

**DISTRICT PRIMARY EDUCATION PROGRAMME**

**COOCH BEHAR**

**REVISED PLAN**

**JANUARY, 1996**

**DISTRICT LEVEL COORDINATION COMMITTEE  
COOCH BEHAR, WEST BENGAL**

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## FOREWORD

I am privileged in forwarding the Revised Plan for DPEP, Coochbehar along with the Logframe analysis of major activities to be undertaken during the Project Period. Keeping in view of the recommendation incorporated in the Aide-memoire of Pre-Appraisal mission Stake holders' Analysis was undertaken to explore primary and secondary stake holder values and relationships. Participatory meetings were organised mainly with the women activists, animators and women panchayets in three blocks of our district; workshops were also held with this weaker section to assess the women empowerment so that objectives on access and retention can be achieved. Additional information obtained from these workshops helped us in giving stress on some of the activities hitherto considered less important.

Study was also undertaken on ICDS at random sample system to review the capacity to meet educational demands, convergence and linkage between ICDS programme and provision of educational service to perpare the children below age group 5 for primary education of the district.

I am deeply indebted to the members of the planning team, experts and educationists who ungrudgingly put their heads together to examine the Draft plan afresh and bring necessary changes and amendments as far as possible as per discourse of the workshops held in Calcutta on the 15-16 June, 1995 and 7-9 August, 1995.

Secretarial staff of the District Core Committee deserve special mention without whose assistance during the festive days (Puja holidays) such endeavour could not have been possible.

Cooch Behar  
28th October, 1995

**M. N. Adhikary**  
*Chairman, District level  
Co-ordination Committee  
and Sabhadhipati, Zilla Parishad, Cooch Behar.*

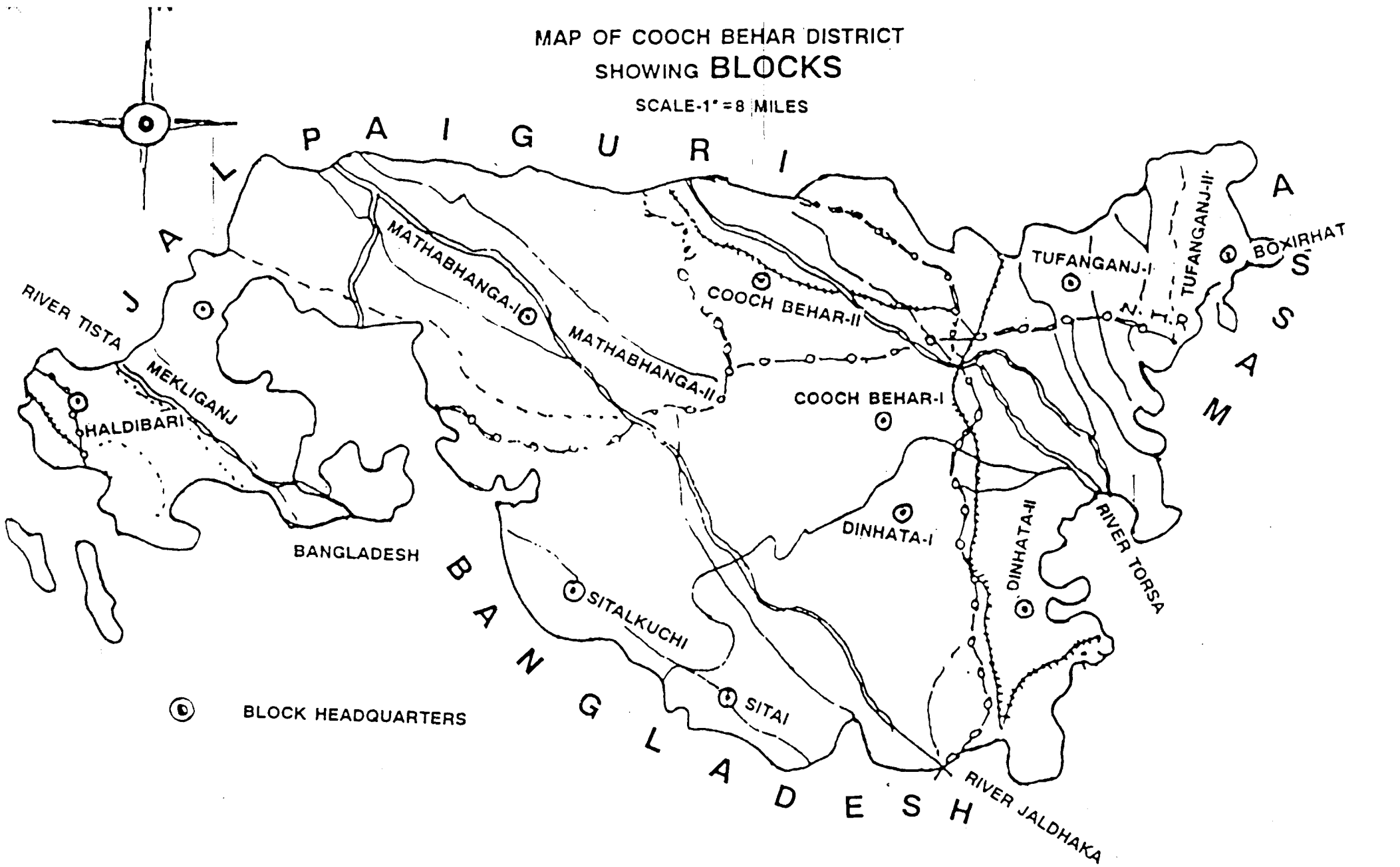
List of Members of the District Planning Team  
for DPEP, Cooch Behar

1.	Sabhadhipati, Zilla Parishad, Cooch Behar	—	Chairman
2.	District Magistrate, Cooch Behar	—	Vice-Chairman
3.	Additional Executive Officer, Zilla Parishad, Cooch Behar.	—	Member
4.	Chairman, District Primary School Council, Cooch Behar	--	Member
5.	Shri Samarendranath Saha, National Teacher, Retired Headmaster & Ex-Chairman, D.P.S.C., Cooch Behar	—	Expert-Member
6.	Dr. Sankar Acharjee, Senior Lecturer, Bidhan Chandra -Krishi Viswavidyalaya, Pundibari Campus, Cooch Behar.	—	Expert-Member
7.	Principal, Cooch Behar Govt. Primary Teachers' Training Institute.	—	Member
8.	District Inspector of Schools (Primary Education), Cooch Behar	—	Member-Secretary



MAP OF COOCH BEHAR DISTRICT  
SHOWING BLOCKS

SCALE-1"=8 MILES



⊙ BLOCK HEADQUARTERS

## CHAPTER - I

The profile of  
the district Cooch Behar

## A PROFILE OF COOCH BEHAR

### Location

District Cooch Behar, a unique and organic manifestation of ethno-cultural fervour and immense agro-ecological diversity, is the peripheral district of West Bengal. The district Jalpaiguri abuts its north-west border, while, the line of international demarcation in the form of Indo-Bangladesh border runs on its south and south-west direction.

On its east, some part is flanked with the State of Assam. Longitudinally Cooch Behar is in-between 89°54'35" East and 88°47'40" West and the latitudes being 26°32'20" North and 25°57'40" South.

### The Uniqueness

The erstwhile Cooch Behar, a princely state with its immense historical and archaeological descendants, joined India in the year 1947 as a State and subsequently merged with the State of West Bengal as one of its constituent districts. The district itself has got a rich tradition of educational cultivation and, of course, had been cherished to a good extent with the fervent involvement of the Koch-dynasty in this process. —

The populace, being predominantly characterised with caste communities (51.75 per cent), present a unique land-based life pattern and ecology-imbibing cultural pursuits. The moment we shall be thinking for the upliftment of education and its much needed universalisation, we must have to have a consideration and observation about its agro-based livelihood (75.64% agri-workers to main workers)—its prospect problem and realities. The other important aspect of its life style remains to be its cultural uniqueness in the form of its folk art and folklores, myriads and mellifluently diverged, which, time and again, has been developed into a composite recipients of the courses of culture from different parts of the country & even across the border following the partition of the India. Immigration and infiltration to some extent from across the border of Bangladesh generate a pressure in regard to its economical, ecological and educational accommodation and subsequently its assimilation and acculturation. And, accordingly, to answer the on-going problem of immigration, against which there is no clear account & picture, and the added population the district has got no alternative but to sustain, have become an important dimension while a plan for universalizing primary education is being delved of.

## **A Brief Demography**

The size of population for the district is 21,71,145 (1991 Census) presents a narrow margin of difference between its male (51.69 per cent) and female (48.30 per cent), component. The SC population for the district is to the tune of 51.75 per cent and the ST contribution being merely 0.61 per cent. Of the twelve constituent blocks, Mekhliganj has come out to be the block with the highest component of SC population (73.85 per cent). The density of population for the district, being 641/Sq.Km., is well below the State's 767/Sq. Kms. It is significant to note that the contribution of urban population to the total for the district is only 7.81 per cent as-against the State's 27.48 per cent.

## **Administrative Units of Cooch Behar**

The district has got five sub-divisions viz. Cooch Behar, Dinhata, Tufanganj, Mathabhanga & Mekhliganj, while the number of C.D.Blocks remains to be twelve. Accordingly, under the canopy of Cooch Behar Zilla Parishad, there are as many as twelve Panchayat Samities and, again, there are 128 Gram Panchayats through which Panchayat system in Cooch Behar is operating at the grass root level.

For an urban population of 1,69,497 (17.8 per cent) there are as many as 6 municipalities in the district, the total area of which is only 30.01 Sq. Kms.

## **The climatology and Agro-ecology**

District Cooch Behar, the nature's living archive for biodiversity, has traversed across the compositeness of orchid-to-alpines and, even, from rice to rose. It has had its innate articulation into its climatological richness and versatilities. Prolonged winter (4°-10°) from November to the last part of Feb., early premonsoon rainfall with an average of 3193 mm. annual rainfall (5348.8 mm., 1988, record annual rainfall) per humid condition—all have so far been the strident characteristics of the district's climate. With a protracting back drop of Sub-Himalayan range and enormous terrain ecology, the soil of the district is mainly sandy-loam and acidic in nature. Loss of important plant nutrients from the critical growth zone of the soil renders it relatively low productive and problematic. Jute, Paddy, Tobacco, Winter Vegetables, Wheat, Potato etc. are the district's important crops. While the cropping intensity of the district is nearly 200 per cent but, ironically, the productivities of the important crops grown in this district are noticeably below the state average. The reasons why the productivity of important crops are so low, are, not dovetailed only with its agro-ecological parameters but the attributes of the parameters like low literacy (45.78 per cent), traditionality & scepticism, low

risk orientation, low investment propensity, inadequate institutional interaction. highly localite attitude, technology-stoicism of educational and psychological nature are also equally significant. Hence in an endeavour to recharge and reorient the entire gamut of elementary education both in quantum & quality aspects, we have to drive meticulously and innately into its subtle fabrication of occupational ethnological and, of course, ecological aspects along with its material and quantum requirements to translate the above mentioned process into a reality of meaningful achievements.

### **The River System**

District Cooch Behar is a splendid manifestation of well spread river and riverine system consisting of river Torsha, Mansai, Raidak, Kaljani, Ghargharia, Gadadhar etc. Embedded with rich ground water reservoir, the district has got huge number of Jhoras, and horse-shoes, as a natural source of water which, can, otherwise be used for irrigating its agricultural land. The majority of the rivers in terrai zone including Cooch Behar, originate in the Himalayas and enter the area from North to North Western direction and flow down to South and South Eastern direction. The river Torsa can be conceived of as the district's life-line. It has originated at the uppermost catchment areas of Bhutan hills and, after flowing by the side of district town of Cooch Behar, receives a small river, Ghargharia and, thereafter, it receives Kaljani, Gadadhar and finally Raidak in close succession. The combined course finally joins the mighty Brahmaputra in Rangpur district of Bangladesh.

### **Land Use Pattern**

Out of total geographical area of 3387 Sq. Kms. net sown area remains to be 2530.63 Sq. Kms. i.e. 74.14 per cent and higher to a good extent than the State's 60.37 per cent. The area under forest coverage has been only to the tune of 1.67 per cent and remains far below the national average of 21.82 per cent. The other strident aspect to be noticed is its gross irrigated area, as per cent of gross cropped area, which is only 2.77 per cent, and is ironically far below the State's average of 23.93 per cent.

### **Distribution of Holding**

In regard to distribution of holding, 59.71 per cent of SC population possesses a landmass below 1 ha, as against the 62.66 per cent by others and, again, it is noteworthy that 37 per cent of SC Population have got a holding size within the range of 1-4 ha. It is also to note that the proportion of holding belonging to medium size group (2.0-4.0 ha.) is observed to be higher in this district in general. While the average size of operational holding for the state is 0.92 ha. it is in Cooch Behar to the tune of 1.01 ha. So,

size of holding is not the sole factor and, beyond that, the productivity per unit area is earning higher importance with a given fact that majority of the crops grown in this district is suffering from an imbecile yield performance. Here, in this case, the basic education has to be conceived as an essential precondition for translating the inherent technology- stoic attitude into a technology-responding attitude (Source Census, 1981, 1991, NIC, Cooch Behar)

### **The Pattern of Family Labour Utilisation**

Cooch Behar being identified an economically backward in terms of per capita income by the Planning Commission, it has necessitated its vast majority of rural population to remain engaged in the crop field; sometimes the entire family members inclusive of children belonging to school going age group have to take part as helping hands to their working parents. Rural social scenario of the district portrays such a grim picture—young boys and girls of the aforesaid age group hailing from the families of share croppers/landless peasantry/agricultural wage earners prefer being engaged in different farming operations or grazing cattle in the field to attending primary schools under compulsion While use of family labourers is predominantly a characteristic of subsistent farming along with its seasonal variation in degree and intensity, the women and children labour have got no option but to engage themselves in agricultural operations throughout the year which are monotonous and drudgerious at the same time cut a deep mark on their attitude and cultural fabrics of family life. These eventualities of patterned engagement must have a discernible effect not only on the in-school performance of myriads of children but also on their status of health vis-a-vis mental growth.

### **Transport and Communication**

The district has got a good network of road communication. While PWD for the district is maintaining 660 Km. of surfaced and 367 Km. unsurfaced road lengths, municipalities themselves are maintaining 129.63 Km. and 85.62 Km. of surfaced and unsurfaced road lengths respectively. Zilla Parisad and different other panchayet bodies are taking part in the construction of new roads and converting the kanchha one into a metalled-surface road. North Bengal State Transport Corporation with its overwhelming domination and other private owners are in charge of vehicle transportation in the district. As many as 1342 buses, and 140 minibuses are in the array of registered vehicles in the district (Source : Home Transport Dept. W.B. 1991-1992).

## Present Education and Infrastructural Status

In regard to status of literacy, in Cooch Behar district it is (45.78 per cent) below the state's average (57.70). It is also noticeable that within the same district while urban literacy level is at 77.2 per cent, the same for the rural area is barely 42.9 per cent (1991 census) and it is to a substantial extent i.e. 34.3 per cent lower than the urban one. Again, within the same populace, the difference between male (57.4 per cent) and female literacy (33.3 per cent) has been to the tune of 24.1 per cent. The other important aspect of the district scenario is the wretched literacy status of the rural women which is only 29.7 per cent and also is contrastingly poor against the urban female with a blazing literacy rate of 71.6 per cent.

### Educational infrastructure

At present the district has got the following quantum status of educational infrastructure.

Institution	No.	Scholars	Teachers
Primary Schools	1709	282610	6041
Jr. High Schools	96	21046	752
Secondary Schools	110	60456	2049
Higher Secondary (10+2)	26	33896	917
Degree Colleges	8	14695	198
Professional & Technical Schools	15	2195	174
Other Institutions including/ Adult Education Centres	1288	33039	1288

Source : District Inspector of Schools and Social Education Office (1992-93)

### Libraries, Newspapers and Periodicals

The entire district is endowed with 100 Rural Libraries and also with equal number of reading rooms attached with them. As per the data given by the District Information Centre, the district is bringing out as many as 13 weekly, 4 fortnightly and 2 monthly newspapers or bulletin and although this number is much insignificant to cater to the need of a population size of about 22 lakhs and even if it is around 9 lakhs (given the literacy rate 45.8 per cent for the district) it will also be a punitive picture.

District Cooch Behar, nevertheless a small one and predominantly rural and agriculture by nature, has become unique through having a satellite campus of an Agricultural University viz. Bidhan Chandra Krishi Viswavidyalay,

North Bengal Campus and Regional Research Station, teraizone, endowed with at present of about 50 scientists and the role and contribution of which can successfully and divergently be used in shaping a new form of technology support for the district, and also, addedly for escalating its agro-based life pattern with an immense essentiality for elementary and functional education.

### Medical & Public Health Facility

Medical facilities for the district are not up to the mark as will be evident from following :

Year	Hospital	Health Centre	Clinics	Dispensaries	Total	Doctors
1991	9	393	25	8	435	138
1992	10	393	25	8	436	129

It appears that there are only 436 Health Care Units to manage a populace of about 22,00,000 i.e. for 5,000 people there is one such Centre/Unit; and for 650 boys and girl belonging to age group 5+ to 11+ there is one such facility.

Lack of health consciousness and hygienic habits helping the tropical diseases to victimise primary boys and girls, particularly the low intake of vegetables causing night blindness is a common phenomenon among the School children of the said age group. Attention in this respect, on behalf of the D.P.E.P., cannot be ignored.

A picture on disabled persons shows that the district is sustaining as many as 926 blind people (1981 Census) and, by this time it must be more than one thousand, of which 879 (94.92 per cent) belong to rural areas. The number of totally crippled is 907, that of totally dumb remains to be 1635. The frequency of handicappedness is substantially higher in rural areas.

Only a pragmatic and philanthropic approach can find a solution to this aspect of imbecility.

### DISABLED PERSONS BY TYPE OF DISABILITY

Sector	Totally Blind	Totally Crippled	Totally Dumb
Total	926	907	1635
Rural	879	835	1568
Urban	47	72	67



**THE DEMOGRAPHIC AND OTHER FEATURES OF  
THE DISTRICT COOCH BEHAR AND WEST BENGAL**

	Total population (in lakhs)	Density of population (per Km.)	Urbanisation %	Population Growth rate %	Literacy %		
					Total	Male	Female
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
W.B.	679.83	767.00	27.48	2.22	57.70	67.81	46.56
Cooch Behar	21.71 (3.19 per cent to the state)	641.00	7.81	2.20	45.78	57.35	33.31

	Literacy %		Workers (% to total population)	Agril workers (% of Main workers)	Household workers (% of Main workers)	Non-Household workers (% of Main workers)	Mining and Quarrying workers (% of Main workers)
	Urban	Rural					
	(8)	(9)					
W.B.	75.27	50.50	32.19	55.71	3.90	12.07	0.78
Cooch Behar	77.23	48.89	32.14	75.46	2.31	4.80	0.02

Source : (1991 census; NIC, Cooch Behar)

**SOME SALIENT FEATURES OF POPULATION OF  
THE DISTRICT COOCH BEHAR AND WEST BENGAL**

	Population (Total)	Population		Population		Population		Relative Index of Developme nt	Sex Ratio (Female per 1000 males)
		Male	Female	SC	ST	Rural	Urban		
W.B.	67983000	35462000 (52.16%)	32521000 (47.84%)	16058000 (23.62%)	3800000 (5.59%)	49361000 (72.61%)	18622000 (27.39%)	97.00%	917
Cooch Behar	2171145	1122306 (51.69%)	1048839 (48.30%)	1123719 (51.75%)	13275 (0.61%)	2001645 (92.61%)	169500 (7.39%)	70.00%	934

Source : 1991 census, NIC, Cooch Behar

**SUB DIVISION-WISE LITERACY BY SEX, 1981 & 1991  
(FIGURES IN PER CENT)**

Subdivision	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Cooch Behar (1981)	77.2	59.2	65.9	42.7	21.7	32.6	47.8	28.2	38.3
Dinhata (1981)	77.9	64.9	71.6	36.9	16.3	26.9	38.4	17.9	28.5
Tufanganj (1981)	75.3	61.1	68.6	34.2	12.4	23.6	35.3	13.6	24.8
Mathabhanga (1981)	27.7	64.2	71.3	38.6	17.1	28.1	39.3	17.9	28.9
Mekhliganj (1981)	62.9	49.9	56.9	33.5	12.2	23.3	31.2	14.6	25.6
District (1981)	72.6	59.1	66.1	37.7	16.5	27.4	40.1	19.5	30.1
District (1991)	82.6	71.6	77.2	55.1	29.7	42.9	57.4	33.3	45.8

Source : Census of India, 1981 & 1991.

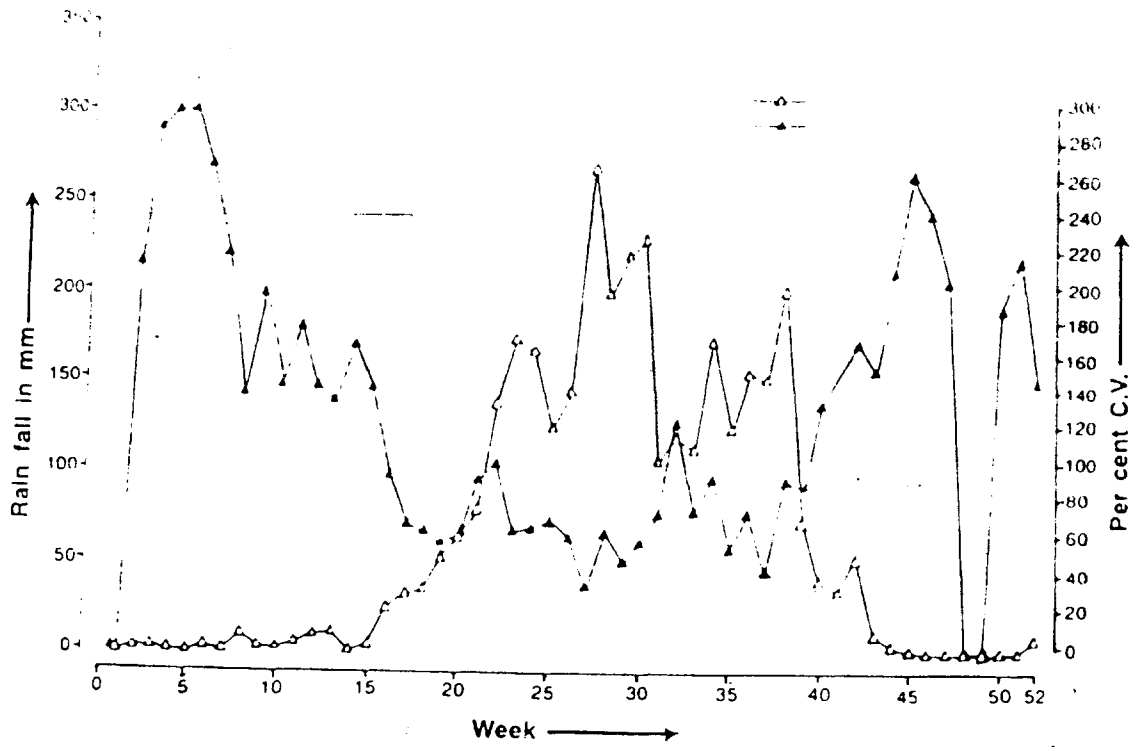
**A GLANCE AT THE DISTRICT AND BLOCK-WISE DISTRIBUTION OF  
SOME IMPORTANT PARAMETERS**

District COB and the Blocks	Area (sq.kms.)	Population	Population below age 7 years (%)	SC population (%)	Literates (%)		
					Male (%)	Female (%)	Total (%)
	(1)	(2)	(3)	(4)	(5)		
Dist. Cooch Behar	3387	21,71,145	18.90	51.75	65.00	35.00	45.78
Cooch Behar-I	371.32	2,25,423 (10.38)	19.39	45.70	65.31	34.69	37.67
Cooch Behar-II	368.04	2,56,851 (11.83)	18.21	48.55	63.52	36.48	46.12
Tufanganj-I	194.55	1,91,455 (08.81)	18.81	48.11	65.56	34.44	36.21
Tufanganj-II	257.07	1,47,389 (06.78)	19.17	52.78	66.93	33.07	34.25
Dinhata-I	250.00	2,39,962 (11.05)	19.94	42.95	64.52	35.48	35.48
Dinhata-II	103.30	1,87,612 (08.64)	19.66	45.69	65.83	34.17	33.37
Mathabhanga-I	157.99	1,62,527 (07.48)	19.89	71.65	71.33	28.67	18.90
Mathabhanga-II	156.92	1,68,731 (07.77)	19.54	65.72	68.69	31.31	32.53
Haldibari	149.48	77,833 (03.58)	20.01	62.97	70.32	29.68	29.38
Sitai	171.83	86,199 (03.97)	21.50	68.68	70.78	29.22	24.15
Sitalkuchi	101.53	1,51,933 (06.99)	19.62	57.82	69.28	30.72	28.64
Mekhliganj	288.64	1,11,019 (05.11)	19.21	73.85	71.00	28.94	31.56

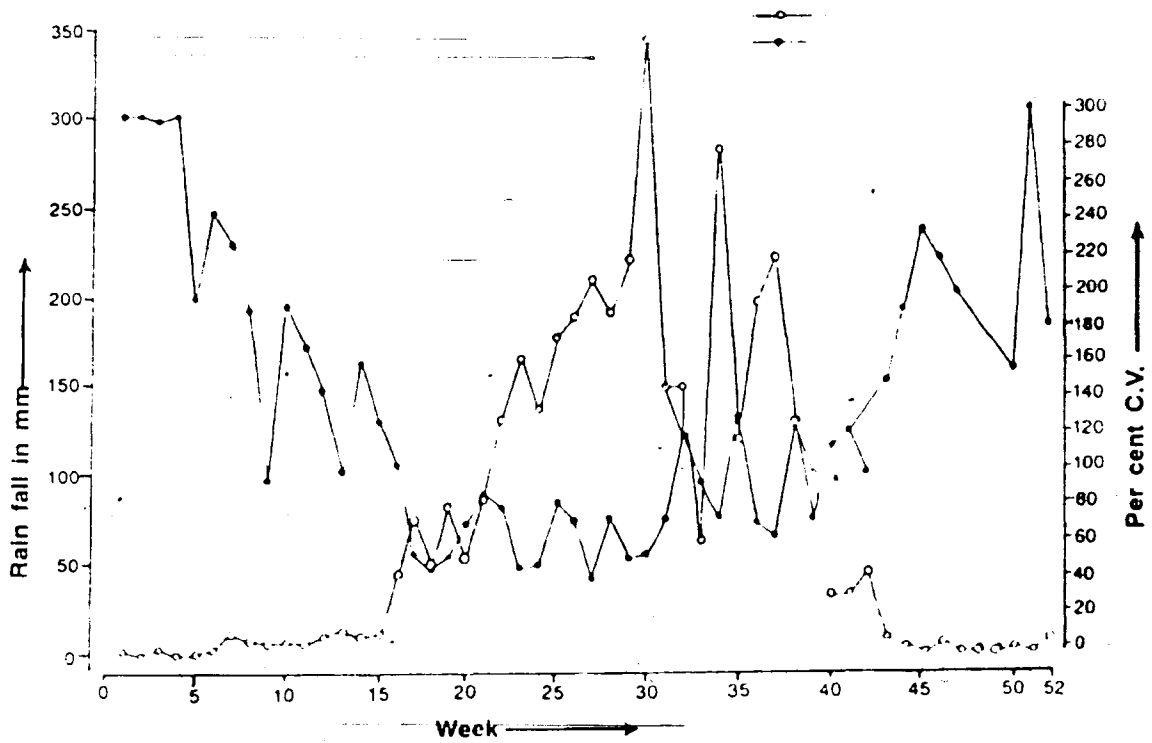
Note : Figures in parentheses indicate % of district's population.

## SOME IMPORTANT OBSERVATIONS FROM BLOCK-WISE INFORMATION ON SOME PARAMETERS

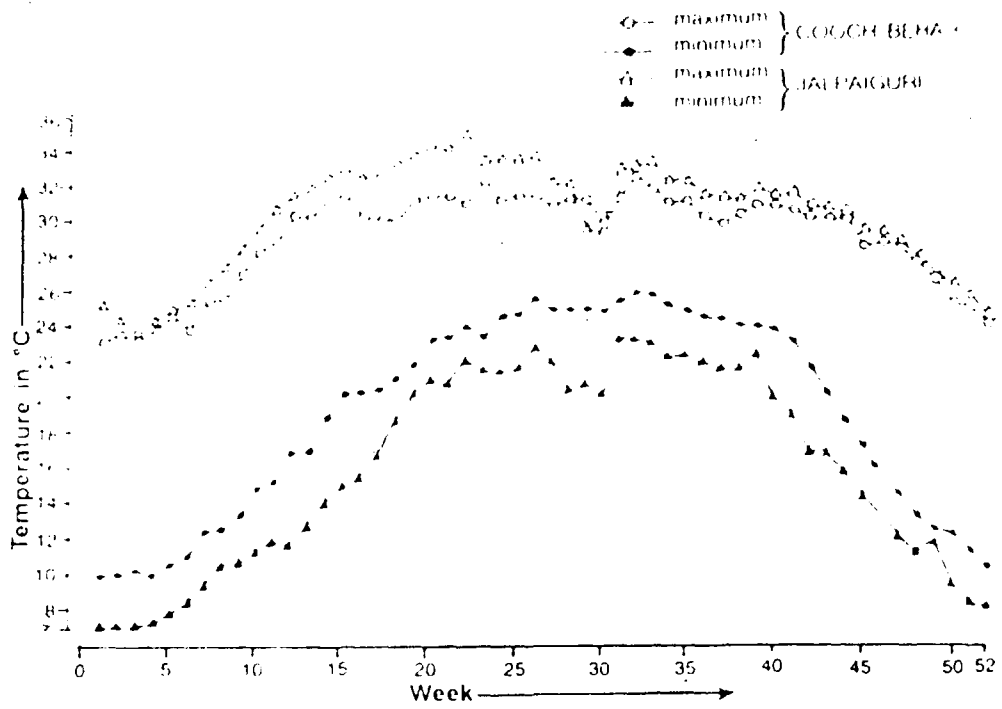
- ☞ Block Cooch Behar-II has got the highest population amongst other (11.83 per cent)
- ☞ Block Haldibari has got the lowest population size (3.58 per cent).
- ☞ Block Mekhliganj is endowed with highest SC population (73.85 per cent).
- ☞ All blocks have got a predominant contribution of SC population.
- ☞ In all blocks, the quantum of below 7 age- group population is more or less, 19 per cent.
- ☞ In all blocks, the difference between the Male & Female literacy levels is badly conspicuous, While for male it is well above 60 per cent in all cases, for the female it is 28.94 per cent to 36.48 per cent only.
- ☞ The contribution of agril labourers to the population of main workers varies from 19.68 per cent to 34.39 per cent.
- ☞ The ratio of cultivators to main workers varies in between 40.82 and 67.74 per cent.



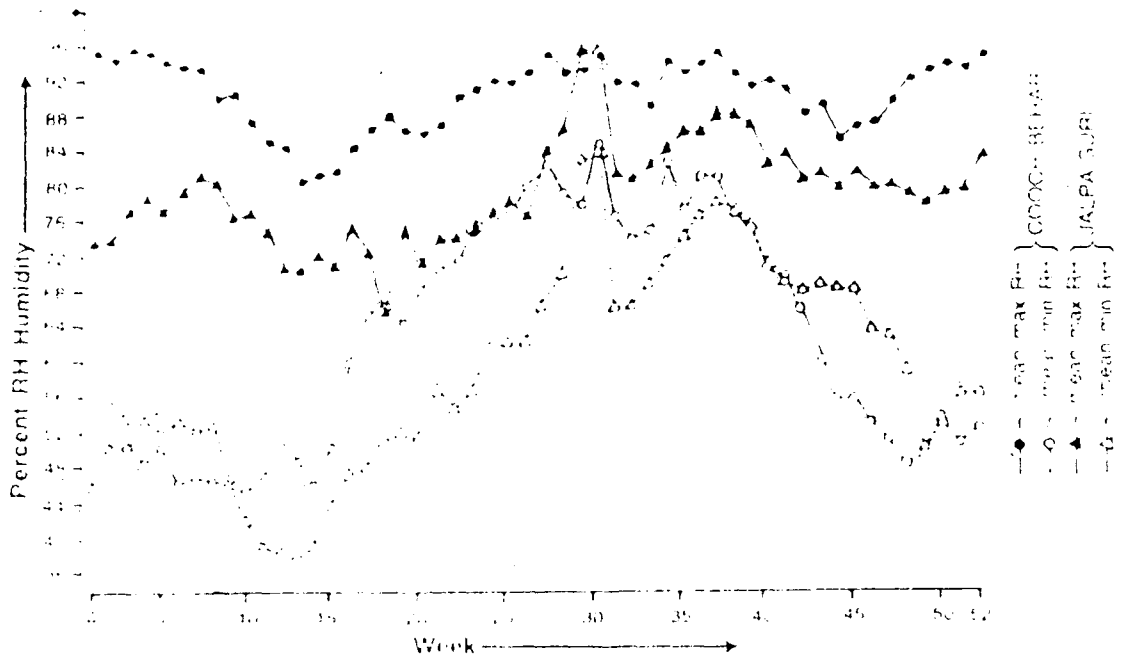
Line Diagram Showing The Weekly Mean Rainfall  
And  
C.V. Recorded At Jalpaiguri District.



Line Diagram Showing The Weekly Mean Rainfall  
And  
C.V. Recorded At Cooch Behar District.



Line Diagram Showing  
The Weekly Mean Maximum And Minimum Temperatures  
Recorded At The Cooch Behar And Jalpaiguri Districts.



Line Diagram Showing  
The Weekly Mean Maximum And Minimum Relative Humidities  
Recorded At The Coochbehar And Jalpaiguri Districts.

## CHAPTER - II

DPEP in Cooch Behar : Approach,  
Activities and Methodology

## A PERCEPTION ON DPEP OF THE DISTRICT COOCH BEHAR

To inflow the ecstasy of education to a myriad of dreaming eyes of the district's teeming children, the district has conceived the idea of DPEP as to be noble and composite, in content and approach. In universalising elementary education with a meaningful and imbued context for the entire Cooch Behar district, the challenges and responsibilities shall be emanating from four pertinent areas, i.e. Access, Retention, Equity and Achievement and eventually all these aspects are organically dovetailed with each other.

The district, in the face of an alarming rate of drop-outs (over 70 per cent) and the highest in magnitude among other four DPEP districts, can hardly ignore the immense responsibility of escalating the quality of the system and, of course, with an emphasis on quantum support of access and retention. Thus, retention, in this plan of DPEP has rightly been envisaged in terms of joy of being with School and, the access as joy of being at School and lastly the achievement, in terms of, joy of becoming in School.

Nevertheless a marked progress in the realm of literacy the district has made, the rural-urban difference in this regard identified to the tune of 34.34 per cent (77.23% — 42.89%) is enough to indicate a grim discrimination. The other delineation proves another reality, that is, in terms of difference in between the levels of male and female literacy, which, in our district, is a stubborn distance of 24.04 per cent (57.35% — 33.31%). While the State has earned a literacy level of 57.70 per cent, the district has remained to the level of 45.78 per cent, and, against the State's Level of female literacy of 46.56 per cent, the district has earned to the extent of 33.31 per cent only.

