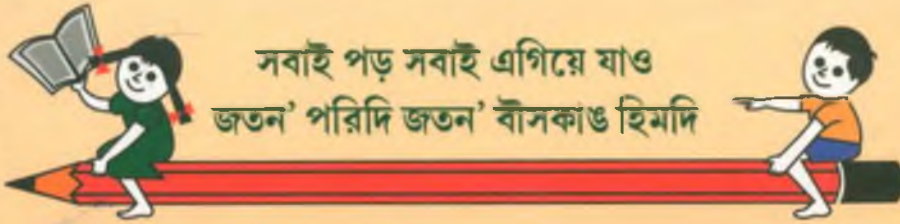


# SARVA SHIKSHA ABHIYAN

## TRIPURA



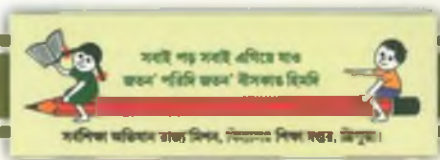
**ACHIEVEMENTS MADE DURING 2001-02 TO 2009-10**

**STATE PROJECT OFFICE**

Sarva Shiksha Abhiyan Rajya Mission, Tripura.  
Education (School) Department  
Government of Tripura.



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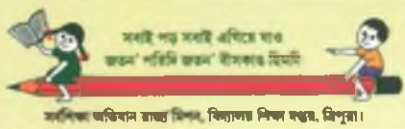
ACHIEVEMENTS OF SSA TRIPURA  
- 2001-02 to 2009-10



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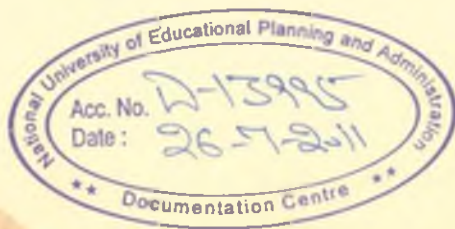
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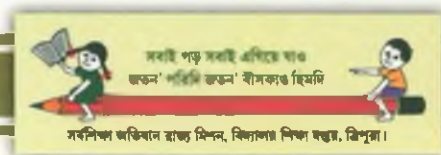
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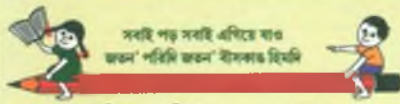


## Abbreviations

ABL	Activity Based Learning
Addl.	Additional
BALA	Building As a Learning Aid
BAS	Baseline Assessment Survey
BLEC	Block Level Education Committee
BRC	Block Resource Centre
BRG	Block Resource Group
BRP	Block Resource Person
CA	Chartered Accountant
CAL	Computer Aided Learning
CETE	Certificate in Elementary Teacher Education
CPE	Certificate in Primary Education
CRC	Cluster Resource Centre
CRG	Cluster Resource Group
CRP	Cluster Resource Person
CWSN	Children with Special Needs
DDRC	District Disability Rehabilitation Centre
Deptt.	Department
DIET	District Institute for Education & Training
DISE	District Information System for Education
DLEC	District Level Education Committee
DM	District Magistrate
DoNER	Department for Development of North-Eastern Region, Government of India
DPC	District Project Coordinator
DPO	District Project Office
DR	Dropout Rate
DRG	District Resource Group
Dy.	Deputy
EBB	Educationally Backward Block
Ed. CIL	Educational Consultants India Limited
EE&L	Elementary Education and Literacy
EGS	Education Guarantee Scheme
EMIS	Educational Management Information System
EVS	Environmental Science
Fin.	Financial
GER	Gross Enrolment Ratio
GoI	Government of India
Govt.	Government
GPI	Gender Parity Index
GT	Graduate Teacher
HBE	Home-Based Education
HS	Higher Secondary
IE	Inclusive Education
JB	Junior Basic
JS	Joint Secretary
KGBV	Kasturba Gandhi Balika Vidyalaya
KM	Kilometre
LEP	Learning Enhancement Programme
MAS	Mid-term Assessment Survey

ACHIEVEMENTS OF SSA TRIPURA  
 - 2001-02 to 2009-10





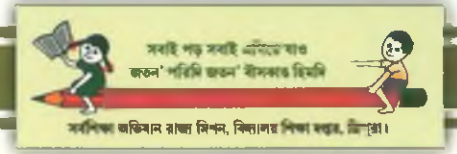
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সবশিক্ষা অভিযান রাজ্য বিদ্যালয়, বিদ্যালয় শিক্ষা বোর্ড, ত্রিপুরা।

# ACHIEVEMENTS OF SSA TRIPURA - 2001-02 to 2009-10

MC	Municipal Council
MCS	Model Cluster School
MHRD	Ministry of Human Resource Development
MTA	Mother Teacher Association
NA	Not Applicable / Not Available
NCERT	National Council for Educational Research and Training
NER	Net Enrolment Ratio
NGO	Non-Government Organisation
NIMH	National Institute for Mentally Handicapped
NP	Nagar Panchayat
NPEGEL	National Programme for Education of Girls at Elementary Level
OBB	Operation Black Board
OBC	Other Backward Communities
OoSC	Out-of-School Children
PR	Promotion Rate
PRI	Panchayati Raj Institutions
Pry / Pry.	Primary
PTR	Pupil-Teacher Ratio
RCI	Rehabilitation Council of India
RM	Religious Minority
SB	Senior Basic
SC	Scheduled Caste
SCERT	State Council for Educational Research and Training
SPD	State Project Director
SPO	State Project Office
Sq. Km.	Square Kilometre
SRG	State Resource Group
SSA	Sarva Shiksha Abhiyan
ST	Scheduled Tribe
TLE	Teaching Learning Equipment
TLM	Teaching Learning Material
TR	Transition Rate
TTAADC / ADC	Tripura Tribal Areas Autonomous District Council
U. Pry	Upper Primary
UEE	Universalisation of Elementary Education
UGT	Under-Graduate Teacher
URC	Urban Resource Centre
VEC	Village Education Committee





Tapan Chakraborty,  
Minister,  
Education (School) Department  
Government of Tripura

## **MESSAGE**

It gives me immense delight to know that Sarva Shiksha Abhiyan Rajya Mission, Tripura, is going to bring out a booklet to document the major progresses and achievements made in the field of Universalisation of Elementary Education (UEE) in the State since its inception upto 2009-10.

Coming out with a documentation is very significant for a flagship programme like SSA. I hope that this document will act as a reliable source of data and information related to SSA.

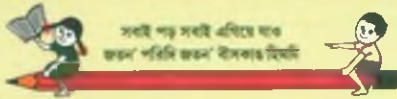
I further hope that SSA will fully succeed in achieving its ultimately cherished goal of Universalisation of Elementary Education.

*Tapan Chakraborty*

(Tapan Chakraborty)



ACHIEVEMENTS OF SSA TRIPURA  
- 2001-02 to 2009-10



সর্বশিক্ষা অভিযান রাজ্য মিশন, বিদ্যালয় শিক্ষা দপ্তর, ত্রিপুরা।

ACHIEVEMENTS OF SSA TRIPURA  
- 2001-02 to 2009-10

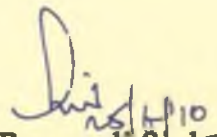


Banamali Sinha, IAS,  
Principal Secretary  
Education (School) Department  
Government of Tripura

**MESSAGE**

SSA Rajya Mission Office has taken initiatives to publish one Booklet illustrating the works done by SSA Rajya Mission upto 2009 - 10. Documentation of all important works in a flagship programme like SSA is very important because, once compiled data are available, this will help in effective monitoring and planning of future course of action. I appreciate the sincere service rendered by concerned officials in the Rajya Mission Office in publication of this Booklet in very short period.

I am confident this document will be of immense help for all concerned.

  
(Banamali Sinha)







Hiralal Chakraborty, IAS,  
State Project Director,  
(Director of School Education)  
Government of Tripura

## **MESSAGE**

Sarva Shiksha Abhiyan Rajya Mission Office published a Booklet illustrating the achievements of the SSA Rajya Mission upto 2008-09, earlier in the month of January, 2010.

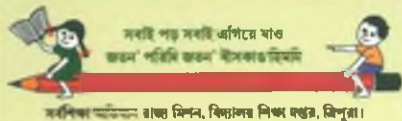
Presently, SSA Rajya Mission office has taken endeavour to publish a booklet focusing updated information upto 2009-2010. For a flagship programme, this type of documentation reflects its transparency.

I appreciate the sincere and commendable effort taken up by the concerned officials in the Mission and hope this book of documentation will serve as an educational data bank to stakeholders and the education sector.

  
(Hiralal Chakraborty)

ACHIEVEMENTS OF SSA TRIPURA  
- 2001-02 to 2009-10

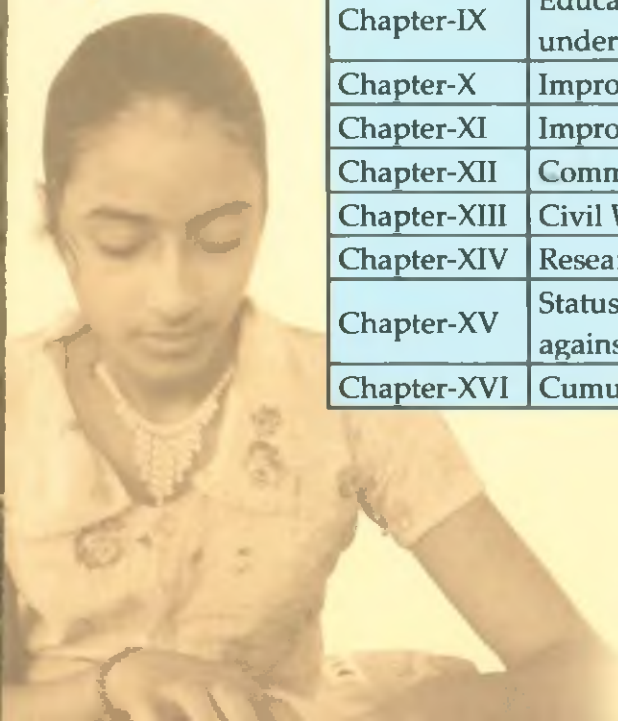


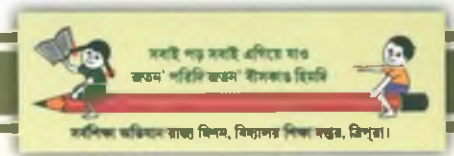


**ACHIEVEMENTS OF SSA TRIPURA  
- 2001-02 to 2009-10**

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## Chapter I: Preface

**"Education is the manifestation of perfection, already in Man"**

- Swami Vivekananda

**S**arva Shiksha Abhiyan is the biggest ever flagship programme being implemented in the entire country with the objective of Universalising Elementary Education (UEE) by bringing all children in the age group of 6-14 years under the ambit of primary schooling, expanding schooling facility to all inaccessible un-served habitations, creating new school infrastructure and renovating / improving infrastructure of existing schools. Ultimately, this time bound programme aims at achieving the goal by providing education of satisfactory quality to the children for improving their human capabilities adequately, so that they may stand on their own and lead a successful life of prestige in the practical world of hazards. In conformity with other States and Union Territories of the country the programme was launched in the state in 2001-02. The goals of SSA, as enshrined in its "Framework for Implementation (amended till 31<sup>st</sup> March, 2008)", are as follows:

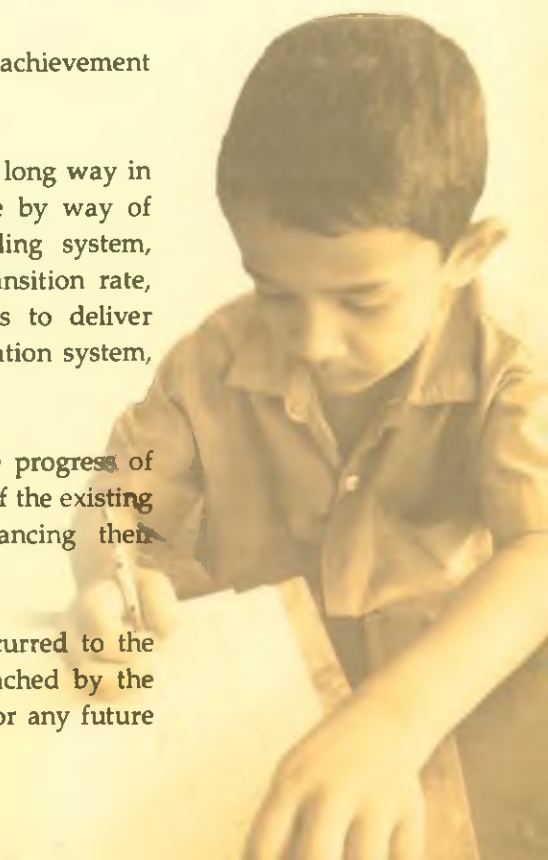
- ❑ Enrolment of all children in School, Education Guarantee Centre, Alternate School, 'Back to School' Camp by 2005.
- ❑ Retention of all children till the Upper Primary stage by 2010.
- ❑ Bridging of gender and social category gaps in enrolment, retention and learning.
- ❑ Ensuring that there is significant enhancement in the learning achievement levels of children at the primary and upper primary stages.

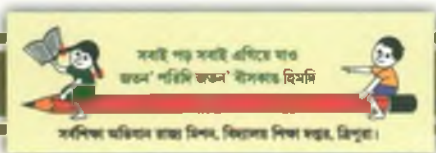
During the course of its implementation in our state, SSA has gone a long way in bringing about a sea change in the educational profile of the state by way of enrolling out-of-school children and retaining them in the schooling system, effecting a sharp, tangible decline in drop-out rates, increase in transition rate, bridging gender and social gaps, training and motivating teachers to deliver education more effectively, involving community people in the education system, and so on.

Besides, a large number of assets have been created to facilitate the progress of education. Building of new educational infrastructure and renovating of the existing infrastructure, recruitment of capable human resource and enhancing their capabilities are to name only a few among many.

At such a point of time when SSA is nearing its culmination, it occurred to the authorities in SSA that the progresses made and the milestones reached by the programme till 2009-10 might be put down in a documented form for any future

ACHIEVEMENTS OF SSA TRIPURA  
- 2001-02 to 2009-10





educational reference / analysis / guidance etc. Hence, the endeavour of bringing out this documentation has been taken up.

## Features of SSA Programme

Followings are the salient schematic features of Sarva Shiksha Abhiyan:

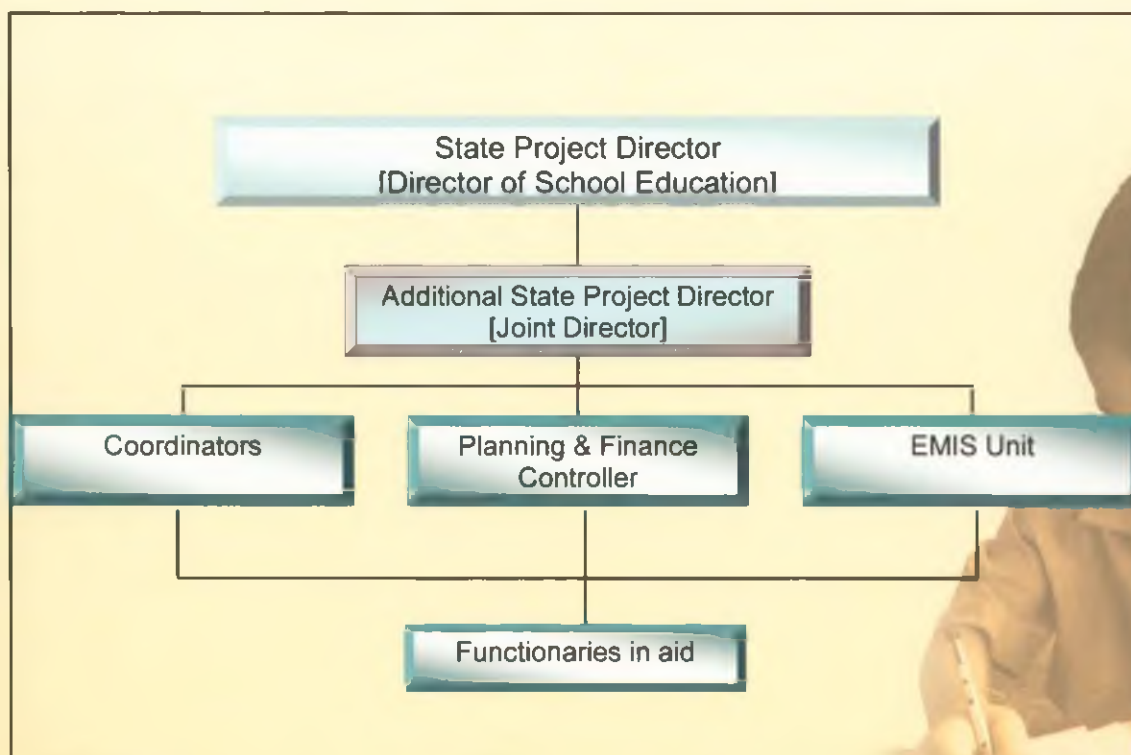
- Joint Venture programme between Central Govt. and States/Union territories.
- Framework programme –
  - To allow states to formulate context specific guidelines within overall National Framework.
  - To encourage districts to reflect local specificity in plans to promote local need based planning based on broad National policy norms.
  - To make planning a realistic exercise by adopting broad National norms.
- Undertaking preparatory activities before actual implementation of programme.
- Decentralised decision making system at all levels.
- Institutional capacity building for improvement in quality of elementary education.
- Using micro level data in planning.
- Setting up of Educational Management Information System.
- Data collection, compilation, verification and analysis through DISE.
- Conduct of child census every year for assessing progress in education and listing out residual requirement and needs at the habitation level.
- Formation of Planning Core Groups at the Village, Block, District and State level.
- Preparation of dynamic perspective plan.
- Preparation of Village Elementary Education Plan based on habitation level education plans.
- Preparation of District Elementary Education Plan based on Block Plans.
- Preparation of State Annual Plan consolidating District Annual Plans and that of the State Component.
- Opportunity for states to develop their own vision of elementary education.
- Community-based approach to planning with a habitation as a unit of planning.
- Ensuring full participation of disadvantaged children (SC, ST, RM) in education.
- Appraisal of plans at the Block, District, State and National levels.
- Programme implementation through a society.
- Missionary mode and dedicative mentality of all functionaries.
- Community participation and ownership of school-based interventions through effective decentralisation.
- Community-based monitoring with full transparency in all aspects of implementation.
- Continuous Supervision and Monitoring of programme at the National, State, District, Block, Village and School levels.
- Evaluation of programme at year ending.

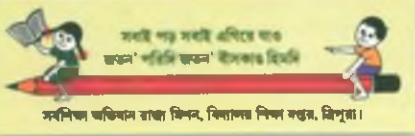
- ❑ Maintaining transparency, economy, efficiency and openness.
- ❑ Audit of Accounts by internal audit team, CA firm, Comptroller & Auditor General of India.
- ❑ Maintaining joint account system at all levels.
- ❑ Programme implementation through committees at all levels.
- ❑ Civil construction through community participation and no provision of contract.
- ❑ Procurement of articles, goods and services through procurement plan and maintaining prescribed procedure.

## Organisational Set-up

### State Level

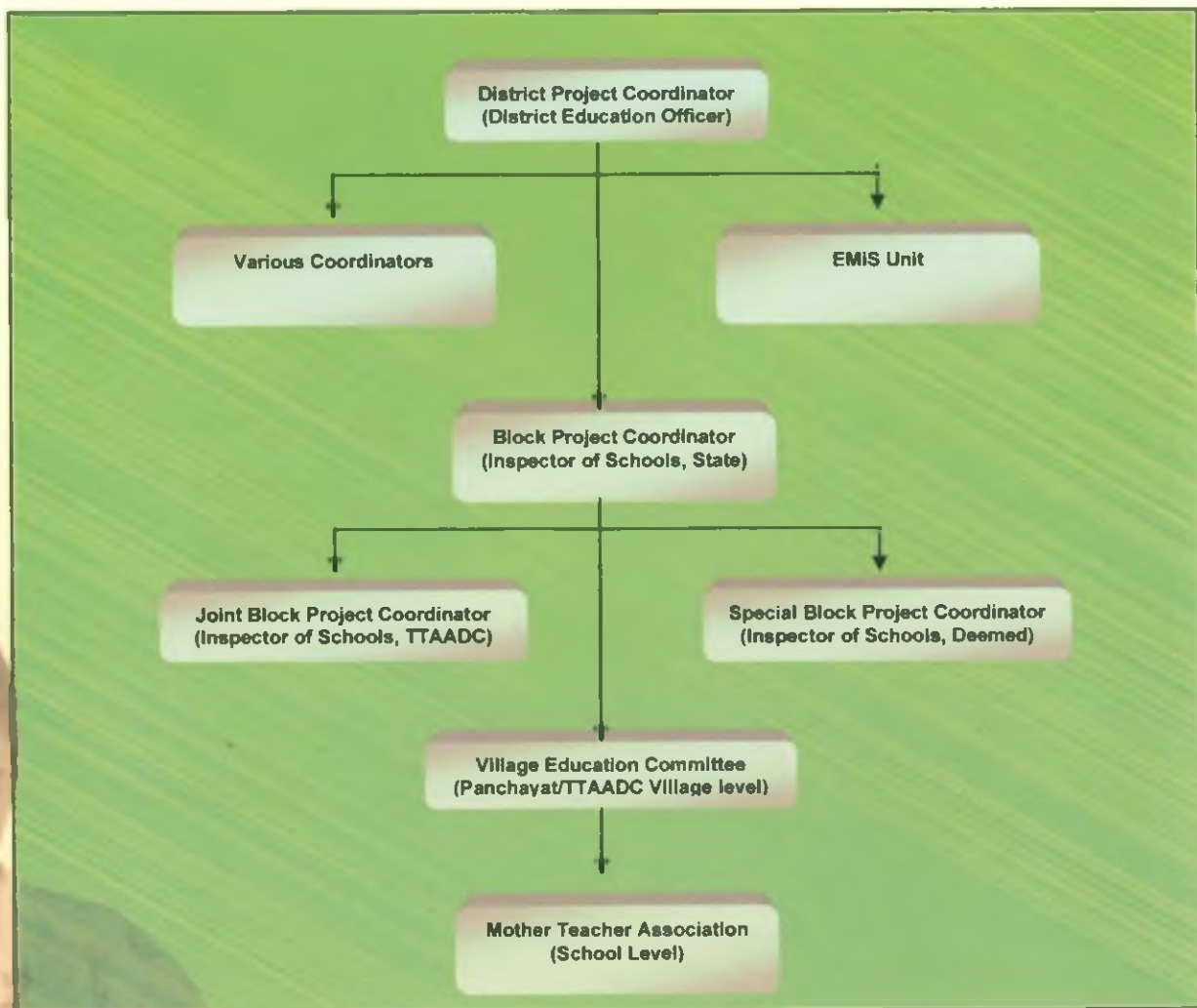
The organisational structure of SSA at the state level is given below.

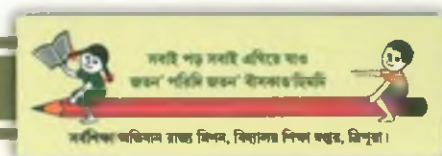




## District & Block Levels

The organisational set-up of SSA at the district and block levels is as follows.





## Basic Information about Tripura

□ Area	10,491.69 sq. km
□ Population (2001 Census)	31,99,203
□ Districts	4
□ Zilla Parishads	4
□ Zilla Parishad Members	82
□ Sub-Divisions	17
□ Blocks	40
□ Municipal Council Area	1
□ No. of Municipal Council Wards	35
□ Autonomous District Council	1
□ TTAADC Members	30
□ TTAADC Villages	527
□ Revenue Circles	31
□ Tehsils	183
□ Revenue Moujas	874
□ Panchayat Samitis	23
□ No. of Panchayat Samity Members	299
□ Gaon Panchayats	511
□ No. of Gaon Panchayat Members	5295
□ Nagar Panchayats	15
□ Habitations	7603
□ Households	6,99,116

ACHIEVEMENTS OF SSA TRIPURA  
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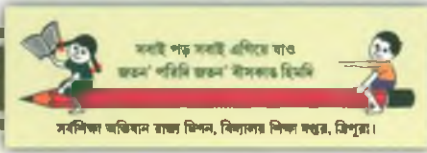
### • Population, Birth Rate, Sex Ratio, Density

The district-wise population of the State by sex and share of communities are presented in the following table:

District	Population:			SC	% of total	ST	% of total
	Male	Female	Total				
Dhalai	159095	148773	307868	49817	16.20	166326	54.00
North	302946	287967	590913	82902	14.00	150500	25.50
South	394605	372835	767440	127307	16.60	289519	37.70
West	785579	747403	1532982	295698	19.30	387081	25.30
State	1642225	1556978	3199203	555724	17.40	993426	31.10

Source: Census 2001

Birth Rate (2005) per 1000 population:	16.0
Death Rate (2005) per 1000 population:	5.7
Natural Growth Rate (2005) per 1000 population:	10.3
Density of Population:	304 per Sq. Km.



• **Literacy – Male and Female (as per Census – 2001)**

District	Male	Female	Total	Gender Gap
Dhalai	70.20	51.00	60.90	19.20
North	80.00	65.60	73.00	14.40
South	78.90	60.30	69.00	18.60
West	84.60	69.60	77.30	15.00
Tripura	81.00	64.90	73.20	16.10

• **Literacy – SC and ST (as per Census – 2001)**

Caste	Male	Female	Total
Scheduled Caste	81.9	67.2	74.7
Scheduled Tribe	68.0	44.6	58.5

• **Schools in the State (as in February 2010)**

District	Primary School (I-V)				Upper Primary School (I-VIII)				High / Secondary School (I-X)				Higher Secondary School (I-XII)				Total Schools
	Govt.	Pvt. Aided	Pvt. Unaided	Total	Govt.	Pvt. Aided	Pvt. Unaided	Total	Govt.	Pvt. Aided	Pvt. Unaided	Total	Govt.	Pvt. Aided	Pvt. Unaided	Total	
Dhalai	478	1	4	483	252	0	3	255	33	0	2	35	23	1	1	25	798
North	340	1	14	355	256	0	7	263	73	1	4	78	48	7	0	55	751
South	650	2	13	665	323	0	1	324	134	1	5	140	72	4	0	76	1205
West	750	10	26	786	432	4	7	443	191	5	14	210	129	28	11	168	1607
State	2218	14	57	2289	1263	4	18	1285	431	7	25	463	272	40	12	324	4361

Source: Survey & Statistics Section, Education (School) Department.

• **Enrolment**

Stage	Total	Girls	SC	ST
Primary (I-V)	4,44,516	2,16,391	82,102	1,93,304
Middle (VI-VIII)	2,19,303	1,07,814	47,903	73,236
Secondary (IX-X)	1,06,841	52,148	22,609	33,482
HS (XI-XII)	40,739	22,136	8,006	9,795
<b>Total</b>	<b>8,11,399</b>	<b>3,98,489</b>	<b>1,60,620</b>	<b>3,09,817</b>

• Source: DISE 2009

• **Coverage of Habitations in regard to access to education:**

**Primary schooling:**

- Total Habitations: 7603
- Habitations covered by Primary Schools up to 2009-10: 6903
- Habitations to be covered during 2010-11: 70
- Habitations to be covered up to 2010-11: 6973
- Habitations which may remain uncovered after 2010-11: 630 (not eligible for Pry. school as per state norms)

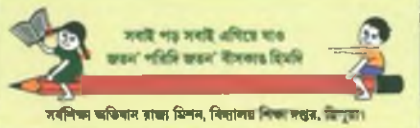


### Upper Primary schooling:

- Total Habitations: 7603
- Habitations covered by Upper Primary Schools up to 2009-10: 6974
- Habitations to be covered during 2010-11: 71
- Habitations to be covered up to 2010-11: 7038
- Gap in upper primary school as per norms (2 : 1) to remain after 2010-11: 106

Source: District Micro Planning





## Chapter II: Planning

***"If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people."***

- Chinese Proverb

### Introduction:

**S**arva Shiksha Abhiyan is being implemented in the State since 2001 – 02 based on the Annual Work Plan & Budget, which is formulated by consolidating the District Elementary Education plans. The District plans are prepared basing on the Block plans, which reflect and replicate local specific educational needs contained in the Village Education Plans. A Village Education plan is formulated listing all the educational needs of all habitations constituting the village. Here, a habitation is considered as a unit of educational planning.

### 1. Features of SSA Planning:

- It is a micro planning, which lists local specific educational needs.
- Community participation in planning at the micro level.
- A Habitation is considered as a unit of planning.
- Planning Core Teams formulate plans at different levels starting from Village to State levels.
- Plans are appraised by experts at all levels.
- Needs of Habitations formulate Village Plan, Village Plans constitute Block Plan and Block Plans are consolidated as District Elementary Education Plan. Likewise, District Elementary Education Plans help formulate the State Annual Work Plan and Budget.
- Annual Work Plan and Budget is broadly based on the State and District Perspective Plans.
- Perspective Plans are dynamic in nature and act as blueprint for achieving the goal of Universal Elementary Education within the timeframe of SSA in the context of the specific situations of the districts.
- Perspective Plan of a District actually forms the basis for placing demand for additional financial resources.
- Annual Work Plan and Budget spells out the activities, its implementation schedule and the financial resource required for a particular year.

## 2. Sources of Data required for planning:

### i. Household Survey / Child Census:

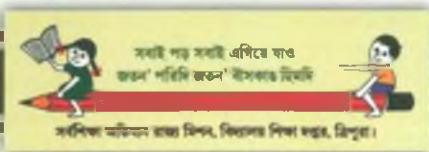
Annual Household Survey / Child Census provides various core information regarding target group children (6-14 years). The information that are collected through this exercise include, total child population, quantum of children attending school, number of children remaining out-of-school including details about the children with special needs. All these data basically help formulate plan and undertake interventions to cater to the educational needs of the children – both in school and out of school. Going a step further from the National Norms, the entire exercise of Household Survey is accomplished every year in our State in collaboration with and active participation of teachers, parents, stakeholders, PRI members, educationists and the administrators working in education at different stages.

### ii. District Information System for Education (DISE):

The voluminous clusters of data found out from District Information System for Education (DISE) are the core foundation, depending on which, the entire planning exercise is accomplished. Through this exercise, gamut of school data are collected from all categories and types of schools managed by the State Govt., Central Govt., recognised, aided and unaided schools. All these data thus collected are compiled, analysed, verified, and consolidated from micro to macro levels in an upward filtration method and subsequently disseminated in the reverse manner i.e. from macro to micro levels at the implementation phase. The School Report Cards as emerged and generated out of this scientific system in respect of each and every school thus covered are transmitted to all concerned with a direction to use this wonderful product as profile of the school to go ahead in the right direction of universalisation of elementary education.

### iii. Cohort Study:

Cohort study is conducted in all government primary schools (I-V) and upper primary schools (I-VIII). The five-year cycle is taken into consideration for primary level schools and eight years cycle for upper primary level schools. The objective of the Cohort study is primarily to study the internal efficiency of the schools in terms of completion rate, repetition rate and transition rate. In this historic analysis system, the dropout rates both in the primary and upper primary schools are also computed. The study has also been helpful in devising strategies to reduce repetition and dropout rates and improve completion and transition rates. The schoolteachers are engaged to carry out the entire analytical exercise in synergy and under supervision of Head teacher of each school. The analytical report thus collected from each school



gets compiled and consolidated gradually at all higher stages like CRC, BRC, District Project Office and lastly in the office of the State Project Director. The findings of the Cohort study are shared with all the field level functionaries as well as with other Departments of the State Government so as to make enable all concerned to take up appropriate and adequate measures in order to overcome the hard spot areas. Different Departments like Social Welfare & Social Education, Rural Development, SC, OBC & RM Welfare, Tribal Welfare, Information Technology, Health & Family Welfare, Manpower & Labour, Panchayets etc. are consulted for making feasible convergence and synergy wherever necessary.

### 3. Planning Process:

In Tripura, the District Elementary Education Plan under SSA Mission is prepared in a decentralized and participatory manner. The core planning teams are formed at village, Block, District and State levels. As envisaged in the SSA framework, the 'bottom-up' approach of planning has been adopted to analyse the problems and issues and address them appropriately.

The State Core Planning Team takes care of planning for municipality areas as well. The State Core Planning Team consists of Director of School Education, Addl. State Project Director, Officer on Special Duty, Planning Co-ordinator, Finance Controller, State EMIS Co-ordinator, State Co-ordinators of Alternative Schooling, Inclusive Education, Civil Works, Teacher Training, Pedagogy, Dy. Director of SCERT, System Analyst and Principal of DIETs.

Similarly, the Village, Block and District level core planning teams are also constituted for formulation of Elementary Education Plan at different levels.

The state planning team primarily prepares a schedule for carrying out the entire planning process in the districts. Meetings and Workshops are organised at the State Level for orientation of district functionaries involved in planning process.

The District Planning Team, in turn, organises Workshops etc. for capacity building of Block personnel associated with plan formulation.

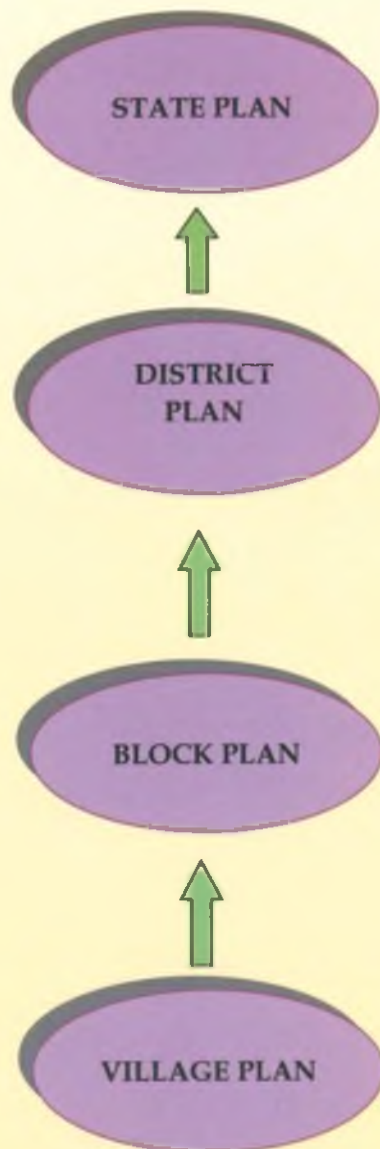
Block Planners, in turn, sensitise the Village Level SSA functionaries to prepare Village Plan, replicating the local specific educational needs of the Habitations.

