



INTRODUCTION

After the introduction of Right to Education Act 2009, Sarva Shiksha Abhiyan (SSA) has been recognized as the medium for implementation of the Right of Children to have Free and Compulsory Education upto the age of 14. Therefore, the planning exercise for the AWP&B, 2014-15 has become especially important since we need to comprehensively plan Sarva Shiksha Abhiyan (SSA) interventions from the perspective of the mandatory provisions of the RTE Act, 2009. We will be widely planning SSA interventions from the viewpoint of the provisions of the RTE. Requirements for opening new schools, constructing new school buildings, providing school uniforms, residential facilities and transportation/escort facilities are contingent on the provisions made in the RTE.

Through the medium of Community Mobilization training, SSA tried its best to acknowledge the common people regarding the rights given by the Government

to each children and duties of each stakeholder has to sincerely perform for the upliftment of education of the society. The entire process is expected to facilitate SMC/PRI members to understand and develop the School Development Plan.

Section 6 of the RTE Act mandates the establishment of a school within the prescribed area or limits of the neighborhood in a three year time span from the commencement of the Act i.e; upto 31st March 2013.

Accordingly 63 nos. of new Upper Primary 93 nos. of new primary school was sanctioned as per AWP & B 2012-13 and 2014-15. Out of 63 new upper primary Schools 16 nos. are under construction and remaining others has been sent by DI , secondary to the education department for approval and as soon as approval granted construction work from the SSM will be started.

Similarly, the position of new set up of 93 nos of primary schools are the same. The task for getting the approval from W.B. Education Department is laying to District Inspector of schools, primary Section, GTA. So, till date 53 nos. of Upper Primary Schools and 93 nos. of Primary Schools are in position of spill over.

Section 4 of the RTE makes specific provision for Special Training for age appropriate admission for out-of-school children. According to the recent Report of House to House survey through Child Register, the number of Out of School Children in GTA area is 802 only.

During the programme of community mobilization training it has been found that maximum number of students in GTA area are in private schools and the Oosc are very few which will be clear in this year as maximum Private schools are submitting their DISE report. SSM tried its best to achieve the 100% enrolment target during this year through various community mobilization and Siksha ka Haaq programme and the targated goal for the 100% enrolment will be accomplished very soon.

Bridging gender and social category gaps in elementary education is one of the main goals of SSA. Maximum numbers of girls and children from disadvantaged groups and weaker sections are already enrolled in schools. But to keep them in school till the completion of elementary education is still big challenge. Some of the relevant provisions are no discrimination against children from 'disadvantaged groups' and 'weaker sections' on any grounds, inclusion of women in school monitoring committees, provision of good quality education that includes equity issues, curriculum development in conformity with constitutional stipulations, training, enrolment in age appropriate classes which will largely apply to girls, especially from disadvantaged communities.

In the context of RTE, gender and social disadvantage must become integral to concerns of quality and equity. Gender and social inclusion, as a crosscutting issue, should be viewed as an integral and visible part of the quality agenda. It is, therefore, important to work towards ensuring that issues of exclusion and

disadvantage are addressed in the curriculum, syllabus and teaching learning materials as well as in the classroom practices and ensuring that issues of gender and social inclusion are addressed in training programmes for members of SMCs, VECs, PRIs, etc. and enable them to address such issues in their School Development Plans.

In the case of Children with Special Needs (CWSN), the key priority areas are strengthening the identification system of CWSN, ensuring full coverage of CWSN by preparing schools to address the diverse needs that different categories of CWSN have, especially children with Autism Spectrum Disorders, cerebral palsy, deaf-blindness etc., strengthening the resource support team for regular and effective academic support to the CWSN, strengthening and up gradation of resource rooms, augmentation of training facilities in CLRC/ CRC keeping in mind the needs of CWSN and by placing adequate number of special educators, adaptation of curriculum and evaluation processes for CWSN, sensitization of teachers, parents, community and peers to create an inclusive school environment, co-ordination with special schools and barrier-free access through the availability of ramps with handrails and barrier free toilets.

The RTE makes it mandatory to ensure that every child stays on and completes elementary education. For Retention close and constant watch on the attendance pattern of children enrolled, and ensure timely interventions to hold them from dropping out. For the success sincere efforts and coordination among the stakeholder is the key factor i.e. the correlation among Schools and CRC, CLRC, District level is must.