In considering the focus that is to be given in uplifting the backward and weaker communities in the district (51.75 per cent of population represent S.C. communities as against the state's 23.62 per cent), it is also to be kept in mind that, 92.61 per cent of the district's populace live in the rural ambit (against the state's 72.61 per cent) and where agriculture only is their formidable and inevitable means of livelihood.

With such a back drop it is needless to say that the *women and weaker communities and the mass in general with their incredible agricultural back drop*, should be the thrust areas for universalising primary education programme for our district. And, accordingly, endeavours have been converged to ensure people's participation from grass root in micro planning through the process of sensitisation, motivation and persuasion. The other organs like panchayats, women's organisation, ICDS, CARE, DRDA, NIC, educational institutions,



organs related to rural developments etc. have been persuaded and motivated to fabricate their views and actions in drafting and preparing the proposed plan for DPEP.

The District Primary Education Programme is rightly envisaging towards reorienting its management system through inducting more pragmatic and diverged human into its ongoing process. In each of the 128 gram panchayats, there shall be a Cluster Resource Centre to monitor and steer the activity and progress of a cluster of schools. These centres will reflect a concerted plethora of thinking and actions towards how to send more children to a school and how to make their school going a more joyous, pleasant and placid experience. In this process, they will be involving people of traditional crafts and folk art in producing teaching-learning material and through these, they will be organically involved in the education system of their own children and of their own desire. While learning is an individual's experience, the process of education has been cascaded into an unending form of societal performance and participation and to make it a splendid reality, endeavours shall be there to organize programmes like **mass campaigning, Shiksha-mela, Mothers' Day, Community consciousness-day, Area heritage day, exhibition** on productive education etc. and many more to mention.

The Archive on education is going to be an implicating additions to the structure of resource centres in all the strata of management viz. **CRC, BRC** and **DNCIMS (District Nodal Centre for Information, Monitoring and Study)** and the essence of which should not merely to communicate the people but to convince them on the profile, status and projection of education of the area and that of the district.

The orientation and training for the teachers, key persons and resource persons and other functionaries involved in DPEP will be more integrated, and intense, in content and methodology, and, shall be in the form of a regular and recurring phenomena.

While, to light the lamp, not to fill the bucket, has seen the philosophy of DPEP, We are emphasizing enormously on quality upgradation through improving and creating better and newer teaching-learning environment. In doing this, use of modern as well as folk media is essential, and here, all educational vis-a-vis AV. media have been conceived as a cultural expansion of life-process, not in itself as all of a material entity. Musical instruments have been proposed for BRCs, CRCs not just to play a song but to devise methodologies for a communication—resultant form of interaction between folk and modern media shall be sought for towards developing a more resilient cultural form of communication and stimulation

On the scholastic aspect, it is on the part of the state to cater to the programme on building befitting curricula, and, the district in this area shall be organising relevant, ancillary and supportive programmes with a view to articulating and converging the experiences of the experts from all parts of the district and with a start from the grassroots up to the canopy.

The pre-primary school-going children are an important component in a school while we consider their age group, unique psyche, and that of the throbbing mind all the way imbued with emotion and imagination. To sustain them in the school through an effective way, production of pictorial books has been thought of. The purpose will be to cherish in themselves a general cognition through a simplistic initiation of classical learning, and therefrom, down to a perceptual one.

To fillip to the performance of teachers, students and community as a whole towards ushering in Primary Education, as a system and through a process, the **concept of inter school competition** has been conceived. There has been a proposal for awarding the best performing school in a cluster with prizes in kind. The objective here will be to trigger a chain-action of healthy competitions all round the district through the highest possible people's participation.

In equipping each of the DNCIMS, BRC(s) & CRC(s); an arrangement of books and periodicals of essentiality and additionality, the DPEP, Cooch Behar is envisaging earnestly towards extending an academic structure and environment from the canopy down to the grassroots.

In manning the entire programme of formidable coverage and enormous responsibility, appointment of teachers has been thought of with a view to minimising the gap left in between existing teachers' strength and the actual requirement following an increased enrolment, the contribution from DPEP shall be componental, not the whole. We are here projecting the requirement following increased population size (5+ to 10+ yrs age) upto 2000 A.D. and, the component of requirement to be catered is being presented. Quality and competency imbibed with an emotive involvement for the cause of universalizing elementary education shall be the only criterion in selecting teachers. The details of no. of teachers to be recruited and the respective salary components have been given.

In consideration of viability and sustainability the proposal of Asram type Hostel has been replaced by introducing some novel type of activities in the Revised plan viz. Health cards to all entrants; award to first ten students of each class of every school for their regular attendance, minimum absence, better scholastic and non-scholastic achievement to the tune of MLL, good behaviour in the school and outside school, motivating the truants to attend

school etc; introduction of scholarship to IGNOU female scholars for women empowerment in the Blocks.

For the SC & ST girl children, learning materials shall be supplied free of cost. These materials will be resilient in nature to encompass both the aspects of gender uniqueness in perception and scholastic development in general requirement. (with economic & performance materials)

### **Civil Works**

24 per cent of the plan allocation has been meant for civil works. The construction works under this programme will be in terms of **new building construction for new school, new building construction for the running schools devoid of the barest physical structure, addition or reinforcing** of existing ones. Physical structures have also been proposed for each of 12 BRCs to endow the concept with an objective reality.

In constructing new structure or repairing and reinforcing of the standing ones, the purposes will be;

- (1) To provide sufficient accommodation for the enrolled & continuing children.
- (2) To use local resources, manpower and organisations.
- (3) To develop the building structure for new school with ample textural aesthicity and newness so that the green-aged children feel freshly and lively in time they are within the school.
- (4) The BRC(s) and CRC(s) have to be physically structured in such a way that fair amount of architectural newness will be there and of course, with good amount of accommodative arrangements.
- (5) In constructing or repairing new or standing structure, the focus shall be on low cost methodology and materials imbued with an objective for utilization of local manpower resources. An estimate on cost and/or plan shall have to be done based on the detailed and meticulous survey regarding physical inventories and existing status for future requirement through competent Govt. agency like PWD etc.

## District Nodal Centre for Information, Monitoring and Study (DNCIMS)

District Cooch Behar is envisaging towards constructing a new information management and common interaction platform aiming at congregation of experience, views and suggestions of resource persons through District Nodal Centre for Information, Monitoring and Study.

### 1. The proposed function of DNCIMS, Cooch Behar :

- (a) To equip the nodal information centre with the latest information in regard to :
  - (i) Enrolment status (quantitative aspect).
  - (ii) Retention status (quantitative as well as qualitative aspect).
  - (iii) Changing Teaching learning situation (qualitative aspect).
- (b) It is through survey, study and experience to develop befitting orientation and training content and methodologies for teachers, parents and other functionaries.
- (c) To devise proper media-management with a focus on traditional and indigenous media attributing in harnessing and fostering elementary education in totality concept i.e. in terms of entire life-system.
- (d) To organise time-framed seminar, workshops, interaction and cultural programme, sports and Melas for demonstration of work education products rooted into the reason and spirit of Primary Education.
- (e) **To organise and conduct survey and research on the constraints, communication gaps, psychological impacts in terms of retention, attitude, motivation, skill, perception and other socio-cultural, economic and environmental (both physical & psychological aspect parameters.)**
- (f) To develop better and sustaining scholastic content and pedagogy along with work books and reference books.
- (g) To develop a software management system for broad basing of data & information.
- (h) To develop an **archive** and study centre for presenting profile of education system in the district traversing time- series status over the past and projection therefrom for the future.

- (i) To feed the State's MIS system with latest of micro level information and subsequently, equip the district's one with information received from the state's MIS.
- (j) To develop the entire DNCIMS into a resilient mechanism for accumulation, dissemination and interpretation of information through a process of top-down and down-top interaction linkage.

## **2. Proposed Structure/Composition**

Chairman, D.L. C.C. for DPEP, Cooch Behar

A.D.M. (D) Cooch Behar

Chairman, Dist. Pry. School Council, Cooch Behar.

District Inspector of Schools (P.E.), Convener.

Experts (2)

Principal, P.T.T.I.

Karmadhakshya, Siksha Sthāyee Committee / Cooch Behar Zilla Parishad.

District Inspector of Schools (S.E.)

Convener, B.R.C.s. (12)

## **3. Physical Structure**

At the initial stage existing building of District Primary School Council can be utilised for the purpose for which 3 rooms having 1200 sq. ft. provided for accommodation.

## **4. Materials**

- (i) A.V. Van and A.V. Materials viz. colour TV. Video-Camera, VCP,
- (ii) Display boards.
- (iii) Soft-ware system viz. computer and accessories. Detail of material requirements and cost components have been given in the budgetary break-ups.

## THE BLOCK RESOURCE CENTRE (BRC)

In the process of decentralising the whole gamut of educational process and system at primary level, the Block Resource Centre (BRC), shall have to play a pivotal role in steering and accelerating the grass-root functions and activities. For the district Cooch Behar, 12 BRCs have been proposed for 12 Blocks of this district.

### 1. Functions and Role of BRC(s)

- (a) To induct training and orientation to teachers (Resource Persons)
- (b) To organise an Annual Education fair or Siksha-Mela.

The **Education fair (Siksha-Mela)** shall develop an organic interactions among teacher-parent-pupil, panchayat people, rural- artisans and other vulnerable functionaries towards framing a natural and holistic system of education.

- (c) To monitor and evaluate the entire activity at a quarterly interval in regard to :
  - (i) Teacher's Performance
  - (ii) Enrolment Status of Pupils.
  - (iii) Retention Situation
  - (iv) Qualitative Changes
  - (v) Constraints developed, if any
  - (vi) Identify gaps and collect suggestion.
- (d) The collected and congregated information shall be fed back to the higher nodal centre (Half Yearly)
- (e) To develop Crop and Plant Museum for training productive & functional education system.
- (f) **To organise workshop on**
  - (i) Preparation of teaching-learning materials involving, local artisans and craftsmen
  - (ii) Mothers' training on a low cost but balanced diet and other health consciousness
  - (iii) Folk performer on folk songs, drama etc. for creating and stimulating teaching-learning involvement.

- (g) Orientation and Training of the Physical instructors dovetailed with different indigenous form of games.
- (h) To develop an **Education Archive and Information Centre** for depicting.
  - (i) Detail information i.e. block territory, area topography, riverine system, agricultural and animal resource status, geo-climatological status demography, educational status and cultural milieu.
  - (ii) Historical and archaeological back-drop of the block
  - (iii) Ecological Paradigm of the block
  - (iv) Projection of future changes and perspectives of education for the block.
- (i) Other activities suggested or developed from grass-root level & people's interaction.

## 2. The Structure & Composition of BRC

- Chairman : Karmadhyaksha, Siksha Sthayee Committee, Panchayat Samity.
- Secretary : Sub Inspector of Schools.
- Members :
  - (i) Chairpersons of CRCs
  - (ii) 6 Gardians selected by the Savapati, P.S. (at least 2 should be women and 1 each from SC & ST community)
  - (iii) 2 retired Secondary teachers of reputation and eminence and to be nominated by the Savapati. P.S.
  - (iv) 2 members from NGOS or Voluntary Organisation.

## 3. Physical Structure :

There shall be a building structure for both office management and information display purpose with suggested floor space 1000 Sq. ft.

4. Details of material requirements have been given in budgetary break-up.

## THE CLUSTER RESOURCE CENTRES (CRC)

Down to BRC, Cluster Resource Centre is the most composite in nature and multilateral in function and well envisaged into the entirety of education.

### 1. The Function :

- (i) Monitoring, supervision and inspection of School performance.
- (ii) Orientation, persuasion and motivation of teachers, parents and pupils.
- (iii) Organisation of annual education fair (Shiksha-Mela) and Sports.
- (iv) Observing education-day, environment-day, health-day, Krishi-dibas etc.
- (v) To organise **Enrolment drive** and campaign for better education environment and reduction of drop-outs etc.
- (vi) Guardians' interaction with teachers at a regular interval.
- (vii) Orientation and workshops on rural crafts, artisanship towards preparing indigenous teaching-learning materials.
- (viii) To feed back on field-level observations i.e. achievements & constraints etc right to the higher nodal centre i.e. BRC.
- (ix) To devise and disseminate methodologies for people's motivation and involvement in the process of universalising the quality of Primary Education with quantum support through group-meeting, field-days, inter-school competitions.
- (x) To organise and develop an **information** centre and **archive** on related aspects of education and rural life as mentioned earlier.
- (xi) To help towards building competency-based learning through presentation of AV materials & methodologies like showing of documentary films, cultural meet etc.



## **2. Structure and Composition**

- Chairman** : Pradhan of G.P.
- Convener** : To be elected by the members of CRC preferably a teacher of eminence of the locality.
- Member** : (i) The Head Teacher of the Primary School where the CRC shall be constructed.
- (ii) One teacher-member from each of the VECs under the respective CRCs (Two of which shall be women members and two from each of the SC & ST Communities).
- (iii) 2 members from VOS & NGOS.
- (iv) Two retired teachers of eminence (nominated by the Pradhan-G.P.)

## **3. Physical Structure**

One additional room with floor-space of 900 sq. ft shall be constructed to develop the CRC.

4. Material requirements have been given in the budgetary break-up.

## VILLAGE EDUCATION COMMITTEES (VEC)

### Structure & functions of VEC

Down to CRC, VEC is the most composite in nature and multilateral in function and well envisaged into the activity of primary education in a utilisation perception and functional essentialities. In fact success of DPEP in achieving the goal of UEE primarily depends on VEC(s).

The function of each VEC which is conceived to be formed at level of each Gram Panchayat may be enumerated as follows.

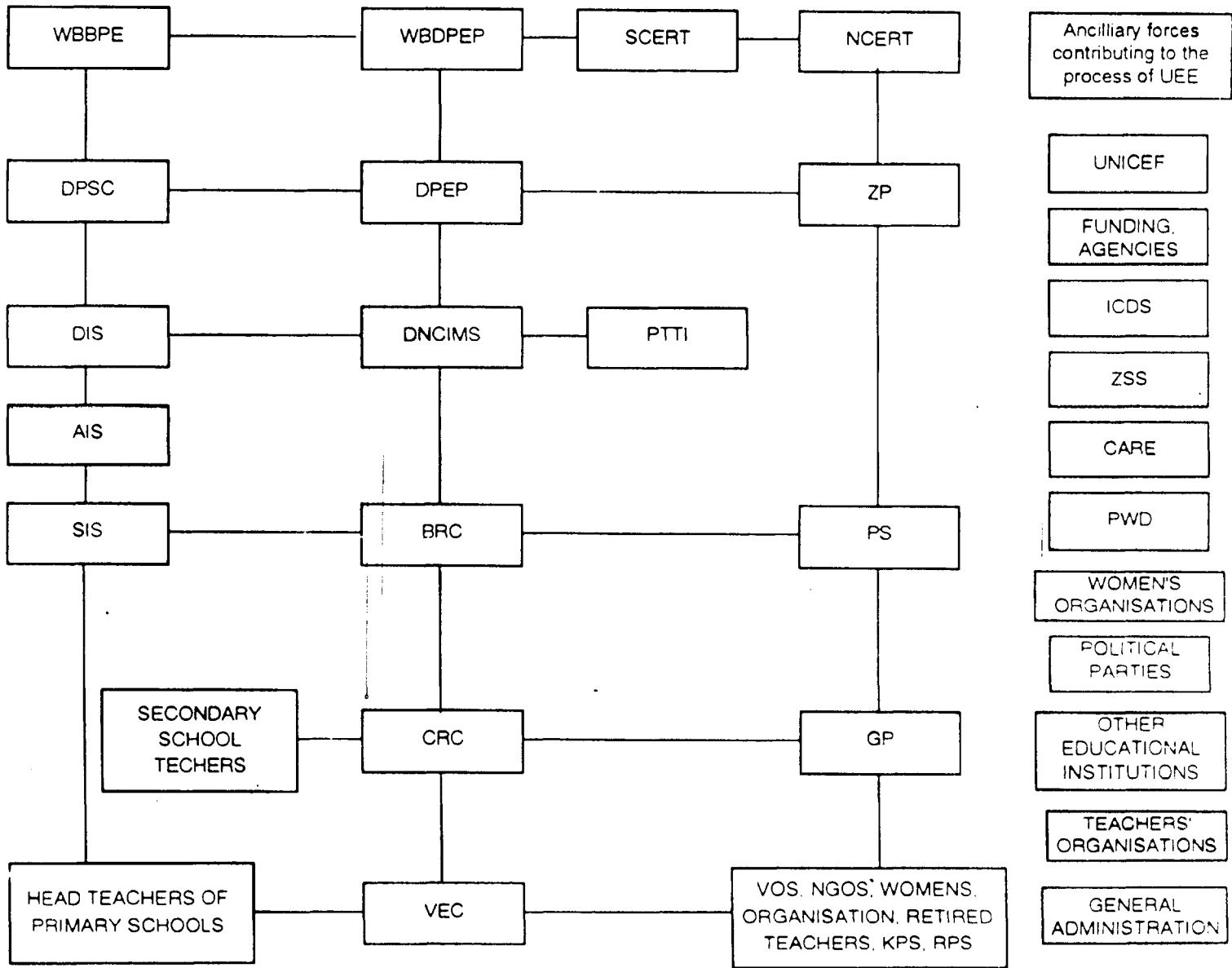
- (a) To appoint sub committees for ensuring enrolment
- (b) To conduct survey works in the village
  - (i) To identify nos. of Total enrolled children in the village
  - (ii) To identify nos. of boys and girls not enrolled (5–10)
  - (iii) To identify no. of boys and girls enrolled but not attending.
- (c) To appoint sub-committee for girls education
- (d) To select sites for new schools
- (e) To select schools where new buildings/additional rooms and repair works required
- (f) To propose shifting system of schools if required.
- (g) To organise Siksha Mela/Awareness meeting(s)
- (h) To prepare plans as per DPEP guidelines
  - (i) To tone up NFE centers alongwith formal schooling system on the basis of local needs.
  - (j) Resource creation and resource mobilisation
- (k) To supervise construction/repair works
  - (l) To organise campaign and sensitization programmes
- (m) To select **Animators** and organise their orientation programmes
- (n) To monitor attendance and departure of teachers
- (o) To hold regular meetings with parents, teachers, guardians and others
- (p) To encourage Alternate System of education ( for those who never attended school)

- (q) To appoint Female Volunteers for enhancement of enrolment on contract basis.
- (r) To select women scholars for IGNOU etc. as per DPEP direction for other transmission to BRCs
- (s) To observe regular sitting of schools
- (t) To maintain relationship with guardians, parents and teachers.
- (u) To evolve such programmes that may contribute to universal access
- (v) To help ICDS workers in preparing the children below age group 5 for primary schools.

## 2. Composition of VEC

- Chairman** : Gram Panchayat member of the Block area.
- Secretary** : Seniormost Head Teacher/Teacher-in-charge of Primary School of the village.
- Members** :
- (i) One CRC member to be nominated by CRC.
  - (ii) At least 2 female members to be nominated by the CRC from amongst the village people (one of whom should belong to SC/ST Community)
  - (iii) 5 guardians interested in education to be selected from the General meeting of village people.
  - (iv) 2 members to be nominated by DPEP (one of whom should be a female).
  - (v) 3 members to be nominated by the Gram Pradhan from the NGOs/VOS (Viz. Bigyan Mancha, Bangio Saksharata Samity, Female Animators, Secondary School Teachers etc.)

**A  
PARADIGM ON  
REINFORCED  
MANAGEMENT  
AND  
MONITORING  
SYSTEM OF  
PRIMARY  
EDUCATION  
IN THE  
DISTRICT :  
COOCHBEHAR**



**GRASS ROOT PEOPLE**

## CHAPTER - III

A focus and projection  
on the District's  
Primary Education Scenario

## CLASSWISE ENROLMENT OF PRIMARY CHILDREN (1995)

	General		SC		ST		Total
	Boys	Girls	Boys	Girls	Boys	Girls	
Class - I	26633	25787	27510	23613	713	226	1,04,522
Class - II	20017	15813	14558	11203	314	201	62,106
Class - III	14483	13638	11623	9125	189	123	49,181
Class - IV	12790	10323	9212	7560	151	102	40,138
Class - V	9626	6123	6520	4251	82	61	26,663
<b>Grand Total</b>							<b>2,82,610</b>

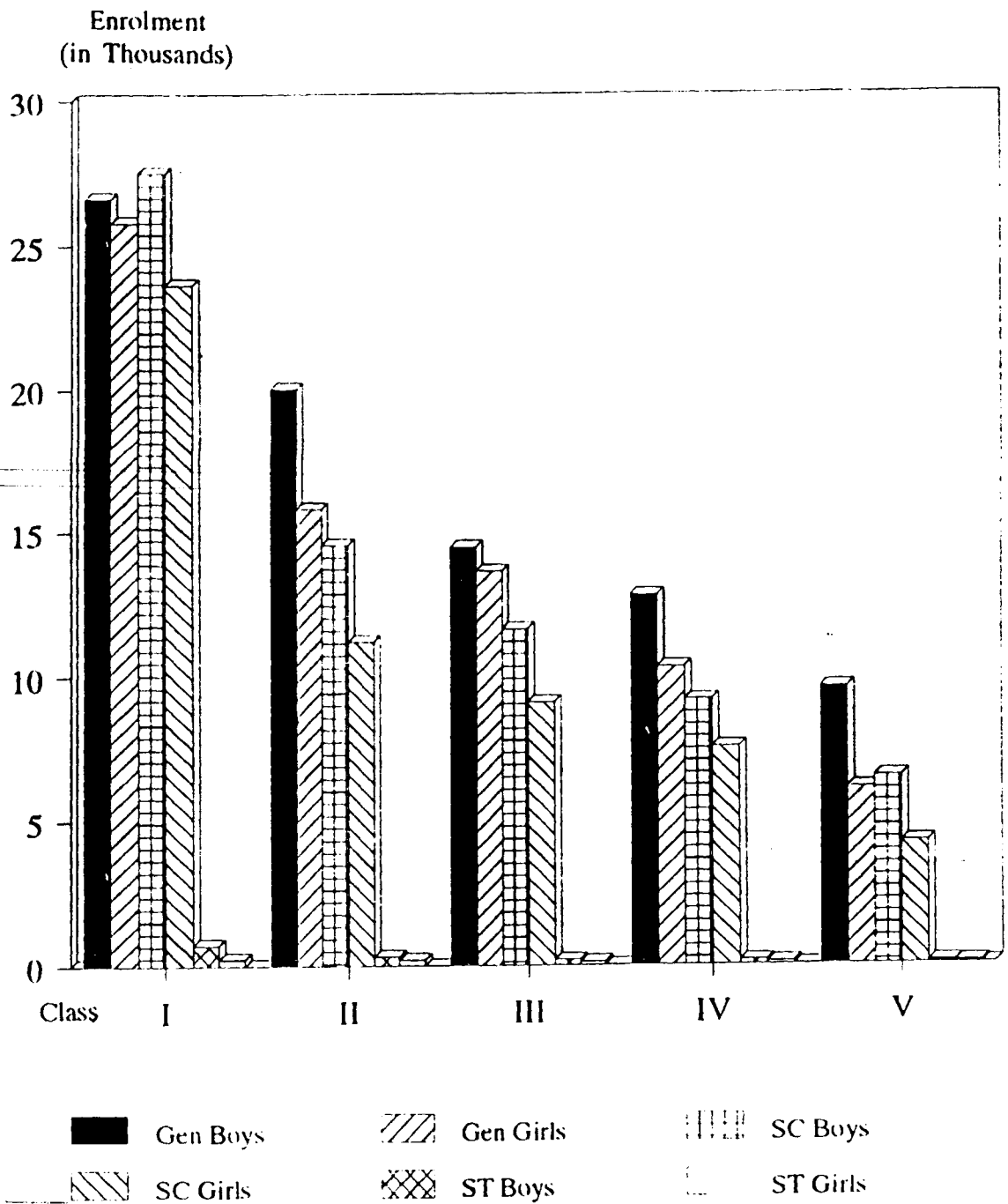
Source : D. I. Cooch Behar, 1995

## TRAINING STATUS OF THE TEACHERS

	General				SC				ST				Total Existing Teacher	Total Trained (%)
	M	F	T	%	M	F	T	%	M	F	T	%		
Trained	1862	465	2327	41.96	1182	93	1275	22.99	17	10	27	0.49	5545	3629 (65.45)
Untrained	975	370	1345	24.25	470	83	553	9.97	12	6	18	0.32	5545	1916 (34.55)

M : Male      F : Female      T : Total

### Classwise Enrolment of Primary Children (1995)



**FOCUS AND PROJECTION ON EXISTING STATUS  
AND  
FUTURE REQUIREMENT : 5-10 AGE GROUP, ENROLMENT AND TEACHERS**

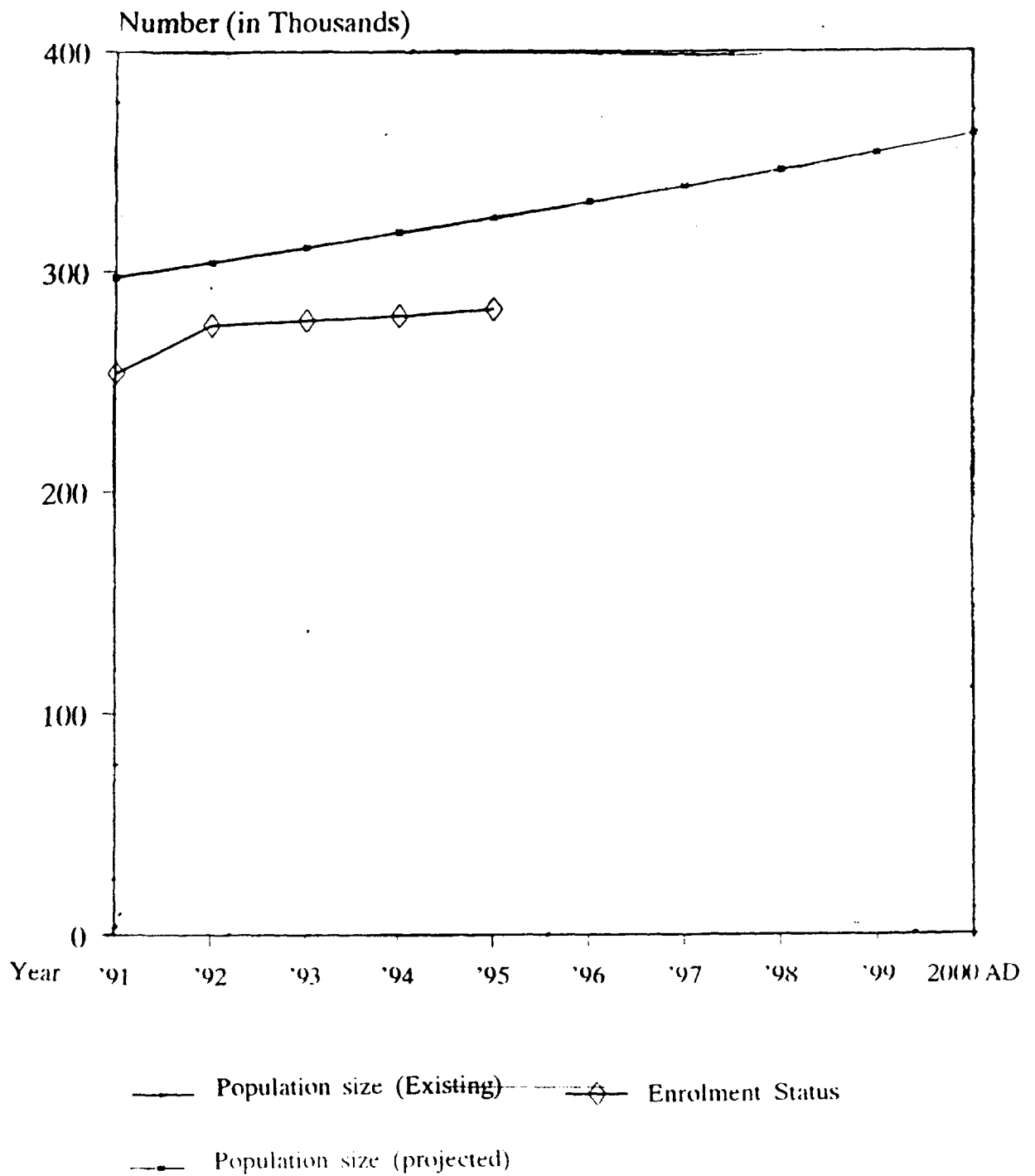
Year	Population (Growth rate 2.2 per cent/ Annum)	Population Size ( <del>5-10</del> yrs.) (conversion factor)	Enrolment Status (1991-1995)	Gr R Balance of Non-enrolled children (5-10 yrs. age group)	Requirement of teacher on existing enrolment (40:1) C 40	Existing Teachers (number)	Increased Requirement of present and onwarnds.	
	(a)	(b)	(c)	70	(d)	(e)	(f)	(g)
1991	21,72,145	2,97,446	2,54,156	70	43290	6354		
1992	22,18,910	3,03,990	2,75,472	73	28518	6887		
1993	22,67,726	3,10,678	2,77,628	75	33050	6941		
1994	23,17,615	3,17,513	2,79,525	80	37988	6988		
1995	23,68,602	3,24,498	2,82,610	84	41888	7065	6041	1024
Total Requirement of teachers in case total enrolment (projected)								
1996	24,20,711	3,31,637	—		8290			2249
1997	24,73,966	3,38,933	—		8473			2432
1998	25,28,393	3,46,389	—		8659			2618
1999	25,84,017	3,54,010	—		8850			2809
2000	26,40,865	3,61,798	—		9044			3003

26

In between 1995 to 2000 DPEP will appoint, (as proposed) 1190 teachers only.



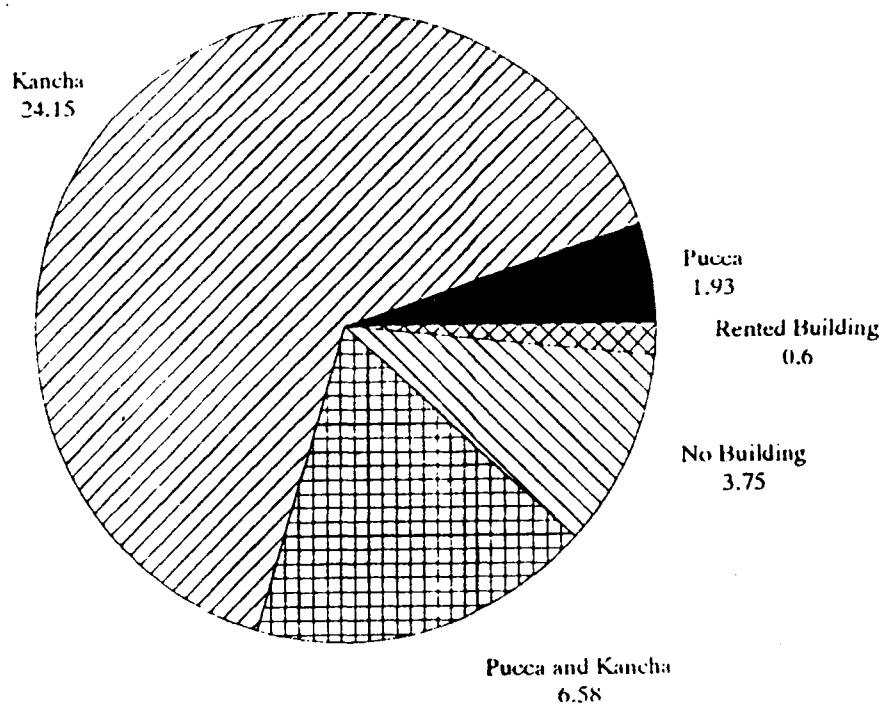
### Comparison of Population size and Enrolment Status of Age-group 5-10 yrs.



