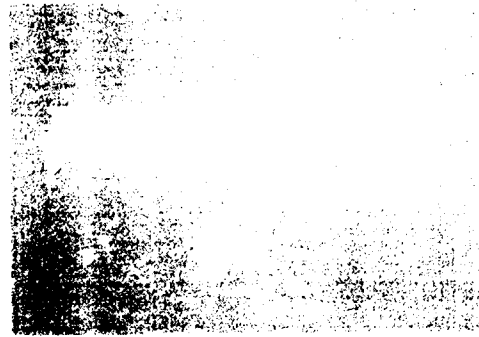




**SARVA SIKSHA ABHIJAN
ASSAM PRATHAMIC SIKSHA ACHANI PARISAD, ASSAM**

**WRITEUP OF ANNUAL WORK PLAN & BUDGET – 2003 – 2004
[JULY,2003 TO MARCH,2004]**



**DISTRICT :: KARBI ANGLONG
KARBI ANGLONG AUTONOMOUS COUNCIL, DIPHU**

**KARBI ANGLONG DISTRICT AT A GLANCE****INTRUDUCTION :**

Karbi Anglong is one of the biggest districts of Assam, predominantly inhabited by scheduled tribe population, scattered in different parts of thinly populated 2752 villages with 3033 numbers of habitations. The total area of the district is bounded by Nagaon and Golaghat districts in the north. To the South, it is bounded by Meghalaya and North Cachar Hills Autonomous Council. Golaghat and the state of Nagaland are standing in the east. To the west it is bounded by Meghalaya and Nagaon district.

The district with dense tropical forest covered hills and flat plain is situated between 26° 17' North latitude and 92° 50' East longitude.

Area(As per 2001 Census)

Total	Rural	Urban
10,434 Sq.Km	10,397 Sq.Km	37 Sq. km.

2. a) Population

Parameters	As per 1991 census			As per 2001 census		
	Total	Rural	Urban	Total	Rural	Urban
Population	6,62,723	5,92,257	70,466	8,12,320	NA	NA
SC Population	27,991	25,913	2,078	NA	NA	NA
ST Population	3,41,718	3,19,207	22,511	NA	NA	NA
Male	3,47,607	3,08,543	39,064	4,22,599	NA	NA
Female	3,15,116	2,83,714	31,402	3,89,721	NA	NA
Literate %	2,37,788	1,95,568	42,220	3,92,589	NA	NA
Total workers	2,52,123	2,30,265	21,858	NA	NA	NA



1. b) Town wise Population :- (As per 1991 Census)

Sl. No.	Name of the Town	Population
1	Diphu (C-class III)	39,551
2	Bokajan (D-class IV)	11,008
3	Donkamokjan (E-class V)	8,147
4	Dokmoka (F-class VI)	4,091
5	Hamren (F-class VI)	3,771
6	Howrahhat (F-class VI)	3,718

3. Density of Population :- (No. per Sq. Km) (As per 2001 census)

4. Sex Ratio :- (No. females/1000 males) (As per 2001 census)

5. Total No. of villages :- 2752 Nos

6. Literacy Rate :

	As per 1991 census			As per 2001 census		
	Total	Male	Female	Total	Male	Female
	35.89 %	23.17 %	12.72 %	58.83 %	68.11 %	48.65 %

7. District Headquarter: Diphu

8. Sub-Division :- Three :
1. Diphu (Sadar Sub-Division, H.Q.-Diphu)
 2. Bokajan (Civil Sub-Division, H.Q.-Bokajan)
 3. Hamren (Civil Sub-Division, H.Q.-Hamren)

**11. Development Blocks and its headquarters(Sub-Division-wise) :-****Total 11 nos. of Community Development Block under Karbi Anglong District as follows -**

Sl.No.	Name of Sub-Divn.	Name of Blocks	Headquarters
1.	Diphu Sadar Sub-Divn.	1. Lumbajong Dev. Block	Manja
		2. Howraghat Dev. Block	Howraghat.
		3. Samelangso Dev. Block	Samelangso.
		4. Langsomepi Dev. Block	Langsomepi
2.	Bokajan Civil Subdivn.	1. Bokajan Dev. Block	Bokajan
		2. Nilip Dev. Block	Chowkindra.
		3. Rongmongwe Dev. Block.	Rongmongwe.
3.	Hamren Civil Sub-Divn.	1. Rongkhang Dev. Block.	Donkamokam.
		2. Socheng Dev. Block.	Zirkinding.
		3. Chinthong Dev. Block.	Hamren.
		4. Amn Dev. Block.	Ulukunchi.



19. EDUCATIONAL INSTITUTION :

Colleges : Total 10 Nos. of Colleges in this district

Sl No.	Name of College	Sl No.	Name of College
1			
3			
5			
7			
9			

Primary School	Upper Primary School (including composite school)	High School	Higher Secondary School	ITI	Basic Training Centre	DIET	Hindi Teachers Training
1398	356	78	11	1	1	Nil	1

Urban Areas Primary/Middle/High & Higher Secondary Schools -

Urban Area Primary School		Urban Area Middle School		Urban Area HS/HSS	
Schools	Teachers	Schools	Teachers	Schools	Teachers
26	108	39	273	HS = 6 HSS = 11 Total= 17	HS = 122 HSS = 345 Total= 467

**BLOCK WISE GOVT./PROVN. PRIMARY SCHOOL ENROLMENT :**

#	BLOCK	Class Wise Enrolment					Total	No. of Schools
		Ka-Sreni/ KG	Class-I	Class-II	Class-III	Class-IV		
1	AMRI	564	2175	885	576	452	4652	89
2	BOKAJAN	3164	4643	2611	2466	2014	14901	164
3	CHINTHONG	1933	2549	1324	1007	783	7596	144
4	HOWRAGHAT	2353	6784	3447	3068	2671	18229	163
5	LANGSOMARI	1387	2989	1928	1574	957	8835	110
6	LUMBAJONG	1911	4974	2670	2458	1785	13798	147
7	NILIP	1524	2277	1109	814	592	6316	90
8	RONGKHANG	3927	5610	3033	2414	1853	16837	195
9	RONGMONGVE	1268	1875	895	697	509	5244	82
10	SAMELANGSO	1524	4047	1911	1415	1232	10129	121
11	SOCHENG	1109	2875	1733	1348	1102	8167	93
DISTRICT TOTAL :		20670	40801	21546	17837	13950	114804	1398

BLOCK WISE ENROLMENT OF GOVT./PROVN. UPPER PRIMARY SCHOOL :

#	BLOCK	Class Wise Enrolment				Total	No of Schools
		Class-V	Class-VI	Class-VII	Total		
1	AMRI	432	369	322	1123	13	
2	BOKAJAN	2226	1784	1459	5469	51	
3	CHINTHONG	780	620	488	1888	24	
4	HOWRAGHAT	2036	1866	1480	5382	56	
5	LANGSOMARI	1355	1089	655	3099	24	
6	LUMBAJONG	4030	3533	3150	10713	39	
7	NILIP	610	481	383	1474	22	
8	RONGKHANG	1607	1283	1007	3897	52	
9	RONGMONGVE	440	381	272	1093	13	
10	SAMELANGSO	1327	1251	1017	3595	21	
11	SOCHENG	1279	998	794	3071	41	
DISTRICT TOTAL :		16122	13655	11027	40804	356	



BLOCK WISE ENROLMENT OF PRIVATE/VENTURE SCHOOL INFORMATION (PRIMARY) :

#	BLOCK	No. of Total Primary Schools				Class - I				Class- II Enrolment			
		Pvt.	Vent.	Composite	Total	Pvt.	Vent.	Composite	Total	Pvt.	Vent.	Composite	Total
1	AMRI	2	6	2	10	27	125	137	289	30	46	102	178
2	BOKAJAN	10	14	26	50	332	251	589	1172	162	215	531	908
3	CHINTHONG	5	10	3	18	29	94	126	249	24	49	133	206
4	HOWRAGHAT	2	9	3	14	44	230	63	337	44	146	57	247
5	LANGSOMARI	2	6	2	10	41	181	44	266	34	123	38	195
6	LUMBAJONG	11	19	25	55	152	408	153	713	62	251	139	452
7	NILIP	2	3	3	8	66	86	244	396	56	50	263	369
8	RONGKHANG	6	12	6	24	85	242	73	400	61	193	50	304
9	RONGMONGVE	1	3	2	6	14	38	73	125	0	22	50	72
10	SAMELANGSO	3	15	3	21	103	397	117	617	90	234	107	431
11	SOCHENG	6	13	4	23	156	291	118	565	81	200	94	375
DISTRICT TOTAL :		50	110	79	239	1049	2343	1737	5129	644	1529	1564	3737

#	BLOCK	Class- III Enrolment				Class - IV				Grand Total	BLOCK
		Pvt.	Vent.	Composite	Total	Pvt.	Vent.	Composite	Total		
1	AMRI	26	31	87	144	12	19	67	98	709	1-AMRI
2	BOKAJAN	122	220	526	868	67	166	464	697	3645	2-BOKAJAN
3	CHINTHONG	10	34	98	142	3	19	89	111	708	3-CHINTHONG
4	HOWRAGHAT	22	121	61	204	0	68	39	107	895	4-HOWRAGHAT
5	LANGSOMARI	21	97	33	151	17	59	29	105	717	5-LANGSOMARI
6	LUMBAJONG	48	190	138	376	24	138	112	274	1815	6-LUMBAJONG
7	NILIP	32	34	212	278	32	16	183	231	1274	7-NILIP
8	RONGKHANG	40	112	65	217	22	97	65	184	1105	8-RONGKHANG
9	RONGMONGVE	0	20	65	85	0	6	65	71	353	9-RONGMONGVE
10	SAMELANGSO	81	211	110	402	69	127	102	298	1748	10-SAMELANGSO
11	SOCHENG	57	173	75	305	27	134	60	221	1466	11-SOCHENG
DISTRICT TOTAL :		459	1243	1470	3172	273	849	1275	2397	14435	DISTRICT TOTAL



BLOCK WISE ENROLMENT OF PRIVATE/VENTURE SCHOOL INFORMATION (UPPER PRIMARY) :

