100/- Per month

Support from Mission for running of Amar Parhashali

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

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

Specific area Strategy
Community Mobilization for 'Thinly Populated/ Scattered Area' :
Residential EGS schools:

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

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

EGS Schools with Upper Primary Sections :
Under SSA, 50 nos. of EGS schools with Upper Primary sections will be started in the Special Focus Group (SFG) areas like Tea Garden, Boarder, Forest, Isolated Char and Hill areas. Around 2,000 out of school children of age group 10-14 years will be covered under Upper Primary EGS schools. There will be 2 Siksha Mitras for every Upper Primary EGS school. There 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.

UNSERVED HABITATION COVERAGE BY THE –A.S. CENTRE DURING DPEP PERIOD.

Alternative Schooling Centre:-With the view of fulfill the aim of UEE(Universalisation of Elementary Education) for all the children of 6-14 years age group in accordance with the Indian constitution , the alternative schooling component has been established for the group who failed to attend school or dropped out from school due to different causes. To avail the opportunity to complete elementary education.Alternative schooling centers (AP)&Muktabs have been set up in the Educational Blocks of Sonitpur district.

There are total 313 Nos. of AS centre running across the 7 blocks of Sonitpur District of which 21 Nos. are Muktab centres in minority areas. A total 14881 nos. of children are being imparted primary education in these centres.

From 2000-02 year total 4547 Nos. of children were mainstreamed from these centres.

The present status of Alternative schooling centre are given below.

It may be mentioned that all the existing alternative schooling centres were setup in school less (Unserved Habitation) habitations except urban areas to serve the 6-14 age group children.

Total 313 Nos. of siksha Mitra are engaged in these centers through the village Education Committee and tea garden education committee and supervision and monitoring is regularly being done by 12 Nos. of supervisors engaged for district.

To achieve the quality in AS centre a massive supervision and monitoring system has been introduced involving workers from the state level to the grass root level.The supervision team is in a position to render on the spot support to the AS workers while visiting their respective centres. Thus academic problems are solved in the spot itself to achieve better outcome.

It is important that the workers of the AS centres are to be selected by the Village Education Committee and Tea Garden Education Committee .To involve the community the objective of a management process as per decentralized project.The remuneration and contingency for AS centres are disbursed through the VEC/GEC.

For smooth functioning of the centres Text Book/TLM have been provided to their centres from time to time.

Emphasis has been given on opening more AS centres particularly in TG areas .

The impact of introducing AS centres in unserved habitation is very significant as tremendous response has been found among the parents and guardians of the areas where such centres were proposed to be CONTINUED. EGS financial guidelines follows for AS centres.

Detail breakup of AS centre (AS) during DPEP period is shown in the table below:

Table 6.1
Blockwise enrolment of AS/Muktab Centre

Sl.No	Name of Block	Total No of Centre	Area Wise Centre					Class wise Enrolment					Remarks
			Char	TG/Ex.TG	Forest	Tribal	General	Class I	Class II	Class III	Class IV	Total	
1	Balipara	40	1	29	3	2	5	1165	706	360	235	2466	
2	Behali	50	nil	16	nil	nil	34	1033	776	284	212	2305	
3	Biswanath	69	20	16	nil	nil	33	1084	932	406	294	2716	

4	Chaiduar	50	nil	12	nil	27	11	719	791	326	201	2037
5	Dhekiajuli	26	8	6	1	nil	11	676	427	235	132	1470
6	Gabharu AS	17	7	nil	nil	nil	10	339	227	99	55	720
	Muktab	21	. 21	nil	nil	nil	nil	703	339	115	55	1212
7	Naduar	40	11	11	5	1	12	719	736	334	166	1955
	Total	313	68	90	9	. 30	116	6438	4934	2159	1350	14881

Coverage of out of school children of served areas .

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

Our Goal :-

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

Present status :- The VER conducted 2002 in Sonitpur district reflects that there are 100944 out at school children out at which 78123 are living in served habitations in the age group of 5+ to 13+ years.

Table 6.2

Age group wise population

Block	5-8 years.				9-11 years				12-13 years			
	Total	School going	Never enrolled	Dropout	Total	school Going	Never enrolled	Dropout	Total	School going	Never enrolled	Dropout
Balipara	24846	15643	8577	626	15036	9676	4278	1082	12955	8119	3137	1699
Behali	11671	8787	2523	361	6400	4776	982	642	4367	2720	1035	612
Biswanath	12800	9567	2951	282	7785	5801	1619	365	5556	3586	1395	575
Chaiduar	21765	18511	2661	593	13017	10865	1396	756	8966	5892	1702	1372
Dhekiajuli	31019	21312	8851	856	18412	13743	3637	1032	12482	8393	2767	1322
Gabharu	13996	11219	2451	326	9347	7894	1132	321	4548	3970	391	187
Naduar	24286	13734	10101	451	10910	8865	1320	725	6245	5213	504	528
Total	140383	98773	38115	3495	80907	61620	14364	4923	55119	37893	10931	6295

Table 6.3

Age group wise population in %

Block	5-8 years				9-11 years				12-13 years			
	Total out of school	school going	Never enrolled	Drop-out	Total out of school	school going	Never enrolled	Drop-out	Total out of school	school going	Never enrolled	Drop-out
Balipara	37.04%	62.96%	35.52%	2.52%	35.65%	64.35%	28.45%	7.20%	37.33%	62.67%	24.21%	13.12%
Behali	24.71%	75.29%	21.62%	3.09%	25.38%	74.62%	15.35%	10.04%	37.71%	62.29%	23.70%	14.01%
Biswanath	25.26%	74.74%	23.05%	2.22%	25.48%	74.52%	20.80%	4.68%	35.46%	64.54%	25.11%	10.35%
Chaiduar	15.00%	85.05%	12.23%	2.77%	16.53%	83.47%	10.72%	5.81%	34.29%	65.71%	18.98%	15.31%
Dhekiajuli	31.30%	68.71%	28.53%	2.76%	25.36%	74.64%	19.75%	5.61%	32.76%	67.24%	22.17%	10.59%
Gabharu	19.84%	80.16%	17.51%	2.31%	15.55%	84.45%	12.11%	3.44%	12.71%	87.29%	8.60%	4.11%
Naduar	43.45%	56.55%	41.59%	1.86%	18.74%	81.26%	12.10%	6.64%	16.53%	83.47%	8.07%	8.46%
Total	28.08%	71.92%	25.57%	2.50%	23.24%	76.75%	17.03%	6.20%	29.54%	70.45%	18.69%	10.85%

Table 6.4
Age wise population in %

Block	5-8 years.			9-11 years			12-13 years		
	Total	School going	Out of school	Total	school Going	Out of school	Total	School going	Out of school
Balipara	47.02%	46.78%	47.44%	28.46%	28.94%	27.63%	24.52%	24.28%	24.93%
Behali	50.01%	53.96%	46.86%	28.52%	29.41%	26.38%	19.46%	16.75%	26.76%
Biswanath	48.97%	50.47%	44.98%	22.19%	30.61%	27.61%	21.25%	18.92%	27.41%
Chaiduar	49.75%	52.49%	38.37%	29.75%	30.81%	25.38%	20.49%	16.71%	36.25%
Dhekiajuli	50.10%	49.05%	52.57%	29.74%	31.63%	25.29%	20.16%	19.32%	22.14%
Gabharu	50.18%	48.60%	57.76%	33.51%	34.20%	30.22%	16.31%	17.20%	12.02%
Naduar	58.60%	49.38%	77.42%	26.33%	31.87%	15.00%	15.07%	38.25%	75.72%

Table 6.5
Out of school children

Block	Over all out of school children				Under EGS (5-13 years)	
	5-8years	9-11 years	12-13 years	Total	In EGS	Balance
Balipara	9203	5360	4836	19399	6568	12831
Behali	2884	1624	1647	6155	2432	3723
Biswanath	3233	1984	1970	7187	2450	4737
Chaiduar	3254	2152	3074	8480	3675	4805
Dhekiajuli	9707	4669	4089	18465	5955	12510
Gabharu	2777	1453	578	4808	3092	1716
Naduar	10552	2045	1032	13629	4184	9445
Total	41610	19287	17226	78123	28356	49767

Table 6.6
Projection for BC centre for 5-8 years

Block	2002-2003		2003-04		2004-05		2005-06	
	Learners	No of Centres	Learners	No of Centres	Learners	No of Centres	Learners	No of Centres
Balipara	1027	27	2100	70	2100	70	900	30
Behali	1326	46	600	20				
Biswanath	573	22	900	30	690	23		
Chaiduar	1015	40	600	20	540	18		
Dhekiajuli	1691	48	2100	70	2100	70	600	20
Gabharu	974	36	900	30	900	30		
Naduar	1426	46	1800	60	1800	60	1410	47
Total	8032	265	9000	300	8130	271	2910	97

Table 6.7
Projection for BC centre for 9-13 years

Block	2003-04		2004-05		2005-06	
	Learners	No of Centres	Learners	No of Centres	Learners	No of Centres
Balipara	1350	45	1200	40	1080	36
Behali	450	15	390	13		
Biswanath	900	30	600	20		
Chaiduar	600	20	480	16	450	15
Dhekiajuli	1050	35	1050	35	720	24
Gabharu	600	20	450	15		
Naduar	750	25	360	12		
Total	5700	190	4530	151	2250	75

Block wise Focus Group.

