

ANNUAL PLAN

DISTRICT ELEMENTARY EDUCATION PLAN

(DEEP)

DISTRICT:: MORIGAON

YEAR-2003-04

AXOM SARBA SIKSHA ABHIJAN MISSION

District At A Glance

a) Demographic Information:

Geography

Location:	In the middle part of Assam in N.E. India.
Distance from the state capital:	95 KMs.
Total Area:	5535 Sq. Km.
Major rivers:	Mighty River Brahmaputra flow in the Northern part of the district, besides some tributaries like Kolong, Kapili, Killing and Sunai flows through the District.

Administration

Head quarter:	Morigaon
No. of Sub-divisions:	1 (One)
No. of Circles/Tehsil:	6 (Six)
Name of Circles/Tehsils:	Mayong, Morigaon, Laharighat, Bhuragaon, Mikirbheta (Partly).
No. of CD Block	5 (Five)
Name of CD Block:	Mayong, Laharighat, Dalongghat, Kapili (Part), Bhurbandha & Bhuragaon
No. of Constituency:	5 (full-3 & Part-2)
No. of Zila Parishad:	1 (One)
Name of Zila Parishad:	Morigaon Zila Parisad.
No. of Police Station:	4 (Four)
Names of the Police Station	Jagiroad, Morigaon, Laharighat, Mikirbheta.
No. of A.P.:	5 (Five)
Name of A P	Mayong, Kapili, Bhurbandha, Moirabari & Laharighat
No. of GP	85
No. of revenue villages:	566
No. of towns:	1 (One)
Name of the Town.	Morigaon
Name of Municipality:	Morigaon
Name of Town Committee:	Morigaon Town Committee
Major language:	Assamese
No. of forest villages:	2 in Mayong Block (Gagarabon Gaon & Mahkhuli)
No. of School less village.	60 (Annexure – D)
No. of Venture school:	261
No. of tea garden:	3 (Three) viz. Gopal Krishna, Kuthari Bagisha, Bargug Tea Garden
No. of SFG area:	124 (Annexure – A)
No. of Char area:	18 (Annexure – B)
No. of Un-served Habitation:	Mayong-35, Bhurbandha-14, Laharighat-21 & Kapili- Nil
No. of Border area:	9 (Nine) ((Annexure – C)
Major Railway Station:	Jagiroad
Nearest Airport:	Lokapriya Gopinath Bordoloi International Air Port. Borjhar Guwahati.

Health Infrastructure

Civil Hospital (100 bed)	1 (One)
CHC (30 bed)	3 (Three)
PHC (New - 2 bed)	1 (One)
Mini PHC	16 (Sixteen)
Medical Sub-center	96 (Ninty six)
FW Sub-center	1 (One)
Bank	SBI, UBI, Apex Bank, Canara Bank, Bank of Baroda, LGB, Union Bank of India, Allah bad Bank, etc.

	1991 census	2001 census
Total Population	639682	775874
Density	375	455
Female per 1000 males	941	945
Literacy rate	47.99	59.46
Literacy rate (male)	56.17	66.13
Literacy rate (female)	39.19	52.36

b) Educational Information:

1. Total child Population (6 - 14 age group)

Block Name	6 - 14 years
Kapili	6966
Mayong	45405
Bhurbandha	30605
Laharighat	54574
Total:	137550

Source : DISE Report : 2001-02

2. Block wise Enrolment

a) In Provincialised Schools:

Name of Block	Enrolment (Class I - IV)	Enrolment (Class V - VII)	Total
Kapili	4,822	1,153	5,975
Mayong	31,074	7,511	38,585
Bhurbandha	17,273	4,882	22,155
Laharighat	34,920	6,621	41,541
Total:	88,089	20,167	108,256

Source : DISE Report : 2001-02

b) In Private/ Venture Schools:

Name of Block	No. Of Schools	Enrolment (Class I – IV)	Enrolment (Class V – VII)	Total
Kapili	LP = 16 ME = 4	1367	522	1889
Mayong	LP = 97 ME = 33	7273	3519	10792
Bhurbandha	LP = 77 ME = 13	5122	1061	6183
Laharighat	LP = 71 ME = 19	5696	1876	7572
Total:	LP = 261 ME = 69	19458	6978	26436

d) Caste wise Enrolment of LP Provincialised Schools

Block Name	No. of L.P. Schools	Caste wise Enrolment			Total
		SC	ST	General (all others)	
Kapili	42	718	4305	2152	7175
Mayong	274	6541	6532	19655	32728
Bhurbandha	188	3465	6929	12699	23093
Laharighat	298	2697	1107	53399	57203
Sadar	11	57	52	1633	1742
Total	813	13478	18925	89538	121941

e) Caste wise Enrolment of ME Provincialised Schools

Block Name	No. of M.E. Schools	Caste wise Enrolment			Total
		SC	ST	General (all others)	
Kapili	13	271	1623	811	2705
Mayong	47	2805	2796	8397	13998
Bhurbandha	50	1305	2618	4787	8710
Laharighat	65	1007	2721	8387	12115
Sadar	5	38	36	939	1013
Total	180	5426	9794	23321	38541

3. Block wise Out of School Children (6-14) years and the % of out of school children against total population.

Name of Block	Child Population (6 - 14) years	Out of School Children (6-14) years	% of out of school children
Kapili	6966	836	12.00
Mayong	45405	10644	23.44
Bhurbandha	30605	5597	18.29
Laharighat	54574	15105	27.68
Total:	137550	32182	23.40

4. Nos. of LP , MV & ME schools including composite schools :

Block name	Nos. of LP School	Nos. of MV School	Nos. of ME School	Nos. of Composite School
Kapili	42	3	13	2
Mayong	274	6	47	9
Bhurbandha	188	8	50	7
Laharighat	298	11	65	10
Urban		2	5	
Total:	813	30	180	28

Demography

As per 2001 census the total population of the district is 775874 showing the decadal growth rate is 21.29. Out of this total population 398930 is male and 376944 is the female population. The sex ratio i.e. no. of females per 1000 male of the district is 945 as per 2001 census. The population density per sq. KM is 455.

Population

The population of the district has increased from 6.40 lakhs in 1991 to 7.76 lakhs in 2001 by registering an increase of 21.29%. The increase of rural population is same as the over all increase. On the other hand the increase of urban population is *one* percent more than the rural and over all growth. The growth of female population of the district is much lower than their male counter part

Population of the District by Area and Sex:

Year	All		
	Male	Female	Total
1991	329613	310069	639682
2001	398930	376944	775874

Literacy

Out of the Total 775874 population 375465 are literate as per 2001 census. The overall literacy rates of the district have increased from 47.99 in 1991 to 59.46 in 2001.

The literacy rates of urban population are higher than the rural population.

The literacy of SC's & STs is lower than the general population as per 2001 Census.

Total Literates and Literacy Rates

Year	Population			Literacy Rates		
	Male	Female	Total	Male	Female	Total
1991	329613	310069	639682	57.17%	39.19%	47.99%
2001	398930	376944	775874	66.13%	52.36%	59.46%

PROGRESS OVERVIEW OF THE DISTRICT DURING DPEP PERIOD**aa) ACCESS & ENROLMENT:****ii. Un - Served Habitations:**

An Unserved habitation means a habitation where there are no schooling facilities within one-kilometer radius of the habitation. But there are some such habitations where a formal school is existed within the same radius but due to some natural barriers children are unable to attend the school all the days of the year. These habitations may also be regarded as un-served habitations.