Village Education Committee appraises and accords approval to Village Education Plan. Village Education Plans are placed before Block Level Education Committee, for obtaining approval. All Block Plans are consolidated at the District Level to ultimately formulate the District Elementary Education Plan, that is, Annual Work Plan and Budget. It is placed before District Level Education Committee for approval. District Elementary Education Plans are consolidated at the State Level as State Annual Work Plan and Budget. The Executive Committee finally accords

approval to the State Annual Work Plan and Budget, which is subsequently submitted to the Ministry of Human Resource Development, Department of School Education & Literacy, Government of India. At the National Level, the Technical Support Group, Educational Consultants India Limited, a Govt. of India Enterprise, in fine, examines, evaluates, appraises and accords approval to the State Annual Work Plan and Budget. Based on the approved outlay of fund, State and Central Governments release their matching shares to implement the programme through different interventions.

ACHIEVEMENTS OF SSA TRIPURA  
- 2001-02 to 2009-10

PLANNING PROCESS





**ACHIEVEMENTS OF SSA TRIPURA  
- 2001-02 to 2009-10**

**ABSTRACT OF YEAR WISE FUND SANCTIONED AND UTILIZED - 2001-02  
TO 2009-10:**

(In Lakh)

Year	Proposed Budget	Approved outlay	Fund released				Total fund available	Fund utilized	Closing Balance
			Opening Balance	Central Share	State Share	DoNER			
2001-02	NA	1047.95		445.37	15.00	-	460.37	389.44	70.93
2002-03	2046.28	1963.32	70.93	1162.18	555.00	-	1788.11	495.72	1292.39
2003-04	4012.89	5116.95	1292.39	2752.39	563.44	-	4608.22	4598.22	10.00
2004-05	7223.5	6305.54	10.00	3850.92	1838.59	-	5699.51	5416.81	282.70
2005-06	10399.11	9611.33	282.70	7955.77	944.99	951.76	10135.22	8705.71	1429.51
2006-07	10153.22	9085.15	1429.51	5461.41	728.19	1521.15	9140.26	8946.23	194.03
2007-08	13501.42	4832.34	194.03	4178.49	241.62	2.41	4616.55	4329.99	286.56
2008-09	14669.73	7468.92	286.56	6464.12	940.84	-	7691.52	6937.90	753.62
2009-10	12819.60	11172.50	658.81	7473.00	969.83	-	9101.64	8992.52	109.12

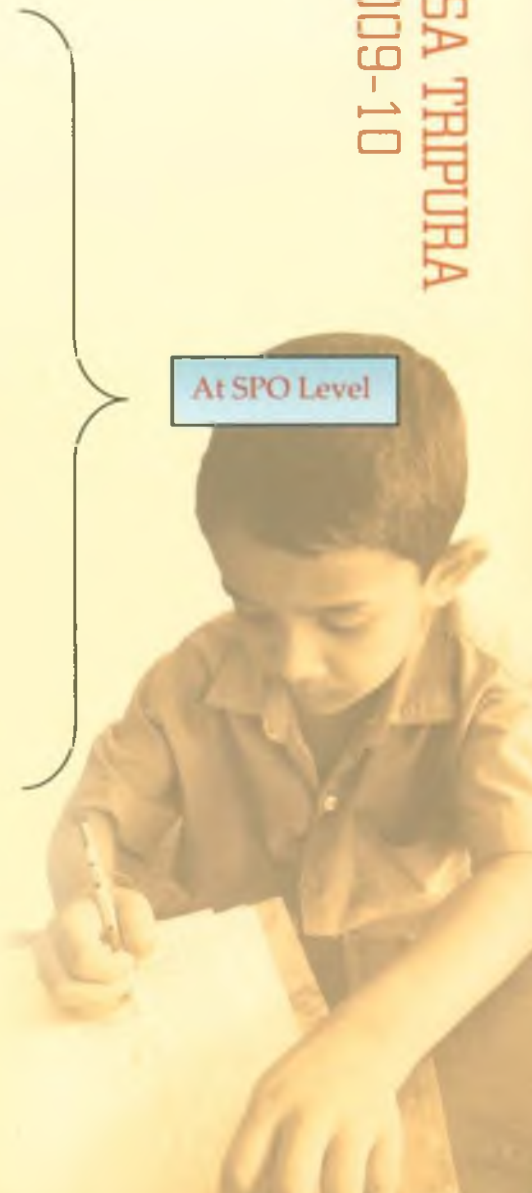


## Chapter III: Implementation

**E**lementary Education Programme of SSA is implemented based on micro District Elementary Plan formulated every year, reflecting the infrastructural and pedagogical needs of schools and habitations concerned. Lot of activities are taken up as a part of implementation of SSA Programme at different levels like – preparation and distribution of textbooks, carrying research studies, conducting teacher-training programmes, opening & up-grading of primary schools, engagement of teachers, execution of civil construction and other school-based activities.

STATE LEVEL

- ⇒ Placement of Manpower
- ⇒ Capacity building & Training of Manpower
- ⇒ Research Works
- ⇒ Communicating Guidelines / Norms / Orders etc. to lower levels
- ⇒ EMIS activities like –  
 Compilation / Analysis of DISE, Cohort, Household Survey and sending the report to the National Level
- ⇒ Formulation of State Plan by compilation of District Plans
- ⇒ Printing of Textbooks (through SCERT)
- ⇒ Preparation & modification of Training Modules (through DIETs and SCERT)





सबसे बड़ा सबसे अधिक बड़ा  
काम 'शिक्षा' ही है।



सबसे बड़ा सबसे अधिक बड़ा काम, शिक्षा ही है।

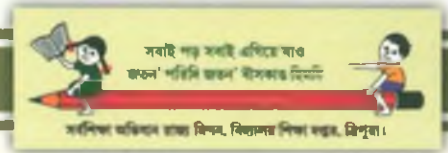
# ACHIEVEMENTS OF SSA TRIPURA - 2001-02 to 2009-10

## DISTRICT LEVEL

- ⇒ Placement of Manpower
- ⇒ Capacity building & Training of Manpower
- ⇒ Conducting research studies
- ⇒ Downward transmission of all Guidelines / Norms / Orders etc. to lower levels
- ⇒ EMIS activities like –  
Compilation of DISE, Cohort, Household Survey and sending the report to the State Level
- ⇒ Formulation of District Plan by compilation of Block Plans
- ⇒ Coordinating with various Departments for augmenting inputs / assistance
- ⇒ Conducting Induction Teacher Training (through DIETs)

At DPO Level



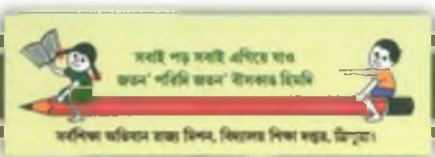


**BLOCK LEVEL**

- ⇒ Orientation teacher training
- ⇒ Community leaders' training
- ⇒ Distribution of textbooks to schools
- ⇒ Engagement of manpower
- ⇒ Engagement of teachers
- ⇒ Constitution of construction committees for each unit of civil works
- ⇒ Enrolment of Out-of-School Children
- ⇒ Implementation of Alternative Schooling
- ⇒ Implementation of Inclusive Education (through IE Nodal Schools)
- ⇒ Consolidation & Compilation of EMIS data like – DISE, Cohort, Household Survey and sending the report to the District Level
- ⇒ Conducting training programmes on EMIS activities
- ⇒ Formulation of Block Plan by compilation of Village Plans
- ⇒ Conducting training programmes on Plan preparation
- ⇒ Opening & up-gradation of Primary Schools
- ⇒ Implementation of activities relating to improvement of quality of education

**ACHIEVEMENTS OF SSA TRIPURA  
- 2001-02 to 2009-10**





# ACHIEVEMENTS OF SSA TRIPURA - 2001-02 to 2009-10

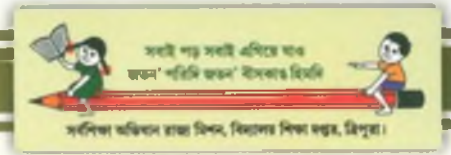
## VILLAGE LEVEL

- ⇒ Data collection & compilation through EMIS
- ⇒ Opening & up-gradation of Primary Schools
- ⇒ Implementation of Inclusive Education
- ⇒ Implementation of Alternative Schooling
- ⇒ Execution of Civil Works
- ⇒ Maintenance and updating of Village Education Register
- ⇒ Tracking of enrolled children
- ⇒ Implementation of Vidyalaya Cholo Abhiyan for enrolment of Out-of-School Children
- ⇒ Tracking of mainstreamed children
- ⇒ Implementation of remedial teaching
- ⇒ Holding meetings of Village Education Committee
- ⇒ Maintaining resolutions of VEC meetings
- ⇒ Solving minor problems related to programme implementation
- ⇒ Formulation of Village Plans

## SCHOOL LEVEL

- ⇒ Providing Data for EMIS
- ⇒ Utilisation of School Grant, Teacher Grant, Repair Grant
- ⇒ Distribution of free textbooks to students
- ⇒ Implementation of pedagogical activities
- ⇒ Maintaining synergy with community people
- ⇒ Establishing community ownership of education
- ⇒ Looking after education of Children with Special Needs
- ⇒ Holding meetings of Mother Teacher Association
- ⇒ Maintaining resolutions of MTA meetings
- ⇒ Solving minor problems related to programme implementation





## Chapter IV: Management and Monitoring

**"What gets monitored gets done."**

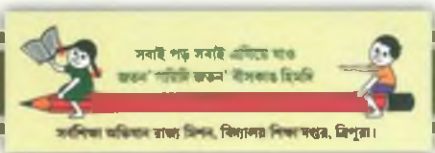
- Rick Dufour

In SSA programme, well-thought policies and decisions are adopted in the *General Governing Body* constituted with the Honourable Chief Minister as Chairman. This policy-making body paves ways for smooth implementation of the programme in the teeth of any bottlenecks and challenges that emerge in the course. Also, the enlightened ideas and thoughts of the members of the General Body enrich the outlook of the functionaries to reach out to the out-reached.

The *Executive Committee*, with the Chief Secretary at the helm, reviews and evaluates the pace of progress of programme implementation at different levels of Management. Policies adopted by the General Body are executed and materialized by the Executive Committee through management structure constituted right from State to School levels.

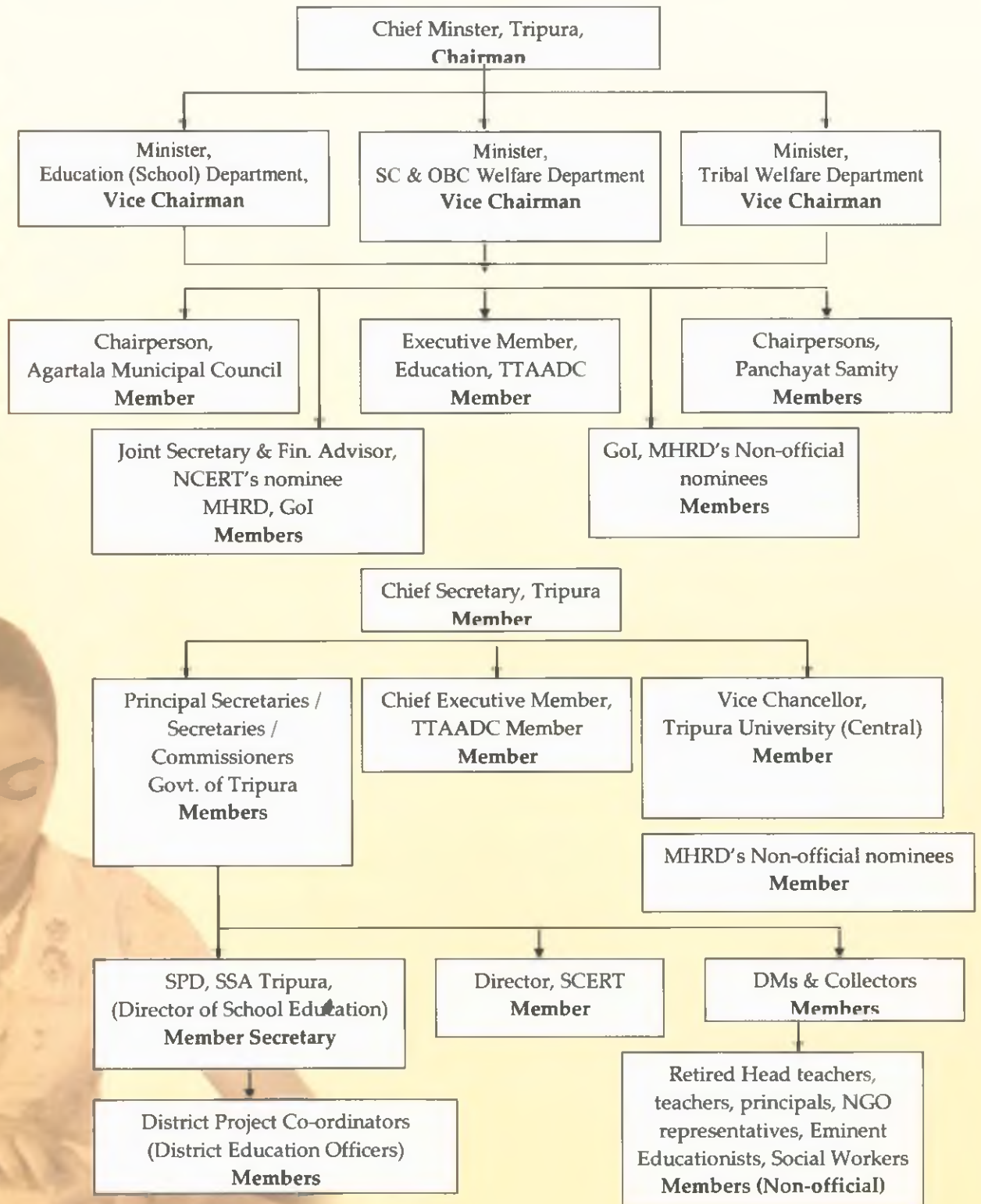


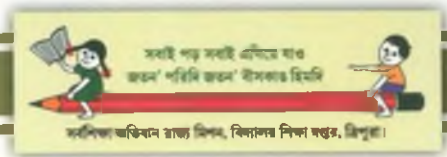
ACHIEVEMENTS OF SSA TRIPURA  
- 2001-02 to 2009-10



**ACHIEVEMENTS OF SSA TRIPURA**  
**- 2001-02 to 2009-10**

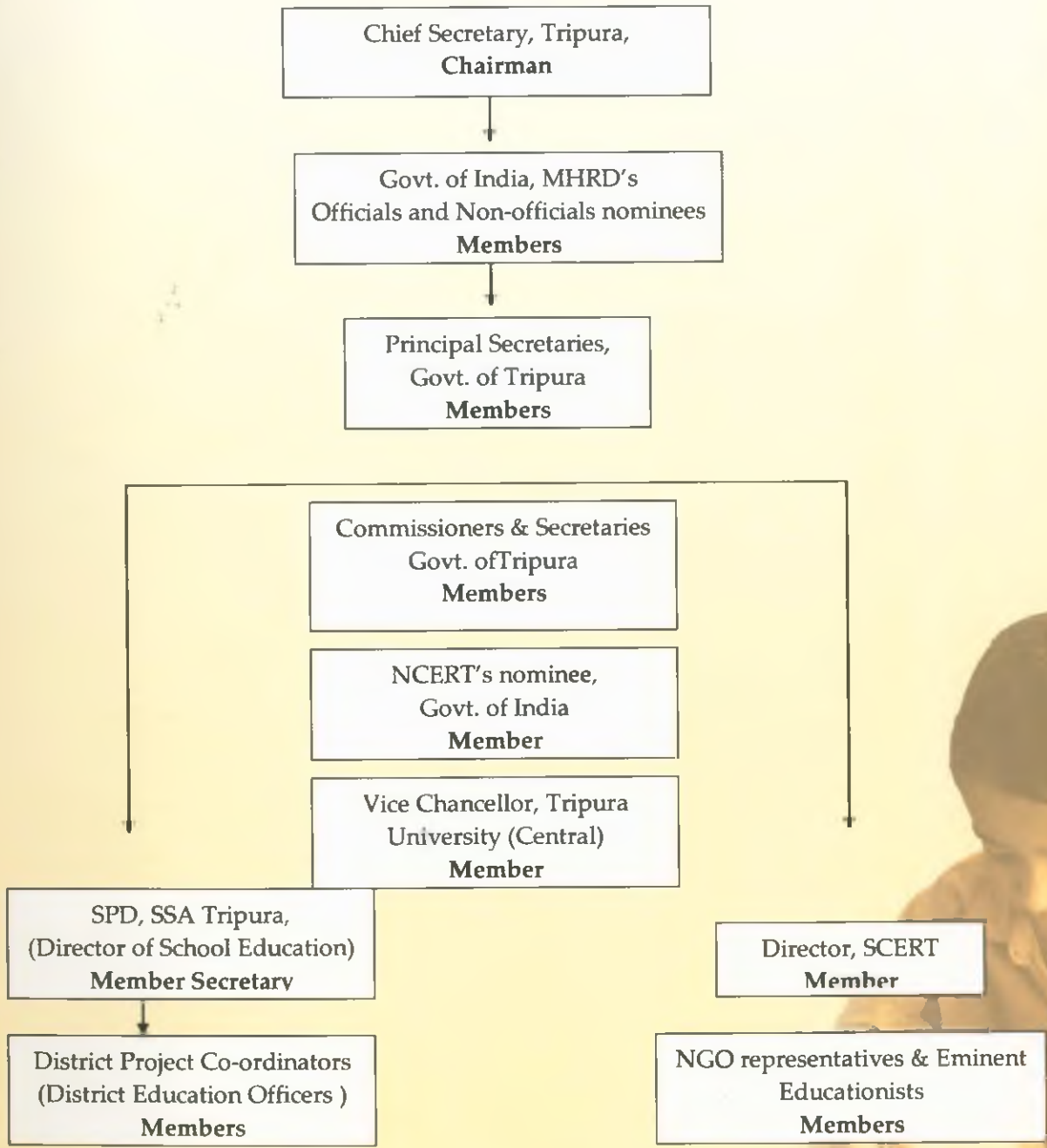
### Structure of General Body, SSA Tripura





**ACHIEVEMENTS OF SSA TRIPURA**  
 - 2001-02 to 2009-10

**Structure of Executive Committee**





সবাই শতু সবাই এগিয়ে যাও  
জ্ঞান 'শরিত্তি জ্ঞান' ইংকায় হিমতি



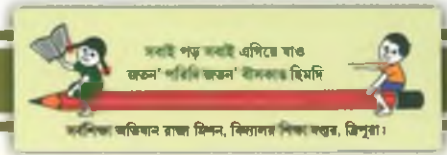
সংশিক্ষা অতিথায় যাজ্ঞা ডিপ্লম, বিদ্যালয় শিক্ষা সচিব, ত্রিপুরা।

## ACHIEVEMENTS OF SSA TRIPURA - 2001-02 to 2009-10

The Director of School Education discharges responsibilities of the State Project Director of SSA Programme under the direct supervision of the Principal Secretary, Education (School) Department, Government of Tripura. A number of Coordinators, Financial Controller, System Analyst, Accounts Officer, Programmer and Auditors are directly involved in management and implementation of the programme at the State Level under control of the Additional State Project Director. A big body of ministerial staff and other take instrumental role in the State Project Office. There is convergence and coordination with different Departments and Institutions like – Rural Development Department, Health Department, Panchayat Department, Tripura Board of Secondary Education, State Council of Educational Research and Training, District Institute of Education & Training. District Magistrate & Collector, being the Chairman of District Level Education Committee, is the head of management and implementation of the Programme at the District Level; District Project Coordinator (District Education Officer) takes the executive role in implementation and management of the programme in collaboration with Coordinators and EMIS personnel. Apart from this, there is a team of functionaries for performing official tasks. Similarly, at the Block Level, the Chairman of Panchayat Samiti/ Block Advisory Committee of TTAADC heads the management and monitoring structure. Block Project Coordinator (Inspector of Schools, State) and Joint Block Project Coordinator (Inspector of Schools, TTAADC) are the stakeholders. Members of Block Level Education Committee, which include PRI Members, educationists, NGO and Teacher Representatives are directly involved in the areas of programme implementation and monitoring.

In actuality, members of Village Education Committee at the Panchayat Level take the pivotal role in programme implementation and monitoring. The Panchayat Pradhan / Chairman of TTAADC Village Committee is the Head of the VEC, while; one of the Head Teachers of the locality holds the responsibilities of the Secretary.

Mother Teacher Association implements and manages the programme at the School level in collaboration with the Teachers, Parents and the Community. One of the parents (preferably, a mother) tops the MTA with the Head Teacher of the School as Secretary.



**ACHIEVEMENTS OF SSA TRIPURA**  
**- 2001-02 to 2009-10**

## Chapter V: Financial Matters

**S**arva Shiksha Abhiyan State Mission has adopted all the guidelines and norms laid down in the Financial Management and Procurement of the Ministry of Human Resource Development, Govt. of India.

### FUND SHARING PATTERN:

Sharing pattern of SSA fund is given below:-

Year	Central Share	State Share
2001-02	85%	15%
2002-03	75%	25%
2003-04	75%	25%
2004-05	75%	25%
2005-06	75%	25%
2006-07	75%	25%
2007-08	90%	10%
2008-09	90%	10%
2009-10	90%	10%



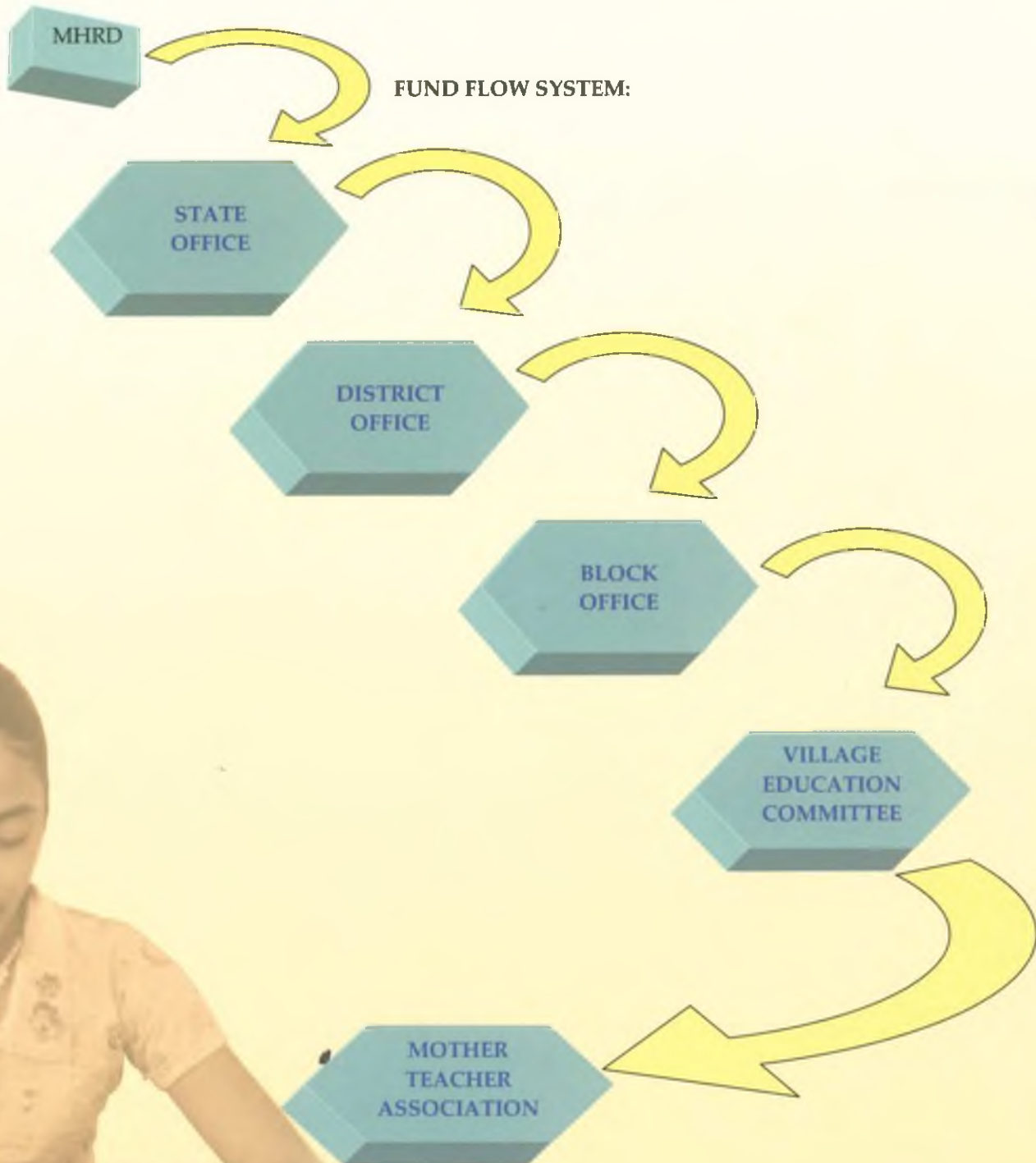


সবাই পড় সবাই এগিয়ে যাবে  
জ্ঞান পরিচি জ্ঞান' উন্নয়ন দিবে

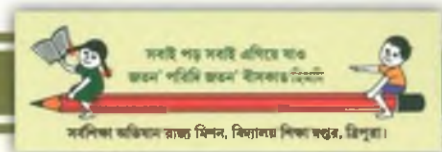


সবদিক অতিমান হাজা মিলে, বিদ্যালয় শিক্ষা সঞ্চার, ত্রিপুরা।

# ACHIEVEMENTS OF SSA TRIPURA - 2001-02 to 2009-10





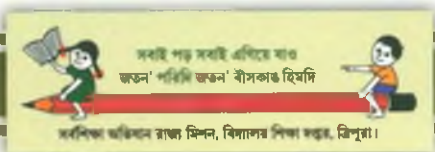


Year-wise approved outlay, receipt of fund, utilisation and balance: 2001-02 to 2009-10  
[Rs. In lakh]

Year	Approved Outlay	Fund Released				Expenditure Incurred	Balance
		Central	State	DoNER	Total		
<b>2001-02</b>							
SSA	1047.95	445.37	15.00	0.00	460.37	389.44	70.93
<b>2002-03</b>							
SSA	1654.98	1162.18	555.00	0.00	1717.18	495.72	1292.39
OBB	308.34	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>	<b>1963.32</b>	<b>1162.18</b>	<b>555.00</b>	<b>0.00</b>	<b>1717.18</b>	<b>495.72</b>	<b>1292.39</b>
<b>2003-04</b>							
SSA	5116.95	2752.39	563.44	0.00	3315.83	4598.22	10.00
<b>2004-05</b>							
SSA	6255.74	3832.25	1831.57	0.00	5663.82	5391.92	281.90
NPEGEL	6.40	2.40	1.60	0.00	4.00	3.20	0.80
KGBV	43.40	16.27	5.42	0.00	21.69	21.69	0.00
<b>Total</b>	<b>6305.54</b>	<b>3850.92</b>	<b>1838.59</b>	<b>0.00</b>	<b>5689.51</b>	<b>5416.81</b>	<b>282.70</b>
<b>2005-06</b>							
SSA	9428.15	7932.92	942.74	947.19	9822.85	8675.24	1429.51
NPEGEL	7.98	6.58	0.08	1.32	7.98	8.78	0.00
KGBV	175.20	16.27	2.17	3.25	21.69	21.69	0.00
<b>Total</b>	<b>9611.33</b>	<b>7955.77</b>	<b>944.99</b>	<b>951.76</b>	<b>9852.52</b>	<b>8705.71</b>	<b>1429.51</b>
<b>2006-07</b>							
SSA	9053.08	5305.96	707.46	1492.47	7505.89	8741.37	194.03
NPEGEL	32.07	24.05	3.21	2.40	29.66	29.66	0.00
KGBV	0.00	131.40	17.52	26.28	175.20	175.20	0.00
<b>Total</b>	<b>9085.15</b>	<b>5461.41</b>	<b>728.19</b>	<b>1521.15</b>	<b>7710.75</b>	<b>8946.23</b>	<b>194.03</b>
<b>2007-08</b>							
SSA	4792.87	4142.96	237.68	0.00	4380.64	4288.11	286.56
NPEGEL	3.64	3.28	0.36	2.41	6.05	6.05	0.00
KGBV	35.83	32.25	3.58	0.00	35.83	35.83	0.00
<b>Total</b>	<b>4832.34</b>	<b>4178.49</b>	<b>241.62</b>	<b>2.41</b>	<b>4422.52</b>	<b>4329.99</b>	<b>286.56</b>
<b>2008-09</b>							
SSA	7373.90	6378.61	931.33	0.00	7309.94	6842.88	658.87
NPEGEL	3.67	3.30	0.37	0.00	3.67	3.67	0.00
KGBV	91.35	82.21	9.14	0.00	91.35	91.35	0.00
<b>Total</b>	<b>7468.92</b>	<b>6464.12</b>	<b>940.84</b>	<b>0.00</b>	<b>7404.96</b>	<b>6937.90</b>	<b>658.87</b>
<b>2009-10</b>							
SSA	11077.06	7377.56	969.83	0.00	8347.39	8897.08	109.12
NPEGEL	4.12	4.12	0.00	0.00	4.12	4.12	0.00
KGBV	91.32	91.32	0.00	0.00	91.32	91.32	0.00
<b>Total</b>	<b>11172.50</b>	<b>7473.00</b>	<b>969.83</b>	<b>0.00</b>	<b>8442.83</b>	<b>8992.52</b>	<b>109.12</b>

(Audited Figures)

ACHIEVEMENTS OF SSA TRIPURA  
- 2001-02 to 2009-10



## Chapter VI: Access to Education

***"Give a man a fish and he will eat for a day. Teach a man to fish and he will eat for the rest of his life."***

- Chinese Proverb

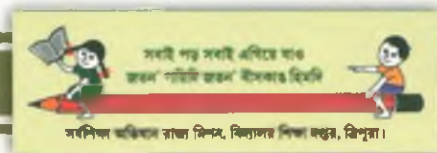
### Opening of Lower Primary School

Ensuring access to elementary schooling facility to the children in the age group of 6-14 yrs living in the un-served habitations is one of the most important interventions envisaged in SSA programme to achieve the goal of universalisation of elementary education. In Tripura, there are 7603 habitations in all. With the advent of SSA programme in the State in 2001-02, the State Implementing Society of SSA started covering all un-served habitations identified at that point of time. During the last eight years span of the programme, 1119 lower primary schools have been established and made functional within one KM radius of each of the un-served habitations. While opening such schools, the hilly remote rural areas inhabited by Schedule Castes, Schedule Tribes, Religious Minorities and Other Backward Communities have been given priority and importance. Opinions of the local community people have been taken into special consideration in times of selecting of sites for opening of lower primary schools.

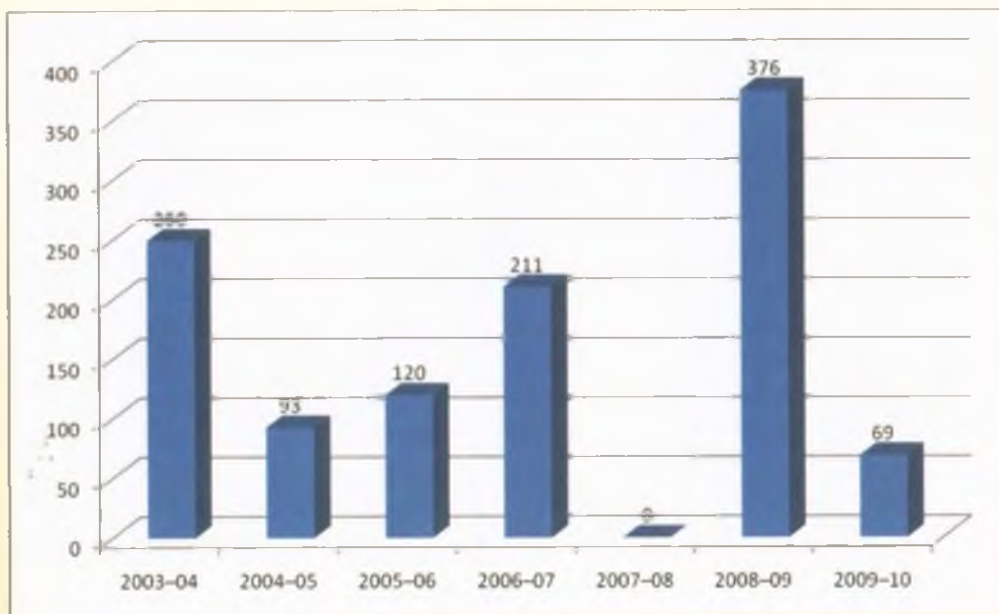
So, far (upto 2009-10) 6903 requiring habitations could be brought under the coverage of primary schooling facility thus raising the percentage of coverage of un-served habitations to 90.8. During the year 2010-2011, there is a target of opening 70 more lower primary schools, after materialization of which the extent of coverage will go upto 6973 leaving 630 scattered hamlets, which are not eligible for opening of schools for not having minimum adequate number of target group children. However, it would be explored to bring these habitations under coverage by opening cluster residential schools.

Year-wise picture of opening of lower primary schools upto 2009-10 is given below.

