

INTRODUCTION

VISION & MISSION STATEMENT OF EDUCATION (SCHOOL) DEPARTMENT

Government of Tripura

VISION : Developing schools as participative learning organizations to improve quality of education for building a value-based society.

MISSION : Quality centered education to facilitate learning and thinking for all round personality development of students in a conducive atmosphere.



Sarva Shiksha Abhiyan is the biggest ever flagship programme being implemented in the entire country with the objective of Universalizing Elementary Education (UEE) by bringing all children in the age group of 6-14 years under the ambit of primary schooling, expanding schooling facility to all inaccessible un-served habitations, creating new school infrastructure and renovating / improving infrastructure of existing schools. Ultimately, this time bound programme aims at achieving the goal by providing education of satisfactory quality to the children for improving their human capabilities adequately, so that they may stand on their own and lead a successful life of prestige in the practical world.

In conformity with other States and Union Territories of the country the programme was launched in the state in 2001–02. The launching of the biggest ever flagship programme has brought about a sea change in the whole educational profile of the State by way of enrolling out-of-school children and retaining them in the schooling system, effecting a sharp, tangible decline in drop-out rates, increase in transition rate, bridging gender and social category gaps, training and motivating teachers to deliver education more effectively, involving community people in various spheres of the education system, improving the quality of education and so on.

Besides, a large number of assets have been created to facilitate the progress of education. Building of new educational infrastructure and renovation of the existing infrastructure, recruitment of capable human resource and enhancing their capabilities are to name only a few among many. In a nutshell, the implementation of the programme is in full swing.

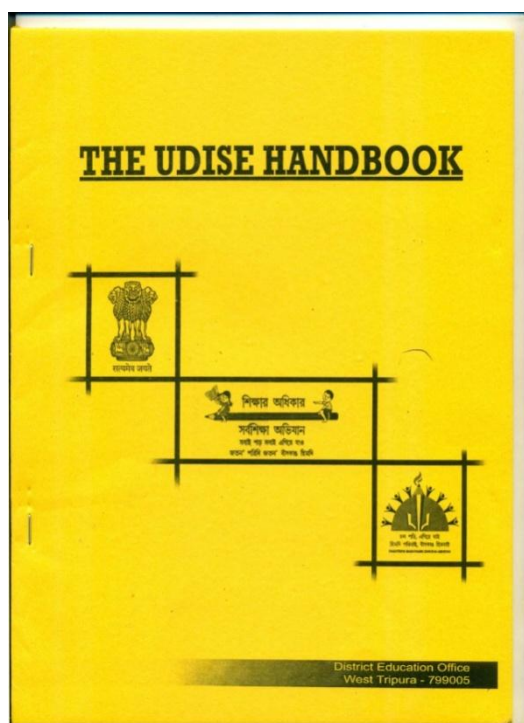
Even as we conduct various activities for implementation of our program, it is important that we take the time to capture the accomplishments and outcomes of our program. Sharing our achievements as the program progresses will put us in an advantageous position when policymakers or other stakeholders make decisions that affect our program. The more educated they are about our program's goals, activities, and successes; the more likely they are to support our program. Some specific reasons for developing and sharing success stories include:

- Capturing progress over time.
- Educating decision makers about the impact of the program.
- Demonstrating responsible use of resources to stakeholders.
- Sharing “best practices” with other similarly-funded programs.

During accomplishing the activities of EMIS-Tripura there are some milestones which boosted the quality of data and help to better the data collection.

INTRODUCTION OF BENGALI HANDBOOK ON UDISE

From the very beginning of SSA in Tripura, UDISE (Unified District Information System) has played an important role. It has been formally recognized as the official source of data for all the schools of the particular state. UDISE is a great help in tracing progress of several aspects of SSA. Depending on the information of DCF, many activities including the development programme of different aspects a schools take place. So, every year this DCF has been filled up by every school. Though various initiatives have been taken, one of the major problems with the data collection was lack of quality of the data which have been generated from the schools and deteriorate its quality or clarity. **Keeping this in mind, this year, West Tripura district has taken a good initiative and published a Bengali handbook. This Bengali handbook has explained all the points of UDISE Format in a detailed way.**



