

ANNUAL PLAN
DISTRICT ELEMENTARY EDUCATION PLAN
(DEEP)
DISTRICT:: BONGAIGAON
YEAR-2003-04.

AXOM SARBA SIKSHA ABHIJAN MISSION

SSA Annual Plan (2003 - 04) DISTRICT: BONGAIGAON

OVERVIEW OF THE DISTRICT

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

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

IDDPHEP was launched in Bongaigaon in the last part of the year 1997 as an expansion district under the programme.

Administrative Structure :

Head Quarter : Bongaigaon Town

No. of Sub-divisions : 3

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

- Bongaigaon (Sadar)
- North Salmara
- Bijni

No. of CD block : 7

| Sr. No. | Name of the CD Block | No. of Village |
|---------|----------------------|----------------|
| 1 | Manikpur | 145 |
| 2 | Borobazar | 210 |
| 3 | Sidli | 125 |
| 4 | Srijangram | 211 |
| 5 | Boitamari | 212 |
| 6 | Dangtol | 102 |
| 7 | Tapattary | 105 |

Administrative Divisions :

| Year | No. of CD blocks | No. of Educational Blocks | No. of census Villages | No. of GPs | No. of towns |
|--------|------------------|---------------------------|------------------------|------------|--------------|
| 199911 | 5 | 5 | | 93 | 3 |
| 200011 | 7 | 5 | | 93 | 3 |

Population profile :

| | 1991 census | 2001 census |
|------------------|-------------|-------------|
| Total Population | 807523 | 906315 |
| Male | 416216 | 46570 |
| Female | 391307 | 440345 |
| Rural | 733669 | 796028 |

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| | | |
|-----------------------|----------------|--------|
| Urban | 73854 | 110287 |
| SC | 86744 | |
| ST | 141542 | |
| Rural SC | 76020 | |
| Rural ST | 140186 | |
| Urban SC | 10724 | |
| Urban ST | 1356 | |
| Hindu | 546830 | |
| Muslim | 264393 | |
| Christian | 17890 | |
| Others | 8410 | |
| Density of population | 322 per sq. km | |
| Literates | 311773 | 449754 |
| Literacy Rate | 49.06 | 60.27 |

Population of the District by area and Sex :

| Year | All | | | Rural | | | Urban | | |
|------|--------|--------|--------|--------|---------|--------|-------|--------|--------|
| | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| 1991 | 416216 | 391307 | 807523 | | | 733669 | | | 738854 |
| 2001 | 465970 | 440345 | 906315 | 408175 | 3878953 | 796028 | 57795 | 52492 | 110287 |

Decadal variation of population in the district (in perccent)

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

Population by Caste & Sex

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

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Educational Institutions:

| Type of Institutions | Number |
|---|--------|
| Govt. aided colleges (Bongaigaon College, Birjhora Mahavidyalaya (Sc.), Bijni College, Abhayapuri College, Manikpur Anchalik College. | 5 |
| Newly started Colleges (Bongaigaon B.Ed College, Law College, Birjhora Girls College) | 3 |
| Normal School | 1 |
| Polytechnic | 1 |
| Higher Secondary Schools | 12 |
| High Schools (Provincialised) | 14 |
| Adhoc High Schools | 50 |
| Middle Schools (M.V) | 31 |
| Middle Schools (M.E) | 102 |
| Schools (Provincialised) | 966 |
| Privately managed L.P. Schools | |
| ICDS centers | 597 |

b) Enrolment position :

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

Total no. of school-aged children of 5 to 13 years age group is 1,90,914 in the district as per the recent VER (Village Education Register) report. Among them, 1149166 are enrolled in schools, 32274 have been found never enrolled in school and 9474 nos. are dropped out children.

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

Enrolment Profile of 5 to 13 years age group children :

| Block | Population | Enrolment | Never Enrolled | Drop-out | |
|--------------|---------------|---------------|----------------|-------------|--------------|
| Boitaamari | 26355 | 19670 | 5507 | 1178 | 6685 |
| Bonggaigaon | 40136 | 35431 | 3283 | 1422 | 4705 |
| Mainlikpur | 41821 | 37572 | 7892 | 1357 | 9249 |
| Borrobazar | 31108 | 25609 | 3797 | 1702 | 5499 |
| Srijjanngram | 51494 | 35884 | 11795 | 3815 | 15610 |
| Total | 190914 | 149166 | 32274 | 9474 | 41748 |

Enrolment Profile of 5 to 8 years age group children :