In AWP&B 2014-15 special attention for Training of teachers and involving children, in library management and its usage will have to be incorporated within the teacher training programmes.

A special attempt is to be undertaken to develop the capacity of SMC to look at the challenges of quality education. The revised SSA norms provide for residential and non-residential mode of community training for capacity building of SMC members. Community has an important role to play in the improvement of the learning environment in the schools. While making School Development Plan, the SMC has to pay adequate attention to quality issues including teacher training, availability of child entitlements, teaching learning materials in schools, pupil assessment in consonance with the principles of continuous and comprehensive evaluation, and preparation of pupil cumulative record. The SMC can also act as a bridge for community involvement in sharing knowledge with schoolchildren. The community leaders and groups, therefore, will need to be sensitized on issues related to monitoring of children's progress and other quality related school activities. This will have to be preceded by the community mobilization as well training of SMC on issues pertaining to quality.

Each new school has a amalgamated building, containing all features specified in the Schedule to the RTE Act, and is designed in a manner that available physical spaces serve as an aid to learning with appropriate barrier free features. Augmentation of the existing school infrastructure through the construction of additional classrooms, separate toilets for the boys and girls, drinking water facilities and ramps with handrails in the existing schools should also be attended to on the priority basis.

Urban areas have unique features like a high density of population, a heterogeneous community, extremely high cost/unavailability of land, slums, migrating population, homeless population, infrastructural barriers to school, urban deprived children etc. Special training would be undertaken to address the needs of urban deprived children like street & working children, rag-picking children, children of slum/pavement dwellers, children working in industry, household, tea shops, tea garden and garages etc.

In other district of West Bengal from the time of the foundation of Sarva Shiksha Abhiyan, the District Sarva Shiksha Mission Committee has been striving for a grand alliance of administrators, Local Self Government institutions, educators, learners, education authorities, political parties, teachers' organizations, professional NGOs, media and most of all the members of the community for the success of the programme but till date GTA area is lagging far behind because of various reasons like- absence of full fledged CPO/DPO, lack of sufficient number of staff and because of the lack of coordination among the stake holders relating to the education. Therefore to fulfill the gaps GTA has to do many things in which the District is lingering far behind. In fact, Sarva Shiksha Mission is not only a programme but a movement in which every section of the society is to be made a partner.

SISHU SIKSA KARMASUCHI

To provide primary education to the children of the age group of 5+ to 8+ years in the schoolless villages and also to take care of the drop out in such villages in the hill areas of GTA, 100 Sishu Siksa Kendra (Child Education centre) in different areas of the GTA Constituencies had been opened and running with the sanction of the Panchayat & Rural Development Department, West Bengal, in collaboration with the UNICEF since June 1999 till February 2001. Since then the number of SSKs have increased to 568. To supervise these SSKs 28 Supervisor have been appointed and posted one each in 28 constituencies of the council.

PRIMARY SCHOOLS (Govt. Aided)	775
SSK (Sishu Siksha Kendra)	538
Total	1313

Upper Primary Scenario:

In the GTA area there are 137 Upper Primary, Secondary/Higher Secondary Schools, 40 recognised private Junior High/High Schools The following tables are indicative of the Upper Primary System in GTA area.

List of the Govt. aided schools

(H.S. / High Schools / Junior High Schools)

School	Number
Higher Secondary	63
High	56
Junior High	31
Independent H.S.	1
M.S.K	67
Madrasah Siksha Kendra	1
Total	219

Other aspects of education

There are other educational institutions like Degree College, PTTI etc. under GTA as indicated in the following tables:

TABLE I

Type of Institutions	Number
University	Nil
Degree Colleges	8
B.Ed College	1
PTTI	2
Technical Institute	3
Social Welfare Homes	3
Ranger Forest Colleges	1

Food and Craft Institute	1
Art and Craft Institute	1
Himalayan Mountaineering Institute	1
Schools under the Minister of Defence	3