This Handbook provides guidelines in Bengali for filling up the UDISE data Capture format and has helped all personnel of schools who are involved in filling up UDISE data. It helped all the personnel to clarify their doubts, and as a result, the quality of UDISE data has improved. In comparison to last few years it has been noticed that this year DCF is much more flawless since the HMs / TICs have clarified their doubts of each and every point of DCF with the help of Bengali handbook. It was found that in previous year the HM/TIC had confusions while filling up the points like no of instructional days, No of classrooms and others rooms available in the schools, No. of academic inspections etc. But this year they came up with much more perfection while filling up the information in DCF. Furthermore it was also found that the data were much more perfect and we can rely on this information from our end. Last but not the least

we may say that this Bengali handbook has played a pivotal role in filling up the DCF with the correct data and improved the quality of UDISE, 2016. And we also hope that in the coming days our perfection will drive more for collecting more authentic data from the different school which will help to improve the quality of DCF to its highest extent.

Uddipan Programme

1. 'UDDIPAN' a new initiative meaning incitement or encouragement that hopes to change the face of primary education by arousing curiosity and interest in the mind of the children has been introduced in our state as a PAB approved activity of 2016-17. This initiative has been inaugurated in our State on **26th May'2016** and implemented primarily in **811** schools of Educationally Backward Blocks. So far, **16802** Early Grade children have been covered under this innovative learning programme. In this programme, comparatively weak learners are taken care of by providing additional learning supports through peer group learning, activity based learning, participatory learning etc. Some pictures of UDDIPAN



classrooms are as follows:-
Burchukhatai Bari J.B(Killa)



KAZASHI MOG PARA SB (Silacharri)



Bisram Para JB (Ampi)

Under this programme 1622 elementary teachers of respective schools have been given training on the basis of 2-day module which has been prepared on Bengali, English and Maths separately.

District wise and EBB block wise selected UDDIPAN schools are as follows:-

Name of District	Name of EBB Block	No of Schools
South Tripura	Rupaichari	78
Gomati	Killa	72
	Ompi	92
	Karbook	67
	Silachari	31

Dhalai	Dumburnagar & Raishyabari Block	154
	Chawmanu	130
	Ganganagar	45
North Tripura	Dasda	93
	Damcheera	49
Total		811

3

Disbursement of Uniform Grant and distribution of free text books for students at elementary level on the same day of result declaration

In the year 2016-17, the State Office of SSA Rajya Mission, Tripura has taken initiative for disbursement of Uniform Grant and distribution of free text books for students at elementary level in the same day which is a one of the best practice in our perspective because of students are providing new text books and uniform grant along with the Annual Examination Result. For the purpose the State Office of SSA Rajya Mission, Tripura was issued one Official order on 19th November, 2016 to all DPCs, BPCs and Jt. BPCs (Inspector of Schools) where in it was instructed to arrange disbursement of Uniform Grant (through the Bank Account of students or parents of the students) to the students on the very day of distribution of free text books for the academic year 2017. In this regard, it was also instructed to all concerned for disbursement of Uniform Grant and Free Text Books, all concerned will be organized small function in each school involving SMC members, parents and other stake holders as on 30th December, 2016 because of the new academic year start from January, 2017. It was also instructed to organize Block level function in which local MLAs/PRI body members/Eminent Educationist/ SMC Members will be invited.



S.No.	Name of the student	Gender	Amount
1	ABHIRAM DEBBARMA	BOY	1,000.00
2	ABHIRAM DEBBARMA	BOY	1,000.00
3	ADARSH DEBBARMA	BOY	1,000.00
4	ADARSH DEBBARMA	BOY	1,000.00
5	ADARSH DEBBARMA	BOY	1,000.00
6	ADARSH DEBBARMA	BOY	1,000.00
7	ADARSH DEBBARMA	BOY	1,000.00
8	ADARSH DEBBARMA	BOY	1,000.00
9	ADARSH DEBBARMA	BOY	1,000.00
10	ADARSH DEBBARMA	BOY	1,000.00
Total			10,000.00

Disbursement of Uniform Grant in school

Name of school:- Ramkamal HS School (Elementary Level)

Name of the District:- Unakoti.



Distribution of Free Text Book in the School

Name of school:- Matangini Hazra Girls School (Elementary Level)

Name of the District:- Gomati.