**EXISTING PHYSICAL STATUS : SCHOOL/BUILDING**

Sl. No.	Name of Block	Own building	Rented building	No. building	Pucca building	Pucca Kancha	Kancha building
1.	Cooch Behar-I	163 (9)	2	20	2	138	23
2.	Cooch Behar-II	241	-	6	4	152	85
3.	Dinhata-I	188	3	11	4	151	33
4.	Dinhata-II	141	-	3	4	123	14
5.	Mathabhanga-I	138	-	4	2	111	25
6.	Mathabhanga-II	137	-	4	3	103	31
7.	Sitai	55	-	3	-	35	20
8.	Sitalkuchi	105	-	1	1	71	33
9.	Mekhliganj	104	5	5	2	83	19
10.	Haldibari	84	-	5	2	41	41
11.	Tufanganj-I	153	-	1	4	102	47
12.	Tufanganj-II	123	-	1	5	77	41
	Total	1632	10	64	33	1187	412

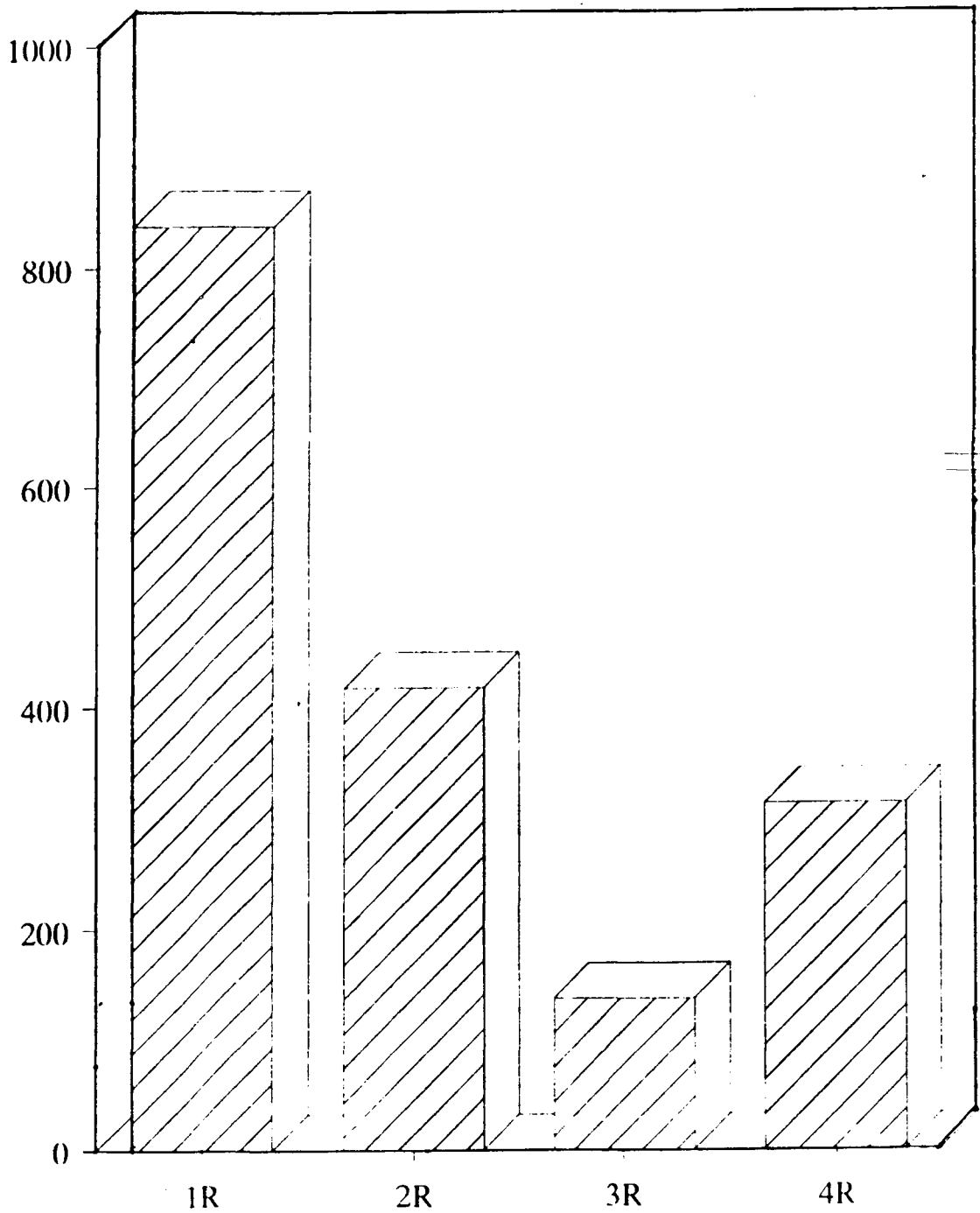
STATUS OF SCHOOL BUILDING STRUCTURE  
(in percent)



## BLOCKWISE DISTRIBUTION OF SCHOOLS WITH ROOM-STATUS AND REQUIREMENT

Sl. No.	Blocks	Total No. of Schools	Schools with 1 Room	Schools with 2 Rooms	Schools with 3 Rooms	Schools with 4 Rooms	Requirement (To transform all school into 4-Rooms structure)
		(1)	(2)	(3)	(4)	(5)	(6)
1.	COB-I	185	81	19	20	65	301
2.	COB-II	247	99	55	18	75	425
3.	Dinhata-I	202	66	59	16	61	322
4.	Dinhata-II	144	69	51	14	10	317
5.	Mathabanga-I	142	67	51	14	10	217
6.	Mathabanga-II	141	60	58	12	11	308
7.	Sitai	58	41	12	4	7	151
8.	Sitalkuchi	106	81	17	7	1	284
9.	Mekliganj	114	87	12	2	13	287
10.	Haldibari	89	66	09	01	13	217
11.	Tufanganj-I	154	53	50	16	35	275
12.	Tufanganj-II	124	68	25	13	18	267
	Total	1706	838	418	137	313	3487

### ROOM STATUS OF PRIMARY SCHOOLS



(R = Rooms)

**PHYSICAL STATUS WITH REQUIREMENTS : LAVATORY**

Sl. No.	Block	With Lavatory (L)	Without Lavatory (WL)	Requirement (Nos.)
1.	Cooch Behar-I	5	180	180
2.	Cooch Behar-II	7	240	240
3.	Dinhata-I	14	188	188
4.	Dinhata-II	3	141	141
5.	Mathabhanga-I	5	137	137
6.	Mathabhanga-II	2	139	139
7.	Sitai	–	58	58
8.	Sitalkuchi	5	101	101
9.	Mekliganj	2	112	112
10.	Haldibari	1	88	88
11.	Tufanganj-I	33	121	121
12.	Tufanganj-II	11	113	113
	Total :	88	1618	1618

**PHYSICAL STATUS WITH REQUIREMENT : DRINKING WATER FACILITY**

Sl. No.	Name of Block	School with D/W facility	School without D/W facility	Requirement (Nos.)
1.	Cooch Behar-I	21	164	164
2.	Cooch Behar-II	45	202	202
3.	Dinhata-I	91	111	111
4.	Dinhata-II	64	80	80
5.	Mathabhanga-I	39	103	103
6.	Mathabhanga-II	35	107	107
7.	Sitai	19	39	39
8.	Sitalkuchi	51	55	55
9.	Mekliganj	33	81	81
10.	Haldibari	45	44	44
11.	Tufanganj-I	136	18	18
12.	Tufanganj-II	102	22	22
	Total :	661	1025	1025

**CLASSWISE LEVEL OF DROPOUT (IN PER CENT) IN DIFFERENT SPAN OF YEARS.**

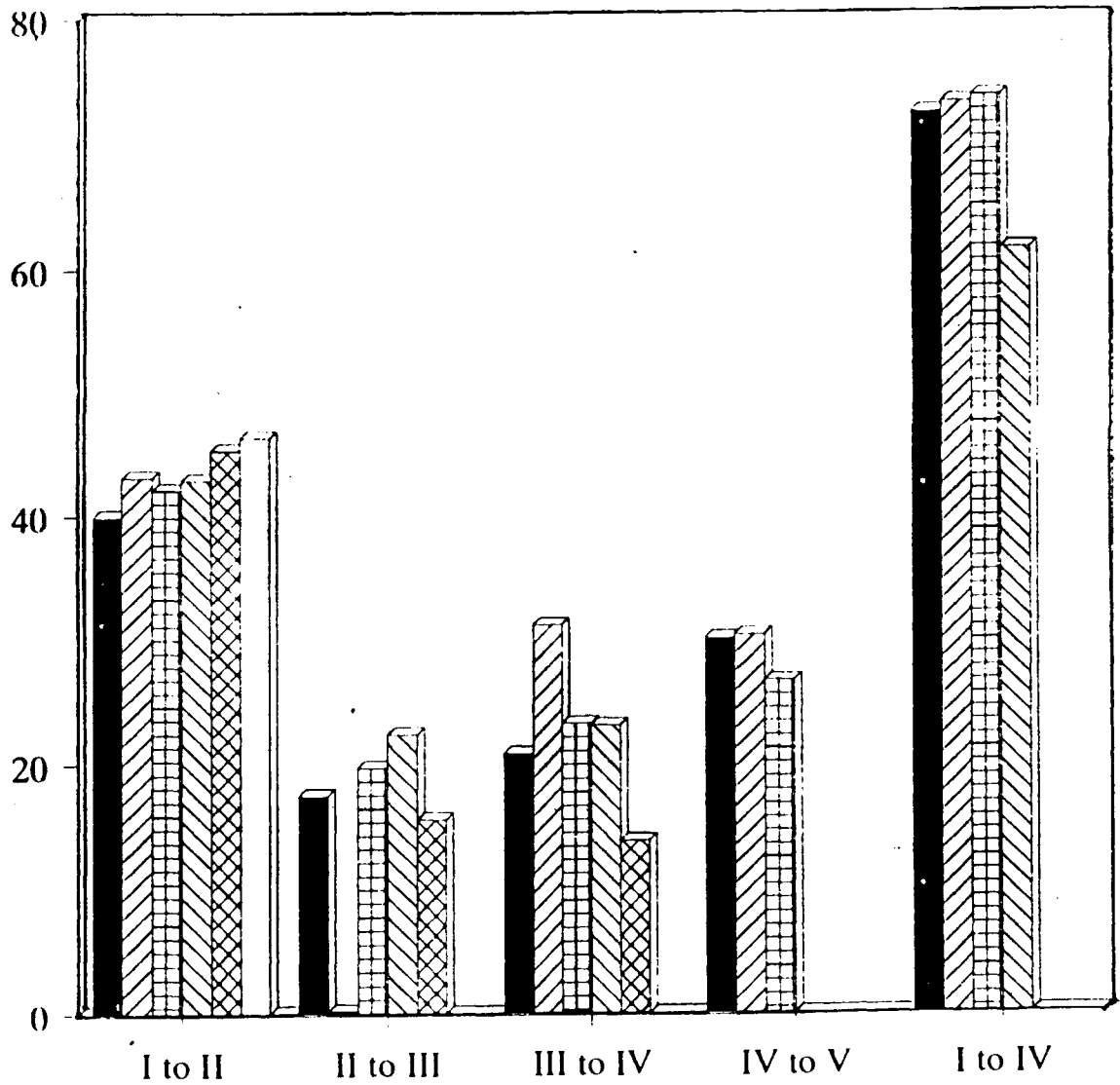
Span	I to II	II to III	III to IV	IV to V	I to IV	Enl. I – Enl. IV Enl. I
1989-1993	39.92	17.44	20.80	30.10		72.50
1990-1994	43.10	0.18	31.20	30.40		73.30
1991-1995	42.06	19.70	23.05	26.69		73.78
				Mean : 29.06		
1992-1995	42.85	22.35	13.45	—		61.55
					Mean : 70.18	
1993-1995	45.30	15.53	13.80			
		Mean : 15.04	Mean : 20.46			
1994-1995	46.30	—	—	—		—
	Mean : 43.25					



### Classwise Level of Drop-out in Different Span of Years

(in percent)

(Percent)



■ 1989-1993	▨ 1990-1994	▩ 1991-1995
▧ 1992-1995	▦ 1993-1995	▤ 1994-1995

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National Institute of Educational  
Planning and Administration,  
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DOC, No.....

Date.....

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21-10-97

## OBSERVATION ON CLASSWISE DROPOUT LEVEL

- (i) Dropout is the highest from class I to class II (43.25 per cent)
- (ii) Dropout has been reduced from class II to class III (15.04 per cent)
- (iii) Dropout has again been increased from class III to class IV (20.46 per cent)
- (iv) Dropout has further been increased from class IV to class V (29.06 per cent)
- (v) Total dropout from class I to class IV (70.18 per cent)

### THE LEVEL OF DROP-OUT (I-IV) : BLOCK ; COOCH BEHAR-I

Span	General		SC		ST		Minority	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1990-1993	66.12	69.96	66.10	68.26	88.37	73.33	62.87	62.84
1991-1994	58.02	60.16	55.49	51.45	40.00	33.33	49.24	50.71

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**Observations :**

- (i) Decline of dropout rate has been a common occurrence in 1991-94 over 1990-93.
- (ii) Lower rate of dropout is observable in minority group.
- (iii) In case of ST Girls, substantial abrupt and interim increase in enrolment is conspicuous.
- (iv) No significant difference in dropout level is observable in between general and SC children.

### THE LEVEL OF DROP-OUT (I-IV) : BLOCK ; COOCH BEHAR-II

Span	General		SC		ST		Minority	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1990-1993	63.98	65.50	63.59	69.01	78.49	80.46	58.39	54.48
1991-1994	60.68	63.57	61.33	67.93	37.88	68.97	49.00	49.74

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**Observations :**

- (i) Reduction of Dropout rate has been a common occurrence in 1991-94 span over 1990-93.
- (ii) Lower rate of dropout is observable in minority group. The decline in dropout level is marked in the same group.
- (iii) The change of dropout level is negative and drastic in ST community.
- (iv) No significant difference in dropout level is observable in between general and SC community.

### THE LEVEL OF DROP-OUT (I-IV) : BLOCK ; DHINHATA-I

Span	General		SC		ST		Minority	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1990-1993	67.59	66.85	68.64	69.93	69.23	72.97	66.33	66.20
1991-1994	53.25	61.67	60.04	63.12	—	—	0.11	17.31

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**Observations :**

- (i) Decline of dropout level has been a common occurrence.
- (ii) No significant difference in regard to level of dropout has been found amongst different classification.
- (iii) The decline in the level of dropout in 1991-1994 has been to a good extent and it's quite substantive in minority group.

### THE LEVEL OF DROP-OUT (I-IV) : BLOCK ; DINHATA-II

Span	General		SC		ST		Minority	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1990-1993	72.08	75.09	71.08	74.14	93.55	100	71.99	72.53
1991-1994	65.11	68.59	65.40	73.22	40.00	35.71	75.08	69.85

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**Observations :**

- (i) A drastic and substantial increase in the enrolment level and its subsequent sustenance has been an observable phenomenon and further observation is suggestive of.
- (ii) SC girls are sustaining almost the same level of dropout in 1991-1994 span as it was in 1990-1993.
- (iii) In general, there is moderate to high decline in the dropout level has been observable.

**THE LEVEL OF DROP-OUT (I-IV) : BLOCK ; SITAI**

Span	General		SC		ST		Minority	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1990-1993	64.65	72.31	61.33	72.25	100	100	68.49	69.71
1991-1994	59.31	66.11	59.24	67.13	—	—	59.81	64.98

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**Observations :**

- (i) The level of dropout has been declined to a fair extent in each classification.
- (ii) No. significant difference in levels of dropout has been observable in between SC and general classification.
- (iii) The dropout aspect for ST boys & girls demands further investigation.

### THE LEVEL OF DROP-OUT (I-IV) : BLOCK ; MATHABANGA-I

Span	General		SC		ST		Minority	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1990-1993	66.75	71.59	67.54	72.19	81.82	74.36	69.15	65.64
1991-1994	65.39	69.57	67.61	72.37	96.30	81.48	5.10	23.62

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**Observations :**

- (i) In general and SC categories, the girl children have been subjected to dropout than the boys.
- (ii) The decline in the level of dropout both for the boys and girls are significant in minority but for ST community it has been scaled up.
- (iii) Barring minority, in no case, the dropout level is below 65 per cent for the 1991-94 span.



### THE LEVEL OF DROP-OUT (I-IV) : BLOCK ; MATHABHANGA-II

Span	General		SC		ST		Minority	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1990-1993	63.22	68.03	61.63	70.45	80.95	93.85	69.66	74.62
1991-1994	53.64	54.42	55.84	58.16	68.00	72.50	58.17	69.53

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**Observations :**

- (i) The decline of dropout level in 1991-94 span is significant.
- (ii) Excepts in ST and minority girls, in all other cases, the dropout level has been dwindled below 60 per cent.
- (iii) No significant difference in regard to level of dropout has been envisaged in between general and SC classification.

### THE LEVEL OF DROP-OUT (I-IV) : BLOCK ; SITALKUCHI

Span	General		SC		ST		Minority	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1990-1993	64.36	66.99	65.62	64.09	—	—	65.63	65.95
1991-1994	14.23	20.27	6.77	24.22	—	—	24.05	21.88

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**Observations :**

- (i) A Substantial decline in the level of dropout in 1991–1994 over 1990-1993 span.
- (ii) The highest decline in dropout level has been for SC boys and followed by general boys.
- (iii) No. significant difference in regard to dropout level has been observable amongst all classification.

**THE LEVEL OF DROP-OUT (I-IV) : BLOCK ; TUFANGANJ  
(TUFANGANJ—I & II TAKEN TOGETHER)**

Span	General		SC		ST		Minority	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1990-1993	61.45	66.95	61.46	68.34	44.19	55.00	67.21	73.31
1991-1994	60.37	66.86	57.23	62.12	56.52	70.21	54.01	52.82

**Observations :**

- (i) Barring the general boys and girls and the ST girls, in other cases the level of dropout is below 60 per cent.
- (ii) No. significant difference in dropout level in between general & SC classification is observable.
- (iii) For ST classification, the dropout level has escalated.

### THE LEVEL OF DROP-OUT (I-IV) : BLOCK ; MEKLIANJ

Span	General		SC		ST		Minority	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1990-1993	68.27	71.73	68.03	74.22	90.00	64.29	72.10	74.22
1991-1994	66.39	74.72	66.15	76.22	90.91	54.55	70.00	74.05

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**Observations :**

- (i) An insignificant decline in dropout level has been observable.
- (ii) All classifications have shown almost same level of dropout.
- (iii) The girls as a whole have been subject to a dropout occurrence to a level beyond 70 per cent.

### THE LEVEL OF DROP-OUT (I-IV) : BLOCK ; HALDIBARI

Span	General		SC		ST		Minority	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1990-1993	66.91	75.80	65.43	77.14	—	—	69.46	70.90
1991-1994	66.50	71.64	65.34	72.18	—	—	45.06	50.00

**Observations :**

- (i) A significant decline in dropout both for boys and girls in minority.
- (ii) A little decline in dropout level from 1990-1993 span to 1991-1994 span
- (iii) In all classifications, girls have been subject to an alarming level of dropout which runs beyond 70 per cent.

## ENROLMENT & GENDER DIFFERENCES

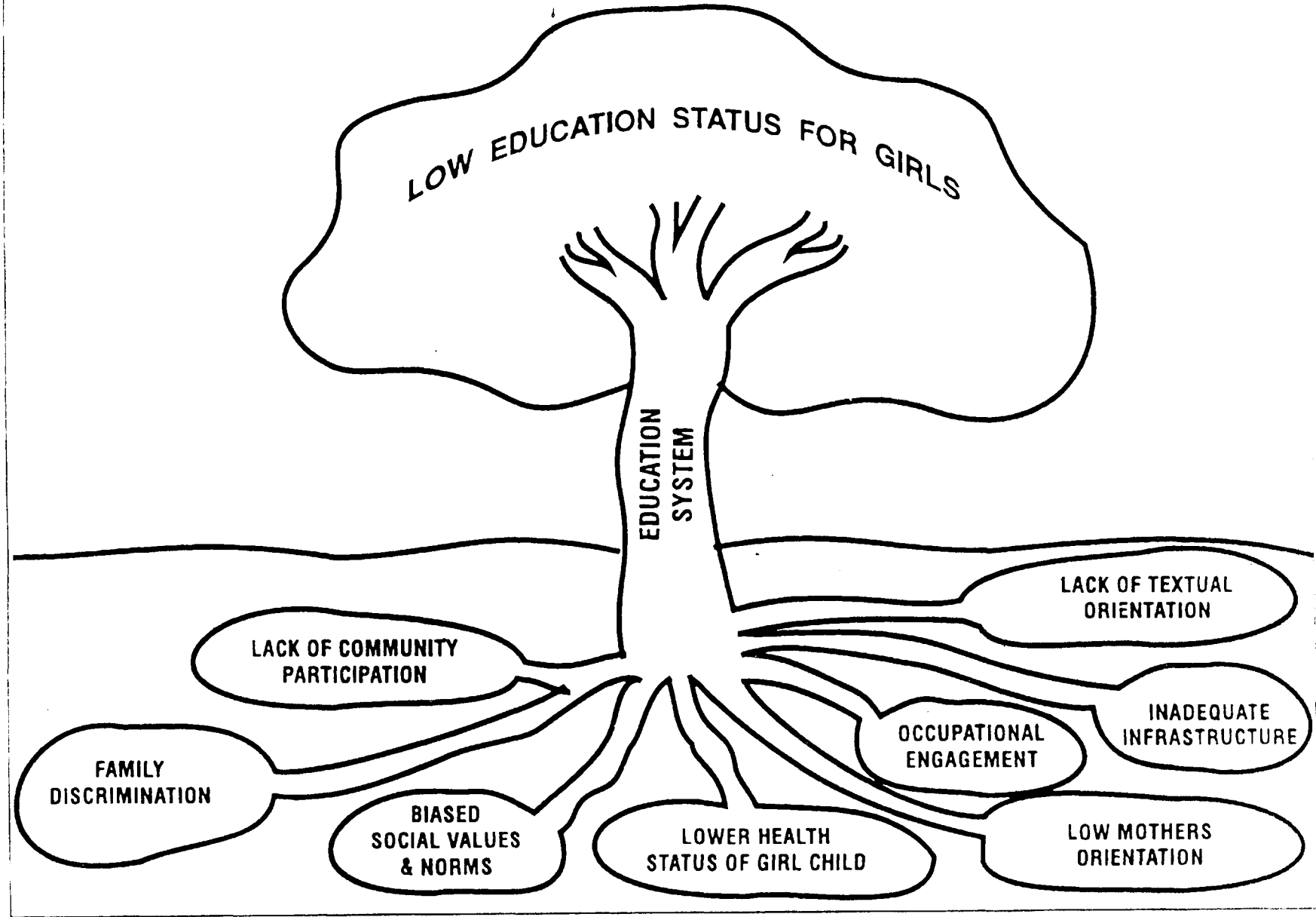
### CLASSWISE ENROLMENT OF PRIMARY CHILDREN & GENDER DIFFERENCES ( $\pm d$ )

	GENERAL			SC			ST		
	Boys	Girls	$\pm d$ (%)	Boys	Girls	$\pm d$ (%)	Boys	Girls	$\pm d$ (%)
Class-I	26633	25787	-845 (3.18)	27510	23613	-3897 (14.165)	713	226	-487 (68.3)
Class-II	20017	15813	-4204 (21.00)	14558	11203	-3355 (23.04)	314	201	-113 (35.98)
Class-III	14483	13638	-845 (5.83)	11623	9125	-2498 (21.49)	189	123	-66 (34.92)
Class-IV	12790	10323	-2467 (19.288)	9212	7560	-1652 (17.93)	151	102	-49 (32.45)
Class-V	9626	6123	-3503 (36.39)	6520	4251	-2269 (34.80)	82	61	-21 (25.61)

**IDENTIFICATION OF GAPS : GENDER DIFFERENCES IN REGARD TO LEVEL OF  
DROP-OUT (1991-1994)**

Name of the Block	General			SC			ST			Minority		
	Boys	Girls	±d(%)	Boys	Girls	± d(%)	Boys	Girls	± d(%)	Boys	Girls	± d(%)
Cooch Behar - I	66.12	69.10	+2.88	66.10	68.26	+2.16	88.37	73.33	-15.04	49.24	50.71	+1.47
Cooch Behar - II	60.68	63.57	+2.89	61.33	67.93	+6.60	37.85	68.97	+30.09	49.00	49.74	+0.74
Dinhata - I	53.25	61.67	+8.42	60.04	63.12	+3.08	NA	NA	—	—	—	—
Dinhata - II	65.11	68.59	+3.48	65.40	73.22	+7.82	40.00	35.71	+4.29	-75.09	-69.85	—
Mathabhanga - I	65.11	69.57	+3.18	67.61	72.37	+4.76	96.30	81.48	-14.82	—	—	—
Mathabhanga - II	53.64	54.42	+0.78	55.94	58.16	+2.22	68.00	72.50	+4.50	58.17	69.53	+11.36
Tufanganj	60.37	66.86	+6.49	57.23	62.12	+4.89	56.52	70.21	+13.69	54.01	52.82	-1.19
Sitai	59.31	66.11	+6.8	59.24	67.13	+7.89	—	—	—	59.81	64.98	+5.17
Sitalkuchi	14.23	20.27	+6.04	6.77	24.22	+17.45	—	—	—	24.05	21.38	-2.17
Haldibari	66.50	71.64	+5.14	65.34	72.18	+6.84	—	—	—	45.06	50.00	+4.99
Mekhliganj	66.39	74.72	+8.33	66.14	75.22	+10.07	90.91	54.55	-36.36	70.00	74.05	+4.05
Mean (M)	57.36	62.41	+4.95	57.38	64.08	+6.71	68.28	65.25	13.14	51.17	54.21	+4.62
										-22.07		-1.68

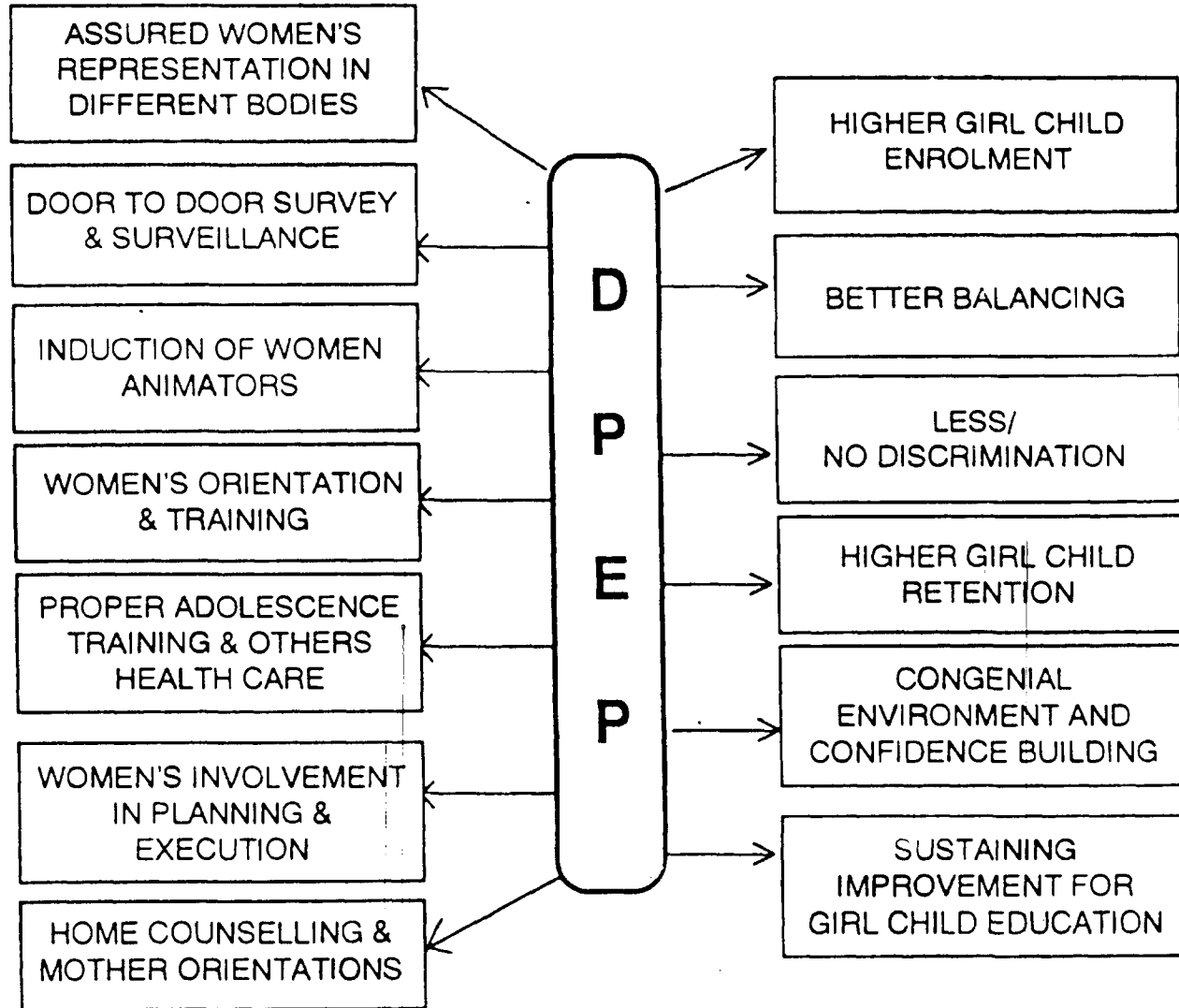
TREE CHART DEPICTING CAUSE EFFECT RELATIONSHIP OF GENDER DISCRIMINATION



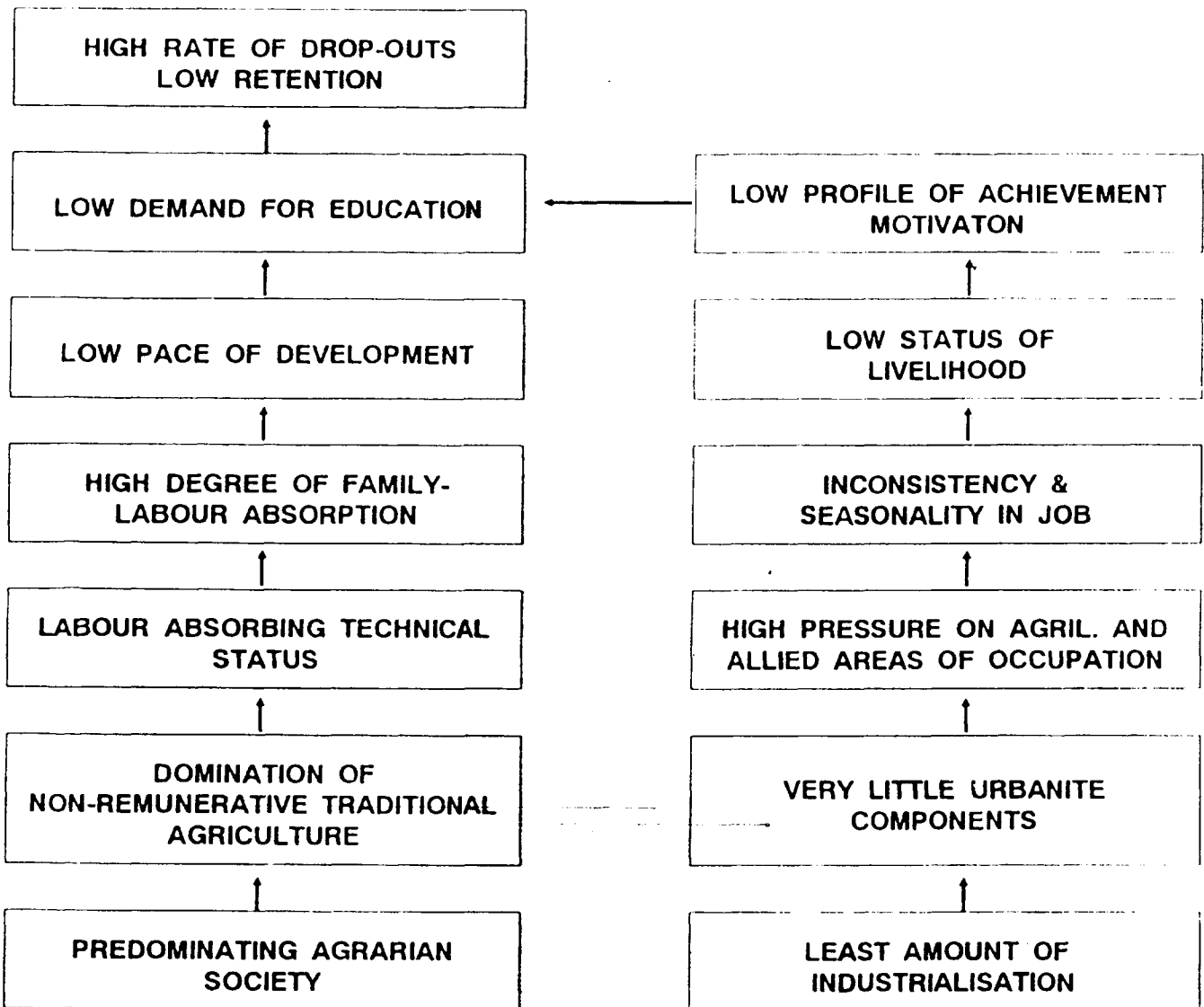


INPUT

OUTPUT



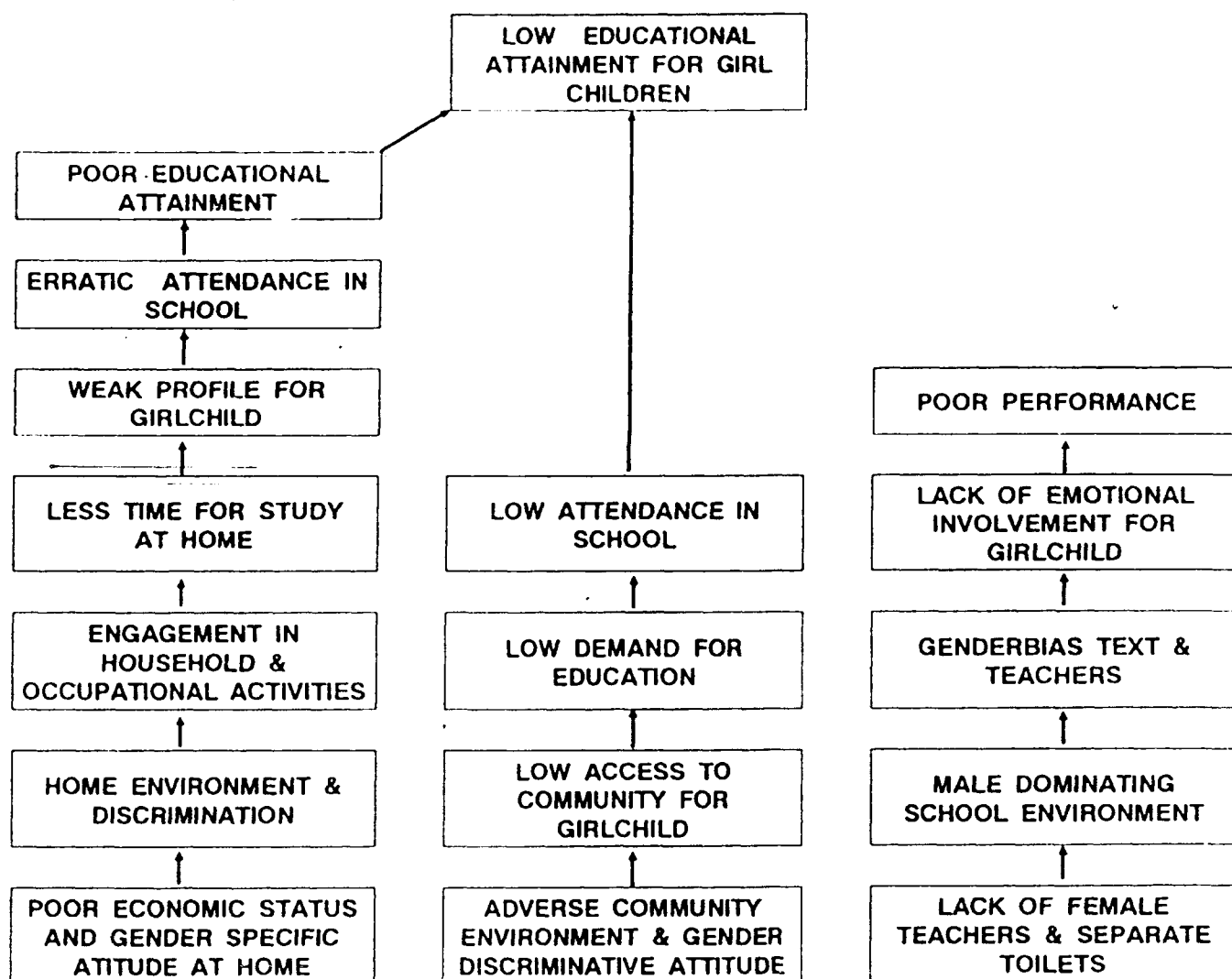
**STRUCTURAL & INSTITUTIONAL INTERACTIONS RESULTING DROP-OUTS  
(DISTRICT : COOCH BEHAR)**



- STRATEGY :**
- i) Flexible scheduling of school hour to cope up with on-farm situational need.
  - ii) Multichannel educational & media interactions to increase awareness and demand.
  - iii) Home Counselling and mothers orientation
  - iv) Relevant teaching learning materials
  - v) "KNOW YOUR DISTRICT"—Educational tour.
  - vi) Multifaceted interactions e.g., Agriculture, Health, Educations etc.

## ENROLMENT OF GIRL CHILD : THE PROBLEM

Recent sample survey, undertaken in our district while preparing the Draft Plan indicates that taking care of young brothers and sisters in absence of working mother, helping mother in getting domestic jobs done, contributing family income through engaging herself/themselves in home occupation e.g. bidi-binding, cane-craft preparing, mat-making etc. become major causes of long-term absenteeism on the part of girl children. Problem of taking more girl children to school environment becomes more challenging. However, in a direction towards removing gender discrimination both in terms of enrolment and drop out the following are the hurdles in sequence.