Year	No. of schools		
	ADC	Non ADC	Total
2003-04	200	50	250
2004-05	71	22	93
2005-06	90	30	120
2006-07	112	99	211
2007-08	00	00	00
2008-09	216	160	376
2009-10	40	29	69
<b>Total</b>	<b>729</b>	<b>390</b>	<b>1119</b>



### Opening of Primary Schools (2003-04 to 2009-10)



ACHIEVEMENTS OF SSA TRIPURA  
- 2001-02 to 2009-10

Spectrum of coverage of habitations by opening of lower primary school (JB School) is mirrored in the cages below:

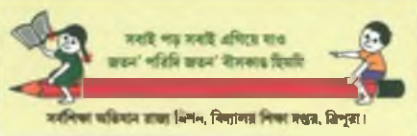
#### 1) District Break-up (2003-04 to 2009-10)

District	ADC	Non ADC	Total
West	200	173	373
South	194	89	283
North	85	80	165
Dhalai	250	48	298
<b>Total</b>	<b>729</b>	<b>390</b>	<b>1119</b>

#### 2) Block wise and Municipal Council wise breakup (2003-04 to 2009-10)

DISTRICT: WEST TRIPURA

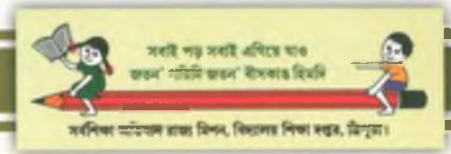
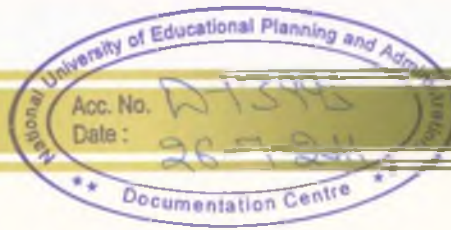
Block / Municipal Council	Year								
	2003-04			2004-05			2005-06		
	ADC	Non-ADC	Total	ADC	Non-ADC	Total	ADC	Non-ADC	Total
AMC	0	1	1	0	1	1	0	1	1
MOHANPUR	1	2	3	0	1	1	2	1	3
HEZAMARA	10	0	10	1	0	1	3	0	3



**ACHIEVEMENTS OF SSA TRIPURA  
- 2001-02 to 2009-10**

JIRANIA	4	2	6	2	1	3	3	1	4
MANDAI	8	0	8	1	0	1	2	0	2
<b>TOTAL (SADAR)</b>	<b>23</b>	<b>5</b>	<b>28</b>	<b>4</b>	<b>3</b>	<b>7</b>	<b>10</b>	<b>3</b>	<b>13</b>
BISHARGARH	2	2	4	1	0	1	2	2	4
DUKLI	2	1	3	0	0	0	1	1	2
JAMPUJALA	5	0	5	2	0	2	3	0	3
<b>TOTAL (BISHALGARH)</b>	<b>9</b>	<b>3</b>	<b>12</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>9</b>
MELAGHAR	3	1	4	2	1	3	3	2	5
KATHALIA	2	2	4	1	0	1	2	1	3
BOXANAGAR	1	1	2	1	1	2	1	1	2
<b>TOTAL (SONAMURA)</b>	<b>6</b>	<b>4</b>	<b>10</b>	<b>4</b>	<b>2</b>	<b>6</b>	<b>6</b>	<b>4</b>	<b>10</b>
KHOWAI	1	0	1	1	1	2	0	1	1
TULASHIKHAR	8	0	8	5	0	5	2	0	2
PADMABIL	5	0	5	3	0	3	4	0	4
<b>TOTAL (KHOWAI)</b>	<b>14</b>	<b>0</b>	<b>14</b>	<b>9</b>	<b>1</b>	<b>10</b>	<b>6</b>	<b>1</b>	<b>7</b>
TELIAMURA	1	2	3	1	0	1	3	1	4
KALYANPUR	2	1	3	2	1	3	2	1	3
MUNGIKAMI	5	0	5	2	0	2	4	0	4
<b>TOTAL (TELIAMURA)</b>	<b>8</b>	<b>3</b>	<b>11</b>	<b>5</b>	<b>1</b>	<b>6</b>	<b>9</b>	<b>2</b>	<b>11</b>
<b>TOTAL (WEST)</b>	<b>60</b>	<b>15</b>	<b>75</b>	<b>25</b>	<b>7</b>	<b>32</b>	<b>37</b>	<b>13</b>	<b>50</b>

Block / Municipal Council	Year									Grand Total		
	2006-07			2008-09			2009-10			ADC	Non-ADC	Total
	ADC	Non-ADC	Total	ADC	Non-ADC	Total	ADC	Non-ADC	Total			
AMC	0	2	2	0	6	6	0	2	2	0	13	13
MOHANPUR	2	6	8	1	4	5	0	1	1	6	15	21
HEZAMARA	4	0	4	2	0	2	1	0	1	21	0	21
JIRANIA	3	5	8	4	6	10	0	2	2	16	17	33
MANDAI	6	0	6	2	0	2	1	0	1	20	0	20
<b>TOTAL (SADAR)</b>	<b>15</b>	<b>13</b>	<b>28</b>	<b>9</b>	<b>16</b>	<b>25</b>	<b>2</b>	<b>5</b>	<b>7</b>	<b>63</b>	<b>45</b>	<b>108</b>
BISHARGARH	0	6	6	0	6	6	0	3	3	5	19	24
DUKLI	0	4	4	0	5	5	0	2	2	3	13	16
JAMPUJALA	6	0	6	2	0	2	1	0	1	19	0	19
<b>TOTAL (BISHALGARH)</b>	<b>6</b>	<b>10</b>	<b>16</b>	<b>2</b>	<b>11</b>	<b>13</b>	<b>1</b>	<b>5</b>	<b>6</b>	<b>27</b>	<b>32</b>	<b>59</b>
MELAGHAR	1	7	8	0	10	10	2	1	3	11	22	33
KATHALIA	1	4	5	0	4	4	0	3	3	6	14	20
BOXANAGAR	0	5	5	0	6	6	0	3	3	3	17	20
<b>TOTAL (SONAMURA)</b>	<b>2</b>	<b>16</b>	<b>18</b>	<b>0</b>	<b>20</b>	<b>20</b>	<b>2</b>	<b>7</b>	<b>9</b>	<b>20</b>	<b>53</b>	<b>73</b>
KHOWAI	0	7	7	0	7	7	0	2	2	2	18	20
TULASHIKHAR	2	0	2	13	0	13	1	0	1	31	0	31
PADMABIL	6	0	6	6	0	6	3	0	3	27	0	27



TOTAL (KHOWAD)	8	7	15	19	7	26	4	2	6	60	18	78
TELIAMURA	0	5	5	0	4	4	0	1	1	5	13	18
KALYANPUR	0	4	4	0	5	5	0	0	0	6	12	18
MUNGLAKAMI	3	0	3	4	0	4	1	0	1	19	0	19
TOTAL (TELIAMURA)	3	9	12	4	9	13	1	1	2	30	25	55
TOTAL (WEST)	34	55	89	34	63	97	10	20	30	200	173	373

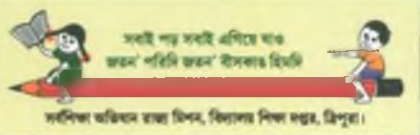
• No Primary Schools were opened in the year 2007-08.

**DISTRICT: SOUTH TRIPURA**

Block / Municipal Council	Year								
	2003-04			2004-05			2005-06		
	ADC	Non-ADC	Total	ADC	Non-ADC	Total	ADC	Non-ADC	Total
MATABARI	1	2	3	1	0	1	1	1	2
KAKRABAN	1	1	2	1	0	1	1	1	2
KILLA	7	0	7	3	0	3	4	0	4
<b>Total (UDAIPUR)</b>	<b>9</b>	<b>3</b>	<b>12</b>	<b>5</b>	<b>0</b>	<b>5</b>	<b>6</b>	<b>2</b>	<b>8</b>
RAJNAGAR	2	2	4	2	1	3	2	1	3
HRISHYAMUKH	2	2	4	0	2	2	1	2	3
<b>Total (BELONIA)</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>6</b>
BOKAFA	6	1	7	2	1	3	2	2	4
<b>Total (SANTIRBAZAR)</b>	<b>6</b>	<b>1</b>	<b>7</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>4</b>
AMARPUR	5	1	6	1	0	1	3	1	4
KARBOOK	3	0	3	3	0	3	3	0	3
OMPINAGAR	6	0	6	3	0	3	3	0	3
<b>Total (AMARPUR)</b>	<b>14</b>	<b>1</b>	<b>15</b>	<b>7</b>	<b>0</b>	<b>7</b>	<b>9</b>	<b>1</b>	<b>10</b>
SATCHAND	5	3	8	1	2	3	1	2	3
RUPAICHARI	12	0	12	3	0	3	4	0	4
<b>Total (SABROOM)</b>	<b>17</b>	<b>3</b>	<b>20</b>	<b>4</b>	<b>2</b>	<b>6</b>	<b>5</b>	<b>2</b>	<b>7</b>
<b>TOTAL (SOUTH)</b>	<b>50</b>	<b>12</b>	<b>62</b>	<b>20</b>	<b>6</b>	<b>26</b>	<b>25</b>	<b>10</b>	<b>35</b>

Block / Municipal Council	Year									Grand total		
	2006-07			2008-09			2009-10			ADC	Non-ADC	Total
	ADC	Non-ADC	Total	ADC	Non-ADC	Total	ADC	Non-ADC	Total			
MATABARI	2	3	5	4	8	12	0	0	0	9	14	23
KAKRABAN	0	4	4	4	5	9	0	0	0	7	11	18
KILLA	5	0	5	10	0	10	0	0	0	29	0	29
<b>Total (UDAIPUR)</b>	<b>7</b>	<b>7</b>	<b>14</b>	<b>18</b>	<b>13</b>	<b>31</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>45</b>	<b>25</b>	<b>70</b>
RAJNAGAR	0	3	3	2	7	9	0	0	0	8	14	22
HRISHYAMUKH	1	2	3	3	6	9	1	0	1	8	14	22
<b>Total (BELONIA)</b>	<b>1</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>13</b>	<b>18</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>16</b>	<b>28</b>	<b>44</b>
BOKAFA	2	4	6	8	7	15	0	0	0	20	15	35

ACHIEVEMENTS OF SSA TRIPURA - 2001-02 to 2009-10



**ACHIEVEMENTS OF SSA TRIPURA  
- 2001-02 to 2009-10**

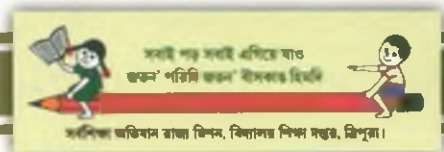
<b>Total (SANTIRBAZAR)</b>	2	4	6	8	7	15	0	0	0	20	15	35
AMARPUR	3	1	4	5	3	8	1	0	1	18	6	24
KARBOOK	7	0	7	7	0	7	0	0	0	23	0	23
OMPINAGAR	6	0	6	8	0	8	2	0	2	28	0	28
<b>Total (AMARPUR)</b>	16	1	17	20	3	23	3	0	3	69	6	75
SATCHAND	1	3	4	5	5	10	0	0	0	13	15	28
RUPAICHARI	6	0	6	6	0	6	0	0	0	31	0	31
<b>Total (SABROOM)</b>	7	3	10	11	5	16	0	0	0	44	15	59
<b>TOTAL (SOUTH)</b>	33	20	53	62	41	103	4	0	4	194	89	283

- No Primary Schools were opened in the year 2007-08.

**DISTRICT - NORTH TRIPURA**

Block / Municipal Council	Year								
	2003-04			2004-05			2005-06		
	ADC	Non-ADC	Total	ADC	Non-ADC	Total	ADC	Non-ADC	Total
PANISAGAR	2	3	5	1	1	2	0	1	1
KADAMTALA	0	2	2	0	2	2	0	1	1
<b>TOTAL (DHARMANAGAR)</b>	2	5	7	1	3	4	0	2	2
GOURNAGAR	2	2	4	1	2	3	0	1	1
KUMARGHAT	6	3	9	1	1	2	1	1	2
<b>TOTAL (KAILASHAHAR)</b>	8	5	13	2	3	5	1	2	3
PECHARTHAL	7	0	7	1	0	1	2	0	2
DAMCHARA	6	0	6	1	0	1	1	0	1
DASDA	13	0	13	3	0	3	2	0	2
JAMPUI	4	0	4	1	0	1	0	0	0
<b>TOTAL (KANCHANPUR)</b>	30	0	30	6	0	6	5	0	5
<b>TOTAL (NORTH)</b>	40	10	50	9	6	15	6	4	10

Block / Municipal Council	Year									Grand total		
	2006-07			2008-09			2009-10			ADC	Non-ADC	Total
	ADC	Non-ADC	Total	ADC	Non-ADC	Total	ADC	Non-ADC	Total			
PANISAGAR	1	2	3	1	8	9	0	2	2	5	17	22
KADAMTALA	0	3	3	0	12	12	0	2	2	0	22	22
<b>TOTAL (DHARMANAGAR)</b>	1	5	6	1	20	21	0	4	4	5	39	44
GOURNAGAR	0	5	5	2	12	14	1	1	2	6	23	29
KUMARGHAT	0	3	3	1	8	9	0	2	2	9	18	27



ACHIEVEMENTS OF SSA TRIPURA  
- 2001-02 to 2009-10

<b>TOTAL (KAILASHAHAR)</b>	<b>0</b>	<b>8</b>	<b>8</b>	<b>3</b>	<b>20</b>	<b>23</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>15</b>	<b>41</b>	<b>56</b>
PECHARTHAL	0	0	0	7	0	7	0	0	0	17	0	17
DAMCHARA	0	0	0	3	0	3	2	0	2	13	0	13
DASDA	1	0	1	10	0	10	0	0	0	29	0	29
JAMPUI	0	0	0	1	0	1	0	0	0	6	0	6
<b>TOTAL (KANCHANPUR)</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>21</b>	<b>0</b>	<b>21</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>65</b>	<b>0</b>	<b>65</b>
<b>TOTAL (NORTH)</b>	<b>2</b>	<b>13</b>	<b>15</b>	<b>25</b>	<b>40</b>	<b>65</b>	<b>3</b>	<b>7</b>	<b>10</b>	<b>85</b>	<b>80</b>	<b>165</b>

- No Primary Schools were opened in the year 2007-08.

#### DISTRICT - DHALAI

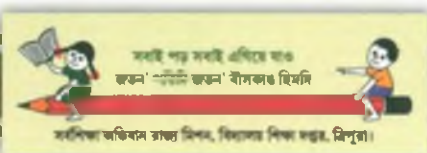
Block / Municipal Council	Year								
	2003-04			2004-05			2005-06		
	ADC	Non-ADC	Total	ADC	Non-ADC	Total	ADC	Non-ADC	Total
SALEMA	3	10	13	2	1	3	2	2	4
AMBASSA	14	3	17	3	2	5	2	1	3
MANU	11	0	11	4	0	4	6	0	6
CHAWMANU	11	0	11	4	0	4	5	0	5
DUMBURNAGAR	11	0	11	4	0	4	7	0	7
<b>TOTAL (DHALAI)</b>	<b>50</b>	<b>13</b>	<b>63</b>	<b>17</b>	<b>3</b>	<b>20</b>	<b>22</b>	<b>3</b>	<b>25</b>

Block / Municipal Council	Year									Grand total		
	2006-07			2008-09			2009-10					
	AD C	Non-ADC	Total	AD C	Non-ADC	Total	AD C	Non-ADC	Total	AD C	Non-ADC	Total
SALEMA	4	8	12	2	16	18	6	2	8	19	39	58
AMBASSA	9	3	12	13	0	13	6	0	6	47	9	56
MANU	10	0	10	26	0	26	7	0	7	64	0	64
CHAWMANU	10	0	10	17	0	17	3	0	3	50	0	50
DUMBURNAGAR	10	0	10	37	0	37		1	1	69	1	70
<b>TOTAL (DHALAI)</b>	<b>43</b>	<b>11</b>	<b>54</b>	<b>95</b>	<b>16</b>	<b>111</b>	<b>22</b>	<b>3</b>	<b>25</b>	<b>249</b>	<b>49</b>	<b>298</b>

- No Primary Schools were opened in the year 2007-08.

#### Upgradation of Lower Primary Schools to Upper Primary

SSA programme considers it very important to provide facility of Upper Primary Schooling for the target group children living in the habitations, which do not have such facility. Under this significant programme of elementary education, one lower primary school may be upgraded to upper primary school in absence of any such school within one and half kilometre radius of the habitation where the children inhabit. One lower primary school may also be upgraded to upper primary school



**ACHIEVEMENTS OF SSA TRIPURA  
- 2001-02 to 2009-10**

micro level data regarding school collected through Village Plan Format are properly examined at the appropriate level. Data collected through District Information System for Education (DISE) also augment important inputs for this purpose. Views and opinions of the local people are also taken into confidence while planning for up gradation of Junior Basic Schools. The habitats dwelled by the people in difficult circumstances and the people belonging to disadvantaged groups of the society like Scheduled Caste, Scheduled Tribe, Religious minority and Other Backward Communities are given priority while selecting schools for up gradation.

Primary schools are upgraded according to District Elementary Education Plan and based on the approval of the Project Approval Board, National SSA Mission, MHRD, Govt. of India accorded to the Annual Work Plan and Budget. District Elementary Education Plan is formulated by consolidating the Village Education Plans and Block Education Plans. The Village Education Committee, the Block Level Education Committee and the District Level Education Committee examine the Annual Education Plan at the Village, Block and District level respectively.

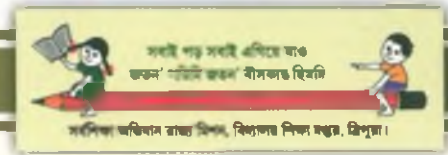
Out of the 7603 habitations in the State, so far (upto 2009-10), 6974 habitations could be covered under the Upper Primary Schooling facility. In SSA programme, 931 Lower Primary Schools have been up graded to Upper Primary Schools and made functional during the last long span extending upto 2009-10. In addition, there is a target of upgrading 71 more Junior Basic Schools to Upper Primary Schools during the current year 2010-11. With this, the extent of coverage of habitations by upper primary schooling facility will expand to the ambitious number of 7038 raising the percentage of coverage to 92.6. Beyond 2010-11, there will remain a gap of mere 106 schools in upper primary schooling sector.

**Spectrum of coverage of habitations by upgrading of Lower Primary Schools (JB Schools) is mirrored in the cages below:**

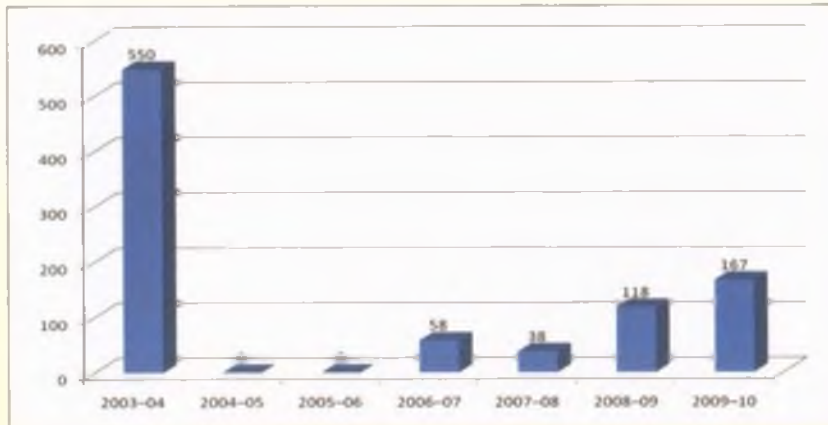
**1. Year-wise & type of area wise picture**

Year	No. of schools		
	ADC	Non ADC	Total
2003-04	363	187	550
2004-05	00	00	00
2005-06	00	00	00
2006-07	29	29	58
2007-08	32	06	38
2008-09	72	46	118
2009-10	107	60	167
<b>Total</b>	<b>603</b>	<b>328</b>	<b>931</b>





### Upgradation of Primary Schools to Upper Primary



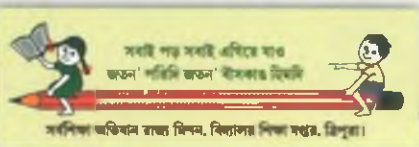
### 2) District wise Breakup of upper primary school setup under SSA (2003-04 to 2009-10)

District	ADC	Non ADC	Total
West	161	115	276
South	158	89	247
North	123	78	201
Dhalai	161	46	207
<b>Total</b>	<b>603</b>	<b>328</b>	<b>931</b>

### 3) Block and Municipal Council wise breakup of upper primary schools setup under SSA (2003-04 to 2009-10)

#### DISTRICT: WEST TRIPURA

Block / Municipal Council	Year															Grand Total		
	2003-04			2006-07			2007-08			2008-09			2009-10			ADC	Non ADC	Total
	ADC	Non ADC	Total	ADC	Non ADC	Total	ADC	Non ADC	Total	ADC	Non ADC	Total	ADC	Non ADC	Total			
AMC	0	2	2	0	1	1	0	0	0	0	1	1	0	0	0	0	4	4
MOHANPUR	3	7	10	1	2	3	0	0	0	0	1	1	0	0	0	4	10	14
HEZAMARA	20	0	20	1	0	1	0	0	0	4	0	4	0	0	0	25	0	25
JIRANIA	5	5	10	1	1	2	0	0	0	2	1	3	2	3	5	10	0	10
MANDAI	10	0	10	1	0	1	1	0	1	1	0	1	3	0	3	16	0	16
<b>TOTAL (SADAR)</b>	<b>38</b>	<b>14</b>	<b>52</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>7</b>	<b>3</b>	<b>10</b>	<b>5</b>	<b>3</b>	<b>8</b>	<b>55</b>	<b>54</b>	<b>79</b>
BISHARGARH	5	2	7	0	4	4	0	0	0	0	1	1	0	0	0	5	7	12
DUKLI	0	2	2	0	2	2	0	0	0	0	3	3	1	4	5	1	11	12
JAMPUJALA	21	0	21	1	0	1	1	0	1	1	0	1	0	0	0	24	0	24



**ACHIEVEMENTS OF SSA TRIPURA**  
**- 2001-02 to 2009-10**

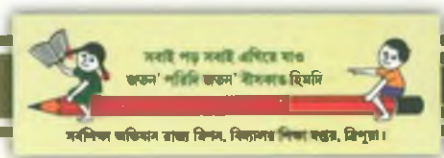
<b>TOTAL (BISHALGARH)</b>	26	4	30	1	6	7	1	0	1	1	4	5	1	4	5	30	18	48
MELAGHAR	2	8	10	2	2	4	0	1	1	1	6	7	1	6	7	6	23	29
KATHALIA	1	8	9	0	1	1	0	0	0	0	5	5	2	2	4	3	16	19
BOXANAGAR	0	2	2	0	1	1	0	0	0	1	7	8	1	5	6	2	15	17
<b>TOTAL (SONAMURA)</b>	3	18	21	2	4	6	0	1	1	2	18	20	4	13	17	11	54	65
KHOWAI	0	1	1	0	3	3	0	0	0	0	3	3	0	2	2	0	9	9
TULASHIKHAR	10	0	10	2	0	2	1	0	1	8	0	8	0	0	0	21	0	21
PADMABIL	15	0	15	1	0	1	0	0	0	7	0	7	0	0	0	23	0	23
<b>TOTAL (KHOWAI)</b>	25	1	26	3	3	6	1	0	1	15	3	18	0	2	2	44	9	53
TELIAMURA	0	2	2	1	1	2	1	0	1	1	0	1	1	5	6	4	8	12
KALYANPUR	0	1	1	1	0	1	0	0	0	1	1	2	1	0	1	3	2	5
MUNGIAKAMI	9	0	9	1	0	1	0	0	0	1	0	1	3	0	3	14	0	14
<b>TOTAL (TELIAMURA)</b>	9	3	12	3	1	4	1	0	1	3	1	4	5	5	10	21	10	31
<b>Total (West)</b>	101	40	141	13	18	31	4	1	5	28	29	57	15	27	42	161	115	276

- There was no Upgradation of Lower Primary Schools to Upper Primary in the years 2004-05 & 2005-06.

**DISTRICT: SOUTH TRIPURA**

Block / Municipal Council	Year															Grand Total		
	2003-04			2006-07			2007-08			2008-09			2009-10			ADC	Non ADC	Total
	ADC	Non ADC	Total	ADC	Non ADC	Total	ADC	Non ADC	Total	ADC	Non ADC	Total	ADC	Non ADC	Total			
MATABARI	5	8	13	0	2	2	1	0	1	3	1	4	4	2	6	13	13	26
KAKRABAN	2	5	7	1	0	1	0	1	1	2	1	3	0	4	4	5	11	16
KILLA	4	0	4	0	1	1	1	0	1	3	0	3	5	0	5	13	1	14
<b>Total (UDAIPUR)</b>	11	13	24	1	3	4	2	1	3	8	2	10	9	6	15	31	25	56
PAJNAGAR	1	12	13	0	1	1	0	1	1	1	2	3	0	5	5	2	21	23
RISHYAMUKH	3	6	9	1	1	2	1	0	1	1	2	3	1	4	5	7	13	20
<b>Total (BELONIA)</b>	4	18	22	1	2	3	1	1	2	2	4	6	1	9	10	9	34	43
BOKAFA	3	9	12	1	0	1	1	0	1	3	1	4	3	2	5	11	12	23
<b>Total (SANTIRBAZAR)</b>	3	9	12	1	0	1	1	0	1	3	1	4	3	2	5	11	12	23
AMARPUR	5	4	9	1	1	2	1	0	1	2	1	3	8	0	8	17	6	23
KARBOOK	8	0	8	1	0	1	0	0	0	3	0	3	10	0	10	22	0	22
OMPINAGAR	7	0	7	1	0	1	1	0	1	3	0	3	8	0	8	20	0	20
<b>Total (AMARPUR)</b>	20	4	24	3	1	4	2	0	2	8	1	9	26	0	26	59	6	65
SATCHAND	7	7	14	1	1	2	1	0	1	0	3	3	9	1	10	18	12	30
RUPAICHARI	9	0	9	1	0	1	1	0	1	3	0	3	16	0	16	30	0	30
<b>Total (SABROOM)</b>	10	7	17	2	1	3	2	0	2	3	3	6	25	1	26	48	12	60
<b>Total (South)</b>	54	51	105	8	7	15	8	2	10	24	11	35	64	18	82	158	89	247

- There was no Upgradation of Lower Primary Schools to Upper Primary in the years 2004-05 & 2005-06.



**DISTRICT: NORTH TRIPURA**

Block / Municipal Council	Year															Grand Total					
	2003-04			2004-05			2005-06			2006-07			2007-08			2008-09			ADC	Non ADC	Total
	ADC	Non ADC	Total	ADC	Non ADC	Total	ADC	Non ADC	Total	ADC	Non ADC	Total	ADC	Non ADC	Total						
PANISAGAR	4	17	21	0	0	0	0	0	0	0	0	0	0	0	0	4	17	21			
KADAMTALA	1	26	27	0	0	0	0	0	0	0	0	0	0	0	0	1	26	27			
<b>TOTAL (DHARMANAGAR)</b>	<b>5</b>	<b>43</b>	<b>48</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>43</b>	<b>48</b>			
GOURNAGAR	6	17	23	0	0	0	0	0	0	0	0	0	0	0	0	6	17	23			
KUMARGHAT	9	18	27	0	0	0	0	0	0	0	0	0	0	0	0	9	18	27			
<b>TOTAL (KAILASHABAR)</b>	<b>15</b>	<b>35</b>	<b>50</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>35</b>	<b>50</b>			
PECHARTHAL	15	0	15	0	0	0	0	0	0	0	0	0	0	0	0	15	0	15			
DAMCHARA	16	0	16	0	0	0	0	0	0	0	0	0	0	0	0	16	0	16			
DASDA	58	0	58	1	0	1	0	0	0	0	0	0	0	0	0	59	0	59			
JAMPUJ	13	0	13	0	0	0	0	0	0	0	0	0	0	0	0	13	0	13			
<b>TOTAL (KANCHANPUR)</b>	<b>102</b>	<b>0</b>	<b>102</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>103</b>	<b>0</b>	<b>103</b>			
<b>TOTAL NORTH</b>	<b>122</b>	<b>78</b>	<b>200</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>123</b>	<b>78</b>	<b>201</b>			

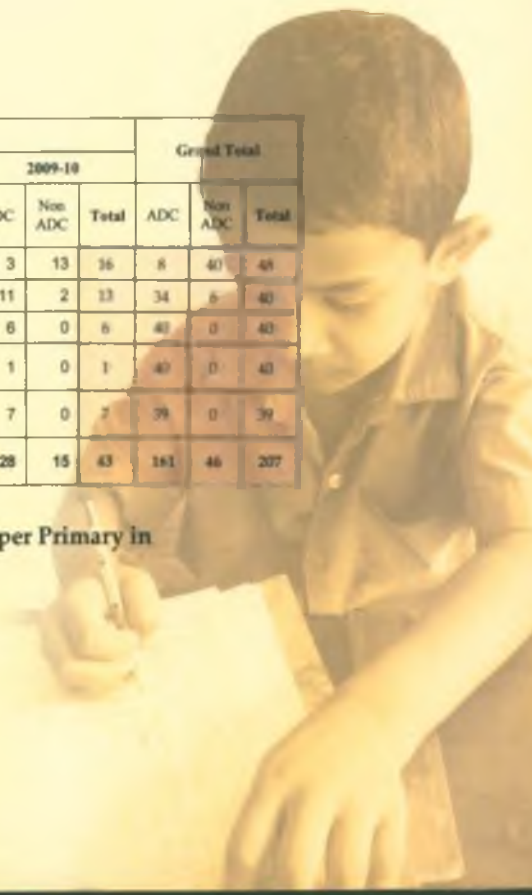
- There was no Upgradation of Lower Primary Schools to Upper Primary in the years 2004-05 & 2005-06.

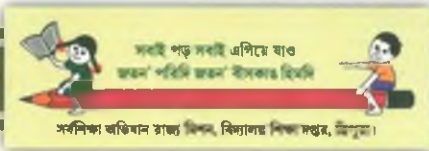
**DISTRICT: DHALAI**

Block / Municipal Council	Year															Grand Total					
	2003-04			2004-05			2005-06			2006-07			2007-08			2008-09			ADC	Non ADC	Total
	ADC	Non ADC	Total	ADC	Non ADC	Total	ADC	Non ADC	Total	ADC	Non ADC	Total	ADC	Non ADC	Total						
SALEMA	3	15	18	1	3	4	1	3	4	0	6	6	3	13	16	8	40	48			
AMBASSA	16	3	19	1	1	2	0	0	0	6	0	6	11	2	13	34	6	40			
MANU	17	0	17	3	0	3	8	0	8	6	0	6	6	0	6	40	0	40			
CHAWMANU	32	0	32	1	0	1	4	0	4	2	0	2	1	0	1	40	0	40			
DUMURNAGAR	18	0	18	1	0	1	7	0	7	6	0	6	7	0	7	39	0	39			
<b>TOTAL (DHALAI)</b>	<b>86</b>	<b>18</b>	<b>104</b>	<b>7</b>	<b>4</b>	<b>11</b>	<b>20</b>	<b>3</b>	<b>23</b>	<b>20</b>	<b>6</b>	<b>26</b>	<b>28</b>	<b>15</b>	<b>43</b>	<b>161</b>	<b>46</b>	<b>207</b>			

- There was no Upgradation of Lower Primary Schools to Upper Primary in the years 2004-05 & 2005-06.

**ACHIEVEMENTS OF SSA TRIPURA**  
**- 2001-02 to 2009-10**





## Recruitment of Teachers

***"The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires."***

- William Arthur Ward

**W**ith a view to making the schools functional, there is a provision for engagement of teachers as per approval of Project Approval Board, National SSA Mission, MHRD, Govt. of India accorded towards Annual Work Plan and Budget. Accordingly, State Implementing Society of SSA Rajya Mission, Tripura has engaged 2660 Lower Primary Teachers and 2607 Upper Primary Teachers during the period from 2003-04 to 2009-10. While engaging teachers all stipulated formalities have been strictly observed at all levels. Teachers have been engaged from among the candidates hailing from respective Gaon Panchayats / ADC Villages, Blocks, adjacent Blocks and Sub-division area at the best in terms of availability of adequate number of eligible candidates. Reservation Policy of the State Govt. has been followed while engaging teachers although this could not be observed strictly everywhere in case of SC candidates in the Tribal dominated areas. This has happened so because of the fact that most of the schools have been established in the Tribal dominated ADC areas where adequate numbers of SC candidates are not available, but teachers are to be required from the locality, as it is envisaged in the SSA programme.

### **Recruitment Procedure**

- Issuing instruction and guidelines to District Project Coordinators and Block Project Coordinators.
- Giving advertisements in local daily newspapers by Block Project Coordinators and Joint Block Project Coordinators inviting applications from candidates.
- Holding interview of the candidates by the Block Project Coordinators and Joint Block Project Coordinators.
- Placing list of candidates recommended by Interview Board before Block Level Education Committee and District Level Education Committee for obtaining approval.
- Submission of list of candidates approved by the BLECs and DLECs to the State Project Office for concurring approval.
- Engagement of teachers on contract basis based on the list of candidates approved by the State Project Office.

### **Eligibility Criteria for Teachers:**

1. Madhyamik / HS Passed for Lower Primary Schools.
2. Graduate for Upper Primary Schools.

3. Preference to candidates having pre-service teacher training / teaching experience in any recognised educational institute.
4. Fixing goal to engage 50% teachers from female candidates.
5. Special preference to over aged candidates.

## Remuneration of Teachers

Teachers engaged under SSA Mission on contract basis are paid fixed remuneration keeping uniformity with rates of the remuneration of the fixed pay teachers of the State Government in Education (School) Department. Rates of remuneration are enhanced as per approval of Project Approval Board, National SSA Mission, MHRD, Govt. of India and at par with the State Govt. Teachers. The rates of remuneration so far paid to the Contract Teachers upto 2009-10 are indicated in the table given below:

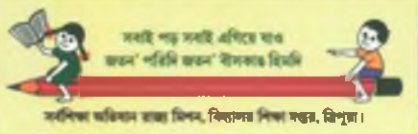
### Primary Teachers:

Date of effect	Rate per month (in Rs)
01/04/2003	2,145.00
01/04/2007	2,245.00
01/01/2008	2,814.00
01/07/2008	2,989.00
01/04/2009	5670 (below 5 yrs.) 7550 (completed 5 yrs.)

### Upper Primary Teachers:

Date of effect	Rate per month (in Rs)
01/04/2003	2,730.00
01/04/2007	2,830.00
01/01/2008	3,399.00
01/07/2008	3574.00
01/04/2009	7060 (below 5 yrs.) 9410 (completed 5 yrs.)