4

Construction of TLM Park

SSA Rajya Mission, Tripura has already taken initiative towards qualitative improvement in education by constructing learning and fun based physical environment buildings in school infrastructure. SSA Rajya Mission also creating Knowledge Parks commonly known as Teaching Learning Material parks in school premises to enhance some practical experience regarding concept on different physical objects on subjects like Mathematics, Life Science, Geography etc by constructing models of different colours.

By creating these parks, SSA Rajya Mission Tripura has introduced a process to easily attract the children of elementary education to learn mathematics as a fun. Required formulae of fundamental geometrical, trigonometric and other mathematical sections as depicted on these figures to enable children to easily remember them. In other sense, these figures placed in a small park in a suitable location of school premises are being treated as a tool to learn mathematics practically as a fun.

In addition, other geographical and science figures help elementary level students to visualize the subject content. From the figure of Indian map, students can easily learn the geographical location of our country, its states with state capitals, and boundary lines around the country. Similarly, from the figure containing the solar system, children can learn about our solar system, the planets and their position in our solar system, the position of our earth and its orbit around the sun as well as orbital position of other planets around the sun.

Hence Teaching Learning Material (TLM) parks have already created a positive impact in the schools and demands are coming from all the districts to construct such parks in the

schools. Since Education Department, Govt. of Tripura does not have necessary fund for such construction, hence we have proposed for construction of at least 240 TLM parks in 240 schools @ 30 parks one in each 30 schools in each district. So, total 240 TLM parks (@ 30 in each district x 8 districts) have been proposed at an out lay of **Rs. 48,00,000.00(Rupees forty eight lakhs) only** with a unit cost of **Rs. 20,000.00(Rupees twenty thousands) only** each.



TLM Park at Natunnagar Girls H.S.School



TLM Park at Maharani Tulsibati Girls H. S. School

IT and Soft Skills training of Teachers



It is observed and felt that if a teacher is provided basic IT and Soft Skills, he / she can do wonders in teaching learning process by accessing the digital TLMs present abundantly in the Web. Considering this, the State SSA Mission has taken initiative to provide training to teachers from backward areas of the State. To materialize this, convergence has been built with NIELIT, Agartala, an Autonomous Scientific Society under the administrative control of Department of Electronics & Information Technology, Ministry of Communications and Information Technology, Government of India. Six-day residential training have been organised for a total of 200 Teachers, mostly belonging to the ST and SC communities. This has been the first time such trainings have been organised in the State for the Teachers. The trained teachers have been provided with basic knowledge of handling computers, accessing the Internet, searching information and TLMs from the Internet, downloading them, showing TLMs using a Projector, as well as development of basic digital TLMs of their own.

Best Practices of Gournagar BRC in Support of Implementation of Teachers Training Programme:

While effective implementation of Right to Education act has been the top most priority of Gournagar BRC of Unakoti District, the fruits of 7 day in-service teacher training programme over the years is being experienced gradually with increase in attendance of children and their motivation in learning. The effective training sessions attended by enthusiastic teachers and efficient BRPs/Master trainers has promoted effectiveness of schools as visualized by the increased levels of learning outcome of children.



Owing to continuous access to the In- Service training programmes the teacher are motivated enough to undertake the following activities in their schools:

- ❖ Demonstration of play way methods
- ❖ Group discussion and debates in classroom process and use of TLM
- ❖ Activities / experiments in Science & mathematics with hands on materials
- ❖ Making list of the problems in respect of slow learners and organizing remedial teaching accordingly.
- ❖ Proper implementation of CCE
- ❖ Involving all students in Co-scholastic activities
- ❖ Designing teaching – learning activities conducive to CWSN etc.

The beautiful reality of all these activities is clearly reflected in many schools. Among them Schools namely Irani High School, Baraitali JB School, Dalugaon JB School, Kinairchar SB School are worth mentioning. Here Teachers follow these activities learned in the training sessions in classrooms while imparting lessons creating optimum learning environment. They always strive to deliver appropriate curricular provision for their learners.

It is observed that the teachers are so impressed by the BRC level training that often they insist on the participation of BRPs in one day teachers training programme.

This collaborative effort of trainers and trainees makes the Training programmes a huge success.

Hopefully during this new year-2017 we will be able to implement training programmes more effectively and complete all the cycles in a time bound manner.