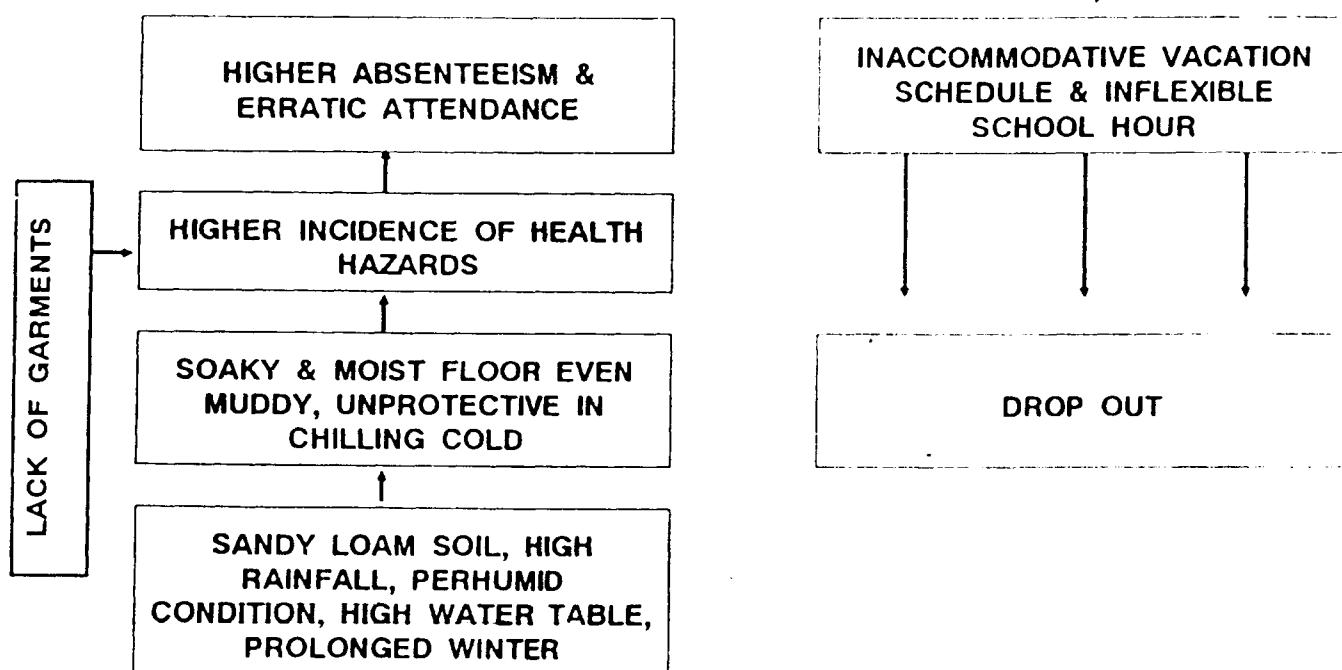
- STRATEGY :**
- i) Induction of more female teachers.
  - ii) Reduction of Gender bias through orientation & motivation.
  - iii) Induction of women representation in different committees.
  - iv) Reward and/or incentive for best performing girls.
  - v) Provisions of garments to girl children of higher class, specially in times of climatic severity.
  - vi) Provision of food to girl students for Education.
  - vii) Provision of free learning materials to girls of disadvantaged class

## CHAPTER - IV

Suggested studies under DPEP

## THE EFFECT OF CLIMATOLOGY AND AGRO-ECOLOGY ON EDUCATION SYSTEM (DISTRICT COOCH BEHAR)

It has been stated in the draft plan that district Cooch Behar, with a given low status of urbanisation has become an agriculturally prepondering district and also is humbly submissive to the nature's vagaries. The average yearly rainfall is 3193 mm. (5548.8 mm. in 1988), and the prolonged winter (Nov to March 4°-10°C) all in a way, is yielding immense influence not only on the status of child health but also on the school attendance, are closely associated with severity & intensity of cold and rainfall. It is more compounding in rural areas where lack of garments and protective adversely affect the attendance resulting in the rise of drop-out level.



- STRATEGY :**
- i) Cementing of floors.
  - ii) Protective sitting arrangement.
  - iii) Climate friendly building structure.
  - iv) Amalgamation of local innovation in construction works.
  - v) Provision of garments specially for girl child
  - vi) Re-scheduling of vacation (depending on agril. & meteorological parameters)
  - vii) Health campaign
  - viii) Incorporation of some location specific & situation specific Agro-Climatic uniqueness in the pedagogy.
  - ix) Mothers awareness & orientation in child health
  - x) Utilisation of Nature-Sensing experience of age-old farmers.

## **Suggested Innovative studies and Investigation to be undertaken by DPEP through District Nodal Centre for Information, Monitoring & Study (DNCIMS)**

District Cooch Behar is envisaging for a sustainable lift of quality upgradation in Primary Education with a befitting quantum support and the entire process of which shall sufficiently be supported with broad-based information system. Information shall be collected from grass root levels and subsequently be transferred to the higher in-take-system of information & management. Continuous survey followed by consistent surveillance will help in a big way in this process and the proposed **District Nodal Centre for Information, Monitoring and Study (DNCIMS)** will cater the entire activities.

### **The Activities to be Undertaken**

The content, approach and methodologies for the entire process have to be steered in line with the objective set in the universalisation of elementary education programme.

i.e.

- (i) Universal enrolment
- (ii) Qualitative retention.
- (iii) Creative teaching-learning environment

The action plan shall be including such activities of study and research with a wider flexibility ramification and revision as mentioned in the following items.

### **The integrated approach to scholastic development and its evaluation at the elementary stage**

#### **Sub-Activity**

- (i) Centralised Versus Decentralised Scholastic Development.
- (ii) Integrated scholastic development. vis-a-vis correlated teaching.
- (iii) Integrated teaching vis-a-vis Integrated learning.
- (iv) Integration : Process Vs. Product, Teacher Vs. Pupil, Method Vs. Material.
- (v) Evaluation and Standardisation and subsequently to be sent to SCERT

## **Moral, attitude and Values**

The purpose of learning may be imparting of cognitions and skills through self-activity but while it is education in question, the focus should certainly be on building of values, confidence, morals and ideals essential for promoting a society to a horizon of growth, equity and fraternity.

### **Subject**

Study on the psychometrics of children behaviour in terms of retention, pedagogy, impacts on school, community and home environments, teachers' performance in terms of communicability, congeniality and creativity and other related aspects.

- (i) Indepth survey on children attitude and values.
- (ii) Development of pschromatric tools like value scale, attitude scale, reliability and validity test etc.
- (iii) Material arrangement on the development of non-material aspects.
- (iv) Evaluation.

## **On the aspect of enrolment**

To send the children to the school cannot by any means, be a subject of quantity and basically it is a process which gets organically dovetailed with the multiplicity of factors like economy, family environment, community dynamics, school including physical facilities, post education engagement, occupational structure and involvement, geo-climatological factors and so many.

### **Subject**

To study on the present status on enrolments and identify the constraints, prospect and factors towards universal enrolment with emphasis on the aspects like, gender-differences, spatial differences & community difference.

### **Sub-Activities**

- (i) Preparation of Check-list.
- (ii) Sample survey and Bench mark survey (in some cases)
- (iii) To find out and evaluate the quantum & quality aspect of gender-differences, spatial discrimination, and community difference.
- (iv) To identify economic, social, cultural and Geo-climatological factors.
- (v) Evaluation

## **Role of Media in harnessing enrolment, retention and teaching-learning environment.**

The existence, mobilisation and performance of media are the organic and aesthetic expansion of life process endowed with the unique components of socio-cultural and economic endowments. The D.P.E.P., Cooch Behar shall with its fullest potential and involvement be applying the unique role of media in getting the end of the project through a cascading momentum.

### **Subject**

A study through identification and application on the effect and proficiency of different media and media-mix towards education in entirety.

### **Sub-Activity**

- (i) Check-list on media operating in the district (modern)
- (ii) Check-list on folk and traditional media.
- (iii) Organise performance of different media and analyse therefrom, respective proficiency.
- (iv) Content analysis of different traditional media-forms including folk lores
- (v) Performance of different media in stimulating pupils' knowledge, attitude and values.
- (vi) Evaluation.

**Towards developing and formalizing a location-specific and culture-friendly training, orientation and persuasion programme in terms of contents, methodologies, design and impacts.**

### **Sub-Activities**

- (i) How effective are in-service teachers' training programmes in motivating teachers, imparting skills, up-dating their knowledge and changing their professional behaviours.
- (ii) To develop necessary tools, rating scales value-judgement system to assess in terms of knowledge, competencies, perception, perspective and professional growth.
- (iii) To establish relationship in between teachers' performance and children's gain.
- (iv) Evaluation.



## **Other Vulnerable Aspects of Study**

- (a) Materiological and Geographical parameters responsible for influencing and steering school-going, in-school-behaviour and community responses.**
- (b) In school physical environment i.e. sitting arrangement, wall-colour, school-perspectives.**
- (c) Health, Nutrition and other aspects.**
  - i.e. (i) diet availability & composition
  - (ii) Sanitation.
  - (iii) Health habits.
  - (iv) Gender-specific health hazards.
- (d) Agricultural, Animal resource, Occupational pursuits, Communication & Transport facilities.**
- (e) Historical and archaeological aspects i.e. profile of educational growth in terms of physical and archaeological ingredients.**
- (f) Productive education or developmental education i.e. in terms of participatory education like helping the farmers in field, gardening through knowing and growing system, community cleanliness programme process content and methodology.**
- (g) Linguistic and phonetics aspects**
  - (i) Local languages used by the teachers
  - (ii) Examples used
  - (iii) Terminologies followed
  - (iv) Modulation & treatment of words and effect of pronunciation in treating environment.
- (h) Mother's involvement in children's education process through family role performances—constraints & prospect.**
  - (i) Nature and extent of mother's involvement in terms of child Health's care diet preparation and education care.
  - (ii) Scopes for reducing family load.
  - (iii) wider and meaningful exposure of women in social roles & activities.
- (i) On management**

Study on management system related to primary education on line with its development structure and human interaction financial resourcing.

Aspects :

- (i) Manpower distribution and work loads.
  - (ii) Decision making patterns
  - (iii) Vertical and horizontal interaction
  - (iv) Future and further scope of development
  - (v) Evaluation
- (j) Study on other related aspects.

**Other conditions**

- All survey intially shall be in the form of a Bench-mark Survey.
- In all types of survey the District Nodal Centre for Information, Monitoring and study (DNCIMS), Cooch Behar shall be envisaging for a suggestive guidance, help and coordination from the W.B.B.P.E., ISI SCERT and other esteemed organisations.
- The Study and Survey Programmes mentioned so far shall be either under the purview of guidelines mentioned by D.P.E.P. or in the form of its additionality.
- In organising the study, the district shall be fabricating resource persons from all corners of district.
- The Study team in its functioning shall be academic in approach and autonomous in nature.

## CHAPTER - V

Stake-holders' analysis and  
log frame analysis on major activities

## STAKE HOLDERS' ANALYSIS IN VIEW OF PARTICIPATORY PROGRAMMES

### A. Primary Stakeholders

Sl. No.	Stake holders	Stake	Value	Power	Impact	Remarks
1.	Children of 5-10 yrs. age group (yet to be enrolled)	i) Joyful learning ii) Being at school	5	6	30	
2.	Above age-group (11+yrs.) children (yet to be enrolled)	Joyful learning through NFE intervention	5	5	25	
3.	Existing pupils of the district	i) Joyful learning ii) Quality upliftment	5	6	30	
4.	Girl children	i) Gender-friendly and joyful learning ii) Equality with boys	5	6	30	
5.	Children of SC, ST and Backward Communities	i) Quality education through cultural cont exuality ii) Equality with others	5	6	30	
6.	Drop-outs students	Joyful learning in improved and coherent environment	5	5	25	
7.	Parents	i) Quality education for their wards ii) Assured participation in the process	5	5	25	
10.	Teachers	i) To enhance enrolment and minimise drop-out level ii) Quality improvement iii) Building higher capacity	5	5	25	

## B. Secondary Stakeholders

Sl. No.	Stakeholders	Stake	Value	Power	Impact	Remarks
1.	Panchayat	i) Development of education in G.P. ii) Practical experience in planning & execution.	3	4	12	
2.	Community	i) Better education facility ii) Better environment for Community.	4	3	12	
3.	Inspectors	i) Better Skill ii) Better monitoring & surveillance System	4	5	20	
4.	ICDS	i) Involvement of mothers ii) Material & functional support	3	3	9	
5.	NGOS	i) Organisational identity ii) Mobilisation & motivation	2	2	4	
6.	TLC Functionaries	i) Motivating neo-literates & subsequent sustenances	2	2	4	
19	7. Health Workers	i) Development of better mother & child health ii) Functional Support	4	2	6	
8.	Teachers' Organisation	i) Better motivation & skill ii) Material Support iii) Improved Teaching-learning environment	4	4	16	
9.	BRC, CRC & VEC Functionaries	i) Better Schooling System ii) Convergence of efforts iii) Infra-structural development iv) Mobilisation of people & resources	4	3	12	
10.	PTTI	i) Better teaching competency ii) Evaluation of better methodologies and tools	3	3	9	
11.	RP's & KP's	i) Better skill for educators ii) Competency in using teaching aids iii) Preparation of indigeneous teaching aids & methodologies.	4	2	8	
12.	Construction Agencies	i) Increase public image and reliability	3	2	6	
13.	Contractors	Increased business volume	2	1	2	

### C. Tertiary Stakeholders

Sl. No.	Stake-holders	Stake	Value	Power	Impact	Remarks
1.	ODA	i) Development of education (UEE) ii) Better international relation	5	3	15	
2.	GOI and WB	i) Development of Primary Education ii) Evolution inovative systems	5	5	25	
3.	DPSC	i) To increase enrolment and minimise drop-out rate ii) Building better environment	5	5	25	
4.	Political Organisation	i) Development of Primary Education ii) Expansion and sustenance of PLC Programme iii) Building public image	2	2	4	
5.	General Administration	Fruitful implementation of the programme	2	2	4	

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### SUMMARY OF LOGICAL FRAMEWORKS ON VARIOUS ACTIVITIES UNDER DPEP

NS	OVI	MOV	ASSUMPTIONS
<b>GOAL</b> Universalisation of Primary Education through Access, Enrolment, Retention and Quality	<ul style="list-style-type: none"> <li>i) Access increased to more than 95%.</li> <li>ii) Enrolment enhanced upto 95%.</li> <li>iii) Retention escalated to a minimum of 90%.</li> <li>iv) Quality improved at least 25% over the base line study.</li> </ul>	<ul style="list-style-type: none"> <li>i) Revised Plan.</li> <li>ii) DPEP Guidelines.</li> <li>iii) ODA &amp; GOI Reports.</li> <li>iv) GOWB Reports.</li> <li>v) DPSC Records.</li> </ul>	<ul style="list-style-type: none"> <li>i) Proper policy is evolved.</li> <li>ii) Flow of fund is sustained.</li> <li>iii) Commitments are maintained</li> <li>iv) Methodologies are reliable.</li> <li>v) People and organisations are mobilised and involved.</li> </ul>

## PURPOSE

- i) Ensuring enrolment of (5-10) age group Children to the Schooling System, emphasising access on gender and community issues.
  - ii) Recharging of drop-out within Schooling System and reinforcing NFE intervention for non enrolled beyond age group boys and girls.
  - iii) Flexible Schooling hours, arrangement of additional shift system to ensure effective enrolment with proper motivation of the teachers and the Community.
  - iv) Joyful learning through better class room transactions and implementation of non-Scholastic activities result into higher retention with the development of belongingness to School.
  - v) Periodical orientation/training of in-service teachers improve the quality of teaching, motivate them to develop teaching aids and methodology of teaching with indigenous materials resulting in the quality upgradation.
- i) Substantial increase in roll strength is reflected over the years during the Project period (1996-2000)
  - ii) Drop out level is reduced and limited to less than 10%.
  - iii) Attendance of Children is increased and retentivity level is sustained over the years to the tune of 90%.
  - iv) Quality is improved to 25% over the bench mark level through sustained supervision and persuasion of MLL based strategies.
- i) DPSC Records.
  - ii) Revised Plan.
  - iii) DPEP Guidelines.
  - iv) Survey and Study Reports.
  - v) Construction Reports.
  - vi) BRC/CRC data received through DNCIMS.
- i) Proper policies are adopted.
  - ii) Flow of fund is ensured.
  - iii) People's motivation/participation/ involvement is ensured at all levels.
  - iv) Time schedule is maintained.
  - v) Textual support is obtained from WBBPE, WBDPEP and SCERT.
  - vi) Funds are utilised properly.
  - vii) Procedure of appointment of teachers is followed and speedy approval of the pannel is obtained from the competent authority.

## OUTPUT

- 64
- i) Increased capacity leading to homogenous and all embracing access is increased.
  - ii) Goal seeking, goal directed behaviour evolved within teachers, mothers, ICDS workers, animators and other fuctionaries.
  - iii) Collection of information from grass root level, analysis and identification of lacunae through development of MIS.
  - iv) Performance-based incentives produce planned behavioural changes.
  - v) Education fair, 'know your district' programme, observance of Nature's Day, etc.— broadening otulook, diminishing gender discrimination and caste barrier, feeling of belongingness developed and sustained.
  - vi) Constraints and problems are identified properly, future course of action identified and enumerated.
  - vii) Linkages and interfacings are evolved through ECCE, NFE interventions leading to the goal of UEE.
  - viii) Construction of New School buildings, BRC(S), CRC(S) facilitate additional enrolment, development of Resource Centres at the Block and the cluster levels to organise educational activities, campaign interaction at all levels.
- i) Teachers are appointed to cater to the need estimated requirements of additional teachers.
  - ii) Higher enrolment and retention lowering drop-out level, better Class room transaction ensured.
  - iii) Data based reinforced management system evolved.
  - iv) Resource centres are developed at various levels.
  - v) Gender discrimination reduced to the tune of 5%.
  - vi) Survey Reports published and seminars/workshops organised.
  - vii) Co-operation and coordination among various agencies and govt. departments increased.
  - viii) Substantial increase in health status and diminishing of hazards related to health to a perceptible extent.
  - ix) Required nos. of BRC(S), CRC(S), and School Buildings Constructed.
- i) Revised Plan.
  - ii) DPSC Records.
  - iii) Audit/utilisation Reports.
  - iv) Reports of DNCIMS/
  - v) BRC/CRC/VEC.
  - vi) Survey Reports  
MV Books.
- i) Flow of fund is sustained, adequate and timeframed.
  - ii) Need based appropriate policies are framed.
  - iii) People's participation, involvement and motivation are assured.
  - iv) Teachers are oriented/trained properly towards development of goal directed behaviour and
  - v) commitment to the cause of UEE.
  - vi) Effective linkage is established. Buildings constructed are durable, cost effective to cope with topography of the district witnessing heavy rainfall, severe and prolonged winter.



## ACTIVITIES

<p>95</p> <p>i) Appointment of teachers including additional teachers (item No. 1 &amp; 2).</p> <p>ii) Orientation/training of teachers, Mothers, ICDS workers, Training Collège teachers, Panchayat members and other functionaries (item Nos. 3, 4, 5, 8, 9 &amp; 10).</p> <p>iii) Setting up of DNCIMS with a view to board basing the information monitoring and management in regard to shaping and developing proper scholastic and dovetailed non-scholastic system. (Item No. 15)</p> <p>iv) BRC/CRC/VEC Activities &amp; Furnishing (Item No. 6, 7, 11, 12, 13, 14).</p> <p>v) Access/Retention related incentive schemes, Health Card distribution, know your district programme and other promotional facilities (Item No. 16, 18, 19, 20, 21, 24).</p> <p>vi) Innovation, Survey and Study (Item No. 17).</p> <p>vii) ECCE/NFE intervention (Item No. 22).</p> <p>viii) Construction and Repairing of BRC/CRC/new schools building and Provision of drinking water and Toilets.</p>	<p>i) Better schooling facilities with physical infrastructure available.</p> <p>ii) Enrolment increased to 90% at the end of 2000 AD.</p> <p>iii) Reduction of drop-out restricted to less than 10%.</p> <p>iv) Campaigning and promotional activities including Siksha Mela, Mother's Day, Street Drama &amp; posterings.</p> <p>v) Retention upto 90% is achieved.</p> <p>vi) Gender discrimination reduced to less than 5% by 2000 AD.</p> <p>vii) Motivation of teachers, guardians, parents and other functionaries achieved.</p> <p>viii) Occurrence of health hazards has been reduced to the tune of 10%.</p> <p>Expenditure :</p> <table border="0"> <tr> <td>Item 1 &amp; 2</td> <td>Rs. 1175.00</td> <td>Lakhs</td> </tr> <tr> <td>Item 3, 4, 5, 8, 9 &amp; 10</td> <td>Rs. 290.50</td> <td>Lakhs</td> </tr> <tr> <td>Item 15</td> <td>Rs. 351.59</td> <td>Lakhs</td> </tr> <tr> <td>Item 6, 7, 11, 12, 13, &amp; 14</td> <td>Rs. 471.68</td> <td>Lakhs</td> </tr> <tr> <td>Item 16, 18, 19, 20, 21, &amp; 24</td> <td>Rs. 519.65</td> <td>Lakhs</td> </tr> <tr> <td>Item 17</td> <td>Rs. 5.00</td> <td>Lakhs</td> </tr> <tr> <td>Item 2</td> <td>Rs. 20.00</td> <td>Lakhs</td> </tr> </table>	Item 1 & 2	Rs. 1175.00	Lakhs	Item 3, 4, 5, 8, 9 & 10	Rs. 290.50	Lakhs	Item 15	Rs. 351.59	Lakhs	Item 6, 7, 11, 12, 13, & 14	Rs. 471.68	Lakhs	Item 16, 18, 19, 20, 21, & 24	Rs. 519.65	Lakhs	Item 17	Rs. 5.00	Lakhs	Item 2	Rs. 20.00	Lakhs	<p>i) DPEP Revised Plan/ Records</p> <p>ii) DPSC Records.</p> <p>iii) Monthly Returns.</p> <p>iv) Inspectors' Reports.</p> <p>v) CRC/VEC Reports.</p> <p>vi) Audit/utilisation Reports.</p> <p>vii) Monitoring and evaluation Reports.</p>	<p>i) Sanction/approval from appropriate authority obtained.</p> <p>ii) Availability of fund ensured.</p> <p>iii) Selection of proper agencies.</p> <p>iv) Proper utilisation.</p> <p>v) Coordination of different organs/animators ensured.</p> <p>vi) Initiative of DPSC ensured.</p> <p>vii) National calamities and unrest.</p> <p>viii) Supervision/Surveillance ensured. Availability of Guide Books/Tools in time.</p>
Item 1 & 2	Rs. 1175.00	Lakhs																						
Item 3, 4, 5, 8, 9 & 10	Rs. 290.50	Lakhs																						
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Item 2	Rs. 20.00	Lakhs																						

## LOGICAL FRAMEWORK ANALYSIS ON BRC/CRC CONSTRUCTION

	NS	OVI	MOV	ASSUMPTIONS
<b>GOAL</b>				
UEE		Enrolment Access Retention Achievement	DPEP Guidline Revised Plan etc.	i) People are involved. ii) Maintenance of the structure is assured.
<b>PURPOSE</b>				
i) Enhancement of Physical access.		i) Retention gets increased.	i) DPEP Revised Plan.	i) Funds are placed timely.
ii) Renovation of existing structures.		ii) Physical facility related problems get reduced.	ii) Records of DPSC/DNCIMS.	ii) Agencies are identified properly.
iii) Innovative and aesthetic structure.		iii) Accommodation for enhanced enrolment & additional shifts introduced.		iii) Materials are good in quality and availability is ensured.
iv) Local resource generation.		iv) Local people become aware of their social responsibilities. Teachers' orientation and motivation become likely.		iv) No natural calamities are there. v) Local human resources are involved. vi) No social disturbances are there
<b>OUTPUT</b>				
i) New school buildings are constructed.	12 BRC Buildings and 128 CRC Buildings are constructed in Y <sub>1</sub>		i) DPEP Revised Plan.	i) Agencies mobilise their capacity locally.
ii) Dilapidated School building structures are repaired.			ii) Block/P.S. Reports.	ii) Resources are mobilised.
iii) Agencies are involved.			iii) G.P. Reports.	iii) Cost of materials does not increase substantially.
iv) Stay at school becomes more comfortable.				
<b>ACTIVITIES</b>				
i) Agencies identified		<b>Expenditure</b>	i) DPEP Revised Plan.	i) Engineering staff of Panchayat Samity are mobilised.
ii) Mode of expenditure formulated			ii) Surveyors' Reports.	ii) Monitoring & Vigilance from Local People.
iii) Plan and estimate are made	Y <sub>1</sub> —for BRCS—Rs. 30.0 Lakhs		iii) P.S. Reports.	iii) Maintenance of existing structure is identified and appreciated as special assignment
iv) Survey on existing structures	Y <sub>1</sub> —for CRCS—Rs. 128.0 Lakhs		iv) G.P. Reports.	iv) Perception accreditation and appreciation of existing structure as community asset.
			v) M.V. Books.	

## LOGICAL FRAMEWORK ANALYSIS ON BRC/CRC ACTIVITIES

NS	OVI	MOV	ASSUMPTIONS
<b>GOAL</b>			
<p>UEE</p>	<p>Enrolment Access Retention Achievement</p>	<p>DPEP Guideline Revised Plan etc.</p>	<p>i) Flow of funds is sustained. ii) MVS are honoured. iii) Goals &amp; objectives are followed.</p>
<b>PURPOSE</b>			
<p>i) Capacity building in regard to trainings, Orientation, Sensilisation &amp; Motivation. ii) Higher monitoring. iii) Women empowerment. iv) Convergence of BRC, CRC &amp; VEC activities. v) Organisation of innovation activities.</p>	<p>i) Organisations and Communities are mobilised meaningfully. ii) Enrolment and retention increased above 90% by 2000. iii) Girls form 50% of enrolment in class I-IV. iv) Increase in converged and ischronouns activities. v) Qualitative improvement a) Teaching b) Students' involvement c) people support. vi) School leavers illiterate and numerate to the standards of M.L.L.</p>	<p>i) DPEP Guidelines. ii) Annual Statistics. iii) Survey Reports. iv) Study Reports. v) Inspectors' Reports. vi) Monthly Returns.</p>	<p>i) Flow of funds is ensured. ii) Adequate material supports are provided. iii) Places are provided to the school leavers in standard V-VIII of secondary schools. iv) Community approaches are ensured.</p>
<b>OUTPUT</b>			
<p>i) Organisations &amp; Communities as a whole are animated ii) Women organisers and animators are inducted in different committees and bodies iii) Appropriate Community Participation mechanisms operating</p>	<p>i) Participations of NGOS, Institutions, VOS, Panchayets are increased to the tune of 40%. ii) Women membership is increased to 30%. iii) 40% increase Women's interventions.</p>	<p>i) District Plan ii) DPSC records iii) D.I. of Schools Reports iv) Minutes &amp; proceedings v) Panchayet reports.</p>	<p>i) Adequate flow of funds is available. ii) Time schedule is maintained iii) Inter-organisational linkages are established.</p>
<b>ACTIVITIES</b>			
<p>i) Phenomenal increase in joint decisions. ii) Qualitative improvement in academic attainment, perceptual behavioural changes, values, attitudes and group activities</p>	<p>i) At least 40 per cent occurrent is increased. ii) 35% increase in quality over the bench-mark level by 2000 AD.</p>	<p>i) Utilisation Certificate ii) Audit Reports iii) Monitoring &amp; evaluation reports iv) Study Reports</p>	<p>i) Proper Utilisation of fund ii) Selection of proper agencies iii) Co-ordinations among different organs of animators ensured. iv) Quality of materials. v) Objective &amp; Cardinal evaluation.</p>

## LOG FRAME ANALYSIS ON TRAINING AND ORIENTATION

	NS	OVI	MOV	ASSUMPTIONS
<b>GOAL</b>				
UEE		Access Retention Achievement Enrolment	DPEP Guidelines	<ul style="list-style-type: none"> <li>i) Flow fo fund.</li> <li>ii) Commitments are retained.</li> <li>iii) Support systems are sustained.</li> <li>iv) People's participation and Cooperation are received.</li> </ul>
<b>PURPOSE</b>				
68	<ul style="list-style-type: none"> <li>i) Teachers' competence and motivation are toned up/Learning competence stressed.</li> <li>ii) Head teachers are oriented properly.</li> <li>iii) Other functionaries, viz. PTTI Lecs., Key + Resource Persons/ Supervisors/Animators' parents etc. are properly oriented.</li> <li>iv) Class room transactions have been improved and fruitful.</li> <li>v) Need for improved teaching/ learning materials stressed.</li> </ul>	<ul style="list-style-type: none"> <li>i) Enrolment increased to 90% in case of S.C./S.T. and girls.</li> <li>ii) 100% involvement with the process.</li> <li>iii) Collaborative and conjoint decisions + actions.</li> <li>iv) Higher quantum of quality achieved.</li> <li>v) Class room transactions have been improved &amp; fruitful.</li> </ul>	<ul style="list-style-type: none"> <li>i) Revised Plan/Records/ Monthly Returns + Others.</li> <li>ii) Meeting Records, minutes &amp; Resolutions drawn.</li> <li>iii) Monitoring Reports</li> <li>iv) Report from the Inspectors.</li> <li>v) DPSC Recors.</li> <li>vi) Multigrade teaching introduced.</li> </ul>	<ul style="list-style-type: none"> <li>i) Funds are sufficient to cover.</li> <li>ii) Teachers are interested.</li> <li>iii) Teachers are applying tools and methodologies.</li> <li>iv) Other persons are also using the imparted skill orientation.</li> <li>v) Feed backs are redirected and estimated properly.</li> <li>vi) Participation of VEC Members is ensured.</li> </ul>
<b>OUTPUT</b>				
	<ul style="list-style-type: none"> <li>i) More goal directed behaviour from the teachers are being exercised.</li> <li>ii) Higher Generative convergence of efforts.</li> <li>iii) Students are retained, joyously in the Class room.</li> <li>iv) Quality attainments of students are ensured.</li> <li>v) Higher Organisational skill developed.</li> </ul>	<ul style="list-style-type: none"> <li>i) Teachers attendance/ participation enhanced to 95%.</li> <li>ii) Areas of conflicts and contradictions have been reduced to less than 5%.</li> <li>iii) Restriction of drop out level below at 10% - 5 Yrs. attainment of quantitative improve-ment of 25% over bench mark level in 5 Yrs.</li> </ul>	<ul style="list-style-type: none"> <li>i) Report of impact analysis.</li> <li>ii) Records of feed back.</li> <li>iii) Resolutions adopted.</li> <li>iv) Suggestion evolved.</li> <li>v) Moritoring reports.</li> </ul>	<ul style="list-style-type: none"> <li>i) Changes are appreciated.</li> <li>ii) Techniques and tools are duly applied.</li> <li>iii) Material supports ensured.</li> <li>iv) Better organisational skill developed.</li> <li>v) Supervision and surveillance are ensured.</li> </ul>

## ACTIVITIES

- i) Trg. of Head teachers/Inspectors/ Supervisors/RP/PTTI Lecs./ NGO/VOS/Mothers and parents; Wrokshops/Seminars/Campaign; use of Mass + Inter Personal and Folk Media, Video cassetts, Audio visual aids prepared and demonstrated.
- ii) Training of existing teachers (6041) including Head Teachers.
- iii) Newly appointed (1190) teachers.
- iv) 115 Resources Persons.
- v) Other functionaries.
- vi) DPSC records.
- vii) Audit records
- viii) DNCIMS reports.
- ix) PTTI records.
- x) Report of D.I. of schools.
- xi) Reports of BRCs & CRCs.
- xii) Guide Books & tools are supplied.
- xiii) Funds are properly utilised.
- xiv) Agencies are geared up properly.
- xv) Cost effectiveness ensured.
- xvi) Key Persons & RPs. are properly selected.
- xvii) Reports are timely placed.

## LOG FRAME ANALYSIS ON AWARENESS, MOTIVATION & PROMOTIONAL PROGRAMMES

	NS	OVI	MOV	ASSUMPTIONS
<b>GOAL</b>				
	<b>UEE</b>			
	Through universalisation and quality supported with access & enrolment.			
<b>PURPOSE</b>				
	i) Sensitisation and motivation in regard to enrolment, retention and quality improvement.	i) Children of all cimmunity are enrolled in higher number. ii) People are involving joyously with the programme. iii) Enrolment & Drop-out aspects are being dealt jointly with family & community. iv) Gender discrimination is substatantially reduced.	i) Revised Pian. ii) Minutes and Records. iii) CRC/VEC Reports.	i) Flow of funds is sustained. ii) Agencies are properly identified. iii) Animators are properly selected. iv) Participation of Women, Parents, V.E.C. members, Panchayats are ensured.
<b>OUTPUT</b>				
70	i) Better awarness results. ii) Family, Community and Organiations are motivated and activised. iii) Sustained efforts for supporting quality.	i) Perceptible change in enrolment. ii) Parents are spending more hours for Children Education. iii) Teachers' participation becomes more fruitful. iv) Drop-out level reduced to below 10% in five yrs.	i) Survey reports. ii) Records & Study. iii) Records of DNCIMS.	
<b>ACTIVITY</b>				
	i) Campaign. ii) Mother's day. iii) Area Heritage day. iv) Dramatics. v) Postering & rallies. vi) Application of folk media & folk lores.	The allocated budget for  Y1 Rs. 9.09 Lakhs Y2 Rs. 9.09 Lakhs Y3 Rs. 9.09 Lakhs Y4 Rs. 9.09 Lakhs Y5 Rs. 9.09 Lakhs	i) Report on expenditure. ii) Audit Report. iii) Report from Panchayat Samity, VEC/G.P.	1. No natural calamity or unrest in the district. 2. Panchayat Samity and B.D.O. make available of their technical Staff. 3. Gram Prodhans deputed for the purpose of organising people of their locality to participate. 4. DPSC takes initiative to mobilise support of their teachers and students.

## LOG FRAME ANALYSIS ON CONVERGENCE OF EFFORTS

	NS	OVI	MOV	ASSUMPTIONS
<b>GOAL</b>				
<b>UEE</b>		Access Enrolment Retention Achievement	DPEP Guidelines Revised Plan	i) Flow of Fund sustained. ii) Proper Utilisations are ensured. iii) People's participation takes place to the fullest extent.
<b>PURPOSE</b>				
i) People's participation for UEE. ii) Organisational involvement.		i) Formation of VEC, BROS, CRCS. ii) Frequency of inter and intra personal interaction increased. iii) Evaluation sustaining of inter organisational linkage.	i) Revised Plan. ii) Records of participatory meetings. iii) DLCC meetings & minutes. iv) Panchayet Level Meetings' recommendations.	i) People are properly sensitised and motivated. ii) Interactions are consistent and non-evasive. iii) Modus operendi are clear to each other.
<b>OUTPUT</b>				
17 i) Evolution of joint venture and capacity. ii) Congenial and generative interfacings. iii) Higher capacity buildings		i) VEC Committee. ii) Monitoring Team. iii) Joint Diagnostic Visits. iv) Organisation of education fair, Sports & Cultural Meet annually	—do—	i) Potential areas are identified. ii) Capacities are fully explored. iii) Mutual trustworthiness is maintained. iv) Organisational identities are esteemed properly.
<b>ACTIVITY</b>				
i) Inter departmental interactions and exchange of experiences. ii) Joint interventions. iii) Convergence of ICDS, NFE, Vigyan Mancha, Panchayat, Women Organisation through functional linkage. iv) Education fair. v) Education Archieve. vi) Workshops & Orientations.		i) Allocation of budget. ii) Time-scheduled meeting and monitoring. iii) Roster of work preferably monthly interaction.	—do—	i) Objectives are made clear to the agencies involved. ii) Areas of mutual interactions are identified. iii) ECCE, Govt. department and other agencies bring substantial changes in their routine work.