Though the DPEP, Morigaon has completed its access, retention and quality improvement in the field of primary education, yet some habitations are still remaining un-served. So, these areas are identified for bringing up to the field of elementary education for all out of school children in the age group of 6-14 years.

2. a) Alternative Schooling Centers:***Alternative Schooling Centres including enrolment in 2002-03:***

Name of Block	No. of AS Centre	Enrolment in AS centers				Total
		CI-I	CI-II	CI-III	CI-IV	
Papli	20	169	140	61	13	113
Mayong	76	1393	994	600	246	3233
Bhurbandha	41	512	361	216	124	1213
Laharighat	121	2221	1831	857	358	5267
Total:	258	4295	3326	1734	771	10126

In the year, 1995-96, 30 nos. NFE centers had been opened in Mayong Block on experiment basis covering Tea garden, ST, SC, Minority and general areas to provide primary education to out of school children in the age group of 9-14 years who are unable to attend formal school at day time and at 10 A.M. The aim for opening of these centers on experimental basis was to find out the result whether it is possible to run a center with full community ownership. The respective communities have been entrusted the following responsibilities: -

- House to house survey of the village/ habitation.
- Preliminary selection of an efficient worker in the village to work as an Instructor in the center.
- Provision of a venue for running the center in the middle place of the village where all children may attend in the evening.
- Fixation of time for running the center as per convenience of children.
- Preparation of a limited Holiday list on basis of local festivals and weekly market days.
- Looking after and maintenance of the center regularly.
- Solution of local problems locally.
- Retention of learners in the center since enrolment.
- Organization of Monthly Meet with the worker to review progress of learners.
- Recommendation of workers Monthly Progress Report for making payment of remuneration.

The community in the leadership of the VEC's have extended full co-operation towards the programme.

New curriculum and methodology have been developed and separate textbooks for semester I and II have been developed at the state level.

in the year 1997-98 another 70 NFE centers and in 1998-99, 94 centers have been opened in 4 block areas covering 5752 children (Boys 3158 and girls 2594) of the age group of 9-14 years.

USE OF MOKTABS AS NFE:

It has been observed that in some minority dominated areas, the rate of girls' education is very poor. Guardians of these girl children of these areas do not want to have education for their girl child and so they use to keep them busy in household works like sibling care, cattling, cultivating etc. But the Religious education of these girls is compulsory and so all of them are send to Religious Institutions called Subahi Moktab which running in the morning.

In 1995, new strategy has been throughout to provide primary education to those girl children through NFE in the same Moktabs where they are attending for their religious teaching and using the same Jonab of those Moktabs. In the first year, 20 nos. Moktabs have been selected for the same on experimental basis under Laharighat Block. The Community and the Jonabs of these areas have accepted the new idea and extended full co-operation towards the programme. Seeing this, more demands have come from other areas of the block and another 37 nos. Moktabs have been identified for this in the year 1998-99 covering 2588 nos. children (Boys- 921 and girls-1667).

2. b) IMPLEMENTATION OF SHORT TERM BRIDGE COURSE:

As per the result of the House-to-House survey, 2001-02, a large number of children of the age group of 5-7 years are still out of school in served habitations. 49 such habitations with more than 15 nos. such children, have been identified under Mayong and Laharighat Block. A new strategy has been developed for mainstreaming of these children and as per this, a 45 days Readiness Package has been developed to bridge these children with the formal schools. For this programme, the following activities have been conducted:

- ❖ Conducted Contact programmes with the community, VEC members, parents and guardians for mobilization and identification of out of school children of the said age group.
- ❖ Selection of Academic Co-ordinator by the concerned VEC.
- ❖ Signing of Agreements between VEC & HTs, VEC & the Academic Co-ordinators and between the VEC and parents/guardians.
- ❖ Organization of 3 day Motivation Camp for children at village level.
- ❖ Training of Academic Co-ordinator on Academic Co-ordinator, CRCC and respective Head Teachers.
- ❖ Ceremonial Opening of Bridge Course centers on 27.06.02.
- ❖ Weekly evaluation B.C. learners by the H.T.
- ❖ Final Evaluation of B.C. learners by the H.T. and VEC as in Mayong on 14.07.02 and in Laharighat on 31.08.02.
- ❖ Ceremonial Mainstreaming of learners in respective primary schools in presence of the Hon'ble Minister, Food & Civil Supplies, Assam, Local MLA and other Public Representatives on 16.08.02 in Mayong Block and on 03.09.02 in Laharighat Block.
- ❖ Total no. of children have been mainstreamed as follow :

Mayong Block:

Class I: 368 Class II: 05

Laharighat Block:

Class I: 721 Class II: 79

TOTAL: Class I: 1089 Class II: 84

3. Early Childhood Education Centers:

Early childhood Education is today acknowledged as a crucial input and as foundation of lifelong development. In our country, it is also essential to realize attainment of the goal of universal elementary education.

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

Considering the above importance of Early Childhood Education, has received its due emphasis in DPEP districts in Assam as a critical input both for the holistic development of individual and for its impact on the enrolment and retention of the children in the primary grades. The main objective of Early Childhood Education is all round development of the child up to pre school age group of 3 - 5 years.

Early Childhood Education has the successful intervention in Morigaon District. To ensure every child to learn and enable to achieve his / her potentiality for growth and all round development. Through appropriate survey, DPEP, Morigaon has opened 298 ECE centers covering Char, SC, ST, Tea garden, slum areas, urban areas and backward areas. These centers have shown successful intervention in the level of all round development of children.

About 40,000 children have been enrolled in Primary schools from ECE centers since 1996.

Block wise information of ECE Centers & Ka-Sreni trained school and number of ICDS Centers:

Sl. No.	Block	No. of ECE Centers	No. of Teachers Trained for Ka-Sreni	No. of ICDS Centers	Remarks.
1	Laharighat	178	18	350	ICDS Centres opened recently
2	Mayong	69	32	150	ICDS centres opened early
3	Bhurbandha	40	48	150	ICDS centres opened early
4	Kapili	11	23	9	ICDS centres opened early
Total:		298	121	815	

IMPACT OF ECE :

- ❖ From the Evaluation system of existing of the Primary Schools, it has been found that the children who are enrolled in class I from ECE centers their performances is much more better than the children directly enrolled in class I.
- ❖ Reports from Primary School Teachers, discussions in the monthly meets at different levels, it is found that the children from ECE Centers are much more alert regarding

discipline, punctuality, leadership and in cooperativeness. They can also easily form group and take active part in-group discussions.

- ❖ The Mothers' Group are actively concerned with ECE centers and such group also take care of children after enrolment in schools.
- ❖ The ECE workers give their direct input to the Ka- Shreni of Formal Schools.
- ❖ Generally it is found that the rate of irregular attendance, dropouts is less in case of ECE enrolled children.
- ❖ Opening and functioning of ECE centers increases enrolment, prevent dropouts and repeaters, preparing children for schooling and promoting girls' education.

Women's Development And Girls Education:

Morigaon is one of the districts having a significantly low female literacy rate (39.19%), as per 1991 census. The female literacy is very low in flood affected and eroded Char Areas, Tribal areas and in Tea Gardens.