#	Block	No. of Schools			Enrolment - Class-V				
		Pvt.	Vent.	Composite	Total	Pvt.	Vent.	Composite	Total
1	AMRI		4	2	6	84	71	155	
2	BOKAJAN		21	26	47	726	494	1220	
3	CHINTHONG		2	3	5	69	103	172	
4	HOWRAGHAT	2	19	3	24	55	599	30	684
5	LANGSOMARI		5	2	7	102	64	166	
6	LUMBAJONG	2	11	26	39	57	406	756	1219
7	NILIP		3	3	6	54	94	148	
8	RONGKHANG		20	6	26	420	189	609	
9	RONGMONGVE		3	2	5	83	55	138	
10	SAMELANGSO		4	3	7	122	120	242	
11	SOCHENG		15	4	19	293	49	342	
DISTRICT TOTAL :		4	107	80	191	112 2958	2025	5095	

#	Block	Class-VI			Class-VII			Grand Total		
		Pvt.	Vent.	Composite	Total	Pvt.	Vent.		Composite	Total
1	AMRI		66	58	124	54	36	90	369	
2	BOKAJAN		500	385	885	418	288	706	2811	
3	CHINTHONG		80	83	163	61	64	125	460	
4	HOWRAGHAT	29	500	20	549	25	433	12	470	1703
5	LANGSOMARI		71	52	123	37	33	70	359	
6	LUMBAJONG	41	302	799	1142	16	226	677	919	3280
7	NILIP		57	87	144	48	67	115	407	
8	RONGKHANG		445	184	629	326	142	468	1706	
9	RONGMONGVE		77	42	119	44	42	86	343	
10	SAMELANGSO		124	83	207	138	83	221	670	
11	SOCHENG		261	33	294	244	15	259	895	
DISTRICT TOTAL :		70	2483	1826	4379	41 2029	1459	3529	13003	

**CASTE WISE ENROLMENT OF GOVT./PROVN. SCHOOL (PRIMARY)**

#	BLOCK	TOTAL ENROLMENT	CASTE WISE ENROLMENT (including Ka-Sreni)			
			ST	SC	OBC	OTHERs
1	AMRI	4652	3546	95	389	622
2	BOKAJAN	14901	9931	188	1499	3283
3	CHINTHONG	7596	5925	0	608	1063
4	HOWRAGHAT	18329	13293	97	2749	2199
5	LANGSOMARI	8835	7510	0	442	884
6	LUMBAJONG	13798	9028	111	1970	2689
7	NILIP	6316	5310	68	316	622
8	RONGKHANG	16837	12066	57	2020	2694
9	RONGMONGVE	5244	4433	24	262	524
10	SAMELANGSO	10129	8300	33	810	986
11	SOCHENG	8167	6842	21	327	977
DISTRICT TOTAL :		114804	86174	694	11392	16544

**CASTE WISE ENROLMENT OF GOVT./PROVN. SCHOOL (UPPER PRIMARY) :**

#	BLOCK	TOTAL ENROLMENT	CASTE WISE ENROLMENT				
			ST	SC	OBC	OTHERs	TOTAL
1	AMRI	1123	916	39	56	112	1123
2	BOKAJAN	5469	3482	127	547	1313	5469
3	CHINTHONG	1888	1630	31	94	132	1888
4	HOWRAGHAT	5382	3594	66	646	1076	5382
5	LANGSOMARI	3099	2727		155	217	3099
6	LUMBAJONG	10713	6716	247	1607	2143	10713
7	NILIP	1474	1257	40	74	103	1474
8	RONGKHANG	3897	2689		585	624	3897
9	RONGMONGVE	1093	940	11	55	87	1093
10	SAMELANGSO	3595	2723	45	288	539	3595
11	SOCHENG	3071	2559	51	154	307	3071
DISTRICT TOTAL :		40804	29233	657	4259	6654	40803

6 - 14 Years Age Group**Child :**

#	Block	Total Child	Out of School Child	% of Out of Sch. Child
1	AMRI	9459	1588	16.79
2	BOKAJAN	29905	2011	6.72
3	CHINTHONG	13482	2131	15.81
4	HOWRAGHAT	29156	2205	7.56
5	LANGSOMARI	15273	2007	13.14
6	LUMBAJONG	33120	2705	8.17
7	NILIP	12790	1312	10.26
8	RONGKHANG	26532	3460	13.04
9	RONGMONGVE	8533	1151	13.49



10	SAMELANGSO	18799	1965	10.45
11	SOCHENG	15264	1210	7.93
DISTRICT TOTAL :		212313	21745	10.24

TEACHERS PROFILE - PRIMARY & UPPER PRIMARY SECTION :

#	Block	PRIMARY SCHOOL							Total sanction Post	Total Upper Primary Teacher Position
		No. of Teachers			No. of Trained Teachers			Vacant Teacher Position		
		Male	Female	Total	Male	Female	Total			
1	AMRI	96	30	126	27	11	38	9	135	52
2	BOKAJAN	224	147	371	67	35	102	7	378	229
3	CHINTHONG	133	85	218	43	22	65	8	226	109
4	HOWRAGHAT	301	147	448	116	48	164	11	459	295
5	LANGSOMARI	95	66	161	59	27	86	4	165	174
6	LUMBAJONG	206	199	405	68	81	149	6	411	488
7	NILIP	116	52	168	33	15	48	4	172	178
8	RONGKHANG	242	140	382	88	30	118	13	395	213
9	RONGMONGVE	86	30	116	29	10	39	6	122	55
10	SAMELANGSO	169	67	236	57	23	80	0	236	603
11	SOCHENG	111	32	143	35	12	47	14	157	213
DISTRICT TOTAL :		1779	995	2774	622	314	936	82	2856	2609



BLOCK WISE NO. OF VEC/SMC/TGCE/CRC :

#	Block	SMC		VEC	TGEC	CRC	No. of Single Teach. Primary Sch.	Tea Garden Mangt. School		
		(PRIMARY)	(U. PRIMARY)					No.	Enrolment	Teachers
1	AMRI	89	13	54	0	9	58			
2	BOKAJAN	164	51	45	9	16	54	3	341	6
3	CHINTHONG	144	24	82	0	15	72			
4	HOWRAGHAT	163	56	100	0	12	26			
5	LANGSOMARI	110	24	38	0	13	34			
6	LUMBAJONG	146	39	68	0	12	71			
7	NILIP	90	22	19	2	9	32			
8	RONGKHANG	195	52	111	0	18	69			
9	RONGMONGVE	82	13	24	0	6	53			
10	SAMELANGSO	121	21	68	0	9	31			
11	SOCHENG	93	41	59	0	11	48			
DISTRICT TOTAL :		1397	356	668	11	130	548	3	341	6

MEDIUM WISE GOVT/PROVN. PRIMARY SCHOOLS(Including Ka-Sreni):

#	Block	Assamese			English			Bodo			Hindi		
		School	Enrolment	Teacher	School	Enrolment	Teacher	School	Enrolment	Teacher	School	Enrolment	Teacher
1	AMRI	60	3422	90	20	1230	36						
2	BOKAJAN	91	7226	214	46	4951	96			6	897	11	
3	CHINTHONG	81	3843	134	62	3624	82			1	129	2	
4	HOWRAGHAT	106	9877	275	26	2971	63	6	822	29	5	975	14
5	LANGSOMARI	74	5841	92	23	1855	44	11	1008	20			
6	LUMBAJONG	98	8286	285	38	3849	90			7	1060	16	
7	NILIP	53	3623	100	37	2693	68						
8	RONGKHANG	133	10333	276	57	5857	99			3	536	6	



9	RONGMONGVE	50	2844	72	32	2400	44						
10	SAMELANGSO	62	4721	116	34	3799	59	25	1609	61			
11	SOCHENG	50	4174	92	34	1675	35				9	2318	16
		867	64190	1746	409	34904	716	42	3439	110	31	5915	65

#	Block	Bengali			Mixed			TOTAL		
		School	Enrolment	Teacher	School	Enrolment	Teacher	School	Enrolment	Teacher
1	AMRI							89	4652	126
2	BOKAJAN	2	524	11	19	1303	39	164	14901	371
3	CHINTHONG							144	7596	218
4	HOWRAGHAT	14	3087	48	6	597	19	163	18329	448
5	LANGSOMARI				2	131	5	110	8835	161
6	LUMBAJONG	3	603	14	1			147	13798	405
7	NILIP							90	6316	168
8	RONGKHANG				2	111	1	195	16837	382
9	RONGMONGVE							82	5244	116
10	SAMELANGSO							121	10129	236
11	SOCHENG							93	8167	143
DISTRICT TOTAL :		19	4214	73	30	2142	64	1398	114804	2774

EFC and Total Expenditure - DPEP, Karbi Anglong

(Rs. In Lakhs)

EFC	Expenditure up to 31 st March, 2002	Expenditure for the Financial Year 2002-2003	Total Expenditure up to 31 st March, 2003	Balance Fund
3519.47	2251.27			

COMPONENT WISE ACHIEVEMENT and Strategy under SSA :

PROJECT MANAGEMENT: The District Project Office of DPEP, Karbi Anglong, is functioning within the Karbi Anglong Council Secretariat Complex. The District Primary Education Officer, KAAC is the District Project Co-ordinator and Block Primary Education Officer, Lumbajong is the Associated District Project Co-ordinator. Most of the district officials are in position. Total 1398 nos. of provincialised Primary Schools including Central Schools has covered under DPEP, Karbi Anglong.

In Infrastructure development, the office already procured necessary furniture and equipment and pool vehicles for facilitating the implementation of the programme. DPEP Karbi Anglong has been submitting the Committee on Estimates Report to Govt. of Assam. Internal/CA/AG audit has been done since 1997-98 to 2000-2001 and all report submitted to the State Project Office. Time to time submit the report/information to the state project office.

Review meetings are held at the end of every month, which is attended by the District Project Co-Ordinator, Associate District Project Co-ordinator, all District level officials, Block Resource Co-ordinators and Junior Engineers. In every Review Meeting, the progress of works of the preceding month and activities to be taken up in the coming month is discussed in detail.

District Advisory Committee Meetings are held where the Chief Executive Member, Executive Member (C.. Education remain present. The Members of Legislative Assembly are also invited as special invitees.

COMMUNITY PARTICIPATION :

Progress overview of DPEP :

BACKGROUND: Community mobilization and participation was the cornerstone of DPEP and now also for SSA. Community Participations is the most important and challenging task for successful implementation and for community awareness purpose and it aims to reach out to one and all. Only if the parents are motivated and have a sense of ownership towards the schools and make their children go to school. A motivated community would be genuinely involved in the functioning of schools and would help in the monitoring of enrolment and regular attendance of their children.



IMPLEMENTATION OF THE PROGRAMME: Participation at the grass-root level and to create awareness amongst the masses is an important part of the programme. It is only through the participation process that the local community can play an active role in promoting enrolment, relation achievement and school effectiveness.