## LOG FRAME ANALYSIS ON SURVEY AND STUDY

	NS	OVI	MOV	ASSUMPTIONS
<b>GOAL</b>				
<b>UEE</b>		<ul style="list-style-type: none"> <li>i) Quality.</li> <li>ii) Objectivity.</li> <li>iii) Adaptability.</li> <li>iv) Observance.</li> <li>v) Compatibility.</li> </ul>	<ul style="list-style-type: none"> <li>i) DPEP Guidelines.</li> <li>ii) State &amp; District Plan.</li> </ul>	<ul style="list-style-type: none"> <li>i) Flows of fund are sustained.</li> <li>ii) Uniqueness of the district is appreciated.</li> <li>iii) Resource Persons are available.</li> <li>iv) MIS/DNCIMS is supported properly.</li> </ul>
<b>PURPOSE</b>				
i) Depiction of existing Status of Enrolment, access, retention and quality.	i) Status papers are produced	i) Draft Plan.	i) Concepts are perceived properly at the functional level.	
ii) Elucidation of certain factors affecting the above mentioned aspects of UEE.	a) Chapterrisation has been done with due focus and emphasis. b) Adequate data base are produced.	ii) Survey Reports.	ii) DNCIMS is managed properly.	
iii) Assuring the interrelationships of different factors towards evolving better alternatives.	ii) Quantitative and qualitative relationships are established amongst different factors.	iii) Status paper.		
		iv) Published papers.		
<b>OUTPUT</b>				
i) Situation and Status are analysed.	i) Problems are identified and prioritised.	i) Analysed data.	i) Broad-basing to the data management.	
ii) Extent and magnitudes of influence are assured.	ii) Contributions and influences are quantified.	ii) Statistical reports.	ii) For Software management, efficient personnel are inducted.	
iii) Tools and methodologies are devised.	iii) Tools are used for measurement.	iii) Charts, graphs, etc.	iii) Demand for micro-level information for upper strata is sustained.	
iv) Better options are evolved.	iv) Suggestions and proposals are evolved.		iv) Reports from BRC level are properly assessed and evaluated by skilled Personnel at Dist. level.	
v) Investigators are trained, oriented and involved.	v) Targets are attained within the time-frame.		v) Preparation of District Records.	
vi) Suggestions are objective and applied.	vi) Impacts are perceptible.			
vii) Better evaluation & monitoring system evolved.	vii) Progresses are evaluated.			



## ACTIVITIES

- i) Surveys are organised.
  - ii) Animators and investigators are oriented and trained.
  - iii) Battery of Schedules are evolved, questionnaire are prepared and administered.
  - iv) Psychometric tools like attitude scale, Value-Scale, Retentivity score, Content and impact analysis, Simulation etc are evolved.
  - v) Like case study, time-series analysis, Audience Profile, Sampling, brainstorming, Buzz-Session, Method and result demonstration, role-models, dramatics are used and applied.
- i) Materials required are purchased.
  - ii) Study Results are published.
  - iii) Qualitative Charges are measured and analysed.
  - iv) Expenditure :
    - Y1—Rs. 1.0 Lakh
    - Y2—Rs. 1.0 Lakh
    - Y3—Rs. 1.0 Lakh
    - Y4—Rs. 1.0 Lakh
    - Y5—Rs. 1.0 Lakh
    - Total—Rs. 5.0 Lakhs
- i) Expenditure Records.
  - ii) Audit Reports.
  - iii) DPEP Records.
  - iv) Materials used.
  - v) Analysed feed-backs.
- i) Proper selection of Personnel for undertaking studies.
  - ii) Proper guidances and tools/questionnaires are available from WBDPEP/WBBPE/SCERT.
  - iii) Time-schedule for survey maintained.

## LOG FRAME ANALYSIS ON DISTRIBUTION OF HEALTH-CARDS

GOAL	NS	OVI	MOV	ASSUMPTIONS
<p>UEE</p>		<ul style="list-style-type: none"> <li>i) Access.</li> <li>ii) Retention.</li> <li>iii) Quality.</li> <li>iv) Nutritional Status of Children.</li> </ul>	<ul style="list-style-type: none"> <li>i) DPEP Guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>i) Flow of fund sustained.</li> <li>ii) Proper utilisation ensured.</li> <li>iii) People's participation ensured.</li> </ul>
<p>PURPOSE</p> <ul style="list-style-type: none"> <li>i) Development of well being and belongingness to school.</li> <li>ii) Development of Health consciousness and care.</li> <li>iii) Self-sensitisation on food habits.</li> <li>iv) Leftout children of (5-10) age group will be attracted to attend school.</li> </ul>		<ul style="list-style-type: none"> <li>i) Absenteeism is substantially reduced.</li> <li>ii) Joyous participation in scholastic and non-scholastic activities.</li> <li>iii) Frequent interaction &amp; consultation with health deptt. functionaries in the public health programmes.</li> <li>iv) Parents &amp; children become more health conscious.</li> </ul>	<ul style="list-style-type: none"> <li>i) Revised Plan.</li> <li>ii) Reports of Health-survey Studies.</li> </ul>	<ul style="list-style-type: none"> <li>i) Allocation of Funds is made permissible.</li> <li>ii) Parents feel interested and involved.</li> <li>iii) VEC members take initiative.</li> <li>iv) Proper distribution is ensured.</li> <li>v) Teachers' effective participation is ensured.</li> <li>vi) Initiative of Health workers ensured.</li> </ul>
<p>74 OUTPUT</p> <ul style="list-style-type: none"> <li>i) Development of better health awareness and practices.</li> <li>ii) Development of better belongingness to School.</li> <li>iii) Organic convergence of efforts.</li> <li>iv) Reduction of health bazards.</li> <li>v) Higher retention.</li> <li>vi) Reduction of absenteeism.</li> </ul>		<ul style="list-style-type: none"> <li>i) Dietary habits are changed.</li> <li>ii) Retentivity increase minimising dropout level by 10% every month.</li> <li>iii) Occurrence of illness has been reduced to less than 10%.</li> </ul>	<ul style="list-style-type: none"> <li>i) Status paper.</li> <li>ii) Records and reports on health status.</li> <li>iii) DPSC and Health Deptt. record.</li> <li>iv) ICDS &amp; Care Report.</li> <li>v) Reports from VEC.</li> <li>vi) Reports from Inspectors.</li> </ul>	<ul style="list-style-type: none"> <li>i) Preservation &amp; maintenance of health-card ensured.</li> <li>ii) Health instructions are followed.</li> <li>iii) Adequate persuasions have been made.</li> <li>iv) Initiative of the teachers' organisations ensured.</li> <li>v) Co-operation of ICDS/CARE ensured.</li> </ul>

## ACTIVITY

- i) Preparation and production of Health cards.
- ii) Key information on blood group, weight, age, Key messages on proper diet and health practices, Family identity etc. incorporated.
- iii) Observation of health and nutrition days.
- iv) Campaign on identified health hazards & illness.

i) A total no. of 7,12,000 cards to be distributed in five years.
ii) Budget allocation—
No. of cards
<u>to be distributed</u>
Y1—2,82,000
Y2—1,00,000
Y3—1,05,000
Y4—1,10,000
Y5—1,15,000
<u>Cost</u>
Rs. 2.82 Lakh
Rs. 1.00 Lakh
Rs. 1.05 Lakh
Rs. 1.10 Lakh
Rs. 1.15 Lakh

- i) Plan.
- ii) Expenditure records.
- iii) Survey.
- iv) Audit Reports.
- v) DPSC Records.

- i) Selection of proper Agencies
- ii) Funds are placed timely. Simultaneous distribution of cards throughout the district ensured.

## LOGICAL FRAME WORK ANALYSIS ON DISTRUBUTION OF FREE LEARNING MATERIALS

NS	OVI	MOV	ASSUMPTIONS
<b>GOAL</b>  UEE	SC and ST girls are enrolled to higher proportions		
<b>PURPOSE</b>			
1. To enhance Access to the girls' from SC/ST Communities. 2. Building of confidence among girl children. 3. Reduction of discrimination. 4. Reduction of Drop-out. 5. Organic convergence of efforts. 6. Reduction of absenteeism.	1. Retention to the tune of 90% in next five years. 2. Reduction of discrimination below 5% level (both inter and intra level). 3. Reduction of Drop-out restricted to 10%. 4. Inter community harmony and interfacings are sustained. 5. Increased enrolment is sustained.	1. Revised Plan. 2. Budget allocation. 3. VEC records. 4. Inspectors' reports.	1. SC/ST girl children are coming in higher numbers. 2. Proper motivation. 3. Matarials are durable attractive & qualitative. 4. Funds are assured. 5. Community Perception is congenial.
<b>OUTPUT</b>			
1. Girls of SC/ST are coming in higher proportion. 2. They feel more involved with the learning process. 3. SC/ST girls are getting more materials support. 4. Reduction of intra gender discriminations. 5. SC/ST girls are performing better.	1. Increased enrolment of SC/ST girls (90% in next five years). 2. Self sensitization increased. 3. Reduction of drop-out is restricted to 10%.	1. DPSC Reports etc. 2. Survey Reports. 3. Study Reports. 4. Reports of monitoring cells of different levels.	1. Women animators are properly functioning. 2. Mothers are motivated. 3. Favourable community attitude. 4. Inter institutional linkages are being enforced.

**ACTIVITY**

- i) Selection of proper site.
  - ii) Available of land free of cost.
  - iii) Mode of expenditure formulated.
  - iv) Plan and estimate are vetted.
  - v) Skilled supervisory staff appointed.
  - vi) Orientation/Seminars/Meetings are organised.
- i) School mapping, survey report, statistical data.
  - ii) Donor identified.
  - iii) DPSC initiative for construction.
- i) Block Plan.
  - ii) VEC Reports.
  - iii) G.P. Reports.
  - iv) DPEP Records.
  - v) M.V. Book.
- i) Validity of such reports verifiable from local panchayats.
  - ii) Departmental statistics & reports.
  - iii) Timely availability of land.
  - iv) Proper and timely sanction/ approval from state govt.
  - v) Supervisory/Technical Staff from Block ensured.

Budget		Units	Cost	
Y1	0	Schools	Rs.	0.00 Lakhs
Y2	60	Schools	Rs.	120.00 Lakhs
Y3	60	Schools	Rs.	120.00 Lakhs
Y4	50	Schools	Rs.	100.00 Lakhs
Y5	40	Schools	Rs.	80.00 Lakhs

## CHAPTER - VI

### Convergence of efforts

## ESTABLISHING INSTITUTIONAL LINKAGES

Being composite in nature, DPEP calls for the multifaceted interaction in transforming the methodology into a movement. This is possible only through furnishing web of common interactions looking for amalgamation of visions, effect and experiences of the organisation throughout the district.

Institutional linkages among DPEP and other organisations are to be established in the following manner :

### 1. DPEP and ICDS Workers/Health Workers/Care/UNICEF

Various activities as quality upgradation activities have been proposed in this plan towards the goal of UEE. In order to implement these programmes ICDS workers and Health workers who work at the grass-root level among the villagers may act as key players in the field. They have an easy access to the guardians particularly mothers and hence are capable of playing key roles in the activities such as enrolment drive and campaign, child health care, mothers' health care, preparation of health cards to students, to develop diet consciousness and hygienic habits etc. They may also help the disabled/handicapped children for pursuing studies through appropriate therapies. CARE and UNICEF activities on similar issues at various times may be unified with DPEP programme. The ICDS and Health workers may also take part in the Education fair/Mothers' Day/Nature's Day programmes. Another major activity of ICDS workers will work as animators/community teachers/voluntary teachers in ECCE/NFE centres.

In order to utilise the services of ICDS and health workers it is suggested that DPO/CDPO & /CMOH at the district level and health deptt. at the state level will be requested by DPEP authorities. Moreover representation of these workers in different bodies at sub-district level is to be ensured. CARE and UNICEF authorities are to be involved in the same manner.

### 2. DPEP and Panchayats

In our state the 3-tier panchayat system plays a vital role in the developmental works in the rural area where more than 90% people live and thus become an integral part in the developmental processes. DPEP Coochbehar considers this potential as of great importance and has incorporated panchayets in all major activities. Panchayet members are properly represented in DPEP bodies at District, Block, G.P. and School levels. Panchayet members at G.P. and school levels have a crucial role to play in the access/retention activities. Door-to-door survey in the villages, meeting the guardians and parents and persuading them to send their children to school to carry out campaigning for enhancement of enrolment and sustaining activities of DPEP are the major

area of operation of Panchayets. Other major activities for Panchayets will be to organise Education Fair/Mothers' Day/Nature's Day/Folk and Cultural shows etc. at BRC/CRC/VEC levels. They will also activate guardians/parents/local people besides ICDS/Health Workers/NGOs/VOs and the Govt. machinery. It is also suggested that Panchayets will identify socially and educationally backward people and award them incentives under various schemes such as JRY/EAS/DRDA on the criteria of enrolment/retentivity/attainment of the school-going children of the particular family to ensure the goal of UEE.

Another major area of activity on the part of Panchayets is construction of schools/BRCs/CRCs and their maintenance. It is proposed that selection of site, construction of new school building, supervision of construction work, repairing/renovation of existing buildings, construction of lavatories and drinking water facilities etc will be done by Panchayet bodies under the direct control of DPEP. 12 BRCs and 128 CRCs in the district will also be constructed by Panchayet bodies. Apart from construction Panchayet bodies at different levels will maintain/repair the buildings with the help of local community.

### **3. Linkage with Literacy Programmes**

In our district TLC programme has already registered significant achievement. At present PLP programme is going on at different stages. Zilla, Sakharata Samity (ZSS) is working in the right direction. However, very recently the progress of ongoing activities in Literacy campaign has become slow-paced due to reasons beyond control. DPEP, Cooch Behar planned to utilise the machinery already developed for literacy campaign to motivate the people in achieving UEE. Moreover, as a product of TLC there already exists an urge for enrolment for 5-11 years age-group which can be rightly channelised for access and retention activities. At the same time using the awareness and consciousness already developed by TLC drop-out level could be lowered easily. Hence it is proposed that literacy centres throughout the district and ZSS may be activated properly for holding meetings/seminars/workshops/awareness campaign/survey works/gearing up enrolment drive etc. Further these centres may also be utilised as NFE centres/alternative schools for on-farm/on-job/non-enrolled/dropped-out children of 5-14 years age-group. KPs/RPs/MTs/VTs who worked in TLC may be oriented to work as animators/volunteer teachers/community teachers for ECCE/NFE centres under the guidance of District level Co-ordination Committee, DPEP, Cooch Behar.

### **4. DPEP and SC/ST DEPTT. and Social Welfare DEPTT.**

The majority of the population (51.75%) of our district belong to SC/ST community and hence in all our developmental activities stress on these disadvantaged groups of people has already been given. It is expected that



thus without allocating any special quota the members of these communities will be given appropriate attention. Still then, schemes such as free-learning materials to SC/ST girls have been incorporated in the plans. Apart from the specific activities under DPEP there are a number of developmental schemes such as SC/ST special component plans, scholarships to SC/ST students at various levels, SC/ST finance corporation's schemes etc. are going on in the district. Keeping it in mind it is proposed that linkage between DPEP and SC/ST welfare Deptt. is to be established for convergence of efforts from both sides. District level authorities of the Deptt. have already been inducted in the DPEP committees and actions will be taken to empower the people of the less privileged class to take effective role in DPEP. At the same time activities under social welfare deptt. may also be streamlined as per requirement of DPEP for other backward and weaker sections of the community. Success of DPEP will largely depend on the synchronisation of these two deptts. with DPEP activities.

#### **5. Linkage with NGOs, VOs and Other Organisations**

In order to fulfil the promise of DPEP it is essential to establish close relationship with various NGOs and VOs such as Paschimbanga Vigyan Mancha, Science Clubs in the district, DSA, DSSA, NSS, NCC, IMA, students' Health Home, The Cooch Behar Kshatriya Society, numerous rural libraries, clubs, Ganantya welfare Organisations in the district. Some of the organisations named above may work for DPEP all over the district through their organised network and where may be involved locally. DPEP activities such as Education fair, observance of Mothers' Day/Nature's Day, Medical check-up camps, Processions/Rallies etc. may not be fully successful without active co-operation of these agencies and organisations.

Apart from NGOs and VOs, DPEP will also require continuous support from Women Activists, Teachers' Associations, (both Primary and Secondary) Students' Organisations and above all the Political parties. **In all programmes of DPEP assistance upon these agencies will be sought for.**

#### **6. Linkage with Other Govt. Departments**

It is understood that apart from active participation of Health, SC/ST and Social Welfare departments of Govt. assistance from a number of other govt. departments will also be required in successful implementation of DPEP activities. Hence govt departments viz. Agriculture, Social & Water Conservation, Rural Development, PWD, Industries, Tourism, Archaeological, Forest and Wild Life deptts. etc. are to be approached at different times for specific programmes under DPEP. All the departments cited above will be contacted by DPEP authorities for assistance as and when it will demand.

## CHAPTER - VII

Civil works under DPEP

## CIVIL WORKS UNDER DPEP

### AGENCIES FOR CONSTRUCTION WORKS AND ACCOUNTABILITY THEREOF

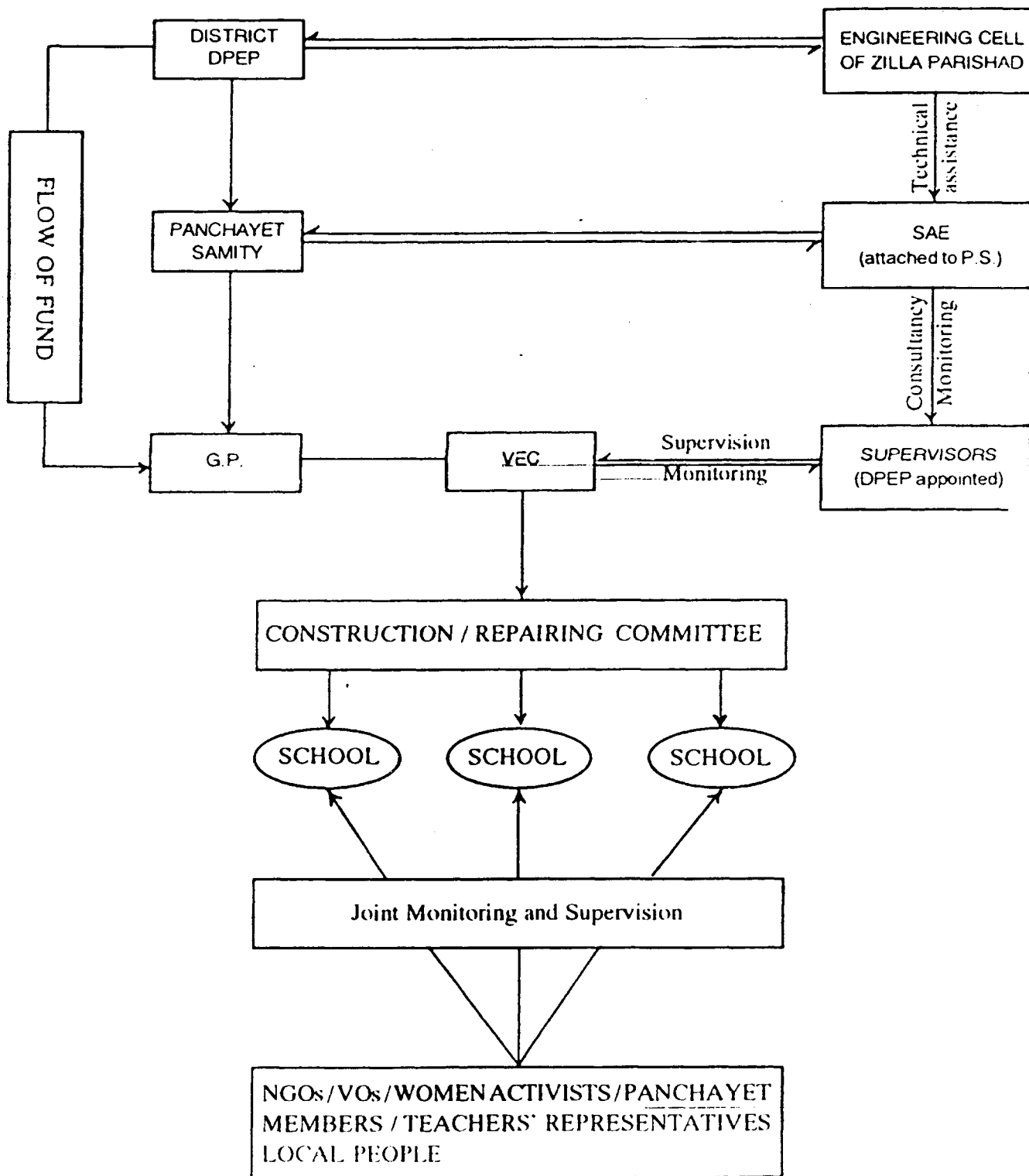
In consideration of the volume of civil works to be undertaken under DPEP while facilitating access aspect of the project, it is considered that DLCC / DCC is yet to be equipped with to meet the challenge to oversee the progress of work at the micro level. It has, therefore, been pointed out that without involvement of the local people through their elected panchayat(s), NGO(s), VO(s), teachers' organisations, women activists construction of either school building(s) / CRC(s) etc. is difficult to be completed as per time schedule or to be regarded by the people as their own 'property' particularly from the point of view of quality, material, preservation and maintenance.

Holding of orientation / meetings / campaign at all levels even at the sites of construction has been recommended in the Budget proposal (of 24%) would help generating motivation among the people. ZP/PS/GP are supposed to remain overloaded with their own developmental activities throughout the year ; it has rightly been thought of engaging a group of polytechnic (civil) passed candidates on contract basis. Such skilled personnel would be deployed for conducting Bench mark survey on physical condition of school, monitor the Block level / District level as regards the progress of works and feed the technical staff with necessary information at the respective levels.

With a view to avoiding bottle for the flow of fund it has been suggested by the DCC that required fund would flow direct to the G.P. in a phased manner depending upon the execution of a certain stage of undertaken work and utilisation of the amount placed. G.P., on their part, would place the said, amount to the VEC. There should be a construction committee constituted at each VEC level comprising the Head teacher (of the concerned school), Panchayat member of the locality, women representative, NGO / VO particularly committed and interested in education not exceeding 7 (seven) members who would supervise the construction and help in ensuring payment in consultation with the supervisory staff of the district operating in the area. Such construction committee would oversee the construction of all the schools to be newly constructed / renovated / repaired.

'G.P. being provided with the fund would remain accountable to the DPEP for proper utilisation of the fund. People at the grass root level would as a whole feel belongingness to the School, protect it and maintain it in future. Their vision can be broadened only through orientation, persuasion and restoration of confidence at the end of each project.

**FLOW CHART SHOWING AGENCIES TO  
BE INVOLVED FOR CIVIL WORKS  
UNDER DPEP.**



## CONSTRUCTION OF NEW (PROPOSED) SCHOOL BUILDINGS UNDER D. P. E. P., COOCH BEHAR

### A. THE BUILDING PROGRAMME

Period	No. of Buildings To be Constructed
Year — 1	0
Year — 2	0
Year — 3	20
Year — 4	25
Year — 5	25
Year — 6	15
Year — 7	15
<b>Total :</b>	<b>100</b>

Each class room building will consist of four class rooms one teacher's room, one wider verandah and one toilet each for boys and girls.

### B. PARTICULARS

Particulars	Space to be Provided
Class Rooms	1095 sq.ft.
Teacher's Room	120 sq.ft.
Verandah	300 sq.ft.
Wall thickness	255 sq.ft.
Toilet	48 sq.ft.
<b>Total Plinth Area :</b>	<b>1818 sq.ft.</b>

### C. EXPENDITURE (As per Annexure—1)

@ Rs. 110.00 per sq.ft.	=	Rs. 1,99,980.00
Unit Cost of Class Room Building	=	Rs. 2.00 lakhs
Total cost for 100 Buildings	=	Rs. 200.00 lakhs

### D. PLAN : As per Plan 1, 2 and 3.

## CONSTRUCTION OF NEW SCHOOL BUILDINGS AT EXISTING SCHOOL SITES UNDER D. P. E. P., COOCH BEHAR

### A. THE BUILDING PROGRAMME

Period	No. of buildings to be constructed
Year — 1	0
Year — 2	0
Year — 3	5
Year — 4	5
Year — 5	15
Year — 6	15
Year — 7	10
<b>Total :</b>	<b>50</b>

Each class-room building will consist of four class rooms one teacher's room, one wider verandah and one toilet each for boys and girls.

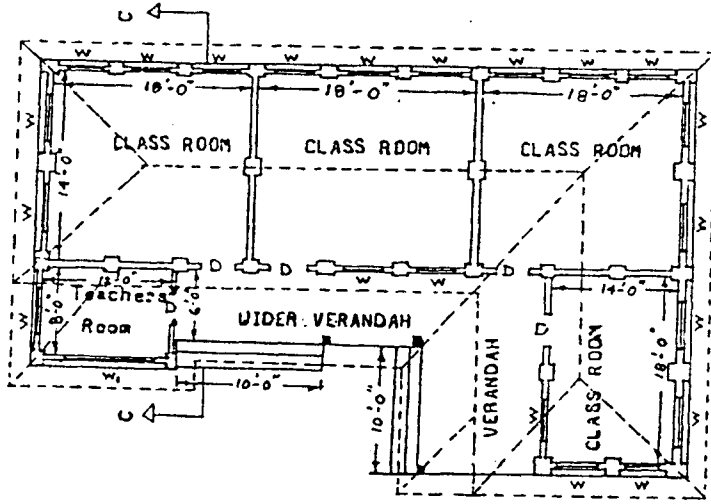
### B. PARTICULARS

Particuiars	Space to be provided
Class Rooms	1095 sq.ft.
Teachers' Room	120 sq.ft.
Verandah	300 sq.ft.
Wall thickness	255 sq.ft.
Toilet	48 sq.ft.
<b>Total Plinth Area :</b>	<b>1818 sq.ft.</b>

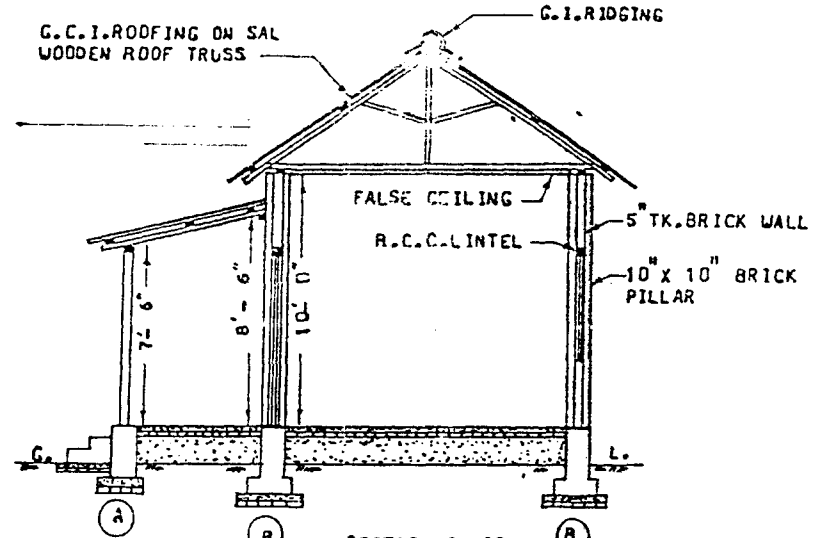
### C. EXPENDITURE (As per Annexure—1)

@ Rs. 110.00 per sq.ft. =	=	Rs. 1,99,980.00
Unit Cost of Class Room Building =	Rs.	2.00 lakhs
Total cost for 50 Buildings =	Rs.	100.00 lakhs

### D. PLAN : As per Plan 1, 2 and 3.

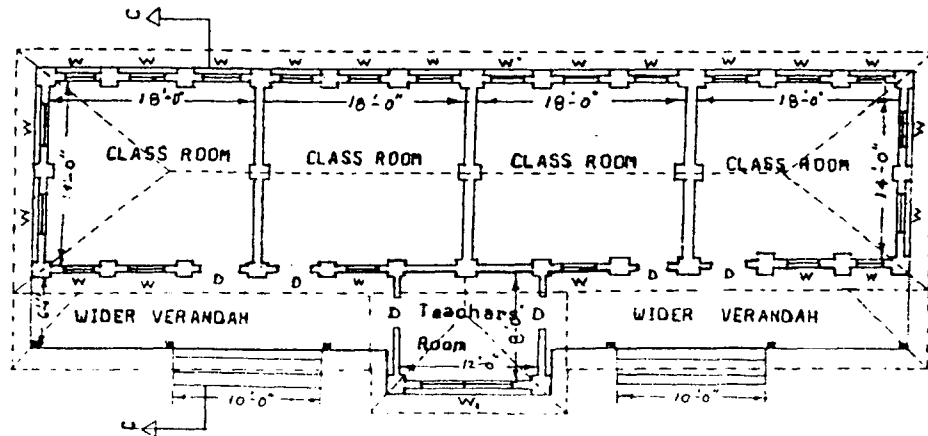


MODEL : ONE

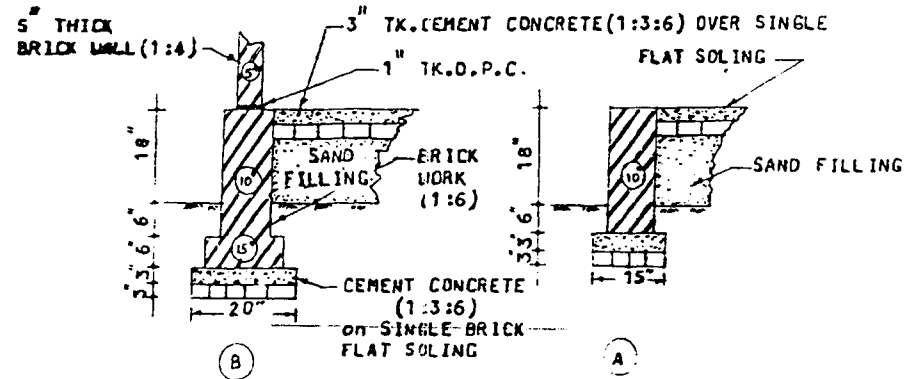


SECTION ON CC

FOUNDATION DETAILS BELOW



MODEL : TWO



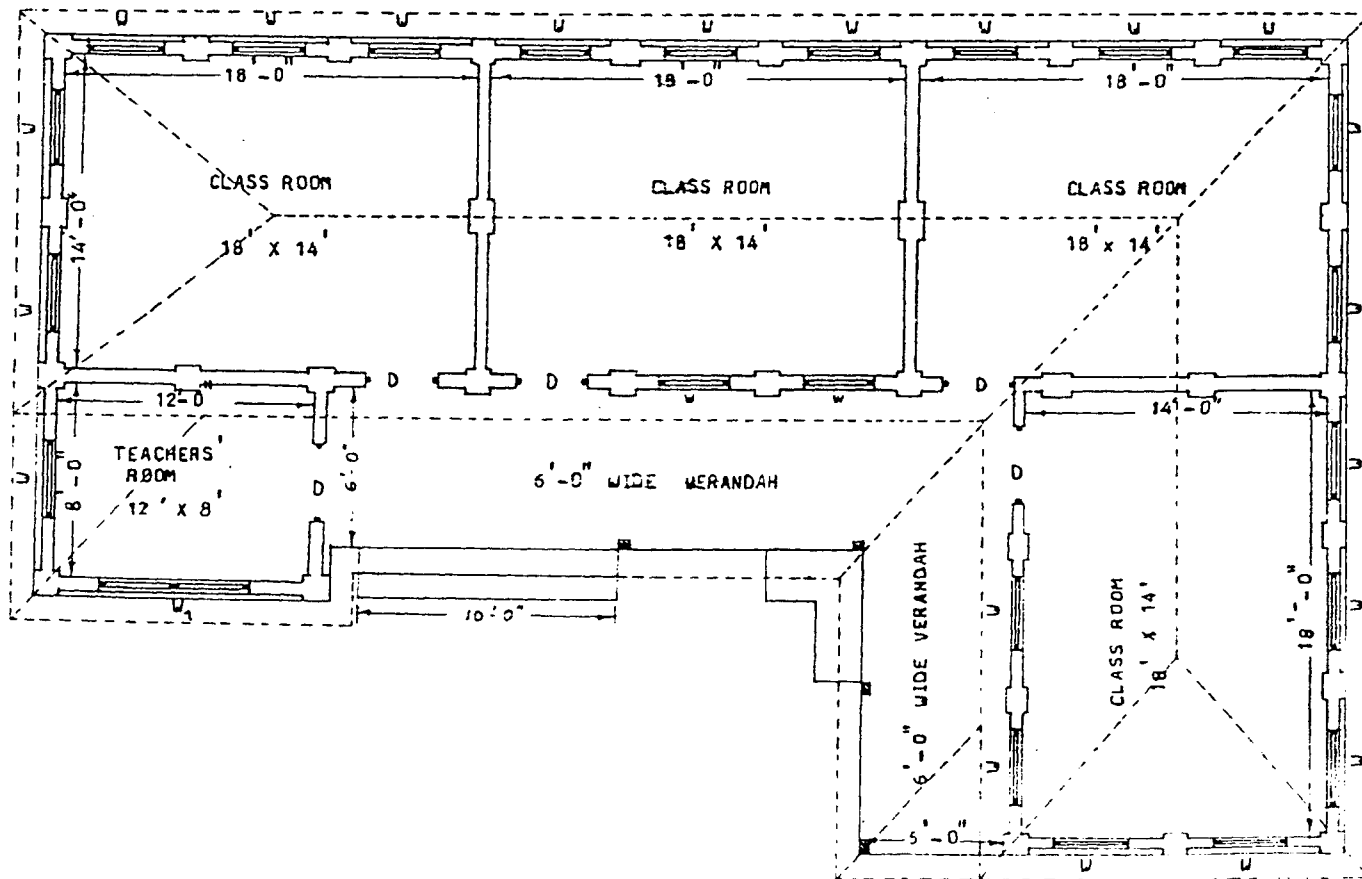
FOUNDATION DETAILS

PLAN-XX

MODEL PLAN FOR CONSTRUCTION OF NEW CLASSROOM BUILDINGS AT NEW SCHOOL UNDER DISTRICT PRIMARY EDUCATION PROGRAMME OF COOCHBEHAR DISTRICT

EXCAVATION in all sorts of soil  
 Single Brick flat soling in foundation & floor  
 Cement concrete (1 : 3 : 6) in foundation & floor  
 Brick works with cm (1 : 6) in foundation & plinth  
 5 inch thick brick work with cm (1 : 4) in superstructure  
 3/4 inch thick flooring (1 : 2 : 4)  
 1 inch thick D.P.C. (1 : 2 : 4)  
 6 inch thick R.C.C. (1 : 2 : 4) lintal

1/2 inch thick plastering in cm (1 : 6) inside & outside  
 Door & window frames with sal wooden members  
 Door & window shutters with sal wooden planks 3/4 inch thick Z-batten type  
 All fittings & fixtures as per I.S.I. specification  
 Painting two coats with synthetic enamel on doors & windows  
 26 gauge G.C.I sheet roofing with matching ridging  
 Roof truss with sal wooden members  
 False ceiling bamboo mat on wooden frame  
 1/2 inch dia. iron grating in windows



DOOR & WINDOW SCHEDULE

DOORS : D 6'6" X 3'6" : 2 NOS.  
 WINDOWS : W 4'0" X 3'0" : 5 NOS.  
 WINDOW : W1 6'0" X 3'0" : 1 NO.