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

Problem and Issues in Served Area
General Problem:

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

Specific Problems

Tea Garden:
  1. Language problem that is ,difference between home & school language
  2. Lack of cooperation between tea garden management and community.
  3. School timing is not supporting the children to attend school during plucking season.
  4. Addiction to liquor which effect in the home environment resulting absenteeism and dropout .
  5. Child labour.

Border/Forest area.
  1. Insurgency problem
  2. Lack of communication of all sorts
  3. Lack of infrastructure facilities.
  4. Language problem(school & home differs).Inadequate facility of medium schools.

Strategy.
Community mobilization –
  1. Create awareness among the community/parents/ZPC members/AP members/VEC/TGEC/GPEC/NGO and elected peoples representative
  2. Educational functionaries of all level & other relevant agencies

2. Formation of Dist. Level Task Force comprising off educational functionaries from dist. & block level, Panchayat members. NGO. Dept. of social Welfare etc. to mobilize the community.
3. Formation of Block level Task Force comprising of educational functionaries from block & cluster level , NGO, GPEC, VEC etc.

Teaching learning practices:

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

i. Various types of training like introductory and refresher training for AC and HT's.

ii. Training for the workers of religious institution (Madrassa, Moth).

iii. TLM will be provided to each BC centers

iv. After completion of course certification and mainstreaming of BC learner will be done properly by giving financial support to AC of BC centers(@ Rs. 50/- per learner in two phases).

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

vi. Exposure visit of AC , HT and VEC members will be under taken.

vii. Grant- in -aid will be given by Mission to willing voluntary organization that intend to run BC centers.

viii. Documentation of the whole process will be done for future modification and alteration.

ix. Translation, adaptation and development of group specific material for various language group of the district.

Different categories of Bridge Course

1. Short term bridge course for the age group 7 – 8 years for 45 days to 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.

2. Long term bridge course will be run 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)

- ξ Motivate parents to enroll children through contact programmes.
- ξ Motivation camps for children to attract towards school education.
- ξ Opening the camps through community support as extended part of FPS.
- ξ Condensed curiculum to be used with relevant TLM
- ξ 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.

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

Short-term bridge course for children of migrated families.

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

Over all frame works

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

Strategies

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

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

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

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

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

Selection Procedure

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

Training

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

TLM

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

Academic evaluation of learner

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

Mainstreaming and Certification

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

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

BRIDGE COURSE FOR URBAN AREA(COVERAGE OF URBAN DEPRIVED CHILDREN UNDER SSA)
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.

CHAPTER VII

COMMUNITY PARTICIPATION

7.1Community Mobilization :

Probably a fact that, to constitute or to build any institution, be it educational or social, the community plays the most pivotal / central role; although due attention is also to be given on the political and economic factors.

Through time less exercise and end less efforts, conductive atmosphere is to be created in the society where the importance of education is widely and reasonably accepted. To make this aspect accepted, the vary concept of community ownership is to be introduced and also sincerely promoted. To achieve this the district of Sonitpur requires special attention for community awareness and involvement in the education matters. Initiatives are to be taken by the community to utilize their available local resources and to harness it for the promotion of education and also the educational Insiitutions with a determined sense of belonging in the mind of the community as one of the partner in educational planning and management which is to be in calculated and developed through grass root level organization and Panchayat Raj institutions, the desirable goal of MEE for enrolment of all children of the are group 6-14 years into the school may be achieved successfully.

On the light of the above experiences, we need to identify the broad issues and problems related to the community participation in the management of primary education in the district of Sonitpur.

Broad issues & Problems :
- Out of school Children in certain villages / Habitations especially in the Tea Gardens Char Areas and most remote villages, forest and border areas.
- Dropout problems in certain pockets / villages.
- Irregularity of pupils / Teachers.
- De-motivation of community in Tea Garden and other socially backward pockets.
- Less schooling facilities and no schooling facilities in backward areas. (Char areas, Forest and Border and Tea Gardens)
- Teachers apathy towards school developmental activity
- Children labours.
- Sibling case.
- Lack of filling of ownership amongst the community.
- De-Motivation in teaching learning process.
- High PTR.
- Inactive VEC / TGEC and SMC's.

- Poverty.
- Illiteracy and non-involvement of women in some pockets especially in Minority dominated areas and in the Tea Gardens.
- Poor infrastructure facilities in schools.
- Communications gap among community.
- Poor transport communication facilities.
- Shifting and migrated populations.
- Flood problems.
- Insurgency problems.
- Eviction especially in forest areas / char land.

Specific steps for community Mobilization :
1. Habitation level intervention for development of backward and remote areas.
2. Mobilization of women's group (MG / MS / SHG)
3. Community based programme
4. Linkage with PRI, Religious bodies village head.
5. Modification and strengthening of existing monitoring system with special emphasis on community based monitoring system.
6. Empowerment of community based bodies like VEC's / TGEC's / SMC's / NGO's / Mahila Samittees
7. Capacity building of functionaries, grass root level bodies & workers etc.

Community based bodies :
1. Village education communities (VEC)
2. The Tea Garden Education Committees (TGEC)
3. The school Managing Committee (SMC)
4. Mahila Sammittee (MS)
5. Parent Teacher Association (PTA)
6. Mother's Group (MG)
7. Self-Help Group (SHG)
8. Non-Governmental Organization (NGO)
9. Gaon Panchayat Education Committees (GPEC)
10. Ward Education Committees (WEC)

Change Agent :
1. Gaon Burha / Village headman.

2.   PRI
3.   VEC / TGEC / WEC / GPEC members
4.   Teachers
5.   Missionaries
6.   Religious Leader
7.   Village Dewani
8.   Line Sarder in Tea garden
9.   NGO members
10. AP & GP members
11. RP

Activities and sub-activities	Strategies	Issue to be covered
Formation of community based bodies like VEC, TGEC, SMC, GPEC, SHG, MG (Reformation will be done after completion of the present term)	1. VEC, TGEC, GPEC, SMC will be formed as per Govt. guidelines. 2. School and habitations wise SHG, MG etc. will be formed guideline will be developed.	- Un-enrolled children - Dropout children - Irregular attendance - Disabled children - Empowerment of community based bodies. - Motivation - Children labour
Formation of task force of various level (Task Force will be reformed after 2/3 years interval.	Task Force will be formed at block, Panchayat and village level. Block level T.E will consist of BEEO, BRCC, Educationist, representatives from Health, Police, Forest, General administration department ZP members, AP president, NGO personal, DIET, BTC faculties. GP level Task Force will consist of AP President, AP members VEC President, all GP members, VEC President, SMC President women representatives, ICDS Supervisors and Educationist, of the GP. Village Level TF will be formed with VEC, SMC	100% Enrolment and Retention.

	members, Panchayat members, women representatives, and local NGO members, Gaon Burha, ICDS workers etc. For 100% enrolment and retention for a particular area / Village / Family representatives will be assigned to Block, Panchayat and Village level Task Force members.	

Orientation of Task Force bodies	Orientation of the members of Task Force will be given at block and panchayat level. BTF members will participate at block level training and PTF and VTF members will attend at panchayat level training.
	
	Training Module will be prepared before training. The Module will contain the following topics :
	  a. sharing of data regarding educational status.
	  b. Discussion of issues and problems of MEE.
	  c. Importance of UEE.
	  d. Survey, Micro Planning and school mapping.
	  e. Village development and school development plan.
	  f. Joyful, activity based and child centric teaching learning process.
	  g. Role and responsibilities of TF.
	  h. Supervision and Monitoring
	  i. Preparation of action Plan.	