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

Enrolment Profile of 9 to 11 years age group children:

| Block | Population | Enrolment | Never Enrolled | Drop-out |
|--------------|--------------|--------------|----------------|-------------|
| Boitamari | 7798 | 6153 | 12250 | 395 |
| Bongaigaon | 11846 | 10475 | 8337 | 534 |
| Manikpur | 13640 | 10825 | 23346 | 469 |
| Borobazar | 8473 | 6859 | 10011 | 603 |
| Srijangram | 15932 | 11523 | 32267 | 1142 |
| Total | 57689 | 45835 | 87711 | 3143 |

Enrolment Profile of 12-13 years age group children :

| Block | Population | Enrolment | Never Enrolled | Drop-out |
|--------------|--------------|--------------|----------------|-------------|
| Boitamari | 4494 | 3003 | 9661 | 530 |
| Bongaigaon | 7874 | 6640 | 6001 | 633 |
| Manikpur | 7103 | 5019 | 14427 | 697 |
| Borobazar | 5007 | 3602 | 7224 | 681 |
| Srijangram | 9015 | 5501 | 22209 | 1305 |
| Total | 33493 | 23765 | 55922 | 3806 |

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

Block-wise Nos. of out-of-School Children in served plus un-served area (age group-wise) :

| Block | 5-8 | 9-11 | 12-13 | Grand Total |
|--------------|--------------|--------------|--------------|--------------|
| Boitamari | 3549 | 1645 | 14491 | 6685 |
| Bongaigaon | 2100 | 1371 | 12234 | 4705 |
| Borobazar | 4350 | 2815 | 21108 | 9273 |
| Manikpur | 2480 | 1614 | 13381 | 5475 |
| Srijangram | 7687 | 4409 | 35514 | 15610 |
| Total | 20166 | 11854 | 97728 | 41748 |

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• **Out-of-School Children in un-served areas (age group-wise):**

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

| Block | Never-enrolled Children | | | | | | | |
|--------------|-------------------------|-------------|------------|------------|--------------|------------|-------------|-------------|
| | 5-8 years | | 9-11 years | | 112-13 years | | Total | |
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| Boitamari | 188 | 182 | 100 | 64 | 992 | 52 | 380 | 298 |
| Bongaigaon | 80 | 93 | 42 | 44 | 229 | 18 | 151 | 155 |
| Borobazar | 110 | 117 | 49 | 58 | 337 | 39 | 196 | 214 |
| Mamikpur | 170 | 144 | 66 | 50 | 337 | 34 | 273 | 198 |
| Srijanigam | 805 | 764 | 525 | 449 | 3307 | 275 | 1637 | 898 |
| Total | 1353 | 1300 | 782 | 665 | 5502 | 418 | 2637 | 1763 |

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

| Block | Overall Out of School Children | | | | | | | |
|--------------|--------------------------------|------------|------------|------------|--------------|------------|------------|------------|
| | 5-8 years | | 9-11 years | | 112-13 years | | Total | |
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| Boitamari | 20 | 10 | 13 | 20 | 113 | 12 | 46 | 42 |
| Bongaigaon | 11 | 7 | 7 | 5 | 66 | 3 | 24 | 15 |
| Borobazar | 34 | 33 | 21 | 18 | 221 | 22 | 76 | 73 |
| Mamikpur | 2 | 0 | 25 | 12 | 117 | 13 | 44 | 25 |
| Srijanigam | 135 | 149 | 146 | 133 | 1130 | 117 | 411 | 399 |
| Total | 202 | 199 | 212 | 188 | 1187 | 167 | 601 | 554 |

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

| District | Never Enrolled | | | Drop-Outt | | | Total | | |
|--------------|----------------|-------------|-------------|------------|------------|-------------|-------------|-------------|-------------|
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| Boitamari | 380 | 298 | 678 | 46 | 42 | 88 | 426 | 340 | 766 |
| Bongaigaon | 158 | 157 | 315 | 24 | 115 | 39 | 182 | 172 | 354 |
| Borobazar | 196 | 214 | 410 | 76 | 73 | 149 | 272 | 287 | 559 |
| Mamikpur | 273 | 228 | 501 | 44 | 225 | 69 | 317 | 253 | 570 |
| Srijanigam | 1637 | 1488 | 3125 | 411 | 399 | 810 | 2048 | 1887 | 3935 |
| Total | 2644 | 2385 | 5029 | 601 | 554 | 1155 | 3245 | 2939 | 6184 |

As the above table depicts there are 41, 748 children who are out of school due to various reasons. The percentage over total population of 5-13 years age group children is only 22%. This is indeed an achievement of the various efforts undertaken to provide access to the primary school going children.

In the forthcoming years of SSA, more vigorous actions are to be set off to meet the needs of the remaining 22 % of out-of-school children. The drop-out rate is only 5% whereas never enrolled percentage is 17%. The *Sishur-Uttaran* programme is an pioneering effort in this direction.