Village Education Committee: Due to weak VECs, implementation of the programmes proved to be an uphill task, thereby the VECs were totally reconstituted and were imparted training on their roles and responsibilities with the greater involvement of Mothers Group, village elders, parents of the disabled child, students bodies, Anganwadi Workers [ICDS], ANM/Health workers/ Doctor of any sub-centre/Primary Health Centre of the village and other NGOs. This will enable the VEC to carry out its functions more effectively and facilitate the process of community involvement.

The Village Education Register [VER] is maintained in habitation wise by the VECs.

A Health Camp Programme was conducted in convergence with the Health Department, students organization in Lumbajong and Nilip block. The villagers warmly welcomed the programme, where they were given free medicine, blood test was also done and other common illness was detected and measures taken.

There are 668 numbers of reconstituted VECs in Karbi Anglong. The VECs have covered a total of 2752 villages and 3033 habitations. Some of the major functions of the VECs are as follows:

1. Planning and achieving UEE in the village, covering all children.
2. Maintenance of VER, conducting of House-to-House survey, School Mapping & Micro Planning.
3. Distribution of funds and overall charge of school construction and school infrastructure.
4. To create awareness amongst the parents/guardians and facilitating community awareness and participation.
5. Monitoring the school functioning and support to teachers.

Tea Garden Education Committee: At par to the VECs, eleven Tea Garden Education Committee [TGEC] has also been formed in the teagardens of Bokajan, Rongmongve, Nilip and Amri. There are only three schools run by the teagarden management. They have not provided the basic necessities like free text book and school grants, they also lack tables and chairs, materials for joyful learning etc. Therefore, the quality of education is poor, resulting in poor enrollment. There were 5-6 years children un-enrolled and with a high percentage of drop-out. To bring this children to the mainstream of education, a one day Sishu Mela was organized in the teagardens as a special focused area. Through this mela, some of the 5-6 age group children were enrolled, which was a bold step in the right direction towards empowering the community and realization of the goal of UEE. Caring out enrollment drive will later enroll the left out children. Some of the major steps to improve the functioning of the teagarden schools are as follows:

1. Distribution of free text book and TLM
2. Providing mid day meal and school grants

3. Improvement of the school infrastructure
4. Implementing training to the school teacher
5. Formation of ECCE centres, AS Schools or Day-Care Centres.

School Managing Committee [SMC]: In Karbi Anglong, the SMCs were not functioning and the parents were not involved in any forms of development of the schools. Keeping this in view, SMCs were reconstituted with the active involvement of the parents and has been assigned the overall responsibility not only for the management and development of the school, but also working towards total enrollment of 5-14 years children. The roles and responsibility of the SMCs are as follows:

1. Development & quality improvement in the school.
2. Achieving UEE in the habitation
3. Inspection and supervision of attendance and behavior of staff and children
4. Maintenance of school infrastructure and other facilities.
5. Community participation for school development, high enrollment, reduce drop-out
6. Maintenance of Accounts & Expenditure.

Plan/Strategy for SSA -

Drop-out & Repetition: To bring down the rate of drop-out & repetition the following are the salient features:

1. Regular enrolment drive to sustain the pressure and take up corrective measures as may be necessary.
2. Conducting special camps and bridge course
3. Attendance of children should be monitored
4. Public facilitation for students having good attendance record
5. Mobilizing the parents for regular attendance of their children
6. Training of community leaders for better management of schools
7. Involvement of Mothers Groups, SHGs, Parents, Teachers, VEC members, SMC members in school activities
8. Organization of large number of school based activities, cultural programme, sports and local festivals
9. Give incentives like mid-day meal, scholarship, free uniform and public facilitation for students with good academic and attendance record

Reducing of gender gaps: In specific areas where, the girl child education is less

1. Proper identification of gender gap through Micro Planning & School Mapping
2. Conducting special camps and bridge course for girls to mainstream them



3. Women's group to follow up issues for girls Education
4. Retention drives to put regular pressure on parents and school system to ensure retention of girls
5. Intensive mobilization efforts among the resistant groups
6. Anganwadi and Balwadis or crèches in each school so that the girls are not required to baby-sit.
7. Community leaders should take interest for reducing gender gaps and enrolment of the girl child.
8. Organization of large scale school based activities, cultural programme, sports and local festivals
9. Mobilize the parents for sending their girl child to school and for regular attendance
6. Give incentives like mid-day meal, scholarship, free uniform and public facilitation for the girl student with good academic and attendance record
10. Free health check-up

CHILD LABOUR:

Strategy:

1. Educate the parents on the future of the child
2. Use the help of NGOs, Governmental bodies to educate orphans
3. Mainstreaming the child after bridge course
4. Use of NFE centres, Alternate Schooling, Night Schools
5. Innovative programmes in the areas of pedagogic practices, curriculum, programme management, free text books, TLM etc.

Community mobilization toward enrolment, retention & need for education:

1. Motivation of the community in the proper functioning of the schools
2. The community should also contribute through means of funds, materials and labour
3. Monitoring of the school functioning and ensure enrolment and regular attendance of the children
4. The community participation should be institutionalized through people's elected bodies for genuine impact
5. In order to maintain a close rapport, the community should be actively involved in the school activities
6. The VECs & SMCs should be revitalized to step up the progress of UEE
7. Contact programmes between Parents, teachers, VEC & SMC
8. Community leaders should take active part for development and beautification of schools and during enrolment campaigns

Management of schools [Role of VEC, TGEC]

angitng

1. Achieving UEE in the village by covering 6-14 year olds
2. Planning of bridge course
3. Maintenance of VER with names of enrolled and out of school children
4. House-to-House survey, micro planning & school mapping
5. Monitoring the school functioning and support to teachers
6. Mobilization of funds for improving school infrastructure and distribution of grants
7. Awareness generation among parents/teachers for enrolment and regular attendance
8. Facilitating community participation and community ownership of the schools
9. Taking part in activities related to education under different programmes.

Management of schools [Role of SMC]

1. Responsible for development and quality improvement in the school
2. Achieving UEE by hundred percent enrolment of 5-14 year old children
3. Inspection of school and supervision of staff
4. To improve the learning conditions & achievements through supervision and monitoring
5. Mobilization of funds and expenditure for the school infrastructure and maintenance of records
6. Engage community for all round development of the school viz., higher enrolment, reduced dropout and improved results.

TEACHERS TRAINING :

Progress Overview of the District during DPEP period:

1. **Three days Induction Training:** 3 days district level Induction Training come for BTC staff, BPEOs, BRCCs and selected teachers comprising 35 nos. of participants held at Basic Training Centre, BTC, Diphu. On new Teaching Learning Process (TLP).

BTC staff	8 nos.	
BPEOs		11 nos.
SDPEOs	3 nos.	
BRCCs		10 nos.
Selected Teachers	3 nos.	

2. **Five-days KRP Orientation:** Key Resource Person(KRP) Orientation for district level was conducted on activity based teacher-learning process. The total participants present in the training was 45 nos. comprising DLRGs, BPEOs, SDPEOs and selected teachers.



3. **Seven days Resource Person (RP) Training:** 7 days Resource Parson Training was conducted in the district for proper implementation of activity based teaching-learning in to the training to act as are RP in the man teachers traing in block/cluster level. On new integrated textbook Natun Path-I.

4. **Seven days MTT:** 7 days MTT was conducted in Block level /cluster level on activity based teaching and learning process nos. Integrated textbook. The CRCCs were acted as RPs in the MTT targeting 2697 nos. of teachers comprising in the district. The programme was organized BRCCs and BPEOs.

5. **Five-days Orientation for Head Teachers Training:** A 5_days Orientation for Head Teachers was conducted on "model school" targeting 1396 schools Head Teachers. The BRCCs and BPEOs organized the training. The physical achievement was 1285 nos. of teachers.

6. **Six-days RP Training:** 6- days RP training was organized in the district level on Resource Materials(RM). The participants comprises from DLRGs,BRCCs and CRCCs. The BTC faculty members act as Key Resource (KRP). The physical achievement was 125 CRCCs,24 nos. DLRGs and 10 nos BRCCs.\

7. **Seven-days MTT on RM:** 7-days MTT on Resource Materials(RM) part-III&IV was conducted at Block/Cluster level targeting 2897 teachers in 1396 L.P schools. The programme was organized by BRCCs and BPEOs achieving physical target to 2074 teacher.

8. **Three-days Re-enforcement Training:** 3-days Re inforcemrnt Training for RPs(DLRGs,BRCCs and CRCCs on Resource materials Part I. The physical target achived on training was 20 nos. DLRGs and 120 CRCCs.

❖ 5-days block level MTT was conducted on Resource Materials(RM) class-I on new Integrated text book(Natun Path-I). The physical target of teachers was 2769 and achieved 2086 nos only.

❖ 2 days Tele Conference Programme: 2 days teleconference programme was organized by the district on Resource Materials at BTC,Diphu. The Resource Persons like BTC faculty members, BRCCs, CRCCs and selected Head Teachers attended in toto the said programme.

❖ 4 days training cum work shop on development of lesson plan for English Medium: 4-days RP training cum workshop was organized at district level for development of lesson plan, module, TLM etc. for English medium. The participants comprising CRCCs and BTC faculty members. The Teachers Education BTC act as RP in to CRCCs attended into the programme.

❖ 6 days MTT(English medium): 6-days man teachers training for English medium Teachers was organized by BRCCs and BPEOs in block/cluster level. The target numbers of teachers was 697 nos. of 409 schools. The physical target achieved was 609 nos. of teachers covering all ten (10) blocks.

9. 5 days orientation cum Training on SDP: 5 days orientation cum Training programme was conducted in district level on school development plan(SDP) for 130 (CRCCs) and selected 5 teachers from each block. The physical achievement of the programme was 124 CRCCs and 50 nos. selected H/T.

10. Training on Project Cluster: 2-days District level training was conducted on project cluster for 10 selected project cluster comprising 10 CRCCs and 354 nos. of teachers. The physical target achieved in the programme was 254 nos. of teachers.

11. 5-days Residential District Level Workshop was conducted on development of learning book (for English Medium) with BRCCs,DI.RGs and CRCCs. The 6 nos. BRCCs,10 nos. DLRGs and 5 selected CRCCs.

12. **Five days Training for Newly Appointed Teachers:** 5 days Training for newly appointment teachers was conducted in to the district at block level targeting 800 nos. teachers. But the physical target achieved was 750 nos. of teachers. The theme of the training and new TLO, activity based teaching and learning.