Orientation for VEC / TGEC, GPEC, SMC, MS, MG, SHG etc. (Orientation will be organized time to time and as per need)	Orientation for VEC, TGEC, GPEC, SMC, MS, MG will be organized at cluster and Sub-Cluster level. Module will be prepared before training.	
1. Mobilization of VEC, TGEC,	Assignment will be given time to time to the community-	

GPEC, SMC, MS, MG, SHG and Task Force.	based bodies. The assignment will be as follows : a. Micro Project fund will be kept for execution of micro planning, Micro Project like fencing, gardening, herbal Nursery raising, minor repairing link road construction, horticulture at school campus etc. b. Responsibility for conducting survey, Micro planning, school mapping, conduct of games and sports for children, dropout prevention drive will be given to VEC, TGEC, SMC, GPEC, MG, MS, SHG, Task Force.	
2. Distribution and utilization of Infrastructure grant to schools.	Fund will be distributed in the name of VEC and VEC will release the fund to the SMCs after getting approved proposal. The IS grant will be distributed to the VEC's by organizing public representatives at block and sub-block level. Follow up action and Monitoring will be done.	
3. Linkage with PRI ξ Checking of educational status with PRI functionaries. ξ Monthly meet of GPEC at GP. ξ Bi-monthly meeting of GPEC at block. ξ Involvement of GP President and members in Task Force. ξ Contact Programme with PRI functionaries through RP and CRCC. ξ Bi-monthly meeting at District for ZP members, AP President and GP President.	Panchayat President and member will be involved in VEC, TGEC, GPEC and Task Force. Educational status and information will be shared with Panchayat President and members. Monthly meeting of GREC and Bi-monthly meeting of GPEC President will be held at Panchayat and block respectively. Action plan will be developed at the meeting as per need. Moreover, the following activities will be undertaken by all level PRI functionaries. a. Being a member of VEC, TGEC, SMC, GPEC Panchayat members will extend their help and co-operation in preparation of action plan for proper utilization and distribution of	Lack of Proper linkage with PRI.

		infrastructure Grant, school repairing grant and construction fund.
		b. Panchayat functionaries will be involved in Task Force for UEE intervention as that they can provide their support to achieve UEE goal.
		c. Efforts will be made to maintain a regular interaction with all level PRI members. Through RP and functionaries.
		d. For executing SSA programme and activities related to UEE flow of fund to VEC. SMC would be made through the GPEC.
4.	Women's participation and Mobilization.	Campaigning for Women empowerment at block /GP & Village level camp will be organized by BRCC / CRCC / GP functionaries and RP's.
ξ	Women Empowerment Camp.	Campaigning will be made mainly in special areas where enrolment position in poor / women are illiterate / flood prone and Muslim dominated areas. The programme will be mainly based on Enrolment, Health & Hygienic and motherhood.
ξ	Formation of Self-Help Promotion Group.	Function of SHG among the women at habitation levels for economic upliftment of the women and to support the children's education. It will be organized by the RP's with the leadership of CRCC / GP functionaries.
ξ	Orientation / Convocation of SHG.	To empower the members of SHG on rules and regulations of SHG on 2/3 days orientation and convocation camp to be organized at GP level in collaboration with other development department by the CRCC / GP functionaries / RP's.
5. Students Parliament Annual Guardian meet.		The school head teacher will organize guardian meeting once in a year. The meeting will be organized on retention / regular attendance / health & hygiene and on

		achievement levels of the pupils. The school on remedial measures on any issue raised will advise the guardian.	
ξ	School beautification activity.	Action plans development by student Govt. for beautification of school campus. Discussion of the action plan with the teaching staff and its approval. After discussion the school will implement the beautification activity.	
ξ	Friendly school visits.	Yearly 2 times visit to schools within cluster / GP the concerned CRCC will organize and the visit will be purely based on the activity of student Govt. teaching learning, progress, TLM, school beautification etc.	
ξ	School health programme.	Provision of First-Aid-Box in school. A seminar on Health & Hygienic will be organized cluster wise in collaboration with nearly health deportment.	
6.	Implementation of VER and house-to-house survey.		
ξ	Updating of VER.	VER updating will be done by the VEC, TGEC and supervision and monitoring will be done by block level RP's in every quarter.	
ξ	Implementation of VER	New VER will be implement in 2006. Deployment of RP's and their orientation on VER for 2 (two) days will be organized. Before VER implementation, H2 H survey will be conducted by VEC's. The CRCC will be the nodal person and GP / GPEC will assist in VER implementation and H2H Survey.	
ξ	Follow up of VER implementation.	VER will be checked quarterly by the VEC at the schools under the guidance of CRCC and RP's and follow up action will be taken by the VEC / TGEC's for UEE.	
7.	Habitation level intervention for remote and backward	Proper identification of backward area will be done from VER and other sources.	

areas.	
ᶘ Identification of backward areas.	A group of RP will be formed to work in backward areas. Orientation of the resources group will be organized. A module with the following topics will be prepared before orientation.
ᶘ Formation of resource group	
ᶘ M. Preparation for RP orientation	ᶘ Problems of primary education.
	ᶘ Importance of primary education.
ᶘ Organization of contact programme Motivation camp	ᶘ Constitutional provision for educational right and UEE.
ᶘ Mobilization of local clubs / youth, yubak sangha etc.	ᶘ Training method, Communication shills, adult Psychology etc.
ᶘ Micro planning and school mapping in backward areas.	ᶘ School development plan and village development plan.
ᶘ Orientation of resources group on school mapping and MP	ᶘ Teaching learning process and role of community.
	ᶘ Role and responsibilities of VEC / TGEC, SMC GPEC, MG etc.
ᶘ Execution of MP & SM	
ᶘ Follow up action	Motivation Camp at Border, Char, Forest, Tea Garden, reverine areas will be organized through RP. RP will stay at villages for four days and will maintain a close contact with village headman, Panchayat member, religious leader, general community, teacher, parents etc.
ᶘ Exposure of grass root functionaries to the backward areas.	
	RP will contact with women and will try to organized them, SHG, MG, MS will be formed by RP as per need. Women convention will be organize time to time.
	RP will asses need of a particulars and plan will prepared accordingly. Action will be taken with active involvement of community.
	A close contact will be maintained with religious leader and village dewani efforts will be made to motivate them.
	The VER will be checked by the Resource Group and

Identification	appropriate action will be taken accordingly. VEC, TGEC, SMC, MG, MS will also monitor schools, AS, ECE etc. Mobilization of local Clubs, Yubak Sangha will informal discussion will be organized with local Clubs. Review will be done time to time and follow up action will be taken as per need. MP & SM will be organized for assessment of need in backward areas. Monitoring of VEC, SMC, TGEC, GREC and other grass root level bodies will be done through resource group and SSA / Education functionaries at different level. Responsibility for monitoring and supervision will be given to every members of Task force.Block It will monitor the GP level TF and GP level TF will monitor the village level TF. The village TF will monitor the grass root level bodies/institution as per need. VEC/TGEC/SMC/WEC/MG/MS etc. will also monitor schools/AS/ECE etc.	

7.2 Media

In this modern age of sophisticated technology, media plays an important role in shaping public opinion & Creating awarness. This important technology was ignored prior to DPEP Programme. The DPEP programme initially emphasized on the role of media, to achieve100% success in UEE Programme under SSA,media will be used to the fullest possible extent.

The objectives of media strategy:

1. To raise the visibility of SSA as national programme which would help the process of UEE.

2. To mobilize the opinion of the stakeholders of elementary education, opinion makers, legislators, policymakers and other non political social organization ,NGOs and other local bodies and ensure their active participation in the programme.
3. Feedback of the general people which will help us on implementation of the SSA programme in better way.
4. To generate the demand for elementary education in the district.

Strategies

In order to reach the grass root level academic workers like teachers ,CRCCs ,resource persons and field workers etc. the popular media like AIR, DD, News paper ,local magazine will be used.
Major strategies will be as follows.

- Persons will be identified to make a regular liaison between the DMC, programme officers and BMC,BRC,CRC at grass root level and the media to ensure all concerned related to SSA about the latest development and guidelines of SSA in a transparent way.
- Preparation of tabular yearly activity calendar and to distribute the same to all concerned.
- Confirm participation of the media personals from top to bottom and grass root level of SSA activities.
- Monthly sharing workshop with target groups/ NGOs/institute etc. about convergence with govt. and non govt. organizations.
- Regular publicity of SSA programme using DOK ,AIR ,DAVP.
- Production of narrow type films documentary ,story leased films etc .relating to the various component of SSA and sharing & displaying the same to the state and   village level.
- Production of audio materials which include radio talks in motivational topics and sharing the same to the masses .
- Printing and distribution of poster and leaflet.
- Conduct of case studies relating to various component TT,ECE ,IED , MG ,VEC ,TGEC ,GPEC.
- Arrangement of mock exercises and recording the talks ,discussion will ahead of time.
- Collection of chunks in every weak for broadcasting in AIR & DDK.
- Organizing drama , seminar on community participation of village level and to invite media recording and share it to the others.