The main objectives of Women Development programme is to bring a social change among women folk and to achieve development in Girls' Education.

Other objectives include :

- To uplift the status of Girls Education.
- To change social status among female folk.
- To change traditional attitude of men-folk towards Women Development in society.
- To develop economic status of women.
- To build-up awareness among villagers for implementation of Universal Girls Education.
- To impart knowledge on Health, Hygiene and Sanitation etc.

Achievement :

- Orientation on Gender Sensitization for BEEOs /S.Is/ D.Is / BRCC/ ABRCC & DIET personnel.
- Follow-up programmes are going on in the villages, attached to Women Development Camps
- A Residential Workshop has been organized to develop script / songs, and slogan writings in Dec'98
- Meena Campaigns for Girls' Education have also been conducted throughout the district in the month of Feb & March'99.
- Enrolment Drive specially for Girls programmes held in Feb'99 at 4 blocks.

Women Development Camp:- Women Development Camp was held at Laharighat & Mayong blocks in the char area, tribal area & tea garden area.

Sishu Mela : On the 14th November of every year every Block is to conduct the Sishu Mela under DPEP Morigaon including the girls Children .

Mother's Group and self-help group: In the ECE Center areas 300 Nos. of mother group have been formed and functioning in Morigaon District. The main object of the group are

- Community Mobilization.
- ECE Center support group, i.e. TLM preparation, Enrolment Increasing Programme, supervised ECE Center, ECE Centers Building maintains, Seasonable fruits supply to there ECE Centers. Concerning ECE Centers..

Self help Group: Every Mother's group has formed a self-help group and they use to collection Money and deposit to a Nationalized Bank or Post Office. They use their fund in the personal and Social Activities Purpose. More over Mother group also have been doing some special Programme latest Programming Plus Polio Programme, Enrolment Week Programme, Cleanness of ECE Centers, Aware ness of women for health & Hygiene, Purification of Drinking Water, Construction of Sanitary Latrine etc..

Research Project: As per the Budget provision of the Year 1998-99 a research work was done by Mrs. Minati Sarmah, Lecturer in DIET Morigaon. The subject was "Study on empowerment of women by DPEP for removing illiteracy in Morigaon District with special reference to role of women organization".

Activities Conducted

- In the SFG area, Women Awareness Generation camp was held in the period 26th November '99 to 30th November '99. The main objective of this Programme was to form Women group and how they can help in improving the enrolment of the children in the ECE/NFE/AS/Formal school and to make aware the villagers of the importance of education to the girl child.
- A 3 day Programme on description of script and song was held w.e.f. 22nd March to 24th March '2000 at Kanaklata CRC to develop the ECE/GE related song and scripts.
- A 3 day Mother Group training Programme, held in the Laharighat block w.e.f. 27th March to 30th March 2000. The main objective of the programme is to focus on how the Mother Group is functioning, whether they are doing productive works or supporting the DPEP functionaries, etc.

Role of Community:

<u>Area-wise percentage distribution of VEC</u>		
<u>Name of area</u>	<u>No. of VEC</u>	<u>In %</u>
1. Tribal village	223	41.14%
2. Char area	54	9.96%
3. Tea Garden	2	.18%
4. General	264	48.72%

Before the intervention of DPEP in Morigaon, the community participation regarding Primary Education system was as follows:-

1. There were managing committees only by name i.e. only to receive the grants and aids from the Govt. office. The Primary school in the village though is the village property; the managing committee did not take any initiative for the development of their schools as a result of which the building condition and the quality of education deteriorated day by day.
2. No responsibilities were taken by the communities where there were going on the schools, classroom transaction, teachers regularities, TLM, school beautification, student discipline, etc.
3. Parent and guardians did not take care of their own school going children. Girls Education was totally neglected.
4. There was no common platform for managing committee to discuss any of innovative works and pedagogical aspects towards any substantial development of the pupils and school environment.
5. No any measure was taken by the community for assessment of drop out and retention.

In a word the community involvement towards the school was totally nil. The community was quite in ignorance for any sort of the development of the Primary Education.

In view of the above since the inception of DPEP the basic conception was to create awareness and to develop the feelings of ownership to universalisation of Primary Education amongst the community. Along with this conception in the district DPEP constituted the

~~Village Education Committee (VEC) in the every revenue villages. There are 542 nos. of VEC in the district.~~

1. Enrolment Drive Week: -

The target of DPEP is the Universalisation of Primary Education. Keeping in view of the above, DPEP started enrolment week yearly in the first week of Jan. to involve the community to enroll the children's in their respective schools.

2. VEC Mela:-

VEC Melas have been organized in April '96 at 10 clusters throughout the District to make the community alert on Social & Natural Environment of the village and Development of Primary Education in village Environment.

3. VEC Contact Programme :-

To monitor the entrusted activities of the VECs, a contact programme was organized in July '96 throughout the district to accelerate the VEC members.

4. Reconstitution of VEC:-

In July 1996 an order was issued by the Govt. of Assam Department of Education to reconstitute the VECs. And accordingly all VECs in Morigaon district have been reconstituted which amounted to 542 in nos. and the total members of the VECs are 7046.

All the members have been oriented two times on the issue of development of Primary Education, Health, Hygiene, Agriculture, Girls Education, etc.

5. Empowerment of VEC women members:-

The importance of girls education & women empowerment is one of the important issue of DPEP. One third of the VEC members are compulsorily be women. To empower the women VEC member and other selected NGO's of the respective villages, DPEP, Morigaon organized some programmes like door to door visit, convention of W/S, etc. were organized by some expert women RP of DPEP which covered 34 nos. of cluster in view of empowering the women on some selective contents like - importance of girls education, health-hygiene, family welfare(planning), school readiness of children, duties & responsibilities of mother, neighborhood, etc.

Drop out prevention week:-

To check up the drop out rate & to enroll the drop out children in the school a programme of drop out prevention week was organized by the VEC members in June '96 &

Enlist the drop out children of every school & also find out some drop out nil schools. The VEC members visited door to door to prevent the rate of drop out of schools.

Documentation:-

It is very unfortunate that something like animals, birds, trees fishes, cultural heritage, etc. have been disappearing from the universe. DPEP (Morigaon) organized a programme of documentation by some elderly village persons, experts to enlist the disappearing things and analyze the causes of disappearing. Accordingly the DPEP managed to document the same and done accordingly.

Health Awareness Camp:-

Three camp on Health Awareness were organized by DPEP, Morigaon under Community Participation in the remote area of Laharighat & Bhurbandha block covering 36 nos. of villagers. The duration of the orientation programme was 7 days and follow up action are seemed to be continuing..

8. Best VEC Award:-

To encourage the VEC members and to create competitive mood among the VECs, a provision of best VEC award amounting to Rs.1000/- per VEC has been awarded and accordingly 40 nos. of VECs have been awarded.

Apart from the functions specified above, VEC's are playing a significant role in enrolment of children, retention, creation of community awareness, utilization of infrastructure grant, utilization of grant in respect of construction and repairing of school building, VECs are looking after the beautification of the schools also.

