Chapter 3
SARVA SHIKSHA ABHIYAN: UNIVERSALISATION OF ELEMENTARY EDUCATION

Sarva Shiksha Abhiyan (SSA) is Government of India’s flagship programme for achievement of Universalisation of Elementary Education (UEE) in a time-bound manner as mandated by 86th amendment to the Constitution of India making free and compulsory education to the children of 6-14 years‘ age group a fundamental right. The SSA is being implemented in partnership with the state governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations. The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water facility, maintenance grant and school improvement grants. Existing schools with inadequate teacher strength are provided with additional teachers, while the capacity of existing teachers is being strengthened by extensive training, grants for developing teaching – learning materials and strengthening of the academic support structure at a cluster, block and district levels. SSA seeks to provide quality elementary education including life skills. SSA has a special focus on girls‘ education and children with special needs. SSA also seeks to provide computer education to bridge the digital divide. The SSA is an effort to recognize the need for improving the performance of the school system and to provide community-owned quality elementary education in mission mode. It also envisages bridging of gender and social gaps. It is also an opportunity for states to develop their own vision of elementary education. The Government of India vide its notification dated 2nd January 2001 had set up the National Mission for Sarva Shiksha Abhiyan.
THE SSA MISSION

SSA has set up national mission and state missions for demand-based capacity development. It is an effort at effectively involving the Panchayati Raj institutions, the school management committees, the village education committees, the parents' teachers associations, the mothers' teacher associations, the tribal autonomous councils in the management of elementary schools. It has also other levels of mission like district level, Gaon Panchyat education committee, tea garden education committee and municipal ward education committee. In first review joint meeting, it has found that the following states viz., Madhya Pradesh, Maharashtra, Orissa, Punjab, Tamilnadu, Tripura, Uttar Pradesh and West Bengal. The eight states visited by the mission represent a wide variety. One reason is that some states had an experience of organizing their activities in a mission mode, thanks to the earlier District Primary Education Programme. Punjab and Tripura came into the SSA without experience of DPEP. States like Madhya Pradesh, Maharastra, West Bengal and Tripura have decentralized governance which is the hallmark of SSA. But states like Punjab, which has neither a history of strong local government institutions nor some experience with working in a mission mode is obviously in a different stage of evolution. The SSA is to provide useful and relevant elementary education for all children. There is also another goal to bridge social and gender gaps, with the active participation of the community in the management of schools. As it does not alienate any section, it develops the community solidarity. It develops the human potential both spiritually and materially. It is a process of value-based learning that allows children an opportunity to work for each other’s well-being rather than mere selfish pursuits. The components of Sarva Shiksha Abhiyan includes appointment of para
teachers, honary teachers/community teachers, teacher training, qualitative improvement of elementary education, provision of teaching-learning materials, establishment of block and cluster resource centres for academic support, construction of classrooms and school buildings, establishment of education guarantee centres, integrated education of the disabled and distance education.

II
THE OBJECTIVES

Three development objectives of SSA projected by national mission are as follows:

1. To reduce out-of-school children by at least 9 million in the 6-14 age group, with an increase in enrolment, in the process of universalizing elementary education by 2007 and zero dropouts by 2010.

2. To narrow existing gender and social gaps so that enrolment of girls will be near parity with boys, enrolment of children of SC and ST will be near parity with that of other groups and enrolment of children with disability will increase.

3. To increase the quality of education of all elementary school students so that learning will be improved and transition rates from primary education to upper primary education will increase. (Source: DMC, SSA, Cachar, Silchar, 2009)

The objectives the SSA missions for Assam have been formulated such as:

1. All children in schools, Education Guarantee Centres, Alternative Schools,—to school camp by 2003.

2. All children complete five years of primary schooling by 2007.

3. All children complete eight years of elementary schooling by 2010.
4. Focus on elementary education of satisfactory quality with emphasis on education for life.

5. Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.


III
THE STRUCTURE AND FUNCTIONING

The Central and State Governments together implemented the SSA in partnership with the local governments and the community. To signify the national priority for elementary education, a National Sarva Shiksha Abhiyan Mission has been established with the prime minister as the Chairperson and the Union Minister of Human Resource Development as the Vice Chairperson. States have been requested to establish State Level Implementation Society for DEE under the Chairmanship of Chief Minister/ Education Minister. The Sarva Shiksha Abhiyan is not disturbing the existing structures in states and districts but it only tries to bring convergence in all these efforts. Efforts are to be made to ensure that there is functional decentralization down to the school level in order to improve community participation. Besides recognizing PRIs/ Tribal Councils in Scheduled Areas/ including the Gram Sabha, the states are encouraged to enlarge the accountability framework by involving NGOs / teachers, activists / women’s organizations etc. In their structure mainly National Mission, State Mission, District Level, Block Level, Village Level Committee, Gaon Panchyat Level Committee are functioned (www.educationforallindia.com dated1-8-‘10 at 1-48 p.m.).
IV
THE NATIONAL MISSION

Government of India vides Resolution No.F2-4/2000-Desk (EE) dated 2nd January, 2001 established the National Mission for Sarva Shiksha Abhiyan under the chairmanship of the Prime Minister. The National Mission has a major role to play in developing capacities. The National Mission facilitates & such as process, demand-based capacity development visits would be organized by the National Mission, in consultation with the State Missions. The National Mission has the role of disseminating good practices across the state. This will include encouraging of study-visits and regularly publishing such good practices. The monitoring and operational support units of the National Mission will respond to the demands from states and districts. It will have the flexibility of sending monitoring teams at short notice. The National Mission will constantly update lists of experts in functional and geographical areas in consultation with State Implementation Societies. The list of experts would be periodically placed before the Executive Committee for approval.

The hierarchical structure of the SSA is illustrated with the help of the following chart.
The National Mission includes three bodies; viz., (i) the Governing Council, (ii) the Executive Committee, (iii) the Project Approval Board.

(i) The Governing Council is headed by the Prime Minister as chairman with the Human Resource Development Minister as the vice-chairman. The Governing Council is also associated by the Finance Minister, Deputy Chairman Planning Commission, three Ministers of state, three M.Ps, six Political Parties' representatives, six education ministers from States, six teachers union representatives, five educationalists or scientists, six NGO representatives, three women's organizations representatives, three institutional members working for SC, STs and ex-officio members.

(ii) The Executive Committee has been constituted under the chairmanship of the Minister of Human Resource Development. The Minister of State for HRD (school education) is the Senior Vice Chairman and the Secretary, Department of School Education and Literacy is the Vice-Chairperson of the Executive Committee.

(iii) The Project Approval Board has been constituted under the chairmanship of the Secretary of the Department. The Joint Secretary (Elementary Education) has been designated as Director General of the National Mission of Sarva Shiksha Abhiyan, who is Ex-Officio Member Secretary General of the
Council and the Executive Committee (www.ssa.indiagov.in).

**Powers and Responsibilities of the Governing Council**

The council is the apex policy making and planning body for elementary education in India. Within the budget provisions approved by parliament, the council has full autonomy for their utilization. More specifically, the Governing Council:

(i) reviews the implementation progress of SSA in various states
(ii) gives overall policy guidance and direction regarding the objectives for better implementation
(iii) gives directions, as may be necessary, to the Executive Committee
(iv) suggests for convergence, with other programmers and schemes of other Departments/Ministries that impact on children’s education
(vi) helps strengthen Centre-State partnership in implementation of SSA
(vii) helps strengthen the involvement of elected political leadership, voluntary agencies and the private sector in the Mission for achieving universalization of Elementary Education
(viii) provides guidance and directions to the Executive Committee (G.O.I Notification No.F2-2/2005-EE-3 dated 30.05.2005).

**Powers and Responsibilities of the Executive Committee**

For the National Mission of SSA, the Executive Committee carries out all the functions of the Sarva Shiksha Abhiyan. National Mission in accordance with the policies and guidelines lay down by the Government Council. Power and responsibilities of the Executive Committee include:

(i) to conduct a regular review of the progress of the implementation of SSA in
the country

(ii) approve modifications in the norms, including financial norms of SSA intervention, as may be necessary

(iii) discuss and devise meaningful involvement of Panchayati Raj institutions and voluntary organizations in the planning and implementation of SSA

(v) promote convergence of SSA with other programmers and schemes of the education department provide guidance for functioning of the Project Approval Board


**Power and Functions of the Project Approval Board**

The Project Approval Board was constituted in August 2001 mainly for scrutinizing and approving the perspective and annual work plans of states, districts and other institutions implementing Sarva Shiksha Abhiyan. The powers and functions of the National Mission delegated to the Project Approval Board are:

(i) to discuss and approve the annual work plan and budget of SSA (including District Primary Education Programme (DPEP), National Programme for Education of Girls at Elementary Level (NPEGEL), and Kasturba Gandhi Balika Vidyalaya( KGBV), wherever applicable) for districts, and states/Union Teritories of the country

(ii) to provide administrative clarifications and instructions regarding SSA norms and implementations, procedures etc

(iii) to discuss, formulate and recommend changes in norms, including financial norms to the executive committee
(iv) to review the implementation of SSA NPEGEL, KGBV and DPEP in each state/UT through half-yearly meetings with education secretaries/state Project Directions of each state/UT and/or other mechanisms

(v) to suggest proposals for modification in the SSA framework for implementation to the Executive Committee as and when required, in consultation with the states/UTs

(vi) to discuss with representatives of states Government/State Implementation Societies matters of educational policies and reforms that impact on SSA implementation or the progress towards UEE


**Functions of Department of School Education and Literacy (SE and L), Joint Secretary and Director General (DG), SSA**

The Directors/Deputy Secretaries of the National Mission will also work as the Deputy Director Generals of the National Mission under the overall supervision of the Director General (D.G.) Each Director/DS shall have specific functional and geographical responsibility. The under secretaries and the section officers in the Elementary Education Bureau, along with the office staff etc are part of the National Mission. In order to facilitate effective monitoring and operational support for Management Information System (MIS), a monitoring and operation support unit is established from the existing staff and by appointment of a few need-based consultants as per rules. The management costs approved for the National Mission are utilized for engaging the consultant and establishing the monitoring and operational
support unit. The operational support unit works very closely with the National Resource institutions providing operational support (OM No. F2-46/2005-EE-3 dated 20/12/2005).

The functional areas include:

(i) Monitoring, Management Information System (MIS), Research, evaluation and operational support, (ii) Gender, Early Childhood Care Education (ECCE), Children with special needs and special focus groups, (iii) Pedagogy and capacity development for quality, teacher education (iv) Education Guarantee Scheme (EGS), alternative and innovative education, education of urban deprived children, (v) Teacher recruitment, rationalization and other policy matters, (vi) Planning and Community mobilization, (vii) Budget, Accounts, Annual Reports and Audit and (viii) Civil works and development of school facilities (OM No. F2-46/2005-EE-3 dated 20/12/2005).