Interventions·

Public Relation :

- Meeting and discussion will be organized at district block and G.P level and in the focus areas in collaboration with media personals and other functionaries.
- Press release of programmes/workshops/meetings and training along with the performances of SSA shall be published.
- Radio talks on programme like EGS ,BC ,ECE ,would be held.

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

Print media

≟ Press release of programmes/workshops/meetings will be published in News paper ,Magazine.

≟ SSA booklet which includes SSA overview ,outlines of the work done will be produced in English and Assamese language.

≟ Bi-monthly news later in Assamese will be published regularly and it will be distributed to BRCC ,CRCC ,Teachers ,VEC ,SMC ,TDEC ,and GPECS.

≟ SSA hoardings will be displayed in important place of the district.

Electronic Media

Documentaries ,stones based on girls education , EGS ,Bridge course , ECE, Tea Garden ,need of education and enrolment drive ,Community Participation, Film on UEE and teachers participations will be produced. These films will be used as training materials. Video films show will be organizes at the training programmes,exhibition,local mela etc.

Field Publicity

It is proposed to organize educational exhibitions by putting up stall with posters,slowgans,displaying photograph in suitable places on different occasions,festivals and melas. In tea gardens melas will be organized and printing materials for awareness will be distributed to the public and motivational video film will be screened describing the achievement of SSA.

Radio Programme

Radio is the most powerful mass communication media in communicating the remotest and targeted groups at short span of time. So, radio programme will be organized which includes interview, radio talk, discussion on various issues of UEE, role and responsibilities of teachers , community,SHG,BRCC,CRCC,educational administrators.

Visit of media persons to the district
To popularize the SSA programme and its special acceptance the media persons will be invited to project the several success stories and interventions ,disseminations of information creating awareness and for spreading the message of Primary education.

CHAPTER VIII

TEACHERS TRAINING

Our Motto	Every child in school ,
	Every child learning.

Our goal   To develop each school with guarantee of learning for each child i.e.

- Read with comprehension
- Communication orally and in writing
- Resolve and apply simple mathematic l operations
- Application of skill in real life situation
- Appreciation of democratic behavior

Introduction:

The demand for Primary Education from community has incr ased since 93rd amendment of the constitution has made Elementary Education compulsory for all children of the age group 6-1 years . This has set the target for drawing of detail plans to achieve Universal Elementary Education by the targeted year 2010. Tl e entire effort is now centered to cater to the enlarge 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 m be the sharing the responsibilities among the state. Local bodies to achieve community owned quality education in elementary vel. Improving the quality of education in our states implies more than an emphasis on expanding current systems of education. demands a profound modification of basic education in the light of present focus on child as an active subject who participates in h s/her learning process. A shift of emphasis from transmission of information to an emphasis in comprehension and social constructic of knowledge may be taken into consideration. Schools will have to bear the evidence of change in all the related aspects – urriculum, text book,TLM,method,training , supervision and monitoring,research and community participation and evaluation.

The experiences gained during last five years of DPEP interve tions will be utilized implementation of SSA activities during coming years.

Till now, we have understood quality as identifying techniques w ich are likely to impinge on quality and provided inputs in the areas like teachers training , new curriculum and text books and acade ic support. We assume that good inputs will result in improve learning of children . It is based on-

INPUT	⟹	OUTPUT	⟹	OUTCOME
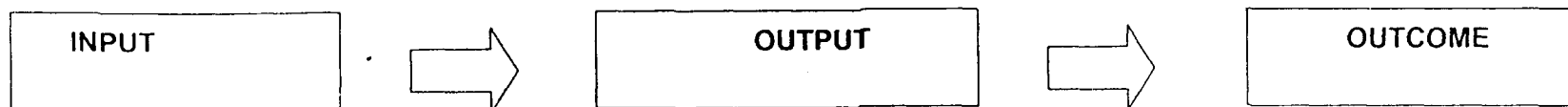
Though inputs are necessary but it is not all.

Basic strategies before us:

1. **We need to define basic minimum learning condition in a school**

   ξ Adequate no. of teachers .
   ξ Building – space for children.
   ξ Text books.
   ξ School functioning for required days and hours and teachers teaching.

2. **Learning by all**

   ξ Unit of work has to shift on school-based development.
   ξ Measuring learning frequently evaluation .
   ξ Accountability of school and teachers for right based approach to education.
   ξ Areas where children's home language is other than the medium of instruction.

Present status:

1. **Availability of teacher**

Table 8.1

Distribution of Primary School by Number of Teachers (Including UP with LP)

Block	1 Teacher	2 Teacher	3 Teacher	4 Teacher	5 Teacher	6 Teacher	Total
Balipara	19	101	37	27	14	21	219
Behali	18	74	22	16	4	2	136
Biswanath	18	37	25	10	5	11	106

Chaiduar	59	116	61	33	14	17	300
Dhekiajuli	43	102	33	19	12	13	222
Gabharu	5	47	49	20	19	44	184
Naduar	14	74	49	32	24	27	220
Total	176	551	276	157	92	135	1387

In Percentage

Block	1 Teacher	2 Teacher	3 Teacher	4 Teacher	5 Teacher	6 Teacher	Total
Balipara	8.68%	46.12%	16.89%	12.33%	6.39%	9.59%	100%
Behali	13.24%	54.41%	16.18%	11.76%	2.94%	1.47%	100%
Biswanath	16.98%	34.90%	23.58%	9.43%	4.72%	10.38%	100%
Chaiduar	19.67%	38.67%	20.33%	11.00%	4.67%	5.67%	100%
Dhekiajuli	19.37%	45.95%	14.86%	8.56%	5.41%	5.86%	100%
Gabharu	2.72%	25.54%	26.63%	10.87%	10.33%	23.91%	100%
Naduar	6.36%	33.64%	22.27%	14.55%	10.91%	12.27%	100%
Total	12.69%	39.73%	19.89%	11.32%	6.63%	9.73%	100%

The data shows that these are still problem of single teacher(12.69%) is therein Primary schools of that district. There are again 1160 nos. of schools(83.6%) where teachers have to tackle multigrades situations . The problem is acute when a teacher has to maintain a overcrowd situation. The schools in rural areas are to be run with less no. of teachers while the most schools in urban / privileged areas has excess teachers as in the table given below:-

Table 8.2

Based on EMIS Data   ·   Block Wise Distribution of Schools by Availability of Teachers
As per PTR norm of 40:1 (Assuming 80% of the Enrolment Size)

Districts	Blocks	Schools with Excess / Shortage of Teachers											
		Schools with Excess Teachers				No. Shortage	No.of schools w.r.t. requirement of teachers						
		>15	>11	6-10	1-5		1	2	3	4	5	10	15
Sonitpur	Balipara	0	1	3	8	136	40	22	8	1	0	0	0
	Behali	0	0	0	. 3	99	29	4	1	0	0	0	0
	Biswanath	0	0	2	5	77	17	3	2	0	0	0	0
	Chaiduar	0	0	4	10	226	58	2	0	0	0	0	0
	Dhekiajuli	0	0	1	1	131	60	23	2	4	0	0	0
	Gabharu	0	0	6	21	113	28	15	1	0	0	0	0
	Naduar	0	0	8	5	174	29	4	0	0	0	0	0
Total Schools 1387	All	0	1	24	53	956	261	73	14	5	0	0	0
In %		0%	0%	2%	4%	69%	19%	5%	1%	0%	0%	0%	0%

It is therefore immediate necessary to rationalization of teachers for effective implementation of the project activities.

The children with other home language

The district of Sonitpur is the abode of different caste, tribes and communities. Out of 3-14 age group children population of the district ,SC,ST,Tea Tribe children are respectively 11%,13.4% and 18%. The home language wise analysis of class 1 in Assamese medium schools is given in the table below:-

Table 8.3
Other home language in Assamese medium school,Class 1

Block	Assamese	Tea tribe	Nepali	Missing	Char	Others	Total
Balipara	1164	914	798	122	672	1916	5586
Chaiduar	1974	786	540	11361	94	1054	5584
Naduar	1683	499	844	116	809	602	4553
Total	4821	2199	2184	1374	1575	3572	15723

IN PERCENTAGE.

Block	Assamese	Tea tribe	Nepali	Missing	Char	Others	Total
Balipara	20.84	15.36	14.29	2.18	12.03	31.3	100
Chaiduar	35.35	14.08	9.67	20.34	1.68	18.88	100
Naduar	36.96	10.96	18.54	2.55	17.77	13.22	100
Total	30.67	13.99	13.89	8.74	10.03	22.72	100

Problems & Issues.