**ACHIEVEMENTS OF SSA TRIPURA  
- 2001-02 to 2009-10**

**Post of Teachers Sanctioned and Recruited upto 2009-10**

**Primary Teachers:**

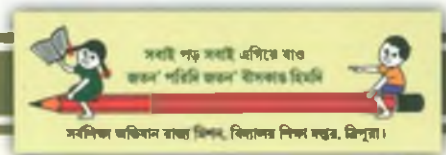
Year	No. of schools sanctioned	No. of teacher per school sanctioned	Total teacher sanctioned
2003-04	250	2	500
2004-05	93	3	279
2005-06	120	3	360
2006-07	211	3	633
2007-08	00	0	00
2008-09	376	2	752
2009-10	69	2	138
<b>Total</b>	<b>1119</b>	<b>--</b>	<b>2662</b>

**Year and Category wise Primary Teachers (2003-04 to 2009-10)**

Year	Category					Total
	SC	ST	RM	OBC	Others	
2003-04	36	325	13	35	91	500
2004-05	18	172	9	30	50	279
2005-06	30	214	10	48	58	360
2006-07	70	306	32	75	150	633
2007-08	0	0	0	0	0	0
2008-09	113	335	41	40	223	752
2009-10	20	59	0	0	57	136
<b>Total</b>	<b>287</b>	<b>1411</b>	<b>105</b>	<b>228</b>	<b>629</b>	<b>2660</b>

**Year and District wise Primary Teachers (2003-04 to 2009-10)**

District	Years							TOTAL
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	
WEST	150	96	150	267	0	194	59	916
SOUTH	124	78	105	159	0	206	8	680
NORTH	100	45	30	45	0	130	19	369
DHALAI	126	60	75	162	0	222	50	695
<b>TOTAL</b>	<b>500</b>	<b>279</b>	<b>360</b>	<b>633</b>	<b>0</b>	<b>752</b>	<b>136</b>	<b>2660</b>



### Upper Primary Teachers:

Year	No. of schools sanctioned	No. of teacher per school sanctioned	Total teacher sanctioned
2003-04	150	3	450
2003-04	400	1	400
2004-05	00	0	00
2005-06	00	0	00
2006-07	58	3	174
2007-08	38	3	114
2008-09	118	3	354
2009-10	167	3	501
2009-10 *		400 × 2	800
<b>Total</b>	<b>931</b>	<b>--</b>	<b>2793</b>

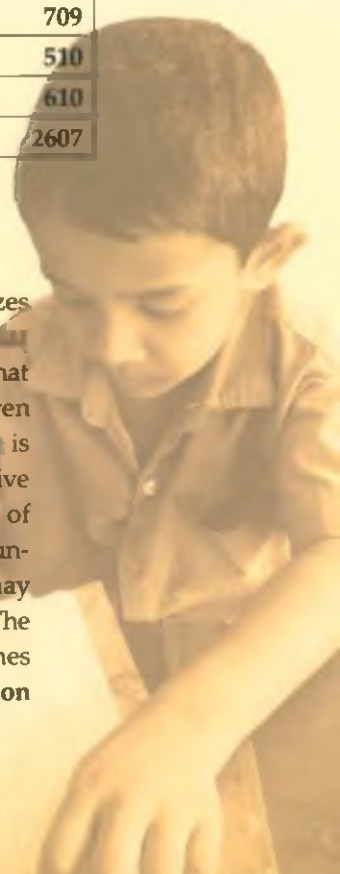
\* --> Posts sanctioned for schools of 2003-04 (@ 2 per school)

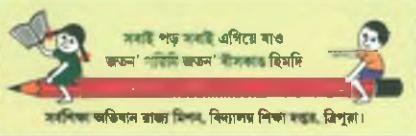
### Year and District wise Upper Primary Teachers (2003-04 to 2009-10)

District	Years							TOTAL
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	
WEST	223	0	0	93	15	171	276	778
SOUTH	165	0	0	45	30	105	364	709
NORTH	300	0	0	3	0	0	207	510
DHALAI	162	0	0	33	69	78	268	610
<b>TOTAL</b>	<b>850</b>	<b>0</b>	<b>0</b>	<b>174</b>	<b>114</b>	<b>354</b>	<b>1115</b>	<b>2607</b>

## Alternative Schooling Intervention

The elementary education programme of Sarva Shiksha Abhiyan emphasizes enrolment of all out-of-school children in the age group of 6-14 yrs. in regular schools and alternative schools. Sometimes, in some places it so happens that enrolment of such children in regular schools is not possible at a particular given time. But bringing all out-of-school children under the umbrella of schooling is a must to universalize elementary education. Keeping this perspective in active consideration, SSA programme has provided the important intervention of alternative schooling through which out-of-school children living in difficult unserved habitations (not viable for opening primary school at a particular time) may be brought under coverage of schooling facility as a temporary measure. The intervention of alternative schooling is consisted of two broad important schemes namely Education Guarantee Scheme and Alternative & Innovative Education Scheme.





### (1) Education Guarantee Scheme.

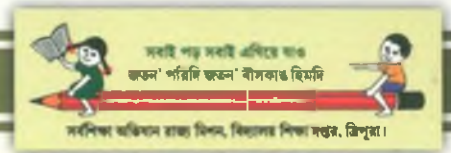
An alternative schooling centre is opened under this scheme, in exigency, for enrolment of out-of-school children living in difficult un-served habitations where a regular school cannot be opened at a given point of time as per norms set for opening of school. An EGS centre can be opened, if necessitated, even with only fifteen eligible children in general and with 10 such children, in particular, in Jammu & Kashmir and North Eastern States. An Education Volunteer is engaged for running an EGS centre and there is provision for engagement of additional Education Volunteer for every additional 40 children.

#### Features of Education Guarantee Scheme.

- Opening schooling centre in an un-served habitation for target group children where there is no schooling facility within 1 km radius.
- An EGS centre may be opened at the primary level with one Education Volunteer upto 40 children and with another Education Volunteer exceeding 40 children.
- An EGS centre may be opened at the upper primary level with two Education Volunteers upto 40 children at each stage.
- An EGS centre is a substitute-schooling centre of regular primary school.
- One such centre can continue upto two years after which this is either upgraded to primary / upper primary school or the children are mainstreamed to nearby regular schools.
- Local Panchayat provides building facility for running EGS centre failing which building may be hired from management cost within Rs.500/- per month.
- Education Volunteer of an EGS centre is provided with teacher training.
- Centres are provided with Teaching Learning Materials (TLMs).
- Children are also provided with Teaching Learning Materials TLMs.
- Secretary, VEC performance the managerial functions of EGS centre.
- VEC members monitor and supervise functioning of EGS centre.

In Tripura, in total 1939 EGS centres were sanctioned in 2003-04 for enrollment of 48475 Out-of-School Children identified in un-served habitations. During the year of sanction (2003-04) 1881 centres could be set up and made operational with enrollment of 47025 children. Subsequently, more 36 centres were also opened during 2004-05 raising the number of centres to 1917 with progressive enrollment of 55917 children. In course of running all the centres thus set up, total enrollment was ultimately enhanced to 63865 upto the year 2006-07. In the mean time, 1155 centres were closed down by mainstreaming 45014 children in nearby schools and 556 centres were converted into AIE (NRBC) centres with 11220 children. During the year 2008-09, 206 centres were upgraded to primary schools with 7631 children.





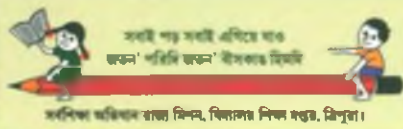
Abstract of the position of Education Guarantee Scheme (EGS) as mentioned in the above statement is reflected in the under given table:-

District	Centre Sanctioned	Centre Opened	Children enrolled	Centre Closed down	Children mainstreamed from closed down centres	Centre upgraded to Pry. School	Children mainstreamed in up-graded school	Centres converted into AIE centres	Enrollment in AIE centres (NRBC)
West	624	624	18476	430	12998	84	3128	110	2350
South	342	320	9005	292	8360	17	425	11	220
North	532	532	21256	433	17853	50	2419	49	984
Dhalai	441	441	15128	0	5803	55	1659	386	7666
<b>Total</b>	<b>1939</b>	<b>1917</b>	<b>63865</b>	<b>1155</b>	<b>45014</b>	<b>206</b>	<b>7631</b>	<b>556</b>	<b>11220</b>

District & year wise position of EGS centres, enrolment of out-of-school children in EGS centres, mainstreaming of children from the centres as well as utilization of fund is indicated below:-

West Tripura District						
Year	No. of centre opened	Out-of-school-Children		Fund		Remarks
		Enrolled in EGS centres	Mainstreamed from EGS centres (in regular schools)	Sanctioned	Utilized	
2003-04	624	15600	-	131.816	153.37	
2004-05	624	16482	-	217.80	131.82	
2005-06	624	18476	2223	155.78	155.78	
2006-07	624	18476	2223	139.27	139.27	
2007-08	84	3128	12998 (from progressive enrolment)	42.57	42.57	1) Converted to AIE - 110 centres with children 2350 2) Close down - 430 centres with 12998 children mainstreamed
2008-09	84 centres upgraded to pry schools with 3128 children.					
South Tripura District						
Year	No. of centre opened	Out-of-school-Children		Fund		Remarks
		Enrolled in EGS centres	Mainstreamed from EGS centres (in regular schools)	Sanctioned	Utilized	
2003-04	320	8000	-	68.656	33.00	
2004-05	320	8333	93	72.25	72.25	
2005-06	320	9005	93 progressive	76.32	76.32	
2006-07	320	9005	93 progressive	67.18	67.18	
2007-08	17	425	8360 progressive	5.78	Nil	1) Converted to AIE - 11 centre with 220 children 2) Close down - 292 centres with 8360 children mainstreamed
2008-09	17 centres upgraded to pry schools with 425 children.					

ACHIEVEMENTS OF GSA TRIPURA  
- 2001-02 to 2009-10

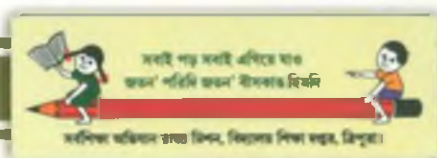


**ACHIEVEMENTS OF SSA TRIPURA**  
**- 2001-02 to 2009-10**

North Tripura District						
2003-04	516	12900	-	106.005	63.760	
2004-05	529	17490	663	112.09	112.09	
2005-06	532	20987	5057 progressive	133.65	133.65	
2006-07	532	21256	5457 progressive	107.32	107.32	
2007-08	50	2419	17853 progressive	32.92	32.92	1) Converted to AIE - 49 centre with 984 children 2) Close down - 433 centres with 17853 children mainstreamed
2008-09	50 centres upgraded to pry schools with 2419 children.					
Dhalai District						
2003-04	421	10525	-	100.133	68.00	
2004-05	441	14518	150	93.16	93.16	
2005-06	441	15128	150 progressive	127.21	127.21	
2006-07	441	15128	311 progressive	109.82	109.82	
2007-08	55	1659	5803 progressive	22.58	22.58	1) Converted to AIE - 386 centre with 7666 children
2008-09	55 centres upgraded to pry schools with 1659 children.					

**(2) Alternative and Innovative Education (AIE)**

Number of alternative schooling centres may be opened under Alternative and Innovative Education intervention. AIE intervention is meant for providing educational facility to those disadvantaged children who are not able to attend schools due to socio-economic problem even then the facility of education exists in the habitations they belong to. Such children in difficult situation of the society belong to dropped-out children, street children, children engaged in domestic works, child labourers, children of migrant families etc. Non-residential and Residential Bridge Course centres, back to school camps, mobile schools, boat schools, tent schools may be opened for bringing such helpless children under the coverage of schooling facility. All such centres make efforts to bridge educational gaps of these children and ultimately put them in the mainstreamed schooling system by enhancing their motivation level. AIE intervention is a transitory and temporary measurement adopted in particular areas for enrolment of special category children identified in child census / house-hold-survey. After having covering identified children in a particular habitation, an AIE centre can be transferred to another habitations where such target group children are available.



### Special features of AIE intervention.

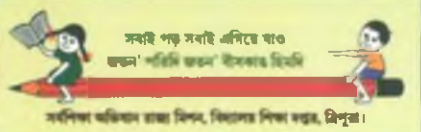
- Through AIE centres efforts are made to reach out to the out reached children.
- An AIE centre can be setup and made operational either through Gram Panchayat or in collaboration with reported NGOs.
- An AIE centre can be opened with 25 children.
- One Education Volunteer may be engaged for running one such centre upto enrolment of 40 children.
- Education Volunteer is provided with teacher training.
- Ultimate goal of AIE centre is to mainstream the enrolled children in the regular school.
- AIE centres may be opened both in served and un-served habitations.
- Proposals of NGOs for opening AIE centre are approved by Grant-in-Aid committee.
- Alternative School Co-ordinator is engaged both at the State and District level to co-ordinate and monitor implementation of alternative schooling centres.

The State Implementing Society of SSA Rajya Mission, Tripura started implementing AIE intervention in the year 2003-04. Primarily 200 centres were sanctioned for enrolment of 5000 mostly dropped out children. A total of 182 Bridge Course Centres (non residential) could be setup and made operationalized upto 2006-07 with enrolment of 6707 children. Subsequently, 73 special AIE centres were also opened in Kanchanpur subdivision of North Tripura District to cater to the educational needs of 3274 Reang Migrant children of Mizoram. In addition, 556 EGS centres were also converted to AIE centres (NRBC) with enrolment of 11220 children. Moreover, 1216 children could be enrolled in 09 Residential Bridge Course centres and 08 Non-Residential Bridge Course centres opened upto 2008-09. In this way, a magnitude of 31883 children was enrolled and accommodated in 1067 AIE centres. In course of implementation of AIE intervention 14203 children could be mainstreamed from the AIE schooling centres.

Abstract of the status of implementation of AIE intervention in the State upto 2009-10 is reflected in the table given below:

Dist	Centres opened	Children enrolled	Children mainstreamed	Centres closed down
West	281	8360	4500	179
South	97	3184	2668	69
North	240	10316	2159	89
Dhalai	449	10023	4876	432
<b>Total</b>	<b>1067</b>	<b>31883</b>	<b>14203</b>	<b>769</b>





**ACHIEVEMENTS OF SSA TRIPURA  
- 2001-02 to 2009-10**

District & year wise position of AIE centres, enrolment of out-of-school children in AIE centres, mainstreaming of children from the centres as well as utilization of fund is indicated below:-

West Tripura District						
Year	No. of centre	Out-of-school-Children		Fund		Remarks
		Enrolled in AIE centre	Mainstreamed from AIE centres (in regular schools)	Sanctioned	Utilized	
2003-04	60	1500	-	12.686	1.32	
2004-05	66	2385	-	15.21	15.21	
2005-06	68	3259	573	6.84	6.84	
2006-07	68	3259	573 progressive	20.15	20.15	
2007-08	178	5036	662 progressive	54.48	30.30	Including 110 centres converted from AIE with 2350 children
2008-09	AIE - 178	5609	3268 progressive	84.14	80.00	
	RBC - 2	62	-	13.60	6.00	
	NRBC - 3	139	-	7.94	3.00	
2009-10	AIE - 83	2077	1184	62.31	62.31	
	RBC - 2	64	-	2.25	2.25	
	NRBC - 13	409	48	11.69	11.69	
South Tripura District						
2003-04	50	1250	-	10.562	8.46	
2004-05	50	1449	03	11.62	11.62	
2005-06	53	1705	14	14.01	14.01	
2006-07	53	1705	14	11.20	11.20	
2007-08	64	1911	1159 progressive	26.37	20.79	
2008-09	AIE - 42	1132	382	16.98	15.00	
	RBC - 03	97	-	12.35	6.00	
2009-10	AIE - 19	750	750	22.50	22.50	
	RBC - 3	97	97	10.98	10.98	
	NRBC - 8	329	280	8.76	8.76	
North Tripura District						
2003-04	10	250	-	8.45	6.77	
2004-05	26	1091	-	8.24	8.24	
2005-06	31	1379	425	9.22	9.22	
2006-07	31	1386	425	8.03	8.03	
2007-08	153	5219	1945	67.90	30.16	Including 49 centres converted from EGS & 73 centres opened for 3274 Reang Migrant children of Mizoram
2008-09	AIE - 73	3274	-	66.40	48.00	
	RBC - 2	46	-			

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 - 2001-02 to 2009-10

2009-10	AIE - 73	4674	-	98.22	98.22	
	RBC - 4	184	21	17.25	17.25	
	NRBC - 8	193	193	5.79	5.79	
<b>Dhalai District</b>						
Year	No. of centre	Out-of-school-Children		Fund		Remarks
		Enrolled in AIE centres	Mainstreamed (in regular schools)	Sanction	Utilized	
2003-04	10	250	-	10.562	8.46	
2004-05	30	1334	32	7.18	7.18	
2005-06	30	1442	32 progressive	12.00	12.00	
2006-07	30	1442	73	10.43	10.43	
2007-08	416	9035	4484	77.20	34.40	Including 386centres converted from EGS with enrolment of 7666 children.
2008-09	AIE -5	128	128	6.17	3.90	
	RBC - 2	48				
	NRBC -5	123				
2009-10	AIE - 11	264	264	7.92	7.92	
	RBC - 5	173	0	16.40	16.40	
	NRBC - 5	252	0	6.55	6.55	



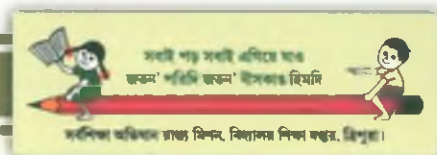
## Chapter VII: Identification and Enrolment of Out-of-School Children

***"We must view young people not as empty bottles to be filled, but as candles to be lit."***

- Robert H. Shaffer

In actuality, the most important goal of SSA is the enrolment of all children in the age group of 6 – 14 years. All the major interventions of SSA are implemented to achieve *this* goal.

Every year, a lot of activities are undertaken so that no child in the above-mentioned age group is left outside the schooling system. These activities start with conducting a large-scale household survey to identify the children, who are, due to some unavoidable exigent circumstance, still outside the umbrella of education – either by way of not being enrolled in schools at all or by way of dropping out of the schooling system after being enrolled. After the said identification process, a list of all such children (by name, habitation etc) is prepared for the entire state. To verify the correctness of this list, a sample checking at random basis is carried out covering about 20% - 25% of the whole. After this list is revised and corrected as required, it is shared with the SSA functionaries at various levels. After this, massive efforts are taken up to meet the challenge of bringing these out of school children under the canopy of education. In order to materialise this, a special enrollment drive programme by the name of "Vidyalaya Cholo Abhiyan" is carried out throughout the state. During this entire process, SSA functionaries of all levels, Teachers, community people, PRI members, parents and guardians, educational administrators, public representatives are involved with their whole-hearted, optimum efforts. Due to the successful implementation of these initiatives, the mountainous number of identified Out-of-School Children (OoSC), i.e., 93971 in the year 2001-02 has reduced to a mere molehill of 3261 that are identified in 2009-10. Out of them, after the implementation of the highly responsive enrollment drive of 2009-10, children to the magnitude of 2512 were brought under the coverage of education and only a meagre 749 could not be enrolled. During the current year (2010-11), it is targeted to enroll the remaining 749 OoSC by accommodating them in residential and non-residential bridge course centres under alternative and innovative interventions.



The year-wise figures of OoSC identified, OoSC enrolled and those remaining as balance are tabulated hereunder:

District	Year of identification	OoSC	Enrolled in 2002				Balance
			EGS	Bridge course centre	Formal school	Total	
West	2001	36822	0	0	14358	14358	22464
South		21612	0	0	8035	8035	13577
North		20652	0	0	9070	9070	11582
Dhalai		14885	0	0	321	321	14564
State		93971	0	0	31784	31784	62187

District	Year of identification	OoSC	Enrolled in 2004				Balance
			EGS	Bridge course centre	Formal school	Total	
West	2003	22464	17600	1670	1350	20620	1844
South		13577	8603	1250	900	10753	2824
North		11582	11000	250	240	11490	92
Dhalai		14564	12702	275	422	13399	1165
State		62187	49905	3445	2912	56262	5925

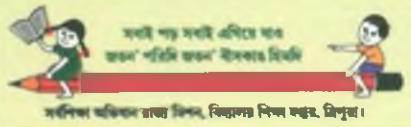
District	Year of identification	OoSC	Enrolled in 2005				Balance
			EGS	Bridge course centre	Formal school	Total	
West	2004	4410	882	661	1455	2998	1412
South		1332	813	295	224	1332	0
North		1708	913	620	175	1708	0
Dhalai		2620	1651	314	655	2620	0
State		10070	4259	1890	2509	8658	1412

District	Year of identification	OoSC	Enrolled in 2006				Balance
			EGS	Bridge course centre	Formal school	Total	
West	2005	5978	1994	874	781	3649	2329
South		4237	405	111	2744	3260	977
North		3170	1820	121	753	2694	476
Dhalai		3920	258	108	2135	2501	1419
State		17305	4477	1214	6413	12104	5201

District	Year of identification	OoSC	Enrolled in 2007				Balance
			EGS	Bridge course centre	Formal school	Total	
West	2006	8124	0	0	6658	6658	1466
South		3258	0	0	2942	2942	316
North		886	0	0	725	725	161
Dhalai		3108	0	0	1829	1829	1279
State		15376	0	0	12154	12154	3222

ACHIEVEMENTS OF SSA TRIPURA  
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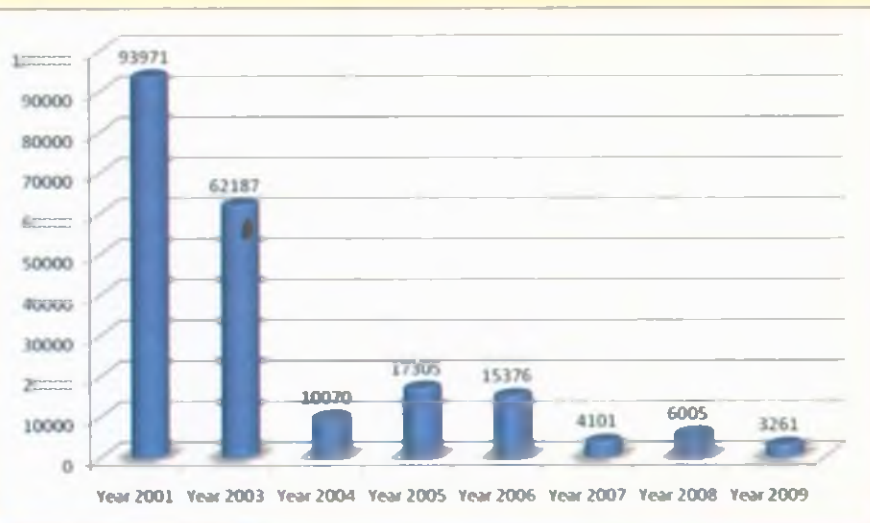
# ACHIEVEMENTS OF SSA TRIPURA - 2001-02 to 2009-10

District	Year of identification	OoSC	Enrolled in 2008				Balance
			EGS	Bridge course centre	Formal school	Total	
West	2007	1658	0	171	857	1028	630
South		1420	0	46	1173	1219	201
North		724	0	97	379	476	248
Dhalai		299	0	112	128	240	59
State		4101	0	426	2537	2963	1138

District	Year of identification	OoSC	Enrolled in 2009				Balance
			EGS	Bridge course centre	Formal school	Total	
West	2008	1802	0	34	1360	1394	399
South		1239	0	0	759	759	480
North		1432	0	45	1101	1146	286
Dhalai		1532	0	0	1278	1278	254
State		*6005	0	79	4498	4577	1419

\*N.B: 9 children deceased during identification and enrollment process

District	Year of identification	OoSC	Enrolled in 2010				Balance
			EGS	Bridge course centre	Formal school	Total	
West	2009	1138	0	0	802	802	336
South		558	0	0	426	426	132
North		473	0	0	357	357	116
Dhalai		1092	0	0	927	927	165
State		3261	0	0	2512	2512	749



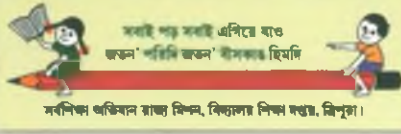


ACHIEVEMENTS OF SSA TRIPURA  
 - 2001-02 to 2009-10



Vidyalaya Cholo Abhiyan - 2010





## Chapter VIII: Retention of Children

**"As long as we live, so long we learn."**

- Ramakrishna Paramhansa

The responsibility of SSA does not end only by enrolling children. Utmost effort is exerted to retain the enrolled children in schooling system until their completion of 8 years' elementary education.

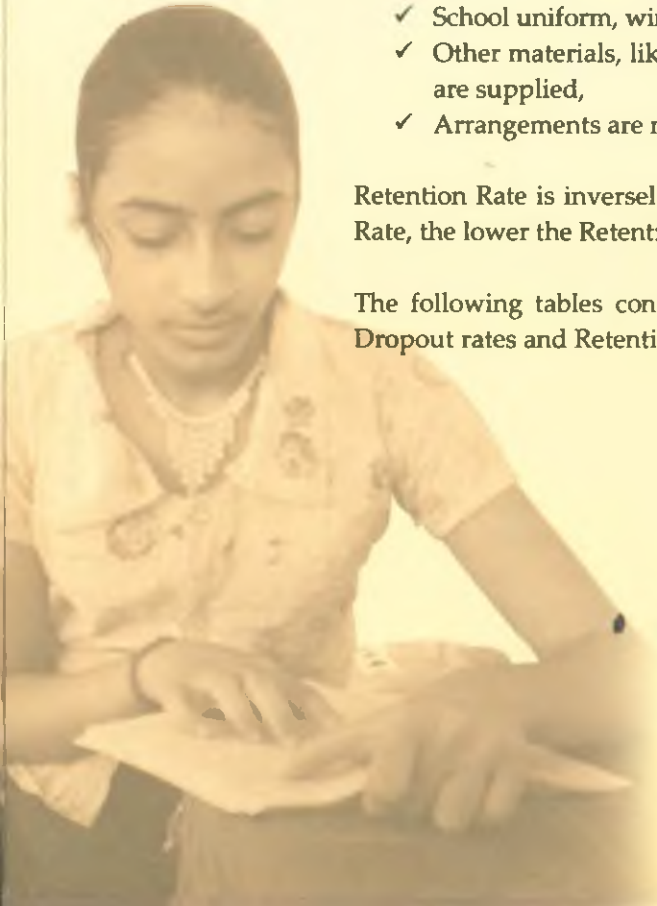
It may not be out of context to mention here that special care is taken in case of the enrolled children enrolled from OoSC segment. It is observed that most of the OoSC belong to economically backward families. To ensure their enrolment and retention, special initiatives, like – counseling of parents, monitoring of attendance and academic performance of these children etc. are taken. Further, it is ensured that their parents are financially benefited from different income-generating schemes.

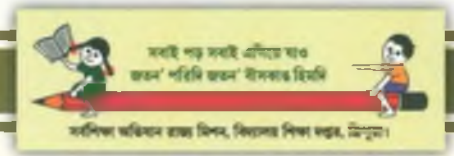
A plethora of initiatives are taken for ensuring retention of the children. Some of them are mentioned below:

- ✓ Mid-day meal is served,
- ✓ Free textbooks are provided,
- ✓ School uniform, winter clothes, shoes and socks are provided,
- ✓ Other materials, like pens, pencils, notebooks, school bag, instrument box etc. are supplied,
- ✓ Arrangements are made for imparting remedial teaching to these children.

Retention Rate is inversely proportional to Drop-out Rate. The higher the Drop-out Rate, the lower the Retention Rate.

The following tables contain a Year-wise and District-wise comparative study of Dropout rates and Retention Rates of Primary and Upper Primary Levels.



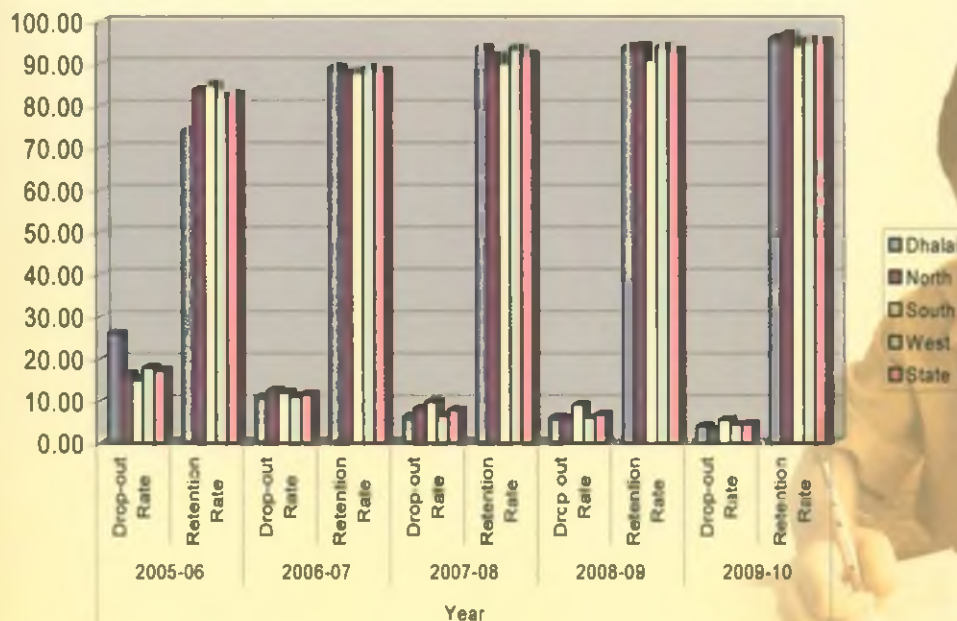


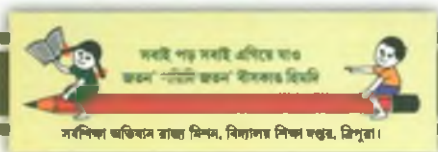
**ACHIEVEMENTS OF SSA TRIPURA**  
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**Year-wise District-wise Drop-out Rate and Retention Rate [Primary Level - Class I-V]**

District	Year									
	2005-06		2006-07		2007-08		2008-09		2009-10	
	Drop-out Rate	Retention Rate	Drop-out Rate	Retention Rate	Drop-out Rate	Retention Rate	Drop-out Rate	Retention Rate	Drop-out Rate	Retention Rate
Dhalai	25.90	74.10	10.89	89.11	6.21	93.79	6.06	93.94	4.02	95.98
North	16.25	83.75	12.37	87.63	8.14	91.86	5.77	94.23	3.05	96.95
South	15.02	84.98	11.97	88.03	9.78	90.22	9.04	90.96	5.56	94.44
West	17.87	82.13	11.04	88.96	6.43	93.57	5.94	94.06	4.42	95.58
<b>Total</b>	<b>17.27</b>	<b>82.73</b>	<b>11.60</b>	<b>88.40</b>	<b>7.81</b>	<b>92.19</b>	<b>6.77</b>	<b>93.23</b>	<b>4.55</b>	<b>95.45</b>

The figures of the above table may be graphically represented as follows:

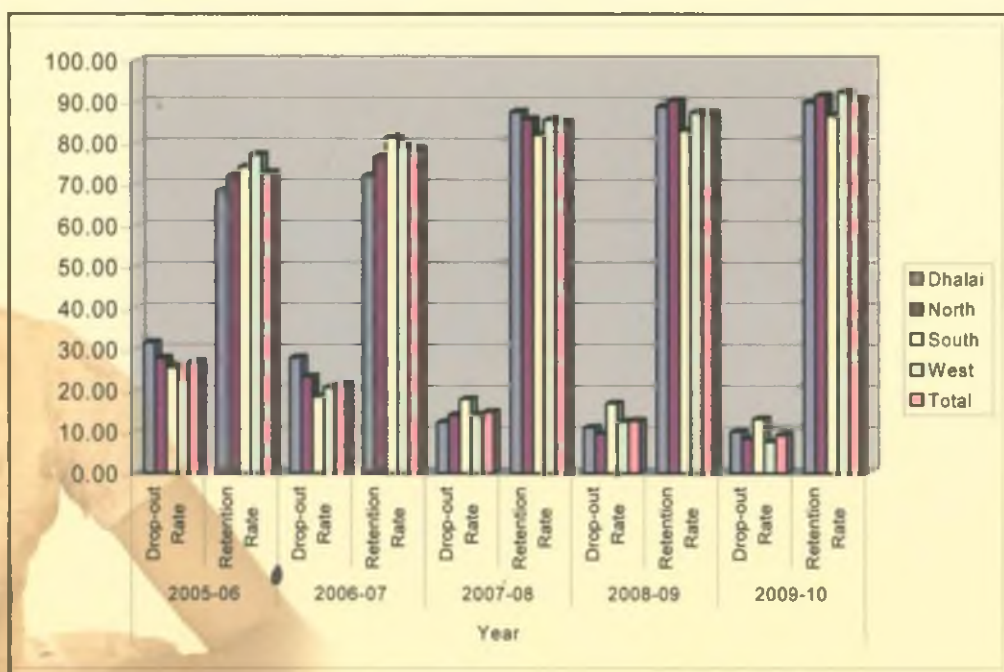


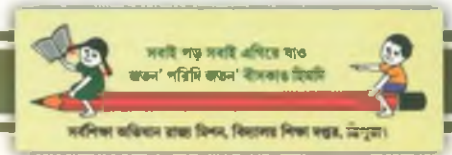


**Year-wise District-wise Drop-out Rate and Retention Rate [Upper Primary Level-  
Class VI-VIII]**

District	Year									
	2005-06		2006-07		2007-08		2008-09		2009-10	
	Drop-out Rate	Retention Rate	Drop-out Rate	Retention Rate	Drop-out Rate	Retention Rate	Drop-out Rate	Retention Rate	Drop-out Rate	Retention Rate
Dhalai	31.67	68.33	27.98	72.02	12.30	87.70	11.01	88.99	10.01	89.99
North	27.95	72.05	23.34	76.66	14.05	85.95	9.55	90.45	8.28	91.72
South	25.67	74.33	18.52	81.48	17.88	82.12	16.85	83.15	13.15	86.85
West	22.70	77.30	20.74	79.26	14.22	85.78	12.51	87.49	7.56	92.44
<b>Total</b>	<b>26.98</b>	<b>73.02</b>	<b>21.42</b>	<b>78.58</b>	<b>14.79</b>	<b>85.21</b>	<b>12.62</b>	<b>87.38</b>	<b>9.19</b>	<b>90.81</b>

The figures of the above table may be graphically represented as follows:





## Chapter IX: Education of Children With Special Needs under Inclusive Education Programme

**"It is only the ignorant who despise education."**

- Publilius Syrus (~100 BC), *Maxims*

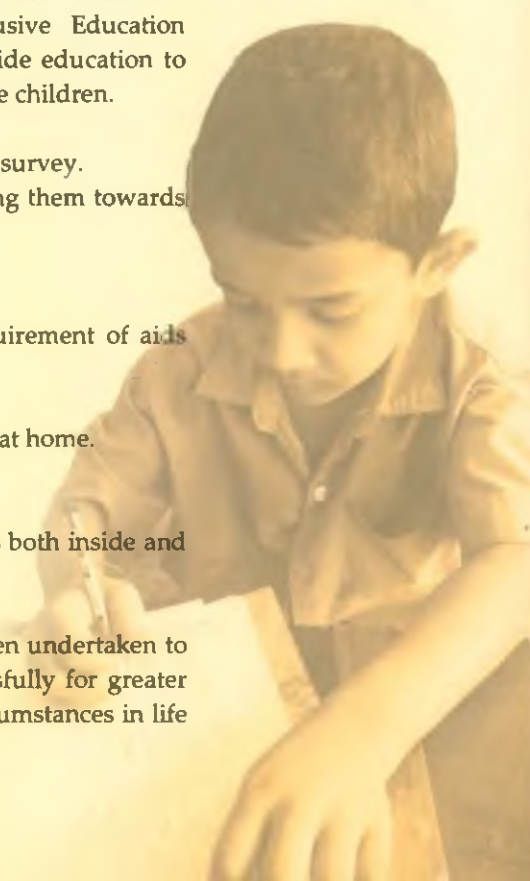
**I**nclusive Education in Sarva Shiksha Abhiyan Scheme is a very important programme for education of **Children with Special Needs** facing critical physical challenges. Inclusive Education programme aims at providing education to these children in inclusive setup in the formal schools instead of special schools. The concept of inclusiveness in education is meditated to remove exclusiveness from the mind of such children traditionally supposed to get education in special schools secluded from mainstream school system. It is contemplated that the special school system creates isolation in the mind of the CWSN. Further, the exclusive special school system stands in the way of their social integration. Keeping this perspective in active consideration, the concept of implementation of Inclusive Education programme is perceived in SSA to ensure achieving the goal of universalisation of elementary education.