Roles and functions of certain units of SSA are discussed here

**Task Force**

A task force has been constituted for each sub-mission (Executive Committee approved constitution of six sub-mission on 1st meeting held on 23rd March 2005) with representatives for governments/ ministers/ departments, institutions like NUEPA/ National Council of Educational Research and Training (NCERT) / National Council for Teachers Education (NCTE) and individuals representing resource institutions and voluntary organizations and consultants of the Technical Support Group of SSA. Each sub-mission reviews the performance of states on the
dimensions allocated to it. Each sub-mission prepares a half-yearly report that is
discussed in the Executive Committee. The sub-missions is supported by the Under
Secretaries, Desk Officers, Section Officers and staff in the Elementary Education
Bureau (www.ssa india.gov.in).

**Resource Groups/ Advisory Committee**

National Resource Group for SSA has been introduced basically for quality
improvement and it is also introduced for Mahila Samakhya, Kasturba Gandhi Balika
Vidyalaya (KGBV) & National Programme for Education of Girls at Elementary
Level (NPEGEL). This group on Education Guarantee Scheme (EGS) & Alternative
and Innovative Education (AIE) for guiding and reviewing interventions under the
EGS & AIE Scheme. For identifying subjects for research and approving proposals
for conduct of research or evaluation, Research Advisory Committee and Research
Approval Committee has been formed (www.ssa indiagov.in).

**T.S.G.** Technical Support Group in Ed. CIL is created to provide technical support in
the various functional areas of Pedagogy, Alternative Schooling, Civil Works,
Financial Management, Inclusive Education, gender, MIS, Planning, Appraisal and
Supervision, Research and evaluation, Monitoring, Community Mobilization,
Computer Aided Learning, Documentation, etc under SSA at national and state
levels. Accordingly, the service agreement between Ministry of Human Resource
Development and Educational Consultants India Limited (Ed. CIL) for providing
technical support at national level for implementation of the SSA programmed was
entered into for the establishment of Technical Support Group in Ed. CIL. Technical
Support Group is staffed by Senior Technical and Professional Experts to manage
various functional areas on contract basis, supplemented, as needed by short term
consultants, and support staff. Technical Support Group also provides capacity building at state/district level to various functionaries in the above functional areas (www.ssaindia.gov.in).

V
THE STATE MISSION

State Missions for SSA play an important role in meeting the capacity development needs of the districts as per their requirement. The professional and operational support institutions regularly interact with the State Implementation Societies and districts to ascertain the capacity development needs. Flexibility in meeting the capacity development needs is critical to success of Sarva Shiksha Abhiyan. State Mission has also Governing Council, Executive committee followed by State project Director. The State Project Director maintained linked with Collector, District Programme Coordinator. They also maintain relation with Zilla Parishad and DIET. Block Panchyat Samiti and BRC/URC maintain the relation with Block Education Office. This Block Education Office follows the District Programme Coordinator/DEEO. All the above mentioned officials are prepared for school. The General Council could be headed by the Chief Minister and the Executive Committee by the Chief Secretary/ Development Commissioner/ Education Secretary. Representation of Finance and Planning Departments on the General Council and the Executive Committee would facilitate decision-making. Department of Rural Development's involvement facilitates the process of mobilizing additional resources under the rural employment programmes for school infrastructure development. Involvement of NGOs, social activists, university teachers, teacher's union representatives, PanchayatiRaj representatives, and women's groups help in ensuring
full transparency to the activities of the Mission. Ministry of Human Resource Development is represented both on the Governing Council and the Executive Committee. All activities in the elementary education sector, including the implementation of the revised Non-Formal Education (NFE) programme, should be under one society. This facilitates decision making at the state level. The Governing Council could be headed by the Chief Minister and the Executive Committee by the Chief Secretary/ Development Commissioner/ Education secretary. Representation of Finance and Planning departments on the Governing Council and the Executive Committee facilitates decision-making. Department of Rural Development’s involvement facilitates the process of mobilizing additional resources under the rural employment programmes for school infrastructure development. Further, for better inter-sectoral convergence, Department of Women and Child Development for early childhood care and education support, Department of Labour for addressing issues of children who are out of school, Department of SC and ST welfare to focus on issue of SC, ST children, Department of Urban Planning and Development for delivering of education in urban areas and addressing issues of urban deprived children form part of the Executive Committee of the State Mission for SSA. Involvement of NGOs, social activities, university teachers, teacher union representatives, Panchayati Raj representatives, and women’s groups help in ensuring full transparency to the activities of the Mission. Ministry of Human Resource Development is represented both on the Governing Council and the Executive committee (www.ssa.indiagov.in). The following chart shows the Structure of SSA State Mission:
The following are the important functions of SSA at state level:

1) Sarva Shiksha Abhiyan allows the engagement of professional on contractual forms, subject to the ceiling on management costs. The professionals have to work to strengthen capacities in the mainstream. This requires serious effort and possible restructuring of command structures in many states. SSA encourages all efforts at restructuring that contributes to effective decision making and efficiency. This calls for adoption of strict selection criteria while posting officials to institutions like
District Institute of Education and Training (DIET) and State Council of Education Research and Training (SCERT). The Memorandum of Understanding (MOU) with states under the scheme of teachers education is already highlighting this need for priority to institutional development.

2) Management cost up to 6 percent of the total programme cost has been provided. It can be used for the following tasks-engagement of experts for specific periods; data collection and Elementary Management Information System (EMIS) operationalization and maintenance; office expenses like stationary, telephone, fax, photocopies consumables, postage, vehicle hiring, TA/ DA of functionaries cost of persons allowed to be engaged on contract basis for the programme duration; recurring contingency and miscellaneous costs. For specific tasks, experts may be hired for a given time frame, to provide support to the mainstream educational management structure. Before hiring experts, it will be mandatory for districts/ states to access the existing strength. There would be areas like MIS, pedagogy, teacher training, research and evaluation, community mobilization, gender sensitization, civil works, alternative schooling that may require infusion of experts. The actual requirement depends on an assessment of the existing structure, in a state where institutions like State Council of Education Research and Training (SCERT), District Institute of Education and Training (DIET) etc are already fully and effectively functional, such requirements are minimized.

3) After assessment of needs and existing availability of manpower, decisions regarding contractual appointments are taken in consultation with the state level authority. All contractual appointees are engaged for a specified time period by the State Level Implementation Society (and not by the government) and mandatorily work within the institution framework. The selection process of the professionals
hired on contract (within the 6 percent management cost) has to be very rigorous. Selection should be done by expert committees specifically constituted for the purpose.

4) An illustrative management structure had been provided under the District Primary Education Programme (DPEP). The effort is made to first identify the existing strengths and weaknesses of the implementation team at the District, Block, Cluster and Habitation level. The requirement of additional staff is worked out on the basis of this assessment. In urban areas academic support is provided by Urban Resource Centre (URC) and Cluster Resource Centre (CRC).

5) The implementation team under the Sarva Shiksha Abhiyan works within a framework of decentralized management of education with full accountability to the community. The Panchayati Raj Institutions and school level committees are involved in the Programme Implementation, along with the main stream structures.

6) SSA provides for support at State Level from the 6% management cost as also the funds for Research, Evaluation, Supervision, and Monitoring at State level. The cost of State level orientation and training programmes can be built into the district plans at the State level. This does not imply that there will not be a state component. The state component has to be integrated with the needs of the district. The objective of the state component is to facilitate programme implementation and provide support for capacity development at all levels.

7) The management structure under the Sarva Shiksha Abhiyan at all levels has to be accountable to the state specific arrangements for decentralized management of education. This requires full transparency in all activities. Since the effort is to strengthen the mainstream structures, SSA involves investment for human functionaries. Exposure visits, orientation programmes for capacity enhancement,
working with Non Governmental Organizations, developing partnerships with elected representatives for universal elementary education, focus on special educational needs of focus groups, capacity for implementation of quality related interventions, are integral to the management structure. Partnerships like the Total Literacy Campaign management structures within the overall Panchayati Raj/ Tribal Autonomous Council set-up are required to build an effective management system. The state level team also has to encourage diversity across districts and document good practices so that they could be adopted in other regions.

8) Management of Accounts and Audit has to be an important area requiring attention at all levels. Proper maintenance of book of accounts at all levels, generation of financial progress reports, utilization certificates, financial and audit of inventions, transparency about findings, systems of continuous improvement is to be developed to sustain effective programme implementation.

9) The Sarva Shiksha Abhiyan allows states/ Union Territories (UT) to have their own management structures, respecting the diversity that exists in these structures across the states. The effort is to empower schools to take their own decisions, within the overall management context of a state/ Union Territory (UT).

10) The states have to set up the state level Implementation Society. The existing District Primary Education Programme (DPEP) is to be modified to meet the needs of Universalisation of Elementary Education (UEE). The state level Implementation Societies have to have effective monitoring and operational support units. Creation of effective EMIS unit, a team of experts to provide support in specific functional areas, regular monitoring, supervision and appraisal activities, etc are to be organized at the state level Implementation Society.
11) Each state would like to re-organize the state level setup in the mission mode. Like the National Mission, the state level missions are to carry out a large number of monitoring and operational support tasks.

District and sub-district units similarly be set up by the state. The academic support at the sub-district levels is provided Block Resource Centers (BRC) at Block level and Cluster Resource Centers (CRC) at Cluster level. In urban areas the academic support at sub-district level would be provided by Urban Resource Centre (URC) and at cluster level by Cluster Resource Centre. If the municipality or town development authority has academic staff, they may be deployed in the URC‘s/CRC‘s. The District Project Office (DPO) in association with DIET/DRC in the district would collaborate with all these URC‘s/BRC‘s and CRCs for planning and implementation of activities.

13) Sarva Shiksha Abhiyan Conceives a vibrant partnership with Non-Governmental Organizations in the areas of capacity building, both in communities and in resource institutions. These partnerships require nurturing through an ongoing partnership in activities. The Research, Evaluation, Monitoring activities under the Sarva Shiksha Abhiyan is proposed to be done in partnership with institutions/NGO‘s. Sarva Shiksha Abhiyan emphasized the need for participation of civil society, NGOs and other expertise outside government in implementation of Sarva Shiksha Abhiyan (SSA).

14) A component for Assistance for Experimental and Innovative Programmes for the education at the Elementary stage including Non-Formal Education is being implemented by the Ministry directly to fund the Non-Government Organization (NGO) for implementing a variety of experimental and innovative projects. The overall aim of this scheme is to promote experimentation and innovation for the achievement of goals spell out in National Policy on Education (NPE) for
Universalisation of Elementary Education (UEE).

15) The scheme envisages constitution of Grants- in -Aid Committee (GIAC) at the national level which includes representatives of different Ministries/ Departments of the GOI experts and representatives of resource institutions and a few voluntary agencies. The GIAC is chaired by Secretary, School Education and Literacy.

17) Under the Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE), it has been decided to fund NGOs (other than Experimental and Innovative Projects) through State Implementation Societies.

18) For participation in NGOs the mechanism is decentralized and scheme mentions- The state society should constitute a Grants-In-Aid Committee (GIAC) which would include two representatives of the Government of India.

19) The GIAC at the state level should consider all Voluntary Agency (VA) proposals that are sent to the state level as a part of the district plan. If some VA proposals are not recommended at the district level, they should still be forwarded to the state level by the District Committee, with clearly recorded reasons. After GIAC recommendation, the entire district proposal would be considered by the State Society.