7

In all the KGBV hostels, training on music, dance and extracurricular activities are provided. In the District level Cultural Programme which was held on 14th Nov.'2016 at Vivakananda Sarda Satabarshiki Bhavan, Dharmanagar, North Tripura District. **In that programme, the girls of KGBV attached to Paiza Govt. High School has performed in the folk dance event and won the 1st position.**



8

Identification of OoSC (Household Survey):

Every year, a lot of activities are undertaken so that no child in the above- mentioned age group is left outside the schooling system. These activities start with conducting a large-scale household survey to identify the children, who are, due to some unavoidable exigent circumstance, still outside the umbrella of education – either by way of not being enrolled in schools at all or by way of dropping out of the schooling system after being enrolled. After the said identification process, a list of all such children (by name, habitation etc) is prepared for the entire state. To verify the correctness of this list, a sample checking at random basis is carried out covering about 20% - 25% of the whole. After this list is revised and corrected as required, it is shared with the SSA functionaries at various levels. After this, massive efforts are taken up to meet the challenge of bringing these out of school children under the canopy of education. In order to materialize this, a special enrollment drive programme by the name of “Vidyalaya Cholo Abhiyan” is carried out throughout the state.

SMC & Community initiatives

1. **Gandachhara HS School** under Dumburnagar Block is one of the most backward Blocks in Dhalai District. SMCs build a bridge between the community and schools and plays role of providing necessary supervision in schools to ensure all basic standards of the schools are achieved as per the Right to Education Act. This year SMC of Gandachhara HS School decided to supply eco-friendly printed carry-bags to the students of class I to VIII along with the free text books. The cost for purchasing of these bags was borne by the SMC members among themselves on voluntary basis. Thus, the decisions taken by the SMC and its implementation is being highly appreciated by the parents of the students and it is not escaped the kind notice of high officials who visited the school periodically.



In addition to that; another bright instance of welfare for the students has set by the SMC members of the school. Earlier the school had no cycle stand for parking. Non-availability of cycle stand was a problem to the students as well as to the teachers. Even after supply of bi-cycles to the students by the government the students were



unwilling to bring the cycles afraid of damage by rain and sunlight. Making of cycle stand by the SMCs with their own contribution in terms of cash and kind which indeed a great boon resulting to increasing the attendance of the students. For the continuous and comprehensive improvement of the schools, SMC plays an important role and are becoming indispensable for day to day management of the school. Such cooperation of the SMCs may be acknowledged.

2. Mungiakami Block under Khowai District is one of the tribal dominated blocks of Tripura. Majority of the population of this block is tribal language speaking. It was observed that, the students of Hariram Sardar Para S.B.School of Hariram Sardar Para village under this Block was not able to read text books which were written in Bengali and was also not able to write their exam in Bengali. School teachers were also in helpless position as they were not able to teach the contents in tribal language. It was a matter of great concern as students were also less interested to attend classes and thus the trend of drop-out and absenteeism was found highly.

At that point of time, during the year 2014-15, some educated youths and some SMC members of that area came forward and decided to help the students by translating the Bengali languages into their local Tribal language, “Kokborok”. They started to give free coaching to the students of that community, so that the school students are able to at least read and write the Bengali language. Within a year, it was found that the language barrier problem was in a reducing trend. Slowly, the student started to read and write in Bengali. Now, it is found that, majority of the students of this school are able to read and write Bengali and it is also observed that attendance of the students are also in higher scale.

This kind of community participation helps the students of that area to overcome the language barrier which is a great example for other parts of the State. This kind of participation is shared during the training programme of SMCs which encourages the community to act in this way.



Educated youths giving free coaching to the students for overcoming the language barrier problem

3. There was a waste land in the premises of Salema Class XII School under Salema Block. Earlier the area was unhygienic and having wild grasses which was a breeding ground for insects and free grazing ground for cattle resulted into safety hazards for the children. As the area is yonder to the school, it was a



problem to make the land eco-friendly. Therefore, SMC members of the school have come up with an innovative idea to raise a green and environment friendly kitchen garden for their school. Consequently, kitchen garden for the school has been raised under the aegis of the SMC members providing necessary seeds, plants, sapling, fertilizers etc. The produced from the garden is being used for mid-day meal. Now the area started looking nice and charming. Further cost of mid-day meal to some extent reduced and afforded the beneficiaries to have fresh vegetable from the garden.