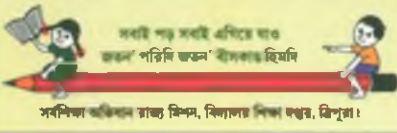
Although it is very tough and difficult to educate the differently able children in the inclusive setup, SSA scheme lays prime importance to bring the CWSN under the coverage of education in the formal school system. In Inclusive Education programme following important activities are undertaken to provide education to CWSN in a favourable environment, taking overall special care of the children.

- Identification of CWSN during conduct of annual household survey.
- Organizing of awareness campaign for parents for motivating them towards education of their children in inclusive setup.
- Training of teachers for proper identification.
- Enrolment of CWSN in formal schools as far as practicable.
- Organizing of assessment camps for determination of requirement of aids and appliances for CWSN.
- Supply of aids and appliances to requiring CWSN.
- Counselling of parents for proper use of aids and appliances at home.
- Orientation training of teachers on Inclusive Education.
- Training of teachers specifically on Special Education.
- Creation of architectural barrier free environment in schools both inside and outside classroom.

Since inception of SSA scheme in the State, lot of activities have been undertaken to implement Inclusive Education programme effectively and successfully for greater educational interest of CWSN who have been put into difficult circumstances in life

ACHIEVEMENTS OF SSA TRIPURA  
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due to ill luck or any other reasons whatsoever. Activities are categorically detailed below for the period upto 2009-10.

### 1. Formation of Resource Groups

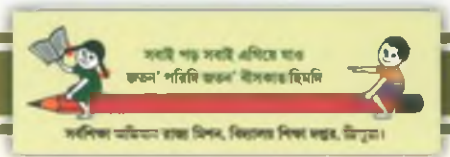
Eight member Resource Groups have been constituted at the State and District levels. In the Resource groups, there is proper representation of SSA functionaries, educational administrators, physicians, representatives of NGOs working for CWSN. The members of Resource groups provide academic and critical technical support to Inclusive Education functionaries in adopting appropriate measures to facilitate education of CWSN in formal schools. They also visit schools to oversee teaching learning approaches in the schools in participation of CWSN.

### 2. Identification and enrollment of CWSN

Every year during conduct of Household survey, comprehensive data regarding CWSN are collected from all Households. Even impairment wise detailed information is also collected in respect of each CWSN. The information and data thus collected enable us to compute the number of CWSN attending formal school, special schools as well as CWSN still remaining out of any type of school. To ensure proper identification and collection of data about CWSN, the prescribed formats devised by Ed. CIL's, Technical Support Group, a Govt. of India Enterprise are used as tools. After identification, special steps are taken to enroll CWSN having mild disability in the formal schools as far as practicable. This is done during organization of special enrollment programme of Vidyalaya Cholo Abhiyan every year throughout the State.

The year wise position of identification and enrollment of CWSN is reflected below:

Identific ation in Year	Enroll ed in	CWSN identified					CWSN enrolled					% of enrollment
		West	South	North	Dhalai	Total	West	South	North	Dhalai	Total	
2001	2002	1500	218	500	500	2718	945	137	315	315	1712	63.98
2002	2003	-	-	-	-	-	-	-	-	-	-	-
2003	2004	1100	222	700	500	2522	1100	222	700	500	2522	100
2004	2005	5551	3015	1983	1228	11777	1300	1434	549	350	3633	30
2005	2006	3929	792	1045	731	6497	2262	456	602	421	3741	57.58
2006	2007	1963	801	461	549	3774	1287	618	376	549	2830	74.99
2007	2008	1163	1062	664	204	3093	1028	930	549	204	2711	87.65
2008	2009	1589	832	1021	390	3832	1320	809	925	363	3417	89.17
2009	2010	1462	617	717	387	3183	1244	531	623	325	2723	85.55



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- 2001-02 to 2009-10

**2. Sanction and Utilization of fund**

Year	No. of CWSN	Sanctioned amount (in lakh)	Rate per child	Fund Utilised (in lakh)
2001-02	2718	32.62	Rs. 1200/-	20.62
2002-03	-	-	-	-
2003-04	2522	30.26	Rs. 1200/-	30.26
2004-05	3633	43.60	Rs. 1200/-	40.00
2005-06	12148	145.77	Rs. 1200/-	74.57
2006-07	8546	102.55	Rs. 1200/-	102.55
2007-08	3774	15.10	Rs. 400/-	15.10
2008-09	3093	21.65	Rs. 700/-	12.14
2009-10	3832	19.16	Rs.500/-	19.16

**3. Number of schools made Barrier free by constructing RAMPS**

Year	No. of RAMPS	Progressive
2004-05	489	-
2005-06	342	831
2006-07	1131	1962
2007-08	136	2098
2008-09	175	2273
2009-10	43	2316

**4. Orientation training to teachers on IE**

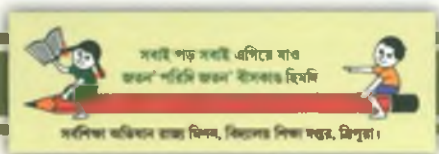
Year	No. of Teachers trained
2004-05	13321
2005-06	14428
2006-07	25094
2007-08	17445
2008-09	19606
2009-10	15046
<b>TOTAL</b>	<b>104940</b>

**6. Teachers trained on Special Education**

Year	Teachers trained				
	West	South	North	Dhalai	Total
2007-08	71	22	19	13	125
2008-09	68	-	-	18	86
2009-10	19	15	31	8	73
<b>Total</b>	<b>158</b>	<b>37</b>	<b>50</b>	<b>39</b>	<b>284</b>

Training provided by NIMH, Secundrabad, DDRC & RCI recognised Institution, Kolkata.





**7. Home Based Education to CWSN having severe disability.**

District	No. of CWSN provided Home Based Education
WEST	43
SOUTH	11
NORTH	34
DHALAI	8
TOTAL	96

**8. Provided Escort Allowance**

District	CWSN
WEST	32
SOUTH	30
NORTH	16
DHALAI	30
TOTAL	108

**9. Transport Allowance**

District	CWSN
WEST	8
SOUTH	0
NORTH	17
DHALAI	0
TOTAL	25

**10. Organized Assessment Camp**

District	No. of Camp
WEST	21
SOUTH	8
NORTH	19
DHALAI	24
TOTAL	72

**11. Provided Aids & Appliances**

District	No. of CWSN
WEST	676
SOUTH	411
NORTH	612
DHALAI	197
TOTAL	1896



**A disabled boy being provided assistive device**



**12. Establishment of IE Nodal Schools**

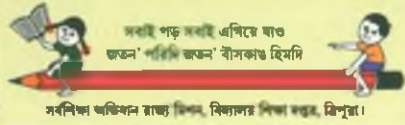
District	No. of Schools
WEST	22
SOUTH	17
NORTH	11
DHALAI	6
TOTAL	56

**List of IE Nodal Schools**

**District – West Tripura**

Sl.No	Block /NP/MC	Sl.No	Name of IE Nodal School
1	Agartala Municipal Council	1	Maharani Tulsibati Girls' HS School.
		2	Umakanta Academy
2	MOHANPUR	3	Mahanpur Class XII School
3	HEZAMARA	4	Surendra nagar HS School
4	JIRANIA	5	Birendra nagar HS School
5	MANDAI	6	New Mandai Girls High School
6	BISHALGARH	7	Office Tilla HS School
7	DUKLI	8	Badharghat HS School
8	JAMPUJALA	9	Sudhanwa Debbarma Smriti HS School
9	MELAGHAR	10	Melaghar HS School
10	KATHALIA	11	Kathalia HS School
11	BOXANAGAR	12	Boxanagar HS School
12	KHOWAI	13	Khowai Govt. Girls HS School
13	TULASHIKHAR	14	Bharat Sardar Para Class XII School
14	PADMABIL	15	Ratanpur Class XII School
15	TELIAMURA	16	Kabi Nazrul HS School
16	KALYANPUR	17	Kalyanpur HS School
17	MUNGIKAMI	18	Mungiabari High School
18	JIRANIA NP	19	Ranirganj Girls' HS School
19	SONAMURA NP	20	N.C Institution
20	KHOWAI NP	21	Khowai Govt. HS School
21	TELIAMURA NP	22	Teliamura HS School





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**District – South Tripura**

Sl.No	Block/NP	Sl.No	Name of School
1	MATABARI	1	Chandrapur Col. High School
2	KAKRABAN	2	Kakraban HS School
3	KILLA	3	Noabari HS School
4	RAJNAGAR	4	Barpathari HS School
5	HRISHYAMUKH	5	Hrishyamukh HS School
6	BOKAFA	6	Bakafa Ashram HS School
7	AMARPUR	7	Amarpur Girls HS School
8	KARBOOK	8	Karbook Punjihum HS School
9	OMPINAGAR	9	Tentuibari High School
10	SATCHAND	10	Manu HS School
11	RUPAICHARI	11	Chatakchhari HS School
12	UDAIPUR NP	12	Udiapur Girls HS School
		13	K.B Institution
13	AMARPUR NP	14	Amarpur HS School
14	BELONIA NP	15	B.K.Institution
		16	Belonia Girls HS School
15	SABROOM NP	17	Sabrooom HS School

**District – North**

Sl. No.	Block/NP	Sl. No	Name of School
1	PANISAGAR	1	Bilthai HS School
2	KADAMTAMLA	2	Kadamtala HS School
3	GOURNAGAR	3	Dalugaon HS School
4	KUMARGHAT (Block)	4	Kanchanbari HS School
5	KUMARGHAT NP	5	Pabiacherra HS School
6	PECHARTHAL	6	Pecharthal HS School
7	DAMCHERRA	7	Damcherra HS School
8	DASDA	8	Durgaram Reang para HS School
9	JAMPUI	9	Jumpai HS School
10	DHARMANAGAR NP	10	Padmapur HS School
11	KAILASHAHAR NP	11	Vidyanagar HS School

**District – Dhalai**

Sl.No	Block/NP	Sl.No	Name of School
1	SALEMA	1	Halahali HS School
2	AMBASSA	2	Kulai HS School
3	MANU	3	Manughat HS School
4	CHAWMANU	4	Chawmanu HS School
5	DUMBURNAGAR	5	Gandacharra HS School
6	KAMALPUR NP	6	K.C. Girls HS School

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- 2001-02 to 2009-10

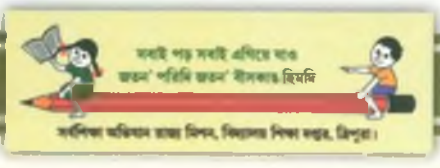


An identification camp for CWSN



Counseling of parents



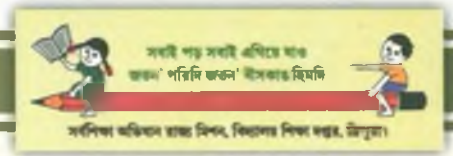


ACHIEVEMENTS OF SSA TRIPURA  
- 2001-02 to 2009-10



Workshop on I.E





## Chapter X: Improvement of Girls' Education

***"If you educate a man you educate a person, but if you educate a woman, you educate a family."***

- Rudy Manikan

SSA programme attaches top most priority on improvement of Girls Education in elementary education sector. The programme strives vehemently to eliminate gender disparity from education scenario by providing equitable access to education to all girl children in the age group of 6-14 years. In Tripura, the status of participation of girls in education at the elementary level is very favourable and encouraging. At the primary level the percentage of enrollment of girl children is 48.69 while it is 48.99 % at the upper primary stage compared to total enrollment at the respective level. Consequently, we could achieve an aspiring position in Gender Parity Index (GPI), in the State in elementary education sector, which is 0.95 at primary stage and 0.96 at the upper primary stage. As such, it is obvious that in the state of Tripura, the gender disparity in education is almost absent and at the doorstep of achieving gender parity. Despite this encouraging position, there are still seven such rural development blocks in the State, which have been identified in Census 2001 as Educationally Backward Blocks (EBBs) spread in North, Dhalai and South Tripura Districts. In the Educationally Backward Blocks, the female rural literacy rate is lower than the National Literacy Rate (46.13%) and gender gap in literacy is above the National Average (21.67%).

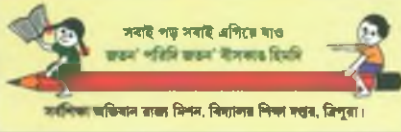
In Sarva Shiksha Abhiyan Scheme, some important innovative Schemes have been introduced in the State for augmenting overall improvement of girls' education in the Educationally Backward Blocks and some other backward places having predominant population belonging to Schedule Caste, Schedule Tribe, religious minority and Other Backward Communities.

The important programmes and activities already implemented in the State so far up to 2009-10<sup>1</sup> are summarized below:

### 1. Kasturba Gandhi Balika Vidyalaya:

The scheme of Kasturba Gandhi Balika Vidyalaya was launched in the country in July 2004 and merged with SSA programme from XI<sup>th</sup> five-year plan i.e. 1<sup>st</sup> April, 2007. This very important programme is formulated for promoting status of girls education at the upper primary stage for the girls belonging predominantly to SC, ST, OBC and Minority communities in the educationally backwards blocks. The scheme is subsequently is enlarged and extended further to cover the blocks that have rural female literacy below 30%. In this scheme, there is provision for

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residential facility and other academic support to be provided to the girl students enrolled mainly from the dropped out section in the areas concerned.



**KGBV students marching towards school**

In Tripura, the KGBV scheme was introduced in the year 2005-06 primarily in 02 EB blocks in Dhalai district having domination of Tribal population. Subsequently, the scheme was implemented in all the 07 educationally backwards blocks located in North, Dhalai and South Tripura districts. At the very beginning, the scheme was started with 20 ST girl children (mostly dropped out) in each of the 07 KGBV schools. Later on, the intake capacity of all the KGBV residential schools was increased from 20 to 50. The main objective of this innovative scheme is to ensure elementary educational facility to the backward and dropped out girl children put in difficult circumstances in the society and prevent their further dropping out of schooling system. At the same time, the scheme ultimately envisages to impart quality education to these helpless backward children so that they can stand on their own and lead a prestigious life in the society.

**District and block wise list of KGBV Schools:**

District	Sl. No	Block	Year	Name of school	Present Students
Dhalai	1	Dumburnagar	2005-06	Durbajoy Choudhuri Para SB	50
	2	Chawmanu	2005-06	Hezacharra SB	50
North Tripura	3	Damcharra	2006-07	Paiza Govt. SB	50
South Tripura	4	Ampi Nagar	2006-07	Haripur SB	50
	5	Karbook	2006-07	Patchharri SB	50
	6	Rupaicharri	2006-07	Hezacharri SB	50
	7	Killa	2006-07	Laxmanpara SB	50

**Manpower engaged in KGBV Schools:-**

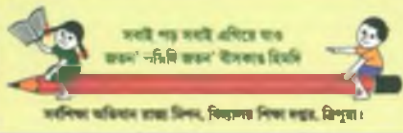
Sl No	Category	No. per School	Total Staff	Rate of present honorarium (Rs.)
1	Full time Graduate teacher	4	28	7060/-
2	Part time Graduate teacher	3	21	5500/-
3	Warden cum teacher	1	7	7060/-
4	Night Guard	1	7	4300/-
5	Head cook	1	7	4300/-
6	Helper	1	7	4100/-
7	Peon	1	7	4100/-



**Exposure visit of KGBV students**

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# ACHIEVEMENTS OF SSA TRIPURA - 2001-02 to 2009-10

## Facilities Provided and available in KGBV schools: -

- Complete residential facilities
- Provision of Stipend of Scholarships
- Life Skill development works like weaving, sewing, bamboo & cane crafts etc.
- Educational Exposure Tour both inside and outside State.
- Pre- Admission Bridge courses for recovery of learning gap for dropped out students.
- Provision of Library books for all students.
- Yoga Training for all students.
- Installation of computer in all schools.
- Provision of complete school uniform including shoes and winter garments for all students.
- Introduction of common school uniform and identity cards in all schools.
- Facility of electricity in all schools.
- Provision of remedial teaching for the students of Class-VIII appearing entrance test for admission to Jahawar Novodaya Vidyalayas.
- Organizing of sports and cultural programmes in participation of all students on the occasion of National day.
- Installation of solar photovoltaic power system in Laxmanpara SB School.
- Introduction of Group Insurance scheme for all students.

## Year-wise approved outlay, receipt of fund, utilisation and balance for KGBV: 2005-06 to 2009-10

[Rs. in lakh]

Year	Approved Outlay	Fund Released				Expenditure Incurred	Balance
		Central	State	DoNER	Total		
2004-05	43.40	16.27	5.42	0.00	21.69	21.69	0.00
2005-06	175.20	16.27	2.17	3.25	21.69	21.69	0.00
2006-07	0.00	131.40	17.52	26.28	175.20	175.20	0.00
2007-08	35.83	32.25	3.58	0.00	35.83	35.83	0.00
2008-09	91.35	82.21	9.14	0.00	91.35	91.35	0.00
2009-10	91.32	82.19	9.13	0.00	91.32	91.32	0.00
<b>Grand Total</b>	<b>437.10</b>	<b>360.59</b>	<b>46.96</b>	<b>29.53</b>	<b>437.08</b>	<b>437.08</b>	<b>0.00</b>



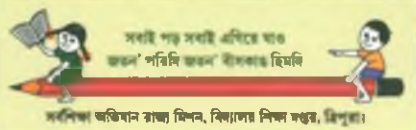


Annual Meet of KGBV students

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## 2. National Programme for Education of Girls at Elementary Level (NPEGEL):

In SSA scheme there is another important programme for Girls Education styled as National Programme for Education of Girls at Elementary Level launched in the country in July, 2003 as a separate Gender distinct with a view to reaching out to the "Hardest to Reach" girls particularly those who are never enrolled in school or dropped out of schooling system. Primarily the programme was implemented in the Educationally Backwards Blocks where the level of rural female literacy is less than the national average (46.13%) and the gender gap in literacy is above the national average (21.67%). The programme can also be implemented in other than the EB blocks having at least 5% SC / ST population and below 10% SC / ST female literacy. Subsequently, the programme has been emended in July 2007 to extend and expand the facility of education for the girls at risk / difficult circumstances in life. Now the focus aim of this programme is to provide additional support for both the 'in' and 'out' of school girls so that they can be retained in the schooling system till successful completion of elementary education.



# ACHIEVEMENTS OF SSA TRIPURA - 2001-02 to 2009-10

Following activities are undertaken and facilities available in NPEGEL:

- Development of Model Cluster School (MCS) in every cluster of EB blocks.
- Construction of one additional room for Model Cluster School for carrying out various activities.
- Enrolment of all never enrolled and dropped out girl children.
- Ensuring retention of enrolled girl children until completion of elementary education.
- Providing remedial teaching for the girls for recovery of weaknesses in learning.
- Providing bridge courses for the dropped out children for bridging learning gaps before admission to schools.
- Imparting training to teachers for the purpose of sensitization towards importance of education of girl children.
- Providing of special grant for procurement of Teaching Learning Equipments (TLE), library books, sports goods and organizing vocational training for children.
- Continuous evaluation of learning of children.

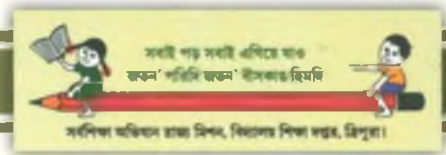
In Tripura, the innovative scheme of NPEGEL was introduced during 2005-06 primarily in 02 Educationally Backwards Blocks in Dhalai district. In 2006-07 all the remaining 05 EB blocks were brought under the coverage of NPEGEL. Model Cluster School has been developed and made functional in all the 07 EB blocks.

Year and block wise position of Model Cluster School setup under NPEGEL in the state is mirrored below:

District	Sl. No.	Block	Year	Name of school	Coverage of children
Dhalai	1	Dumburnagar	2005-06	Jagabandhu Para SB	75
	2	Chawmanu	2005-06	Dhanyaram Karbari Para SB	80
North Tripura	3	Damcharra	2006-07	Piplachara SB	75
South Tripura	4	Ampi Nagar	2006-07	Tingharia SB	62
	5	Karbook	2006-07	Lewatuisa SB	76
	6	Rupaicharri	2006-07	Purba Sabroom SB	64
	7	Killa	2006-07	Thelakumbari SB	78
<b>Total coverage of children</b>					<b>510</b>

Activities undertaken and achievements made under NPEGEL:

- Establishment of 07 Model Cluster Schools.
- Coverage of 510 girl children under Model Cluster Schools.
- Construction of additional classroom in all Model Cluster Schools.

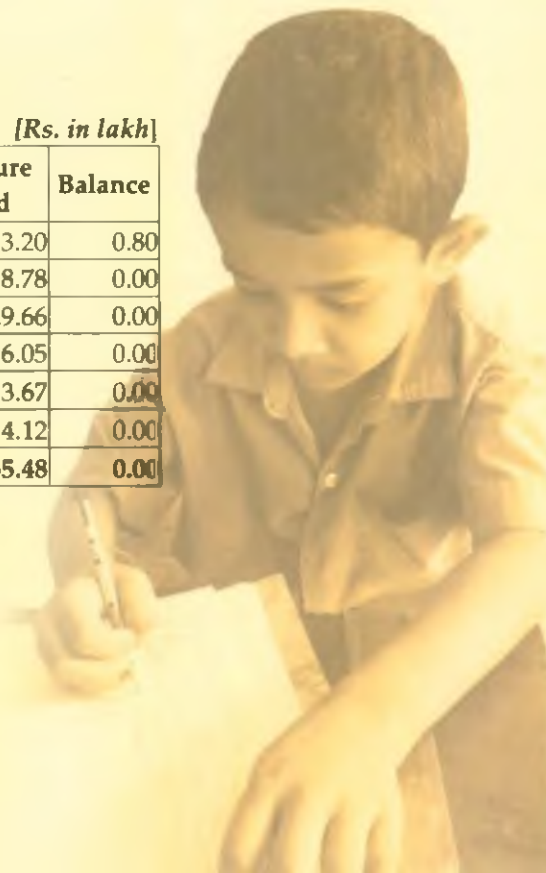


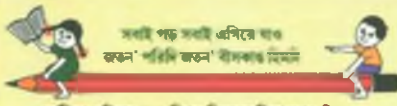
**ACHIEVEMENTS OF SSA TRIPURA**  
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- Introduction of remedial classes.
- Provided 40 sewing machines in all MCSs for vocation based skill development of children.
- Provided 35 bicycles for the children attending schools from far off distance.
- Organized exposure visits for children of MCSs.
- Introduction of vocational training programmes like weaving, sewing, bamboo & cane craft etc.
- Provided pre admission bridge courses for the children for recovery of learning gaps.
- Emphasis is given on education of Muslim girl children in MCSs.
- Free textbooks have been provided for all children.
- Introduction of common school uniform and identity card for students and teachers.
- Provided hygienic separate girls toilets to all schools.
- Electricity facility has been provided to 04 schools.
- Creation of database on bio-data of all children.
- Introduction of remedial teaching for children before appearing in entrance test for admission to Jawahar Novadaya Vidyalayas.
- Provision of additional inputs and facilities for all children like
  - School Uniform,
  - Stipend
  - Attendance Grant

[Rs. in lakh]

Year	Approved Outlay	Fund Released				Expenditure Incurred	Balance
		Central	State	DoNER	Total		
2004-05	6.40	2.40	1.60	0.00	4.00	3.20	0.80
2005-06	7.98	6.58	0.08	1.32	7.98	8.78	0.00
2006-07	32.07	24.05	3.21	2.40	29.66	29.66	0.00
2007-08	3.64	3.28	0.36	2.41	6.05	6.05	0.00
2008-09	3.67	3.30	0.37	0.00	3.67	3.67	0.00
2009-10	4.12	3.71	0.41	0.00	4.12	4.12	0.00
<b>Grand Total</b>	<b>57.88</b>	<b>43.32</b>	<b>6.03</b>	<b>6.13</b>	<b>55.48</b>	<b>55.48</b>	<b>0.00</b>





সবাই পড় সবাই উন্নতির দিকে  
কাজে 'শ্রম' কাজে 'শ্রম' শিক্ষার মিলনে  
সবদিকায় পরিচালনা করা যাক, বিদ্যালয় শিক্ষা মন্ত্রণালয়, ত্রিপুরা।

ACHIEVEMENTS OF SSA TRIPURA  
- 2001-02 to 2009-10



Vocation-based skill development under NPEGEL



Bicycles are provided to girls under NPEGEL Scheme

### 3. Innovative Education for Girls:

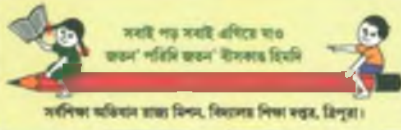
Lots of activities have been undertaken in the state under the purview of innovative education for girls. Upto 2009-10 eighty eight schools could be brought under the coverage of different vocation based life skill development activities for the girl children reading at the upper primary stage in the school located in areas having concentration of SC, ST, OBC and Religious Minority Communities. During the aforesaid period a total of 4729 girl children could be provided with life skill development training programmes.

Year wise and activity wise achievements made under innovative scheme are reflected below:

Year	Name of project / activity	No of schools covered	No of children covered
2006-07	Woolen weaving	08	425
2007-08	Tailoring	40	2254
2008-09	Bamboo & Cane Craft	20	1000
2009-10	Jute product	20	1050
<b>Total</b>		<b>88</b>	<b>4729</b>



Life skill development training programme under Innovative Education for Girls



#### 4. Residential School for Girls:

In order to facilitate education of girl children belonging to SC, ST and RM communities at the upper primary stage 4 Residential Girls' Schools have been established and made functional in 4 districts.

So, far 250 girl students have been accommodated in the hostels of the schools with the residential and academic facilities.

District wise list of school is given below:

District	Block	Name of school	No of students	Category of students
Dhalai	Ambassa	North Nalichara High	50	SC
North	Kadamtala	Fulbari H. S.	50	RM
South	Satchand	Dasarath Deb Memorial	100	ST
West	Tulashikhar	Tulashikhar H. S.	50	ST
<b>Total</b>			<b>250</b>	

□ In addition to above activities undertaken for improvement of education of girl children, one techno-based innovative programme namely K-Yan has also been introduced in all 53 girls' schools in the state. The programme has been tremendously facilitating education of the students in understanding and comprehending hard spots of different subjects at the elementary level. This has been serving as a forceful input in the elementary education sector throughout the state.

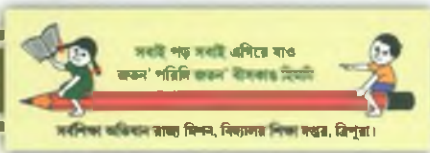
□ In order to sensitize SSA functionaries involved in implementation of Girls Education Programme one 4-day workshop was organized at Agartala during June 5<sup>th</sup>-8<sup>th</sup>, 2007 under the guidance of Vikramshila Education Resource Society, Kolkata. In the workshop, Self Learning Material namely "Lalana" was prepared for NPEGEL and KGBV schemes. Around 70 persons participated in the workshop from different institutions and SSA offices like SCERT, DIET, Block & Joint Block Project Coordinators and Gender Coordinators.

**Residential hostel for ST girls, constructed by utilising funds of  
 SSA and Tribal Welfare Department, Government of Tripura**



**ACHIEVEMENTS OF SSA TRIPURA**  
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## Chapter XI: Improvement of Quality of Education

***"You learn more quickly under the guidance of experienced teachers. You waste a lot of time going down blind alleys if you have no one to lead you."***

- W. Somerset Maugham (1874 - 1965), *The Razor's Edge*, 1943

Ultimate cherished goal of Sarva Shiksha Abhiyan programme is to ensure imparting of education to the children, which is satisfactorily good in quality and life relevant. After attaining a significant and encouraging success/ progress in providing access to education to the children, enrollment of out of school children in schools/alternate schools, improvement in physical infrastructure of schools SSA programme has got entirely involved in the activities relating to improvement of quality of education at the elementary level.

A number of activities, measures and programmes have been undertaken in the state with a view to augmenting a strong favourable environment in the state to achieve a desirable position in improving quality of education. Among various programmes and activities undertaken, some key activities are detailed below:

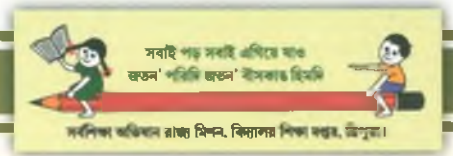
### 1. Formation of Resource Groups:

Resource Groups have been formed at the state, district, block and cluster level for the purpose of augmenting necessary suggestions / proposals, adopting appropriate measures and ensuring continuous monitoring and supervision of all activities relating to improvement of quality of education in the state. Resource Groups have been constituted with representation of head teachers, retired educational administrators, teacher educators, NGO representatives and concerned SSA functionaries.

Along with State Resource Groups and four District Resource Groups all the 40 blocks in the state could be brought under the important coverage of resource group activities. At the cluster level, out of 332 clusters only 281 Cluster Resource Groups have been formed and made functional. District wise break up of formation of CRGs is shown in the table given below:

District	CRG target	CRG formed
West	116	82
South	85	85
North	81	69
Dhalai	50	45
<b>Total</b>	<b>332</b>	<b>281</b>





The members of the Resource Groups play important role in the following pedagogical areas:

- Review of curriculum and text books
- Modification of teacher training modules
- Evaluation of learners
- Preparation and use of teaching learning materials
- Visit of schools to oversee class room transactions
- Participation in meeting and workshops organized on improvement of teaching learning process
- Examination and assessment of expected outcomes of children at the primary and upper primary level
- Coining ideas on solving critical problem of imparting teaching in multigrade system

## 2. Establishment of Block & Urban Resource Centres.

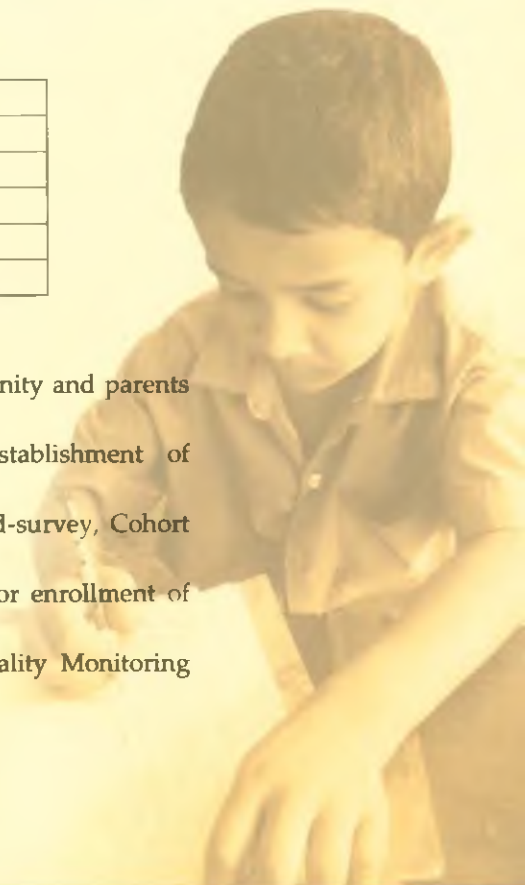
In order to carry out all activities relating to quality education dimension and other SSA functions 41 Block / Urban Resource Centres have been established in the state. In the resource centres 216 block resource persons have been working and looking after the activities relating to improvement of quality of education at the elementary level. All the resource persons have been provided with lot of trainings for enhancing their capacity in carrying out the activities successfully.

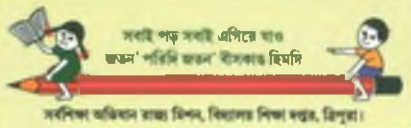
District wise position of Block / Urban Resource Centres and the Block / Urban Resource Persons is reflected in the table given below:

District	No of BRC / URC	No of BRP
West	17	101
South	11	55
North	08	40
Dhalai	05	20
Total	41	216

### Important responsibilities discharged by resource persons

- Organizing of awareness campaigns to sensitize community and parents to understand importance of education of their children.
- Motivating parents and community people for establishment of community ownership in education.
- Extending outstanding service in conduct of house-hold-survey, Cohort analysis, and data collection of schools through DISE.
- Organizing of Vidyalaya Cholo Abhiyan programme for enrollment of out-of-school children.
- Data collection and compilation through NCERTs Quality Monitoring Formats.