20) The state may approve the proposals of Voluntary Agency at the state level Grant-In-Aid Committee (GIAC) provided the AWP and B of the state have been approved by the Project Approval Board of Government of India.

21) An MOU would be signed by the State Implementing Society and the Voluntary Agency (VA) which would clearly state the terms of reference regarding implementation, academic support and monitoring, release of fund to the VA etc.

22) Major Central Interventions and their integration with SSA: There have been several innovative schemes in the sector of elementary education following the
National Policy on Education in 1986 such as Operation Blackboard, Strengthening of Teacher Education, National Programme of Nutritional Support for Primary Education, Mahila Samakhya, Education Guarantee Scheme and Alternative and Innovative Education, District Primary Education Programme (DPEP), Lok Jumbish Project, Janshala (GOI-UN) programme.

(i) Operation Blackboard

It aimed to improve physical infrastructure of education whereby school space was expanded and more teachers were provided. However, Operation Blackboard could not cover the entire spectrum of schools. The SSA qualifies Improves and expands the existing structure. No fresh teacher recruitment takes place under OBB, once SSA programme is operationalised. Support for teachers' salaries under OBB; however, continues as per the OBB scheme where teachers have already been appointed under that scheme, till the end of IXth plan. In North-East states OBB teachers' salary was allowed up to X plan. An effort to access funds for classrooms from rural/urban employment scheme continues to be made, even though earmarking is no more applicable to these funds. The scheme has seized to exist with effect from April 1st 2002.

(ii) Strengthening of Teacher Education

The revised scheme of Teacher Education provides for a Memorandum of Understanding with the states in order to ensure that they receive priority attention of state governments, especially with regard to filling up of vacancies through a rigorous selection criteria. The scheme was to be a part of the SSA framework till the end of IXth plan, after which it was to be merged in the SSA programme. This will supplement the DIET's, which provide guidance at district level. The revised Teacher
Education Scheme provides for strengthening of SCERT’s.

Support for SCERT will continue under the teacher Education Scheme. (Ref.No. D.O.No.2-2/2005-EE3 held on 4th July 2005)

(iii) National programme of Nutritional Support for Primary Education

It indicates that the supply of food grains lead to improvement in student attendance while raising their nutritional standard. It is proposed to continue the scheme with suitable modifications, in consultation with states.

(iv) Mahila Samakhya

Evaluation studies on the Mahila Samakhya approach indicates the progress made in empowerment of women. This in turn generates demand for elementary education of girls. There is a need to further strengthen these linkages with basic education of girls by giving women’s groups a more active role in management of the school. Though the scheme of Mahila Samakhya retains its distinct identity at the state and the district level, it provides support for the planning and implementation of SSA in district implementing Mahila Samakhya.

(v) Education Guarantee Scheme and alternative and Innovative Education

Studies on the Non-Formal Education Scheme has pointed out the lack of flexibility which impedes effective implementation across different states. Efforts to provide for a diversity of interventions have been made in the revised scheme that has been approved recently such as setting up of Education Guarantee Schools, Alternative Schooling facilities, Balika Skikshan Shivir, Back to School’ Campus, etc. The restructured Non-Formal Education (NFE) Scheme called Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE) is a component of the SSA and has been absorbed in it by the end of the IXth plan. SSA programme provides planning and management support to operationalise the EGS and AIE
(vi) District Primary Education Programme (DPEP)

DPEP districts indicate the decentralized planning and implementation facilitates community involvement in the process of school management. DPEP has met with varied degree of success in different states. Some have availed of DPEP benefits and have improved their elementary education sector. A large number of teacher vacancies have been filled up in many DPEP states. Setting up of Block and Cluster Resource Centers has facilitated academic interaction among teachers. Development of new text books with the participation of teachers and experts have been encouraging in most DPEP states. All DPEP states would also be part of the SSA framework. Efforts to prepare comprehensive District Elementary Education Plans will be made in DPEP districts. The focus is on vertical expansion into upper primary education and on consolidation of the primary schooling efforts.

(vii) Lok Jumbish Project

Under the LJP, evaluation studies indicate the positive impact of micro planning and school mapping in which the community is involved. There are specific interventions for girls’ education through Balika Shiksha Shivirs and Sahaj Shiksha Kendras. While there has been improvement in enrolment and retention, the actual learning achievements have been moderate. LJP was implemented in 13 districts of Rajasthan and holistic District Plans was prepared for other districts also. The programme concluded on 1.07.2004. LJP was also a part of the SSA framework

(viii) Janshala (GOI-UN) programme

Janshala (GOI-UN) Programme is a collaborative effort of Government of India and five UN agencies; viz, UDNP, UNICEF, UNESCO, International Labour Organisatuion (ILO) and UNFPA to provide programme support to the ongoing
efforts towards achieving UEE. Janshala, a community-based primary education programme, aims to make primary education more accessible and effective especially for girls and children in deprived communities, marginalized groups, SC/ST/minorities, working children and children with special needs. Janshala was also a part of SSA framework in the districts in which it was in operation. The programme concluded on 31.12.2004 (www.ssaindia.gov.in).

While discussing in the context of the states of India, every state has some specific organization. The SSA, Assam is constituted in more or less similar lines with that of other states.

In Assam, the structure of Sarva Shiksha Abhiyan Mission is as follows:

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<thead>
<tr>
<th>Component</th>
<th>Designation of officials</th>
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<tbody>
<tr>
<td>Accountants</td>
<td>Chief Accounts Officer</td>
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<td>Audit</td>
<td>Chief Auditor</td>
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<tr>
<td>Alternative schooling</td>
<td>State Consultant (AIE), State Consultant (EGS)</td>
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<td>Civil works</td>
<td>State Project Engineer</td>
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<tr>
<td>Community mobilization</td>
<td>State Programme Officer (CM &amp; SFG), State Consultant (SC,ST,&amp;Minority Education) State Consultant (SFG)</td>
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<tr>
<td>Documentation</td>
<td>State Programme Officer</td>
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<td>Deprived Urban children</td>
<td>State Coordinator</td>
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<tr>
<td>Early childhood education</td>
<td>State Programme Officer</td>
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<tr>
<td>Integrated education for disabled</td>
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<td>Component</td>
<td>Designation of officials</td>
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<tr>
<td>KGBV, Girls Education, NPEGEL</td>
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<td>State System Analyst</td>
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<td>Media</td>
<td>State Consultant</td>
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<td>Planning and Monitoring</td>
<td>State Programme Officer</td>
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<td>Research and Evaluation</td>
<td>State Programme Officer</td>
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<td>Teacher Training</td>
<td>State Programme Officer</td>
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<tr>
<td>Water and Sanitation</td>
<td>Senior Consultant</td>
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</tbody>
</table>
VI
THE DISTRICT LEVEL

SSA organizational structure in all the districts is not same but district level structure always works for the capacity development needs. In Cachar District, structure made on the basis of component is as follows:

Source: DMC, 2009 Progress Report, Assam Sarva Shiksha Abhiyan Mission
District Mission works on the following components:

**Civil Works**

Civil works activities are undertaken as per provision of SSA with community participation. The construction of civil works activities are done by the School Managing Committee (SMCs) in the district. The sanctioned amount for an activity is transferred to the account of SMC through bank transfer. The amount of ACR and major repair is transferred in two equal instalments at the ratio of 50:50 and for girls’ toilet. The amount is transferred in single instalment. The selection of schools for implementation of the activities is made on the basis of infrastructure requirement against enrolment in the school followed by approval from the District Level Committee (Progress Report, 2008, Axom Sarva Shiksha Abhijan Mission).

The target of civil works about Additional Classrooms (ACR) was 530 units, where L.P.-500 units and U.P.-30 units in the year 2007-08 under AWP & B. In both the cases 50% works progressed. Special attention has been given for completion of spilled over activities as well as achieving the target for the year 2008-09. In implementing the activity, efforts have been taken for timely completion and maintenance of quality. In order to execute works as per specification and drawing with quality control, the SMC members and the masons were given training. The technical persons at field were assigned with limited number of activities for proper supervision. The field level engineers were guided by the District Project Engineers (DPEs) and they closely monitored the activities. The DPEs reviewed the progress with the Junior Engineer (JE)s and Technical Resource Person(TRP)s once in every week. The JEs and TRPs were instructed to maintain the quality in procurement of materials as well as in execution of works. Frequent visits of DPEs, JEs and TRPs to working sites have increased to ensure quality. In addition, technical institutions were
engaged for 3rd party evaluation of civil works during execution for maintaining quality and the activities were SSA regularly monitored by state level engineers of SSA (Ref. Progress Report, 2008, Axom Sarva Shiksha Abhijan Mission)

**Teacher Training**

Teacher training component in SSA is working not only for ensuring Universalisation of Elementary Education (UEE) within given time limit but also at the same time trying its level best to improve the quality of education. The ultimate goal of all quality related interventions is to make the classroom teaching-learning processes effective so that every child attains satisfactory level of learning. For this purpose lot of activities and programmes have been undertaken. The provision of Total Literacy Mission (TLM) in school, the Free Text Book (FTB) of improved quality, initiatives for the teacher training, introduction of workbook, pupils achievement register, arrangement for remedial teaching are some of the activities conducted through this component and also through teacher training component the teachers are made aware and enriched about activity based and joyful learning. To overcome the problem of high Pupil Teacher Ratio( PTR) especially in single and double teachers LP schools are given demonstration on multi graded way of teaching with a view to enable the teachers to handle the problem of shortage of teachers and continue the TL-process in the school. SSA Assam has implemented a comprehensive work plan in the tear 2008-09 for facilitating a holistic intervention in the schools. Achievement of Teachers Training (T.T.) component under AWP and B 2008-09 and Activities conducted break up of in-service training. (Ref. Progress Report, 2008, Axom Sarva Shiksha Abhijan Mission)
(i) 15-Days Teacher Training programme for elementary training skill in various areas, such as:

a) For *elementary reading skill* total number of 1607 (single teacher per LP school) has been imparted training by 140RPS. This was done to raise the reading ability of the pupils of Ka-Shreni, class I and class II (Progress Report, 2007, Axom Sarva Shiksha Abhijan Mission)

b) *ADEPTS Training*

The first phase of ADEPTS training held from 3rd Oct to 17th Oct ‘2007 which has been completed by the joint initiative of SSA and UNICEF. ADEPTS mean —Advancement of Educational Performance through Teacher Support. The purpose of the training is to make the teacher aware about their duties and responsibilities in Teaching Learning (TL) process and thus to raise the quality of teaching total LP and UP school teachers have been given training on ADEPTs is 6382. Second round of L.P. and U.P. teachers training on ADEPTS was conducted in the district covering all the targeted teachers of the 1st round of training with the introduction of some new indicators on ADEPTs. This round of training concluded from 1st Feb‘2008 to 20th Feb‘2008.

c) *Nava Padakshep (NP) Training*

From the academic year 2008, all the Bengali, Assamese, and Hindi medium LP schools of this district have been brought under NP intervention. NP intervention was the main streaming of Bidya Jyoti (BJ) intervention which was going on in Udharbond Block of Cachar. BJ is a joint intervention of SSA and UNICEF. In BJ schools workbooks, different kinds of teaching learning materials and Aids are provided. The teachers were also imparted need based training. As a result the pupils‘
achievement level rises. For this reason the BJ intervention had been extended to all Blocks and all schools. 4 day non-residential training of 3056 LP teachers had been conducted at zone level from 24th to 30th January’08 to make the teachers familiar with the NP intervention and enable them to use the gathered idea in their day to day

**TL Process**

d) 3- Day English Teachers Training: Since Assam Government has decided to introduce English in Ka-Shreni and class I, so as to prepare the teachers of LP schools in the matter of training programme was conducted jointly by SCERT and SSA. The SSA gave resource and financial support. A total number of 1643 teachers were imparted training at Block level from 14th to 22nd Nov’2007 after preparation of resource group by SCERT in the month of OCT’2007.

e) Prostuti-2008, a Remedial Teaching Support Like other years a remedial teaching package called —Prostuti-2008l was launched through one day training of LP and UP teachers. This time different teachers Associations were involved in the whole process. Total 5044 numbers of LP and UP teachers were imparted training and Remedial teaching (Prostuti-2008) was conducted for the whole month of January 2008 in all the elementary schools of the district. This was done to give Remedial teaching to pupils.