(1) Access.

- Existence of Schools having no building or dilapidated Building condition.
- Buildings having no walls, doors, windows.
- Over crowded classroom.
- Lack of drinking water facilities.
- Having no sanitation / toilet
- No furniture / sitting arrangement.
- Having no / poor library facilities / TLM
- Having no approach road.
- Affect of instructional days by flood etc.

2)   Teacher Related:

Problems & Issues:
- Single Teacher School
- High PTR

- Multigrade Teaching
- Recruitment of poor quality teacher
- Accountability of teachers
- Problem of Other Home Language Children
- Orientation of Teachers of Upper Primary & Composite Schools
- Mobilization of Community Support in TLP by teachers
- Irregularity of teacher
- Growth of professionalism among teacher community

3) Enrolment Related:

- Irregular attendance of children
- Child Labour
- Non availability of text books in time
- Non implementation of academic calendar
- Parental apathy
- The rate of Repeaters, Non Starter & Drop Out
- Other Home Language than the medium of instruction

4) Curriculum, Text Book & Teaching Learning Process:

- Definition of curricular goals in simple & easily understood language
- Non scholastic areas
- Absence of curricular strategy for MGT situation
- Text materials offering less scope for local adaptation
- Defective Evaluation System
- Importance of Learning over Teaching

5) Supervision & Monitoring:

- Importance of academic support than fault finding for the children of other home languages
- Lack of supervision & monitoring in SFG areas
- Lack of special strategy for problematic area
- No specific accountability for supervisors

6) **Linkage between School & Community:**

- Community Ownership of the school
- Poor co- ordination between teacher & community
- Community as a source of learning

7) **Schools in SFG Areas:**

- Absence of Area Specific Interventions Strategy
- The problem of other home language and cultural linkage
- Strategy to deal with schools in flood prone areas

8) **Children Related:**

- Special Drive for epidemic like Malaria and Dyareah prone children
- Lack of motivation for learning
- Malnutrition & health related problem

9) **Low Quantity of School system:**

- Lack of local level mechanism for information , administration and monitoring & supervision
- Less importance during first two classes on acquiring the basic learning skills in reading and writing
- Cultural gap between home to school in class-I
- Defective Evaluation System
- Non existence of performance based school system

Strategies & Interventions:

a) **Definition of Basic Minimum Learning Conditions:**

- Adequate number of teachers

- Building space for children
- Text Books
- Schools functioning for required days & hours and teachers teaching

We must ensure that the basic minimum learning conditions are there in every schools.

b) **Focus on children's learning – learning by all:**

The unit of work has to be shifted on School based Development.
- Fixing accountability of the school & teachers to ensure learning of all children.

Accountability:

- **Shared statement:**

  #   Statement of expected performance
  #   Measurement of actual results
  #   Demands from parents, community, administrators for achieving the level expected.

c) **Curricular Goals:**

- Defining curricular goals. The focus will be language, mathematics and science.
- Providing good materials and training.
- Preparation of Test Banks for these goals which are used by teachers in classroom transaction.
- External Assessment of Children at the end of class II, IV & VII.
- Public ranking of schools.

d) **Classroom Practices:**

- Strategies for ensuring learning of all children in school.

  #   Frequent child wise evaluation by teacher.
  #   Identification of learning problems – those falling behind.
  #   Special attention remedial teaching.
  #   Sharing children's performance evaluation with parents.

e) Special Intervention on Learning Assurance / Guarantee Programme:

Language learning especially reading with comprehension in the medium of instruction is the key for future process of children's learning.

We have to ensure that children in class I & II can read fluently and understand the content. Hence Reading Grantee & Reading Campaign will be planned with following objectives.

- Fixing outcome for every 6 months especially for class I & II.
- Reading promotion campaign development of storybooks and printing them.

Intervention for Other Home Language Children:

We have to make special effort as a part of our commitment at the United Nations.

- Compensate for disadvantage.
- Bridge materials for Class I that link / help in transition from home to school language.
- Teacher training sensitizing culture and language of local communities. The usages of oral skills in home languages in early language development promote children's self esteem.
- Use of additional volunteers to help in use of local stories, rhymes etc. in classroom.

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 coup 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 .

Strategies :

- Communication linkage be developed;
- Strengthening of local community agencies;
- Frequent visit by RPs;
- Additional support to MGT schools and schools with high PTR;
- Language development programme at the early stage to minimize gap in teacher pupil language;
- Flexible school timing and action calendar in Tea garden and Punjee areas;

ξ Weekly holidays as per local need. Less important holidays be replaced by need based holidays;

ξ Provision of tent schools in flood prone areas;

ξ Issue of identity card to students;

ξ Separate package for supervision and monitoring.

ξ Special efforts for school community linkage.

1. Supervision & Monitoring (S & M):

District Academic Core Group.

The District Academic Core Group Includes the following.
   a) Principal ,DIET.
   b) District Elementary Education Officer.
   c) Inspector of Schools .
   d) District Mission Coordinator.
   e) Faculty members of DIET.
   f) Deputy inspectors of Schools.
   g) Principal .Normal School.
   h) Principal , Basic Training Centre.
   i) Block Elementary Education Officers (all).
   j) Sub-Inspectors of Schools (all).
   k) Block Resource Centre Co-ordinators (all).

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

Roles and Responsibilities of DACG :

a) The DACG is the apex district level body for quality and school support/ supervision.

b) The DACG will meet once in a month to review and finalize the action plans of the BACGs.

c) The DACG prepares action plan for the joint as well as individual support visits to schools for the next month.

d) Each of the members of DACG undertakes individual visits to schools and members undertake a joint visit once in a month also,

e) The DACG identifies academic problems and issues and take corrective actions at various levels . The school/classroom observations reports are analyzed in detail.

f) The DACG Will assign specific tasks to smaller groups of its members or involve additional persons.

Another important assignment to each DACG member is to adopt a school (a school with limited facility) to make it a model school. The convener of the meeting (Principal DIET or BTC as the case may be) maintain the records of the meetings and also take follow up actions on the discussions.
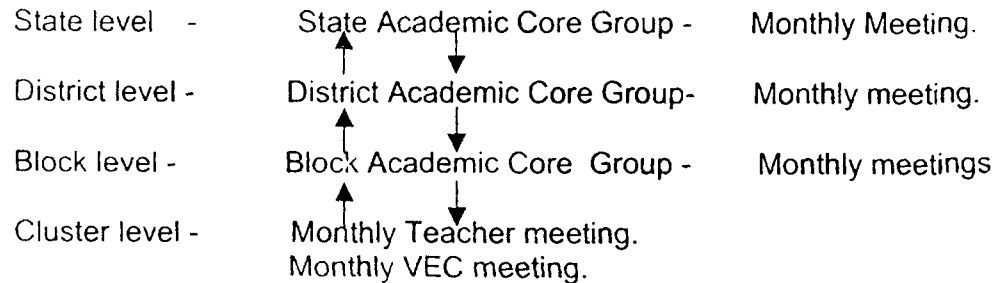
Block Academic Core Group (BACG) :

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:

State level   -   State Academic Core Group -   Monthly Meeting.

District level -   District Academic Core Group-   Monthly meeting.

Block level -   Block Academic Core Group -   Monthly meetings

Cluster level -   Monthly Teacher meeting.
                       Monthly VEC meeting.

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 coordinators

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

In DPEP,Sonitpur ,there are 129 CRC at present.

Sl. No.	Block	No. of GP	Present strength of CRC	No. of Addl CRC	No. of total CRC	Resource
1	Balipara	25	21	1	26	Urban area under Rangapara town
2	Behali	17	14	nil	17	
3	Biswanath	15	11	1	16	Urban area under Chariali town
4	Chaiduar	34	26	1	35	Urban area under Gohpur town
5	Dhekiajuli	26	20	1	27	Urban area under Dhekiajuli town
6	Gabharu	18	18	4	22	Urban area under Tezpur Municipalty
7	Naduar	20	19	nil	20	
	Total	**155**	**129**	**8**	**163**	

During SSA intervention ,we have to rearrange the CRC in Gaon Panchayat areawise. As such an additional 34 nos. of CRCC will be required to cover all the areas of the district.

District Institute of Education and Training

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.

Special Interventions:

To ensure quality education is a major goal of SSA. Hence, strengthening academic support system is a pre-requisite. In this respect, first option is DIET/Normal School. Though there was a basic training center in the district, but this institution is under defunct. Therefore, no academic support is expected from existing BTC.