Environment Building:

Concurrently with the activities related to Community Participation DPEP have had a number of Environment Building activities, going on targeting different sections like teachers, functionaries of local governments, parents and other stakeholders. The emphasis in the beginning was definitely on building an environment for carrying out programme activities in the grassroots, through awareness generation activities. Once this was done, to sustain the interest of the masses, and also to target the unreached became our priority. At all times the effort was to be innovative and while being conscious of local sensitivities and traditions. The approach was two fold: to address the community in general and the poor, in particular, and secondly, the functionaries of the Education Department, Primary School Teachers, NGOs, community leaders and Panchayat Functionaries so that they may participate actively in implementing the activities of DPEP in the spirit of the programme. The Environment Building - Awareness Generation activities still stress on :-

- Enrolment and retention, the focus has increased on longer participation in all issues related to Primary education and information dissemination.

Integrated Education for Disabled Children

The concept of integrated education for disabled has manifested into a reality through the initiative of the IED component and its interventions at the grass root level. IED lays great emphasis on providing equal opportunities to children with special needs in a regular normal educational institutional to help them grow in a natural environment along with the children. The idea is aimed at ending segregation and moving towards complete integration of the education system.

To improve the enrolment participation and retention of disabled children in general primary schools in Morigaon district, IED intervention has been carried out through following stages

- ❖ Early Detection and identification for identifying children at an early age as well as number of in school/out of school children. household surveys has been done initially in ten (10) selected clusters (**Later all clusters to be covered**)
- ❖ Preparation for integration: To prepare the children for integration in general schools. IED components has established special pre schools centers where the disabled children will be made ready integration by IED workers who are fully trained and competent to deal with special educational needs of disabled children. If ECE centers Anganwadis and adjunct pre school centers are available they have also be oriented to help in this work. The centers have been opened in the school of the nearest proximity to the disabled children homes and in a central locations covering two/three villages easily accessible by the disabled children of this villages.
- ❖ Enrolment of Children: - The stage is now set for the enrollment of the disabled children's in general schools. The guiding principle for the placement of children is that as far as possible not more than two children with a particular disability may be placed in one class/section. It will be discouraged to earmark all disabled children for a particular class.
- ❖ Teaching the Children: - In implementing the program, the role of special teachers (resource itinerant) IED workers and the general teacher are complementary and not isolated. The major responsibility for teaching after the disabled children are mainstreaming/integrated rests with the general teachers, who will have to treat them just like any other children in his/her class room. The special teacher/IED worker will

provide support through selecting and providing special learning aids and materials, whereas required.

Aids and appliances all children's requiring assistant devices should be provided with aids and appliance through convergence with ministry of social justice and empowerment, state welfare department NGO's. IED component had conducted such an assessment camp in convergence with Composite Regional Center, Guwahati (functioning under Ministry of Social Justice and Empowerment) in Morigaon district whereby aids and appliances like hearing aids, tricycles, crutches have been provided for disables children both in RC/in school.

- ❖ **Mobilization of Resources:** - Special aids and equipment for the individual child teaching learning aid both for the resource and general teacher and special instructional materials are required. A disability wise inventory of the requirement have been prepared as many of this instructional materials have been developed in IED training programs by IED workers and resource persons.
- ❖ **Monitoring and evaluation:** Two major purposes of monitoring and evaluation are assessment of the quantitative and qualitative progress of the project. For covering the qualitative progress of the IED intervention data of total number of disable children in general school. Number of children assessed and enrolled under IED resource centers for disable children's, number of functionaries oriented and trained instructional materials translated/produced are to be collected. For qualitative progress certain aspects need to be studied. These include perception of the functionaries regarding the program and the disabled children, quality and interaction among the disabled and non-disabled peers that is generated, co-operation between the general and special teachers and IED workers, organizational support provided to the functionaries by way of timely supply of material and equipments and effectiveness of the delivery system. The total number of readiness centers functioning at present in the ten selected clusters of Mayong, Bhurbandha and Laharighat blocks along with total number of children in each center are given below: -

However the ratio between worker and the distance to be covered is a big one, as only one IED worker is engaged in one cluster. As it is not viable to cover the whole cluster at one period of time, IED intervention has been carried out on a pilot basis. A maximum of ten villages in each clusters are at present being covered by three to four readiness centers which will be closed down after the disabled children are mainstream and the children of next group of villages will be prepared in readiness centers which will be set up in suitable locations for effective IED intervention, the number of workers per cluster needs to be increased. Total numbers of resource person are five, which is sufficient for the present area of IED intervention. However as the whole district will be covered more trained resource person both at district and block level is required for effective functioning of IEDC.

6. Construction of Civil Works Overview (till 2003, March):

Civil Construction is an important component in DPEP & SSA, in which the monetary involvement is (24% + 9%)= 33% is in DPEP.

Sl. No.	Building	Nos.
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Construction		
1	BRC Building	4
2	CRC Building	68
3	Existing Building	122
4	Additional Class room	42
5	Repairing	159
6	Toilet	128
7	ECE Building	40
8	DIET Hostel	1
9	DEEO office	1
Total		565 Nos.

The above works were however done out of the 24% of funds of the total Project allocation. Of late during the year 2002-03 the fund provision was raised to 33% and as a result more fund have been received.

At that time keeping in view of extending the construction work facilities to the deserving Schools, a school infrastructure survey was conducted during the early 2002 and categorized the schools in to 13 Nos. of categories on Priority basis.

On the basis of the result of the above survey following number of schools have been selected for construction as follows: In the 1st phase from priority:

Sl. No.	Priority	No. of works
1	I	9
2	II	25
3	III	22
4	IV	14
5	V	16
6	VI	33
7	VII	49
Total:		168

The construction works in the given table above are already in progress and will be completed within the DPEP Period.

Quality Improvement:

One of the major objectives of DPEP is to improve the quality of Primary Education along with enrolment and retention of all school going age group children. It is visualized that, to achieve the target of Universal Elementary Education (UEE), Universal Enrolment and to attain Minimum Level of Learning (MLL) by all children's, teacher's training in some specific areas is must. It is most important to improve the quality of teaching of the teachers, as well as the behavior of the children, and to motivate towards development of primary education.

Time to time motivational in-service training helps the teacher to improve their quality of teaching and enable them to choose strategy to achieve the goal. Recurrent in-service education and training of primary teachers, Head teachers and trainers such as co-ordinators of Cluster Resource Centers (CRCC), Block Resource Centers (BRCC), Block and District Resource Group (BRG & DRG), faculty of district Institute of Education & Training (DIET) are important areas of intervention.

Training/ Workshop conducted for Capacity Building:

- ☐ For Quality Improvement in schools, various steps had been taken to provide with materials for both pupils and teachers.
- ☐ The teachers and AS workers were facilitated with Samal Sambhars for Class I, III & IV in all subjects. The set of which were given to the BRCC's, CRCC's, DIET Faculties and AS Supervisors. This was introduced in the year 1998 - 99.
- ☐ The provision of Workbooks to the children of Class III & IV of primary schools in the year 2000 - 2001.
- ☐ The Learning Books were provided only for the MGT (One and two teacher schools) and AS Centers under proposed Clusters and 40 nos. selected AS Centers in four blocks. All children of Class I to IV of MGT schools and AS Centers as stated above, were provided Learning Books.
- ☐ Other teachers of MGT schools, BRCC's, CRCC's, DIET Personnel were also given a set of Learning Books to facilitate other teachers. The intervention had been taken for the year 2001 - 2002.