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- Organizing of meetings, workshops, rallies etc. undertaken in SSA programme.
- Visit of schools to oversee overall functioning of schools with focus attention to pedagogical issues.
- Monitoring of implementation of different interventions of SSA programme at the block level.
- Monitoring of implementation of alternative schools.

List of District wise Block / Urban Resource Centres is appended below:

District	Sl No.	Block / MC	Name of BRC School
West Tripura	1	Agartala Municipal Council	Henri Derozio HS
	2	Mohanpur	Mohanpur HS
	3	Jirania	Coudhury Bari Girls' HS
	4	Padmabil	Birchandrapur HS
	5	Bishalgarh	Charilam HS
	6	Boxanagar	Boxanagar HS
	7	Dukli	Badharghat HS
	8	Jumpuijala	Sudhanya Debbarma Memorial HS
	9	Melaghar	Melaghar HS
	10	Kathalia	Kathalia HS
	11	Hezamara	Surendranagar HS
	12	Mandai	New Mandai Girls' High
	13	Teliamura	Teliamura HS
	14	Kalyanpur	Kalyanpur HS
	15	Mungiakami	Mungiabari High
	16	Khowai	Khowai Boys' Govt. HS
	South Tripura	17	Tulashikhar
18		Ampinagar	Ampinagar HS
19		Rupaichari	Chatakchari HS
20		Kakraban	Karkaban HS
21		Killa	Noabari HS
22		Satchand	Sabroom Girls' HS
23		Rajnagar	Rajnagar Col. HS
24		Bokafa	Santirbazar HS
25		Amarpur	Kawamaraghat HS
26		Hrishyamukh	Hrishyamukh Girls' High
27		Matabari	K.B. Institution
28		Karbook	Panjiham HS

North Tripura	29	Kadamtala	Kadamtala HS
	30	Kumarghat	Pabiachara HS
	31	Pechharthal	Ledraidewan HS
	32	Dasda	Kanchanpur HS
	33	Panisagar	Panisagar HS
	34	Damchharra	Damchharra HS
	35	Jampui	Jampui HS
	36	Gournagar	Gournagar Govt. Girls' HS
Dhalai	37	Salema	Salema HS
	38	Ambassa	Chandraipara HS
	39	Dumburnagar	Gandachhara HS
	40	Manu	Manughat HS
	41	Chawmanu	Chawmanu HS

### 3. Establishment of Cluster Resource Centres:

With a view to accelerating the activities of Block / Urban Resource Centres at the cluster level 332 cluster resource centres have been established in the state and made functional by placing 484 cluster resource persons. The resource persons of the cluster resource centres do play the instrumental role in SSA programme in carrying out the important functions and activities especially those relevant to improvement of quality of education.

Important activities and responsibilities carried out by CRPs are maintained below:

- Organizing of meetings, workshops, rallies and awareness programmes at the CRC level under guidance of CRC co-ordinator and in collaboration with Village Education Committees.
- Conduct of House-hold-Survey.
- Conduct of COHORT analysis.
- Data collection through District Information System for Education.
- Data collection, compilation and transmission through NCERTs Quality Monitoring Formats.
- Visit of schools to monitor implementation of different interventions of SSA at the school level.
- Involvement in programmes organized for motivating community people for establishing community ownership in education.
- Monitoring of implementation of alternative schools.
- Organizing of Vidyalaya Cholo Abhiyan programme for enrollment of out-of-school children.

District wise break up of Cluster Resource Centres and resource persons is given below:

District	No of CRC	No of CRP
West	116	189
South	85	125
North	81	90
Dhalai	50	80
Total	332	484



Interactive way of learning

#### 4. Formation of Group of Master Teacher Trainers.

For the purpose of ensuring conduct of effective orientation teacher training programmes, one group of 200 Master Teacher Trainers has been formed in the state. The Master Teacher Trainers have been assigned with the responsibility of conducting orientation teacher training programmes at the block / urban resource centres for the elementary teachers. This pioneer group of teacher trainers has been formed under the outstanding guidance of educational experts of nationally recognized organization **Vikramshilla Education Resource Society, Kolkata**. All the master teacher trainers have been organizing orientation teacher training programmes in the BRCs of different durations. After formation of group of master

trainers refresher training programmes are also being organized for their capacity building.

So far, 97631 elementary teachers have been provided with orientation trainings in collaboration and guidance of master teacher trainers.

The extent of coverage of teachers under orientation training programmes upto 2009-10 is indicated in the under given table:

**Year wise position of Teachers trained upto 2009-10:**

Dist	No. of teachers trained							Total
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	
West	949	2140	6247	5938	4542	4500	9916	34232
South	0	1001	2283	5237	4422	3000	6437	22380
North	1077	1816	3245	5356	5422	3000	4061	23977
Dhalai	0	1563	1841	4016	4542	2000	3080	17042
<b>Total</b>	<b>2026</b>	<b>6520</b>	<b>13616</b>	<b>20547</b>	<b>18928</b>	<b>12500</b>	<b>23494</b>	<b>97631</b>

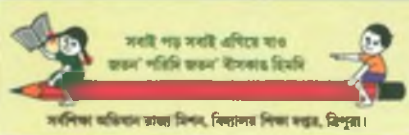
**Year, District and Category-wise position of Teachers trained:**

Dist	2003-04			2004-05			2005-06			2006-07		
	UGT	GT	Total	UGT	GT	Total	UGT	GT	Total	UGT	GT	Total
West	715	234	949	1352	7888	2140	3797	2450	6247	3200	2738	5938
South	0	0	0	876	125	1001	1385	898	2283	2981	2256	5237
North	859	218	1077	1169	647	1816	1967	1278	3245	3128	2228	5356
Dhalai	0	0	0	1045	518	1563	1087	754	1841	2011	2005	4016
<b>Total</b>	<b>1574</b>	<b>452</b>	<b>2026</b>	<b>4442</b>	<b>2078</b>	<b>6520</b>	<b>8236</b>	<b>5380</b>	<b>13616</b>	<b>11320</b>	<b>9227</b>	<b>20547</b>

Dist	2007-08			2008-09			2009-10			Grand Total		
	UGT	GT	Total	UGT	GT	Total	UGT	GT	Total	UGT	GT	Total
West	3120	1422	4542	2551	1949	4500	5395	4521	9916	20130	21202	34232
South	2225	2197	4422	1468	1532	3000	4125	2312	6437	13060	9320	22380
North	3440	1982	5422	1699	1301	3000	2415	1646	4061	14677	9300	23977
Dhalai	2122	2420	4542	1001	999	2000	1562	1518	3080	8828	8214	17042
<b>Total</b>	<b>10907</b>	<b>8021</b>	<b>18928</b>	<b>6719</b>	<b>5781</b>	<b>12500</b>	<b>13497</b>	<b>9997</b>	<b>23494</b>	<b>56695</b>	<b>40936</b>	<b>97631</b>

**5. Induction Training to Teachers:**

In SSA programme there is a provision to provide induction training to the untrained teachers engaged under the scheme to make them equipped and capable



of teaching the students properly keeping the issue of quality of education in special consideration. During the year 2009-10 all 1251 new teachers have been provided with 30-days induction training in the DIETs.

The district wise breakup is indicated below:

Dist	No. of Teachers trained
West	318
South	226
North	372
Dhalai	335
<b>Total</b>	<b>1251</b>

#### 6. Training of un-trained teacher.

In Tripura, there is a problem of un-trained teachers who have entered into service without any pre-service professional training. In order to meet this problem a number of un-trained elementary teachers have been provided with 60-days training in four District Institute of Education & Training (DIET).

Training module for the purpose has been formulated in a workshop organised at SCERT under guidance of Vikram Shilla Education Resource Society, Kolkata.

The district wise breakup of the un-trained teachers given 60-days training is given in the table below:

Year	No of teachers (target)	No of teacher (trained)	% of achievement
2004-05	5216	5216	100
2005-06	1080	610	56.48
2006-07	0	0	0
2007-08	0	0	0
2008-09	2500	0	0
<b>Total</b>	<b>8796</b>	<b>5826</b>	<b>66.23</b>

#### 7. Training of Kokborak Teachers:

In SSA programme the issue of providing training to Kokborak (Tribal language) teachers has been considered with much importance. In order to enable themselves to harness their potential in imparting teaching to the students 30-days' training programmes have been organized in BRCs and 6566 Kokborak (Tribal language)

teachers have been trained upto 2008-09. In the year 2009-10, no such training was provided.

The year wise picture of Kokborak teachers trained is reflected in the table below:

Year	No of teacher (target)	No of teacher (trained)	% of achievement
2003-04	221	-	-
2004-05	2980	2980	100
2005-06	6763	3286	48.58
2006-07	300	300	100
2007-08	0	0	0
2008-09	0	0	0
Total	10264	6566	63.97

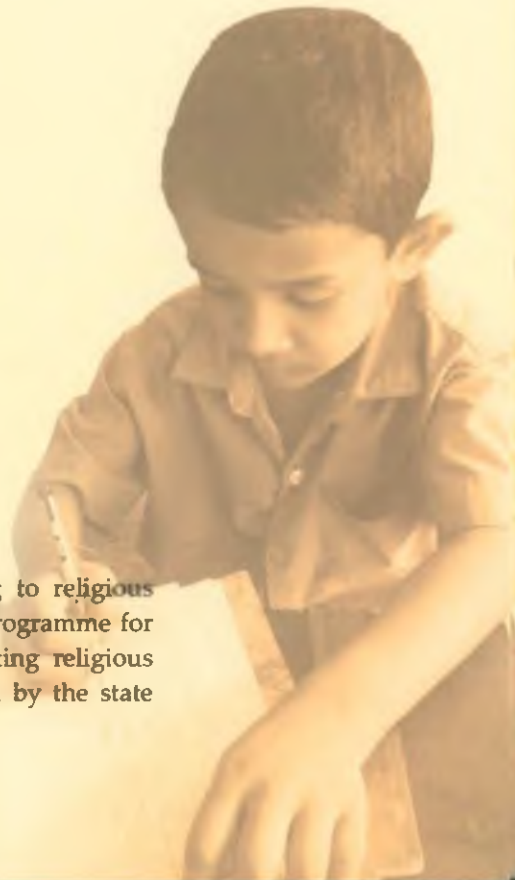
**8. Training of Teacher in Distance Mode:**

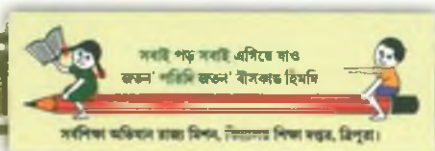
In addition to face-to-face mode training of teachers SSA programmes has also taken initiative for providing institutional professional training to the un-trained in service teachers in distance mode in collaboration with Indira Gandhi National Open University (IGNOU). During the period from 2003-04 to 2009-10 in total 10,585 primary and upper primary teachers have been provided with CPE and CETE trainings. The year wise picture is given below:

Year	Programmes		Total
	CPE	CETE	
July 2003	194	-	194
July 2004	383	-	383
January 2005	848	-	848
July 2005	1500	-	1500
January 2006	930	-	930
July 2006	400	-	400
July 2007	250	2207	2457
July 2008	367	1821	2188
July 2009	229	1456	1685
Total	5101	5484	10585

**9. Training of Maktab and Madarassa Teachers:**

SSA programme gives priority on education of children belonging to religious minority communities in the wake of the Prime Minister's 15-point programme for welfare of minorities. In Tripura, there are 127 Madarassas imparting religious teaching as well as general education. The Madarassas are managed by the state





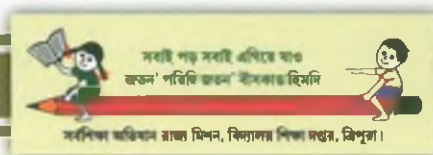
Grant-in-Aid Committee in Education (School) Department and by the Centrally Sponsored Scheme of modernization Madarassa. In order to orient and motivate the Madarassa / Maktab teachers the State Project Office, has organized, may be for the first time in the state, training programmes in two phases where in almost all teachers participated with much enthusiasm and interest. This programme has tremendously inspired all the teachers and got much impact in their thinking about education of children dealt with by them. The training programmes were organized throughout the state at four centres under guidance of Vikram Shilla Education Resource Society, Kolkata.

Details of centre and phase wise training programmes organized for the Madarassa teachers are delineated below:

Name of Centre	Number of teachers trained		
	1 <sup>st</sup> phase (26 <sup>th</sup> Feb – 7 <sup>th</sup> March, '09')	2 <sup>nd</sup> phase (June, 3 <sup>rd</sup> – 12 <sup>th</sup> , '09')	Total
Sahid Bhagat Singh, Youth Hostel Sadar, West Tripura	25	22	47
NC. Institution Sonamura, Tripura	25	15	40
Kailashahar Govt. Girls' HS School, North Tripura	25	25	50
Dharmanagar Govt. Girls' HS School	25	27	52
<b>Total</b>	<b>100</b>	<b>89</b>	<b>189</b>





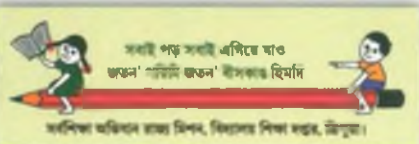


**10. Training of Resource Persons:**

A part from conducting training programmes for both in-service and new teachers the State Project Office, SSA Rajya Mission, Tripura has also organized various trainings programmes for resource persons working in SSA like Block Resource Persons, Master Teacher Trainers and BRC Co-ordinators for enhancing their capacity in the respective fields.

A brief abstract of the state level training programmes thus organized upto 2009-10 is appended below:

Sl No	Name of Training Programme	Period of programme	Number of participants	Resource organization / persons imparted training
1	Training for creation of Master Teacher Trainers	Sept.16 <sup>th</sup> – Oct.6 <sup>th</sup> ,2004	38 (Post Graduate Teachers)	Vikramshilla Education Resource Society, Kolkata
2		July.14 <sup>th</sup> -Aug.3 <sup>rd</sup> ,2005	31 (Post Graduate Teachers)	
3		Aug.29 <sup>th</sup> – Sept.18 <sup>th</sup> ,2005	37 (Post Graduate Teachers)	
4		Nov.18 <sup>th</sup> -Dec.8 <sup>th</sup> ,2005	36 (Post Graduate Teachers)	
5	Orientation cum refresher training of BRPs	I) Jan. 18th – 19th, 2008.	84	State Resource Persons
		II) Jan. 21st – 22nd, 2008	70	
6	Refresher training of Master Teacher Trainers	I) Aug. 8th – 22nd, 2008	50	Vikramshilla Education Resource Society, Kolkata
		II) Sept. 11th – 25th, 08	44	
7	Orientation training programme on Corporal Punishment in school	August.7th – 8th, 2008	41, BRC Co-ordinators	State Resource Persons
8	2-day workshop on preparation of teacher training modules	Oct. 30th – 31st, 2008	State & District Teacher & Pedagogy Co-ordinators, Master Teacher Trainers, SCERT faculties, Principals of DIETs	Vikramshilla Education Resource Society, Kolkata
9	Training for creation of new group of Master Teacher Trainers	Jan.6th – 26th, 2009	40 (Post Graduate Teachers)	



**ACHIEVEMENTS OF SSA TRIPURA  
- 2001-02 to 2009-10**

10	2-day seminar on modification of Teacher training modules	Aug.5th-6th, 2009	90 BRC Co-ordinators Dist. Project Co-ordinators, Master Trainers, Teachers Trng. Co-ordinator, Pedagogy Co-ordinators	State & Regional Resource Persons - NERIE, DIET, TTAADC, TBSE, SCERT, BRCs, eminent educationists, Director of IGNOU, Teacher representatives
11	Training of Resource Persons	Feb. 16-20, 2010	200 (BRPs, CRPs, CRCCs)	Educationists, Master Trainers

**11. Provision of Free Textbooks to students**

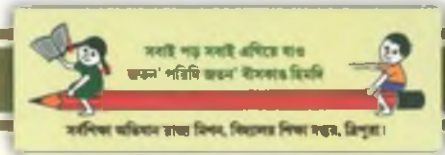
In SSA Programme, provision of free Textbooks to students is a potential input for encouraging students towards stream of learning. Since inception of the programme in the state, SSA Rajya Mission, Tripura, has been providing free textbooks to the eligible students reading at the elementary level, that is, all girl children and boys belonging to SC & ST communities. It deserves special mentioning here that, Tripura, perhaps, being the first state in the country, has taken a bold enough step to provide free textbooks to also the boy students belonging to General Category. The State Government has readily come forward with the distinguishing and courageous step to make SSA Programme for all, keeping uniformity with the right spirit and vision of SSA Programme, which envisages universalising elementary education.

With a view to making the holistic critical process of timely printing and distribution of textbooks among the students, a strong convergence has been built with Tripura Board of Secondary Education and SCERT. All-out support has been provided to these institutions for accelerating and facilitating the entire process. While printing the mountainous number of textbooks every year, all the official formalities have been observed and followed strictly.

In the wake of the orchestrated efforts, the State Implementing Society of SSA Rajya Mission, Tripura, has been able to provide free textbooks to 43,32,984 students in total, which include 76,054 Madarassa students, 31,55,036 primary students and 11,01,894 upper primary students during the period from 2001-02 to 2009-10.

Details of years-wise and stage-wise targets and achievements made in this important area are reflected in the table given below:

Stage	2001-02		2002-03		2003-04	
	Target	Achievement	Target	Achievement	Target	Achievement
Primary	190180	169000	224257	224257	450425	450425
Upper Primary	84539	25000	39000	39000	59830	59830
Maktab/ Madraasa						
<b>Sub Total</b>	<b>274719</b>	<b>194000</b>	<b>263257</b>	<b>263257</b>	<b>510255</b>	<b>510255</b>



**ACHIEVEMENTS OF SSA TRIPURA**  
**- 2001-02 to 2009-10**

Stage	2004-05		2005-06		2006-07	
	Target	Achievement	Target	Achievement	Target	Achievement
Primary	372762	372762	388525	388525	422334	422334
Upper Primary	146425	146425	172925	172925	180955	180955
Maktab/ Madrassa			20022	20022	15055	15055
<b>Sub Total</b>	<b>519187</b>	<b>519187</b>	<b>581472</b>	<b>581472</b>	<b>618344</b>	<b>618344</b>

Stage	2007-08		2008-09		2009-10	
	Target	Achievement	Target	Achievement	Target	Achievement
Primary	392037	392037	381612	381612	354084	354084
Upper Primary	156486	156486	155474	155474	165799	165799
Maktab/ Madrassa	14274	14274			26703	26703
<b>Sub Total</b>	<b>562797</b>	<b>562797</b>	<b>537086</b>	<b>537086</b>	<b>546586</b>	<b>546586</b>

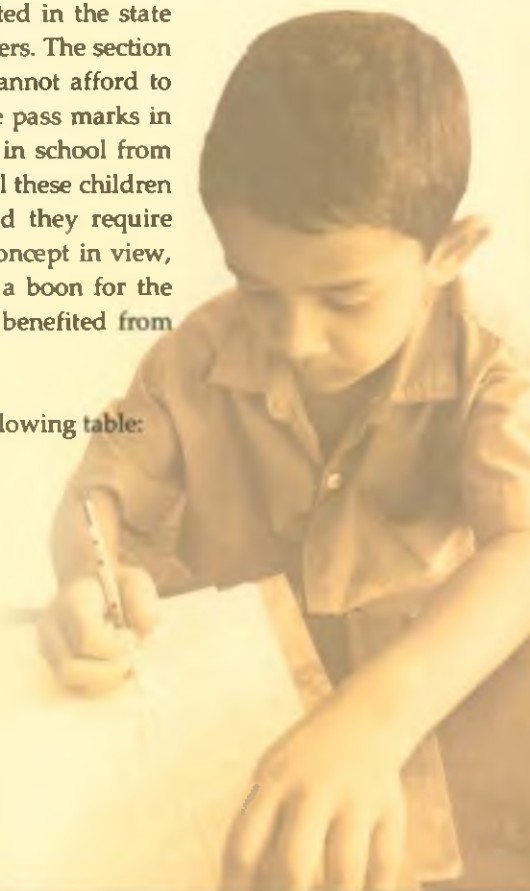
Stage	Cumulative	
	Target	Achievement
Primary	3176216	3155036
Upper Primary	1161433	1101894
Maktab/ Madrassa	76054	76054
<b>GRAND TOTAL</b>	<b>4413703</b>	<b>4332984</b>

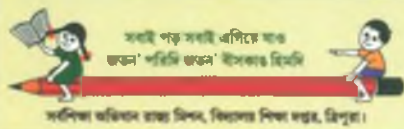
**1. Remedial teaching programme:**

Remedial teaching programme has been introduced and implemented in the state for the purpose of taking special educational needs of the weak learners. The section of weak learners includes those backward children who do not / cannot afford to attend school regularly for some critical reasons, who cannot secure pass marks in the exams and detain in the class, those children who are enrolled in school from out-of-school segment and those who are first generation learners. All these children are put into disadvantaged and difficult circumstances in life, and they require special coaching in school for recovery of learning gap. With this concept in view, remedial teaching programme has been introduced in the state as a boon for the helpless wretched children. So far, 42618 such weak learners have benefited from this innovative programme.

District wise extent of coverage of this programme is shown in the following table:

District	Coverage of children
West	18124
South	8651
North	4412
Dhalai	11431
<b>Total</b>	<b>42618</b>





**2. Implementation of Learning Enhancement Programme (LEP).**

The State Implementing Society of SSA Rajya Mission, Tripura has given much importance and priority on the improvement of learning achievement of the children at the elementary education level. Primarily appropriate steps have been taken to implement different innovative activities under Learning Enhancement Programme (LEP) for the purpose of enhancing reading, writing and comprehension skills of the children at the early primary grades. All the programmes have got tremendous impact in facilitating teaching learning process in the school and in augmenting a significant shift in the mind set of the teaching community.

Following are the important pedagogical programmes introduced and implemented in the state upto 2009-10.

**I) Provision of Mathematical & Science Kits.**

Till now, 4055 Govt. and Govt. aided Primary schools / sections have been provided Math Kits for Early Grade Students. Moreover, 1706 independent upper primary schools have been provided with Mathematical & Science Kits with a view to developing proper knowledge of the children in Mathematics & Science and eliminating phobia from the mind of the children. The district wise break up of schools provided with the above kits is given below:

District	Number of Govt. aided Primary schools / sections provided Math Kits for Early Grade Students	Number of independent upper primary schools provided Mathematical & Science Kits
West	1456	676
South	1146	407
North	700	384
Dhalai	753	239
<b>Total</b>	<b>4055</b>	<b>1706</b>

**II) Establishment of Reading Corner.**

Reading Corners have been established and made functional in 4055 Govt. and Govt. aided Primary schools / sections in the state with a view to developing a regular habit of reading books among learners and enhancing the core skill of comprehension of the early grade children. To implement this innovative pedagogical programme Reading Club has been formed in each of the primary schools / sections brought under coverage. Interesting story books, great men's biography, books of rhymes have been procured from National Book Trust and supplied to all schools / sections. The programme could grow a new zeal and tremendous interest among the early learners who have been given the easy access to the books in their classroom itself.

The district wise number of schools covered under this programme is shown below:

District	No. of schools
West	1456
South	1146
North	700
Dhalai	753
<b>Total</b>	<b>4055</b>

**III) Activity Based Learning (ABL).**

**"Tell me and I'll forget. Show me, and I may not remember. Involve me, and I'll understand."**

- Native American saying

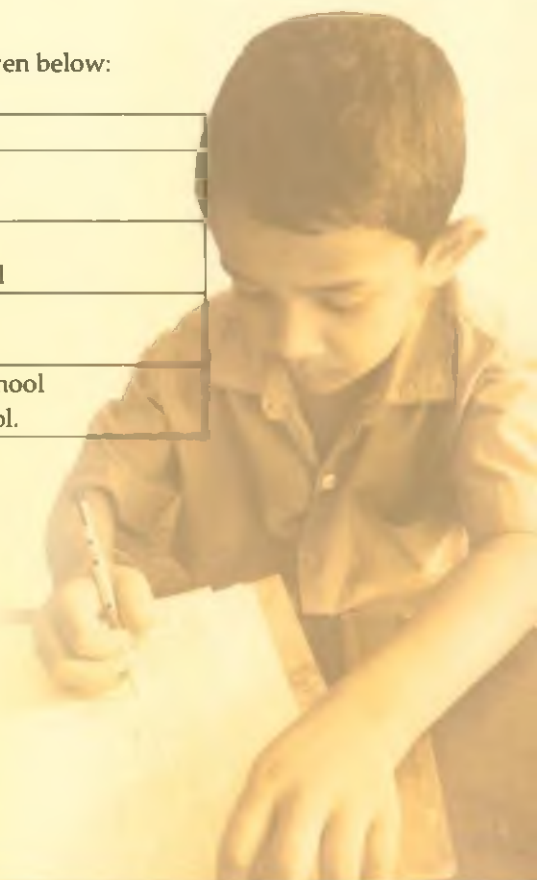
SSA Rajya Mission, Tripura has introduced the innovative programme of *Activity Based Learning (ABL)* initially in 8 English Medium Govt. Schools for children of Class I. The programme helps children learn their lessons through lot of attractive activities with the help of various innovative learning materials. This is the pioneering teaching-learning methodology first introduced in the country in Tamil Nadu. The methodology replaces the teacher-centric lecture method by participatory child-centric teaching learning process. To learn in this attractive and innovative system is very joyful and interesting for the children, which enhances their learning skills to a great extent.

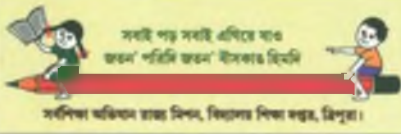
The list of English Medium Schools, where ABL is introduced, is given below:

District	Sl. No.	Name of Schools
West	1	Henry Derozio Govt. English Medium School
	2	Bishalgarh Govt. English Medium SB School
South	3	Udaipur Govt. English Medium School
	4	Belonia Town Govt. English Medium HS School
Dhalai	5	Kamalpur Govt. English Medium HS School
	6	Chailengta Govt. English Medium SB School
North	7	Netaji Vidya Pith Govt. English Medium HS School
	8	Kanchanpur Govt. English Medium High School.

**Main features of ABL.**

- No deviation from the prescribed syllabus
- Each competency is split up into fragments
- Learning material is given for each subject
- Child-centric learning
- Learning cards with attractive color and pictures
- Ladders provide structure to the curriculum





## ACHIEVEMENTS OF SSA TRIPURA - 2001-02 to 2009-10

- Each child can learn at his / her own pace
- Absentees are taken special care of
- Children mark their attendance on their own
- No common examination exists
- Each child is assessed individually and continuously
- Achievement chart shows gradual development of learning level of the child
- Teachers, parents and inspectors can readily know the exact position of the children in learning
- Scope for creativity for both teacher and child.
- Best suited for both multi-grade and multi-level teaching and learning
- Low-level black board serves as an effective tool

### Preparing the class room for ABL

- Setting up the Low-level Blackboards on the walls
- Setting up the wire pandal in the class room
- Displaying learning cards in trays with logos pasted on them
- Positioning the ladder within the reach of the children
- Placing the grouping cards on mat
- Displaying the achievement charts
- Displaying the weather chart and Arokia charka
- Maintaining self-attendance
- Providing the maths self learning material on the top of the rack
- Keeping in readiness other supportive material such as crayons, clays, and puppet show materials etc.
- Maintaining individual file for each child
- Introducing logos, ladder, learning cards arrangements in the tray and group cards

### Advantages

- Children learn all the presented competencies
- 100% learning is made possible
- No child can move further without mastering the previous competency
- Absenteeism is addressed
- Multi-grade system is addressed properly
- Developing self-reliance and confidence developed
- Relieving children of the load of books
- Sharing and exchange of ideas
- Teacher burden is reduced since the child takes up the role of teacher at times
- Joyful learning, group learning and peer learning take place
- No skill is left out undeveloped
- No fear of examination
- Children learn more in groups and assist the peer
- Pupils have full freedom to learn on their own space
- Since children learn by doing their learning is concrete and complete

#### Assessment techniques.

- Evaluation is inbuilt.
- Child works on the evaluation card without knowing that it is an evaluation card.
- At the end of every mile stone exam cards are there.
- Achievement chart shows the attainment level of children in each subject.

#### IV) Special initiatives for improvement of 3 'R's.

A special drive for improvement of 3 'R's (Reading, wRiting and aRithmetic) skills for primary grade students is being undertaken. Class routines of the Saturdays are modified for this purpose.

### 3. Improvement in Achievement Level of Children

The State Implementing Society of SSA Tripura has always been seriously concerned about the critical question of how to improve Quality of Education in Elementary sector by enhancing learning level of the children. All out concerted efforts have been made to contemplate over the matter of finding out appropriate ways and means to reach out this hardest-to-reach goal.

#### 1) Status of Students securing 60% and above marks:

In Tripura, the progress in the pace of improvement of Quality of Education, though not highly inspiring, is very steady. Due to various activities undertaken in the quality dimension in SSA programme, the percentage of children securing 60% and above marks in the examinations of Class V and VIII has been showing a slow but steady increase trend. In Class V, the percentage of children securing 60% and above marks has increased to 16.28 in 2008-09 from 12.29 in 2003-04. Similarly, in Class VIII the percentage was 8.29 in 2003-04, which has increased to 13.43 in 2008-09.

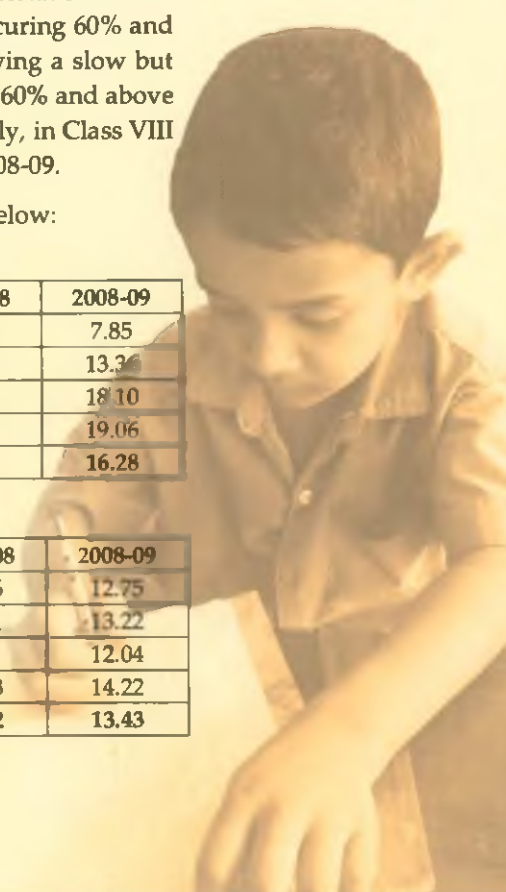
The matter is replicated in detail district wise in the table appended below:

#### In Class-V Examination

District	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Dhalai	12.99	13.88	11.57	11.05	14.33	7.85
North	10.84	15.67	13.92	12.09	18.05	13.36
South	10.52	15.01	12.18	15.73	16.62	18.10
West	13.36	15.51	17.13	14.07	18.88	19.06
<b>Tripura</b>	<b>12.29</b>	<b>15.22</b>	<b>14.80</b>	<b>13.88</b>	<b>17.64</b>	<b>16.28</b>

#### In Class-VIII Examination

District	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Dhalai	9.68	11.88	8.65	8.72	10.26	12.75
North	4.82	8.23	10.36	9.51	14.91	13.22
South	7.42	16.39	16.04	11.17	9.73	12.04
West	9.34	12.74	13.51	11.46	11.13	14.22
<b>Tripura</b>	<b>8.29</b>	<b>12.71</b>	<b>13.03</b>	<b>10.78</b>	<b>13.12</b>	<b>13.43</b>





**2) Achievement in Class III as per NCERT's Baseline Achievement Survey 2004:**

The position of achievement level of the children in class III in language and Mathematics is found to be higher than the National average. It is as per findings of the national assessment sample survey conducted by NCERT in 2004.

The following data / information will prove the fact.

Class	Language		Mathematics	
	National Average	State Average	National Average	State Average
III	63.12	66.85	58.25	66.58

**3) Achievement in Class V as per NCERT's Midterm Achievement Survey 2005:**

NCERT has conducted another National Assessment Sample Survey in 2005 for class – V the findings of which also show that the achievement level of the students of the state of Tripura is higher than the national average. The position is figured in the table given below:

Class	Language		Mathematics		Environmental Science	
	National Average	State Average	National Average	State Average	National Average	State Average
V	60.31	61.77	48.46	52.84	52.19	56.23

N.B. BAS- Base-line Assessment Survey

MAS- Mid-term Assessment Survey



**4. Introduction of Computer Aided Learning Programme:**

Computer, the miracle of modern science, has been identified as a wonderful learning aid. It can be implemented successfully in the education sector as a strong techno learning media. Computer Aided Learning has the following benefits:

- Introduces to modern technology,
- Facilitates teaching learning process on hard spots.
- Encourages students through visualization and animation.
- Increases participation of children in learning intensively.
- Creates interest in information technology.
- Helps in better understanding and comprehension of lesson.
- Enhances learning pace and achievement level.
- Inspires and attracts learners to learning.