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 actlvities, 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 ecucation 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.

- ६ Educational status / back ward ness of tribal / girls / SC / Minority / slum dwellers.
- ६ Educational facilities to disadvantage group.
- ६ Role of VECs in uplifting educational status of back wards sections
- ६ Problems of handicapped / disabled children.
- ६ 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:

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

Major Strategies

- ६ 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 utilized for training of educational functionaries, teachers and CRCCs for conduct of Action Researches regularly on classroom, school and community related practical issues and problems.
- ६ The institutions and NGOs will be assigned to carry out bigger studies and specifically the evaluation studies.
- ६ 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.

CHAPTER IX
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 land 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 :

ξ   *It will not only provide the right type of signals to educational administrators and*
ξ   *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 collates and analyses these data regularly and quickly, and communicates pertinent information to project management at all levels. The information covers four areas :

(a) procurement and physical delivery of goods, structures, and services, and the costs incurred;

(b) use of the structures and services by the project beneficiaries and their initial reactions;

(c) reasons (social economic) for unexpected reactions by the project beneficiaries, when these are revealed by the information obtained in (b) or through other sources; and

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

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

From this basis, District 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: -

ξ *Track the progress of delivery of project inputs*

ξ *Monitor the fund movement*

ξ *Monitor the physical progress of the project activities*

ξ *Provide project performance indicators which help the project authorities to take corrective steps for smooth implementation of the project*

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

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

- *Develop a framework for collection of educational statistics from recognized institutions imparting primary education*
- *Create a institution level computerized database at the district level*
- *Provide access to school level database to educational planners, administrators and researchers at district, state and national level and train them adequately to analyze and use the database for future planning.*
- *Provide a programmed solution for the SSA Mission to monitor the progress of education at the distnct/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. Analyzing, Projecting and Disseminating of the derived indicators from the data.
8. Creating general awareness especially social and institutional awareness to share the truth in DCF.
9. Impact evaluation based on a yearly/time series analysis of data from areas in and outside the project.

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

Major 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 updating 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

ξ 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

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

CHAPTER X

Early Childhood Education – Ka Shreni

Early childhood education (ECE) is today acknowledged as a crucial input and as a foundation for life long development in our country it is also essential to realize the goal of universal elementary education .

Research has been shown that the first six years of life are critical and it is necessary to optimize development at this stage.

Considering above, early childhood education has received its due emphasis in DPEP district, Assam as a critical input both for the holistic development of an individual and for its impact on the enrolment and retention of children in the primary grades. The main objectives of the Early childhood education is All Round Development of the child up to school age group 3-5 years.

ECE Intervention in Sonitpur district

To ensure the children right to learn and every child must be enabled to achieve his /her potential for growth and all round development through appropriate ways, DPEP Sonitpur has opened 259 nos. of ECE centre in Tea garden , slam , and educationally backward and special areas.

Those centers are has been shown successful intervention in achievement level of all round development of the child upto school age group 3-5 years .

Two workers namely malini and saha malini are working as a worker and a helper with monthly honorarium Rs 700/ and Rs 500/ respectively .One supervisor is engaged against 10 no. of ECE centre . All the workers have received various pre service and in service (like need based , refresher etc.) training which is organized by the DPEP Sonitpur .

259 malini , and 259 saha malini are teaching the children of 3-5 years following joyful and activity based methods.

Theme wise teaching , use of TLM, and continuous evaluation process done in the centers. 22 no. of supervisor are supervising the centers and providing academic support to the centers and workers regularly. Beside these supervisor and 10 no. of RPs are providing supports from time to time when necessary.

The main achievement of these ECE centers are as follows-

*Around 13000 children have been enrolled in the LP schools on the strength of completion of ECE course issued by the ECE centre since 1998.

* Around evaluation of the primary schools indicate a definite better performance of ECE back ground students in relation to other student . Reports of primary schools teachers regarding decupling regularity, punctuality, smartness, leadership, quality, friendship ness, co- operation etc. of ECE back ground students are for better then having non ECE back ground students.

* Increase community participation through mother group , self help group formed in the ECE villages.

DPEP-II, Sonitpur.

*The malini and saha malinis assist the adjoining primary schools after completion of the ECE classes.

*To increase the enrolment , check the dropout , and repeaters, preparing the child for schooling and promoting girls education by relieving elder girl child from sibling care.

ECE Approach in SSA-

Every child education is their birth right and its for the all round development . Considering the above, successful intervention of ECE centers and learners , the ECE centers of the sonitpur district should be sustain in any cost.

The ECE centers of sonitpur district are functioning adjoining .in Primary school. These are only 259 ECE centers out of 1387 nos. of LP schools. DPEP,Sonitpur has initiated Ka Shreni training of selected teachers of LP schools having 4-5 and covered 197 schools only trained on Ka-shreni in Sonitpur district.

Table 10.1
The blockwise avidity of ECE

Sl.No.	Block	No. of LP school	No. of ECE Centre	No. of trained teacher on Ka Shreni
1	Balipara	219	28	31
2	Behali	136	50	6
3	Biswanath	106	52	4
4	' Chaiduar	300	23	56
5	Dhekiajuli	222	46	16
6	Gabharu	184	10	32
7	Naduar	220	50	52
	Total	1387	259	197

Issues

ς ECE intervention in Sonitpur district are not covered in all Schools.

ς High nos. of non-enrolled children 3-5 yrs in economically backward areas.

ς Lack of awareness on Pre Primary Education .

ς Demand from community /VEC /Guardians for sustainability of ECE centers and workers.

ς Backward remote area ,tea garden area,border area are to get special importance .

ς Children of school less habitation/ unserved areas have been deprived from pre school education,health and hygiene.

- ۶ Demand from community ,VEC,Primary Teacher Association to open ECE centre and engagement of workers in all LP schools and unserved areas.
- ۶ Pour infrastructure in ECE

Strategies

- ۶ To continue the existing ECE centers and workers.
- ۶ Opening /shifting of ECE in unserved areas.
- ۶ Provide ECE intervention in all LP schools.
- ۶ Engagement of workers(selected by the VEC/GPEC/SMC) in proceed newly opening ECE centers and LP schools for Ka shreni.
- ۶ Providing sufficient infrastructure grant/facilities by allotting room for ECE centers.
- ۶ Training (induction,needbase,refresher) for workers.
- ۶ Regular supervision and monitoring and onsite support by supervisors and RPs.
- ۶ Follow-up and Supervision support by BEEO,Sis,DIs,BRCCs,CRCCs,DIET faculties etc.
- ۶ Joint supervision by SSA and ICDS.
- ۶ To strengthen the community /VEC/GPEC/SMC/Mother Group by mobilizing meeting, orientation, printing of hand bill etc.
- ۶ Regular district level monthly,cluster meeting and block level meeting .
- ۶ Strengthening the supervision machineries.

Ka Shreni

Introduction:

In Assam, the formal school system did not have any Pre-Primary section until the year 2000 nor did they have any Readiness package for the new entrants. The Govt. of Assam has by a notification introduced the Ka shreni as a Pre Primary level class which is to start in all the provincialised schools from the year 2000 for the under age group children i.e. for 4-5 years old. But in practice ,it was not done in all Primary schools. The some approach and TLMs will be used and practiced for Ka shreni, as have been used by ECE till date.

The Govt. of Assam has acknowledge and endorsed the TLMs and Teaching Learning Methods being used by DPEP.

Ka shreni intervention:

Though the Govt. of Assam has already intervented and it has been in practice in almost Provincialized LP schools ,but the Ka shreni children of age 4-5 years are sitting alongwith class 1 children which has not integrated the approach methodology .

In this respect the four development aspects are not covered which has hampered the children mentally and physically and to that a balanced and harmonious manner are not found.Therefore the rate of dropout and repeaters has been increasing in class 1.

Since a common basis curriculum for the young child must be developmentally appropriate for readiness to formal school and its goals is to universalization of Elementary Education which can be made successful by implementing Ka shreni in all LP school in Sonitpur district.4+ LP schools teacher have been trained on Ka shreni curriculum and are in practice.

On the other hand ,where mukulika is attached to LP schools, the mukulika workers look after the Ka shreni.

Though per Govt. notification ,Ka shreni implementation in all Provincialized LP/MV schools, but total trained teacher on Ka shreni alongwith mukulika workers are 456 nos.(trained teacher – 197 + Mukulika workers – 259) out of 1387 nos. Ka shreni schools in Sonitpur district.

In respect to this ,remaining LP schools who are yet to be trained on Ka shreni should be given emphasis phasewise and those who were already trained and are in practice follow-up action should be taken for smooth functioning .