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Coverage by Educational Institutions :

| Type of Institutions | Total |
|--------------------------------|-------|
| Primary Formal School | 997 |
| Venture/Private Schools | 350 |
| AS Centers | 164 |
| Prov. ME/MEM schools | 102 |
| Prov. HS/HSS | 26 |
| Total | |
| ECE Centers | 300 |
| Formal School with "Ka-shreni" | 997 |

Category-wise list of Educational Institution in Bongaigaon District :

| A Provincialised Schools | Boitamari | Bongaigaon | Boiroobazar | Manikpur | Srijangram | Total |
|--------------------------------|-----------|------------|-------------|----------|------------|-------|
| Primary | 100 | 239 | 2411 | 171 | 215 | 966 |
| MV/ME/MEM | 18 | 50 | 25 | 27 | 65 | 185 |
| Secondary | 15 | 13 | 4 | 14 | 13 | 59 |
| Higher Secondary | 2 | 6 | 3 | 1 | 4 | 16 |
| B.. Recognised Schools: | 27 | 17 | 7 | 26 | 25 | 102 |
| 1) ME/MEM | | | | | | |
| 2) HS/HM | 15 | 13 | 11 | 7 | 11 | 57 |
| Total | 177 | 338 | 2911 | 246 | 333 | 13855 |

B. Progress Overview of the District during IDPEP period :

The National Policy of Education, 1986 (as updated in 1992) and the Programme of Action(POA) resolves that free and compulsory education of satisfactory quality should be provided to all children up to 14 years of age before India enters 21st century. The NPE emphasizes on three aspects:

- I. Universal access and enrolment;
- II. Universal retention of children up to 14 years of age; and
- III. A substantial improvement in quality of education to enable all children to achieve essential level of learning.

The experience since independence for achieving UEE established that UEE is contextual and varies across the country, its needs local area planning with disaggregated targets and decentralized planning & management, resources are important but not the sufficient conditions for achieving UEE.

Based on the above experience the District primary Education programme(DPEP) was launched in 1994 initially in 8 states. Assam was one of the states where the programme was started initially with 4 districts and later expanded to another five districts having female literacy rates below the national average. The principal objectives of the programme were:

- I. Universal access of educational facility for primary education;
- II. Universal enrolment of children in primary schools;
- III. Reducing the gender disparity, disparity amongst social caste, community etc. to below 5%;
- IV. Reduction of drop out to less than 10% and retention of all children enrolled in schools;
- V. Raising the level of learning by 25% over the baseline level.

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The progress in access & enrollment, retention, reduction of drop out rate and raising the level of learning in the District is as follows

Access and Enrolment :

Providing Access to un-served areas by Alternative Schooling Centers (AS -- Amar Parhasalis) :

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

| Block | No. of AS Centers | Enrolment | | |
|--------------|-------------------|-------------|-------------|-------------|
| | | Boys | Girls | Total |
| Boititamari | 68 | 1582 | 1661 | 3243 |
| Bonggaigaon | 2 | 61 | 38 | 99 |
| Borolbazar | 27 | 652 | 570 | 1222 |
| Manniikpur | 20 | 507 | 454 | 961 |
| Srijjamgran | 47 | 1073 | 1244 | 2317 |
| Total | 164 | 3875 | 3967 | 7842 |

(as on 31st March, 2003)

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

Bridge course conducted:

Bridge course for 5 to 7 age group children

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

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

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

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Bridge Course for children of migrated families

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

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

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.

The BC centers were provided with adequate TLM to give a boost to the teaching learning practices.

Bridge Course for 7 to 9 years age group :

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

| Sr. No. | Block Name | No of BC Centers | Enrolment | | | | Enrolment | | |
|---------|--------------------|------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | | | 7 yrs. | 8 yrs. | 9 yrs. | Total | Class-I | Class-II | Total |
| 1 | Boitamari | 36 | 444 | 332 | 324 | 1100 | 908 | 192 | 1100 |
| 2 | Bongaigaon | 18 | 230 | 186 | 156 | 572 | 468 | 104 | 572 |
| 3 | Borobazar | 21 | 219 | 207 | 236 | 662 | 567 | 95 | 662 |
| 4 | Manikpur | 64 | 726 | 482 | 530 | 1738 | 1508 | 230 | 1738 |
| 5 | Srijangram | 89 | 1211 | 1019 | 1053 | 3283 | 2848 | 435 | 3283 |
| | Grand Total | 228 | 2830 | 2226 | 2299 | 7355 | 6299 | 1056 | 7355 |

(as on February, 2003)

"Sishur Uttaran" - Enrolment Drive of 5 - 6 years age group children :

Enrolment drive has been carried out at village level for enrolling children of 5 to 6 years age group from January, 2003 to March, 2003. Out of 43,020 out-of-school children (5 to 13 years age group), a portion of children of 5 to 6 years age group children have been enrolled.