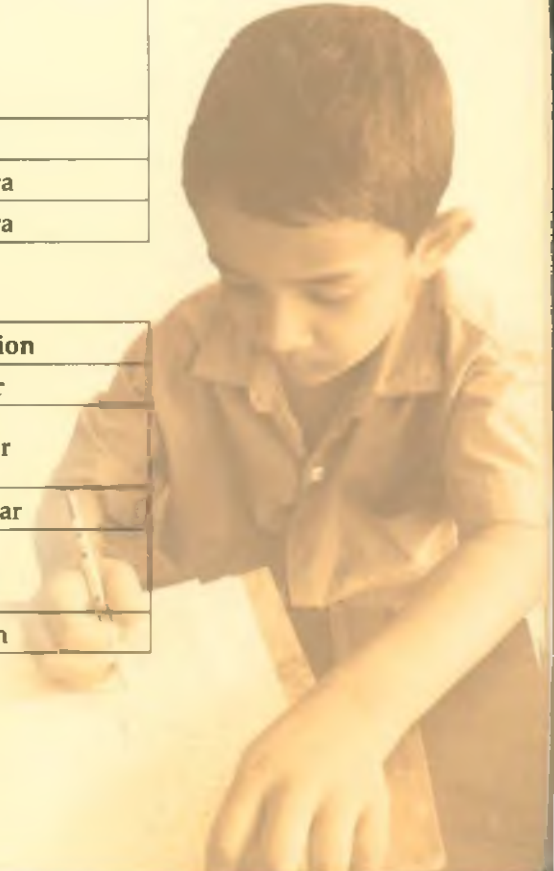
**District-wise list of schools where Computer Aided Learning Programme is implemented**

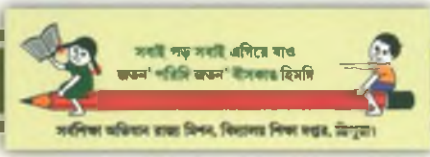
**West Tripura District**

Sl. No.	Name of School	Sub Division
1	Madhupur HS School	Bishalgarh
2	Chowdhuribari HS School	Sadar
3	Mohanpur HS School	
4	State Mahila Ashram	
5	Khumpui Academy	
6	Khowai Government Boys' HS School	Khowai
7	Teliamura HS School	Teliamura
8	Baranarayan HS School	Sonamura

**South Tripura District**

Sl. No.	Name of School	Sub Division
1	Chandrapur HS School	Udaipur
2	Kawamaraghat High School	Amarpur
3	Amarpur Girls' HS School	
4	Santirbazar HS School	Santirbazar
5	Rajnagar Colony HS School	Belonia
6	Hrishyamukh Girls' HS School	
7	Sabroom Girls' HS School	Sabroom



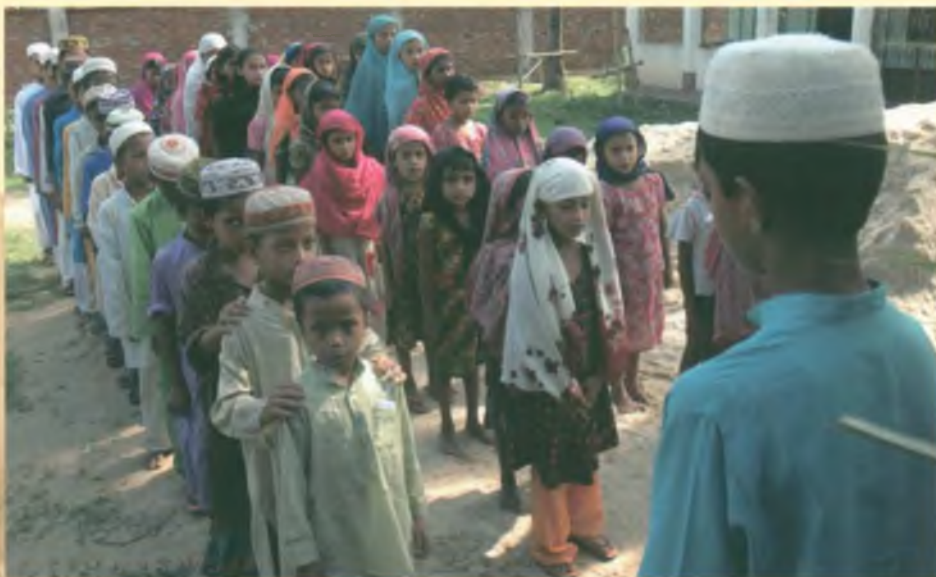


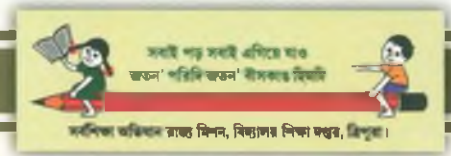
**North Tripura District**

Sl. No.	Name of School	Sub Division
1	Pabiachhara HS School	Kailashahar
2	Kailashahar Girls' HS School	
3	Tilabazar HS School	
4	Kadamtala HS School	Dharmanagar
5	Panisagar HS School	
6	Kanchanpur HS School	Kanchanpur
7	Damchherra HS School	

**Dhalai District**

Sl. No.	Name of School	Sub Division
1	Kulai HS School	Ambassa
2	Salema HS School	Kamalpur
3	Kalachhari Class XII School	
4	Manughat HS School	Longthrai Valley
5	Chhawmanu Class XII School	
6	Gandachherra HS School	Gandachherra





## Chapter XII: Community Leaders' Training.

***"Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young. The greatest thing in life is to keep your mind young."***

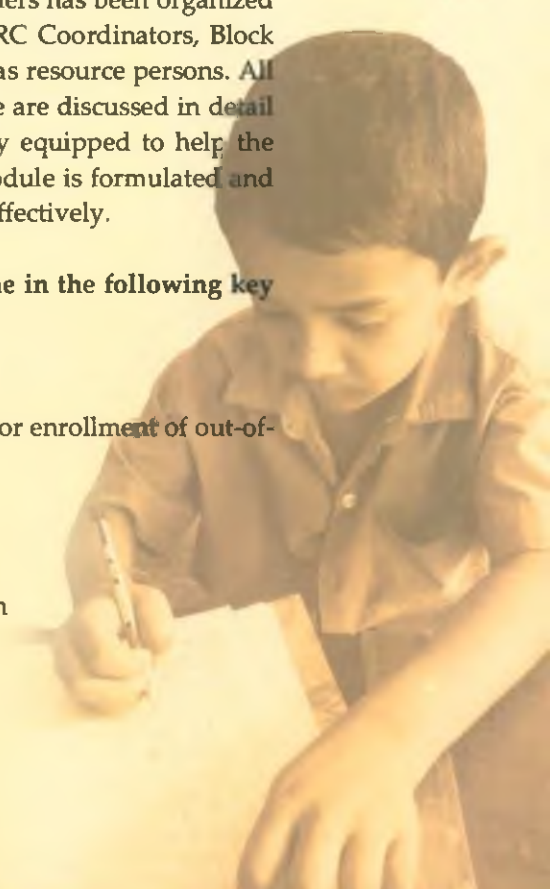
- Henry Ford

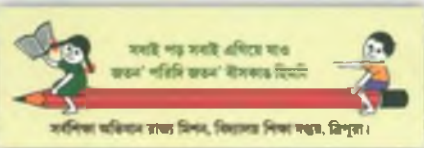
The elementary education programme of SSA emphasises vigorously the need of involvement and participation of community people in the management of entire education system. The community people include parents, educationists, persons interested in education, PRI members, NGO representatives, social workers etc. The idea is coined and meditated for ensuring establishment of strong and reliable community ownership in education for overall progress and betterment. In Tripura, there is a strong three-tier Panchayati Raj system working for overall development of the society. At every level of SSA implementation there is active participation of all PRI members and other community people. There is community participation in planning, implementation, monitoring and supervision of SSA programme.

In order to make the community people completely aware of all aspects of implementation of SSA programme, there is provision to organize training programme for the community stakeholders. Accordingly, almost since inception of the SSA programme in the state, training for community leaders has been organized every year at the CRC level with participation of BRC & CRC Coordinators, Block Resource Persons, master trainers and local medical officers as resource persons. All norms and procedures of implementation of SSA programme are discussed in detail in the training programmes so that they become adequately equipped to help the SSA functionaries at the implementation stages. Training module is formulated and modified time-to-time to organize the training programmes effectively.

The community people take pivotal role in SSA programme in the following key areas:

- Conduct of household survey
- Formulation of Village Education plan
- Organizing of Vidyalaya Cholo Abhiyan Programme for enrollment of out-of-school children
- Monitoring of school functioning
- Execution of Civil Works
- Attending meetings of Village Education Committee
- Participation in meeting of Mother Teacher Association
- Participation in awareness campaigns
- Implementation of Alternative Schools
- Opening and upgradation of primary schools





**ACHIEVEMENTS OF SSA TRIPURA  
- 2001-02 to 2009-10**

- Implementation of Mid-day-Meal programme being strong input in elementary education.

District wise and year wise details of targets set and achievements attained in Community Leaders Training programme are given below:

**State abstract: 2002-03 to 2009-10**

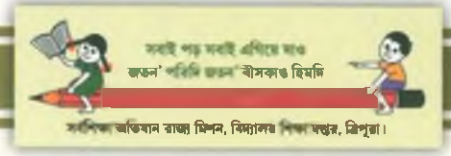
District	Target (persons)	Achievement
West	30000	30000
South	21484	20490
North	15098	14618
Dhalai	12231	11931
<b>Total</b>	<b>78813</b>	<b>77039</b>

**District and year wise position:**

District	2002-03		2003-04		2004-05	
	Target	Achievement	Target	Achievement	Target	Achievement
West	750	750	2667	2667	2714	2714
South	750	750	1827	833	1826	1826
North	750	750	1480	1000	1480	1480
Dhalai	750	750	300	-	1038	1038
<b>Total</b>	<b>3000</b>	<b>3000</b>	<b>6274</b>	<b>4500</b>	<b>7058</b>	<b>7058</b>

District	2005-06		2006-07		2007-08	
	Target (Persons)	Achievement	Target	Achievement	Target	Achievement
West	4284	4284	4513	4513	3592	3592
South	3256	3256	3316	3316	2591	2591
North	2714	2714	1480	1480	2492	2492
Dhalai	1756	1756	1756	1756	2055	2055
<b>Total</b>	<b>12010</b>	<b>12010</b>	<b>11065</b>	<b>11065</b>	<b>10730</b>	<b>10730</b>

District	2008-09		2009-10		Cumulative	
	Target	Achievement	Target	Achievement	Target	Achievement
West	5882	5882	5598	5598	30000	30000
South	4222	4222	3696	3696	21484	20490
North	2870	2870	1832	1832	15098	14618
Dhalai	2288	2288	2288	2288	12231	11931
<b>Total</b>	<b>15262</b>	<b>15262</b>	<b>13414</b>	<b>13414</b>	<b>78813</b>	<b>77039</b>



## Chapter XIII: Civil Works

In reality, a good physical infrastructure of the school attracts children to come to school merrily, stay there, play there and educate themselves there in a manner, which is envisaged in SSA Programme to achieve Universal Elementary Education. Basic physical school infrastructure includes classroom building with adequate accommodation capacity required for making it child-friendly, boundary wall, drinking water facility, separate toilets for boys and girls, shed for preparation and distribution of mid-day meal etc. Also, in acute, a school infrastructure needs equipping classrooms to make them appropriately attractive to the children, which enable them to learn joyfully. SSA envisages conversion of classrooms into a joyful learning place, advocating the concept of Building As a Learning Aid (BALA).

With the above perspective, lots of activities are undertaken in SSA Programme under the component of Civil Works. Under this component, measures are adopted for renovation and expansion of the existing school infrastructure, construction of new infrastructure, considering all aspects of proper accommodation, overall healthcare and considering especially the learning needs of the children. Education of Children With Special Needs in an architectural barrier-free environment – both inside and outside classrooms is considered with much importance and priority.

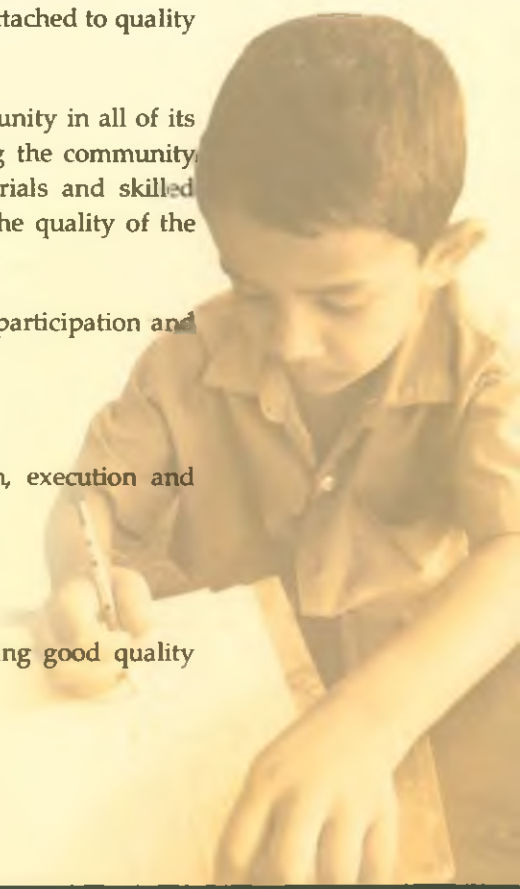
The State Implementing Society of SSA Rajya Mission, Tripura has also been executing all construction works keeping all the important aspects as aforesaid. While executing construction works, utmost importance has been attached to quality outcomes of all works in a stipulated time span.

A notable aspect of SSA Civil Works is the involvement of community in all of its construction works. This generates a feeling of ownership among the community members and ensures that the best available construction materials and skilled labourers are utilised in the construction. This, in turn, ensures the quality of the construction works and their timely completion.

Each and every work has been executed with active community participation and through a **Construction Committee**.

### FEATURES OF SSA CIVIL WORKS

- Community participation in planning, materials collection, execution and monitoring.
- Execution through Construction Committee.
- No provision of Contract at any level.
- Maintaining quality construction and time in execution.
- Maintaining transparency in keeping accounts and collecting good quality materials.



- Procurement of major construction materials from Rural Development Department.
- Providing technical guidance by the Junior Engineers at every level of construction.
- Certification by competent authority in respect of completion of work.
- Preparation and circulation of 'Manual on Civil Works' in local language for awareness of community people.

**Year-wise target and achievement**

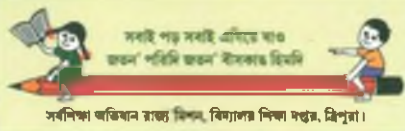
Sl. No.	Activity	2001 - 02		2002 - 03		2003 - 04	
		Target	Achievement	Target	Achievement	Target	Achievement
1	New Primary School	0	0	26	26	92	92
2	New Upper Primary School	0	0	17	17	19	19
3	Additional Classroom	0	0	0	0	400	400
4	CRC Building	3	3	7	7	54	54
5	BRC Building	5	5	6	6	22	22
6	URC Building	0	0	0	0	0	0
7	Boundary Wall	0	0	0	0	0	0
8	Toilet	0	0	185	185	200	200
9	Drinking Water	0	0	185	185	180	180
10	NPEGEL	0	0	0	0	0	0
11	KGBV	0	0	0	0	0	0
12	<b>TOTAL</b>	<b>8</b>	<b>8</b>	<b>426</b>	<b>426</b>	<b>967</b>	<b>967</b>



**ACHIEVEMENTS OF SSA TRIPURA**  
 - 2001-02 to 2009-10

Sl. No.	Activity	2004 - 05		2005 - 06		2006 - 07	
		Target	Achievement	Target	Achievement	Target	Achievement
1	New Primary School	171	167	169	156	383	376
2	New Upper Primary School	103	103	83	79	105	103
3	Additional Classroom	325	325	225	225	301	299
4	CRC Building	36	36	114	112	118	117
5	BRC Building	4	4	3	3	0	0
6	URC Building	0	0	0	0	0	0
7	Boundary Wall	0	0	35	35	134	134
8	Toilet	224	224	500	500	0	0
9	Drinking Water	191	191	628	628	0	0
10	NPEGEL	0	0	7	7	0	0
11	KGBV	0	0	7	7	0	0
12	<b>TOTAL</b>	<b>1054</b>	<b>1050</b>	<b>1771</b>	<b>1752</b>	<b>1041</b>	<b>1029</b>

Sl. No.	Activity	2007 - 08		2008 - 09		2009 - 10	
		Target	Achievement	Target	Achievement	Target	Achievement
1	New Primary School	0	0	253	161	170	8
2	New Upper Primary School	38	16	0	0	70	6
3	Additional Classroom	257	177	170	96	286	111
4	CRC Building	0	0	0	0	0	0
5	BRC Building	0	0	0	0	0	0
6	URC Building	0	0	1	0	0	0
7	Boundary Wall	0	0	0	0	0	0
8	Toilet	620	590	361	317	50	47
9	Drinking Water	0	0	0	0	0	0
10	NPEGEL	0	0	0	0	0	0
11	KGBV	0	0	0	0	0	0
	<b>TOTAL</b>	<b>915</b>	<b>783</b>	<b>785</b>	<b>574</b>	<b>576</b>	<b>172</b>



**ACHIEVEMENTS OF SSA TRIPURA  
- 2001-02 to 2009-10**



*Ghoshpara J.B. School  
Kalkalia. Bishalgarh.*

**Cumulative target and achievement (as on 2001-02 & 2009-10)**

Sl. No.	Activity	Cumulative	
		Target	Achievement
1	New Primary School	1264	986
2	New Upper Primary School	435	343
3	Additional Classroom	1964	1633
4	CRC Building	332	329
5	BRC Building	40	40
6	URC Building	1	0
7	Boundary Wall	169	169
8	Toilet	2140	2063
9	Drinking Water	1184	1184
10	NPEGL	7	7
11	KGBV	7	7
	<b>TOTAL</b>	<b>7543</b>	<b>6761</b>



ACHIEVEMENTS OF SSA TRIPURA  
- 2001-02 to 2009-10



## Chapter XIV: Research and Evaluation Works Carried Out

Carrying out Research Works is an important means of assessing the progress in educational scenario against certain standards or benchmarks. With this context in view, SSA Tripura carried out the various research works. The research works were carried out by various individual researchers / NGOs. The research works accomplished are briefed below:

### 1. Study No. 1

- **Theme:** "Availability of Infrastructural Facilities in Schools of Agartala Municipal Council Area"
- **Objective:** Assess infrastructural status of schools located in Agartala Municipal Council Area.

### 2. Study No. 2

- **Theme:** "An Investigation into the cases of Low Achievements of Children at the Primary Level"
- **Objective:** Identifying intricate causes and reasons lying behind low-level learning of children.

### 3. Study No. 3

- **Theme:** "Cost-Benefit Analysis of Programme and Interventions at State Level"
- **Objective:** Assess quantum of resource investment on education and the outcomes emanated.

### 4. Study No. 4

- **Theme:** "Enrolment and Retention – Parental attitude towards education of Out-of-School Children"
- **Objective:** Finding out causes behind dropout trends of children and thinking about and approach of parents towards education of their wards.

### 5. Study No. 5

- **Theme:** "Job Satisfaction and Classroom Behaviour of Teachers"
- **Objective:** Study on mindset of teaching community towards noble profession of teacher-ship and its impact in classroom transaction.

6. Study No. 6

- **Theme:** "Study on Students' Attendance at Elementary Level in Agartala Municipal Council Area – Causes and Consequences."
- **Objective:** Have an analytical idea on students' attendance in school and finding out causes of irregular attendance.

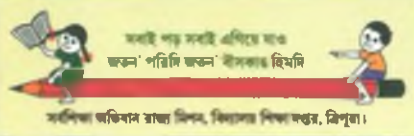
7. Study No. 7

- **Theme:** "Impact of Computer Aided Learning programme on Improvement of Level of Achievement of Students."
- **Objective:** Assess impact and benefit of CAL programme in terms of learning of children.

Apart from the above, SSA Rajya Mission, Tripura evaluates regularly the following status of education to measure the progress and achievements against the previously set goals:

- Assessment of learning, proficiency and achievement level of children by using Quality Monitoring Formats, devised by NCERT, a Govt. of India enterprise.
- Tripura University (A Central University), the External Monitoring Agency of SSA has been entrusted with the task of evaluating the implementation of various interventions in SSA programme in the state.





## Chapter XV: Status of Elementary Education in the State against Various Indicators

The status of an education system is measured by judging it against some defined standard Educational Indicators. Every year, SSA Tripura measures its performance against the following Educational Indicators:

### Gross Enrolment Ratio (GER):

The GER is the most commonly used indicator to measure overall coverage of an education system in relation to the total population eligible for participation in the system. A high GER indicates a high degree of participation, whether or not the students belong to the official age group. The value of GER can exceed 100% due to the inclusion of over-aged and under-aged pupils and repeaters. In such a case, a rigorous interpretation of GER needs additional information on the extent of repetition, early and late entrants etc.

The GER is, actually, the total enrolment for a particular education level (Primary, Upper Primary etc.), regardless of age, expressed as a percentage of the eligible official school-age population of that education level in a given school-year. The theory precipitates to the following calculating formula:

$$\text{GER} = \frac{\text{Total enrolment at the particular educational level in a particular school-year}}{\text{Population of the official educational level school age group in that particular school-year}} \times 100$$

Gross Enrolment Ratio : Primary Level

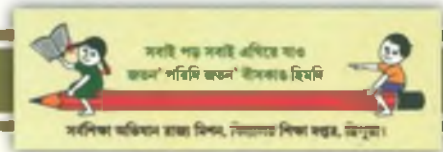
District Name	2004-05			2005-06			2006-07			2007-08			2008-09		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Dhalai	131.49	128.50	130.10	120.34	111.91	116.38	132.61	124.73	128.87	102.20	101.50	101.87	102.20	101.50	109.20
North	105.86	104.44	105.18	103.74	102.68	103.23	112.02	109.76	110.91	101.10	102.02	101.54	101.10	102.02	117.35
South	130.21	122.64	126.58	119.08	111.05	115.20	123.55	116.48	120.15	103.19	104.49	103.82	99.57	102.17	100.81
West	109.25	107.69	108.49	107.83	108.52	108.17	132.36	137.32	134.74	104.79	105.32	105.05	103.64	104.50	104.06
Total	116.00	112.67	114.39	111.41	108.44	109.97	125.66	124.14	124.93	103.33	103.97	103.64	106.46	105.69	106.09

Source: DISE

Gross Enrolment Ratio : Primary Level

District Name	2009-10		
	Boys	Girls	Total
Dhalai	110.78%	109.85%	110.33%
North	130.13%	129.18%	129.67%
South	100.07%	99.95%	100.01%
West	100.37%	100.31%	100.34%
Total	106.05%	105.72%	105.89%

Source: DISE



ACHIEVEMENTS OF SSA TRIPURA  
 - 2001-02 to 2009-10

**Gross Enrolment Ratio : Upper Primary Level**

District Name	2004-05			2005-06			2006-07			2007-08			2008-09		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Dhalai	66.07	61.75	64.04	91.89	84.52	88.40	86.07	76.52	81.55	104.50	105.60	105.00	104.50	105.60	98.59
North	78.71	83.55	81.04	82.12	88.08	84.95	85.74	90.64	88.11	100.01	102.40	101.16	100.01	102.40	101.35
South	94.25	91.35	92.80	95.36	95.86	95.60	91.85	91.78	91.81	102.52	104.41	103.43	103.51	105.44	104.44
West	99.84	100.28	100.06	90.20	93.49	91.80	117.35	121.00	119.13	98.60	101.73	100.14	107.32	109.62	108.45
Total	90.07	90.29	90.18	90.07	92.35	91.17	100.91	102.58	101.72	100.46	102.87	101.62	106.17	103.54	104.89

Source: DISE

**Gross Enrolment Ratio : Upper Primary Level**

District Name	2009-10		
	Boys	Girls	Total
Dhalai	103.76%	100.65%	102.29%
North	107.29%	107.95%	107.62%
South	100.28%	100.42%	100.35%
West	103.33%	101.94%	102.63%
Total	103.33%	102.44%	102.89%

Source: DISE

**Net Enrolment Ratio (NER):**

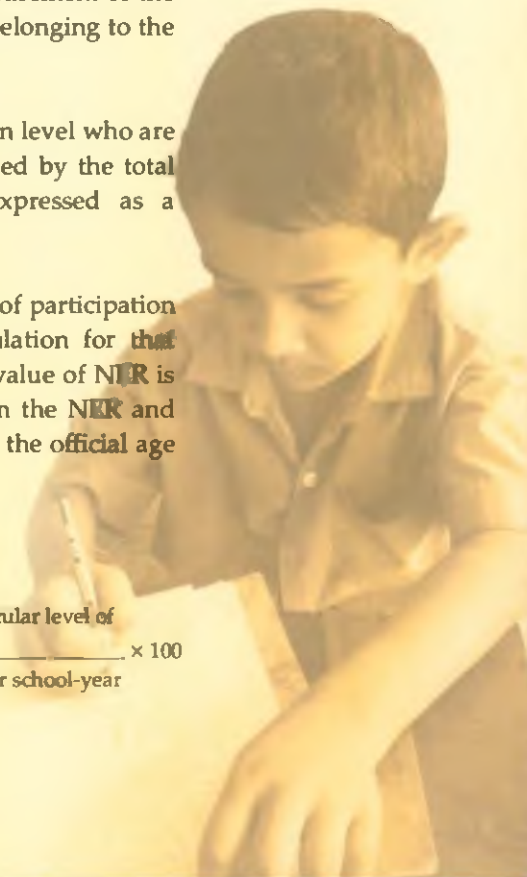
The NER may be interpreted as the enrolment of the official school-age group population in a particular education level, expressed as a percentage of the corresponding total population. The NER gives a more precise measurement of the extent of participation in a particular level of education of children belonging to the official school age of that particular education level.

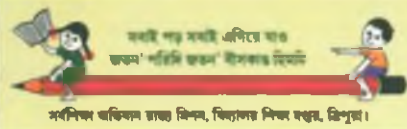
The NER is defined as the number of student in a particular education level who are at the official age group of that particular level of education, divided by the total population of age group of that particular education level, expressed as a percentage.

A high NER at any particular education level denotes a high degree of participation in that particular education level of the official age group population for that particular education level. It may be noted here that the maximum value of NER is 100%. If the NER is below 100%, the percentage difference between the NER and 100% provides a measure of the proportion of children belonging to the official age group for that particular level of education who are not enrolled.

The NER is calculated in the following manner:

$$\text{NER} = \frac{\text{Enrolment of official age group for a particular education level in that particular level of education in a particular school-year}}{\text{Population of the official educational level school age group in that particular school-year}} \times 100$$





# ACHIEVEMENTS OF SSA TRIPURA - 2001-02 to 2009-10

The GER can be used together with the NER to measure the extent of over-aged and under-aged enrollment.

It is to be noted here that both GER and NER at any educational level should be based on the total enrollment in all types of schools, including Government, Private and all other institutions that provide organized educational programmes at that particular education level.

### Net Enrolment Ratio: Primary Level

District Name	2004-05			2005-06			2006-07			2007-08			2008-09		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Dhalai	97.51	96.48	97.03	85.50	82.32	84.01	96.93	95.28	96.14	99.73	99.78	99.76	98.67	98.43	98.55
North	99.07	99.05	99.06	95.10	93.71	94.38	99.63	99.52	99.58	99.51	99.53	99.52	98.90	98.79	98.85
South	99.58	99.49	99.54	84.16	82.34	83.28	98.58	98.24	98.41	99.22	98.98	99.11	99.45	99.33	99.39
West	98.94	98.67	98.81	98.60	98.58	98.59	97.54	97.27	97.41	99.59	99.55	99.57	99.38	99.42	99.40
<b>Total</b>	<b>98.97</b>	<b>98.72</b>	<b>98.85</b>	<b>92.66</b>	<b>91.67</b>	<b>92.18</b>	<b>98.20</b>	<b>97.81</b>	<b>98.02</b>	<b>99.50</b>	<b>99.43</b>	<b>99.47</b>	<b>99.21</b>	<b>99.14</b>	<b>99.18</b>

Source: DISE

### Net Enrolment Ratio : Primary Level

District Name	2009-10		
	Boys	Girls	Total
Dhalai	98.82	98.67	98.75
North	99.53	99.54	99.54
South	99.73	99.74	99.74
West	99.56	99.66	99.61
<b>Total</b>	<b>99.50</b>	<b>99.52</b>	<b>99.51</b>

Source: DISE

### Net Enrolment Ratio: Upper Primary Level

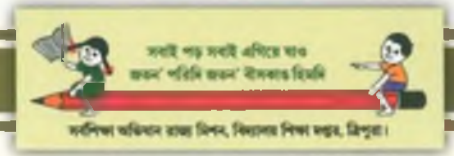
District Name	2004-05			2005-06			2006-07			2007-08			2008-09		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Dhalai	95.87	94.14	95.06	94.44	92.42	93.49	94.45	92.64	93.59	99.40	99.41	99.40	98.81	98.14	98.49
North	97.63	97.69	97.66	97.24	99.63	98.38	98.67	98.48	98.58	99.25	99.06	99.16	98.26	98.17	98.22
South	98.41	98.02	98.22	95.55	95.26	95.41	97.43	97.21	97.33	99.34	99.15	99.25	98.98	99.00	98.99
West	98.05	97.58	97.82	97.09	97.11	97.10	94.82	95.74	95.27	99.11	99.30	99.21	99.25	99.40	99.33
<b>Total</b>	<b>97.77</b>	<b>97.28</b>	<b>97.53</b>	<b>96.45</b>	<b>96.59</b>	<b>96.52</b>	<b>96.20</b>	<b>96.30</b>	<b>96.25</b>	<b>99.22</b>	<b>99.24</b>	<b>99.23</b>	<b>98.96</b>	<b>98.93</b>	<b>98.94</b>

Source: DISE

### Net Enrolment Ratio : Upper Primary Level

District Name	2009-10		
	Boys	Girls	Total
Dhalai	99.01	98.77	98.90
North	99.46	99.57	99.51
South	99.55	99.59	99.57
West	99.56	99.65	99.61
<b>Total</b>	<b>99.47</b>	<b>99.52</b>	<b>99.49</b>

Source: DISE



### Pupil-Teacher Ratio (PTR):

PTR is one of the most common indicators used in educational planning. A low level of PTR indicates that pupils will have a better chance of contact with the teachers and hence, a better teaching-learning process. This ratio is also used to measure the level of human resource inputs (teachers) and also to project the number of teachers required.

The formula for arriving at the PTR of any educational level in any school-year is as follows:

$$\text{PTR} = \frac{\text{Total number of pupils in the particular education level in the particular school-year}}{\text{Total number of teachers in that particular education level in that particular school-year}} \times 100$$

A high PTR normally suggests that each teacher has to deal with a large number of pupil and that; conversely, pupils receive less attention from the teacher. It is generally assumed that a low PTR signifies smaller classes, which enable the teacher to pay more attention to individual pupils, which ultimately contribute to the better academic performance of the pupils. This indicator, however, does not take into account differences in teachers' academic qualifications, pedagogical training, professional experience, teaching methods, teaching learning materials or variation in classroom conditions – all of which could also affect the quality of teaching / learning and performance of the pupil. While calculating and interpreting this indicator, one should take into account the existence of part-time teaching, school shifts, multi-grade classes and other practices that may affect the precision and meaningfulness of PTR.

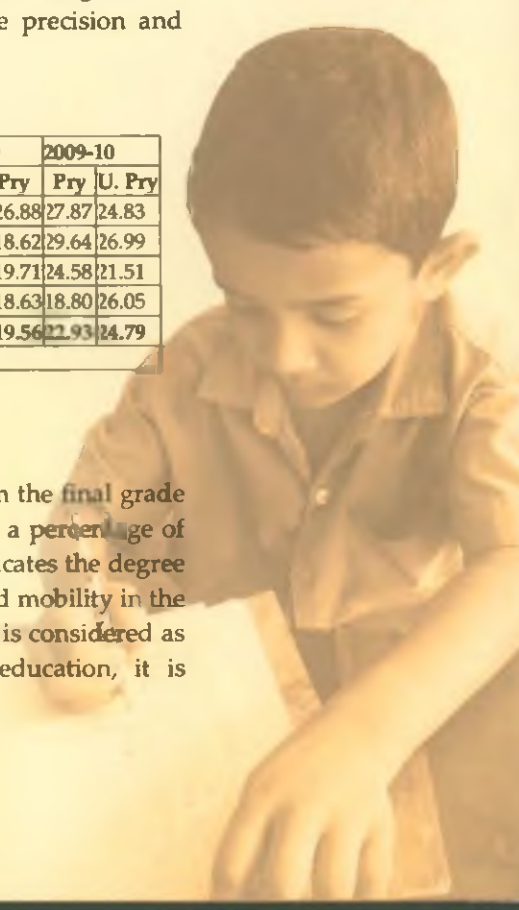
Pupil-Teacher Ratio

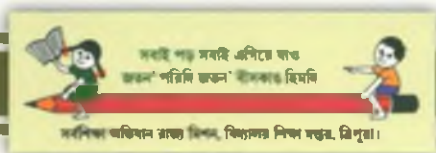
District	2004-05		2005-06		2006-07		2007-08		2008-09		2009-10	
	Pry	U. Pry	Pry	U. Pry	Pry	U. Pry	Pry	U. Pry	Pry	U. Pry	Pry	U. Pry
Dhalai	31.50	15.51	29.81	16.67	28.78	18.30	28.45	21.55	35.29	26.88	27.87	24.83
North	35.89	15.52	35.13	15.72	35.45	17.26	35.53	19.20	30.38	18.62	29.64	26.99
South	31.72	17.93	33.61	17.24	32.07	18.38	26.30	20.23	27.44	19.71	24.58	21.51
WEST	22.81	14.18	22.00	16.98	21.88	15.90	18.89	17.12	19.74	18.63	18.80	26.05
<b>Total</b>	<b>27.54</b>	<b>15.29</b>	<b>27.22</b>	<b>16.79</b>	<b>26.87</b>	<b>16.87</b>	<b>23.89</b>	<b>18.52</b>	<b>24.88</b>	<b>19.56</b>	<b>22.93</b>	<b>24.79</b>

Source: DISE

### Transition Rate (TR):

Transition Rate (TR) is the proportion of students that progress from the final grade of one level to the first grade of the next higher level, expressed as a percentage of those enrolled in the final grade of the preceding school-year. It indicates the degree of access to the next higher level of education, measuring the upward mobility in the educational hierarchy. Viewed from the lower level of education, it is considered as an output indicator, while, viewed from the higher level of education, it is considered as an input indicator or an indicator of access.