Table 10.2

Sl.No.	Block	No. of LP school	No. of ECE centre	No. of trained teacher	Unserved habitation
1	Balipara	219	28	31	103
2	Behali	136	50	6	47
3	Biswanath	106	52	4	89
4	Chaiduar	300	23	56	46
5	Dhekiajuli	222	46	16	72
6	Gabharu	184	10	32	27
7	Naduar	220	50	52	114
		1387	259	197	498

Issues of Ka Shreni:
ع   No infrastructure support for Ka shreni.
ع   No teacher appointed for Ka shreni.

ξ No teacher earmarked for Ka shreni.
ξ Lack of expertise teachers .
ξ Worsened PTR.
ξ No guidelines / Curriculum/ Syllabus .
ξ No special TLM intervention for Ka shreni.
ξ Lack of mobilization.
ξ Lack of onsite support.
ξ Lack of quality improvement.
ξ Special area/Tea garden/Char area/Unserved area/Educationally disadvantaged area.
ξ Lack of awareness on Ka shreni in non starter LP schools.

Strategies of Ka shreni:

ξ Separate shade /Room for Ka shreni.
ξ Sitting arrangement for Ka shreni.
ξ Storage facility must be given.
ξ Rationalization of teacher must be done.
ξ Engagement of one female teacher for Ka shreni.
ξ To earmark mukulika workers for Ka shreni where mukulika attached to LP school.
ξ Training and orientation for Ka shreni.
ξ Engagement of new teacher or mukulika workers in high PTR schools.
ξ Sensitization at village level about Ka shreni.
ξ Campaign / Distribution of reading materials .
ξ Evaluation system for Ka shreni.
ξ Record keeping system.
ξ Case study / Experience sharing with NGO, Govt. Deptt. and others etc.
ξ Quality improvement .
ξ Implementation of Ka shreni in all Govt./Provincialized LP schools and Tea garden areas.

Chapter : XI

Education of Children with Special Education Needs(Integrated Education for Disabled)

Introduction:

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

Under the guidance of State Office of District Primary Education Programme, the DPEP , Sonitpur has already initiated several strategies for education of the children with special needs. In the process of universalisation of Elementary Education. A number of Readiness Centre for children with special needs has already run in the district. Block wise distribution of Readiness Centre shown in the table below:

Table : 11.1

Sl. No.	Name of Block	No. of Readiness Centre
1.	Balipara	6 nos.
2.	Behali	3 nos.
3.	Biswanath	4 nos.
4.	Chaiduar	5 nos.
5.	Dhekiajuli	6 nos.
6.	Gabharu	12 nos.
7.	Naduar	4 nos.
	Total	**40 nos.**

From this Readiness Centre a number of children expected to mainstream school by the end of June '03. Besides this DPEP , Sonitpur already organized assessment camp for the persons with disabilities with the help of National Institute , like Composite Regional Centre and provides Aids and Appliances to the persons with disabilities in convergence with National Institutes and NGOs.

Approaches and options:

The thrust of SSA will be on providing integrated and inclusive education to all children with special needs in general school. It will support a wide range of approaches options and strategies for education of children with special needs. This includes education through open learning , alternative schooling , special school and whenever necessary home based education , itinerant teacher

model, remedial teaching, part time classes, community based education / rehabilitation , vocational education and co-operative programmes.

Status:

The total no. of children with special education needs block wise(schooling and out of school) accordingly stated below:
Block wise distribution of children with disability (House to House Survey):

Table : 11.2

Block	In School													Total	Grand Total	Out of School												Total	
	Visually impaired		Hearing impaired & speech prob.		Orthopadically impaired		Mentally retarded		Multiple disabled		Total				Visually impaired		Hearing impaired & speech prob.		Orthopadically impaired		Mentally retarded		Multiple disabled			
	B	G	B	G	B	G	B	G	B	G	B	G			B	G	B	G	B	G	B	G	B	G	B	C
Biswanath	17	9	19	17	15	19	10	4	3	10	64	59	123	26	28	49	63	47	39	30	17	19	8	171	1!
Naduar	26	39	20	25	27	31	7	8	10	7	90	110	200	27	30	56	62	39	28	26	19	20	9	168	1·
Behali	15	17	20	16	29	10	11	8	11	8	86	59	145	23	19	39	40	34	46	19	14	18	11	133	1.
Chaiduar	23	29	59	48	36	26	10	8	9	15	137	126	263	39	27	123	98	57	69	42	39	29	35	290	2(
Balipara	17	18	37	42	35	29	18	9	11	9	118	107	225	19	25	102	91	75	101	30	42	9	19	235	2·
Gabharu	19	25	49	53	27	35	9	10	8	7	112	130	242	27	19	109	115	82	94	31	20	18	25	267	2·
Dhekiajuli	14	18	31	29	34	26	6	4	12	11	97	88	185	38	10	101	50	48	32	6	5	10	19	203	1
Total	131	155	235	230	203	176	71	51	64	67	704	679	1383	199	158	579	519	382	409	184	156	123	126	1467	13

In School Children   = 1383
Out of School Children = 2835
       Grand Total = 4238

It seen from the above table there are **4318** disabled children, which is 01.8% of total child population of the district. Out of this 4318 disabled children 1383 children with disabilities are in mainstream schools and 2835 children with disabilities are yet out of school. It may be noted that actual no. of children with disability is higher than the number found in the survey. Out of this 2835 out of school children with disabilities 596 children get educational intervention throughout the district at 40 IED Readiness Centres.

Table : 11.3

Sl. No.	Types of resources	Yes	No
1.	District Disability Rehabilitation centre	Yes	
2.	Civil Hospital with specialist Doctors	Yes	
3.	Medical College with trained professional		No
4.	Public Health Centre	Yes	
5.	Dispensary	Yes	
6.	Institute of Mental Health	Yes	
7.	Social Welfare Department	Yes	
8.	NGOs working with disabilities	Yes	
9.	Govt. Special Schools		No

Issues :

ξ Lack of awareness about health and hygiene.

ξ Unhygienic living condition of rural and slum people.

ξ Lack of awareness on disability related issues.

ξ Misconception on abilities of the disabled.

ξ Dearth of trained personnel.

ξ Others.

The main objective of the programme:

ξ To improve the enrolment, participation and retention of disabled children in general primary school.

ξ To provide viable support services to general primary school teachers to make them to understand the educational needs of all categories of disabled children in integrated setting.

ξ To enhance the competences and skills of general teachers to meet the educational requirements of children with special needs.

ξ To instruct trained resource teachers, to assist general teacher in classroom management of children with special needs by suggesting appropriate curriculum modification and educational intervention.

ξ To provide resource support to children with special education needs in the form of resource room in the existing Block Resource Centre structure and a learning corner in the classroom.

ξ To develop instructional materials and suitable strategies for promoting the education of children with special needs through general school teachers.

ξ To provide Aids and Appliances to the children with disabilities in convergence with Govt. and non Govt. agencies for promoting learning in integrated setting.

ξ To mobilize the community to facilitate integration children with special educational needs as in regular schools.

ξ To enhance access by creating a barrier free environment (such as ramp, hand rails and special toilets) to suit the needs of children with disabilities.

Strategies Adopted:

ξ Survey

ξ Quantitative expansion

ξ Composite area planning

ξ Local specific approach

ξ Desegregated target setting

ξ School restructuring / reform

ξ Community school mobilization

ξ Convergence of existing mechanisms services

ξ Establishing contact with the community

ξ Establishing contact with institutions

ξ Establishing contact with other functionaries and organizations

ξ Screening and assessment of children with disabilities

ξ Mobilization of resources

ξ Training and orientation

ξ 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

ξ **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 years for revivification and inclusion of unreported cases.

ξ **Core Group:**

Resource group will be constituted at district level to undertake effective planning and management of the programmes in collaboration with PRIs and NGOs.The Core Group will be constituted of District Administration, Health officials, Social Welfare Officials, Educational Functionaries, NGOs will be constituted to initiate the activities. The group will be responsible for awareness and sensitization at different levels, planning, problem solving, supervision and monitoring.

ξ **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, ECE workers etc. will be focused through meetings, seminar orientation and trainings to various groups. This awareness exercises are planned once for each year. Except the final year when consolidation will be planned. The awareness activities will be conducted by NGOs, district Core Group and Agent of the community mobilization group.

ξ **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 for will be on 11th months contractual basis and temporary. Induction training of 10 days in the second year and recurrent refresher training every 6 months on need based areas, such as use , repair and maintenance aids and appliances classroom management, IEP's etc. will be conducted for the above personnel each year except the final year with the engagement of increased number of workers on the 3rd year along with geographical expansion of coverage the same process will be followed. Intensive training courses on different kinds of disability is also planned for some selected personnel. Exposure visits of the personnel for further training to resource centers will be a form of in- service training and conducted each year for selected persons.