After the GPEC, VEC, SMC member training, enrolment drive programme has been conducted throughout the district for 5-6 year age group children in the month Feb '03 as direct enrolment. As per first reporting available, following is the enrolment status of 5-6 year age group children block wise.

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| Sl No. | Block | Total of 5-6 years age group children | Enrolment of 5-6 years age group (first reporting) | Left out children |
|--------|-----------------------|---------------------------------------|--|-------------------|
| 1. | Boitamari | 6986 | 5110 | 1876 |
| 2. | Bongaigaon | 8875 | 7994 | 881 |
| 3. | Borobazar | 8970 | 8239 | 878 |
| 4. | Manikpur | 7866 | 5922 | 1952 |
| 5. | Srijangram | 6617 | 5324 | 1293 |
| | District Total | 39313 | 32588 | 6880 |

ECE intervention in Bongaigaon District:-

To ensure necessary environment, opportunities for play, holistic development, opportunities for observation experimentation, problem solving and self expression, DPEP, Bongaigaon has established 300 nos. of ECE centers in various areas such as char, tea garden, slum and low female literacy rate. Moreover it has taken up non-ICDS areas so that it can play a role supplementary service of it. The programme covers the children between the age group of 3 to 6 years, or in other words just before beginning of formal education. These centers are found to be successful intervention in achievement level of all round development and school readiness of a child. Two workers namely Malini and Sahamalini are working as worker with monthly honorarium @ 700/- and @ 500/- respectively. One Supervisor has been engaged for regular academic support of 10 centres and to keep coordination between grass-root level and upper level. The workers including Supervisors have received various training namely - Pre-service, In-service, Induction, Orientation, Need based, refresher training organized by DPEP, Bongaigaon. Theme based teaching learning activity with TLM has been done in an informal and joyful manner. Continuous and comprehensive evaluation process is also done in the centers. Besides the three types of workers - Malini/Sahamalini/Supervisors; Resource Persons are providing support from time to time in different aspects like conducting training, assessment of ECE activities, Supervision and monitoring etc.

Major achievement of these centers may be stated as follows:-

300 nos. of ECE centers have been opened and functioning in the district which are providing pre-primary facility to around 13,700 children of 2 ½ to 5 years of age group. 9449 nos. of children have been enrolled in the LP Schools on the strength of completion of ECE course since 1999. Year wise data has been shown below.

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

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

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The success of ECE appeared to be one of the major factors towards enhancing enrolment of the concerned formal primary school. This has also paved the way towards checking the drop-outs and d repeaters. CE centers have also helped in promoting girls' participation in school education and thus is enhancing female literacy rate of the district. Increasing demand from community for ECE centers is definitely an indication of the success of ECE programme in the district. ECE centers are running as a supplementary programme of ICDS centers. Exchange of TLMs and other materials, exchange of Teaching-Learning activities are made between the nearest ECE and ICDS centers. Moreover, training to the ICDS workers also conducted from DPEP end.

Intervention for Deprived Urban Children Programme (DUC):

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

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

Status -

Projection Of BC center For Urban Areas

| Name of Area | Total Urban Population | Child Population (5-13 Yrs) | Out Of School (5-13 Yrs) | No of BC Centres |
|-----------------|------------------------|-----------------------------|--------------------------|------------------|
| Bongaigaon Town | | 6135 | 216 | 6 |
| Bijni Town | 11318 (1991 census) | 1606 | 103 | 3 |
| Total | | | | |

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

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

Community Mobilization:

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

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

Campaigns in focused areas and for special target groups on a sustained basis focusing on 'conscientisation' process; VEC-PRI interface to be strengthened to ensure sustainability; Training/capacity building of community representatives to be further emphasized; Empowerment of VECs to carry on with mobilization, supervision/management of schools depending on the context; Sensitization of DPEP functionaries, teachers and Educational Administration within the system to be more effective and motivated with a sense of dedication and commitment; The need of the hour is to mobilize all concerned functionaries, the teachers most importantly, the parents and the society as a whole in order to inspire them to rekindle their idealism if they can be aroused for a cause, which they perceive. Success stories of community participation and ownership to be disseminated for further reinforcement of the process of participation and cross learning; Enhance women's participation; Promote people's participation in urban areas.

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

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

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

1) Reconstitution of Village Education Committee (VEC) :

In DPEP districts, VECs have completed their terms. Therefore all the existing VECs had been dissolved and 824 new VECs are reconstituted in the entire district through a Government Order issued in the month of April, 2002.