13. **Two-days Re inforcement training for model school:** 2-days Re inforcement raining for model school was conducted in the district to CRCCs, selected teachers and BPEOs. The physical target achieved or trained was 90 nos. of participants. The BTC faculty members act as KRP.

Lamchili part-I&II: A 2 days Block level teachers Training on Lamchili-I&II conducted by district. The physical target achieved was 80% of teachers in the district.

14. **Two-days Training on student Govt.:** A 2 days district level training was conducted on student Govt. at BTC,Diphu. 40 selected CRCCs and 50 Selected teachers were attented into the training. The theme of the training was role and functions of student parliament.

2-days district level w/shop on preparation of TLM list learning on "Sikanputhi" was conducted into the district. The theme of the w/shop was listing of materials, its cost and in classroom transaction.

15. **Case Study:** Case study was conducted into the district on no cost basis. The works was done by CRCCs on the following topics

- (i) Student Government.



- (ii) Community participation.
- (iii) MGT VS Samal Sambhar.
- (iv) Learning corner
- (v) Flexible Routine
- (vi) Evaluation system
- (vii) Workbook
- (viii) Peer learning & group learning

Total 120 CRCCs participated into the case study programme.

17. **Remedial Teaching:** Shishur Uttaran Programme especially Remedial Teaching has been implementing in Karbi Anglong as per the schedule made by SMO.

❖ **Target Group:** The target group of Remedial Teaching(RT) in the district was 19207 of class-I learners, which was out of 40231 total number of learners in the academic year'02. The medium wise break up of learners in as follows.

1. Assamese Medium	6909 nos.
2. Bengali	442 nos.
3. English	442 nos.
4. Bodo	275 nos.
5. Hindi	524 nos.
6. Mixed	156 nos.

❖ **RPs Training:** The KRPs training RP in the district as on 30-01-03 at BTC, targeted 70 nos. RP for the entire district to conduct teachers training on RT. The RP were selected from the achieved CRCC and BRP from the block.

❖ **Teachers Training:** The teachers training on RT had been targeted to 1396 schools. One teachers from each school preferably who teaches for class-I learners had been called for the training. The nature of training was one day residential at sub-zone cluster which had been conducted on 10th Feb'03 uniformly in all blocks except Chinthong, Bokajan and Samelangso conducted on 12th, 13th and 15th respectively due to unavoidable circumstances. There were 34 nos. of selected on the basis of 1:40.

#	Name of Block	No. of Teachers	No. of RPs	No. of venue
01	AMRI	89	7	2
02	BOKAJAN	164	7	4
03	CHINTHONG	144	8	4
04	HCWRAGHAT	208	8	5
05	LUMBAJONG	170	8	4
06	NILIP	90	7	2
07	RONGKHANG	82	5	2
08	RONGMONGVE	195	7	5
09	SAMELANGSO	93	6	2
10	SOCHENG	161	7	4
TOTAL		1396	70	34

❖ **Siksha Karmi: Siksha Karm or EV(RT)** had been engaged in single, double and triple teachers schools where PTR is 40:1.80:1 respectively to support teachers for classroom transactions for 2 months period. The SK had been selected by SMC. The total numbers of SK in the district is 252 nos. Following is the block wise Break up.

#	Name of Block	No. of SK	No. of RPs	No. of venue	Name of Venue
01	AMRI	17	2	1	BRC
02	BOKAJAN	27	2	1	BRC
03	CHINTHONG	11	2	1	BRC
04	HOWRAGHAT	29	2	1	BRC
05	LUMBAJONG	48	2	1	BTC
06	NILIP	60	2	1	BRC
07	RONGKHANG	26	2	1	BRC
08	RONGMONGVE	25	2	1	BRC
09	SAMELANGSO	24	2	1	CRC
10	SOCHENG	29	2	1	BRC
TOTAL		252	20	10	



❖ SK (RT) TRAINING: A- 2day residential SK training on RT had been conducted by BRCC with the help of 2 RP in their respective block from 8th and 9th Feb'03.

The total RTs for the training used in the district was 20 nos. distributing 12 (two RPs) in each block allotted one venue per block to conduct the said training.

❖ RT Materials: The work book for English Medium & Hindi had been developed by the district specially for class-I learners Viz, Math. language and EVs preservation list and daily programme sheet also developed.

2. Textbook, Workbook & Resource Materials etc.:

✧ textbook like Nutunpath, Amarganit of Class-I&II new text book for Class-III&IV etc.. had been supplied to L.P schools.

✧ Lamchili I&II and Lamchili III and IV had been supplied to all L.P schools.

✧ Learning books (Sikanputhi) of Class-I to IV Assamese Medium had been supplied for MGT schools.

✧ ELDP interventions has not been implemented in the district.

✧ The resource materials of Class-I,II&III(old textbook) are made supplied into the schools.

Plan/Strategy for SSA:

In Karbi Anglong district, formal education system covers 1398 numbers of multi-medium LP schools comprising 2773 teachers. Due to change of new methodology and technique of teaching learning process. numbers of new textbooks, resource materials, handbook etc., have been abundantly developed by the expert. In order to cope up to those new methods and techniques of teaching, the teachers, resource persons, motivators, siksha karmis etc., need orientation, training and workshops as per the school curriculum. Many schools in the district are single teacher and double teachers schools. Therefore, it needs to engage siksha karmis in MGT schools and during the course of remedial teaching for reduction of high repeaters rate.

1. Qualification of teachers/motivators, siksha mitra/siksha karmis etc., who will be engaged for taking classroom transaction under BC: assistant to MGT schools, remedial teaching course etc.
 - ✓ Teachers/motivators - Minimum matric passed
 - ✓ siksha mitra/siksha karmis - Minimum matric passed
2. Training of teachers [MTT] including orientation/sensitization towards education of SC/ST/girls/minorities:
 - ✓ 7 days MTT for upper primary schools on whole school approach at block level
 - ✓ 7 days KRP & RP orientation for UP school teachers at district level
 - ✓ 3 days training for siksha karmi to be engaged in MGT schools and overcrowded schools on academic package
 - ✓ Development of English medium materials for RT [3 days]
 - ✓ Supply of text books, workbooks, learning books and other tm
 - ✓ Training of CRCCs on academic package & support
 - ✓ Teacher's Training on ELDP interventions [3 days]

- ✓ KRPs & RPs on ELDP interventions [2 days]
 - ✓ Development and printing of ELDP materials and tools
 - ✓ BRPs training on academic support
 - ✓ 5 days training on "Lam Aklim", Karbi textbook
 - ✓ 3 days KRP & RP orientation on training module
 - ✓ development of module for 5 days on "Lam Aklim"
 - ✓ Refresher training of teachers/siksha karmis
 - ✓ Needbased training of teachers/siksha karmis
3. Sensitization & orientation of teachers/Resource Persons/Motivators etc., towards education of disabled children [intervention for disabled children]
- ✓ Public awareness camp [3 days]
 - ✓ Health awareness camp [3 days]
 - ✓ Identification of disabled child
 - ✓ Teacher's Training on disabled child both lower and upper primary section [3days]
 - ✓ Development & printing of leaflet and poster, banner etc.
4. Sensitization & orientation of teachers/Resource Persons/Motivators etc.; towards education of disabled children living in difficult circumstance [intervention for children living in border, remote, char, forest areas]
- ✓ Public awareness camp in border, forest & remote areas
 - ✓ Development of special package [academic] for learners
 - ✓ Teacher's Training on special academic package
 - ✓ Special evaluation system to learners for those areas schools
 - ✓ Printing of leaflet, posters etc., in local language
5. Functioning of BRCs & CRCs and their role in quality improvement:
- I. Academic Resourceful Bank
 - II. Act as resource persons
 - III. Preparation and development of materials
 - IV. Distribution of Resource Materials
 - V. On site support and visit to schools
 - VI. Conduct programme and training



- VII. Gradation of schools
- VIII. Remedial measures of poor schools – Grade 'C' & 'D'
- IX. Discussion on academic problems with teachers and community people like VEC, SMC, MG etc.
- X. Identification of teachers hard spot and bring limelight into BACG meeting
- XI. Regular meeting – BACG

6. Role played by DIET, BTC, DACG & BACG etc

✓ **BTC:**

- I. Act as Key Resource Person [KRP]
- II. Act as facilitator
- III. Development of module, materials, curriculum etc. in needs
- IV. Participation of Planning Meeting
- V. To provide orientation and training to block level resource group
- VI. Academic and school support
- VII. Supervision and monitoring to support schools
- VIII. Conduct action research
- IX. Report and information collection on specific problem

DACG & BACG:

- I. Conduct DACG monthly meet
- II. Conduct BACG monthly meet
- III. Visit of Lab & adopted schools
- IV. On site support
- V. Act as a Resource Person
- VI. Conduct training & programmes
- VII. Date collection, survey and resource & evaluation

ALTERNATIVE SCHOOLING :

RECURRENT ACTIVITIES: Alternative schooling facilities has been implemented in DPEP, district, Karbi Anglong to cover out of school children of the age-group 6-14 years. At the beginning, besides school less habitations, over crowded primary schools were also covered



under this programme. But in 1999-2000, the coverage of these schools have been withdrawn and following the guidelines of EGS, these centres have been shifted to schoolless habitations where there is no provincialised formal primary schools within 3 Km radius.

At present 300 AS centres with 30 supervisors are running in 10 blocks and the following is the block wise distribution of AS centres:

#	NAME OF BLOCK	NO. OF CENTRE	COVERAGE		AREA COVERED		NO. OF CHILDREN MAIN STREAMED IN UPPER PRIMARY SCHOOLS SINCE 1999-2002
			UNSERVED	6-14 YEARS OUT OF SCHOOL CHILDREN	SFA	GENERAL	
1	AMRI	41	41	1205	35	6	98
2	BOKAJAN	20	20	595	1	19	0
3	CHINTHONG	20	20	750	0	0	8
4	HOWRAGHA T	20	20	583	2	18	4
5	LUMBAJONG	51	51	1302	48	3	92
6	NILIP	58	58	1219	52	6	48
7	RONGKHAN G	25	25	776	8	17	
8	RONGMONG VE	30	30	752	18	12	
9	SAMELANGS O	20	20	484	12	8	
10	SOCHENG	15	15	504	12	3	
	TOTAL:	300	300	8170	188	92	250

The enrolment is increasing day by day. The main objective of running these centres is to achieve universal primary Education.