The formula that leads to the calculation of TR is given below:

$$TR = \frac{\text{New entrants to the first grade of the next higher level of education of a particular school-year}}{\text{Number of pupils in the last grade of the previous level of education of the preceding school-year}} \times 100$$

High Transition Rates indicate high access or transition from one level of education to the next higher one. It also reflects the intake capacity of the next higher level of education. Similarly, low Transition Rate indicate problems in bridging the gap between the two level of education, either due to deficiencies in the examination system in the lower level of education or inadequate admission capacity in the higher level of education, or both.

This indicator should be based on reliable data of new entrants (or on enrollment and repeaters) in the first grade of the higher level of education. The figures of this indicator can be distorted by incorrect distinction between new entrants and repeaters, especially in the first grade of the specified higher level of education. The number of students who interrupt their studies for one or more years after having completed the specified lower level of education, transferees and migrant students can also affect the quality of this indicator.

Transition rate from Class V to Class VI						
District	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Dhalai	77.19	77.23	73.64	82.18	90.87	73.32
North	86.96	96.85	91.13	94.25	89.19	95.75
South	78.59	72.22	75.82	72.57	78.83	74.35
WEST	81.29	87.38	86.49	88.34	93.38	89.44
<b>Total</b>	<b>81.12</b>	<b>83.97</b>	<b>82.79</b>	<b>84.34</b>	<b>88.53</b>	<b>84.12</b>

Source: DISE

#### Dropout Rate (DR):

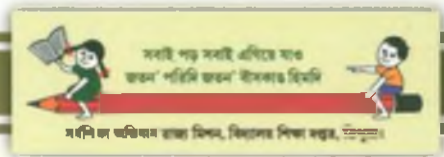
Dropout Rate (DR) is the proportion of pupils who leave the education system without completing a given grade or class in a given school-year. This rate shows the extent to which pupils abandon school. High dropout rate imply high input/output ratio and hence lead to low internal efficiency.

In theory, Retention and Dropout rates should total 100%. Therefore, the dropout rate is obtained by subtracting Retention rate from 100.

$$DR = 100 - \text{Retention Rate of a particular school-year.}$$

Like other student-flow rates, the DR is usually derived by analyzing data on enrollment and repeaters for two consecutive years. Therefore, it should be ensured that such data are consistent in terms of coverage over time.





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In Tripura However, the drop out rates are computed by conducting yearly COHORT Analysis, a nationally recognized methodology by covering all Govt. & Govt. aided primary and upper primary schools. In this important exercise a five-year cycle is taken into consideration for computing drop out rate at the primary level (I-V) and eight-year cycle for elementary level (I-VIII). Due to effective implementation of SSA programme in the state the dropout rates both at the primary and upper primary level has been showing a gradual decreasing trend. The position of dropout rates in the state as computed in the COHORT Analysis since 2004-05 to 2008-09 is reflected in the tables that follow:

Percentage of Primary Dropout (2004-05)

District	TOTAL			SC			ST			OBC			RM			Others		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	18.30	20.26	19.23	17.06	21.87	19.43	24.18	27.05	25.53	13.49	14.34	13.90	13.90	14.20	14.04	14.07	14.39	14.22
South	16.73	17.74	17.24	18.18	18.02	18.10	16.63	20.25	18.46	13.52	9.19	11.48	30.21	43.12	35.89	10.19	15.35	12.83
North	17.85	15.60	16.79	15.63	11.63	13.67	24.79	22.94	23.94	10.60	12.66	11.59	18.90	13.53	16.23	12.19	9.26	10.91
Dhalai	30.31	32.03	31.13	30.68	33.54	32.05	36.26	36.62	36.43	22.16	26.71	24.22	8.62	11.53	10.00	5.59	9.22	7.28
State	19.12	20.29	19.68	18.51	19.98	19.24	25.73	27.64	26.63	13.59	14.01	13.79	17.88	17.11	17.51	13.21	14.08	13.63

Percentage of Primary Dropout (2005-06)

District	TOTAL			SC			ST			OBC			RM			Others		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	17.09	18.72	17.87	16.18	20.49	18.32	22.90	25.05	23.92	12.94	13.46	13.19	13.37	14.48	13.88	12.62	12.88	12.74
South	15.23	14.81	15.02	16.16	15.85	16.01	18.28	15.67	16.96	13.39	10.36	11.97	28.67	39.17	33.33	6.29	7.86	7.08
North	16.05	16.45	16.25	17.17	17.83	17.50	26.03	25.09	25.56	14.04	14.96	14.50	24.83	25.17	25.00	1.49	3.63	2.56
Dhalai	25.95	25.85	25.90	26.44	21.88	24.25	28.38	28.03	28.21	21.77	26.28	24.02	22.04	28.57	25.21	19.31	18.64	18.99
State	16.94	17.62	17.27	17.14	18.09	17.61	24.70	24.99	24.84	14.23	15.07	14.61	23.48	24.58	24.04	6.93	7.90	7.43

Percentage of Primary Dropout (2006-07)

District	TOTAL			SC			ST			OBC			RM			Others		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	12.29	9.75	11.04	12.52	10.06	11.32	11.05	9.96	10.50	10.00	8.04	9.06	18.88	11.19	15.06	7.83	8.74	8.27
South	10.80	13.17	11.97	5.79	6.90	6.35	12.85	16.75	14.77	6.73	8.31	7.51	13.01	9.52	11.26	7.08	4.18	5.69
North	12.72	12.01	12.37	13.11	13.91	13.51	18.76	18.77	18.77	10.03	7.78	8.93	12.10	9.93	10.96	1.33	2.58	1.91
Dhalai	9.48	12.58	10.89	7.01	15.17	11.06	10.93	13.62	12.12	3.39	1.75	2.59	0.00	0.00	0.00	0.00	8.00	4.17
State	11.44	11.76	11.60	10.11	10.57	10.34	12.79	14.91	13.81	8.65	7.31	8.09	15.71	10.47	13.05	5.77	5.60	5.69

Percentage of Primary Dropout (2007-08)

District	TOTAL			SC			ST			OBC			RM			Others		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	7.14	5.66	6.43	7.38	5.59	6.53	5.63	4.82	5.23	9.78	6.83	8.34	11.92	8.10	10.25	4.14	6.07	5.07
South	8.86	10.75	9.78	5.37	8.29	6.81	10.19	13.26	11.66	7.96	7.49	7.73	12.93	10.07	11.54	4.17	3.08	3.63
North	7.99	8.29	8.14	7.32	9.00	8.16	11.06	11.90	11.47	7.01	5.77	6.39	7.69	8.62	8.14	3.21	2.56	2.87
Dhalai	5.74	6.78	6.21	8.66	15.15	11.75	5.27	5.20	5.24	3.59	2.65	3.14	7.14	0.00	4.00	7.14	7.02	7.08
State	7.65	7.99	7.81	7.07	8.37	7.70	7.93	8.97	8.43	7.78	6.23	7.01	10.22	8.55	9.45	4.08	3.99	4.04



সবাই শব্দ সবাই জানবে  
কখন শরিনি কখন বৈশাল্য হিমালি



সাবিনা মন্ডল সরকারি স্কুল, বিজয়পুর নন্দা, গুণগ্রাম।

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Percentage of Primary Dropout (2008-09)

District	TOTAL			SC			ST			OBC			RM			Others		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	6.32	5.54	5.94	5.47	4.80	5.14	6.09	5.64	5.88	5.95	4.76	5.37	8.85	6.01	7.51	7.09	7.58	7.33
South	8.10	10.03	9.04	4.84	7.43	6.12	9.43	12.45	10.87	7.31	6.82	7.06	11.49	9.22	10.38	3.25	3.05	3.15
North	5.81	5.72	5.77	5.25	4.85	5.06	8.30	8.21	8.26	5.01	4.32	4.67	6.09	7.44	6.74	2.45	2.68	2.56
Dhalai	5.69	6.48	6.06	7.81	15.21	11.76	5.96	5.42	5.72	2.86	2.07	2.44	5.26	0.00	3.70	2.59	2.97	2.76
State	6.57	6.99	6.77	5.61	7.10	6.35	7.49	8.33	7.88	5.42	4.60	5.01	7.90	7.13	7.53	3.90	4.08	3.99

Percentage of Primary Dropout (2009-10)

Dist	Total			SC			ST			OBC			RM			Other		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	4.26	4.58	4.42	5.13	4.38	4.75	3.05	3.20	3.12	4.66	5.65	5.12	6.76	9.62	8.19	5.37	4.46	4.94
South	5.22	5.93	5.56	5.35	6.94	6.11	5.00	5.95	5.47	3.13	4.37	3.78	9.94	7.53	9.12	3.98	5.56	4.71
North	3.04	3.05	3.05	5.26	3.89	4.56	2.52	2.53	2.53	0.00	2.87	1.43	6.39	4.67	5.52	0.00	0.00	0.00
Dhalai	2.36	5.93	4.02	2.10	3.88	2.98	1.83	6.46	3.97	7.63	3.70	5.86	17.39	0.00	9.09	0.00	8.33	4.00
State	4.08	5.05	4.55	4.72	4.93	4.82	3.41	4.88	4.13	3.66	4.53	4.09	7.91	7.31	7.64	3.92	4.72	4.30

Percentage of Upper Primary Dropout (2004-05)

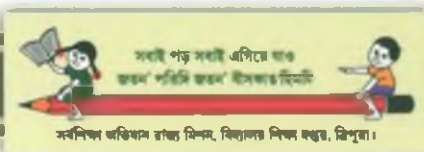
District	TOTAL			SC			ST			OBC			RM			Others		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	25.09	29.38	27.14	25.95	28.84	27.38	31.10	32.77	31.89	22.57	26.25	24.33	23.23	23.13	23.18	18.52	27.53	22.83
South	30.44	29.64	30.05	32.61	31.32	32.01	34.41	34.14	34.28	27.14	26.18	26.68	46.55	44.85	45.72	19.55	20.25	19.91
North	34.16	31.35	32.74	35.48	32.57	34.02	41.31	44.85	43.01	28.19	26.12	27.14	41.06	33.18	37.09	25.78	22.49	24.03
Dhalai	38.85	38.09	38.48	42.17	38.68	40.51	43.56	43.65	43.60	19.83	20.45	20.13	39.34	39.06	39.20	24.74	18.61	21.86
State	29.02	30.76	29.86	31.25	31.19	31.22	34.75	36.08	35.39	25.03	25.76	25.39	36.46	33.17	34.84	19.43	25.57	22.42

Percentage of Upper Primary Dropout (2005-06)

District	TOTAL			SC			ST			OBC			RM			Others		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	24.69	32.60	22.70	23.61	34.84	34.84	28.97	28.59	28.79	20.48	19.46	19.99	20.74	19.86	20.32	22.10	21.89	22.00
South	25.49	25.88	25.67	26.03	28.01	26.92	29.79	30.17	29.97	24.27	25.70	24.97	36.06	31.71	33.89	16.29	15.90	16.09
North	27.88	28.02	27.95	26.60	25.01	25.80	33.07	32.69	32.87	28.86	28.95	28.90	32.62	33.87	33.23	15.05	17.20	16.09
Dhalai	31.27	32.08	31.67	26.40	27.85	27.13	34.50	34.70	34.60	28.60	29.00	28.80	25.40	29.82	27.50	27.70	30.00	28.70
State	26.91	27.05	26.98	25.69	25.66	25.67	31.45	31.24	31.35	27.27	27.33	27.30	30.99	31.50	31.24	18.87	19.68	19.26

Percentage of Upper Primary Dropout (2006-07)

District	TOTAL			SC			ST			OBC			RM			Others		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	21.97	19.47	20.74	23.72	20.07	21.92	19.78	20.36	20.05	18.99	16.97	17.97	32.07	28.48	30.44	17.95	14.95	16.38
South	19.05	17.94	18.52	17.02	15.45	16.26	31.90	28.79	30.43	9.49	9.21	9.36	27.71	25.53	26.63	9.13	10.20	9.63
North	23.18	23.51	23.34	22.42	22.62	22.52	29.08	28.25	28.71	21.75	22.25	21.98	28.55	29.20	28.86	13.37	14.54	13.91
Dhalai	25.37	30.77	27.98	17.47	21.20	19.41	35.11	48.39	41.43	16.24	11.74	14.01	23.64	7.50	16.84	6.41	0.00	3.91
State	21.86	20.96	21.42	21.57	19.73	20.66	26.94	28.32	27.59	17.40	16.31	16.87	29.89	27.69	28.86	13.96	13.31	13.64



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Percentage of Upper Primary Dropout (2007-08)

District	TOTAL			SC			ST			OBC			RM			Others		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	14.64	13.79	14.22	15.77	14.60	15.19	10.58	11.66	11.11	12.53	12.58	12.55	26.19	22.58	24.47	13.06	10.98	12.02
South	16.79	19.07	17.88	13.03	15.28	14.12	24.24	25.79	24.98	10.99	10.82	10.91	24.71	24.48	24.60	9.82	17.30	13.38
North	12.86	15.38	14.05	13.34	19.72	16.29	18.54	19.97	19.23	9.28	12.56	10.83	16.12	13.47	14.86	3.90	6.47	5.09
Dhalai	14.06	10.42	12.30	12.61	11.64	12.12	15.91	10.97	13.62	11.62	8.50	10.02	10.34	16.07	13.16	14.04	4.72	9.55
State	14.74	14.83	14.79	14.43	15.12	14.77	16.46	16.43	16.45	11.44	11.81	11.62	22.87	20.47	21.72	10.87	11.63	11.24

Percentage of Upper Primary Dropout (2008-09)

District	TOTAL			SC			ST			OBC			RM			Others		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	13.03	11.95	12.51	13.83	13.62	13.73	9.15	13.53	11.22	12.48	10.14	11.38	19.42	16.18	17.99	11.42	6.89	8.97
South	15.96	17.83	16.85	12.81	14.73	13.74	23.16	24.14	23.63	10.31	9.72	10.05	23.38	23.32	23.35	8.59	15.56	11.90
North	9.15	9.99	9.55	11.37	13.33	12.30	14.44	16.14	15.25	5.90	5.71	5.81	6.84	6.68	6.76	3.40	4.21	3.78
Dhalai	12.40	9.38	11.01	11.35	11.65	11.48	13.44	11.23	12.45	8.87	6.74	7.78	8.33	15.38	12.00	15.77	0.86	8.44
State	12.75	12.49	12.62	12.89	13.62	13.23	14.43	16.31	15.31	10.15	8.62	9.42	16.57	14.86	15.79	9.79	7.87	8.81

Percentage of Upper Primary Dropout (2009-10)

District	Total			SC			ST			OBC			RM			Other		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	8.49	6.60	7.56	10.12	7.46	8.84	8.68	8.61	8.64	7.11	6.02	6.55	13.87	6.86	10.43	3.23	3.62	3.42
South	11.24	15.22	13.15	8.54	9.32	8.93	15.18	21.71	18.25	8.91	9.96	9.44	14.00	28.49	20.71	7.23	8.79	7.94
North	8.03	8.55	8.28	10.28	11.45	10.87	14.40	16.45	15.33	5.12	5.14	5.13	6.23	6.42	6.33	2.99	3.07	3.03
Dhalai	10.14	9.87	10.01	14.63	9.83	12.37	9.22	11.62	10.32	8.67	5.41	7.03	10.77	4.84	7.87	2.82	12.50	7.41
State	9.20	9.17	9.19	10.28	8.80	9.55	11.52	14.18	12.77	7.12	6.45	6.78	11.47	9.72	10.60	4.32	5.18	4.73

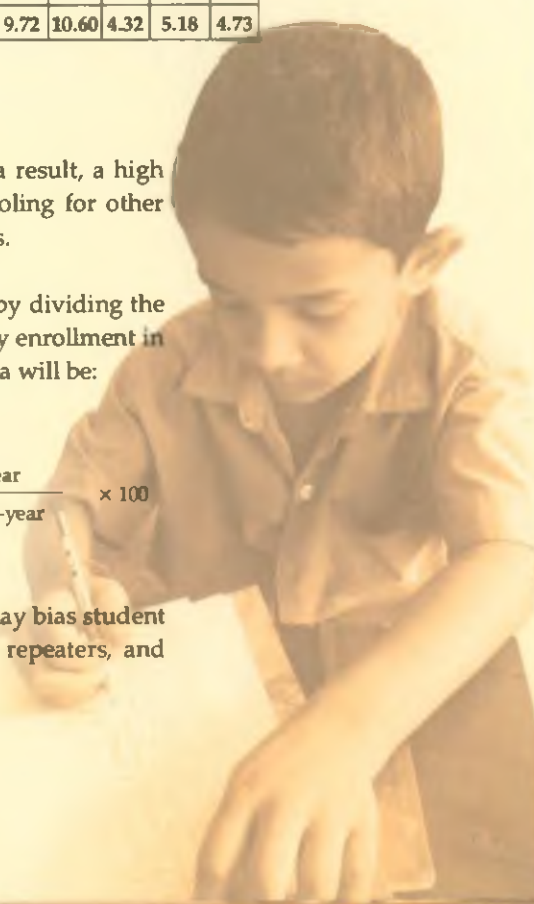
### Repetition Rate (RR):

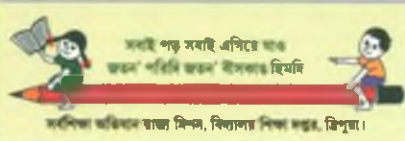
This indicator measures the rate at which pupils repeat grades. As a result, a high Repetition Rate implies high wastage ratio. It blocks access to schooling for other children (new entrants) since the school space is occupied by repeaters.

The RR of a particular grade for a particular school-year is obtained by dividing the number of repeaters in that particular grade for that particular year by enrollment in the preceding school-year in that particular grade. The general formula will be:

$$RR = \frac{\text{Number of pupil repeating a particular grade in the particular school-year}}{\text{Number of pupils enrolled in that particular grade in the preceding school-year}} \times 100$$

Special attention should be paid to avoid some common errors that may bias student flow rates, such as incorrect distinction between new entrants and repeaters, and transfers of pupil between grades and schools.





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The gradual decreasing trend in repetition rate both at the primary and upper primary level is indicated in the tables appended below:

District	Average Repetition Rate at Primary Level (I-V)					
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Dhalai	15.97	10.45	7.23	6.09	8.02	4.15
North	23.08	9.25	5.52	3.84	3.59	3.49
South	25.06	18.91	10.97	6.06	5.59	6.35
West	21.74	16.75	11.71	3.25	2.79	1.00
Tripura	22.14	15.25	9.89	4.46	4.35	3.34

District	Average Repetition Rate at Upper Primary Level (VI-VIII)					
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Dhalai	19.56	11.83	9.71	8.80	5.59	7.58
North	22.53	8.78	10.80	9.07	6.73	5.31
South	24.88	17.55	19.44	13.14	11.07	13.09
West	23.02	16.90	17.63	8.70	8.33	10.33
Tripura	23.09	15.21	16.22	9.83	9.01	9.88

Source: DISE

## Promotion Rate (PR):

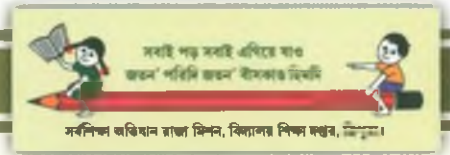
The PR is the proportion of pupils who have successfully completed a grade and preceded to the next grade the following school-year. The PR of a grade of a particular school-year is obtained by dividing promotes of that particular grade of that particular school-year by enrolment of the preceding school-year in the previous grade.

The formula for calculating it is laid down below:

$$PR = \frac{\text{Number of promotes at a particular grade in a particular school-year}}{\text{Number of pupils enrolled in the previous grade in the preceding school-year}} \times 100$$

The PR shows the relative size of the group who successfully moved to the next higher grade within an education level. High Promotion Rates indicate better internal efficiency of the education system.

While calculating PR proper cushion should be attached to avoid some common errors that may bias the student-flow rates.



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**Promotion Rate (2004): Primary Stage (I-V)**

Dist	TOTAL			SC			ST			OBC			RM			Others		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
West	50.63	46.95	48.88	50.30	45.02	47.70	40.70	34.90	37.98	48.05	48.13	48.09	47.64	45.36	46.56	64.09	61.80	63.00
South	28.99	27.07	28.02	24.00	23.33	23.66	30.49	23.38	26.90	32.40	34.12	33.21	18.71	22.94	20.56	47.17	40.97	44.00
North	36.30	35.65	35.99	30.52	32.56	31.52	23.07	21.21	22.22	45.00	41.27	43.21	45.45	49.03	47.23	54.12	50.00	53.32
Dhalai	21.38	20.33	20.88	19.89	18.77	19.35	16.18	16.09	16.14	28.87	22.98	26.20	53.45	34.62	44.55	40.37	46.10	43.05
State	41.96	38.02	40.54	34.08	31.62	32.85	33.83	29.31	31.70	43.28	42.57	42.95	43.12	43.78	43.44	60.72	57.95	59.39

**Promotion Rate (2005): Primary Stage (I-V)**

Dist	Total			SC			ST			OBC			RM			Other		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	53.44	50.44	52.00	52.30	47.91	50.13	43.43	39.24	41.43	49.76	51.01	50.36	49.40	44.01	46.92	67.38	65.08	66.28
South	39.74	41.99	40.84	35.62	36.78	36.18	36.76	41.86	39.33	42.49	47.41	44.81	30.00	35.83	32.59	60.44	60.00	60.22
North	41.49	40.49	41.00	37.28	37.37	37.33	26.95	26.43	26.69	50.63	47.65	49.14	26.81	22.43	24.62	59.85	61.04	60.44
Dhalai	32.05	32.12	32.08	33.41	35.42	34.38	31.04	31.25	31.14	31.90	30.10	31.00	28.81	26.79	27.83	36.48	36.36	36.42
State	44.61	43.29	43.97	40.26	39.64	39.95	34.55	33.05	33.84	48.70	47.18	48.01	29.91	25.30	27.57	62.50	61.99	62.25

**Promotion Rate (2006): Primary Stage (I-V)**

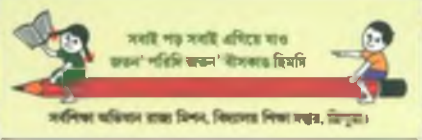
Dist	Total			SC			ST			OBC			RM			Other		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	42.54	44.43	43.47	47.51	55.11	51.21	33.16	32.09	32.62	56.95	56.67	56.82	26.70	31.33	29.00	62.05	64.08	63.03
South	45.34	42.87	44.12	59.47	57.24	58.35	35.64	33.64	34.65	61.40	56.38	58.91	45.21	46.94	46.08	74.63	70.10	72.46
North	46.16	45.33	45.75	43.28	43.38	43.33	36.18	34.67	35.48	56.73	56.89	56.81	41.40	39.47	40.38	68.00	69.59	68.74
Dhalai	48.81	47.40	48.17	50.93	52.13	51.53	46.09	41.58	44.10	61.02	74.56	67.67	50.00	40.00	46.15	91.30	80.00	85.42
State	45.09	44.41	44.76	50.39	53.13	51.74	37.48	34.89	36.23	58.33	58.18	58.26	34.20	36.30	35.27	68.88	68.06	68.49

**Promotion Rate (2007): Primary Stage (I-V)**

Dist	Total			SC			ST			OBC			RM			Other		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	53.44	56.07	54.71	56.58	60.86	58.62	50.45	51.83	51.13	53.48	65.60	59.40	48.42	46.42	47.54	71.80	67.61	69.79
South	48.58	47.17	47.90	56.10	58.79	57.43	39.30	36.53	37.97	61.36	61.96	61.66	53.74	56.12	54.90	80.95	74.71	77.91
North	64.78	62.64	63.72	72.61	68.81	70.72	53.82	51.02	52.45	71.43	70.33	70.88	61.78	58.49	60.20	77.11	76.19	76.63
Dhalai	58.91	61.58	60.11	50.79	57.14	53.81	59.41	60.46	59.87	65.87	76.82	71.07	64.29	27.27	48.00	64.29	61.40	62.83
State	54.87	55.22	55.04	58.60	61.37	59.94	48.28	47.25	47.79	62.00	67.26	64.59	55.06	53.16	54.18	76.19	72.39	74.30

**Promotion Rate (2008): Primary Stage (I-V)**

Dist	Total			SC			ST			OBC			RM			Other		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	61.01	64.69	62.79	67.91	72.34	70.12	56.04	58.71	57.32	66.12	72.51	69.23	60.86	65.47	63.03	66.31	66.67	66.48
South	51.25	49.02	50.17	58.84	60.64	59.73	42.31	38.45	40.46	62.87	63.64	63.26	56.06	58.87	57.44	62.84	75.91	79.43
North	78.77	75.55	77.22	78.21	75.32	76.82	58.19	63.21	65.81	85.29	81.48	83.43	78.91	76.98	77.98	87.76	87.20	87.48
Dhalai	57.68	57.83	57.75	55.76	55.34	55.54	55.86	57.83	56.73	66.67	60.58	63.41	57.89	62.50	59.26	68.97	58.42	64.06
State	62.34	62.02	62.18	67.00	67.77	67.38	63.07	52.12	52.62	74.60	73.45	74.05	68.40	69.85	69.09	78.75	75.51	77.20



ACHIEVEMENTS OF SSA TRIPURA - 2001-02 to 2009-10

**Promotion Rate (2009): Primary Stage (I-V)**

Dist	Total			SC			ST			OBC			RM			Other		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	69.96	71.69	70.82	77.76	78.59	78.18	67.04	66.61	66.83	69.18	77.42	73.06	70.53	70.91	70.72	71.14	79.55	75.13
South	62.21	61.72	61.97	65.81	67.35	66.54	57.00	57.35	57.17	74.64	69.41	71.89	66.30	61.29	64.60	77.45	79.32	78.32
North	79.61	75.81	77.75	78.36	77.78	78.06	75.92	69.84	73.03	90.16	83.20	86.68	79.23	80.37	79.81	92.21	91.43	91.84
Dhalai	61.65	57.29	59.62	74.37	71.55	72.98	58.83	52.84	56.07	70.23	79.63	74.48	52.17	57.14	54.55	79.49	72.22	76.00
State	67.14	66.41	66.79	73.82	74.32	74.07	62.48	60.45	61.49	74.77	76.23	75.49	71.22	71.93	71.55	76.61	80.26	78.32

**Promotion Rate (2004): Elementary Stage (I-VIII)**

Dist	TOTAL			SC			ST			OBC			RM			Others		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
West	45.45	41.97	43.78	45.78	40.79	43.31	34.84	33.38	34.15	52.20	49.77	51.04	51.84	51.87	51.86	54.94	48.62	51.92
South	20.33	18.38	19.38	14.77	11.14	13.09	17.85	16.20	17.06	21.07	18.20	19.67	12.15	12.35	12.24	34.02	32.20	33.10
North	19.50	22.88	21.21	17.05	18.59	17.82	12.64	11.03	11.87	22.27	26.37	24.35	19.04	22.57	20.82	28.92	37.99	33.76
Dhalai	25.88	26.39	26.13	21.65	22.33	21.97	18.17	18.12	18.15	51.24	54.10	52.60	39.34	37.50	38.40	49.49	54.65	51.91
State	34.64	32.64	33.67	29.53	27.25	28.42	27.59	26.14	26.90	36.00	35.04	35.53	29.17	29.91	29.53	49.87	45.38	47.69

**Promotion Rate (2005): Elementary Stage (I-VIII)**

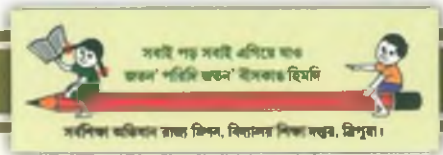
Dist	Total			SC			ST			OBC			RM			Other		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	45.43	42.86	48.54	44.11	39.83	39.83	34.79	33.18	34.02	55.25	53.03	54.19	50.44	51.17	50.79	54.62	50.92	52.84
South	31.80	29.52	30.71	26.24	22.12	24.38	29.90	27.91	28.95	31.49	29.93	30.73	17.47	22.39	19.93	47.71	42.12	44.95
North	38.57	38.77	38.67	40.62	40.27	40.44	31.39	29.81	30.63	36.86	43.55	40.10	42.80	45.38	44.05	49.63	36.64	43.33
Dhalai	36.68	35.05	35.88	40.90	38.73	39.82	31.70	32.10	31.90	42.00	40.30	41.15	42.90	42.11	42.50	46.50	36.00	41.28
State	39.90	38.92	39.42	39.56	37.78	38.70	32.57	31.15	31.88	39.24	43.62	41.36	41.71	44.03	42.84	51.69	43.70	47.82

**Promotion Rate (2006): Elementary Stage (I-VIII)**

Dist	Total			SC			ST			OBC			RM			Other		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	31.65	34.70	33.15	29.98	33.58	31.76	24.00	25.50	24.71	36.16	38.82	37.50	24.83	22.33	23.69	45.59	50.66	48.23
South	40.27	40.66	40.45	40.35	40.88	40.61	26.62	27.35	26.97	48.73	47.85	48.33	27.41	34.04	30.71	57.04	56.29	56.69
North	42.69	41.53	42.14	44.29	43.86	44.08	33.52	32.58	33.10	41.31	42.25	41.75	44.86	47.31	46.04	51.27	40.28	46.18
Dhalai	27.96	23.66	25.88	28.08	22.15	25.00	19.42	11.79	15.79	41.03	46.09	43.53	29.09	20.00	25.26	55.13	66.00	59.38
State	35.89	36.64	36.25	34.79	36.10	35.44	25.64	24.95	25.32	40.63	41.98	41.29	32.20	33.35	32.74	50.53	50.13	50.33

**Promotion Rate (2007): Elementary Stage (I-VIII)**

Dist	Total			SC			ST			OBC			RM			Other		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	42.05	45.32	43.65	38.37	42.23	40.30	42.88	44.83	43.85	46.50	48.50	47.46	22.63	28.34	25.35	55.39	58.82	57.11
South	44.69	42.23	43.52	51.04	48.03	49.58	30.89	26.96	29.00	52.17	52.05	52.12	32.47	35.99	34.21	61.54	58.02	59.86
North	63.48	59.82	61.75	58.02	55.67	56.94	54.35	46.92	50.79	71.72	69.72	70.77	61.78	62.10	61.93	75.77	69.26	72.75
Dhalai	58.20	61.68	59.89	48.53	54.26	51.41	66.40	69.46	67.82	51.77	55.58	53.71	53.45	58.93	56.14	50.00	55.66	52.73
State	48.40	49.05	48.72	45.37	46.78	46.06	46.33	45.22	45.79	53.51	54.41	53.94	35.33	39.22	37.20	59.83	59.91	59.87



**ACHIEVEMENTS OF SSA TRIPURA**  
 - 2001-02 to 2009-10

**Promotion Rate (2008): Elementary Stage (I-VIII)**

Dist	Total			SC			ST			OBC			RM			Other		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	48.72	50.90	49.76	54.35	49.76	52.21	36.58	38.61	37.54	54.95	55.56	55.24	40.82	43.64	42.07	56.26	67.14	62.15
South	47.06	44.45	45.82	52.12	49.37	50.78	33.69	29.65	31.76	53.84	53.99	53.91	38.31	36.44	37.39	64.02	62.08	63.10
North	73.36	73.26	73.31	65.90	63.83	64.92	58.83	58.02	58.45	82.04	82.70	82.36	78.66	82.00	80.23	93.93	92.70	93.36
Dhalai	50.97	53.37	52.08	44.62	43.80	44.26	51.34	50.23	50.85	59.94	59.53	59.78	51.67	63.08	57.60	50.21	69.58	59.70
State	53.85	54.56	54.19	54.84	51.63	53.33	43.30	42.47	42.91	62.04	62.82	62.41	50.20	53.04	51.50	63.95	69.88	66.94

**Promotion Rate (2009): Elementary Stage (I-VIII)**

Dist	Total			SC			ST			OBC			RM			Other		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
West	56.75	59.97	58.34	57.04	62.08	59.47	43.17	46.93	45.00	63.00	65.54	64.30	39.64	41.96	40.78	76.22	77.00	76.60
South	54.37	58.39	56.30	56.08	52.87	54.47	62.84	70.20	66.30	44.67	50.06	47.38	49.63	51.28	50.40	47.35	54.55	50.66
North	76.25	76.94	76.59	68.01	67.35	67.68	60.53	59.15	59.90	83.81	84.58	84.21	80.26	83.35	81.87	94.84	93.86	94.40
Dhalai	53.78	52.65	53.25	43.45	48.16	45.66	54.87	50.66	52.93	60.69	63.25	61.98	47.69	40.32	44.09	74.65	65.63	70.37
State	59.46	62.09	60.75	57.54	60.03	58.76	54.00	56.28	55.08	64.06	66.80	65.46	53.92	57.28	55.59	70.50	72.68	71.53

Source - DISE



## Chapter XVI: Cumulative Achievements at a glance

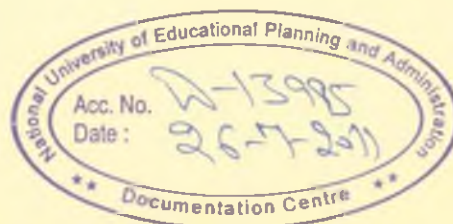
### Cumulative achievements on key items of SSA Tripura from 2001-02 to 2009-10

Component	Target	Achievement
Opening of new primary school	1119	1119
Upgradation of primary school to upper primary	931	931
Recruitment of Teachers	5455	5267
Enrolment of OoSC	All children of 6-14 years age group	133254 (including Mizo migrants)
Establishment of KGBVs	7	7
Establishment of NPEGELs	7	7
Residential schools for SC, ST & RM girls	4	4
Innovative Education for girls scheme	88	88
Establishment of BRCs & URC	41	41
Establishment of CRCs	332	332
<b>CIVIL WORKS</b>		
New Primary School Building	1264	986
New Upper Primary School Building	435	343
Additional Classroom	1964	1633
Boundary Wall	169	169
Toilet	2140	2063
Drinking Water	1184	1184

NUEPA DC

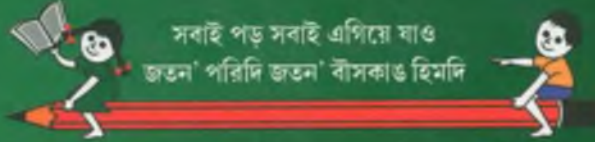


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सबई पढ़ सबई एगिये याओ  
जतन' परिदि जतन' बसकाओ हिमदि

सर्वाशिक्षा अभियान राज्य मिशन, विद्यालय शिक्षा दफ्तर, त्रिपुरा।