(ii) DACG & BACG School Visit & Monitoring

The school visit by DACG and BACG members is a regular activity conducted in the district. This is done to ensure academic support in schools and also to monitor school activities. Pupils' attendance, teacher's performance and attendance and so on. The CRCCs and RTs submit their visit report through a format titled —Field Visit Report
(iii) Teacher Grant to Teachers

For preparation of need based TLM the teachers are given an annual grant of Rs.500/- per teacher per year. This year process has been made to release more than 30 lacks for the purpose. These funds help the teachers to conduct TL-process in an effective manner.

(iv) Other Activities

Under Teachers Training (TT) component monthly DACG and BACG (LP and UP) meeting is conducted. The academic problems and issues are discussed and ways of solutions are chalked out.

Support of community volunteer in single Teacher LP schools: A total of 569 community volunteers have been engaged to give academic support to some member of single teacher LP schools. This has helped to raise the achievement level of pupils.

Engagement of District Quality Management (DQM) (NP): To give academic support to all the LP schools, 14 new District Quality Managers (NP) have already been deployed. It is to be noted here that for Udharbond Block (BJ), 4DQMS (BJ) have been working in addition to the above 14 numbers of DQMS (NP). (Ref. DMC, 2008, Progress Report, Axom Sarva Siksha Abhijan Mission, Cachar).

Besides Annual CRC TLM and BRC TLM is also released from the TT component to enable the CRCCs, RTs and ABRCCs to prepare themselves for better academic support to schools whenever necessary.
ACTIVITIES CONDUCTED ON IN-SERVICE TRAINING OF TEACHERS

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Activity</th>
<th>Target group</th>
<th>Duration</th>
<th>Level BRC/CRC</th>
<th>Physical target</th>
<th>No.of teachers trained up</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>RPP (Parhim-Shikim)</td>
<td>LP Teacher</td>
<td>3 days</td>
<td>BRC</td>
<td>100</td>
<td>84</td>
</tr>
<tr>
<td>2</td>
<td>Use and preparation of TLM</td>
<td>HM and HT</td>
<td>1 day</td>
<td>BRC</td>
<td>2029</td>
<td>2029</td>
</tr>
<tr>
<td>3</td>
<td>—Amar Prayashl ADEPTS</td>
<td>LP and UP Teacher</td>
<td>3 day</td>
<td>CRC/ZONE/DISTRICT</td>
<td>4378</td>
<td>4378</td>
</tr>
<tr>
<td>4</td>
<td>Prastuti-09</td>
<td>LP and UP</td>
<td>1 day</td>
<td>CRC</td>
<td>3709</td>
<td>3709</td>
</tr>
<tr>
<td>5</td>
<td>Need based teacher training On a)school Management and planning b)EVS c)Art Education d)Lesson Demonstration with TLM</td>
<td>LP and UP</td>
<td>4 days &amp; 3 days</td>
<td>CRC/BRC</td>
<td>4386</td>
<td>4386 had completed on March'09</td>
</tr>
<tr>
<td>6</td>
<td>Class-viii training on Science, Math, Social sc. &amp; English</td>
<td>High/ Higher Secondary/ Madrassa Teacher</td>
<td>5 days</td>
<td>BRC</td>
<td>420</td>
<td>420</td>
</tr>
<tr>
<td>7</td>
<td>Science, Math (v-viii) by SCERT/DIET</td>
<td>UP</td>
<td>6 days</td>
<td>BRC</td>
<td>400</td>
<td>400 had completed on Feb'09</td>
</tr>
<tr>
<td>8</td>
<td>Class-ii, English New Text book (SCERT/DIET)</td>
<td>LP</td>
<td>3 days</td>
<td>BRC</td>
<td>1610</td>
<td>1610 had completed on March'09</td>
</tr>
</tbody>
</table>

Source: DMC 2008, Progress Report

1. **Community Mobilization**

Community mobilization is being considered as one of the four pillars of SSA since the vision outlined for implementation of SSA. SSA has framed to implement the interventions in four areas i.e., infrastructure development, quality improvement, community mobilization and innovation. Community ownership in school education
is one of the prime expectations of SSA activities. If community mobilization is done
as per SSA perspective right from habitation level upward, they definitely are
agreeable to include the issue of education in their agenda of day to day life and they
too will be able to use local resources for education within their jurisdiction. Some of
the major activities were conducted under community mobilization in the year 2007-
08 and 2008-09 which were as follows

Status of people community: People’s community has an important role for
over all development of educational scenario in the society. The people’s community
always acts as a foundation pillar for community mobilization aspects. As per DISE
survey 2009-10, the status of people community have been re constituted and total
number of people’s community in Cachar district are:

Table 3.1
Block wise Status of School Education Committees under SSA in Cachar District 2009-
10

<table>
<thead>
<tr>
<th>Educational Block</th>
<th>Name of Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SMC</td>
</tr>
<tr>
<td>Katigorah</td>
<td>386</td>
</tr>
<tr>
<td>Lakhipur</td>
<td>262</td>
</tr>
<tr>
<td>Narsingpur</td>
<td>323</td>
</tr>
<tr>
<td>Rajabazar</td>
<td>164</td>
</tr>
<tr>
<td>Salchakra</td>
<td>313</td>
</tr>
<tr>
<td>Silchar</td>
<td>108</td>
</tr>
<tr>
<td>Sonai</td>
<td>321</td>
</tr>
<tr>
<td>Udharbond</td>
<td>180</td>
</tr>
<tr>
<td>Total</td>
<td>2057</td>
</tr>
</tbody>
</table>

Source: District Information System of Education (DISE) 2009-10, Office of DMC, SSA, Cachar
II) **Reconstitution of SMCs, WEC, VEC, TGEC and GPEC**

Completion of the tenure of people's committee automatically dissolved and a new committee was reconstituted as per government notification. The reconstitution was included the following activities:

a) Preparation, printing, and distribution, of notification, guidelines, schedule, and format of approvals, format of reporting etc.

b) District level sharing with DI, BEEO, SIS was conducted.

c) Block level sharing with RTs, CRCCs and Experts Teachers. These expert teachers are nominated by DI, BEEOs, SIS, as observers for the constitution of the committees. Copies of the leaflets, reporting format, notifications, were distributed among the expert teachers in such sharing.

d) The complaint cell for redressed of the allegations was established and operationalised at DMO. The cell was constituted as follows:

   i) DEEO/ DMC- Chairperson
   
   ii) DPO (CM)- Member Convener
   
   iii) DPE- Member
   
   iv) DPO (AS)- Member

   The cell resolved the complaints on reconstitution of the peoples committees reported within 5 days from the date of complaint received. In Cachar District SMC-2059, WEC-38, TGEC-120, VEC-920, GPEC-163 and MG 1610 were reconstituted as per DISE 2009-2010.

(Ref. DMC 2009 Annual Progress Report, Axom Sarva Shiksha Abhijan Mission, Cachar, Assam)
III) Axom Sarva Shiksha Abhiyan Mission had introduced many programmes to solve the problem of girl enrolment and retention in the lower and upper primary level. In Cachar District several activities were introduced which are mentioned below:

a) Meena Campaign in Special Focus Areas (SC/ST, Char, Tea, and Ex-Tea Gardens).
   It constituted in those LP, UP, MV schools (government & provisionised) where at least 60% and above SC/ST children are there, mainly to generate awareness among the educationally deprived communities in general and girls in particular.

b) Day Long Training of members of SMCs, VECs, TGECs, WECs, CECs, GPECs and Mothers Group.

c) District had arranged sharing about *Sankalpa Jatra* with all DACG and BACG members in their regular meeting.

d) Half yearly meet for TGEC members at district level. The meeting for all presidents (the welfare officer of Tea Garden and member secretary of the TGECs was held at District level. Total two meetings were held in the year. The first meeting should be conducted in Aug-Sept and second meeting expected in the month of Feb.

e) The PRAYAS is one of the community based holistic intervention in targeted areas, aimed to universalize enrolment, updating the data base of child population (0-14 years age group), enhance retention and transition rate and operationalized Mothers' Groups as well as Students' government in all elementary schools and EGS centers of the district.

f) Reconstitution of Mothers Group (MG) in all elementary school/EGS centers according to the existing guidelines of MG formation.

g) Mass Mobilisation Campaign in the special focus area (Tea & Ex-Tea Garden, Minority & ST/SC dominated areas) covering all the blocks of the districts.
IV) Education for All (EFA) Week Observation was observed in the third week of April

In view of appeal of the World forum on Education for All in keeping the objectives suggested by the UNESCO and Ministry of Human Resource Development (MHRD) in mind, the activities of EFA Week were conducted with a view of local specificity and familiarity to the students, teacher and common people of Assam.

EFA week-2007 arranged a day long ‘Shisu Mela’ organized at CRC level and different competition among the children of each school had organized, one day block level competition among the cluster team were organized and the best cluster team of 10 children were selected as block team for district competition, one day district level competition arranged for state level convention. The EFA week-2008 programme had included following activities:

a) Special mobilization campaigning in Special Focus Village, Tea Gardens & Urban slum areas emphasizing on out of school and irregular children.DISE-2007;

b) Orientation of Mothers Group; c) Declaration of 100% EFA-Gaon Panchayat;

d) Competition among the children on EFA themes.