ξ **Honorarium of the IED workers:**

The temporary engagement of the personnel may be renewed honorarium of Rs.1000/-(Rupees one thousand) only per month to IED workers will be paid. Rs.100/-(Rupees one hundred) only per day (including TA) will be paid to DLRG members when engaged in field works.

ξ **Assessment Programme:**

For the children with special needs assessment will be done every year by trained professionals of National and Regional Rehabilitation Centres. A team of professionals to conduct camps at each block and recommended appropriate placement for every child with disabilities.

ξ 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 Govt. Institute and NGOs.

ξ Ceremonial Distribution of Aids and Follow up:

After the assessment camp the type of aids is identified 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.

ξ Early Intervention:

For early detection of children with special needs at an early age will be undertaken through ICDS, ECCE Centres and other school readiness programmes. Identification of children with special needs should become an integral part of the micro planning and household surveys. For this training of ECE/ICDS workers, Ka Shreni teachers is planned in 2003-04 and every year till 2006-07.

ξ Educational Intervention:

As far as possible every child with special needs will be placed in regular schools with required support services. This will be an ongoing activity.

ξ Convergence with all Govt. and non- Govt. agencies:

Convergence with social welfare, health, rural development, national institutes, rehabilitation centres, 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.

ξ Support Services and Resource support:

Support services will be for both in- school and out- of – school children, like physical access, resource rooms(readiness centres 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 adaptation 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.

ξ 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 Dist. Level will include a suitable compo: ent on education of children with special needs. The activity expenditure will be booked in the Teachers Training (Quality) con onent of the plan.

ξ 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 cons ltation with parents and experts. Its implementation will be monitored from time to time. The programme will test the effective ess oi various strategies and models by measuring the learning achievement of children with special needs periodical . after developing indicators.

ξ Parental training and community mobilization :

Parents of children with disabilities will receive counseling and training twice every year till final year on handi g and management and basis daily life skills. Intensive advocacy and awareness programmes will form a part of strategies to ducate every child with special needs. A component on disability will be included in all the modules for parents. VEC and cc munity and conducted by trained parents, NGO's, District Core persons, BRP and IED workers.

ξ Strengthening of special schools:

Wherever necessary, special schools will be approached for resource support like training, supervision & monitoring n TOR basis. These organizations will be strengthened to obtain their resource support, in convergence with departments and encies working in that area.

ξ Observance of World Disabled Day:

The 3 rd of Dec. is observed as the World Disabled Day internationally. It is planned to observe this day in all levels – district, block, GP. A Sishur Mela will be organized with sports, music, art and other recreational activities for children with invc vement of the community at large.

ξ Removal of Architectural barriers:

Architectural barriers in schools will be removed for easy access in convergence with civil work component. Efforts will e taken to provide disable- friendly facilities in schools and educational institutions. Development of innovative design for sc ools to provide an enabling environment for children with special needs will be a part of the programme.

ξ Research:

SSA will encourage research in all areas of education of with special needs including research for designing and de eloping new assertive devices, teaching aids, special teaching material and other items necessary to give a child with disabi y equal opportunities in education.

ξ Monitoring and evaluation:
On going monitoring and evaluation will be carried out to fine tune the programme. If 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.

ξ 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.

CHAPTER : XII
School Infrastructure :

Table : 12.1
Area wise distribution of School :

Name of Block	School in plain area	School in Forest area	School in Char area	School in Riverine area	School in Tea Garden area	Total
Gabharu	100		3	3	5	108
Balipara	78	11	10	10	1	114
Dhekiajuli	123	8	1	1	4	158
Naduar	133	2	1	1	7	150
Biswanath	49	5	1	1	3	65
Behali	70	11	3	3	1	100
Chaiduar	150	12	4	4	11	181
Total	703	49	23	23	32	876

Table : 12.2
Area wise distribution of School in % :

Name of Block	School in Plain area	School in Forest area	School in Char area	School in Riverine area	School in Tea Garden area	Total
Gabharu	14.22%	0%	13.04%	16%		14.42%
Balipara	11.09%	22.45%	43.48%	3%	20%	20%
Dhekiajuli	17.50%	16.33%	4.35%	13%	32.00%	16.64%
Naduar	18.92%	4.08%	4.35%	22%	10%	11.87%
Biswanath	6.97%	10.20%	4.35%	9%	10%	8.10%
Behali	9.96%	22.45%	13.04%	3%	22%	14.09%
Chaiduar	21.34%	24.49%	17.39%	34%	6%	20.64%
	100%	100%	100%	100%	100%	100%

Table : 12.3
Present Status of School Buildings :

Name of Blocks	No of schools having no building priority-1		No of schools in dilapidated condition priorityII		No. of schools renovation of repairing priority-III,IV,V,&VI		No of schools require all class rooms <4sqft priority-VII		No. of schools requires all class rooms 4<10sqft priority-XI		No of school require Major Repairing priority-VIII,IX,&X		No of schools require minor repairing priority XII&XIII	
	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP
Gabharu				5		12	6	15	24	5	6	2	81	
Balipara				5	2	11	22	10	52	3	5	1	34	
Dhekiajuii				10	2	18	10	9	73	3	5	2	64	
Naduar				9	3	13	4	10	51	3	9	3	83	
Biswanath				6	2	6	1	4	22	1	4		36	
Behali				5	2	5	7	6	46	1	7		38	
Chaiduar				17	3	13	7	16	54		24	3	103	1
Total				57	14	78	57	70	322	16	60	11	439	1

Table : 12.3
Present Status of School Buildings in % :

Name of Blocks	No of schools having no building priority-1		No of schools in dilapidated condition priorityII		No. of schools renovation of repairing priority-III,IV,V,&VI		No of schools require all class rooms priority-VII		No. of schools requires all class rooms priority-XI		No of school require Major Repairing priority-VIII,IX,&X		No of schools require minor repairing priority-XII&XIII	
	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP
Gabharu				8.77%		15.38%	10.53%	21.43%	7.45%	38.46%	10%	18.18%	18.45%	
Balipara				8.77%	14.28%	14.10%	38.59%	14.28%	16.15%	23.08%	8.33%	9.09%	7.74%	
Dhekiajuli				17.54%	14.28%	23.08%	17.54%	12.86%	22.67%	23.08%	8.33%	18.18%	14.58%	
Naduar				15.79%	21.43%	16.67%	7.02%	14.28%	15.84%	23.08%	15%	27.27%	18.91%	
Biswanath				10.53%	14.28%	7.69%	1.75%	5.71%	6.83%	7.69%	6.67%		8.20%	
Behali				8.77%	14.28%	6.41%	12.28%	8.57%	14.28%	7.69%	11.67%		8.66%	
Chaiduar				29.82%	21.43%	16.67%	12.28%	22.86%	16.77%		40%	27.27%	23.46%	100%
Total				100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

CHAPTER XIII

Project management

For implementation of the Project smoothly in a missionary zeal, district Project office under the District Elementary Education Office to function as District Mission Co-ordinator and the Block Elementary Education Office under Block Elementary Education Office to function as Block Mission Co-ordinator have to be strengthened in terms of manpower and physical facilities and to be provided necessary support in view of the long term period of the Project.

In the Project Office, provisions have to be made for establishment branch, Office, Civil work cell and installation of M.I.S centre and computer centre etc.

The proposed Management Structure for SSA for the district is shown below.

Table 13.1

SL.NO	Name of Position	Nos of Personnel		Remarks
		District Level	Block Level	
1	District Mission Co-ordinator	1		
2	District Academic Mission Co-ordinator	1		
3	Associate District Mission Co-ordinator	1		
4	District Programme Officer	5		
5	District Project Engineer	1		
6	Programmer (MIS)	1		
7	Data Entry Operator	2		
8	Finance & Account Officer	1		
9	Jr. Account Officer	1		
10	Accountant	1		
11	Cashier	1		
12	UDA	1		
13	LDA	2		
14	Stenographer	1		
15	Typist	1		
16	LDA cum Accountant		7	One for each Block
17	Block Mission Co-ordinator		7	One for each Block
18	Jr.Engineer		7	One for each Block
19	Sectional Asstt.	1		

20	Resource Teacher		42	6 for each Block
21	Grade-iv	3	7	One for each Block
22	Night Chowkider	1	7	One for each Block
23	Research Assistant	1		
24	Driver	3		
25	Asstt.Block Mission Co-ordinator		7	One for each Block