In the financial year 2003-2004, The following Teaching Learning Materials are proposed for supplying to AS centres. on the basis of the demand of the community:

1. Text books
2. Exercise copies
3. Slates for class I learners
4. Wooden pencils
5. Wax crayons colour pencil



6. Drawing books
7. Scale
8. Eraser etc.

TRAININGS: The Sikshamitras (Teachers) of AS centres are proposed to be trained in two phases:

1. The first phase of the training will be MGT and MLT for 5 days.
2. Before holding the 2nd phase training, need assessment tools will be developed in a 2 days workshop with selected DRPs, BTC faculty members and BRCCs and with the help of these tools, need will be identified and then the 2nd phase training will be held for 5 days.

PROPOSAL FOR SETTING UP OF EGS IN UNSERVED HABITATIONS:

Though since the inception of DPEP, several steps like NFE and AS intervention have been taken to cover out of school children in the age-group of 6-14 years, yet a large number of habitations have remained unserved in Karbi Anglong district. The Block wise total number of unserved habitations is as follows:

BLOCK WISE BREAK UP OF UNSERVED HABITATIONS:

#PARTICULARS	AMRI BLOK	BOKAJ AN BLOK	CHINTHONG BLOK	HOWRAGH AT BLOK	LUMBAJONG BLOK	LANGSOM EPI BLOK	NIIP BLOK	RONGKHA NG BLOK	RONGMON GVE	SAMELANG SO	SOCHE NG	TOTAL
1 Total number of unserved habitations	73	110	109	101	127	93	73	128	55	98	65	1032
2 Habitations having 6 - 14 years no out of school children	1190	1664	1720	1535	2205	1606	1066	3012	891	1455	994	17338

	SSA - Karbi											
3 Habitations with below 10 out of school children.	33	45	47	58	63	43	39	72	23	58	31	512
4 Habitations having 10-20 out of school children.	21	39	39	26	44	27	19	33	18	27	21	314
5 Habitations having 20-40 out of school children.	17	26	20	17	20	21	15	22	14	13	11	196
6 Habitations having above 40 out of school children.	2	0	3	0	0	2	0	1	0	0	2	10

It is proposed to cover unserved habitations under SI. No. 4,5 and 6 of above to set up EGS schools in Karbi Anglong. Though it is proposed, it will be finalized after Micro planning in these habitations.

After final identification of these habitations as stated above, for setting up of EGS schools all procedures will be followed as per Handbook for EGS and AIE. But in case of selection of Siksha Mitras by the community, it is proposed for simple testing of these workers at block level on their experience and expertness, so that necessary care may be for those, who will be poor in quality during training period.

The academic calendar and curriculum of EGS schools will not differ from formal schools. For this purpose, the induction training is proposed in 2003-2004.

Modules for these trainings will be prepared at state level with the help of TT,SRP,DIET faculty members and DPOs(AS).



As per handbooks for Egs and AIE, there will be Cluster Resource Person(CRP) in every 20 EGS schools for regular supervision and monitoring and academic support. So it is proposed to select these CRPs from among those VECs where the cluster of 20 centres will be set up. Final selection of those CRPs will be conducted at district level.

Above all, it is decided that no EGS schools will be set up without the demand of the community. Besides the demand for this school, the community must assure guarantee for 100 percent enrolment, retention and achievement of those out of school children. So an agreement will be signed between the VEC and Sikshamitras.

PROPOSAL FOR IMPLEMENTATION OF BRIDGE COURSE:

During enrolment drive in March'03, 6 years age-group children were enrolled in the nearest L.P schools, but a large number of over-age children in the age-group of 10-14 years have still remained out of school. Since they could not complete their schooling, long term bridge course is proposed in 2003-2004 for mainstreaming these over-aged children to formal schools.

SUPPORT SYSTEM:

ACADEMIC SUPPORT:

❖ Regular academic support to the AS and EGS schools will be provided by BTC and Mission Functionaries of Block and cluster level.

❖ regular Monthly Review Meetings will be held at cluster level for Sikshamitras and at district level for AS supervisors and Cluster Resource (CRP)

EARLY CHILD EDUCATION :

Progress Over View of DPEP –

Early Childhood Care and Education (ECCE) is today acknowledge as a crucial input and as a foundation for life long development and is essential to realize the good of universal education. The main object of Early Childhood Education is all round development of the child upto age group of 3-5 years and is to ensure the Children right to learn and every child must be able to achieve his/her potential for growth and all round development through appropriate ways.

ECE Intervention in Karbi Anglong: Since inception, DPEP Karbi Anglong has opened 250 centres and at present 250 centres are functioning smoothly in 10 blocks mostly in hilly and backward areas, Tea-garden, remote and unserved areas of 3-5 years age group. Of 250 ECE centres 500 nos of workers are working a worker and helper following joyful activity based method and 25 nos. of supervisors are engaged to Supervise 10 ECE Centres.



Achievement of ECE Centres:

- Of the 250 ECE Centres 22,183 nos of Children are enrolled till 2003 and around 4900 Children have been mainstreamed in L.P. Schools on the Completion of ECE Course.
- 100 nos of "B" grades, 81 nos. of "C" grades Centres have been upgraded through imparting need based trainings and onsite Support visit by Supervisors/ DRPs/DPO and block functionaries
- Annual Evaluation of the primary School indicate a definite better performance of ECE back ground students in relation to other students.
- Increased community participation through Mothers group. Self Help group formed in the ECE Centres.
- Malinis & Saha Malinis assist the adjoining primary Schools after completion of the ECE Classes.
- Increase the enrolment, Check the drop out and repeaters, preparing the Child for schooling and promoting Girls Education by relieving girl Child from Sibling Care.
- Various training like 5 days refreshers, 4 days need based, 2 days TLM preparation W/S at block and District Level 7 days in-service training, 3 days Pre-service (For Worker and Supervisor), 2 days gradation Work Shop (Supervisor Level) have been conducted for capacity building and quality improvement of the centres.

BLOCK WISE ECE STATUS REPORT:

#	Block	No. of ECE Centre	No. of Workers		No. of Supervisor	Enrolment 2003	Centres Coverage			
			Malini	S. Malini			Disadvantage areas Hilly/Remote /Forest	Un-served areas	Tea Garden	Gen areas
01	LUMBAJONG	45	45	45	5	1312	6	19	02	18
02	SAMELANGSO	25	25	25	2	727	3	0	0	22
03	LANGSOMAPI									
04	HOWRAGHAT	20	20	20	2	801	1	3	0	16
05	BOKAJAN	20	20	20	2	534	1	0	4	15
06	NILIP	30	30	30	3	849	7	12	0	11
07	RONGMONGVE	20	20	20	2	537	11	9	0	0
08	SOCHENG	20	20	20	2	600	10	9	0	1
09	RONGKHANG	30	30	30	3	961	5	6	0	19



10	AMRI	20	20	20	2	674	15	0	0	5
11	CHINTHONG	20	20	20	2	739	12	5	0	3
DISTRICT TOTAL:		250		250	250	7734	71	63	6	110

RE-CURRENT ACTIVITIES:-

Trainings: Training for Workers & Supervisors of block level & District Level.

- 5 days refreshers training for Workers at Block Level.
- 5 days refreshers training for Supervisors at District Level.
- 4 days need based training for up-gradation of "B" grades Centres
- 4 days need based assessment for A & B grades Centres.

Meetings: - For regular feed back and follow up, support on academic and non-academic

- a meeting with Supervisors and Workers at Cluster level, Monthly in a year.
- Supervisor with BRCC at Block Level Monthly in a year.
- DPO level bi-Monthly at District Level in a year.

SUPPORT MECHANISM:-

- Supervision and Monitoring and onsite support to ECE Centres to be done by BRCC/CRCC/DRPs/DPO/SDPEO/BPEO, 5 days for block functionaries, 5 days for district functionaries and 5 days for SDPEO/BPEO in a month.
- Joint Supervision programme in convergence with SSA & ICDS for re-activating AW Centres/Workers, with CDPOs/DPOs and block functionaries, 5 days in a month in weak centres.
- Special intervention in Special Focus Areas:
Special attention in disadvantage and backward areas are to be given priority in both academic and Non-academic side. Infrastructure grant should be provided for of maintenance of Centre, drinking facilities, and provision for ECE Shed.

MATERIALS FOR CENTRE:

For the existing 250 ECE Centres which are serving Smoothly needs provision like,

- Play Materials
- Sitting Materials
- Slates, wooden Colour pencils, Black board, Trunks Clay Pencils, etc
- Work book, Drawing book, Story book, Picture book, Charts etc.

PRINTING:



To evaluate each Child and to maintain records, a continuous evaluation process is done every year which needs printing of evaluation format/booklet for conducting quarterly and annually.

KA-SRENI:-

The formal School System did not have any Pre-Primary Section till the year 2000, nor did they have any readiness Package for the new entrants. The Govt of Assam has by a notification introduced "Ka-Sreni" as a pre-Primary level class which is to start in all the Govt/Provincialised Schools from the year 2000 for the under age Children i.e for 4-5 years old. But in practice it was not done in all primary schools. The Govt. of Assam has acknowledge and endorsed the TLMs and teaching learning methods being used by DPEP and the same approach and TLMs will be used and practiced for "Ka-Sreni" as have been used by ECE till date.

Ka-Sreni intervention in Karbi Anglong:

Recently in Karbi Anglong District 124 nos of L.P. School teachers have been trained having 4-5 teachers as first phase on "Ka-Sreni" curriculum and are in practice on the other hand where Mukulika is attached to L.P. Schools, the Workers look after the Ka-Sreni.

Through the Govt. of Assam has already inter vented and it has been in practice in almost provincialised L.P. Schools in the District but the "Ka-Sreni" Children of age 4-5 year are sitting along with class I Children which has not integrated the approach of "Ka-Sreni" Methodology

in respect to this, remaining 1273 nos of schools out of 1397 nos are yet to be trained on "Ka-Sreni" and there are various medium of language in the District of which are English 409 nos, Assamese 855 nos, Hindi 32 nos, Bengali 20 nos, Bodo 45 Nos and Mixed 36 nos. out of total 1397 nos, 548 Nos are Single Teacher School and as Special emphasizes to be given for this age group children for UEE, an alternative approach is to be taken.

Approach in SSA for Ka Sreni intervention:

- Separate Shed/Room for "Ka-Sreni"
- Engagement of community teacher/Worker for Ka-Sreni in Single Teacher Schools.
- Phase wise training for English, Assamese, Hindi, Bodo & Bengali medium schools
- Module and "Ka-Sreni" Curriculum in English, Hindi, Bodo & Bengali.
- Earmarked Mukulika Worker for Ka-Sreni where attached to L.P. Schools.
- Provision of Work book for "Ka-Sreni" Children in English Assamese, Hindi, Bodo and Bengali.