In Cachar District, the —EFA Week-2008 was organized in eight blocks and 116 clusters and 2058 schools and also the District level competition had simultaneously conducted along with the other part of the globe. (Ref. DMC , 2008 Progress Report, Axom Sarva Sikhsha Abhijan, Cachar, Assam)

Education Guarantee Scheme (EGS)

Since SSA envisages universalizing elementary education, it becomes imperative that all out -of -school children were brought into the ambit of elementary education. Elementary Education for the children of the 6-14 years age had been
recognized as a Fundamental Right. The SSA Mission had been launched across the country with the objective of achieving the same. There are a number of habitations in the state of Assam where there are no schools of any kind. The Axom Sarva Shiksha Abhiyan Mission has come forward to provide education to the children of such habitations, in cooperation with the local community, under the Education Guarantee Scheme (EGS). The Mission has identified those habitations which have no schooling facility of any kind within a radius of 1.5 kilometer and at least 15 children (10 in case of hilly area) in the age of 6-14 years. The intervention for out of school children under SSA mainly includes setting up of formal schools or Education Guarantee Centres in unserved habitations and different models of alternative schools. In the beginning of the financial year 2007-2008, there were 5870 EGS centers running in similar number of unserved habitations covering 396177 children. Out of these centers, 4656 centers have completed 2 years of functioning and hence eligible for upgradation to formal schools. 219 centers have been closed down for violation of norms and at present 5651 centers with total enrolment of 413861 children including fresh enrolment in the new academic session i.e. 2008-2009.

In the financial year 2008-09, in Cachar district few activities as per budget provision and instruction had been performed under the component of Alternative Schooling(EGS) for coverage of out of school children in served areas:
Table 3.2

EGS Centres & Learners

<table>
<thead>
<tr>
<th>Serial No</th>
<th>Block</th>
<th>No. of EGS Centers</th>
<th>Total Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sonai</td>
<td>14</td>
<td>1385</td>
</tr>
<tr>
<td>2</td>
<td>Salchapra</td>
<td>30</td>
<td>1610</td>
</tr>
<tr>
<td>3</td>
<td>Katigorah</td>
<td>79</td>
<td>5141</td>
</tr>
<tr>
<td>4</td>
<td>Lakhipur</td>
<td>23</td>
<td>1284</td>
</tr>
<tr>
<td>5</td>
<td>Raja bazaar</td>
<td>29</td>
<td>1577</td>
</tr>
<tr>
<td>6</td>
<td>Udharbond</td>
<td>23</td>
<td>1400</td>
</tr>
<tr>
<td>7</td>
<td>Narsingpur</td>
<td>46</td>
<td>3618</td>
</tr>
<tr>
<td>8</td>
<td>Silchar</td>
<td>2</td>
<td>468</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>246</strong></td>
<td><strong>16483</strong></td>
<td></td>
</tr>
</tbody>
</table>

Source: DMC, SSA Cachar, Tarapur, Silchar.

In the financial year 2009-2010, in Cachar district few activities had been performed under the component of Alternative Schooling / EGS for coverage of out of school children in served areas:

Table 3.3

Block and Class wise Enrolment in the Year 2009-2010

<table>
<thead>
<tr>
<th>Sl No.</th>
<th>Block</th>
<th>Total Centres</th>
<th>Class-I</th>
<th>Class-II</th>
<th>Class-III</th>
<th>Class-IV</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sonai</td>
<td>10</td>
<td>198</td>
<td>207</td>
<td>179</td>
<td>187</td>
<td>771</td>
</tr>
<tr>
<td>2</td>
<td>Salchapra</td>
<td>20</td>
<td>311</td>
<td>258</td>
<td>238</td>
<td>202</td>
<td>1009</td>
</tr>
<tr>
<td>3</td>
<td>Katigorah</td>
<td>47</td>
<td>954</td>
<td>823</td>
<td>773</td>
<td>723</td>
<td>3273</td>
</tr>
<tr>
<td>4</td>
<td>Lakhipur</td>
<td>12</td>
<td>193</td>
<td>210</td>
<td>189</td>
<td>163</td>
<td>755</td>
</tr>
<tr>
<td>5</td>
<td>Rajabajar</td>
<td>11</td>
<td>215</td>
<td>148</td>
<td>146</td>
<td>131</td>
<td>640</td>
</tr>
<tr>
<td>6</td>
<td>Udharbond</td>
<td>14</td>
<td>259</td>
<td>227</td>
<td>187</td>
<td>169</td>
<td>842</td>
</tr>
<tr>
<td>7</td>
<td>Narsingpur</td>
<td>19</td>
<td>318</td>
<td>366</td>
<td>356</td>
<td>338</td>
<td>1379</td>
</tr>
<tr>
<td>8</td>
<td>Silchar</td>
<td>02</td>
<td>65</td>
<td>48</td>
<td>38</td>
<td>25</td>
<td>176</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>135</strong></td>
<td><strong>2513</strong></td>
<td><strong>2287</strong></td>
<td><strong>2106</strong></td>
<td><strong>1938</strong></td>
<td><strong>8844</strong></td>
<td></td>
</tr>
</tbody>
</table>

Source: DMC, SSA Cachar Vol.1, Issue-1, March 2010, Tarapur, Silchar

The following activities were performed in the district of Cachar in the financial year 2008-09:
Training programme like quarterly review meeting cum workshop, monthly reviews meeting with CRPs have been conducted regularly. A total of 65 EGS Centers have been covered as a part of Meena Campaign. Three periodic evaluations have been conducted during the 2008-2009 financial year covering 15677 numbers of learners. All the learners of EGS Centers of the district have been provided with free text books and work books 2008-2009 financial years. All learners of the EGS Centers have been provided with cooked Mid-day Meal during 2008-2009 financial year.

All Cluster Resource Persons were engaged for re-verification of the district norms of all the EGS Centers and report of this have already been submitted to the higher authority. Supervision and Monitoring of EGS Centres have been conducted regularly by CRPs, DPO, APO and other block officials. (Ref. DMC, 2008 Progress Report)

The education for girls upper primary and secondary is a very serious issues in the rural parts of the country. Since inception of the SSA in our country various efforts have been made to solve this problem from the grass root level. As per budget provision of 2008-09, SSA Cachar had also introduced several activities under this, which are as follows:

a) School level organization of games and sports and cultural programme organized in Cachar, 181 Meena schools (EGS and formal LP and ME) of different blocks. Shishu Diwas organized on 14th Nov and on this occasion different sports and cultural activities in both school and block level from the girls of LP and UP.

b) Organized health check up for girls of 181 Meena Schools in different blocks.

c) Block level life skill programme self defense training, school level mobilization
programme formal schooling of Muslim girls, village level enrolment drive, Remedial teaching for weak girl learners. d) Mass media campaign in SFG areas for girl child mobilization campaign in local area. Beside this, every district participate in state level convention —Kishori Mela, 30-40 girls’ children from each district. It is regular features of EGS centre that often end term evaluation of class-IV all the successful learners had to be mainstreamed to class-V in any nearby UP School.

Table 3.4
Year wise Learners Mainstreamed

<table>
<thead>
<tr>
<th>Year</th>
<th>Learners Mainstreamed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>3036</td>
</tr>
<tr>
<td>2007-2008</td>
<td>3146</td>
</tr>
<tr>
<td>2008-2009</td>
<td>3186</td>
</tr>
<tr>
<td>2009-2010</td>
<td>3186</td>
</tr>
</tbody>
</table>


During 2009-10 & 2010-11 all the 246 EGS centres were upgraded into Government Lower Primary schools by the Assam Government.

Alternative and Innovative Education (AIE)

To cover the out-of-school children of 6-14 years age group, SSA has planned and started alternative and innovative education such as Sanjogi Shiksha Kendra, Upper Primary Bridge Course, Community Coaching Programme, Residential Bridge Course Center, and support to religious madrassa. The DISE survey during the month of September 2008 reflected an encouraging result where the number of out of school children reduced from 14215 (in the year 2008-09) to 4436 in the year 2009-10. The reduction is around 68% of the original number which can be stated as one of the most important achievement of SSA in Cachar District 2008-09. Sanjogi Shiksha Kendra- In the district of Cachar, SSK was opened to cover the out of school children of 7-14 years age in the served areas of rural area since 2005-06. It has found that the guardians
migrate from far of places in need of job and the children also accompanied them. In this connection few centres named as work site SSK where seasonal migration were found. In Cachar district 2 numbers of WSSK could open in the year 2007-08. 229 SSK centers were continued for the year 2008-09. Out of these centres 206 SSKs had been closed down after successful mainstreaming of all children thereof. At present there are 93 SSK functioning and 108 SKs of SSK are in mainstreaming support. In the month of September‘08 76 number of EGS centres were converted into SSK with an enrolment of 4360 learners. Throughout the year 2008-09, 3335 children had been mainstreamed from SSK into formal school. The existing SSK arranged a district level sharing held on 16th January‘09 at the DMO Cachar with the DQMs followed by cluster level sharing with the concerned SKs for the planning of mainstreaming ceremony and enrolment drive. It helped to solve numbers of genuine and practical problems at district and centers levels. (Ref: DMC, 2008, 2009 and 2010 Progress Report).

The first ground level activity was the ceremonial mainstreaming which was conducted from 30th to 2nd January‘09 where a procession from SSK to formal school and throughout the village was carried with SSA banner and play cards etc. Parents and students meeting with SKs and formal school teachers‘ were conducted in the mainstreaming school. House to house visit was undertaken by the SKs in groups from 29th January to 7th February‘09 for counseling parents the parents, guardians and children for bringing the children to the Sishu Samarah‘ and enrolling them into SSK. The next activity of the enrolment drive was a motivational programme named as Sishu Samaroha which was conducted from 7th to 11th Feb‘09 wherein the SKs clubbed themselves in group and carried on different programmes like ludo, musical chairs, long race, niddle race, high jump, long jump, kabadi, blind hit, chocolate race
etc. and cultural activities like singing, dancing, recitation etc.

Radio programme ―SANJOG was being broadcast specially for SSK for 15 minutes every Tuesday from 1:15 pm to 1:30 pm (for children) and every Thursday from 8:25 pm (for SK and mass).

Special block level programme for out of school children, the block task force will be formed as they worked like posterizing, leaflet distribution and flex display on child labour, Children With Special Needs (CWSN) and drop out issues, awareness meeting cum debating competition at each high school, H.S school, colleges Awareness cum exhibition at G.P level and one day special head teachers (LP and UP) training on the issues of dealing with mainstreamed children newly enrolled out of school children, over aged children, child labour, CWSN, child rights and bridging of home language with formal medium of instruction. (Ref: DMC, 2008, 2009 and 2010 Progress Report)

Some Other Activities Implemented During 2008-09.

Provision of library books, 4 days Refresher Training for Old SKs, Monthly VEC Meeting for evaluating the progress of learners and support to the center, 2-days Quarterly District Level Reviewing & Planning Meeting for Old SKs, TLM for mainstreamed children and enrolled children, Honorarium for Shiksha Karmis, TLM Grant for SKs, Bridge materials for all learners, one day bi-monthly District Level Review & Planning Meeting With DQMT members, Term End Evaluations of learners were conducted wherein evaluation tool were supplied from the district along with progress card and completion certificate, documentation of SSKs and RBCC, Monthly Field Supervision & Monitoring of consultant (AS) along with DQM in a team manner, Monthly Center Contingency, Academic materials for learners & SKs, School bags for all learners, supply of enrolment & Attendance Status Register,
Centre Profile Register & Proceedings Register to the Community Coaching Programme (CCP), 10 days Induction Training for New SKs of religious madrassa and UPBC, One day district level meeting with concerned Head Master, VEC President and Documentation of AIE activities (DMC, 2008, 2009 and 2010 Progress Report).