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

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

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

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

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

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

4) Constitution of SMC :

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

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

Block wise nos. of VEC,WEC,TGEC,SMC and GPEC

| Block | No. of VEC | No. of WEC | No. of TGEC | No. of SMC | No. of GPEC |
|--------------|------------|------------|-------------|-------------|-------------|
| Boitamari | 115 | 0 | 0 | 118 | 13 |
| Bongaigaon | 182 | 23 | 2 | 289 | 24 |
| Borobazar | 191 | 0 | 0 | 266 | 17 |
| Manikpur | 131 | 4 | 0 | 198 | 15 |
| Srijangram | 207 | 4 | 0 | 280 | 24 |
| Total | 826 | 31 | 2 | 1151 | 93 |

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

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

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

Setting up of Linkage with PRI :

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

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management is to be vested on the Gaon Panchayat, the GP members have to be well oriented for taking up their roles and responsibilities thus vested.

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

Capacity Building of Community Structures :

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

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

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

Intervention for children with special educational needs:

IED under DPEP-Bongaigaon :

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

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

Objectives :

- To improve the enrolment, participation and retention of disabled children in general primary schools;
- To provide viable support services to general primary school teachers to make them understand the educational needs of all categories of disabled children in integrated setting.
- To enhance the competencies and skills of general teachers to meet the educational requirements of children with special needs.
- To instruct trained resource teachers, to assist general teachers in classroom management of children with special need by suggesting appropriate curriculum modification and educational intervention.
- To provide resource support to children with special education need in the form of resource room in the existing cluster resource center structure and a learning corner in the classroom.

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

Block wise nos of children with special needs(School going)

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

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

Block wise nos. of children with special needs(non-school going)

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

| Block Name | Mentally retarded (male) | Mentally retarded (female) | Multiple disability (male) | Multiple disability (female) | Total disabled (non-school going) |
|------------|--------------------------|----------------------------|----------------------------|------------------------------|-----------------------------------|
| Boitamari | 54 | 43 | 3 | 13 | 215 |

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| | | | | | |
|--------------|------------|------------|-----------|-----------|------------|
| Bongaigaon | 12 | 5 | 9 | 7 | 100 |
| Borobazar | 28 | 33 | 3 | 5 | 170 |
| Manikpur | 20 | 24 | 20 | 13 | 215 |
| Srijangram | 4 | 5 | 5 | 13 | 64 |
| Total | 118 | 110 | 40 | 51 | 764 |

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

Formation of District Core Group for IED :

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

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

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

Activities Completed :

- Awareness Programme has been done in Srijangram, Bongaigaon and Boitamari block for community sensitization.
- Awareness amongst all sections from the district to village level of district functionaries, VEC, GPEC, SMC, HT, Teachers, mothers, parents and other family members, ICDS, AS workers etc. Will be focused through meetings, seminars orientation, and trainings to various groups. These awareness exercises are planned once for each year. Except the final year when consolidation will be planned. The awareness activities will be conducted by NGO's, District core group, and change agents of the community mobilization group.
- Conduct of general health check-up for the disabled children at block level
- Seminar on IED at block level
- Community Sensitization programme at district level with the collaboration of District Administration
- Celebration of World Disabled Day
- Selection process of IED workers and Resource Persons by VEC is going on
- Selection and training of Resource Persons and workers: To conduct the activities at district, block and cluster / Panchayat level, resourceful persons will be selected and engaged to supervise and work along with complete job chart drawn up at state level. The engagement TOR will be for

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11 months on contractual basis. Induction Training of 10 days in the second year and recurrent refresher training every 6 months on need-based areas, such as, use, repair and maintenance of aids & appliances, classroom management, IEP's etc. will be conducted for the above personnel each year except the final year. With the engagement of increased no. of workers on the 3rd year along with geographical expansion of coverage the same process will be followed. Intensive training courses on different kinds of disability are also planned for some selected personnel. Exposure visits of the personnel for further training to Resource centers will be a form of in-service training and conducted each year for selected persons.

- Survey will be carried out by the selected IED workers in 13 clusters on pilot basis
- Advocacy campaign will be conducted in the areas selected
- Training of DRG
- VEC orientation in the selected clusters by IED workers
- Orientation training for ECE and AS workers
- 10 days Induction training for newly selected IED workers.
- Orientation of District and Block educational functionaries (District Level)
- 1 day Orientation V.E.C./TGEC/ SMC at Cluster level.
- 1 day Orientation of BRCC, CRCC, GPEC members at Block level
- Teachers training in the 13 clusters
- Home based support, school based support and community support for disabled children using the Readiness Package by the selected IED workers.
- Honorarium to IED workers at GP/cluster level: The temporary engagement of the personnel may be renewed on basis of performance report and an honorarium of Rs.1000/- (one thousand) per month to IED workers has been paid.