SISHUR UTTARAN:

The Sishur Uttaran Programme has been launched in Morigaon District since January,2003. Before implementation of the programme, a Planning Meeting was held at the DIET, Morigaon on 31.12.02 where the Hon'ble Mission Director has participated as KRP in the workshop. As per the strategy, Block level, cluster level & village level Task Forces have been formed and members have been oriented on Sishur Uttaran (Enrolment Drive, Remedial Teaching and Bridge Course).

After orientation, the datas of VERs have been verified by CTF & VTF members to find out the total no. of children of the age-group 5 - 9 years. As per the report, total no. of children have been found as follows :

SL. NO.	BLOCK	TOTAL NO. CHILDREN OF 5 - 7 YRS.			TOTAL NO. CHILDREN OF 7 - 9 YRS.		
		BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1.	BHURBANDHA	3520	3338	6858	958	911	1869
2.	MAYONG	5138	4947	10085	6170	6474	12644
3.	LAHORIGHAT	8169	7643	15812	8206	7506	15712
4.	KAPILI	471	439	910	153	118	271
	TOTAL	17298	16367	33665	15487	15009	30496

awareness generation and on capacity building of teachers, grass-root level activities and functionaries like BRC-CRC and VEC.

More attention was given on attaining the universalisation of primary education by improving access, reducing dropout, retention and quality improvement through teachers training. Utmost care had been taken to minimize transmission loss in the field of teachers training programmes and stress was also given on completion of civil works in the needy areas.

During the year 1998-99 emphasis had been given on extension facilities in NFE & ECE areas by opening 200 ECE Centers, 242 Nos. of AS Centers and 199 Nos. of NFE Centers respectively in need areas identified through field level survey. We also tried to give emphasis on Action Research and Evaluation. Moreover in this year more emphasis was given on Alternative Schools and providing facilities for disable children.

ACADEMIC RESOURCE GROUP,

Academic Resource Group was formed on 13th March 1996 with fourteen members, as such DIET Personnel-6, BRCC-4, Programme Officer (Teachers Training) -1, Primary School Teachers-1, BEEO Bhurbandha Block -1 and S.I. Mayong Block. -1.

Role:

- a) ARG is the main resource group in the district for academic up-liftment.
- b) Discussion of any academic problems and issues arising out of the block and cluster level meeting during the previous month.
- c) The Monthly Academic Report of the BRCCs along with School inspection report for at least two schools for each BRC will be discussed.
- d) ARG will contract the state project officer for any critical academic clarification.

Function:

- a) The entire training programme for teachers of the district according to need will be planned by ARG.
- b) To keep notice, analyse the feed back and to provide inputs to BRCC, CRCC, School Teachers and VEC level.
- c) To attend the Monthly Meeting of BRC and CRC level and to find out feed back.
- d) To supervise the schools and get feed back.
- e) To finalize the agenda for block and cluster level meeting to be held during the month.
- f) Discussion and demonstration for additional materials received from state office and developed in the district.
- g) To prepare vista schedule of ARG members to block level CRCC meeting and also CRC level TEACHERS MEET.
- h) To keep constant notice upon academically weak areas.

2. a) Supply of Text Books:

For the year 2003 - 04 free text books have been supplied to all children of class I to IV in all subjects. As per data received from DI office total books (in all subjects for all classes) already distributed as follows:

Out of these 3366 no. of above children 2311 have already been enrolled in 316 no. of primary and middle schools and 1150 are under Remedial Teaching in all schools since February, 2003.

As part of the Sishu Uttaran Programme, 270 no. of Bridge Course Centers have been set up to cover out of school children of the age-group 7 - 9 years and accordingly 8953 no. Children have been covered by these B.C.C. in the district who are going to be mainstreamed in schools in Class II & III on 12th May 2003.

The Block wise enrolment position of B.C.C.s is as follows: -

SL. NO.	BLOCK	TOTAL NO. OF CHILDREN AGEWISE				TOTAL NO. OF CHILDREN CLASSWISE					
		7YRS	8YRS	9YRS	TOTAL	CLASS I			CLASS II		
						B	G	T	B	G	T
1	MAYONG	974	725	664	2363	1068	916	1984	161	147	308
2	LAHORIGHAT	2260	1854	1744	5858	2714	1887	4601	701	533	1234
3	BIHURBANDHA	361	301	293	955	368	347	715	100	130	230
4	KAPILI	45	45	57	147	58	40	98	32	15	47
	TOTAL	3640	2925	2758	9323	4208	3190	7398	994	825	1819

Quality Improvement under Teacher Training component :

Introduction. Before implementation of DPEP activities in Morigaon district the Primary Education as a whole was lagging behind the factors, and it may be noted as follows:

- ⇒ Only one year BTC course for teachers was as in service training.
- ⇒ No provision for recurring short term in service training for teachers.
- ⇒ There was no organization to look after the system running on.
 - ↳ Guardians/ Parents or the community totally ignored for their school going children.
- ⇒ Girl's education was totally neglected.
- ⇒ Supervision and Monitoring was quite nil.
- ⇒ Textbook and the Black Board were only the teaching aid.
- ⇒ Teachers centered traditional method of teaching.
- ⇒ There was no platform for teachers to propagate their innovation and ideas.
- ⇒ No provision for non-school going children or dropout children.
- ⇒ There was no support measure for education to the children belonging to slam area or school less villages.
- ⇒ No specific focus was given for education belonging to Tribal, Schedule caste, Tea garden or Char Area.
- ⇒ No provision for preparatory classes.

The functioning of DPEP, Morigaon practically started with effect from Dec'94. During the first year 1995-96 emphases was given on setting up an establishment and on mobilization at the field level. During the second year (1996-97) priority was given to create

Class	No. of children	No. of copies
Class - I	30795	30795
Class - II	6168	6168
Class - III	12658	12658
Class - IV	17953	17953
Class - V	44325	44325
Class - VI	51495	51495
Class - VII	37148	37148

b) Supply of Resource materials:

Resource Material (Samal Sambhar) is a material, which was supplied to all teachers, DIET personnel, BRCC, CRCC and academic administrators. This is material which include the idea of whole school approach to facilitate the teacher for planning, preparing TLM, daily lesson plan, use of learning corner, use of student parliament, community participation and to use of flexible routine. All sorts of game chart and card like activities were included in the resource material, which is not only a guide book to the teacher but also a book to lead to the vision of a good school. Symbolic representation of the activities clearly shows to do and how to do.

Resource material was developed for all subjects for class I, III & IV and the intervention had taken for the year 1999 - 2000, 2000 - 2001

c) Provision of Work Book to the children of class III & IV:

The existing Text Books (before 2003 - 2004) for class III & IV were not prepared on activity-based basis and competency based to the children. Hence for the teachers' preparation of TLM as per Resource materials to meet the need of children was overloaded and so workbooks had been prepared in all subjects to facilitate children of class III & IV. All card & chart like activities were included in the workbook which pupil can use as their own practice book. The intervention had taken for the year 2000 - 01.

d) Intervention of MGT schools with Learning Book:

The MGT situation is a problematic situation for proper classroom transaction. To tackle such serious situation an attempt had been taken for the year 2001 - 02 with provision of Learning Book to the children of MGT schools for all classes in all subjects. The intervention had taken place because it was found that the teachers of MGT (specially in single & double teacher schools) teachers were overloaded with preparation of TLM and for planning of all classes. So the Learning Books were designed where the load of teachers will be minimized and pupil will do their activities as per instructions with Learning Book. Instructions were simple enough to understand by children and thereby teachers don't need to loss maximum time with children. Moreover evaluation of pupils was also inbuilt with the Learning Books from which teacher can easily understand the progress of the child and can take immediate remedial measures. On the other hand activities of the book were on competency based.