Residential Bridge Course Centre

One RBC centre was opened in the district of Cachar on 31\textsuperscript{st} Aug’2008 to cover the out of school children having age group of 7-14 years for child labourers working in hotels, restaurants, garriage, rag pickers, selling newspapers etc. For child labour release operational flexes and banners were put up in prominent places of district. This flexes and banners carried the message of Child Labour Act 1986, engagement of child labourers below the age group of 14 years is publishable by law (imprisonment or fine of Rs. 2000 or both). Deputy Commissioner Cachar and SSA officials played a vital role in the release of child labour in presence of police personnel.

Non-Residential Bridge Course

The SK of SSK who has successfully mainstreamed all the learners in the nearby formal school was identified for starting UPBC in the Upper Primary School. 37 numbers of upper primary schools were supported by such SKs who started working from Dec’08. SKs particularly introduced training programme of classroom transaction, classroom management, concerned subject training etc. All the learners were provided with free textbooks and each SK was paid Rs. 1700 as honorarium (DMC, 2008, Progress Report)
Religious Madrassa

For imparting formal education to religious Madrassa covered 600 children. In the month of Sept 2008 support was provided to 21 religious Madrassa through which 642 children were covered.
(Ref: DMC, 2008, Progress Report)

Community Coaching Programme

Community Coaching Programme (CCP) is designed to target those children who are out of school but are in a scattered manner i.e. in the habitations where there is less than five out of school children. These scattered out of school children were brought to a nearby school with the help of Shiksha Karmis who were assigned with a task of going for a home visits providing counseling support, enrolling and imparting education to the out of school children. An eight months Bridge Course was designed for the children after whom they would be mainstreamed in the attached school. The opening of new CCP for the year 2007-08 was conducted in the district level with BMCs, ABRCCs and DQMs followed by a village level sharing with VEC Presidents, Secretary and community people regarding the opening of SSK. (Ref: DMC, 2007, Progress Report)

Deprived Urban Children or Hard To Reach Children (HTR)

To achieve success the vision of Universal Elementary Education and to observe the large number of out of School Children, the Sarba Shiksha Abhiyan Mission decided to provide free and compulsory primary education of those students who are either working or non-working and may be drop out or never enrolled of age between 7-14 years. In Cachar, there are two towns namely Silchar and Lakhipur. In
Silchar town there are 58 numbers of Jyoti Kendras. Deprived Urban Children or Hard to Reach Children Centre commonly known as —Jyoti Kendralin urban areas. In these Kendras providing free materials like Exercise-book, pen, wood pencil, marker, art paper, DFC paper, Activity book, Activity Chart, Chalk, blackboard etc. and also organize cultural programmes, awareness programmes, sports programmes, etc. for support and all round development of the children. Jyoti Kendra mainly deals with working and non-working children from various field like- Domestic Servants, Beggars, Handyman, Rag-pickers, Blackers, Fruits and Vegetable Sellers, Sibling Care, Helpers in tea stalls and shops etc. They may either be never enrolled or Drop out Children. The main objectives of the centre should be to mainstream the SC children into formal schools after they prepared for it. The centres are mainly running by Shiksha Karmis who are selected by the Ward Education Committee. They are engaged for 11 months strictly in accordance with the terms and conditions laid down in the Deed of Agreement. (Ref: DMC, 2007, Progress Report) A large group of children who are deprived from their Fundamental Rights and growing in touch of unsocial environment are enrolled in Jyoti Kendra and nourishment their life with education and a hope of better future life. They can know the facts and figures, situations, proper place of submission, and can solve the what, how, where and when types of problem arise with scientific, logical and gentle way.

The total 58 centres were running in the financial year 2007-08, and the number of children were 1591 (where boys 774 and girls 817) up to March 2008. In the financial year, 2008-09, enrolment in 58 centre after mainstreaming were 1005 (where boys 442 and girls 563). (Ref: DMC, 2007, Progress Report)
Some of the important activities conducted by Jyoti Kendra are as follows:

**Honorarium Grant**

Honorariums of SKs and Centre Contingency have been released up to January 2009.

TLM Grant released to the entire centre. Bi-Monthly TLM Grant for learners and mainstreamed learner was also released up to December 2008.

House rent was paid through Account Pay Cheque in the name of 41 numbers of landlords up to January 2009.

TLM was supplied learning material to all mainstreamed children quarterly. Even in the year 2008-2009 supply school dress, chappal, water bottle and umbrella to all the mainstreamed learners.

(Ref: DMC, 2008, Progress Report)

**Training**

6 Community Volunteers have been trained at State Mission office for running of Coaching Camp duration was 4 days. They have been trained in Arts and Science stream.

4- days District Refresher- training for SKs was conducted in the month of Dec-2009 from 6th to 9th at DIET, Udharbond. (Ref: DMC, 2008, Progress Report)

**EXPOSURE VISIT**

Exposure visit of learners and SKs within the district were taken. MEETINGS 2 -day district level review and planning meeting of SKs and addl SKs, four meetings completed during 2008-09. One day Centre level meeting with parents, guardians, and stakeholders has taken place.
**Evaluation**

Mid-term and term-end evaluation of the learners and the involvement of parents and formal teachers made the programme success. Gradation of SK on the basis of performance like the mainstreaming percentage, retention of children etc. SKs were graded in level A, B, C and D.

The printing of question papers for the Term-End Evaluation has been done at district level. (Ref: DMC, 2008, Progress Report)

**MOTIVATIONAL PROGRAMME**

Motivational Camp is to be organized at centre and district level. The objective of the camp is to make the parent and community aware to enroll educationally deprive students in formal or alternative schools.

**Coaching Camp**

In the financial year 2008-09 three coaching camp were opened in Silchar town. These centres provided support to mainstreamed learners where the achievements of the learners were more than 80%.

6 Community Volunteers had been selected to run these Coaching Camps. They get an honorarium of Rs.2000 per month. Centre Contingency had been provided to all the coaching camps.

**Craft Training**

Inclusion of vocational training among the children of Jyoti Kendra was highly welcomed by all parents and students were highly interested to take the opportunity. The total numbers of children of higher age group (not below 12 years) were 100.
Research Activities

Documentation and case study of the child’s sentiment, life style, skill, etc.
helps a lot to mainstream students not only in formal education but also for their
better future. To present activities and for future plans of SSA gives stress on such
works done by the DUC components and DIET Faculties. Child centre profile is
maintained by the SK of every centre. (Ref: DMC, 2008, Progress Report)

Media and Publicity

Media and publicity component were carried out 2008-09. This component
hangs hoardings in different parts of the district. They also set up sign boards in BMC
and DMC offices.

INNOVATIVE ACTIVITY

Identity cards have been provided to the 86 SKs and 1235 learners
respectively.

Organization of health camp was scheduled in the second part of Feb’2009 in
collaboration with Joint Director of Health. Supervision and Monitoring of all the
centers are going on regular basis. An allowance of Rs. 100/- was released to all the
58 centers for observance of Republic Day, Independence Day, and Children’s Day
etc. Cooked Mid day meal has been introduced in the HTR Centers. The main aim of
the Jyoti Kendra is to mainstream the students in formal school and ensure their
retention and academic development in formal school. The number of learners
mainstreamed in the year 2008-09 was 597. Honorable persons like D.C of Cachar,
Education Minister of state etc. highly appreciated the achievement of the children &
centres. (DMC, 2008, Progress Report)
Inclusive Education (IE)

SSA focuses on massive enrolment driving to enhance and retaining of all children in the school along with the important of the quality of education. Realizing the importance of integrating CWSN in regular schools, SSA framework has made adequate provisions for education CWSN. SSA ensures that every child with special needs, irrespective of the kind, category and degree of disability is provided meaningful and quality education. This means that no child having special need should be deprived of the right to education. The SSA framework, in line with the persons with disabilities (Equal Opportunities, Protection of Rights & Full Participation) Act, 1995 provided that a child with special need should be taught in an environment, which is best suited to his/her learning needs. These might include special schools or even home based education. As per DISE 2008-09 and the surveys done by IE-RTS and volunteers, 6271 numbers of CWSN had been identified in the Cachar district of different categories, out of which 3788 numbers of CWSN had been enrolled in schools, EGS and HTR. Only 3500 enrolled in schools, 263 enrolled through EGS and 25 enrolled through HTR (Ref: DMC, 2008, Progress Report).

Re-engagement of IE-RTS and volunteers on the basis of their performance

For participation of TLM Rs. 500 has been released to each IE RT per block and Rs. 200 has been released per volunteer per Goan Panchayat for preparation of TLM for CWSN. IE-Rt and volunteers prepared TLM in the monthly Review meeting at block level which had exhibited in the Review meeting. In the financial year 2008-09, total 5 trainings have been conducted under the IE-component. This five numbers training were (a) 3 days District Level Training of all RTs and Volunteers on communication, 17-19 Aug’08, (b) 5days District Level Training of new RTs and
Volunteers on Braille system, 19-23 Dec’08, (c) 5 days District Level Training of new RTs and Volunteers on MR & CP, 29 Dec’08 to 2 Jan’09, (d) 3 days District Level Training of New RTs and Volunteers on LP and IEP 5-7 Jan’09, (e) days District Level Induction Training of SKs & SMs of SSK & EGS 6-10 Jan’09. All the training programmes held on DIET Udharbond.

The Review Meeting with IE-RTs, volunteers and DCGM was organized quarterly every year which gave an opportunity the component in charge to understand what and how the workers were doing in the field and discuss in detail what they are expected to do in the coming month. The duration of this meeting was 2 days. Beside this, one day monthly block level meeting with RTs and District Core Group member. (Ref: DMC, 2008, Progress Report) SSA has imparted Foundation Course on Disability under Madhya Pradesh, Bhoj Open University, Bhopal for 10 numbers of teachers and 10 numbers of volunteers at SISHU SAROTHI, Guwahati and ASHAADEEP, Guwahati respectively. The course helps the teacher to know about disability and the classroom transaction for CWSN.

10 days Vocational Training of Upper age CWSN was organized at District Level from 29th Dec’08 to 7th Jan’09 where 11 numbers of CWSN had participated at DIET, Udharbond.

For successful implementation of IE- programme at school, it was required to make the child barrier free, for proper implementation of the Inclusive Education Programme, required to organize Medical Assessment camp with the help of expert in this field. It is to be mentioned here that two Medical Assessment camp arranged in three year 2008-09 which were not sufficient for the all CWSN of the district.

One day planning meeting for observation of World Disabled Day at block level has been organized with all the IED RTs at District level. One day planning
meeting for observation of World Disabled Day at block level had been organized with all the IED Volunteers at block level. A plan was prepared for conducting the programme with the IED Volunteers. World Disabled Day was organized in 8 blocks on 3rd Dec‘08 where 1500 participants were participated including CWSN in the block. The CWSN have participated in different programmes like art and drawing, quiz, sports and cultural events. The winners of the CWSN were selected for the District level Samaroh.