Quality Improvement :

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

At the crucial juncture of achievement after completion of five years of DPEP and bridging towards SSSA, it is felt essential to further examine the aspects effecting quality education within the perspective of UDIEE to assist in planning and implementation of SSA. It is expected that all children should get a common minimum level of education with a scope for catering to the individual needs beyond the minimum levels.

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

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

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Strategies and Interventions:

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

- Community involvement in school
- Constitution of community based organization and other forces.
- Linkage between community based organization and PRI.
- Development of mechanism for regular and effective contact with parents and community.
- Orientation of various functionaries.
- Making school level planning more a way forward to village level planning.
- Involvement of community in quality improvement.
- Better school supervision and academic support
- Establishment of coordination and resource base at Block and Cluster level.
- Convergence of administrative and academic functionaries.
- Development of effective feedback system.
- School development plan.
- Gradation to judge the internal efficiency of school.
- Gradation of GP on the basis of the school grade.
- School base planning and gradation demand for school improvement.
- Building of social acceptance to new in innovative.
- Teachers motivation and training.
- More emphasize upon Ka-Sreni and class-I
- Adoptions of whole school approve.
- Contact support to teacher.
- Practice oriented training.
- Co-learner between curriculum, textbook, teachers training and class room situation.
- Integrating disable children in maintained school.
- Proper use of TLM grant through TLM list and training.
- Special focus for school with limited resources.
- Formation of teachers resource group at cluster level.
- Growing the CRC as an in service training center for the teacher.
- Pupils evaluation
- ECCE for giving addition limited support.
- Adequate reporting and sharing with parents about child performance.
- Public examination for terminal grade.
- Standardized tools for uniform evaluation.
- Support to schools with special problem
- Special intervention for identified pockets(SFG)
- Strengthening of teachers.
- Supply of materials.
- Supervision of monitoring.
- Innovation
- Special package for early language development in Mono-grade school.
- Special package to MGT school.
- Clarification regarding specific strategies undertaken
- Preparation and use of teaching and learning materials.

More teaching learning materials required for each lesson of the text book will be identified and will be printed in the form of a book. Each school will receive this list and plan for preparation of TLM. Teacher grant will reach the schools before the academic year starts and TLM will be developed in the first 10 days

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of the first month of the academic year. For these the teacher will receive special training on how to prepare material and how and when to use these.

This will be followed by monthly preparation of TLM in the regular teacher meeting. This will be a regular feature in every new academic year. There are some TLMs which can not be developed by teachers easily. Particularly in class I and II lot of such materials are to be developed. Such materials will be provided to schools. In case of Schools with limited facilities, (MGT, over crowded class room, Tea garden schools, Flood prone areas etc.) core TLMs will be provided. The teacher will have to use TLMs by following a daily action plan which is related to lesson plan. Monthly activity plan and scheme book. In case of Multigrade schools and schools in disadvantaged areas, this planning will be built into the package provided. However, the teacher will get full liberty to develop new TLMs in all the schools covered by them.

Activities conducted in 2002-03:

A check towards repetition and drop out:

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

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

Mass Teachers' Training

1. Mass Teachers' Training on New Text Book : 45 nos. of IKRP (Retd. Teacher, selected Assistant Teacher, Head Teacher, CRCCs) are trained up at DIET, Howly, Barpeta by SCERT. Following this, MTT was held in three phases in five blocks of the district.

Remedial Teaching :

Another important activity is the Remedial teaching for the failed and weak children of class - I & II which is going on. Weak children of class-II are also getting FRT through 240 nos of Siksha Karm in the district. The children are given a special package for their lacking competency in the last Annual Exam. After they fulfill the package a special evaluation will be conducted on 2nd April'02 and declare them qualify to get enroll in next higher class.

The District Resource Centre (DRC) :

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

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

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

Current activities undertaken by DRC :

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Strengthening of DRC :

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

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

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

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

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

Supervision and monitoring of schools by DAACG and BACG members.

Monthly meet of District Academic Core Group (DACG)/Block Academic Core Group (BACG)

Adopted school by DACG/BACG members;

Adopted block by individual DRC lecturers

Action research

Innovative Intervention

Medium Specific Intervention

Intervention for the Upper primary section

Orientation for the Head Teachers on quality issue

Medium specific material development workshop

School Infrastructure and Civil Works :

To ensure access facilities for universal enrolment, retention, participation by community and improvement of quality of education, provision of a good infrastructure with a good school building is a pre-requisite.

The findings of Technical Survey gives a clear picture on the current status of the school infrastructure of the district. Several achievement have been made in the last four years of DPEP in providing new building, additional classroom, major repairing minor repairing, drinking water and toilet facility.

The civil works cell is comprised of a District Project Engineer and one Junior Engineer for each of the five blocks.