For the whole task instead of all MGT schools, only 4 (four) proposed clusters were taken as Learning Book cluster where all children of MGT School were provided with Learning Books. Total no. of MGT schools in the 4 (four) proposed clusters were 30 nos. Other 456 nos. of MGT schools (single & double) were provided with set of Learning Books. This intervention had taken for the year 2001 - 02.

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 like wise the training of upper primary teachers also could not be held. Therefore the amount will be spilled over to year 2003-04.

C. Maintenance Grant:

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

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

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

E. Innovation:

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

F. Civil Works:

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

G. Research Evaluation, Supervision & Monitoring:

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

H. Block Research Center:

The BRC in DPEP district is functional. The BRCCs are also in place and working. AS per the SSA norms up to 10 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.

Strategy & Issues to be taken up under Annual Plan 2003-04 (July, 2003 to March, 2004)

a) Access & Enrolment:

1. Un-served Habitation: As per the Handbook for EGS & AIE (Page 75), all identified un-served habitations should certified by the respective BEEO. On basis of the certificate, EGS schools will be set up in those habitations for the children of the age group of 6-14 years. Before opening of such schools, the respective VECs will submit proposals to the respective BEEO with all necessary documents and declarations for setting up of EGS schools as per the said Handbook (page 72 to 74).

Respective BEEOs will submit all documents to the DPC and these will be finalized by the District Task Force consisted with the DPC, DIET, DE of schools, DPOs, BEEOs, and BRCCs.

STRATEGY FOR RETENTION IN EGS SCHOOLS:

- ❖ Full community ownership.
- ❖ Provision for supply of free textbooks and necessary center materials.
- ❖ Provision for Mid-day Meal.
- ❖ Adequate Infrastructure.
- ❖ Involvement of local youths, NGO, MGs.
- ❖ Regularity and punctuality of both teachers and pupils.
- ❖ Regular monthly meet of VEC, guardians and teachers.
- ❖ Regular supervision by VEC, MG, GPFCC

- ❖ Importance on fear free and joyful teaching and learning.
- ❖ Maintenance of PTR.
- ❖ Regular support visit from all levels academic group.

STRATEGY FOR QUALITY IMPROVEMENT IN EGS SCHOOLS :

- ❖ Stress on selection of an efficient teacher.
- ❖ Adequate training for Teachers on MGT/MLT, Content, lesson and activity based.
- ❖ Provision for Refresher / Need based Training for teachers at regular intervals.
- ❖ Child centric approach.
- ❖ Continuous and comprehensive evaluation system.
- ❖ Strengthening and active involvement of Student Govt.
- ❖ Proper orientation of Support Group.
- ❖ Use of STLM.

SUPPORT AND MONITORING OF EGS, AS AND AIE :

- ☐ There will be one Supervisor / RP against 25 EGS / AS centers for regular supervision and regular support to each center. Each Supervisor / RP will be responsible for supporting one 'B' and 'C' grade center in a day and he / she will stay in the center for full time .
- ☐ Each Supervisor / RP will visit 'A' grade center once bimonthly.
- ☐ The Supervisors/ RPs will be oriented properly for regular supporting to these centers.
- ☐ The respective CRCC will be full responsible for regular academic support to these centers.
- ☐ The VEC, VTF, MG, NGO, GPEC will also monitor these centers regularly.
- ☐ Joint supervision with Education Department, DIET, DPEP/SSA personnel's will visit these centers regularly.
- ☐ The various level meetings will review and monitor the progress of learners of these centers.
- ☐ Extra hands will be used for additional works like special campaign, training of field workers and support to field workers etc.

EVALUATION :

- ☐ Continuous and Comprehensive Evaluation of learners by the teachers to review the progress.
- ☐ Monthly Evaluation of learners with the help of CRCC and the Supervisor / RP.
- ☐ Half yearly Evaluation of learners in every sixth month.
- ☐ Annual Evaluation of learners at the ending of the Academic Year.
- ☐ Respective VEC, VTF, MG, NGO will be involved in these evaluation works so that everybody may realize the progress of learners.
- ☐ During support visit, needs of teachers will be identified and on basis of this evaluation, Refresher cum Need base trainings will be organized.

2) Served Habitation (Bridge Course/ Remedial Teaching):

The VER report shows that there are a large number of out of school children in served habitations besides unserved habitations in the age group of 6-14 years. These children remain un-enrolled and dropped out due to those reasons as mentioned earlier in this report.

So, all these children must be mainstreamed by the following year to make the district a UEE district. Since the concept of UEE are :-

1. All children upto 14 years must be in school.
 2. Once they enter in school, they must retain in school till completion of elementary education.
 3. Quality of those children in school must be achieved within the targeted period.
- So we have planned to mainstream these children by this year.

Tasks proposed to mainstream the out of school children of the served habitation

- ❖ Long Term Bridge Course Centers will be opened for the out of school children in the age group of 10-14 years for 6 to 9 months so that these children may be mainstreamed in upper classes.
- ❖ Provision of Upper Primary facilities in those areas where there is no provision within the radius of 2 to 3 KM radius.
- ❖ Task Forces from District to Village level have been formed and oriented on Sishur Uttaran. Responsibilities are fixed on these Task Forces as follows:
 - To ensure regular attendance of teachers and pupils in schools.
 - To ensure 100% enrolment of children in the age group 5-9 years in the village.
 - For this purpose, parents and guardians should be motivated to ensure enrolment of their child in nearby schools and alternative schooling centers.
 - Community should be mobilized to ensure 100% retention of children in schools up to completion of elementary education.
 - Engagement of local educated youths as Education Volunteers to support the teachers where the PTR is So high.
- ❖ Under UEE Block, Laharighat, it is proposed to set up 3 nos. Residential Bridge Course Camps for upper aged out of school children.

Strategy for education of children in difficult circumstances including child labor

The Child Labor may be categorized under three groups:

- a) Earning Child Labor
- b) Non-earning Child Labor
- c) Migrated children who are migrated with their parents to other places in search of work for 3 (three) to 4 (four) months every year.

These child labors have to work under the following circumstances:

- 1) Work as house hold servant
- 2) Work in hotel, shops, roads (construction), etc.
- 3) Work in the garage and other vehicle workshops
- 4) Work in the brick industries and small cottage industries
- 5) Work in the Tea garden area
- 6) Children of daily wage workers from place to place in search of work

The 2nd category child laborers are mostly busy with sibling care or other domestic chores, tending to cattle's. But it can't be precisely known exactly what kind of work comes their way in case of the third category ones. These children are mostly the inhabitants of the flood & erosion prone areas nearby riverbanks, etc. Due to this nature of shifting from place to place during the flood seasons, these children cannot continue education and are left out either as dropped out or irregular or are not at all enrolled.

Strategy to be adopted:

- a) Survey on child labor of the age group (6 – 14 years)
- b) A block level task force will be formed to initiate the activity
- c) The district task force will completely be entrusted to monitor the process.