Transport and Escort allowance were provided to 10 CWSN for 5 months who were selected on the basis of performance, regular in schools, degree of disability and on need basis.

The remedial teaching camp was organized to provide academic support to the school going CWSN. For this camp, two planning meetings were held, one day planning meeting with IED RTs at district level and one day planning meeting with IED Volunteers at block level. The camp was organized during summer vacations by RTs and Volunteers. The two number of camps were running simultaneously in one GP by dividing the morning and evening shift. 21 days package of Remedial Teaching to CWSN was given in the month of July and October‘08. The total number of 1801 numbers of CWSN participated in the Remedial Teaching. On the end of teaching awareness meeting with GP members, Guardians, Community members, Children were held at the venue for awareness of the programme. An amount of Rs. 200 was released to each GP for conducting the meeting.

SSA, Assam has deputed a group consisting of 47 officials of IED component to different states like Tamil Nadu, Andhra Pradesh and Gujarat. During the period of stay at the state of Andhra Pradesh and Gujarat the best practice site and intervention related to children with special needs through inclusive education was covered. The
children who have no age for mainstreaming in school and some child who had been suffering for severe and profound disability were covered through home based support by the volunteers and RTs. In total 600 CWSN under the category of different disabilities were covered through Home Based Support.

This is a regular and onward activity to motivate the parents of CWSN and to understand and to develop the mental strength of the parents is done by IE-RTs and Volunteers. It is also fact that total 3000 CWSN Individual Education Programme was reported and prepared in this district.

Monthly field supervision and monitoring is an important activity which is done regularly by the District Programme Officer (DPO), DIET faculty, Resource teacher for the activities of IE implemented at grass root level. DPO and RTs are also involved in other components activities like DISE, Meena Campaign, Summer Camp and Teacher Training Component.

All documentation of CWSN has done like documentation of the trainings, review meeting, assessment camp, vocational training etc. by respective component (DMC, 2008, Progress Report).

**Early Childhood Care Education (ECCE)**

SSA recognizes the importance of early childhood care and education in the 3-6 years age group as precursor to improving enrolment and participation of children in the schooling system. Many children, especially in the age group of 3 to 6 years, who are also first generation learners, are denied the opportunity to access basic pre-school facilities, which are so crucial for the development of motor, sensory, social, emotional and cognitive skills among the children. ECCE provides basic pre-schools facilities to these children. It also relieves the elder siblings, especially girls, from
siblings care, thus facilitating their enrolment and retention in schools. Releasing the importance of ECEE, the Integrated Child Development Services (ICDS) Scheme was launched by the Government of India in 1947 in 33 blocks initially, which is now having coverage of 5600 blocks.

An ECEE programme is one of the most cost-effective ways of addressing both socio-economic and gender inequalities. ECCE is seen as vital input towards preparing children, particularly first generation learners for schooling.

ECCE component has conducted the following activities: Supervision and Monitoring Till Dec’08 810 schools were supervised by the District Core Group Members (DCGM) and DPO (ECE) in the district Support to ka-shreni by engaging ka-shreni workers. In the year 2008-09 only 64 ka shreni workers had been selected through SMC in the district. After approval from SMO, only 61 were engaged in the district. These 61 ka-shreni workers were imparted six-day induction training at the district level.

Release of honorarium and identification of teachers for the ka-shreni:

**Released honorarium to block for 61 ka-shreni workers till March 2009**

In the financial year 2008-09, 202 teachers form three teacher position schools (one teacher from per school) were identified for taking care of ka-shreni. Out of 202 schools, 175 teachers were considered for training for ka-shreni and 27 teachers remained to be trained up. Review Meeting with ka-shreni trained teachers: A two-day block level quarterly non-residential Review Meeting with ka-shreni trained teachers (who had imparted induction training till 2007-08 and also 2008-09) was a regular activity. In this meeting, review was done on various issues in regards to discharge duties for ka-shreni.
Other Review Meeting

Two days half-yearly district level residential review meeting with ka-shreni worker. That review meeting discussed various issues in regard to ka-shreni implementation. Beside this, two days monthly review meeting is a regular activity. In this meeting, mainly discussion is held on school supervision by the District Core Group members and DPO (ECE) and action plan for the next month is also prepared. (DMC, 2008, Progress Report)

Special support to Integrate Child Development Services (ICDS) of Social Welfare Department

To improve the quality of pre-school education in Aganwadi Centres, the following activities were organized by the districts. One-day state level convergence between social Welfare Department and SSA. This meeting was held on 19th March 2008 at SMO, SSA Assam; Divisional Officers of ICDS cell; Deputy Director, social welfare, N.C. Hills; Joint Director, BTC, Kokrajhar; Programme Officer of Director of Social Welfare attended the meeting. In the meeting, how and what types of special support is to be provided to ICDS of Social Welfare Department from SSA was discussed. Two days half yearly district level residential teaching learning plan (TLP) preparation workshop with ICDS and SSA officials was also held. Out of 50 participants invited (CDPO and Supervisor), all the members had attended the meeting and prepared TLM. In connection with the workshop, the following review meetings were conducted in the district at the CDPO and supervisory level respectively. One-day bi-monthly and one-day monthly non-residential review meeting with supervisors and CDPO level and AWWS and DCGM at ICDS supervisory circle was also held. In the meetings, supervisors prepared TLM and
practiced transactional skills of prepared TLP and Aganwadi workers practiced only transactional skills guided by the supervisors and DCGM respectively. (Ref: DMC, 2008, Progress Report)

**Computer Education**

Use of computer-based education to make learning a more joyful progress for children is becoming widely prevalent across the globe. Realizing the importance of computer in the learning process, computer education had been made an important part of SSA. As SSA aims to provide useful and relevant elementary education to children, focus had given on identification as well as dealing with hard spots. Following activities conducted under computer education are summarized below.

Successfully conducted survey for identifying, a new 25 numbers new Smart Schools and all kinds of necessary support by launching of CALIES programme.

Regularly conducted meeting, training, and competition. Meeting with Technical para teachers and bi-monthly meeting with HM of CALIES, Training of science and mathematics teacher and paint competition both at school and district level. (Ref: DMC, 2008, Progress Report)

2. Management Information System (MIS)

Management Information System (MIS) has provided information on access, retention, quality related issues, schooling scenario of children in the target group, to act as a Decision Support System (DSS) for implementation agencies, to provide support and assistance in preparation of perspective/annual work plan and budget. MIS cell at the District level which is headed by District programmer who is supported by Two Data Entry Operators and Three Programme Associate. The District MIS cell is fully equipped with computer systems, internet facilities, printer
etc. Due to computerization monthly report on selective Indicators Data of the MIS unit sent to SMO on time. Likewise, DISE Survey and training for SMART school teachers are major activities of MIS. During the month of Sept-Oct, DISE 2009-10 surveys was successfully done. In the month of Oct‘09, all the ABRCCs, CRCCs and member Secretary were trained for this massive exercise, which was closely monitored by the DMO. After this workshop, the expert teachers and Member Secretary gave supports to all schools, VECs, TGECs, WECs, Venture Schools, EGS, SSK and HTR schools for filling up the DISE formats. In the training for SMART schools teachers, SSA, Assam has selected NIIT Limited to support the Computer Aided Learning in elementary schools. The Party has performed the following works in Cachar District. Repairing and replacement of damaged parts of all the smart schools computers, a 10-day teacher training for 2 teachers from each smart school had been organized at two different venues, so that the teachers could gain practical understanding of using a computer and could take classes with the help of computer. Five Roaming Technical Para Teacher for 25 Smart schools (1 teacher for 5 schools) in Cachar District was also engaged. All the 25-SMART schools in Cachar District had full co-operation from the MIS-Unit of SSA-Cachar during the year 2008. In order to provide right information at the right time and at the right place for the smooth management of the entire project, MIS has been playing very important role right from the inception of Mission. Management Information System (MIS), which is also termed as Information Bank. At present, there is one programmer and two EDPS in MIS cell. The important activities and regular activities are performed for the year 2008-09, which are summarized below:

- Successfully completed the Training on DISE data collection at the levels for the year 2008-09.
• Successfully DISE data entry 2008-09 and necessary correction within specified time.

• Sharing of data with district, block and cluster level educational functionalities.

• Successfully conducted survey for identifying of new 25 numbers new smart schools and all kinds of necessary support for launching of CALIES programme. Developed Master data on Habitation, Village, school, total population, enrolment and out of school which are considered as key indicators for making plan.

• Regularly supporting other components by providing necessary data, information etc.

• Regularly conducted monthly meeting with Technical Para Teachers and bi-monthly meeting with HM of CALIES School.

• Regularly visit of SMART school as per pre scheduled monthly plan of visit.

• Actively participated in the preparation of draft AWP and B 2009-10 by providing data, analytical reports etc.

• Completed data entry of progress report in web portal up to 2\textsuperscript{nd} quarter.

• Conducted 10days Teacher Training of Science teacher of smart schools teacher.

• Conducted 10 days Teacher Training of mathematics teacher of smart schools teacher.

• Conducted 1 paint competition both at school and district level.

(Ref: DMC, 2008, Progress Report)

VII
THE BLOCK LEVEL STRUCTURE

In Assam state, specially in Cachar district divided in eight educational block. The names of the blocks are Silchar Urban Block, Udharbond Block, Salchapra Block, Narsinghpur Block, Rajabazar Block, Lakhipur Block, Sonai Block and Katigorah Block. In this structure Local MLAs are involved followed by misson coordinator.
The important functions of block level structure are as follows:

Reconstitution of School Management Committees (SMCs), Ward Education Committee (WEC), Village Education Committee (VEC), Tea Garden Education Committee (TGEC) and Gaon Panchyat Education Committee (GPEC) are the major work of Block Level Structure as per Government Notification. D.I, BEEO’s, S.I’s nominated expert’s teachers as observers for the constitution of the committees. This level sharing with RTs, CRCC’s and Expert teachers distributed the leaflets, reporting format, notifications etc.

In every block, out of school children in age group of 6-14 years cleaning
drive was conducted of village/tea garden/ward areas, where 10 and less than 10 out of school children existed. The drive includes (i) Mainstreaming of learners from EGS, SSK, RBC and HTR, (ii) bringing back drop out children, and (iii) Confirmation its status in VER.

Day long sub-block level sharing for presidents and member secretaries of SMCs were conducted. For a proper utilization of annual school grants and TLM grants including maintenance of records of expenditures. The member secretaries produced their copies of VERs/WERs/TGERs to the sharing meeting. The DQMs, IED-RT, IED Volunteers and CRPs helped member secretary in cross checking and removed the names of children who crossed the upper target age and not existed in the village.

The schools were introduced to organize the summer camp during the summer vacation. So that the child should not drop out or left school during summer vacation. DMO/ BMO functionaries monitored as well as facilitated the training at block level. The entire training programmes were documented by the representative blocks. The block had given wide publicity of the training with the help of different media. The block submits detail action taken report of Sankalpa Jatra.

All parents of the learners from school and EGS assemble for discussing the issues related to students and the development of school issues with the SMCs, teachers and Mothers Group. Need based meetings were held as per requirement of the VEC/TGEC/SMC.