These works of construction are executed through the Village Education Committee except construction of BRC building.

Present Status Of School Building :

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| Name of blocks | No. of school having no buildings | | No. of school dilapidated conditions | | No. of school required renovation & repairing | | No of school require additional classroom (where space per child is less than 4 sq.ft.) | | No of school require additional classroom (where space per child is more than 4 sq.ft. and less than 10 sq.ft.) | | No. of school require major repairing | | No. of school require minor repairing | |
|----------------|-----------------------------------|----|--------------------------------------|----|---|----|---|----|---|----|---------------------------------------|----|---------------------------------------|----|
| | Priority I | | Priority II | | Priority III, IV, V, VI | | Priority VII | | Priority XI | | Priority VIII, IX, X | | Priority XII and XIII | |
| | LP | UP | LP | UP | LP | UP | LP | UP | LP | UP | LP | UP | LP | UP |
| Boitamari | 0 | 0 | 3 | 3 | 9 | 13 | 41 | 3 | 27 | 3 | 21 | 3 | 3 | 1 |
| Bongaigaon | 7 | 0 | 17 | 0 | 38 | 9 | 48 | 9 | 34 | 11 | 52 | 9 | 85 | 19 |
| Borobazar | | | | | | | | | | | | | | |
| Manikpur | 0 | 0 | 8 | 8 | 23 | 3 | 24 | 2 | 11 | 1 | 53 | 7 | 59 | 11 |
| Srijangram | 3 | 0 | 6 | 8 | 45 | 40 | 46 | 11 | 50 | 15 | 63 | 0 | 13 | 0 |
| Total | | | | | | | | | | | | | | |

Total

Source : Infrastructure Survey Reports

Status Of Toilet & Drinking Water Facilities :

| Name of Blocks | Schools with availability of toilet facilities | Schools with drinking water facilities |
|----------------|--|--|
| Boitamari | 35 | 34 |
| Bongaigaon | 58 | 49 |
| Borobazar | 56 | 58 |
| Manikpur | 46 | 44 |
| Srijangram | 55 | 55 |
| Total | 250 | 240 |

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Civil Works Progress Overview
(As on 31/3/2003)

| Activity | Physical target | Started | Work completed | Work under progress | Work not started | Remarks |
|-----------------------------|-----------------|---------|----------------|---------------------|------------------|---------|
| BRC | 5 | 5 | 5 | -- | -- | -- |
| EXISTING SCHOOL BUILDING | 91 | 91 | 91 | -- | -- | -- |
| ADDITIONAL CLASS ROOM / CRC | 155 | 155 | 155 | -- | -- | -- |
| MAJOR REPAIRING | 258 | 258 | 258 | -- | -- | -- |
| MINOR REPAIRING | | | | -- | -- | -- |
| TOILET | 250 | 250 | 250 | -- | -- | -- |
| DRINKING WATER FACILITY | 250 | 250 | 250 | -- | -- | -- |
| 70 BEDDED DIET HOSTEL | 1 | 1 | 1 | -- | -- | -- |
| Priority I | 63 | 62 | 4 | 58 | -- | -- |
| Priority I-VII | 97 | 95 | 10 | 85 | 2 | -- |
| BC Centre | 8 | 8 | -- | 8 | -- | -- |
| Child Friendly Elements | 260 | 260 | -- | 260 | -- | -- |

Financial Information on Civil Works(till 31st march,03)

| | |
|---|--------------------|
| a) Total EFC cost 33% of total project cost : | Rs. 9, 03,59000.00 |
| b) Total released : | Rs. 8,57,02541.00 |
| ----- | |
| Amount yet to be released : | Rs. 46,56,459.00 |

Financial Information of DPEP Bongaigaon as a whole. :

a) The total EFC outlay for the district is 27,11,025,00/-

33.33% of total EFC for Civil works : 9,03,58,463/-

6% of total EFC for Project management : 1,62,66,150/-

■ Cumulative Expenditure till March, 2003 is

Advance : 24,64,311/-

Expenditure : 25,44,92,596/-

Total : 25,69,57,407/-

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Supervision and Monitoring :

Supervision and monitoring is a vital aspect of civil works for proper implementation and timely completion of works in a qualitative manner.

Some outlines of supervision and monitoring :

- Selection of schools on priority basis and as per norm.
- Proper site verification through technical person.
- As one of the aims of SSA is to involve the community.

Achievement under the Annual Plan 2002-03 under SSA:

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

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

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

B. Teacher Training:

Under DPEP AWP&B 2002-03 the training of Lower primary teacher has been included and the same has been conducted in the month of February-March, 2003. Two training viz. 5 day training of resource teacher training and 8 day training of teacher of upper primary schools have been included in the Annual Plan 2002-03 of SSA. As the Resource teachers appointment is delayed, the training could not be conducted and likewise the training of upper primary teachers also could not be held. Therefore the amount will be spilled over to year 2003-04.