To provide the children of this deprived category the following steps will be taken up:

- A district level meeting will be organized in this regard. This will decide how many children and area will have to be covered within a stipulated time period for providing elementary education.
- One-day orientation with the DACG & BACG for motivation camp
- The block task force will be entrusted to conduct the motivation camp to enroll child labor in the Long Term / RBC under proper guidance of DACG members.
- During the motivation camp the site for setting up the LTBC/ RBC and the selection procedure for selection of the workers will be focused.
- The LTBC will be for duration of 9 (Nine) months and RBC, for 3 years.
- Selection as per guideline from the higher authority
- Ceremonial opening of centers
- Standard of teaching level will be covered for class I & IV
- In-service training needed to be provided to the workers
- One DIET person will be given charge completely to monitor the whole task
- The DIET persons, academic administrators and BACG members and also the GPEC/ VEC members will be given charge for the supervision & monitoring purpose.
- Evaluation of the pupils and progress record to be maintained for remedial teaching
- Mainstreaming of the pupils after completion of the course

Interventions for Community mobilization/ sensitization towards enrolment, retention and need for education:

Strategies to be adopted:

- Regular checking of VER on enrolment and drop out position
- Door to door visit by the VEC, SMC members and the HT's to the residence of the dropped out children
- Identification of un-enrolled children of targeted age group (7 to 9) years and selection of Bridge Course Centers and enroll the targeted children in the bridge course centers for mainstreaming.
- Opening of EGS centers in the un-served habitations and school less villages

- ☐ Identification of active NGO's (Responsibility to be fixed for drop out retention in some targeted area)
- ☐ Collection of data and repeated children and identify the age group and accordingly admit in the respective classes.
- ☐ Development of format for VEC & SMC for regular monitoring the position of the drop out and un-enrolled children.
- ☐ Identification of areas, where the importance of girls education is poor and gender gaps is existed.
- ☐ Strengthening of women groups and entrusted the groups to the particular areas for door-to-door visit, organizing group meetings amongst the village women.
- ☐ The content of the convention will be to reduce the un-enrolled position of girls child and make sure the attendance of women members in the VEC, SMC monthly regular meeting.
- ☐ Organization of orientation camp for VEC & SMC members at village level.
- ☐ Observation of enrolment week in the month of January involving Community people like parents, guardian, teachers, VEC & SMC members for 100% enrolment.
- ☐ Filling up the VER, habitation wise in the month of January
- ☐ Identification of Community leaders from every villages, emphasizing the women members and organize the orientation camp at village level to empower them on the selected contents, 100% enrolment, school development plan and to develop the feeling of ownership
- ☐ Create awareness of VEC, SMC, and GPEC members for monitoring the civil works
- ☐ Organization of training for the president and member secretary of the VEC, SMC, GPEC and TGEC at cluster level on school management issues contents attendance of teacher and pupils, TLM process, classroom transaction, school beautification, uses of local resources in regards minor repairing of school boundary fencing, checking up VER.
- ☐ Development of format for the VEC & SMC members for regular monitoring of the schools, attendance of the teachers & pupils, and it will analyze the issue of format in the monthly meeting regularly.
- ☐ Involve the GPEC to monitor the VEC, SMC activities and the finding issues will discuss in the GPEC monthly meeting.
- ☐ Development of format for district personnel's, DIET faculty members, BRCC, CRCC for monitoring the VEC, SMC, GPEC, issues

b) Quality Education

Training of Teachers (Mass Teachers Training)

Major Issues:

- I. Transaction of Text Book in Classroom situation
 - a) Intervention of Text Books for class I & II
 - b) Intervention of New Text Books for class III & IV
 - c) Intervention of Early Language Development Programme
 - d) Material making
 - e) Need based support (content based)
 - f) Intervention for Multi grade schools
 - g) Mono grade schools
 - h) English Teaching for class III & IV

1. Special Intervention and support to disadvantage area including Girls education
 - a) Flood prone area
 - b) Remote and Char area
 - c) Tea Garden area
 - d) Forest area
 - e) SC/ ST area
 - f) Mixed medium schools
2. Problem of local dialect other than medium of instruction
3. Involvement of community in Teaching Learning process
4. Teachers Diary
5. Pupils Evaluation
6. Action Research/ Case Study/ Research Work

Strategies:

1. Training of Teachers:

- Training of Teachers on New Text Book for class III & IV which will include intervention of class I & II & English Teaching in Class III & IV
- Utilisation of school grant
- Utilisation of TLM grant
- Identification of needs (subject & class wise)
- Preparation of TLM package for MGT schools
- On site support to the MGT schools
2. Identification of Hard spots
 - Development of material and module
 - Development of special package
 - Special support to disadvantaged areas
3. Identification of problem areas
 - Development of Bridge materials
 - Introduction of Bridge materials
 - Availability of Bridge materials
4. Strengthening and Empowerment of VEC/ PTA/ MG towards Teaching Learning Process
5. Record Keeping
 - To maintain the daily action plan of teacher
 - To keep record of Pupils progress
 - Listing of slow learners for remedial teaching
 - Advance plan for teachers
6. Evaluation
 - Preparation of competency based Question Bank
 - Conduction of periodical examinations
 - Conduction of public examination for class IV pupils
 - Remedial Teaching for pupils of slow learner
 - Daily evaluation of pupils
 - Evaluation of co-curricular activities
 - Involvement of DACG/ BACG on CCE
 - Involvement of MG/ SMC

7. Identification of specific area for Research and study
8. Teachers involvement in Action Research and to solve their academic problems

2. Identification of Hard spots:

- Sharing workshop on hard spots to support to disadvantaged areas
- Workshop on preparation of material and module on hard spots
- Training to VEC, GPEC, SMC, MG for on-site support
- On-site support by RPs (special drive)

3. Sensitization & orientation of teachers (IED)

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

SSA will ensure that every child with special needs, irrespective of the kind, category and degree of disability, is provided education in appropriate environment. SSA will adopt "Zero Rejection" policy so that no child is left out of the Education System.

Approaches & Options: The thrust of SSA will be on providing integrated and inclusive education to all children with special needs in general schools. It will also support a wide range of approaches, options and strategies for education of children with special needs. This includes education through open learning and open schools, non formal and alternative Schooling, distance education and learning, special schools wherever necessary, home based education, itinerant teacher model, Remedial Teaching, part time classes, community based rehabilitation (CBR) and Vocational education and co-operative programmes.

The programmes fund interventions for integrated education of primary school going children with integrate and mild moderate disabilities. Fine categories of disabilities covered under the programme are visual, hearing, orthopedic and learning impairment and mental retardation.