Table II
Existing number of Libraries

<i>Gorkhaland Territorial Administration</i>	Rural	Urban
TOTAL	95	6

PRIMARY Education Scenario

Number of CLRCs	12
Number of CRCs (to be set up)	132
No. of VECs	594
No of WECs	54
Number of Educational Circles	12
Number of Schools (run by Govt./DPSC)	775
Number of SSKs	539
Number of Private schools	192
Number of other NGO-run schools	27
5+ to 8+ Population (as on 1.4.2012)	61065
5+ to 8+ Boys Population (as on 1.04.2012)	32505
5+ to 8+ Girls Population (as on 1.04.2012)	28560
5+ to 8+ SC Population (as on 1.04.2012)	9770
5+ to 8+ ST Population (as on 1.04.2012)	21373
Gross Enrolment (overall)	68328
Gross Boys Enrolment (overall)	33880
Gross Girls Enrolment (overall)	34448
Gross SC Enrolment (overall)	10249
Gross ST Enrolment (overall)	23914

Net Enrolment (overall)	60129
Net Boys Enrolment (overall)	29814
Net Girls Enrolment (overall)	30315
Net SC Enrolment (overall)	9019
Net ST Enrolment (overall)	21045
Out of school children	386
Out of school children (Boys)	188
Out of school children (Girls)	198
Out of school children (SC)	34
Out of school children (ST)	86
GER (%)	111.89
NER (%)	98.47
Gross Enrolment (Govt/DPSC run schools) (As per U-DISE 2012-13)	56149
Gross Enrolment (private primary schools) (As per U-DISE 2012-13)	12179
Net Enrolment (Govt/DPSC run schools) (As per U-DISE 2012-13)	49411
Net Enrolment (private primary schools) (As per U-DISE 2012-13)	10718
No. of total teachers (Govt./Govt. aided) (As per U-DISE 2012-13)	3318
No. of untrained teachers (As per U-DISE 2012-13)	1824
No. of buildingless schools (As per U-DISE 2012-13)	0

No. of one-room schools (As per U-DISE 2012-13)	31
No. of two-room schools (As per U-DISE 2012-13)	51
No. of three-room schools (As per U-DISE 2012-13)	131
No. of one-teacher schools (As per U-DISE 2012-13)	31
No schools with no teachers (Regular + Para+ Contract)	1
No of Schools without any regular teachers	19

UPPER PRIMARY

	2014-15
9+ to 13+ Population (as on 1.4.2006)	74635
9+ to 13+ Boys Population (as on 1.04.2006)	39646
9+ to 13+ Girls Population (as on 1.04.2006)	34989
9+ to 13+ SC Population (as on 1.04.2006)	11941
9+ to 13+ ST Population (as on 1.04.2006)	26122
Gross Enrolment (overall)	74219
Gross Boys Enrolment (overall)	39425
Gross Girls Enrolment (overall)	34794
Gross SC Enrolment (overall)	11875
Gross ST Enrolment (overall)	25977
Net Enrolment (overall)	68282
Net Boys Enrolment (overall)	36271
Net Girls Enrolment (overall)	32011
Net SC Enrolment (overall)	10925
Net ST Enrolment (overall)	23899
Out of school children	416
Out of school children (Boys)	191
Out of school children (Girls)	225

Out of school children (SC)	15
Out of school children (ST)	42
GER (%)	99.44
NER (%)	92.01
Gross Enrolment (Govt./Govt. aided schools)	32837
Gross Enrolment (private upper primary schools)	88334
Net Enrolment (Govt./Govt. aided schools)	32666
Net Enrolment (private upper primary schools)	41382
Total no. of teachers (Govt./Govt. aided)	1270
No. of untrained teachers	536

The Sarva Siskha Abhiyan is a holistic approach towards achieving the long cherished goal of universalisation of elementary education through a time bound integrated approach, which aims at providing useful and quality elementary education to all children in the age group of 6 to 14 years. As to comply with the mandate of Supreme Court every child upto the age of 14 has to be enrolled in the nearby school. There is also another goal to bridge the social, regional and gender gaps, with the active participation of the community in the management of schools. It realizes the importance of Early Child Care and Education and looks at the 3-14 age as a continuum. All efforts to support pre-school learning in ICDS centres or special pre-school centres in non-ICDS areas will be made. It is a response to the demand of quality basic education. It is also a programme that makes an attempt to provide opportunity for improving human capabilities to all children through provision of community owned quality education in a mission mode.