BLOCK WISE "KA-SRENI" STATUS:



#	Block	No. of school	Total "Ka-Sreni" Covered DPEP	Total Trained Teachers on "Ka-Sreni"	Untrained/Uncovered School (Ka-Sreni)	Enrolment (Govt/Provin. L.P. School)		School Teachers Position			Un-enroll "Ka-Sreni" Children
						Boy	Girls	Single	Double	3 Teacher	
01	Lumbajong	147	10	10	137	1006	902	71	41	9	2582
02	Langsomepi	110	13	13	97	782	605	34	37	22	3512
03	Howraghat	163	30	30	143	1150	1034	26	65	41	2522
04	Samelangso	121	15	19	141	862	842	31	61	16	2142
05	Bokajan	164	20	20	144	1655	1509	54	61	23	2542
06	Nilip	90	7	7	84	827	697	32	44	9	1256
07	Rongmongve	82	2	2	80	672	596	53	22	2	1511
08	Socheng	93	4	4	89	587	522	48	24	13	1254
09	Rongkhang	195	18	18	177	1999	1928	69	77	28	1025
10	Amri	89	1	1	88	279	285	58	23	6	2103
11	Chinthong	144	4	4	144	1008	925	72	49	8	2101
DISTRICT TOTAL:		1397	124	124	1273	10825	9845	548	504	182	22550

DISTRIBUTION OF MEDIUM:

Total Block	Assamese	English	Hindi	Bengali	Bodo	Mixed	All Total
11	855	409	32	20	45	36	1397

RECURRENT ACTIVITIES:

Capacity Building:

To strengthen the Community and to mobilize on "Ka-Sreni" needs printing of Leaflets in Assamese & English for sensitization Programme at village level in 10 blocks to enroll Children left out Children below 5 years to nearby L.P. Schools and other Pre-School like ECE Centre and AW Centres facilities available in the village.

Trainings: Phase wise training for L.P. Teachers on "Ka-Sreni" are to be given emphasis at Block Level (10 Blocks) for both English & Assamese medium.

- 5 days need based training for 124 nos "Ka-Sreni" Covered Schools.
- 7 days training for 300 nos of L.P. School teachers out 1273 Nos of untrained "Ka-Sreni" Teachers as first phase.
- TLM preparation W/S for 3 days for 300 nos of "Ka-Sreni"
- 3 days resource support training with teachers Association.
- RPs training for English Medium for School on Ka-Sreni for 3 days District Level for 10 nos.

Support Mechanism: Intensive supervision and follow up action on "Ka-Sreni" functioning Schools by Educational functionaries/BTC faculties/DRPs for academic Support and quality improvement, 10 days in a month regularly.

Meetings: For regular feed back and follow up action on academic and non-academic:

- A bi-monthly meet with BRCC/BPEO/DPO at block level and
- Monthly Teachers meet at Cluster level

Infrastructure Grant & Others: - For a better and Smooth functioning of "Ka-Sreni" in L.P. Schools infrastructure grant is to be provided. additional room/building for "Ka-Sreni."

Support Materials:-

- Provide play materials for "Ka-Sreni" Children
- Resource Materials for Ka-Sreni teachers.
- Work book, slates; Drawing book; clay pencils; Colour pencils
- Sitting Materials.
- Adequate TLM Package to Schools for "Ka-Sreni"

Additional Honorium:

- Engagement of Community Teacher/Worker in Single Teacher School, 300 nos. as first phase.
- Honorium to Community Teacher/Worker.

Special Focus Area: Special intervention in special focus areas in weak Ka Sreni functioning Schools, as per grading both in academic

Printings:

To evaluate every "Ka-Sreni" Children and to maintain records, a quarterly evaluation and annual evaluation is to be conducted every year for which printing of evaluation format/booklet in English/Assamese/Bodo is necessary for conducting continuous evaluation process.



- Printing of Model and Ka-Sreni Curriculum in English, Hindi, Bodo and Bengali to be Developed by the State Office.
- Provision of Work-Book for Ka-Sreni for Children in Assamese, English Hindi, Bodo and Bengali to be Developed by State Office.

STRENGTHENING OF ICDS CENTRES:-

- Block wise training for 5 days to imparted to the AW Workers for re-activating the centres in the needs to meet the SSA target and achievement

INTEGRATED EDUCATION FOR THE DISABLED [IED]

BACKGROUND: Universalization 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 need irrespective of the kind, category and degree of disability is provided education in an 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 [CRB] and vocational education and co-operative programmes.

STATUS: Since the inception of IED in Karbi Anglong district, core group and District Level Resource Groups have been formed. Survey has been done in all the blocks. There are 1730 numbers of disabled children in Karbi Anglong district. At present 30 IED Readiness Centres are running, manned by IED workers. 209 children are presently enrolled in the centres. 95 children are enrolled in formal schools. The programme fund interventions for integrated education of primary school going children with integradable and mild moderate disabilities. Five categories of disabilities covered under the programme are Orthopedic Impairment [OI], Hearing Impairment [HI], Visual Impairment [VI], Mental Retardation [MR] and Learning Disability [LD].

TABLE - 1: CATEGORY WISE DISABLED CHILDREN DATA:

OI			HI			VI			MR			LD			TOTAL		
B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
313	275	588	241	270	511	182	109	291	112	85	197	101	42	143	949	781	1730



TABLE: 2BLOCK WISE/AGE WISE NUMBER OF DISABLED: 5-8/9-11/12-13/tot

#	Block	CRC	5 - 8 Years			9 - 11 Years			12 - 13 Years			Total		
			B	G	T	B	G	T	B	G	T	B	G	T
1.	AMRI	9	20	18	38	5	4	9	3	3	6	28	25	53
2.	BOKAJAN	16	62	44	106	40	23	63	13	15	28	115	82	197
3.	CHINTHONG	15	10	12	22	15	22	37	17	9	26	42	43	85
4.	HOWRAGHAT	19	108	95	203	56	42	100	36	46	82	202	183	385
5.	LANGSOMEPI		39	34	73	18	7	25	21	19	40	78	60	138
6.	LUMBAJONG	14	9	11	20	50	50	100	25	6	31	84	67	151
7.	NILIP	9	10	3	13	24	23	47	8	9	17	42	35	77
8.	RONGKHANG	18	112	92	204	17	18	35	15	14	29	144	124	268
9.	RONGMONGVE	6	21	17	38	18	13	31	12	17	29	51	47	98
10.	SAMELANGSO	13	39	24	63	17	10	27	10	12	22	66	46	112
11.	SOCHENG	11	56	39	95	29	18	47	12	12	24	97	69	166
District Total :		130	486	389	875	291	230	521	172	162	334	949	781	1730

TABLE 3: RESOURCE DISTRICT SPECIAL -

TYPE OF RESOURCE	YES/NO
1. District Regional Rehabilitation Centre of NPRD scheme at medical college with travel professional	No
2. Civil Hospital with specialist Doctors	No
3. PHC	Yes
4. Dispensary	Yes
5. Sub-Centre	Yes
6. F.W. Centre	Yes
7. District Blindness Control Centre	No
8. District Malaria Eradication Programme	Yes
9. Health Department	Yes
10. NGOs working with disability	No
11. Govt. special school	No

ACHIEVEMENT OF IED PROGRAMME:



- ✓ 95 disabled children are enrolled in formal school.
- ✓ 215 disabled children were given aids/appliances through convergence with CRC [Composite Regional Center, Guwahati]
- ✓ AS/ECE Supervisors/Workers were sensitized on IED programme
- ✓ 30 IED workers were trained and running 30 IED Readiness Centres.

ISSUES/PROBLEMS:

- ✓ Lack of awareness on disability related issues
- ✓ Dearth of trained personnel
- ✓ Misconception on abilities of the disabled children
- ✓ Scattered area
- ✓ Communication problem

MAJOR ACTIVITIES: To be added in Perspective Plan for SSA 2003-04

- ✓ Re-verification of survey data
- ✓ Formation of core group
- ✓ Meeting with core group members
- ✓ Awareness programme in community members [VEC/NGs/NGO, ETC.]
- ✓ Selection of IED personnel - a. Selection of BRPs. b. Selection of IED workers.
- ✓ Honorarium for BRPs
- ✓ Honorarium for IED workers
- ✓ 10 days induction training for BRPs & IED workers
- ✓ 7 days refresher training for BRPs & IED workers
- ✓ 2 days training of EGs workers
- ✓ Assessment camp
- ✓ Aids & Appliances
- ✓ Follow up on use, repair & maintenance of Aids & Appliances
- ✓ Special Resource Support to disabled children
- ✓ Material development [Printing, ??, case studies]
- ✓ Observation of 'World Disabled Day'
- ✓ Resource room for 11 blocks
- ✓ Exposure visit for BRPs/IED workers

CIVIL WORKS :**IMPLEMENTATION STATUS REPORT ON CIVIL WORKS :**

Civil work activities under DPEP was started in Karbi Anglong District only from November 1997, though this District was included in the DPEP place-I in the year 1994-95 along with other three District of Assam. Karbi Anglong district has lesser infrastructure for primary education development than most of the other district of Assam. As such civil works component of DPEP has a vital role to play in primary education development in this district.

In the programme of civil works the following main activities are included-

- (1) Construction of school buildings (NSB)
- (2) Construction of cluster Resource Centre(CRC)
- (3) Construction of Additional class Rooms (ADDL)
- (4) Repairing of school buildings (REP)
- (5) Construction of toilet Blocks and providing Drinking water facilities (T&DW)
- (6) Construction of BRC buildings (BRC)
- (7) Construction of residential schools (RES)
- (8) Construction of 70 bedded Hostels (70 BED)
- (9) Strengthening of BTC (ST. BTC)
- (10) Construction of District Academic Resource Centre (DARC) &
- (11) Child Friendly Element (CFE)

Initially total allocation for the civil construction activities in the programme was earlier 714.259 lacs being 24% of the EFC of Rs.2976.08 lacs for the District. Now, it has been increased to total of Rs. 843.535 lacs being 28.34% of the EFC.

In order to encourage community participation and to bring a closer relationship of the public to their schools of locality, village education committees are formed to undertake all the activities costing up to Rs. 7.50 lacs.

The Junior Engineers are in constant touch with VEC,s to extend proper guidance as well in other construction related matter with the active participation of BRCC and other staff of DPEP where necessary. Works costing more than Rs. 7.50 lacs are carried out through contractors adopting NCB as per DPEP Norms. In 2002-03 all the LP & ME School were Surveyed by the JE's of different Blocks. Thus the Infrastructure

Survey of School for both LP & ME School totaling 1655 nos were conducted & Priority list was prepared from Priority I to XIII. From this Priority I & II School have been taken up for new construction in the Year 2002-03 as fresh activities. Moreover CFE is a new addition of CW activities. In total 80 nos. of L.P. Schools have been taken in 2002-03 and 224 nos of school have been covered for CFE.