A meeting for all presidents of the VEC/CEC/WEC held at G.P level. Two meetings held in the year. Annual convention of presidents of all peoples committees and Mothers Group at block level were mainly held on the last part of March every year.
The education promoters group will be formed at G.P level to promote all SSA interventions. In Cachar district, the —EFA Week/Rangmeela were organized in every block i.e. 8 blocks and 116 clusters and 2058 schools. This education all expected improve the quality education. Sishu Samaroh marked by the active participation of formal school teachers, president and secretary of VEC/SMC/TGEC/Community people and newly elected GP presidents. Formation of block level task force arranged by notification of DMC with the objectives of planning, implementation and monitoring of activities.

The important activities of block level are poster, leaflet distribution and flex display on child labour, CWSN and drop out issues. Awareness meeting cum debating competition at each High school, H.S school, colleges are to be organized. One day Special Teachers (LP and UP) training on issues of dealing with mainstreamed children newly enrolled out of school children, over aged children, child labour, CWSN, child rights and bridging of home language with formal medium of instructions.

Flexes and banners carried the message of child labour Act 1986; engagement of child labourers below the age group of 14 years is punishable by law. This flexes and banners are put up in prominent place of district like Deputy Commissioner Office, District Mission office, Block Mission office, Market places etc. Planning meeting for observation of World Disabled Day at block level has been organized with all the IED Volunteers at block level. A plan was prepared for conducting the programme with the IED Volunteers. In Cachar District, World Disabled Day was organized in 8 blocks on 3rd Dec ‘08 where 1500 participants participated including CWSN in the block.
Planning meeting for remedial teaching was also held with IED volunteers at block level in the month of June to share the detailed action plan for Remedial Teaching. Moreover, they have submitted the venue of Remedial Teaching which is to be conducted at GP level. In Cachar district, ward education Committee are divided in two categories on the basis of sub division Silchar and Lakhimpur.

VIII
SCHOOL MANAGEMENT COMMITTEE

President, Member secretary & 12 members

School management committee serves for two years tenure. It is headed by President who is selected/ elected from amongst senior citizens of the village/ recognized citizens of the habitations or from amongst the parents of the school students. There is no position called vice president in SMC. The school headmaster/mistress by virtue of his/her position shoulders the responsibility of the secretary of the SMC and is called member secretary. The SMC has 12 members, five of which are elected/selected from among the parents of the school students and of which two shall be women, three of which is selected from non-parent members and at least class VII pass, one member from the village panchayat or his nominee, one member from donor, one member from president of VEC/TGEC/WEC/CEC and one member from the president of Mothers Group. The SMC is entrusted with the following responsibilities or functions:

To ensure necessary steps for the development of academic atmosphere within the school so that educational competence of the children can be enhanced.

To undertake necessary steps for the minimum one percent attendance of the students in the school, bring back a dropout child in the school and minimized the rate of immature withdrawal of children from school.
To supervise and coordinate the working teaching and non-teaching staff and their manners. To enhance the level of knowledge of the school children and ensure the maximum utilization of the local resources in the administration and management and teaching learning materials of the school.

**Linking society in the welfare activities of the schools**

To monitor that the attendance of the teaching and non teaching staff and submitted a monthly report of the same to the higher authority.

To ensure and take necessary steps so that the teaching learning activities may be imparted at par with the notification of the government and take remedial measures wherever necessary. To maintain a record of the donations received for the welfare of the school, examine the accounts and submit proper utilization certificate to the higher authorities ([Govt. of Assam, 2009, Sankalpo Yatra, Sarva Shiksha Abhiyan, Axom, Guwahati-19](#)).

Gaon Panchayat Education Committee President, Member secretary & Members

GPEC serves for three years tenure. It is headed by President who is also the elected president of the Goan Panchayat or in case where Goan Panchayat elections have not been held then one of the members to be by the GPEC. There is no position called vice president in GPEC. The headmaster/ mistress of a school of the locality by virtue of his/her position shoulders the responsibility of the secretary of the GPEC and is called member secretary. Every president of the village level committee and every president of Tea Garden Education Committee by virtue of his position becomes a member. Besides, GPEC has also members from the following organizations/committees/associations:

One member representative of every Village Education committee in the G.P.
this selection would be made in the first GP level meeting convened for GPEC formation. At least 50% of these members should be women, one representative from the local private organization/non government organization/Mahila Samiti/Youth Club active in the GP area, one member of Assistant Inspector of schools of the concerned circle, one member from Goan Panchayat Secretary, one member from welfare officer of Tea Garden (if part of GP), one member representative of forest department nominated by local forest range officer, one member from Gram Sevak/ Gram sevika, one member from Supervisor of Aganwadi or ICDS if that area, one member from Doctor of Primary Health Centre/ Dispensary/ LHV of the area.

(Ref. Govt. of Assam, 2009, Sankalpo Yatra, Sarva Shiksha Abhiyan, Axom, Guwahati-19)

**Functions**

To ensure the enrolment and regular attendance of every children between 6-14 years age group of the panchayat area.

To observe and assist the Village Education Committee and registration.

To intermediate between Village Education Committee and Committees at the sector and regional level or block level committee. To providing guidance to Village Education Committees in discharging of the function and suggest measures of effective functioning.

To collect information and materials for the academic improvement and academic atmosphere with in the village panchayat.

To coordinate with education related committees, other development bodies with standing committees of Gram Panchayat.

To supervise the work and conditions of the school in the Village Panchayat
and report the same to the higher authority.

To maintain close liaison with the SMC of the area.

To assist the teacher and all the concern in the improvement of the school.

IX
VILLAGE EDUCATION COMMITTEE

President, Vice President, Member Secretary & Members

VEC serves for three years tenure. It is headed by a President who is also elected and selected Gram Panchayat member or in case where more than one Gaon Panchayat member, then one of the GP members is selected by the meeting to be the president. There is the post called vice president who is preferably the female member amongst the Community members of the VEC shall elect one person. The headmaster/mistress of the local primary school or local ME school or local MV school as selected by the general meeting as member secretary. Elected members of GP (if any) not elected as president by virtue of their position become a member. Male and female members are selected from all habitations in the village. One member selected from women Samiti/Non-Governmental organization/ Youth Club/ Gaon Burrah/ Gram Pradhan are selected as members. One member is selected from pupil or student who is studying post high school leaving certificate or matriculation stage. Member selected from all local headmaster/mistress of middle and LP schools in the village. Member selected from aganwadi Karmi (worker), member also selected from health worker, doctor of primary health centre (Govt. of Assam, 2009, Sankalpo Yatra, Sarva Shiksha Abhiyan, Axom, Guwahati-19).
X
TEA GARDEN EDUCATION
Committee President, Member Secretary & Members

TGEC serve for three years tenure. It is headed by president who is the welfare officer of that Garden as representative of the manager. There is no provision for vice president but in some cases, working presidents prevails. The headmaster/mistress of a school, which is situated in that division, by the virtue of his/her position shoulders the responsibility of member secretary. TGEC selected members from GP members or member of the ward of that division, six from among the parents whose children are regular attending the school, at least three of them must be women, member representative from every trade union(s) of that division/garden recognized by the management, one representative of local student association. Two members are selected from learned youth of both male and female (Govt. of Assam, 2009, Sankalpo Yatra, Sarva Shiksha Abhiyan, Axom, Guwahati-19).

XI
WARD EDUCATION COMMITTEE
President, Vice President, Member Secretary & Members

WEC serve for three years tenure. It is headed by President who is the elected member of the Municipal Corporation or Municipal Board or Town Committee or else selected from amongst the members of the WEC. There is a post of vice president who shall be preferable a women member to be select by community members while preference will be given to a women residing in a slum area (basti area). The senior head teacher of LP school / headmaster / mistress of middle school in the ward area as selected by the general meeting as member secretary. WEC selected the following members:
Ten representatives to be selected as members from amongst the all slums/lanes/muhalla/bye lane/chawk of that area and at least four communities are representative should be women. One member from each slum area preferably present of government/provisionalised school going children and at least member should be parent of disabled child if any. One representative of local organization working for education in the area/NGO/Mahila Samiti/Youth Club etc. working in the field of education, health, sports etc. One student representative of either sex of the ward studying at college level and interested to work for development of elementary education. All other headmasters/mistress/head teachers of government / provisionalised of middle schools and PL schools in the ward shall be selected as members, a member from worker of Aganwadi (ICDS)/ANM/health workers/doctors of health centre/CHC/PHC of the ward.

(Ref. Govt. of Assam, 2009, Sankalpo Yatra, Sarva Shiksha Abhiyan, Axom, Guwahati-19) Functions of TGEC/WEC/VEC

a) To conduct house-to-house survey of the educational status of each household.

b) To conduct micro-planning exercise.

c) Regular updating of Village Education Registration time to time.

d) To carry forward all the initiatives undertaken by the Axom Sarva Shiksha Abhiyan with a view to universalizing elementary education.

e) To adopt plan for universalization of elementary education.

g) To arrange financial resources and other teaching-learning materials for the internal development of school at the same time to work for the holistic development of education in village/ward/Tea Garden.

h) Receive all grants & aids provided by SSa and ensure its proper utilization.
i) To maintain the good relation with school managing committee for proper and smooth functioning of the schools.

j) Regulating and updating of school register and other academic records. Presently under the guidance of SSA and cooperation with the community people, elementary educations are serving smoothly. It integrates for such smooth running with some innovative schemes. It also gives importance of decentralization process in education.

XII
IMPLEMENTATION OF RTE WITH SSA

In August 2009, Parliament passed the historic Right of Children to Free and Compulsory Education (RTE) Act, 2009. It provides for free and compulsory education to all children of the age of six to fourteen years. It provides for children's right to free and compulsory admission, attendance and completion of elementary education. More importantly, it provides for the child's right to education that is free from fear, stress and anxiety. There are several provisions in the Act, including for example, provisions prohibiting corporal punishment, screening procedures for admission, detention and expulsion. It extended to the whole of India except the state of Jammu and Kashmir. For the first time in the history of India entitles children have the right to education enforced as a fundamental right. The RTE Act has important implications for the overall approach and implementation strategies of SSA, and it is necessary to harmonize the SSA vision, strategies and norms with the RTE mandate. In this context the Department of School Education and Literacy set up a committee suggest follow up action on SSA vis–a-vis the RTE Act.
In Assam — Structural Change occurred in elementary level of education by including class-VIII in the upper primary level and class-V in the lower primary level. The new arrangement has been made as per the mandate of the Right to Education Act, 2009, which has provided for inclusion of the classes between I and VIII in the elementary stage (The Assam Tribune, 2011-01-03).

This type of structural change has been occurred in Cachar district also.

From the above discussion, it reveals that SSA has decentralized the entire power and functions to the community level. Thus, it enhances the quality education as well as the quantity education. Both quality and quantity obviously brings a gigantic change in academic atmosphere in the district. SSA provides for a variety of interventions, including, among other things, opening of new schools and alternate schooling facilities, construction of schools and additional classrooms, toilets and drinking water, provisioning for teachers, periodic teacher training and academic resource support, textbooks and support for learning achievements.