In order to achieve the objectives a proper projected plan is necessary and the same is being prepared to cover the following aspects:

- Improvement of the available school infrastructure
- Each child should have a school within 1 km from his/her home for the age group from 5+ to 8+ and 2 km for the age group for 8+ to 13+ years of age group of children.(As per the RTE Act-2009)
- A school is required to be set up for the child who cannot reach the school due to natural barriers.
- Enrolment of out of school children and drop out children through mass movement and through bridge course of residential and non residential mode of 12 Month, 9 Month, 6 Month and 3 Month from the year 2014-15.

- Teacher's orientation for best application of teaching learning methods.
- Creation of a child friendly environment in the school.
- Developing a good system of supervision and monitoring.

The main emphasis is on mainstreaming out of school children through diverse strategies, as far as possible, and on providing eight years of schooling for all children in 6 to 14 years age group. The thrust is on the bridging of gender and social gaps and a total retention of all children in schools.

Briefly, the following steps to address the problems under different stages of Education Scenario have been identified and necessary stress has been emphasised in the present Annual Work Plan & Budget for 2014-15:

Pre-Primary Education:

As has been pointed out in the Chapter dealing with the education scenario of the Council that unlike in other districts of West Bengal in the GTA area the pre-primary education is taken up in the regular and private schools. There are 503 and more Govt Primary Schools where the pre-primary sections have been running. **Correspondences were made in 2007-08 to the School Education Department, West Bengal for implementation of the Mid-day meal programme to these pre-primary students because, unlike in the rest of the country, where the implementation of the midday meal programme to the student of the pre-primary is taken up by the ICDS Department, the primary schools under GTA, as mentioned above, have pre-primary sections and these students are deprived of this scheme. Response from the Department of Education, West Bengal is still awaited.**

Early Childhood Education has been felt as an important initiative to achieve the universal primary education by reducing the gap in enrolment, dropout and improving quality of education. It is considered as an effort for school readiness and to generate school going habits of the children in the age group of 3 to 5 years and a support service for working women of the disadvantage section of the society. It also ensures enrolment of under aged children.

The following strategies have been contemplated to bring about effective measures in running the ECCE Centres in the primary schools:

1. The teachers may be given proper training on pre-schooling and for taking proper care of all children including Scheduled Caste children in the centre.
2. To sensitise the community for sending the under aged children to the pre-primary sections.
3. To provide academic support and the TLM to all the primary schools having pre-primary facilities.
4. Awareness generation through campaign, posters, leaflets, meals, etc.

Primary Education:

One of the great challenges in universalising of primary education component of UEE is that all the out of school children of the age group from 5+ to 8+ should be brought into the main stream of education by the year 2005. But till date the target of universalization of elementary education has not been solved. According to the available records there are 2813 children of the age group from 5+ to 8+ years are out of the school either because some of them had never been enrolled or some of them are dropouts. There are 775 Government Primary Schools and 538 Sishu Siksha Kendra and many private schools in the GTA areas. Sincere and hard work of each and every teachers of the school, all stake holders of Education Department and concrete Public cooperation and participation is the pathway to the solution. For this , general awareness campaign from all media is first and foremost.

The following steps may be taken to provide necessary access to these out of school children:

1. Improvement of the available school infrastructure. This includes construction of additional class rooms, measure and minor repairs, providing drinking water and toilet facilities, etc
2. Sanctioning further regular primary schools. For the year 2014-15, GTA has proposed new set up of 108 nos. of Primary and 81 nos. of Upper Primary Schools (53 spill over and fresh proposal 28 =81) in those areas where there is no Primary and Upper Primary schools within the 1km and 2km distance.
3. To organise mass movement by involving the community for enrolment of out of school children and enrolment of dropout children through a bridge course of 6 months, 9 month or 12 month.
4. To appoint additional number of teachers.
5. To arrange teacher orientation for best application of Teaching Learning Methods.
6. Creation of child friendly-environment in the school.
7. To develop a good system of supervision and monitoring.