The Year wise, Physical financial progress as on 31-03-2003 is mentioned in the Table-I ,II, is given:-

Table I

#	Activity	Physical Target	Work Started	Work Completed	Work in Progress
01	New School Building	67	67	61	6
03	CRC Building	57	57	51	6
04	Additional Class Room	20	20	19	1
05	Repairing	35	35	34	1
06	Toilet & Drinking water Facilities	195	195	181	14
07	BRC Building	10	10	8	2
08	Residential School Building	4	4	1	3
09	Renovation of BTC	2	2	2	0
10	DARC	1	1	1	0
11	70 Bedded Hosted	1	1	0	1
12	Priority I & II	80	80	5	75
13	Child Friendly Element	224	224	0	224
	Total;	696	696	363	333

FINANCIAL PROGRESS REPORT

11

Table:
(in Lakhs)

#	Activity	1997-98	1998-99	1999-2000	2000-2001	2001-2002	2002-2003	Total Expenditure
01	Supervision Cost	0.000	0.382	0.586	0.000	0.000	0.000	0.968
02	Printing of Manuals	0.000	0.328	0.026	0.073	0.000	0.326	0.753
03	Printing of Drawing & Consultancy	0.000	0.735	0.000	0.250	0.000	0.000	0.985
04	Monthly Meeting with VEC	0.000	0.03	0.000	0.000	0.000	0.000	0.031
05	New School Building	2.500	78.750	50.850	16.525	13.625	5.625	167.875
06	Repairing of School	3.275	10.296	2.327	1.363	0.125	0.000	17.386
07	Cluster Resource Centre	2.850	38.840	18.705	16.613	17.511	11.726	106.245
08	Additional Class Room	0.000	17.250	4.313	0.525	0.288	0.000	22.376
09	Toilet/Drinking Water Facility	1.350	42.525	9.375	1.125	1.350	6.525	62.250
10	BRC Building	0.000	0.000	18.159	27.305	45.907	24.416	115.787
11	Residential School Building	0.000	0.000	0.000	0.000	24.287	45.388	70.175
12	Renovation of BTC	0.000	0.520	1.311	0.000	1.000	2.650	5.481
13	DARC	0.000	0.000	0.000	0.000	2.500	0.000	2.500
14	70-Bedded Hosted	0.000	0.000	0.000	0.000	13.559	0.000	13.559
15	Priority I-II	0.000	0.000	0.000	0.000	0.000	95.526	95.526
16	Child Friendly Element(CEF)	0.000	0.000	0.000	0.000	0.000	25.000	25.000
	Total:	9.975	189.657	105.652	63.779	120.152	217.182	706.897

STRATEGY AND ISSUES:

After completion of DPEP work in June 2003 the SSA activities will start in Karbi Anglong district from July 2003. for SSA period main emphasis will be given for the construction of various Schools on the basis of priority list based on infrastructure survey of school for both L.P. and UP Schools. In Karbi Anglong district total 1633 nos of L.P. & UP School have been prioritized from priority I to Priority XIII. The prioritization block wise break up as per ANNEXURE A.



The Priority I & II of L.P. Schools have already been intervened in DPEP Phase of Karbi Anglong district and process is also on to start the L.P. School from priority III to XII shortly. So in SSA phase School of UP from priority I onward should be intervened and also all school of L.P. which were not intervened in DPEP Phase. So the strategy to be followed is as below:

1. School with no building & L.P. School with dilapidated condition.
2. Overcrowded School problem.
3. School in large number requiring renovation & repairing.
4. Lack of drinking water facility.
5. Sanitary problem etc.

As it is difficult to tackle all problem at a time so strategies as mentioned above should be followed in a sequence manner and thus develop the infrastructure facilities of all the school of Karbi Anglong district during SSA programme of universalization of elementary education.

Supervision and Monitoring: Proper Supervision and monitoring is must for success of the construction Work as per SSA norm. so that a plan is necessary in this aspect. The steps to be followed is as such

1. The preparation of plans and estimates as per site condition.
2. The guidance by the technical staff to all the members of VEC & SMC.
3. Engagement of skilled labours for construction of Work.
4. District Project Engineer, & JEs are to see that material procured for construction is of requisite quality.
5. Frequent visit by JE to the site.
6. The DMC will review the program from time to time with DPE & JE.

It is seen that the VEC will have to play very active role throughout the construction period. It is seen from the experience from DPEP period that some VECs are weak and fail to perform the duty as per, agreement. Under such situation the DMC will have to freeze the bank account of VEC immediately and take up the construction work departmentally through forked account procedure.

Earlier the construction, which have slowed down the progress to a great extent due to following reasons-

- (1) Communication & transportation problem.
- (2) Inadequate banking facility.
- (3) Markets for repairing of building materials is quite far from the work site.
- (4) Shortage of skilled lab our local areas.
- (5) Weak VEC,s having less/no interested at all in many cases.
- (6) Restricted movement due to frequent bandh calls regularly given by various organization/ outfits.



Besides above earlier progress was also hampered due to shortage of staff. Moreover non- release of fund in proper time has also slowed down the progress. In addition to it, the selection of site for construction also sometimes delays the construction. Again, most of the site allotted are in hilly areas, which require site preparation, the resulting additional cost to complete the works. Again certain VEC have misused the DPEP fund. For this steps have been taken for refunding these misused funds.

Action taken to improve the Position:

- (1) A number of weak VECs have been reconstituted.
- (2) JE's are having frequent meeting with VEC and give them technical guidance.
- (3) The progress of work is monitored from District Project Officer at regular interval.
- (4) Discussion held with bank official to minimize the banking transaction time for the VEC's and also by issuing advice slip from bank to complete all work before 30-04-03
- (5) Issue of notice to those VEC who have misused fund.

The Infrastructure Survey of Schools had been completed in the DPEP, Karbi Anglong district in the last phase of the year 2002-03. Therefore out the Survey total 1633 nos. of schools have been surveyed and the report is submitted to the Mission Director Office and compilation the survey report to Mission Director Office. The schools have been categorized in various typed depending on the condition of the schools.

A meeting was held at SPO, Guwahati to finalize the schools, which are to be taken for the construction Work and site.

Total 36 nos. of schools from priority-I and 44 nos from Priority-II are taken for the construction. So, from the infrastructure survey of schools 80 nos. of new schools are taken for the construction. And the others i.e from Priority -III to VII the schools be taken Upper Primary Schools while the Budget for SSA will be approve.

KARBI LANGUAGE DEVELOPMENT:

Progress Over View of DPEP –

A special component for DPEP, Karbi Anglong, is the Karbi Language Development(KLD). A consultant has been appointed to man the component. He has a support group of 15 DLRG members and 5 BLRG members in every block. Various district level workshops and seminars has been held for compilation of Karbi grammar, Karbi Proverbs, Kari Folk Song/ tales, Karbi Dictionary, Teachers Hand Book, preparation of text books " LAM CHILI" for Class I to IV for primary schools as well as discussion on contribution of Christian missionary in Karbi language and spelling of Karbi words. 3 days State level Seminar was held on " How to develop Karbi language" at Diphu in the month of January'02.



The Karbi text book, "Lam-chili" Part – I & II has been developed & printed by the DPEP and Council has approved the same and hand over to the Primary Education Department. The Primary Education Department has introduced "LAM-CHILI- I & II" in class I & II for all primary schools in the district. A teachers handbook has also been published in Assamese & English language on the book "LAM CHILI"-part-I & II. Conduct of 2 day Teachers orientation on Teachers handbook & Text Book along with Mass Teachers Training, in the year 2001-02. total 1980 nos. teachers has been covered under the training. The text book -Lam Chili Part – III & IV and Teachers handbook has finalized for Class III & IV students and ready for printing. Karbi Grammar & Karbi Dictionary has published and distributed to the schools & teachers. Local Folk Tales/Song/proverbs etc developed during the current financial period & ready for printing. For collection of Karbi works, visited Karbi areas of Assam & nearest states by the selected DLRC member, Consultant, KLD is lead the team.

Already Published -		Remarks
1	Karbi Text Book – LAM CHILI - I	Text Book for Class-I students
2	Karbi Text Book – LAM CHILI - II	Text Book for Class-II students
3	Grammar	For Primary Section
4	Dictionary	In Karbi/Assamese & English language
4	Teachers Hand Book- Part-I	In Assamese & English language
5	Teachers hand Book – Part-II	In Assamese & English language
Developed -		
1	Karbi Text Book – LAM CHILI –III	Text Book for Class-III students
2	Karbi Text Book – LAM CHILI – IV	Text Book for Class-IV students
3	Teachers Hand Book-Part-III	In Assamese & English language
4	Teachers hand Book – Part-IV	In Assamese & English language
5	Karbi Folk song/Tales	
6	Karbi Folk Tales	
7	Karbi Proverbs	

Plan/Strategy for AWP&B 2003-2004 -

1. Development school textbooks for classes V to VII.
2. State and District Level seminar on Karbi Language.
3. Development of Teachers Handbooks for classes V to VII.
4. Training of Karbi Language to non-Karbi teachers.
5. Orientation on Karbi textbooks to teachers.
6. Provision of Language Instructors.
7. Creation of Karbi Language Development Centre.
8. Formation of Karbi Language Examination Board.

9. Formation of Karbi Language Training Centre.
10. Development and printing of Karbi Idioms Phrases.
11. Development and printing of Karbi Proverbs (sar Lamthe).
12. Teachers Orientation on Karbi textbooks.
13. Development and printing of Teachers Handbooks for classes III to IV.
14. Collection of Geographical data's of Karbi Anglong district.