PARTICULARS SPACE

CLASSROOMS - 1095 SQ.FT.  
 TEACHERS' ROOM - 120 SQ.FT.  
 VERANDAH - 300 SQ.FT.  
 TOILETS - 48 SQ.FT.  
 WALL THICKNESS - 255 SQ.FT.  
 TOTAL PLINTH AREA = 1818 SQ.FT.

MODEL PLAN FOR FOUR CLASSROOM BUILDINGS UNDER DISTRICT PRIMARY EDUCATION PROGRAMME OF COOCHBEHAR DISTRICT.

PLAN FOR FOUR CLASSROOMS BUILDING

MODEL : ONE

PLAN-2



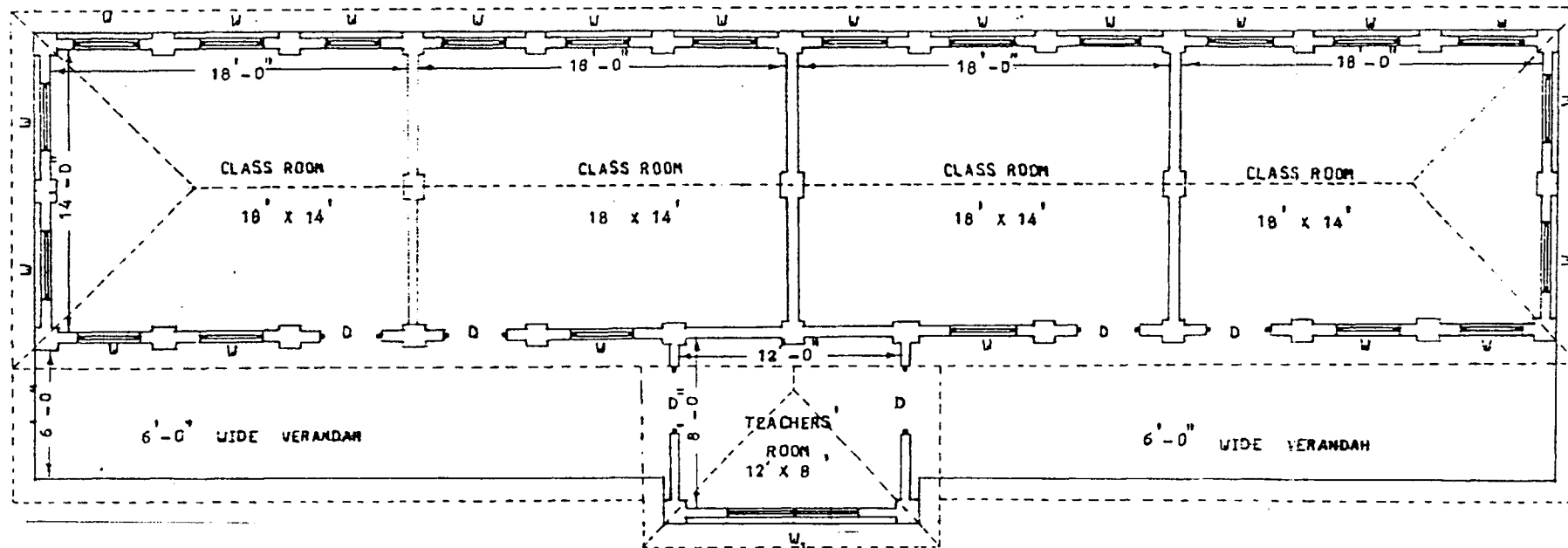
**SPECIFICATIONS: FOUNDATION DETAILS AS PER PLAN MARKED AS XX**

- Excavation in all sorts of soil
- Single Brick flat soling in foundation & floor
- Cement Concrete (1 : 3 : 6) in foundation & floor
- 10" thick Brick walling (1 : 6) in foundation & plinth
- 5" thick Brick walling (1 : 4) in cm in superstructure
- 3/4" thick flooring (1 : 2 : 4)
- 1" thick D.P.C. (1 : 2 : 4)
- 6" thick R.C.C. (1 : 2 : 4) lintal
- 1/2 thick plastering in cm (1 : 6) inside & outside
- Doors & Windows frames with Sal Wood
- Door & Window Shutters with Sal Wood 3/4" thick Z-battan type
- All fittings & fixtures as per I.S.I specification
- Painting two coats with synthetic enamel on doors & windows
- 26 guage G.C.I. sheet roofing with matching ridging
- Roof truss with Sal Wooden members
- False ceiling with bamboo mat on wooden frame
- 1/2" dia. iron grating in windows

**DOOR & WINDOW SCHEDULE**

DOORS : D 6'6" X 3'6" : 6 NOS.  
 WINDOWS : W 4'0" X 3'0" : 22 NOS.  
 WINDOW : W1 6'0" X 3'0" : 1 NQ.

PARTICULARS	:	SPACE PROVIDED
CLASSROOMS	-	1095 SQ.FT.
TEACHERS' ROOM	-	120 SQ.FT.
VERANDAH	-	300 SQ.FT.
TOILETS	-	48 SQ.FT.
WALL THICKNESS	-	255 SQ.FT.
<b>TOTAL PLINTH AREA</b>	-	<b>1818 SQ.FT.</b>



**PLAN FOR FOUR CLASSROOMS BUILDING**

MODEL : TWO

PLAN-3

MODEL PLAN FOR FOUR CLASSROOM BUILDINGS UNDER DISTRICT EDUCATION (PRIMARY) PROGRAMME (D.P.E.P.) OF COOCHBEHAR DISTRICT.

**EXTENSION OF EXISTING CLASS ROOM BUILDINGS BY  
PROVIDING DOUBLE CLASS ROOM WITH TOILET AT  
COOCH BEHAR DISTRICT UNDER D. P. E. P.**

**A. CONSTRUCTION PROGRAMME**

Period	No. of school where additional rooms to be constructed
Year — 1	0
Year — 2	50
Year — 3	50
Year — 4	50
Year — 5	50
<b>Total :</b>	<b>200</b>

Double class-room will consist of two class rooms one wider verandah and one toilet both for boys and girls.

**B. PARTICULARS**

Particulars	Space to be provided
Double Class Room	540 sq.ft.
Wider Verandah	228 sq.ft.
Wall thickness	100 sq.ft.
Toilet	41 sq.ft.
<b>Total Plinth Area :</b>	<b>909 sq.ft.</b>

**C. EXPENDITURE (As per Annexure—1)**

Cost @ Rs. 110.00 per sq.ft.	= Rs. 99,990.00
Unit Cost of each double class room	= Rs. 1.00 lakhs
Total cost for 200 units	= Rs. 200.00 lakhs

**D. PLAN : As per Plan 4**

**REPAIRING/RENOVATION OF EXISTING CLASS ROOM,  
BUILDINGS UNDER D.P.E.P. OF COOCH BEHAR DISTRICT  
DURING THE PERIOD OF 7 YEARS.**

**REPAIRING/RENOVATION YEARWISE AS PER FIELD SURVEY AS FOLLOWS :**

PERIOD	CATEGORY								TOTAL SCHOOLS	
	A		B		C		D		Units	Costs
Year-1	—	—	—	—	—	—	—	—	—	—
Year-2	10	2.72	10	2.70	10	1.55	10	3.87	40	10.84
Year-3	10	2.72	10	2.70	15	2.33	10	3.88	45	11.63
Year-4	20	5.44	20	5.46	20	3.10	15	5.81	75	19.75
Year-5	20	5.44	20	5.40	25	3.87	20	7.71	85	22.42
Year-6	20	5.44	20	5.40	15	2.33	15	5.81	70	18.98
Year-7	10	2.72	10	2.70	15	2.32	10	3.88	45	11.62
Total	90	24.48	90	24.30	100	15.50	80	30.96	360	95.24

Category—A                      Total units = 90                      Rs. 24.48

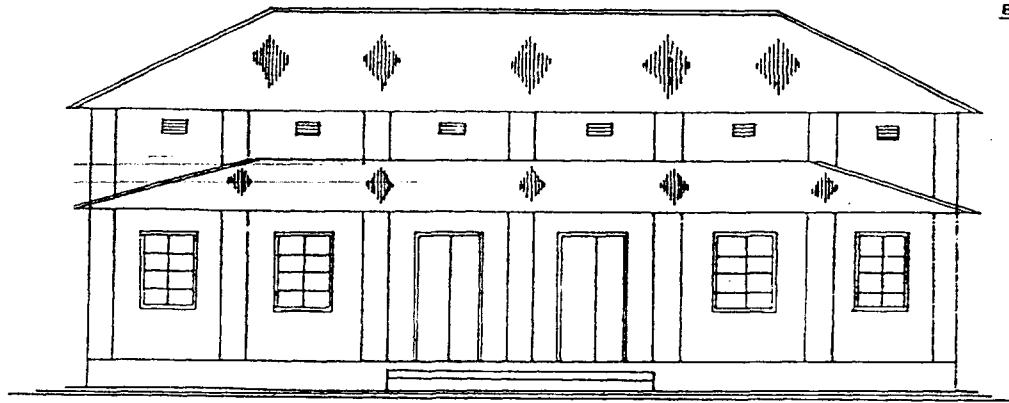
Category—B                      Total units = 90                      Rs. 24.30

Category—C                      Total units = 100                      Rs. 15.50

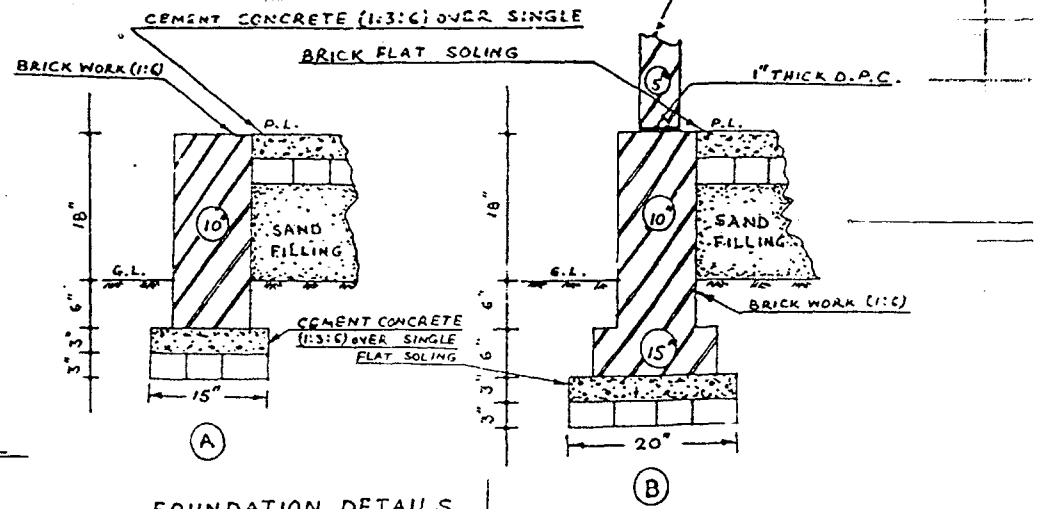
Category—D                      Total units = 80                      Rs. 30.96

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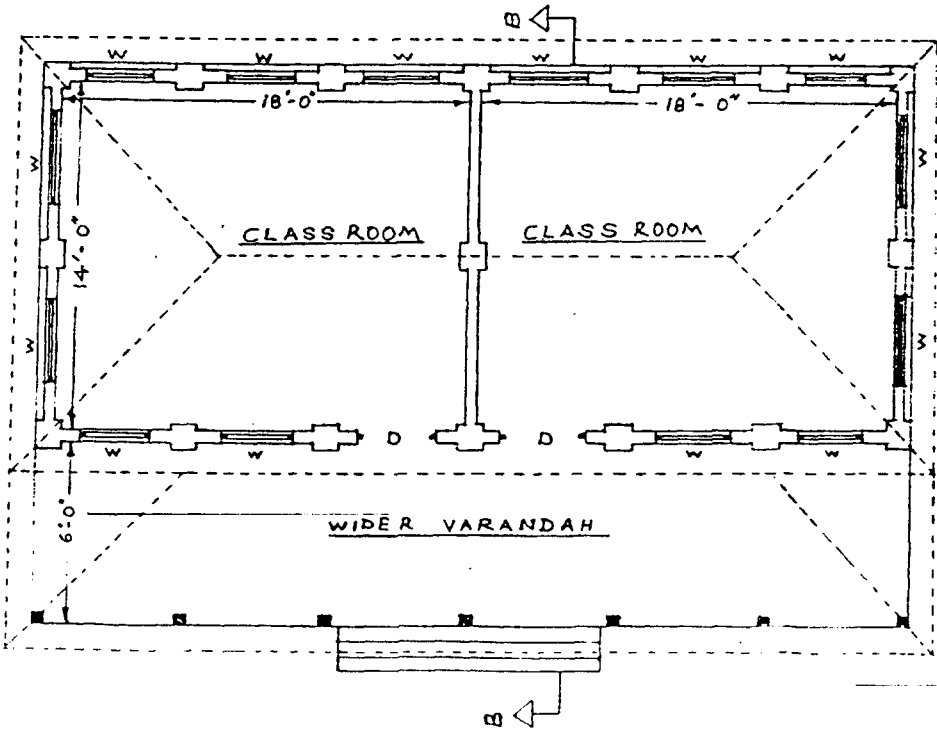
**Total (A+B+C+D)                      Total units = 360                      Rs. 95.24**



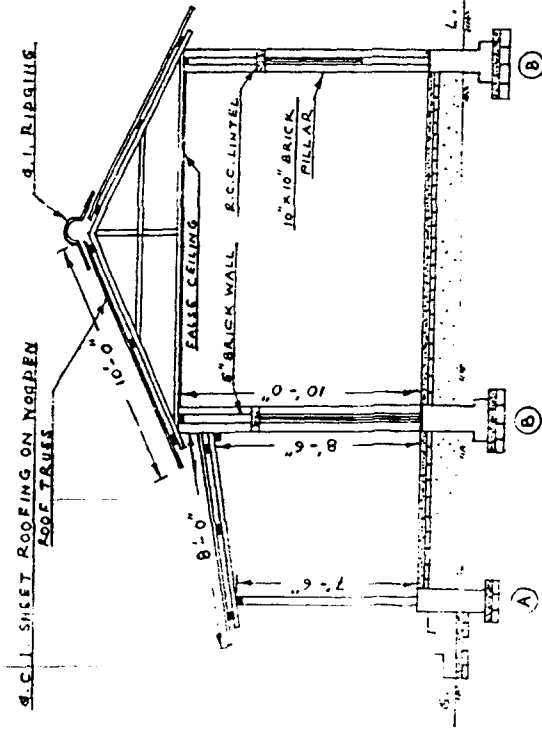
FACADE



FOUNDATION DETAILS



PLAN



SECTIONAL ELEVATION ON B-B

SCHEDULE	SIZES	NOS
DOOR - D	6'-6" x 3'-6"	2
WINDOW - W	4'-0" x 3'-0"	14

MODEL PLAN FOR EXTENSION OF EXISTING SCHOOL BUILDING BY DOUBLE CLASS ROOMS WITH WIDER VERANDAH AND TOILET UNIT UNDER D.P.E.P. OF COOCHBEHAR DISTRICT.

TOTAL PLINTH AREA : 909 SQ.FT.

**SCHEME FOR CONSTRUCTION OF CLUSTER RESOURCE CENTRES AT EACH GRAM PANCHAYET OF ENTIRE COOCH BEHAR UNDER D. P. E. P. DURING THE PERIOD OF 7 YEARS**

**A. CONSTRUCTION PROGRAMME**

Period	No. of C.R.C. to be constructed
Year — 1	40
Year — 2	48
<b>Total :</b>	<b>128</b>

Each Cluster Resource Centre will consist of two rooms, one store room, verandah and toilet.

**B. PARTICULARS**

Particulars	Space provided
Room                    2	504 sq.ft.
Store                    1	96 sq.ft.
Verandah                1	150 sq.ft.
Wall thickness	127 sq.ft.
Toilet                    1	32 sq.ft.
<b>Total                    :</b>	<b>909 sq.ft.</b>

**C. EXPENDITURE (As per Annexure—1)**

Cost @ Rs. 110.00 per sq.ft.	= Rs. 99,900.00
Unit Cost of each C.R.C.	= Rs. 1.00 lakh
<b>Total cost for 128 Cluster Resource Centres</b>	<b>= Rs. 128.00 lakhs</b>

**D. PLAN : As per Plan 5.**

**SCHEME FOR CONSTRUCTION OF BLOCK RESOURCE  
CENTRE AT EACH BLOCK OF COOCH BEHAR DISTRICT  
UNDER D.P.E.P**

**A. Construction Programme**

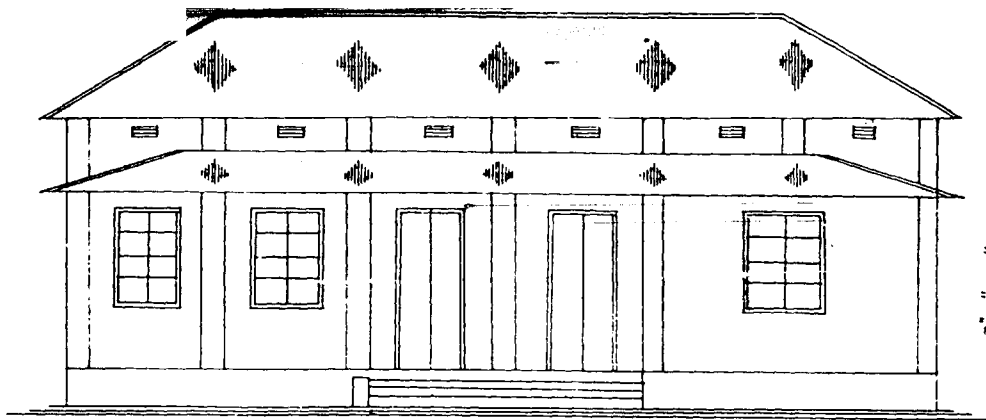
Period	No. of B.R.C.S. to be constructed
Year 1	12
Year 2	0
Year 3	0
Year 4	0
Year 5	0
Total	12

**B. Expenditure (As per Annexure-II)**

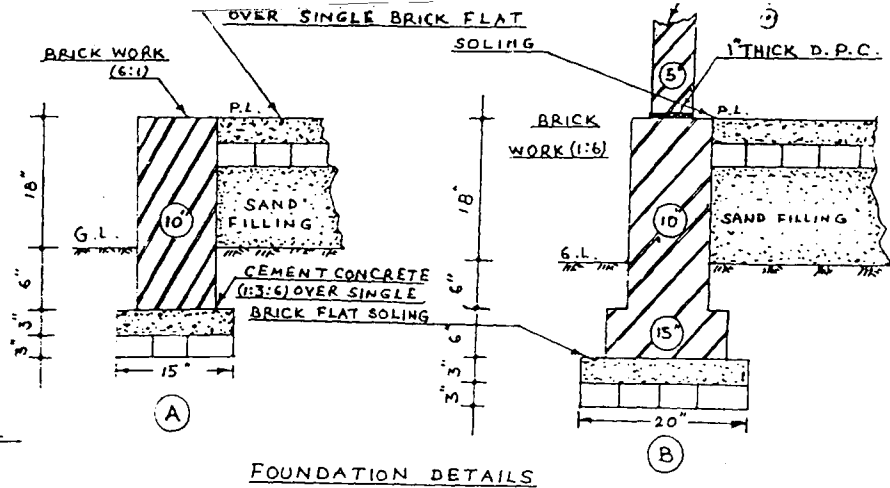
Unit Cost of Each B.R.C. = Rs. 2.50 Lakhs

Total Cost for 12 Block Resource Centres : Rs. 30.00 Lakhs

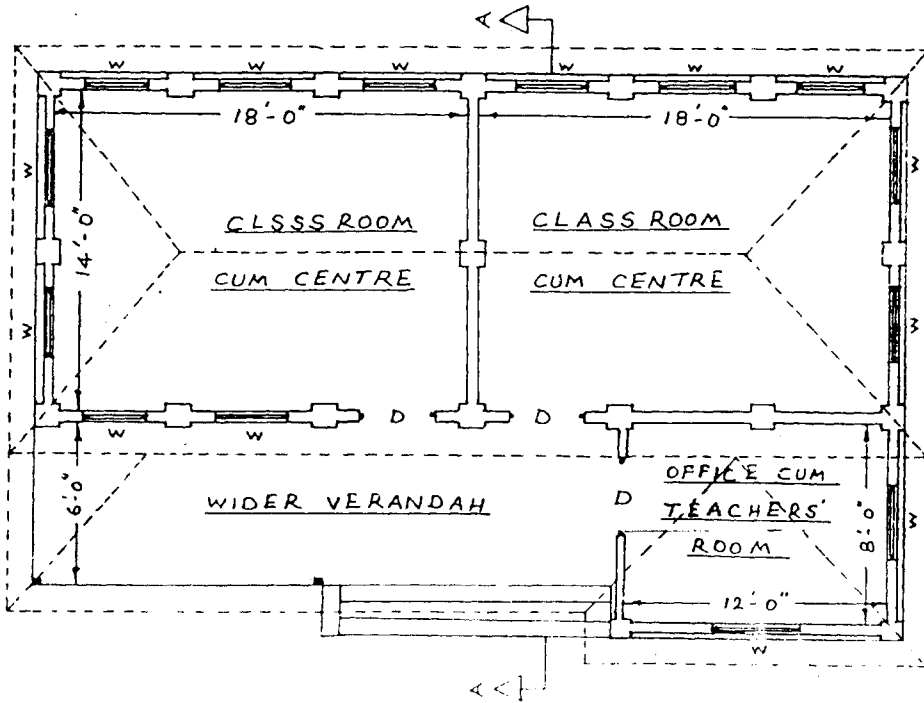
**C. Plan : As per Plan-6**



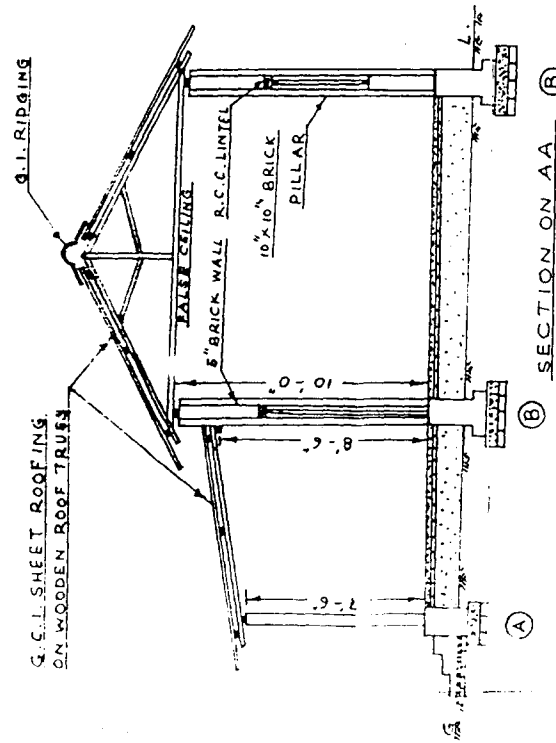
FACADE



FOUNDATION DETAILS



PLAN



DOORS & WINDOWS SCHEDULE

PARTICULAR	SIZES	NOS
DOORS - D	6'-6" x 3'-6"	3
WINDOW - W	4'-0" x 3'-0"	14

MODEL PLAN FOR CLUSTER RESOURCE CENTRES BUILDING UNDER D.P.E.P. OF COOCHBEHAR DISTRICT AT EACH GRAM PANCHAYET.

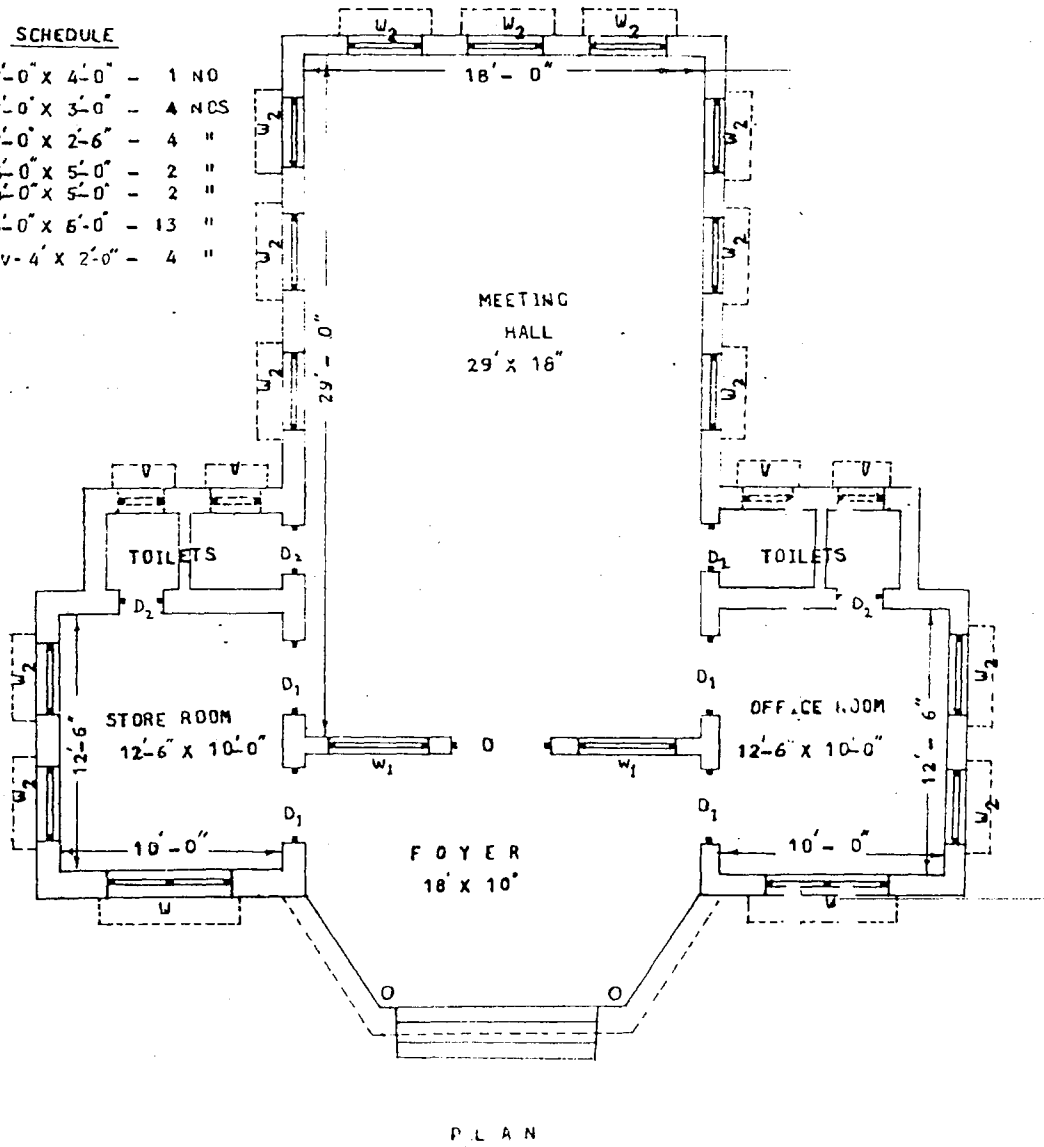
TOTAL PLINTH AREA : 909 SQ.FT.

MODEL PLAN FOR CONSTRUCTION OF BLOCK RESOURCE  
CENTRE UNDER DISTRICT PRIMARY EDUCATION PROGRAMME  
OF THE COOCHBEHAR DISTRICT.

TOTAL PLINTH AREA : 1000 SQ.FT.

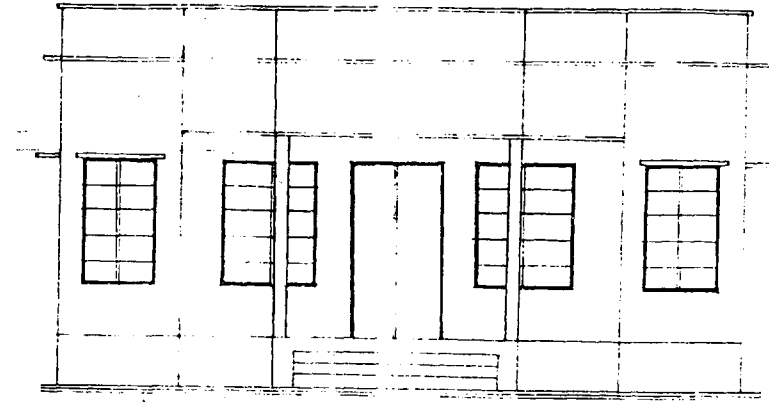
SCHEDULE

DOOR-D	7'-0" x 4'-0"	1 NO
DOOR-D <sub>1</sub>	7'-0" x 3'-0"	4 NOS
DOOR-D <sub>2</sub>	7'-0" x 2'-6"	4 "
WINDOW-W	6'-0" x 5'-0"	2 "
WINDOW-W <sub>1</sub>	4'-0" x 5'-0"	2 "
WINDOW-W <sub>2</sub>	3'-0" x 6'-0"	13 "
VENTILATOR-V	4' x 2'-0"	4 "

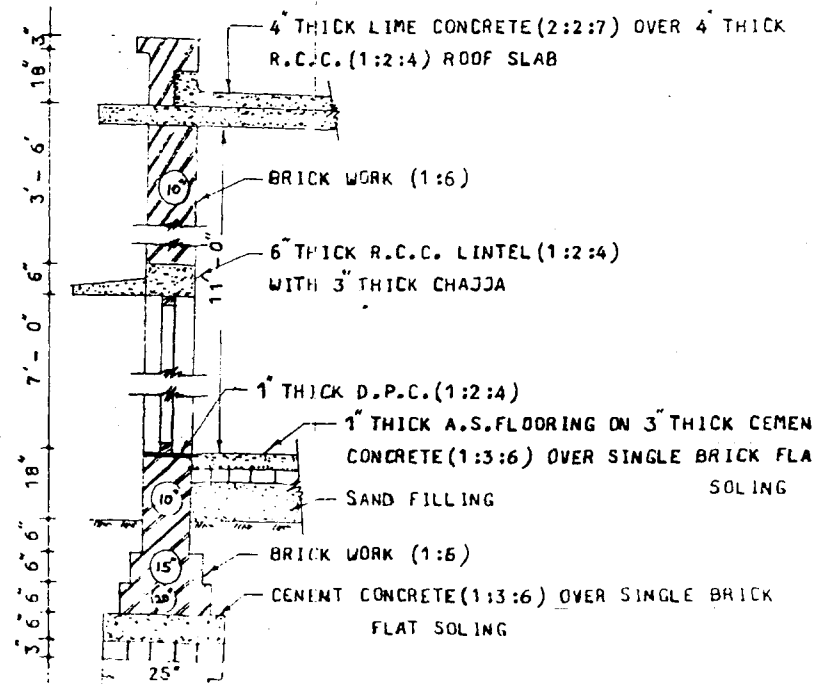


PLAN

PLAN-6



FACADE



SECTIONAL DETAILS



## CONSTRUCTION OF BLOCK RESOURCE CENTRE UNDER D.P.E.P. AT EACH BLCOK OF COOCH BEHAR DISTRICT

**SPECIFICATIONS :** All works to be carried out shall conform to the Indian standard specification published by I.S.I.

1. Excavation of foundation and filling up plinth & trenches in all sorts of soil.
2. Single brick flat soling in foundation and in flooring.
3. Cement concrete (1 : 3 : 6) with graded shingles in foundation and in flooring.
4. Brick masonry (1 : 6) in foundation plinth and in superstructure.
5. 25 mm thick D.P.C.(1 : 2 : 4).
6. Reinforcement Cement Concrete (1 : 2 : 4) in lintel and in roof slab.
7. 100 mm thick lime terracing (2:2:7).
8. 25 mm thick artificial stone flooring with cement concrete (1:2:4).
9. 20 mm thick plastering in cm (1:6) on inside and outside walling.
10. 6 mm thick plastering (1:4) in ceiling.
11. Fine dressed wood (sal) works in doors and windows frame.
12. Panel shutters of doors and windows with sishu timber 25 mm thick.
13. Down pipe 100 mm dia of Cast Iron.
14. Painting 2 coats with synthetic enamel paint over a coat of primer on doors and windows and an C.I.down pipe.
15. White and Colour washing inside the building 2 coats over a coat of primer.
16. Decorative Cement base paint 2 coats on outside of the building.
17. Neat cement punning in plinth and dado.
18. All fixtures with M.S.Iron and all fittings with anodised Aluminium.

**MATERIAL :** All materials to be used in the works shall be of the best of the kind and shall comply with Indian standard specifications.

BRICK	:	Brick shall be well burnt in kiln, sound, hard, true to shade and of standard classified as 1st class.
COARSE AGGREGATE	:	Stone ballast, gravel of river shingles/Bazree must be hard, informed fine texture and free from laminations and shall be graded.
SAND	:	All sand shall be clean, sharpened free from clay, loan organic or any other foreign matter shall be coarse for concrete works and medium coarse for masonry and plaster.
BRICK AGGREGATE	:	Shall consist of khowa broken from 1st class kiln burnt brick bats and be suitably graded.
SURKI	:	Shall be made from well burnt_1st class brick bats.
LIME	:	All lime shall be freshly burnt and slaked of Bisna or Satna.
CEMENT	:	It should comply with I.S.Specification 269-1958 and should be Portland Cement.
WATER	:	Water should be clean, fresh and free from all chemical etc.
STEEL	:	All reinforcement mild or tor steel be free from pitting, loose rust mill scale, oil, grease etc.
TIMBER	:	All timber shall be of 1st class quality well seasoned and free from sap, hooseed hard knots etc.
PAINT	:	Paint shall be of the best available quality of ready mixed paint-make, Brand and shade must be prior approved of the E.I.C. In no case paints be diluted with linseed oil.