Upper Primary Education:

There are 137+16= 153 Govt.-aided Secondary/Higher Secondary schools, 40 recognised Private Junior/High Schools, 97 unrecognised Private Junior/High Schools and 68 MSK. As per the records available, in the upper primary schools there are still 416 out of school children who should have been brought into the school by 2012-13 but due to Political disturbances and lack of sufficient number of staff both in District Office and at CRC level this objective could not be covered. Keeping this target in mind the following strategies have been contemplated in the preparation of the present AWPB 2014-15.

1. Improvement of the available school infrastructure. This will include extension of the present school building, additional class room with repair and additional furniture, etc.
2. To provide alternative innovative education by engaging NGO for setting up alternative schools for the special focus group children. In the hill areas of GTA the special focus group children are identified as the children:
 - (a) Living in smallest habitations and working children in the urban areas.

- (b) Working children in the wool and carpet weaving industries.
- (c) **Working children in the tea estates.**
- (d) **Deprived Urban Children.**

- 3. Setting up of regular upper primary schools.
- 4. To run classes by shift.

Though, as mentioned afore said, strategies have been worked out to see that all the out of school children of age group of 9+ to 13+ should be brought under the main stream of education by this year, yet it is to be seen whether the strategies contemplated can at all be as practical. However, the mental preparedness has been there to meet the eventuality in achieving the target.

Goal and Objectives of SSA:(As per RTE-2009)

Sarva Shiksha Abhiyan is an effort to universalise Elementary Education by community ownership of the school system. It is a response to the demand of quality basic education. The SSA programme is also an attempt to provide opportunity for improving human capabilities to all children, through provision of community owned quality education in a mission mode.

The Sarva Shiksha Abhiyan is to provide useful and relevant Elementary Education for all children in the 6 to 14 age group. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools. It realises the importance of Early Child Care and Education and looks at the 3-14 age as a continuum.

The main objectives of SSA are as follows:

- All children complete eight years of elementary Education level.
- Focus on elementary education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social category gaps at primary and Upper Primary education level.
- Universal retention.

The main emphasis is on mainstreaming out of school children through diverse strategies, as far as possible, and on providing eight years of schooling for all children in 6-14 age groups. The thrust is on the bridging of gender and social gaps and a total retention of all children in schools.

1. **School Photography:** The School Photography has been taken with the objective of developing a convergent and holistic plan for infrastructure up gradation. The specific purpose of School Photography is to facilitate decision making at the Council level and Constituency levels in an objective manner leaving no scope for individual or institutional choice or discretion. It also keeps on record the improvement which has taken place with regard to infrastructure up-gradation. The Photography of the primary schools has been completed and now the same has to be done in respect of the Upper Primary Schools.
2. **Awareness Generation Programme:** Another Planning Process involved is the awareness generation programme. This refers to sensitisation of the members of the Village and Ward Education Committees/School Management Committee,

Council Constituency Committees, Resource Teachers, all officials associated with the SSA Programme and the organisations which will also have to have association in launching the programme. This is very essential for capacity building of these functionaries who will ultimately be responsible for bringing home the fruit of hard work on planning.

For instruction and involvement of the general people, publicity, activities to generate general awareness about the programme and to be initiated through campaign, distribution of leaflets and local dailies and by organising sensitisation workshops in different areas of the Council.

3. Micro-Planning: In area of planning and management, Micro-planning or habitation planning is one of the major activities. It includes activities like knowing habitation through execution of information and holding group meetings with them. It also includes efforts for maintenance of education register, school map, collecting and updating various data. This exercise has helped to prioritise the intervention and to strengthen demand generation. This will also enhance the planning capacity of the people at the grass root level for whom SSA has been launched including better utilisation of own existing resources.

4. Other activities: There are other important activities of Planning Process like sensitisation of the teachers, interaction with the Councillor, members of the Panchayat, Ward Councillors of the Municipalities, teachers organisations etc. This has been adhered to in preparing the present Plan. Base Line Assessment Survey is one of the main instruments to measure the competency of the students based on caste, sex and age group. External Evaluation and other project activities including Community Mobilisation are also equally important in the Planning Process.

Major Interventions

- 1. Project Management**
- 2. Pedagogy**
- 3. Civil Works**
- 4. Management Information System**
- 5. Community Mobilization**
- 6. Girls Education**
- 7. Integrated Education for the Disabled**

Project Officer,
SSM Cell, GTA