MANAGEMENT INFORMATION SYSTEM :

Progress over view of DPEP Period :

Management Information System (MIS) has been setup at the District Project Office. Latest Computer Hardware & Software has been purchased and installed in the MIS unit of the district. Compilation of EMIS data (Primary school level information) for the year 1997-98, 1998-99, 1999-2000 and 2000-01 completed, from 2001-02, covered Upper Primary Section along with Primary Section. All block level functionaries has been oriented on the process of collection of EMIS data in every year and all the Head Teachers has been trained on collection procedure of EMIS data. Maintaining of district level directory of all the primary schools in the district. In the month of October, 2001, Selected Resource Person & Head Teachers training was held on revised DCF and select 3 blocks i.e. Lumbajong, Bokajan & Samelangso in testing phase covered total 50 school (30 Primary + 20 Upper Primary) Sample/tested dB has completed and submitted to the state project Office with list of problem found at the time of data entry works. MIS unit maintained the component wise all information /data including Civil Works for day to day use. Quarterly PMIS report also submit to the State Project Office regularly as per prescribed format in time. Computerization of house-to-house survey data & Village Education Register was completed. Preparation of Annual Work Plan & Budget for the district is also one of the major activity of the MIS unit. We have organized VEC/Cluster/Block level plan preparation workshop and involved all VEC members/community, Block level Resource Group persons, other DPEP related Govt. officials & Block level DPEP functionaries in the workshop. Every Block level report has submitted to the district project office and in the district project office, the district level planning board has finalized the Annual Plan and submitted to the state project office for appraisal. MIS unit also regularly organized Monthly District Level Review meeting at DPO on last working day of every month. Attend all district MIS personnel at various State level workshop & Seminar etc. The Programmer & two Data Entry Operator of the district have undergone in-service training on use of latest software during 1999-2000..

Plan/Strategy for SSA –

The SSA will have a community-based monitoring systems. The EMIS will incorporate provision for co-relation of school level data with community-based information & periodical reporting system. Reporting formats will be simplified so that the output is demystified and anyone can understand the data and every village/VEC/SMC to display the information for public notice/knowledge. District will be formed one



District/Block Level Board , IS, DEEO, DI, BEEO, SI, NIC, Depptt. Of Statistic will be involved in the board for maintaining of all data/informations & capacity build-up of them.

BLOCK RESOURCE CENTRE(BRC) :

Progress overview of DPEP –

At Block level the Block Resource Centres are the primary resource centres for academic inputs. It is headed by one Block Resource Centre Co-ordinator (BRCC), who is assisted by one Assistant Block Resource Centre Co-ordinator, One LDA-cum-Acctt. Assistant , one JE & Two Grade-IV. All staffs of BRC are on contractual basis except BRC Co-ordinator- Lumbajong, Socheng and JE, Lumbajong .Most of the Block Resource Centres are functioning in own departmental buildings except Lumbajong, Howraghat, Amri & Rongmongve. Four BRC office are running at rented/departmental building.

Office furniture & equipments for the BRCs has been procured . One Xerox machine, One overhead Projector,one Generator set, Utensils , musical items. By-cycle, Tape Recorder, Terpoline. Libray books, Wall Clock, Camera & Furniture has been supplied to each BRC.

The present set up of the training facilities is mainly catered through these block level institutions. Training of the teachers and capacity building activities of the block is one of the major jobs for quality improvement aspects. In all blocks ,CRCCs were posted but still 12 no. of CRCCs are not in position. BRCCs/ABRCCs/JEs is play an active role in all level DPEP activities . All Block officials were attend various District/ State level workshop & Training. The BRCC has a support group of 20-30 members known as Block Level Resource Group. As reported,15 - 20 members remain active and as such, in the current year, the number of BLRG is proposed to be adequately reduced and they were oriented & trained in all type of DPEP activities. The BRC office conducts monthly meetings with the BPEO, BLRGs and CRCCs and monthly meetings with ECE & NFE/AS Supervisors. Joint school visits are undertaken by BRCCs along with the BPEO/SI, BLRGs are also expected to visit schools.

**BRC STAFF POSITION:**

Name of Block	BRC C in posit ion	ABR CC in posit ion	JE in posit ion	LDA - cum - Acctt. In positio n	Grad e-IV in posit ion	1 No. Night Choki dar at BRC	No. of CRC	Present Position of CRCCs
Amri	1	1	1	1	1	Nil	9	Nil
Bokajan	1	1	1	1	1	Nil	16	Nil
Chingthon	1	1	1	1	1	Nil	15	Nil
Howraghat	1	1	1	1	1	Nil	19	Nil
Lumbajong	1	1	1	1	1	Nil	14	Nil
Nilip	1	1	1	1	1	Nil	9	Nil
Rongkhang	1	1	1	1	1	Nil	18	Nil
Rongmongve	1	1	1	1	1	Nil	6	Nil
Samelangso	1	1	1	1	1	Nil	13	Nil
Socheng	1	1	1	1	1	Nil	11	Nil
Total :	10	10	10	10	10	Nil	130	Nil

Plan/Strategy for SSA-

One development block, Langsomapi was dropped under DPEP scheme. Karbi Anglong Govt. of Assam was approved during 1985. Sp Langsomapi block will be included in the SSA scheme. BRC Building will be constructed in the Langsomapi Block and engagement of staffs as other blocks.

CLUSTER RESOURCE CENTER(CRC):

At Cluster level the Cluster Resource Centre is a direct academic support at the grassroots levels. Selected School Teacher who has been appointed as the Cluster Resource Centre Co-ordinator on deputation basis looks after these Resource Centres. There are 130 Cluster Resource Centres covering 1392 Primary Schools in Karbi Anglong. At present all CRCCs has been released from the DPEP by the Council Authority in the month of March, 2003. At present CRCCs position are nil. Office furniture & equipments for the CRCs has been procured & supplied to the centres.

**Plan/Strategy for SSA-**

Cluster Resource Centre Co-ordinator will be appointed as per rules/guideline for looks after these Resource Centres. The Cluster Resource Centres covering 1398 Primary Schools and 356 Upper Primary Schools in Karbi Anglong. Proposed additional 5 Nos. of Co-ordinator under SSA.

No. of CRCCs under DPEP Scheme –	130
Proposed Addl. CRCCs	- 5
Total No. of CRCCs under SSA	- 135

EDUCATIONAL ADMINISTRATION-Primary Education Department:

The Primary Education Department (PED), Karbi Anglong Autonomous Council (KAAC) is involved in the implementation of DPEP activities. A very close co-ordination is being maintained between the DPEP and the Primary Education Department (PED) of KAAC. The Primary Education Officer of PED is functioning as Associated District Project Co-ordinator of DPEP, Karbi Anglong and is actively participating in taking all kinds of working decisions but at present District Primary Education Officer is functioning as a DPC. A two days training on planning and administration for educational administrators (SIs) has been imparted during 98-99. The SI of Schools of all the circles are keeping a close relation in implementation of the all activities taken up by the DPEP. Joint visit/ supervision to schools are often being undertaken by the SI of schools with BRCCs in all the blocks. In all DPEP programmes i.e. joint supervision & monitoring of schools, workshops of various component of DPEP, SI/BPEO of schools are taking active part. One Xerox machine and one type machine has been procured & supplied to Primary Education Department.

INSTITUTIONAL CAPACITY BUILDING- Basic Training Centre :

The present teachers training institute - Basis Training Centre (BTC), Diphu, is the only teachers training institution in Karbi Anglong. BTC is involved in the implementation of DPEP activities, specially Teachers Training Component. In fact it is attempted to develop as Resource Support Agency. Most of the DPEP training programmes are conducted in the BTC training hall. The faculties of BTC have been trained on different DPEP activities in different areas. The BTC faculties have been utilised for training of Resource Persons. The BTC facilities have been inducted in the DLRG member for Teachers training component & other components. And also they were attending various DPEP district/state levels training programme/ workshops. School, Block & CRC visit/ supervision programmes are the activities initiated in every years.

DPEP has renovated the training hall, toilet, dining hall and girls & boys hostel. One 70 berded hostel is setup at BTC campus, construction is going on & it may be completed within May, 2003 and construction was completed of District Academic Resource Centre (DARC) in the month of March'2002. Setup of one disk antenna for teleconferencing programme. Xerox machine, Overhead Projector, set of TV & VCR,



Fax machine, camera & small numbers of furniture has been procured & placed and purchase of one pool vehicle under AWP&B 2000-01 for supervision & academic support to the schools & teachers & appointed one driver.

Present Staff Position at BTC -

Name of Post	No. of sanction Post	Present Position	Remarks
Principal	1	1	Incharge
Instructor/ Instructress	8	8	
LDA	2	2	
Labortory Assistant	1	1	
Library Assistant	1	1	
Grade-IV	5	5	
Driver	1	1	DPEP appointed

Quarter Facilities for Staff & Students -

Type	No./Unit	Remarks
Principal Quarter	1	
Staff Quarter	3 unit	Per unit 2 provision, total 6
Boys Hostel	1	Required major repairing
Girls Hostel	1	Required minor repairing

Plan/Strategy for Supervision & Monitoring :: SSA

- ✓ Development and printing of Supervision & Monitoring format
- ✓ Supervision & Monitoring:
 - I. DACG – 10 days in a month
 - II. BACG – 12 days in a month
 - III. DPO/Consultants 15 days in a month
 - IV. Provision of vehicle for DPO/Consultant for visit of SFA @ Rs.1,200/- per day
 - V. Submission of feedback report on the visit.



Name of blocks	No. of schools having no buildings		No. of schools dilapidated conditions		No. of schools required renovation & repairing		No of schools require additional classroom (where space per child is less than 4 sq.ft.)		No of schools require additional classroom (where space per child is more than 4 sq.ft. and less than 10 sq.ft.)		No. of schools require major repairing		No. of schools require minor repairing	
	Priority I		Priority II		Priority III, IV, V, VI		Priority VII		Priority XI		Priority VIII, IX, X		Priority XII and XIII	
	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP	LP	UP
AMRI	2	0	2	0	20	3	0	0	8	0	15	3	39	3
BOKAJAN	3	0	3	3	15	2	9	6	20	4	11	4	102	19
CHINTHONG	6	0	13	0	10	0	2	0	22	3	6	1	85	19
HOWRAGHAT	1	0	3	0	28	4	9	1	44	8	3	1	77	24
LANGSOMEPI	3	1	5	0	15	0	5	1	12	2	4	0	49	4
LUMBAJONG	2	2	4	1	16	3	8	2	31	4	3	1	81	19
NIJIP	2	1	1	1	14	1	2	0	19	3	6	0	50	10
RONGKHANG	10	0	10	1	41	5	6	3	22	2	13	0	81	13
RONGMONGVE	2	1	6	0	9	0	0	0	2	2	1	0	60	8
SAMELANGSO	1	0	1	1	5	0	4	3	24	2	10	3	84	12
SOCHENG	5	1	9	7	8	1	6	2	17	4	3	2	43	23
TOTAL:	37	6	57	14	181	19	51	18	221	34	75	15	751	154

Source: Infrastructure Survey Reports (Composite schools are not included.)



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 be 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/constru



ction 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 w 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 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.