Special Focus Group Area:

There are 109 nos. of Special Focus area in the district, which are situated at remote area, char area, forest area, etc. and these areas are backward economically, culturally, economically. The block wise no. of villages in the district, where special attention should be given are as follows:

Sl. No.	Block Name	No. of special areas (Villages)
1	Kapili	Nil.
2	Mayong	33
3	Bhurbandha	12
4	Laharighat	64

Total: 109 Villages

Activities to be conducted

1. Every year Educational survey may be proposed for ensuring the age wise & sex wise child population of the age group 6 – 14 years of every special focus areas to ensure the access to those areas and as well to reveal the correct figure of the children of the above age group.
2. Rigorous enrolment drive programme involving all Govt. and non-Govt. agencies working for field level developmental activities be carried out.
3. Village level meetings with guardians & community people for generating education awareness.
4. Formation of Mother Groups invariably in all the special areas
5. Involvement of parents/ guardians/ members of mother group in any Education awareness training programmes.
6. The MG members may be encouraged opening savings, societies, thereby benefiting themselves in providing education to their children.
7. Conduction of Health care programmes
8. Frequent visit of persons (district, block, CRC level) and taking feedback report so that next action plan may be taken up based on the report.
9. Opening of B.C. centers in these areas by way of minimizing the number of out of schools children in these areas.
10. To provide AS/EGS school facilities in some specific areas.
11. To develop the school readiness of children of the age group of 3+ to 5+ years.
12. Education Volunteers should be engaged in high PTR schools for proper education of children of these areas. And single teacher schools should be provided EVs in these areas.
13. To ensure continuation of schooling during flood period in the Relief Camps where the teachers and pupils stayed together during this period. And if the teacher is not available in the camp, an educated youth should be engaged to conduct the activities.
14. Provision of exposure visit of children of these areas to other advanced areas for gathering experiences.
15. To provide incentives to those children.

Civil Work Strategy:

Though the construction work has been initialized as per the prioritization list compiled according to the survey report conducted during the 2002 – 03, a good number of schools needed to be constructed which should be covered in the SSA programme. The proposed number of schools in the SSA period, which require construction, is as follows as per priority:

Sl. No.	Priority	Nos.
1	I	23
2	II	25
3	III	31
4	IV	17

5	V	24
6	VI	41
7	VII	84
8	VII - XIII	680
Total		925

This total no. of works included schools of category LP, ME, MV, MEM and these construction works will have to be completed under the SSA plan period.

Now since 168 (one hundred & sixty eight) nos. have already been included in DPEP period. So $925 - 168 = 757$ (seven hundred fifty seven) nos. will remain for SSA period construction. These schools will have to be proposed in the SSA perspective plan.

The scenario of the school construction position in perspective plan is as follows:

Sl. No.	Priority	Nos.
1	I	14
2	II	Nil
3	III	9
4	IV	3
5	V	8
6	VI	8
7	VII	35
8	VII - XIII	680
Total		757

Management Information System:

In order to provide right information at the right time and at the right place for the smooth management of the entire project, a separate component has been set up, known as the Management Information System (MIS), which is termed as Information bank. At present, there is one Programmer and two DEO are working in the District Project Office, which is fully operationalised.

The following are some of the major areas, about which information are handled through the MIS.

1. Detailed Information related to primary education in the District, especially about Enrolment, Teachers' Positions, School Facilities and many other schools related statistics are maintained here in the MIS. This Information's are processed through Computer Software called the **Educational Management Information System (EMIS)**. This is the only Computerized Information System in the country adopted by the social sectors.

2. In order to monitor the progress of the Programme in other sides like financial progress, progress in construction works and the progresses in different field level activities, a new computerized System called the **Project Monitoring Information System (PMIS)** has been developed and has already been made functional.

1. In order to maintain the integrity and the compatibility with the other DPEP states and with the Ministry of Human Resource Development, Govt. of India, it has been decided to connect all the computer centers of DPEP through Computer Network where direct data communication can be done through the use of satellites.

Mechanism for collection of school information:

The collection of the EMIS data will be performed through the following stages:

- 1) A workshop will be conducted comprising district education functionaries to discuss the main issues regarding school information to make sure that the school level data comes to the level most authentically and should be cross checked by the concerning education functionaries.
- 2) After the district level workshop the CRCC's will be given orientation on the DISE format at block level so that they can guide the Schoolteachers in filling up the formats.
- 3) After the orientation of the CRCCs, the CRCC's will give training to the HT's of their respective clusters finally and the HT's will filled it up.
- 4) The filled up formats will be collected by the concerned CRCCs which will be checked by the respective SI's/ BEEO for cross checking. This will be submitted to the BRC office and finally to the district office for entry to the computer.
- 5) The compiled report data of the EMIS will be shared with the district functionaries and with the School teachers also, which will be utilized for the purpose of future planning in terms of construction.

Functioning of DIET :

Universalisation of elementary Education eradication of illiteracy and up-liften of Primary education have been the most important and Basic goal of educational development of India NPE 1986 envisaged to deal with greatest importance in these weak and broken areas of the society. The main features are –

1. To empower the teachers for quality development of Primary education.
2. To form a curriculum on national basis comprising of common core such as –
 1. To promote national identity and other essential values like scientific term, egalitarianism, democracy, socialism, secularism, and protection of environment, small family norms.
 2. laying down of minimum levels of learning for each stage of education.

By the time of adoption of the NPE . 1986 these were no district agencies for research and field activities in the light of national agencies like . NCERT, NIEPA, CIET, etc and stage agencies like , SCERT, SISE, SIE, ET, Cell etc. at that time there was a strong felt need to establish agencies at district level as a result of which DIET come into existence in Assam w.e.f. 1989.

FORMATION AND FUNCTIONS OF DACG/BACG

A joint action plan would be developed to ensure regular and complete coverage of all schools for academic supervision and support.

- i. District Level academic core group (DACG) is constituted including :
 1. Inspector of Schools
 2. DEEO & DI of Schools.
 3. DPC of DPEP (if not DEEO/IS)
 4. Principal DIET/ BTC/ National school (and all faculty members)
 5. BEEO (all) . Sub- Inspector of schools (all)
 6. All BRC Co-ordinator

The first meeting of the DACG should be held during the month of feb.2002. Where existing DLRG/ARG are already meeting regularly; this group could be extended to become the DACG. The first meeting of DACG would discuss:

- a) Understanding of academic initiative and school improvement inputs presently being implemented . DPO(TT), DPEP should take responsibility for briefing in the first meeting. A representatives from State level would also attend.
- b) Discussion on Classroom observation and school visit schedules. A common schedule would be prepared by the State Academic core group (SACG) shortly.
- c) Preparation of action plan regularly school visit by the members of DACG for the next one month.
- d) Finalize agenda for Block Academic Core Group (BACG) meeting.

The DACG would be convened by Principal DIET for all districts where there is a DIET. It will be convened by Inspector of Schools in Bongaigaon district and Principal BTC in Karbi Anglong district.

2. The Block level Academic Core group (BACG) would include:
 - a) BEEO
 - b) BRC CO-ordinator
 - c) Block In charge of DIET (as already identified)
 - d) All Sis of that Block.

The meeting will be covered by the BEEO and can be held at BEEO office or Block Resource Centre. The first BACG meeting would be convened soon after the DACG meeting and should be held within Feb.2002.

3. In future BACG meeting would be held before DACG meeting. The BACG would prepare its action plan and take to the DACG meeting. Each meeting would review the reports of field visits and main academic /administrative action points emerging out of the visits to schools. A summary of BACG findings is to be presented in the DACG.

4. A part from individual visits by DACG/BACG members, joint visit of DEEO/Principal DIET/IS/DPC can take place every month to take remedial action in problems area . At the block level / BRCC & DIET, Block In-charge could undertake joint visit once a month to cover a few schools.

5. The BRCC would continue to meet with CRCC as per earlier system to get academic feedback in addition to BACG meeting.

6. Block level meeting should be held before the district level meeting to finalize the plan and carrying out the district level meeting for approval. The block level team