## Annexure—I

### DETAIL ESTIMATE FOR NEW CLASS ROOM BUILDINGS AT NEW & OLD SCHOOL, EXTENSION OF CLASS ROOMS, CRC TO DERIVE THE UNIT RATE PER SQ. FEET OF PLINTH AREA AS PER SCHEDULE OF RATES P.W.D. NORTHERN CIRCLES DURING THE YEAR OF 1994-1995

Particulars	Quantity	Amount (Rs.)
1.1 Excavation of foundation and filling up plinth & trenches	14.3 M <sup>3</sup>	139.00
1.2 Soling with single brick flat	80.00 M <sup>2</sup>	3520.00
1.3 Plain cement concrete (1:3:6) with graded shingles in foundation & floor	6.00 M <sup>3</sup>	5710.00
1.4 Brick masonry in cm(1:6) for foundation and basement using 1st class Bricks	11.25 M <sup>3</sup>	8992.00
1.5 Brick masonry in cm(1:6) for brick pillar in superstructure	3.40 M <sup>3</sup>	2780.00
1.6 125 mm thick masonry in cm(1:4) in superstructure in walling	89.90 M <sup>2</sup>	10135.00
1.7 Hire and labour charges for shuttering using hardwood 25 mm thick	13.70 M <sup>2</sup>	329.00
1.8 D.P.C. with cc(1:2:4) 25mm thick	6.00 M <sup>2</sup>	360.00
1.9 Plain cement concrete (1:2:4) for R.C.C. work in lintel	1.00 M <sup>3</sup>	1147.00
1.10 Artificial Stone flooring with cement concrete (1:2:4) 20 mm thick	73.15 M <sup>2</sup>	3292.00
1.11 Plastering 12 mm thick with cm (1:6) inside & outside of the building	266.15 M <sup>2</sup>	5217.00
1.12 Neat cement punning	34.50 M <sup>2</sup>	241.00
1.13 Reinforcement in mild steel & tor steel	1.00 Q	1265.00
1.14 Sal wood frame work in doors & windows	0.42 M <sup>3</sup>	4753.00
1.15 Good quality hardwood z-battens shutterings for doors and windows	17.10 M <sup>2</sup>	5472.00
1.16 Only good quality of ISI marked M.S. Fixtures and Iron fittings	L.S.	1800.00
1.17 Ordinary grating bars for window	85.50 Kg	1025.00

Particulars	Quantity	Amount (Rs.)
1.18 Holding down bolts for <del>fixing of hard</del> wood roof truss.	21 Nos	242.00
1.19 Dressed sal wooden frames in roof truss.	1.50 M <sup>3</sup>	16429.00
1.20 Galvanised Iron corrugated sheet roofing with ridging.	111.00 M <sup>2</sup>	22046.00
1.21 False ceiling with diagonally woven tarja mat made from bamboo.	57.15 M <sup>2</sup>	1372.00
1.22 R.C. precast Grill ventilators.	2.00 M <sup>2</sup>	384.00
1.23 colour & White washing inside & outside of the class rooms.	233.75 M <sup>2</sup>	276.00
1.24 Painting 2 coats with synthetic enamel paint in doors & windows.	40.00 M <sup>2</sup>	552.00
1.25 Sanitary arrangement for toilets.	L.S.	2522.00
Total :		Rs.1,00,000.00

#### Total Plinth Area

Class Rooms	— 1x39' - 3"x15' - 3"	=	598.56 sq.ft.
	1x12' - 3"x8' - 0"	=	98.00 sq.ft.
Verandah	— 1x26' - 0"x6' - 5"	=	166.92 sq.ft.
Toilets	— 1x12' - 0"x4' - 0"	=	48.00 sq.ft.
Total		=	911.48 sq.ft.
Say		=	912.99 sq.ft.

#### Unit Rate per sq.ft.

Rs. 1,00,000.00 + 912.00 sq.ft. = Rs. 109.65

Say Rs. 110.00 per sq.ft.

## Annexure-II

### ROUGH COST ESTIMATE FOR BLOCK RESOURCE CENTRE AT EACH BLOCK OF COOCH BEHAR DIST. UNDER D.P.E.P.

#### As Per Model Plan

Particulars	No.	Area provided
Meeting Hall	1	522 sq.ft.
Office Room	1	125 sq.ft.
Store Room	1	125 sq.ft.
Foyer	1	164 sq.ft.
Toilet	2	64 sq.ft.
Total Plinth Area		1000 sq.ft.
		92.90 M <sup>2</sup>
Hight of the Structure		4.50 M
Cubical Content		418.05 M <sup>3</sup>

#### Cost Estimate

@ Rs. 600.00 per cubic metre of masonry structure as per code of P.W.D., Govt. of W.B. = Rs. 2,50,083.00

Unit Cost of Each Block Resource Centre : Rs. 2.50 Lakhs.

**Annexure—III**  
**REPAIRING/RENOVATION OF EXISTING SCHOOL BUILDINGS**  
**UNDER D.P.E.P. OF COOCH BEHAR DISTRICT**  
**IN THE STATE OF WEST BENGAL**

**CATEGORY—A**

As per Schedule of Rates of P.W.D./Northern Circles during 1994-95 in the State of West Bengal.

Sl. No.	Particulars	Quantity	Amount (Rs.)
A.1	Excavation of Foundation and filling up plinth & stretches.	14.00 M <sup>3</sup>	139.00
A.2	Saling with single brick flat.	80.00 M <sup>2</sup>	3520.00
A.3	Plain cement concrete (1:3:6) with graded shingles in foundation and floor.	6.00 M <sup>3</sup>	5710.00
A.4	Brick masonry in cm (1:6) for foundation and basement using 1st class bricks.	11.25 M <sup>3</sup>	8992.00
A.5	Brick masonry in cm (1:6) for brick pillar in superstructure.	3.40 M <sup>3</sup>	2780.00
A.6	125 mm thick brick masonry in cm (1:4) in superstrucure in walling.	88.90 M <sup>2</sup>	10135.00
A.7	Hire and labour charges for shuttering using hard wood 25 mm thick.	13.70 M <sup>2</sup>	329.00
A.8	D.P.C. with c.c (1:2:4) 25 mm thick.	13.70 M <sup>2</sup>	360.00
A.9	Plain cement concrete (1:2:4) for R.C.C. work in lintel.	1.00 M <sup>3</sup>	1147.00
A.10	Artificial stone flooring with cement concrete (1:2:4) 20 mm thick	73.15 M <sup>2</sup>	3292.00
A.11	Plastering 12 mm thick with cm (1:6) inside and outside of the building	266.15 M <sup>2</sup>	5217.00
A.12	Neat cement punning	34.50 M <sup>2</sup>	241.00
A.13	Reinforcements of mild steel.	1.00 Q	1265.00
A.14	Sal wood frame work in doors & windows.	0.42 M <sup>3</sup>	4753.00
A.15	Good quality hard wood z-battens shutters for doors and windows.	17.10 M <sup>2</sup>	5472.00
A.16	Only good quality of ISI makred m.s. fixtures and iron fittings for doors and windows.	L.S.	1800.00
A.17	Ordinary grating bars for windows.	85.50 Kg	1025.00
		Total Rs.	56177.00

Say Rs 56200.00 per unit.

**Note** Units to be constructed in 7 years = 90

#### Annexure—IV

### REPAIRING/RENOVATION OF EXISTING SCHOOL BUILDINGS UNDER D.P.E.P. OF COOCH BEHAR DISTRICT IN THE STATE OF WEST BENGAL

#### CATEGORY—B

As per Schedule of Rates of P.W.D./Northern Circles during 1994- 95 in the State of West Bengal.

Sl. No.	Description of works	Quantity	Amount (Rs.)
B.1	Excavation of foundation trenches.	14.00 M <sup>3</sup>	139.00
B.2	Saling with single brick flat.	80.00 M <sup>3</sup>	3520.00
B.3	Cemment Concrete (1:3:6).	6.00 M <sup>3</sup>	5710.00
B.4	Brick Masonry (1:6).	11.25 M <sup>3</sup>	8992.00
B.5	Artificial Stone flooring (1:2:4)	73.15 M <sup>2</sup>	3292.00
B.6	Providing toilet for Boys & Girls.	48.00 M <sup>2</sup>	5263.00
		Total	Rs. 26916.00

Say Rs. 27,000.00 each per unit.

**Note** : Units to be constructed in 7 years = 90

**Annexure—V**

**REPAIRING/RENOVATION OF EXISTING SCHOOL BUILDINGS  
UNDER D.P.E.P. OF COOCH BEHAR DISTRICT  
IN THE STATE OF WEST BENGAL.**

**CATEGORY—C**

As per Schedule of Rates of P.W.D/Northern Circles during 1994- 95  
in the State of West Bengal.

Sl. No.	Description of works	Quantity	Amount (Rs.)
C.1	Providing Sal Wood work in doors & windows frame.	0.42 M <sup>3</sup>	4753.00
C.2	Good quality hard wood in z-battens shutters for doors and windows.	17.10 M <sup>2</sup>	5472.00
C.3	Providing toilets for Boys & Girls.	48.00 M <sup>3</sup>	5263.00
Total			Rs. 15488.00

Say Rs.15,500.00 per unit

**Note :** Units to be constructed in 7 years = 100



Annexure—VI

REPAIRING/RENOVATION OF EXISTING SCHOOL BUILDINGS  
UNDER D.P.E.P. OF COOCH BEHAR DISTRICT  
IN THE STATE OF WEST BENGAL

CATEGORY—D

As per Schedule of Rates of P.W.D/Northern Circles during 1994-95 in the State of West Bengal.

Sl. No.	Description of works	Quantity	Amount (Rs.)
D.1	Holding down bolts for fixing of Hard Wood roof truss.	21 Nos.	242.00
D.2	Dressed sal wood timbers in roof truss.	1.50 M <sup>3</sup>	16429.00
D.3	Galvanised Iron Corrugated sheet roofing with G.I. Ridging.	111.20 M <sup>2</sup>	22046.00
Total Rs.			38717.00

Say Rs. 38750.00 per unit

**Note** : Units to be constructed in 7 years = 80

## **SURVEY, SELECTION OF SITES, ORIENTATION AND TRAINING FOR CONSTRUCTION WORKS**

### **A. Purpose**

Since it was envisaged to involve the people with DPEP at the grass-root level hence it is needless to say that the people should view the construction works also as their own. In order to complete the construction work smoothly and in time the people should be involved at all the stages. Considering this it is proposed that Workshops/Seminars/ Meetings/Training will be held at all the levels right from district level to the construction site. Moreover a detailed survey is to be undertaken to find out the most suitable site and ascertain the actual need for construction. DPEP, cooch Behar thinks it appropriate that only after the completion of survey and proper training/orientation of the concerned people the project of construction and the constructed buildings etc. will be viable.

### **B. Programme of meeting/Orientation/Training.**

Meetings/Seminars will be held at District, Block and VEC levels. The venues of VEC level meetings should be either at the construction site or the nearest school.

**Participants :** At district level representation from all level will take part. Personnel of construction wing of DPEP, all Sabhapatis and Karmadhyakshas of Panchayat Samities, CRC representatives, Inspectors of schools and members of Teachers' Organisations will attend district level seminar. At Block level CRC members and members from selected schools will take part. The VEC level meeting/orientation will be attended by experts of construction wing of DPEP and local people of the construction site.

### **C. Programme of Survey**

To identify the schools which need new building/additional room/repairing a survey is to be undertaken. Moreover, the survey will also help to find out the actual requirement of construction works to be done. The construction sites for proposed new school buildings will also be decided through this survey.

It is further decided that about 20 investigators will be deployed for the survey work. Persons having technical background will be preferred.

## D. Expenditure

### 1. For Orientation/Meetings :

At dist. level — 250 participants	— Rs.	0.50 lakh
At Block level — 50 × 12 participants	— Rs.	0.30 lakh
At VEC level — 20 × 700 participants	— Rs.	3.50 lakh

### 2. For Survey :

20 persons at 700 sites	— Rs.	7.00 lakh
Total	Rs.	11.30 lakh

## SUPERVISION OF CONSTRUCTION WORKS

### A. Purpose

It is proposed in this plan that about 830 construction works will be done apart from construction of toilets and sinking tube-wells. Hence it is understood easily that it will be very difficult on the part of the DPEP staff to look after this huge construction works spread throughout the district. At the same time, keeping the accounts of construction will also be very tough. In order to overcome the situation it is proposed that a few persons having technical background will be engaged by DPEP to supervise and monitor the construction works. Unemployed youth having degree/diploma in civil engineering will be preferred for the job and they will be engaged on contractual basis.

The Supervisors engaged for the purpose will inspect the construction site and will monitor the work as per approved plan. They will keep accounts and intimate DPEP machinery regarding accounts and progress of works at different times.

## B. Expenditure

It is proposed that remuneration to supervisors will be paid at the following rate :

- (i) For each new School/BRC construction — Rs. 2500/-
- (ii) For each additional room/CRC construction — Rs. 1000/-
- (iii) For each unit of repairing works — Rs. 300/-

### Total requirement

(i) For new construction	—	Rs.	4.05	lakhs
(ii) For addl. construction	—	Rs.	3.48	lakhs
(iii) For repairing works	—	Rs.	1.09	lakhs
			<hr/>	
Total		Rs.	8.62	lakhs

**REVISED BUDGET PROPOSAL UNDER D.P.E.P. FOR  
UNIVERSALIZATION OF PRIMARY EDUCATION (70%)**

**District : Cooch Behar**

Cost estimate for quality upgradation activities to be undertaken as per D.P.E.P. guidelines

*Unit  
(Lakh)*

105

Sl. No.	Description	Y <sub>1</sub>			Y <sub>2</sub>			Y <sub>3</sub>			Y <sub>4</sub>		
		R	IC	T	R	IC	T	R	IC	T	R	IC	T
1.	To appoint 476 trained trs during the Plan period to cope with enhanced Roll strength	-	-	-	-	-	-	-	-	-	58.46	-	58.46
2.	To appoint 176 trained trs @ 2 trs in each school to be set up in school less Mouza	-	-	-	-	-	-	53.22	-	53.22	58.46	-	58.46
3.	Orientation of untrained trs	-	5.00	5.00	-	-	-	-	-	-	-	-	-
4.	Orientation of existing teachers	-	-	-	1.05	6.40	7.45	-	7.22	7.22	-	9.63	9.63
5.	Training of PTTI Lecturers	-	0.12	0.12	-	0.12	0.12	-	0.12	0.12	-	0.12	0.12
6.	Orientation of Mothers/ICDS workers/female and animaters	-	12.24	12.24	-	12.24	12.24	-	-	-	-	-	-
7.	Training of Panchayet members	-	0.10	0.10	-	0.10	0.10	-	-	-	-	0.11	0.11
8.	Training of Inspecting officers	-	0.09	0.09	-	0.09	0.09	-	0.09	0.09	-	0.09	0.09
9.	Contingent expenditure to schools as per DPEP Guidelines	-	17.09	17.09	-	17.09	17.09	-	36.74	36.74	-	36.74	36.74
10.	Contingency expenditure to trs @ Rs. 500/- per tr. per year	-	30.20	30.20	-	30.21	30.21	-	31.08	31.08	-	31.96	31.96
11.	Furniture and equipment for 128 newly opened schools	-	-	-	-	-	-	-	16.00	16.00	-	16.00	16.00
12.	Provision for class room floor sitting materials	-	-	-	-	-	-	-	4.60	4.60	-	4.60	4.60

Sl. No.	Description	Y5			Y6			Y7			Total recurring	Total Non Recuring	Grand Total
		R	IC	T	R	IC	T	R	IC	T			
1.	To appoint 476 trained trs during the Plan period to cope with enhanced Roll strength	100.69	-	100.69	122.88	-	122.88	170.79	-	170.79	452.82	-	452.82
2.	To appoint 176 trained trs @ 2 trs in each school to be set up in school less Mouza	64.20	-	64.20	57.52	-	57.52	63.15	-	63.15	296.55	-	296.55
3.	Orientation of untrained trs	-	-	-	-	-	-	-	-	-	-	5.00	5.00
4.	Orientation of existing teachers	1.5	11.22	12.72	-	14.19	14.19	-	16.40	16.40	2.55	65.06	67.61
5.	Training of PTTI Lecturers	-	0.12	0.12	-	0.12	0.12	-	0.12	0.12	-	.84	.84
6.	Orientation of Mothers/ICDS workers/female and animaters	-	12.24	12.24	-	-	-	-	-	-	-	36.72	36.72
7.	Training of Panchayet members	-	-	-	-	0.11	0.11	-	-	-	-	0.42	0.42
8.	Training of Inspecting officers	-	0.09	0.09	-	0.09	0.09	-	0.09	0.09	-	0.63	0.63
9.	Contingent expenditure to schools as per DPEP Guidelines	-	18.37	18.37	-	18.37	18.37	-	18.37	18.37	-	162.77	162.77
10.	Contingency expenditure to trs @ Rs. 500/- per tr. per year	-	32.47	32.47	-	32.96	32.96	-	33.47	33.47	-	222.35	222.35
11.	Furniture and equipment for 128 newly opened schools	-	-	-	-	-	-	-	-	-	-	32.00	32.00
12.	Provision for class room floor sitting materials	-	-	-	-	-	-	-	-	-	-	9.20	9.20

Sl. No.	Description	Y <sub>1</sub>			Y <sub>2</sub>			Y <sub>3</sub>			Y <sub>4</sub>		
		R	IC	T	R	IC	T	R	IC	T	R	IC	T
13.	ECCE intervention	-	-	-	0.36	-	0.36	0.36	-	0.36	0.36	-	0.36
14.	Campaigning and awareness activities at school level	-	8.55	8.55	-	8.55	8.55	-	9.18	9.18	-	9.18	9.18
15.	Annual Award and incentive to 128 CRC best schools	-	-	-	-	0.64	0.64	-	0.64	0.64	-	0.64	0.64
16.	Qualitative improvement of 128 CRCS and municipal schools	-	-	-	-	-	-	-	6.75	6.75	-	6.75	6.75
17.	NFE intervention/alternative schools	23.25	3.24	26.47	7.92	2.00	9.92	15.12	-	15.12	15.12	-	15.12
18.	Know year District Programme	-	-	-	-	-	-	-	2.00	2.00	-	2.00	2.00
19.	Health card and medical check up programme	-	-	-	-	23.44	23.44	-	9.20	9.20	-	9.60	9.60
20.	Access/Retention incentive to Girls	-	-	-	-	50.00	50.00	-	50.00	50.00	-	50.00	50.00
21.	Incentive to Disabled pupils	-	-	-	-	0.50	0.50	-	0.50	0.50	-	0.50	0.50
22.	Performance based incentive to SC/ST and backward students (II-IV)	-	-	-	-	12.82	12.82	-	13.78	13.78	-	13.78	13.78
23.	Scholarship to women pursuing studies through IGNOU/NOS	-	-	-	-	0.60	0.60	-	0.60	0.60	-	0.60	0.60
24.	School level training for management personnel at BRC	-	1.03	1.03	-	1.03	1.03	-	0.08	0.08	-	-	-
25.	Physical requirement of BRC/CRC/DNCIMS & recurring cost for sustaining the activities of the centres.	15.98	13.00	28.98	29.34	34.22	63.56	43.76	28.09	71.85	41.00	10.75	51.75
26.	Survey & Study	-	1.00	1.00	-	1.00	1.00	-	1.00	1.00	-	1.00	1.00
27.	Vehicle (hire charges)	1.20	-	1.20	1.20	-	1.20	1.20	-	1.20	1.20	-	1.20
	Total :	68.03	84.66	152.69	53.08	199.99	253.07	113.50	216.66	330.16	177.20	193.30	370.50

Sl. No.	Description	Y5			Y6			Y7			Total recurring	Total Non Recurring	Grand Total
		R	IC	T	R	IC	T	R	IC	T			
13.	ECCE intervention	0.36	-	0.36	0.36	-	0.36	0.36	-	0.36	-	2.16	2.16
14.	Campaigning and awareness activities at school level	-	9.18	9.18	-	4.59	4.59	-	4.59	4.59	-	53.82	53.82
15.	Annual Award and incentive to 128 CRC best schools	-	0.64	0.64	-	0.64	0.64	-	0.64	0.64	-	3.84	3.84
16.	Qualitative improvement of 128 CRCS and municipal schools	-	-	-	-	-	-	-	-	-	-	13.50	13.50
17.	NFE intervention/alternative schools	15.12	-	15.12	15.12	-	15.12	15.12	-	15.12	85.50	26.49	111.99
18.	Know year District Programme	-	2.00	2.00	-	2.00	2.00	-	2.00	2.00	-	10.00	10.00
19.	Health card and medical check up programme	-	10.56	10.56	-	11.00	11.00	-	11.50	11.50	-	75.30	75.30
20.	Access/Retention incentive to Girls	-	50.00	50.00	-	50.00	50.00	-	50.00	50.00	-	300.00	300.00
21.	Incentive to Disabled pupils	-	0.50	0.50	-	0.50	0.50	-	0.50	0.50	-	3.00	3.00
22.	Performance based incentive to SC/ST and backward students (II-IV)	-	13.78	13.78	-	13.78	13.78	-	13.78	13.78	-	81.72	81.72
23.	Scholarship to women pursuing studies through IGNOU/NOS	-	0.60	0.60	-	0.60	0.60	-	0.60	0.60	-	3.60	3.60
24.	School level training for management personnel at BRC	-	1.38	1.38	-	-	-	-	-	-	-	3.52	3.52
25.	Physical requirement of BRC/CRC/DNCIMS & recurring cost for sustaining the activities of the centres.	41.00	10.75	51.75	41.00	10.25	51.25	41.00	10.25	51.25	253.08	117.31	370.39
26.	Survey & Study	-	1.00	1.00	-	1.00	1.00	-	1.00	1.00	-	7.00	7.00
27.	Vehicle (hire charges)	1.20	-	1.20	1.20	-	1.20	1.20	-	1.20	8.40	-	8.40
	Total :	225.17	165.65	390.82	240.65	149.95	390.63	294.22	153.84	447.28	1098.90	1236.25	2335.15



## DETAILED BREAK-UPS ON BUDGET

### Item—1 : Appointment of Additional Teachers

Y <sub>1</sub>	—	0	
Y <sub>2</sub>	—	0	
Y <sub>3</sub>	—	0	
Y <sub>4</sub>	—	176	(2 teachers in each of the newly opened 88 schools)
Y <sub>5</sub>	—	100	(to be appointed in the existing schools on the basis of actual requirement)
Y <sub>6</sub>	—	100	
Y <sub>7</sub>	—	100	
<b>Total</b>	<b>—</b>	<b>476</b>	

### Budget estimation (as per D.P.E.P. guideline)

Year	No. to be required	Total No.	Salary p.m.	Expenditure	DPEP share	State share
Y <sub>1</sub>	0		2600	0	0	0
Y <sub>2</sub>	0		2600	0	0	0
Y <sub>3</sub>	0		3150	0	0	0
Y <sub>4</sub>	176	176	3460	73.08	58.46	14.62
Y <sub>5</sub>	100	276	3800	125.86	100.69	25.17
Y <sub>6</sub>	100	376	4190	189.05	122.88	66.17
Y <sub>7</sub>	100	476	4600	262.75	170.79	91.96
				650.74	452.82	197.92

Total Exp. during project—Rs. 452.82 lac.

### Item—2 : Appointment of teachers in new schools.

Total schools to be opened 128 in the Y<sub>3</sub>

—State Govt. quota — 40

DPEP share — 88

Works : 2 trs. in each school, Total requirement =  $88 \times 2 = 176$

Year	Tr. to be recruited	Total No.	Salary p.m.	Expenditure	D.P.E.P. share	State share
Y <sub>1</sub>	0	0	2600	—	—	—
Y <sub>2</sub>	0	0	2860	—	—	—
Y <sub>3</sub>	176	176	3150	66.53	53.22	13.31
Y <sub>4</sub>	0	176	3460	73.08	58.46	14.62
Y <sub>5</sub>	0	276	3800	80.26	64.20	16.06
Y <sub>6</sub>	0	176	4190	88.49	57.52	30.97
Y <sub>7</sub>	0	176	4600	97.15	63.15	34.00
				405.51	296.55	108.96

Total expenditure during project period—Rs. 296.55 lac.

**Item—3 : Orientation of untrd. teachers : Activity to be done in Y<sub>1</sub>**

1. Total no. of trs to be oriented	2000
2. No. of camps required	23
3. No. of trainees per camp	90
4. Duration	10 days
5. Expenditure—	
TA/DA required 90 x 10 days x Rs.10 =	9,000
Camp Contingency	1,000
	<u>10,000</u>

**(A) Workshop to be conducted**

1. Workshop to develop. module of Trg. of RP & KPs expenditure — Rs. 50,000/-
2. Workshop to develop materials aids of trg. of trs. expenditure — Rs. 50,000/-

**(B) Printing**

Handbook, guides etc. 2500 copies

Unit cost Rs. 40/- per book

Total expenditure — Rs. 1,00,000/-

(C) KP & RPs trg. (Residential)

KP trg.	1. No. of KPs	—	25	
	2. Duration	—	7 days	
	3. Camp required	—	1	
	4. Expenditure	—	TA/DA — 25x5 days x 70/-	= 8,750
			Camp cont.	<u>2,000</u>
				10,750

(D) RP trg. :

	1. No. of Rps	—	120	
	2. Participants	—	KP + RP = 120 + 25 = 145	
	3. Camp requd.	—	2	
	4. Duration	—	7 days	
	5. Expenditure :		TA/DA — 145x7 daysx50/-	= 50,750
			Camp cont. 2x4000/-	<u>= 8,000</u>
				58,750

(E)

Total Expenditure — Rs. 0.10 x 23 camp  
= Rs. 2.30 lac.

**Total Expenditure —**

WR	A	—	Workshop	—	Rs. 1.00 lac
R	B	—	Printing	—	1.00
I	C	—	KP trg.	—	0.11
NR	D	—	RP trg.	—	0.59
	E	—	Tr. trg.	—	<u>2.30</u>
					<u>Rs. 5.00</u>

#### Item—4 : Orientation of existing teachers :

##### Programme of orientation

1. Refresher course for KP + RP trg. — Y<sub>2</sub>, Y<sub>5</sub>
2. Printing of materials etc. — Y<sub>2</sub>, Y<sub>5</sub>
3. Orientation of Trs. — Y<sub>1</sub> — 0 [only untrd. Trs. (item 3)]  
Y<sub>2</sub> — 6041  
Y<sub>3</sub> — 6041 + 176 = 6217  
Y<sub>4</sub> — 6217 + 176 = 6393  
Y<sub>5</sub> — 6393 + 100 = 6493  
Y<sub>6</sub> — 6493 + 100 = 6593  
Y<sub>7</sub> — 6593 + 100 = 6693
4. Modules will be developed by the state and will be supplied to districts.
5. Orientation on special issues : Y<sub>3</sub>, Y<sub>4</sub>, Y<sub>6</sub>, Y<sub>7</sub>.

##### Budget estimates

Y<sub>2</sub> — (A) Refresher course for KP + RPs (Residential) :—

1. Participants — 25 + 145 = 170
2. Camps reqrd. — 1 + 2 = 3
3. Duration of each camp = 2 days
4. Expenditure —

TAVDa to KP/RPs — 170x2x70 = 23,800

Camp cont. 3x4000/- = 12,000

Rs. 35,800 lac.

(B) Printing of materials —

1. Copies reqrd. — 7,000
2. Unit Cost — Rs. 15.0
3. Total cost — Rs. 1.05 lac.

(C) Orientation of Trs. :—

1. No of trs. — 6041
2. Duration — 6 days
3. Camps — 60
4. Expenditure —

TAVDA etc. 6041x6 daysx Rs. 15 = 5.44

Cont. 60x1000/- = 0.60

Total Rs. 6.04 lac.

<b>Total Y<sub>2</sub> :</b>	A —	0.36	
	B —	1.05	
	C —	6.04	
			<hr/>
			<b>Rs. 7.45 lac.</b>

Y<sub>3</sub> — (A) Orientation of trs.

1. No. of trs. —	6217		
2. Camp —	62		
3. Expenditure —			
	TA/DA etc. 6217x6x15	=	5.60
	Camp cont. 62x1000/-	=	0.62
			<hr/>
			Rs. 6.22 lac.

(B) Special Orientation of KPs & RPs — Rs. 1.0 lac.

<b>Total Y<sub>3</sub> :</b>	A —	6.22
	B —	1.00
		<hr/>
		<b>Rs. 7.22 lac.</b>

Y<sub>2</sub> — (A) Orientation of trs.

1. No. of trs. —	6393		
2. Camp —	64		
3. Expenditure —			
	TA/DA etc. 6393x20/-x6	=	7.67
	Camp cont. 64x1500/-	=	0.96
			<hr/>
			Rs. 8.63 lac.

(B) Special orientation of KPs & RPs — Rs. 1.0 lac.

<b>Total Y<sub>4</sub> :</b>	A —	8.63
	B —	1.00
		<hr/>
		<b>Rs. 9.63 lac.</b>

Y<sub>5</sub> — (A) Refresher course of KPs & RPs (Residential) — Rs. 50,000/-

(B) Printing of materials — Rs. 1.50 lac

(C) Orientation of trs.

1. No. of participants — 6493

2. Camp — 65

3. Expenditure —

TA/DA etc. 6493x25x6 = 9.74

Camp cont. 66x2000/- = 0.98

Rs. 10.72 lac.

Total Y<sub>5</sub> : A — 0.50

B — 1.50

C — 10.72

Rs. 12.72 lac.

Y<sub>6</sub> — (A) Orientation of trs.

1. No. of trs. — 6593

2. Camp — 66

3. Expenditure —

TA/DA etc. 6593x30x6 = 11.87

Camp cont. 65x1500/- = 1.32

Rs. 13.19 lac.

(B) Special orientation of KPs & RPs — Rs. 1.0 lac

Total Y<sub>6</sub> : A — 13.40

B — 1.00

Rs. 14.40 lac.

Y<sub>7</sub> — (A) Orientation of trs.

1. No. of trs. — 6693

2. Camp — 67

3. Expenditure —

TA/DA etc. 6693x35x6 = 14.06

Camp cont. 67x2000/- = 1.34

Rs. 15.40 lac.

(B) Special orientation of KPs & RPs = Rs. 1.0 lac.

Total Y7 :	A	—	15.40
	B	—	1.00
			<u>Rs. 16.40 lac.</u>

Total costing of orientation —

	NR	R
Y1 —	0	
Y2 —	6.40	1.05
Y3 —	7.22	
Y4 —	9.63	
Y5 —	11.22	1.50
Y6 —	14.19	
Y7 —	<u>16.40</u>	<u>2.55</u>
Rs.	65.06	2.55

#### Item—5 Training of PTTI lecturers

1. No. of lecturers — 20
2. Trg. duration — 2 days
3. Expenditure —

TA/DA etc. 20x2x100/-	=	4,000
Material etc.		6,000
Contingency	=	<u>2,000</u>
		<u>Rs. 12,000</u>

Yearly Expenditure—

Y1	—	0.12
Y2	—	0.12
Y3	—	0.12
Y4	—	0.12
Y5	—	0.12
Y6	—	0.12
Y7	—	<u>0.12</u>
Total	Rs.	0.84 lac.

**Item—6 Orientation of mothers, ICDS workers & female animators :**

1. No. of centres — 1529 (functional)
2. No. of participants per centre — 40
3. Expenditure —  $1529 \times 40 \times 20 = 12.24$  lac
4. Programme to be taken up in Y<sub>1</sub>, Y<sub>2</sub>, Y<sub>5</sub>.

**Total costing —**

Y <sub>1</sub>	—	12.24
Y <sub>2</sub>	—	12.24
Y <sub>5</sub>	—	12.24
Total	Rs.	36.72 lac.

**Item—7 Training to Panchayat members :**

1. No. of participants Prodhan 128 + Karmadhakaha of Zp, Ps—13 +  
————— Sabhapati of Ps—12 + other members 50 = 203
2. No. of camps — 2
3. Expenditure —  $203 \times 50 = 10,150$
4. Programmes to be taken up in Y<sub>1</sub>, Y<sub>2</sub>, Y<sub>4</sub>, Y<sub>6</sub>

**Total costing —**

Y <sub>1</sub>	—	0.10
Y <sub>2</sub>	—	0.10
Y <sub>4</sub>	—	0.11
Y <sub>6</sub>	—	0.11
Total	Rs.	0.42 lac.

**Item—8 Training to Inspecting Officers :**

1. No. of participants — 30
2. Duration — 2 days
3. expenditure —  $30 \times 2 \times 150 = 0.09$



**Total costing —**

Y <sub>1</sub>	—	0.09
Y <sub>2</sub>	—	0.09
Y <sub>3</sub>	—	0.09
Y <sub>4</sub>	—	0.09
Y <sub>5</sub>	—	0.09
Y <sub>6</sub>	—	0.09
Y <sub>7</sub>	—	0.09
Total	Rs.	0.63 lac.

**Item—9 Contingency expenditure to schools as per DPEP guidelines**

Norms : Rs. 1000/- per school will be granted for Y<sub>1</sub>, Y<sub>2</sub>, Y<sub>5</sub>, Y<sub>6</sub> & Y<sub>7</sub> and Rs. 2000/- will be awarded for Y<sub>3</sub> & Y<sub>4</sub>.

	No. of school	Amount	Total
Y <sub>1</sub>	1709	1000	17.09
Y <sub>2</sub>	1709	1000	17.09
Y <sub>3</sub>	1837	2000	36.74
Y <sub>4</sub>	1837	2000	36.74
Y <sub>5</sub>	1837	1000	18.37
Y <sub>6</sub>	1837	1000	18.37
Y <sub>7</sub>	1837	1000	18.37
	Total		162.77 lac.

**Item—10 Contingency expenditure to teachers @ Rs. 500/- per teacher per year.**

	No. of tr.	Total cost
Y <sub>1</sub>	6041	30.20
Y <sub>2</sub>	6041	30.21
Y <sub>3</sub>	6217	31.08
Y <sub>4</sub>	6393	31.96
Y <sub>5</sub>	6493	32.47
Y <sub>6</sub>	6593	32.96
Y <sub>7</sub>	6693	33.47
	Total	222.35 lac.

**Item—11 Furniture & Equipment of newly opened schools.**

1. No. of schools — 128
2. Expenditure per school — Rs. 25,000/-
3. Programme to be implemented in Y<sub>3</sub> & Y<sub>4</sub>
4. Expenditure —  $128 \times 25,000/- = \text{Rs. } 32.00 \text{ lac}$   
Y<sub>3</sub> — Rs. 16.00  
Y<sub>4</sub> — Rs. 16.00  
Total Rs. 32.00 lac.

**Item—12 Provision for class room floor sitting material —**

1. No. of Schools — 1837
2. Allotment per school — Rs. 500/-
3. Programme to be taken up in Y<sub>3</sub> & Y<sub>4</sub>.
4. Expenditure —  $1837 \times 500/- = \text{Rs. } 9.20 \text{ lac}$   
Y<sub>3</sub> — Rs. 4.6  
Y<sub>4</sub> — Rs. 4.6  
Total Rs. 9.2 lac.

**Item—13 ECCE intervention —**

One pilot centre in each block.

1. Total centre — 12
2. Honoriam to instructor — Rs. 250 p.m
3. Expenditure —  $12 \times 250 \times 12 = 36,000$   
Y<sub>1</sub> — Rs. 0  
Y<sub>2</sub> — Rs. 0.36  
Y<sub>3</sub> — Rs. 0.36  
Y<sub>4</sub> — Rs. 0.36  
Y<sub>5</sub> — Rs. 0.36  
Y<sub>6</sub> — Rs. 0.36  
Y<sub>7</sub> — Rs. 0.36  
Total Rs. 2.16 lac.

**Item—14 : Campaigning and awarness activities at school level**

Yr.	No. of school	Grant per school p.a.	Total
Y1	1709	500	8.55
Y2	1709	500	8.55
Y3	1837	500	9.18
Y4	1837	500	9.18
Y5	1837	500	9.18
Y6	1837	250	4.59
Y7	1837	250	4.59
		Total Rs.	553.82 lac.

**Item—15**

Annual award to 128 CRC best schools Rs. 500/- to the best CRC school will be awarded in each year from Y2.

Y1	—	Rs.	0
Y2	—	Rs.	0.64
Y3	—	Rs.	0.64
Y4	—	Rs.	0.64
Y5	—	Rs.	0.64
Y6	—	Rs.	0.64
Y7	—	Rs.	0.64
Total		Rs.	3.84 lac.