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C. Maintenance Grant:

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

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

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

E. Innovation:

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

F. Civil Works:

The civil construction under DPEP was a massive exercise as 33.3% of the total project cost per district has been allotted for civil construction works. However, considering the huge needs for repair/renovation/construction of school building, provision of drinking water facilities, toilets facilities besides construction of BRC and CRC building, the amount was too meager. There still large number of school building in LP school sector yet to be renovated/constructed. Under the Annual Plan 2002-03 of SSA two principal schemes was included i.e. (I)Construction of additional Classroom for UP schools, and (II)Construction of dilapidated UP school Building. The amount against the two schemes has been allotted to districts and work is in progress(around 65%).

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G. Research Evaluation , Supervision & Monitoring:

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

H. Block Research Center:

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

C. Strategy and Issues to be taken under Annual Plan 2003 – 04 (July,

➤ Opening of EGS Schools :

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

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

Micro-planning exercises have been conducted for opening EGS in needy areas. Evidence of demand from the community and community's commitment would be a pre-requisite for initiating EGS programme. The

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EGS and AIE recognizes and aims to include in its implementation strategy the fact that the heterogeneity demands diversified approaches for education. Some of these have been mentioned in brief below :

The present AS centers are mostly located in un-served habitations. 105 unserved habitations are identified during the last microplanning and school mapping exercise. These AS centers will be converted to EGS schools. 290 nos. of EGS schools are proposed to be opened.

Strategies for EGS schools :

The EGS School would cover children in the age group of 5-13 yrs. However, "Children with minor disabilities up to the age of 18 years could be included complying with the Persons with Disabilities (Equal opportunities, Protection of Rights and full participation Act 1995)".

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

Directly by the Axom Sarba Siksha Abhijan Mission.

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

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

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

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

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 5% of the overall DEEP budget.

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

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

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

EGS School's would receive the incentives which are specifically meant for primary unaided/private/government schools, viz.

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

2. Mid-day meal facilities (as per government norms)

SSA Annual Plan (2003 – 04)
DISTRICT: BONGAIGAON

EGS Schools will be supported in tea gardens where necessary under SSA only if considered decision is reached between the State Government and the Tea garden Management about the discharge of responsibilities under the APLR, 1956).

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

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

Prioritization:

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

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

Micro-planning :

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

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

a)

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

b)

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

Community Demand :

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

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

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

SSA Annual Plan (2003 – 04) DISTRICT: BONGAIGAON

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Need-based Training/Refresher Training :

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

Teaching Learning Materials (TLM):

The EGS schools would be provided appropriate Teaching Learning Materials to help in the multi grade, multilevel situation.

Academic Evaluation of learner :

A proper system of Evaluation would ensure a continuous process of evaluation of the learner. The monthly evaluation format would be maintained for each learner and necessary remedial measures would need to be taken to improve the achievement level of the learners.

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

Older learner may achieve the required level of competencies of a particular class/grade within 5/6 months, such learners would appear in a test at any time of the year and promoted to immediate next class/grade if they qualify.

Testing, Certification and Mainstreaming :

A system of testing and certification of the children studying in the EGS school would be evolved to ensure the accurate assessment of achievement level of a learner. The certificate would be issued to all learner afterwards.

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

A system of certification would be developed for the learner who wish to join a primary formal school either during or at the end of any academic session. The certification by the Siksha Mitra of the EGS School and countersign by educational administrators would be considered adequate by the Head Teacher if the formal school for admitting the student to a particular grade.

Support System :

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SSA Annual Plan (2003 – 04)

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DISTRICT: BONGAIGAON

Specific area Strategy :

- **Community Mobilization for 'Thinly Populated/Scattered Area**

Residential EGS Schools:

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

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

EGS Schools with Upper Primary sections:

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

Special intervention for children of Religious Institutions:

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

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

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

Special intervention for 'Different Linguistics Groups:

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

Special Intervention for 'Isolated Areas':

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

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

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DISTRICT: BONGAIGAON

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

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

Residential Bridge Course (RBC):

One residential bridge course has been proposed to open for 200 children (identified) in two venues. One RBC will be opened for boys and the other for girls. The following activities will be undertaken before opening the RBC centers.

- District level and block level meeting on RBC orientation involving the Task Force members
- Orientation for VEC on RBC
- Contact Programme at village level
- 10 days training programme on academic package of RBC for Academic Coordinators (AC)
- Residential motivational camp for children

Intervention for Children of Migrated Families :

- Process of Collection of Information on children of migrated families is going on in all blocks.