**Item—16 Qualitative improvement of 128 CRC & 7 municipal schools**

Rs. 10,000/- to 135 schools covering in Y3 & Y4

Y3	—	Rs.	6.75
Y4	—	Rs.	6.75
Total		Rs.	13.50 lac.—

**Item—17 NFE/intervention/alternate scholling—**

**A. Programme**

	Total
Y <sub>1</sub> — 10 centres in 6 blocks for 6 months =	60 centre
Y <sub>2</sub> — 10 centres in remaining 6 blocks =	60 centre
Y <sub>3</sub> — 10 additional centres in 12 blocks =	120 centre
Total	240 centre

**B. Personnel required**

1. Chief Instructors -- 1 in each block =	12
2. Instructor 1 in each centre =	240

**C. Workshop for module development in Y<sub>1</sub> Rs. 1.0 lac**

**D. Printing in Y<sub>1</sub>**

1. Instructor's manual 500 pc × 5 item × Rs. 50/-	1.25 lac
2. Work book for students 8000 per × 5 item × 50/-	= 20.00 lac.
	21.25 lac.

**E. Chief Instructors trg. (Residential) in Y<sub>1</sub>**

1. No. of C.I. =	10
2. Duration =	7 days
3. Expenditure	
TA/DA etc. 10×7×200 =	0.14
Contingencies =	0.10
	0.24 lac.

**F. Instructors Training (Residential)**

Y<sub>1</sub> — 120 instruction in 2 batches.

Y<sub>2</sub> — 120 instruction in 2 camps.

**Expenditure for each camps**

60×30 days × 40 = 0.72

Contingencies = 0.28

1.00 lac.

Y<sub>1</sub> — 2.0 lac

Y<sub>2</sub> — 2.0 lac

G. Honoriam to instructurs + C.I.

New Appot. @ Rs. 500/- pm.

Yr.	Newly appointed instructor	Newly appointed chief insh.	Total	Exp.
Y <sub>1</sub>	60	6	66	1.98
Y <sub>2</sub>	60	6	132	7.92
Y <sub>3</sub>	120	—	252	15.12
Y <sub>4</sub>	—	—	252	15.12
Y <sub>5</sub>	—	—	252	15.12
Y <sub>6</sub>	—	—	252	15.12
Y <sub>7</sub>	—	—	252	15.12

**Total costing —**

Y<sub>1</sub>—workshop-1.0 + Printing- 21.25 + Trg. (E+F) 2.24 + Hon. 1.98 = 26.47

Y<sub>2</sub> — Trg. 2.0 + Hon. 7.92 = 9.92

Y<sub>3</sub> — Honoriam 15.12

Y<sub>4</sub> — 15.12

Y<sub>5</sub> — 15.12

Y<sub>6</sub> — 15.12

Y<sub>7</sub> — 15.12

Rs. 111.99 lac.

**Item—18 Know your district (Excursion) programme.**

Y<sub>1</sub> — 0

Y<sub>2</sub> — 0

Y<sub>3</sub> — 2.0

Y<sub>4</sub> — 2.0

Y<sub>5</sub> — 2.0

Y<sub>6</sub> — 2.0

Y<sub>7</sub> — 2.0

Total Rs. 10.0 lac.

**Item—19 Health card programme.**

Year	No. of students	@ per card	Total Exp.
Y <sub>1</sub>	0		0
Y <sub>2</sub>	2.93	8	23.44
Y <sub>3</sub>	1.15	8	9.20
Y <sub>4</sub>	1.20	8	9.60
Y <sub>5</sub>	1.32	8	10.56
Y <sub>6</sub>	1.37	8	11.00
Y <sub>7</sub>	1.43	8	11.50
			75.30

**Item—20 Access/Retention incentive to girls.**

1. No. of beneficiaries — 1,00,000
2. Incentive @ Rs. 50/- p.a.
3. Yearly Exp. = Rs. 50.0 lac

Y <sub>1</sub>	—	0
Y <sub>2</sub>	—	50.0
Y <sub>3</sub>	—	50.0
Y <sub>4</sub>	—	50.0
Y <sub>5</sub>	—	50.0
Y <sub>6</sub>	—	50.0
Y <sub>7</sub>	—	50.0
Total Rs.		300.0 lac.

**Item—21 Attendance incentive to disabled children —**

1. No. of beneficiaries — 500 per Yr.
2. Incentive @ Rs. 100/- p.a.
3. Expenditure — 500×100 = 0.50 lac.

Y <sub>1</sub>	—	0
Y <sub>2</sub>	—	0.50
Y <sub>3</sub>	—	0.50
Y <sub>4</sub>	—	0.50
Y <sub>5</sub>	—	0.50
Y <sub>6</sub>	—	0.50
Y <sub>7</sub>	—	0.50
Total Rs.		3.0 lac.

**Item—22 Performance based incentive to Sc/ST and backward students. (II — IV)**

1. No. of scholars — 1st 5 scholars of II, III & IV
2. Rate of scholarship — @ Rs. 50/- p.a.
3. Expenditure —

Y <sub>1</sub> —	0
Y <sub>2</sub> —5×3×1709×50 =	12.82
Y <sub>3</sub> —5×3×1837×50 =	13.78
Y <sub>4</sub> —	13.78
Y <sub>5</sub> —	13.78
Y <sub>6</sub> —	13.78
Y <sub>7</sub> —	<u>13.78</u>

Total Rs. 81.72 lac.

**Item—23 Scholarship to women pursuing studies through IGNOU/NOS**

1. No. of scholars 5 each for 12 blocks
2. rate of scholarship — Rs. 1000/- p.a.
3. Expenditure—

Y <sub>1</sub> —	0
Y <sub>2</sub> — 5×12×1000 =	0.60
Y <sub>3</sub> —	0.60
Y <sub>4</sub> —	0.60
Y <sub>5</sub> —	0.60
Y <sub>6</sub> —	0.60
Y <sub>7</sub> —	<u>0.60</u>

Total Rs. 3.60 lac.

**Item—24 School level training for management personal at BRC**

1. Personal to be trained—3 from each school  
(11 president and 1 member of A/c 1 H/T)
2. Expenditure @ Rs. 20/- per head.

Y <sub>1</sub> —1709 × 3 × 20/- =	1.03
Y <sub>2</sub> —1709 × 3 × 20/- =	1.03
Y <sub>3</sub> —128 × 3 × 20/- =	0.08
Y <sub>4</sub> —	0
Y <sub>5</sub> —1837 × 3 × 25/- =	1.38
Y <sub>6</sub> —	0
Y <sub>7</sub> —	<u>0</u>

Total Rs. 3.52 lac.

**Item—25 Physical requirement of BRC/CRC/DNCIMS and Other related expenditure for sustaining the activities of the Centres.**

	(Rs. in lakh)
A. Physical requirement for DNCIMS	30.87
B. Expenditure for activities for MNC/MS	11.40
C. Physical requirement for BRCS	32.04
D. Environment Building at BRCS	53.52
E. Physical requirement for CRCS	54.40
F. Environment building at CRCS	188.16
Total Rs.	370.39

Total expenditure for BRCS/CRCS/DNCIMS for 7 years, Rs. 370.39 lakh.

**A. Physical requirements for DNCIMS (excluding building)**

Sl. No.	Item	No. Required	Unit Cost Rs. in lakh	Total Cost Rs. in lakh
1.	Computer (including accessories)	1	1.25	1.25
2.	Computer room furnishing	—	—	1.0
3.	Audio-Visual Van with necessary equipments	1	5.0	5.0
4.	Xerox Machine with reduction/enlargement facility	1	1.25	1.25
5.	Duplicating Machine (Electrically Driven)	1	0.30	0.30
6.	Type-Writer	1	0.10	0.10
7.	Camera with accessories	1	0.10	0.10
8.	T. V. (Coloured)	2	0.15	0.30
9.	V.C.P.	1	0.20	0.20
10.	V.C.R.	1	0.25	0.25
11.	16 M. M. Movie Projector	1	0.20	0.20
12.	Binocular	5	0.02	0.10
13.	Tape recorder	5	0.03	0.15
14.	Calculator	5	0.004	0.02
15.	P. A. System	2	0.075	0.15
16.	Furniture	—	—	1.0
17.	display Boards	40	0.015	0.60
18.	Portable Generator-2 KVA	1	0.20	0.20
19.	Books	—	—	7.00
20.	Publication of bulletin/newsletter (2500 copies of quarterly basic)	—	—	7.00
21.	Holding of Workshop/seminars	—	—	4.20
Total in 7 years				30.87



Yearewise expenditure schedule :

Y <sub>1</sub> — 8.0	(Purchase of cap goods + Books + workshop + bulletin)
Y <sub>2</sub> — 9.0	-do-
Y <sub>3</sub> — 2.87	(Books + workshop + bulletin)
Y <sub>4</sub> — 2.75	-do-
Y <sub>5</sub> — 2.75	-do-
Y <sub>6</sub> — 2.75	-do-
Y <sub>7</sub> — 2.75	-do-
30.87	

<sup>a</sup>  
B. Recurring expenditure in support of various activities of DNCIMS.

Sl. No.	Item	Cost per year (Rs. in lakh)	Total cost in 7 years (Rs. in lakh)
1.	Fuel for AV van and generator	0.60	4.20
2.	Floppy, Computer papers and other consumable items	0.15	1.05
3.	Films, film processing and Video-casette preparation	0.15	1.05
4.	Audio-casette, recording etc.	0.05	0.35
5.	Preparation of Slides, posters etc.	0.05	0.35
6.	Stationeries etc.	0.63	4.40
		1.63	11.40

Expenditure Schedule :

Y <sub>1</sub> —	1.9
Y <sub>2</sub> —	2.0
Y <sub>3</sub> —	1.5
Y <sub>4</sub> —	1.5
Y <sub>5</sub> —	1.5
Y <sub>6</sub> —	1.5
Y <sub>7</sub> —	1.5
Total Rs	11.4 lac.

**C. Physical requirements for equipping 12 BRCs (excluding Building Construction)**

Sl. No.	Item	Quantity	Unit cost Rs.	Total cost in 7 years (Rs. in lakhs)
1.	Display Boards	5	1,500	0.075
2.	Sports Goods		2,500	0.025
3.	Furniture		20,000	0.20
4.	Library Books, Journals etc.			0.12
5.	Meeting/seminars on various issues			1.20
6.	Awariness meeting for SC/ST			0.75
7.	Awariness meeting for Women			0.30
	Expenditure for each BRC			2.67

Expenditure for 12 BRCs = 32.04 lakh.

Expenditure schedule :

Y <sub>1</sub>	—	2.00
Y <sub>2</sub>	—	5.02
Y <sub>3</sub>	—	5.02
Y <sub>4</sub>	—	5.00
Y <sub>5</sub>	—	5.00
Y <sub>6</sub>	—	5.00
Y <sub>7</sub>	—	5.00
Total Rs.		32.04 lac.

**D. Fund Requirement for environment building activities at BRC level**

Sl. No.	Activities	Total Cost Rs. in lakh
1.	Poster Campaign	0.21
2.	Wall writing Campaign	0.21
3.	Street Plays	0.14
4.	Procession	0.28
5.	Film shows	0.63
6.	Education Fair	1.40
7.	Activities for developing Flora+Fauna	0.67
8.	Stationery	0.30
9.	Contingencies	0.60

Cost for each BRC Rs. 4.46

Total expenditure for 12 BRCs = 53.52

Expenditure schedule—

Y <sub>1</sub>	—	4.00
Y <sub>2</sub>	—	7.26
Y <sub>3</sub>	—	8.26
Y <sub>4</sub>	—	8.50
Y <sub>5</sub>	—	8.50
Y <sub>6</sub>	—	8.50
Y <sub>7</sub>	—	8.50
Total Rs.		53.52 lac.

**E. Physical requirement for CRCs (excluding building construction)**

Sl. No.	Item	Unit	Unit cost (in Rs.)	Total Cost (Rs. in lakh)
1.	Display Board	10	1,500	0.15
2.	Musical Instruments	1 set	3,000	0.03
3.	Furniture	1 set	7,000	0.07
4.	Sports goods	1 set	2,500	0.025
5.	Books	1 set	1,000	0.01
6.	Meeting for community mobilisation	14	1,000	0.14

Cost of each CRC 0.425

Total cost for 128 CRCS = 54.40 lakh

Expenditure schedule—

Y <sub>1</sub>	—	3.00
Y <sub>2</sub>	—	20.20
Y <sub>3</sub>	—	20.20
Y <sub>4</sub>	—	3.00
Y <sub>5</sub>	—	3.00
Y <sub>6</sub>	—	2.50
Y <sub>7</sub>	—	2.50
Total Rs.		54.40 lac.

**F. Fund requirement for environment building activities at CRC level**

Sl. No.	Activity	Total cost (Rs. in lakh)
1.	Poster campaign/wall writing	0.28
2.	Folk plays & music	0.14
3.	Mothers' day observation	0.07
4.	Natures Day observation	0.07
5.	Joy of learning Festival	0.91
Cost for each CRC		1.47

Total cost for 128 CRCs Rs. 188.16 lakh

Y <sub>1</sub>	—	10.08
Y <sub>2</sub>	—	20.08
Y <sub>3</sub>	—	34.00
Y <sub>4</sub>	—	31.00
Y <sub>5</sub>	—	31.00
Y <sub>6</sub>	—	31.00
Y <sub>7</sub>	—	31.00
Total	Rs.	188.16 lac.

**YEARWISE BREAK UP**

Year		N.R	R	TOTAL
Y <sub>1</sub>	DNCIMS	8.00	1.90	9.90
	BRC	2.00	4.00	6.00
	CRC	3.00	10.08	13.08
		13.00	15.98	28.98
Y <sub>2</sub>	DNCIMS	9.00	2.00	11.00
	BRC	5.02	7.26	12.28
	CRC	20.20	20.08	40.28
		34.22	29.34	63.56
Y <sub>3</sub>	DNCIMS	2.87	1.50	4.37
	BRC	5.02	8.26	13.28
	CRC	20.20	34.00	54.20
		28.09	43.76	71.85

Year		N.R	R	TOTAL
Y <sub>4</sub>	DNCIMS	2.75	1.50	4.25
	BRC	5.00	8.50	13.50
	CRC	3.00	31.00	34.00
		10.75	41.00	51.75
Y <sub>5</sub>	DNCMS	2.75	1.50	4.25
	BRC	5.00	8.50	13.50
	CRC	3.00	31.00	34.00
		10.75	41.00	51.75
Y <sub>6</sub>	DNCIMS	2.75	1.50	4.25
	BRC	5.00	8.50	13.50
	CRC	2.50	31.00	33.50
		10.25	41.00	51.25
Y <sub>7</sub>	DNC	2.75	1.50	4.25
	BRC	5.00	8.50	13.50
	CRC	2.50	31.00	33.50
		10.25	41.00	51.25
		117.31	253.08	370.39

**Item—26 Survey & Study**

Y <sub>1</sub>	—	1.0
Y <sub>2</sub>	—	1.0
Y <sub>3</sub>	—	1.0
Y <sub>4</sub>	—	1.0
Y <sub>5</sub>	—	1.0
Y <sub>6</sub>	—	1.0
Y <sub>7</sub>	—	1.0
Total Rs.		7.0 lac.

**Item—27 Vehicle**

Yearly expenditure — Rs. 1.20 lac

Y <sub>1</sub>	—	1.20
Y <sub>2</sub>	—	1.20
Y <sub>3</sub>	—	1.20
Y <sub>4</sub>	—	1.20
Y <sub>5</sub>	—	1.20
Y <sub>6</sub>	—	1.20
Y <sub>7</sub>	—	1.20
Total Rs.		8.40 lac.

## **EXPLANATORY NOTES ON BUDGET PROPOSAL**

### **Item No. 1 : Appointment of additional teachers**

There is a projection that the present ( 5 – 10 yrs) population size of 3,24,498 will rise to a total of 3,86,167 by 2002 A.D. and inevitably the present enrolment size (2,82,610) shall also be increased proportionately being charged with DPEP intervention. On the basis of Pupil—Teacher ratio (40:1) as per accepted norms more teachers are to be inducted. It is estimated that in 2002 A.D. total requirement of teaching force will be 9654 as against 6041. Out of estimated additionality of 3613 teachers, it is through DPEP only 300 No. of teachers have been proposed to be appointed in 7 years and that is only out & from the 4th to 7th year by phase. Hence it is only 8.3% of the Projected requirement of teachers shall be catered through D.P.E.P.

### **Item No. 2 : Setting up of new school**

There are only 1709 nos. of Schools in the district each having average 165 nos. of students. To register all the eligible children of school going age group by 2002 A.D. at the present rate of 165 pupils per school there shall be an increased demand for 629 new schools in the district. Moreover there area about 100 schoolless mouzas/habitation in the district.

To cope up with the projected situation, it is proposed that 128 new schools shall have to be set up in addition to the present infrastructure of which 40 nos. of schools have already been sanctioned. So DPEP is envisaging to set up only 88 nos of new schools as supported by study Report.

These new school will be run by 2 teachers initially and that will be only after 2nd Yr. of the project get elapsed successfully. Additional teacher per school will be recruited in Y<sub>4</sub> & Y<sub>5</sub> in succession.

### **Item No. 3 : Orientation/Training of Existing untrained Teachers**

It is noted that there are 1916 untrained teachers (34.55%) working in the primary schools of our district. In addition to insisting all such teachers on undergoing full course primary teachers' training in the P.T.T.I.(s), DPEP envisages short course package programme of 10 days' duration to cover untrained teachers with a view to developing their aptitude, pedagogical skill, methodology of teaching, qualitative improvement of teaching learning situation, evaluation procedure, preparation of teaching aids with the hekp of indigenous materials etc.

Workshops are proposed to be held at the district level (i) to develop/preparation of modules for training of K.P.(s), R.P.(s) and teachers

(ii) printing of handbooks, teachers' guide books subject to the approval of SCERT WBBPE Training and orientation programme for K.P.(s) and R.P.(s) will be residential and such personnel will be inducted for training of all the inservice teachers as envisaged in the plan.

**Item No. 4 : Orientation of teachers :**

4. (a) Orientation to Existing teachers.
- (b) Special Training on Supportive Aspects.

(a) Training Programme in DPEP for the district shall be orienting in approach and evolving perennial behavioural changes in objective. Building of capacity has been conceived of both in quantity and quality and both of which have to be synchronised with zeal, zest and commitment. All of those existing and newly appointed teachers have to undergo rigorous training programme and in Y<sub>1</sub> only the backlog of untrained teachers shall be trained and from 2nd year and onwards all of the teaching force i.e. 6692 (by 2002 A.D.) will be trained up.

The training and orientation programme will be residential for KP and RPs.

For general training programmes, modules will be supplied by the state and only in case of district specific features, befitting modules shall be evolved. Training shall encompass both new and refresher course.

(b) ~~Special training Programme~~ has been designed with a view to imparting non-scholastic and extra-curricular skill, which again will be used for development of following skill and aptitude.

- (i) Innovative teaching-learning aids.
- (ii) Folk crafts and arts,
- (iii) Innovative Communication skill,
- (iv) Role modelling & Performing art,
- (v) Puppetry,
- (vi) Clay modelling.

An amount Rs. 4 lakhs have been proposed only for special training programme.

**Item No. 5 : Training of PTTI Lecturers**

To transform the DPE Project into designed process, the role of PTTI has to be escalated to that of a DIET by rendering it with more manpower

and infrastructure. Two PTTI of the district will cater immensely to the need of various types of training aspects viz. special training module, development of work-books, orientation & training to newly appointed and existing teachers, preparation and use of teaching-learning aids, Non-Scholastic aspect, evaluation & appraisal aspect, supervision & management aspect, textual content, extra-curricular skill, management of education archive and a total Rs. 0.84 has been proposed for this programme during the project period.

**Item No. 6 : Orientation of Mothers, ICDS Workers and Female Animators.**

Given there are 1529 operating centres of ICDS all over the district, the role of DPEP shall be to evolve, develop and operationalise converging system in such a way that the existing structure and strength of ICDS will be articulated in sustaining below five years age group and incidentally reducing pressure on formal schooling system. 40 participants from each of 1529 ICDS centres shall be oriented and mobilised. Total outlay of Rs. 36.72 has been proposed for this purpose.

**Item No. 7 : Training to Panchayet members.**

To ensure community mobilisation and monitoring Panchayet personnels of the district have got incredible role to play and inevitably they have to be equipped adequately with skill, aptitude and understanding. 128 Gram-Prodhans, Shiksha Karmadhyaksha of Zilla Parisad and Panchayet Samiti's (12 + 1 = 13 in no.), 12 Savapatis and other 50 Panchayet functionaries will be trained and oriented as a need-befitting course of action. For this programme the plan outlay has been Rs. 0.42 lakhs during the Project period.

**Item No. 8 : Training of Inspecting officers.**

To perform the role of an inspecting officer efficiently in order to fulfill the goal of UEE the officer needs better training to develop necessary skill. Keeping in mind the intervention of DPEP in the primary education system, it is proposed to train up inspecting officers properly during the project period.

**Item No. 9 : Contingent expenditure to 1837 schools as per DPEP guide line**

Teachers and VEC members will be oriented in such a way that this amount of Rs.2000/-per annum is utilised properly for maintaining the school building and providing seating arrangement to students. Petty repair of furniture, colouring Black Boards or purchase of essential materials for teaching aids can be met from this contingency expenditure.



**Item No. 10 : Contingent expenditure to teachers @ Rs. 500/- per teacher per year**

This expenditure has been proposed as per DPEP guideline. A grant of Rs. 500/- will be awarded to each teacher of the district to meet expenses for preparation and development of teaching aids/toys needed for creating better teaching-learning situation. With the help of this scheme teachers' interests and skill will be developed.

**Item No. 11 : Furniture and other equipment for newly opened schools**

Furniture grant @ Rs. 25000/- per school for newly opened 128 schools will be awarded for one time. Out of this grant furniture needed for both the teachers and the taught will be procured. It is proposed that in 1st two years 60% grant (30% each year) will be utilised and rest 40% will be utilised in the 3rd year.

**Item No. 12 : Provision for class room floor-sitting materials**

So far most of the schools in the district have not been provided with conventional kinds of sitting materials. Very recently initiative has been taken by the DPSC to provide floor sitting mat made of synthetic materials worth of Rs. 1000/- per school under O.B.B. scheme. It is expected that with these materials more than half of the students will be provided with sitting materials. To cover the remaining section of the students a budget of Rs. 500/- per school has been proposed to purchase floor-sitting materials.

**Item No. 13 : ECCE intervention**

It is proposed that one ICDS centre for each G.P. will be selected as a model initially to prepare below 5 year age group boys/girls for formal schooling system. An honorarium of Rs. 250/- p.a. per centre has been proposed for this purpose.

**Item No. 14 : Campaigning and awareness activities at school level**

In order to attract more children to school to enhance enrolment and reduce drop-out level it is suggested that massive campaign will be necessary. The campaigning will be done both from the district level directly and from the school level through meetings/gatherings, seminars, wall writing, poster campaigning, procession and of course door-to-door campaign apart from using mass media. To achieve this a budget of Rs. 53.82 lacs has been proposed @ Rs. 500/- per school per year.

**Item No. 15 : Annual Award and Incentive to 128 CRC best schools**

In order to promote quality education and to promote competition among schools, it is proposed that best school in CRC will be awarded. The yard-stick for judgement will be attainment in respect of enrolment, attendance of students, performance of school in various fields etc. With a view to selecting such school(s) continuous evaluation of each school in respect of the above criteria will be undertaken by a team of experts in each CRC consisting of eminent retired Head Master/Asstt. Head Master of a secondary school, Resource person(s), P.T.T.I. lecturer, dedicated Social worker interested in TLS and UEE.

**Item No. 16 : Qualitative improvement of 128 CRCs and 7 municipal schools**

It is proposed in the revised budget that 1 school from each of the CRCs and the municipal areas will be upgraded both in terms of infrastructural facility and quality of education. This will be done by providing display arrangement, construction of aesthetic garden with plant diversities, supply of good quality teaching-learning aids etc. For this purpose a budget of Rs. 25,000/- per rural school and Rs. 50,000/- per urban school has been proposed. The details of materials and plan will be devised later on.

**Item No. 17 : NFE intervention/alternate schooling**

As an alternative of formal schooling system DPEP, Coochbehar envisages for opening up of NFE centres throughout the district which will meet the demand of alternate schooling. For this purpose an amount of Rs. 111.99 lakh has been allocated in this plan. Details of planning and cost estimates have been given separately.

**Item No. 18 : Know Your District (EXCURSION) Programme**

As a part of Quality Upgradation Activity (QUA) this unique programme has been suggested. It will build up field knowledge about the district among the students. Apart from geographical characteristics viz. riverine system, forest expansion, soil and topographic features, crop and irrigation pattern, orchids, gardens, plantations, on-going projects and developmental works, flora & fauna etc. the pupils will be able to learn about the Historical and Geographical uniqueness of the district. Keeping in mind the paucity of funds only students of upper classes will be given this opportunity.

**Item No. 19 : Health Card and Medical Check-up Programme**

It is proposed that as a measure of checking health of school-going children Health Card will be introduced. The proposed health card will contain

data regarding health status of the student showing details of height, weight, blood group, pathological details, disease---acute or chronic etc. It will also contain some information on student's attendance, attainment and progress of the student during his/her schooling years. This card will further contain photograph of a student and it can be used as identity card also.

Health card will be provided to all the students in the 1st year and in the subsequent years only class I students (newly admitted) will be provided with this card. This project will create craze among the boys and girls of age group 5+10 of the village to come to school regularly.

**Item No. 20 : Access/Retention Incentive to Girls.**

In order to achieve UEE access/retention of girl child has been stressed upon and hence it is proposed that girl children of all communities may be favoured with some incentives strictly on the basis of access/retentivity criterion. In this plan provision for Rs. 100/- per child per year has been made and the target of coverage is about 1,00,000 girl child each year from 2nd year and onwards.

**Item No. 21 : Attendance Incentives to Disabled Children**

To make DPEP intervention total and unique in nature, it has been proposed to provide an incentives of Rs. 100 year to each of the estimated 500 disabled children. This programme will be started only from the 2nd year. So, estimated cost has been  $500 \times 100 \times 6 =$  Rs. 3 laks only. The attempt shall be well oriented and detailed with the unique physical and psychological requirement of the disabled children of the District.

**Item No. 22 : Performance based incentive to SC/ST and backward students.**

To promote competition and to generate academic interests of the students particularly those hailing from SC/ST and backward communities it is suggested that a sort of incentive will be awarded to the students purely on the basis of their performance in the class. It is proposed that best 5 students of above communities from each of classes II, III and IV of a school will be awarded a stipend of Rs. 50/- per student per year and under this programme more than 25,000 students will be covered every year.

**Item No. 23 : Scholarship to Women pursuing Studies through IGNOU/NOS**

This noble idea has been proposed in conformity with the guidelines of DPEP i.e. to promote education in women. In our district women are less privileged and they often do not find opportunity for higher studies. It is now agreed upon that women should be educated properly to achieve the goal

of UEE. Considering this it is proposed that post-matric scholarship @ Rs.1000/- per person per year will be awarded to 5 women from each BRC and Municipal area. In the absence of regular schooling/college system these scholars may be advised to pursue studies through suitable courses of IGNOU/NOS. Courses such as child health and care, Nutrition, Rural development etc. may be given preferences. The proposed women scholars may be utilised as animators in lieu of their scholarship money for study as proposed.

**Item No. 24 : School level training for management personnel of existing and newly opened Schools.**

It is considered that the management functionaries of 1816 Primary Schools need to be trained on the aspects of educational planning, capacity building & community mobilisation particularly for enrolment drive, retentivity and minimising level of drop-outs. Hence orientation of Head Teachers, Presidents of Attendance committee has been proposed. Hitherto sense of management has not been developed in Primary schools in the truest sense of the term. During 7 years project period it has been proposed that training of all the personnel of existing Schools will be covered in two phases i.e. in 1st yr. and 2nd yr. and such training will be conducted for new schools in the 3rd yr. 4th yr. will remain blank and in the 5th yr. all the schools (1937) will be brought under Refresher course while 6th and 7th yr. shall be left blank for sustenance of the programme. A sum of Rs. 3.06 lakh will be spent for the purpose.

**Item No. 25 : Physical requirement for BRC/CRC/DNCIMS and recurring expenditure**

DPEP, Cooch Behar has proposed a unique way for MIS through setting up of DNCIMS at its HQS. with BRCs and CRCs at Block & GP. levels respectively. It has further been proposed that through DNCIMS collection of data and information at HQS. will be done which will be processed there and necessary feed-back will be given to sub-district agencies. Further it will transmit necessary information to the State & National authorities. Apart from these, DNCIMS will also monitor the system and the function of surveillance. In order to perform this herculean task the centre will acquire computer and necessary tools and technologies. The centre will also promote the concept of basic strategies of DPEP e.g. universal access, enhanced enrolment, reduction in drop-out rate and quality education. These will be achieved through various environment building activities, such as campaigning and awareness programme, Education Fair, Meeting/Seminar/Workshop, Film-shows/Theatre/Puppet shows, observation of Mothers' day/Nature's Day etc. DPEP Cooch Behar strongly believes that only through these kinds of

sustaining convergence of efforts the goal of UEE can be achieved. A total sum of Rs. 351.59 lacs has been proposed to cover all kinds of recurring and non-recurring expenditure of BRCs/CRCs and DNCIMs, the essence of which should not merely to communicate the people but to convince them on the profile, status and projection of education of the area and that of the district.

#### **Item No. 26 : Innovative Survey & Study**

DPEP parameters made a room for innovative survey & study to be conducted by each Dist. In our plan it has been proposed to make studies and surveys on various aspects of pry. education. The main areas of which will be studies on access/enrolment, retentivity and quality of education, teaching-learning situation of the schools, interaction of community and teachers etc. Different kinds of measurements such as IQ, psychometric analysis, subject-wise performance of students etc. will be undertaken. Independent Investigators/animations, officers, management functionaries. PTTI lecturers, Primary/Secondary teachers, Resource Persons may be engaged for such studies. Details of modalities will be finalised in due course in consultation with WBDPEP authorities and WB Board of Primary Education particularly in respect of selecting the subject and prioritising the activities.

#### **Item No. 27 : Vehicle-Transportation Cost**

It is presumed that to implement the DPEP successfully a large no. of people will have to move to different locations for supervising the works/programmes and to monitor and co-ordinate for this purpose more than one vehicle may be required for some days. However, for the sake of convenience it is calculated that, on an average 20 days in a month, a vehicle will be used. A budget for Rs. 8.4 lacs has been proposed for the purpose.

**ADMINISTRATIVE COST 6%**

**District : Cooch Behar**

Rs. in Lakhs

Sl. No.	Description	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>	Y <sub>6</sub>	Y <sub>7</sub>	Total
1.	Salaries/wages to officers, stfs. in various level	4.00	17.50	18.50	19.50	20.50	21.50	22.50	124.00
2.	Transportation Charges	1.20	1.20	1.20	1.20	1.20	1.20	1.20	8.40
3.	Telephone, Fax etc.	0.50	0.60	0.60	0.70	0.70	0.70	0.70	4.50
4.	Furniture equipments for various office	1.00	1.40	0.24	—	—	—	—	2.64
5.	Security	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.70
6.	Electric-Water Charges	0.50	0.50	0.50	0.50	0.50	0.50	0.50	3.50
7.	Rent of various offices	0.55	0.55	0.40	0.40	0.40	0.50	0.50	3.30
8.	Stationary, Postage, contingencies etc.	1.00	1.00	1.00	1.00	1.00	1.00	1.00	7.00
9.	TA, DA to staff of various office	5.00	5.00	5.00	5.00	5.00	5.00	5.00	35.00
10.	(a) consultancy	1.00	1.00	1.00	1.00	1.00	1.00	1.00	5.00
	(b) Misc	0.15	0.45	0.46	0.20	0.20	0.25	0.25	1.96
									198.00

**DETAILED BREAK-UPS ON BUDGET (6%)**  
**DETAILS OF ITEM NO. 1**

**A. Appointment of Staff & Wages for District Office**

1.	Officer on special duty—				
	(a) Academic & Administration	3 posts			
	(b) Civil Works	@ Rs.	Rs.	12,000.00	
	(c) Finance	4,000/- p.m.			
2.	U.D.C 2-Post @ 2000/-		Rs.	4,000.00	
3.	LD Typist 1-Post @ 15,00/-		Rs.	1,500.00	
4.	'D' group 2 Posts @ 1,000/-		Rs.	2,000.00	
5.	Part time Steno/Typist/Sweeper Night-guard etc.		Rs.	1,500.00	
6.	DNCIMS		Rs.	11,000.00	
			Rs.	32,000 p.m.	
				x 12	
			Rs.	3,84,000 p.a.	

**B. Staff of BRC Office**

1.	Caretaker D group				
2.	Part time (Phy/Music/Craft) @ 300x3		Rs.	900.00	
3.	Misc		Rs.	200.00	
	x 12 BRC		Rs.	2,000.00 p.m.	
	x 12 months		Rs.	24,000.00 p.m.	
			Rs.	2,88,000.0 p.a.	

**C. Staff for CRC**

1.	Caretaker 'D' group				
2.	Misc.		Rs.	100.00	
	x 128 CRC		Rs.	700.00	
	x 12 months		Rs.	89,600.00 p.m.	
			Rs.	10,75,200.00 p.a.	

**Total of A + B + C**

A	—				
				3,84,000.00	
B	—			2,88,000.00	
C	—			10,75,200.00	
			Rs.	17,47,200.00	
				<b>Say Rs. 17.5 lakhs</b>	

## DETAILS OF ITEM NO. 2

### Transport Charges

1. No. of Vehicles to be hired 1
2. No. of days to be used 20
3. Hiring charges @ Rs. 500/- per day including Fuel
4. Monthly expenditure @ Rs. 10,000=00
- Yearly expenditure @ Rs. 1,20,000=00
- Total expenditure in 5 years  $1,20 \times 5 = 6.00$  Lakhs.

## DETAILS OF ITEM NO. 4

### FURNITURE & EQUIPMENT

#### A. For Head Quarters

- |                                     |                  |
|-------------------------------------|------------------|
| 1. Almirah—10 No. @ Rs. 5000/-      | 50,000=00        |
| 2. Table—10 No. @ Rs. 2000/-        | 20,000=00        |
| 3. Chair—20 No. @ Rs. 500/-         | 10,000=00        |
| 4. Type Writer—1 No. @ Rs. 10,000/- | 10,000=00        |
| 5. Furnishing                       | <u>10,000=00</u> |
|                                     | Rs. 1,00,000=00  |

#### B. For BRC Offices

Furniture worth of Rs. 3,000 for each BRC Office  
Total Expenditure of Rs. 3000/- x 12 = Rs. 36,000=00

#### C. Furniture for CRC Offices

Furniture worth of Rs. 1,000/- for each CRC Office.  
Total expenditure  $136 \times 1000 =$  Rs. 1,28,000=00

#### Total of A + B + C

A—	1,30,000/-
B—	36,000/-
C—	1,28,000/-

Rs. 2,64,000/-



**COST ESTIMATE FOR INFRASTRUCTURAL FACILITY (CIVIL WORK)—24%**

**District : Cooch Behar**

Rs. in Lakh

140

Sl. No.	Description	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>	Y <sub>6</sub>	Y <sub>7</sub>	Total
1.	Construction of new school buildings @ nil for each school (150 schools)	—	—	50.00	60.00	80.00	60.00	50.00	300.00
2.	Addl. Rooms @ nil for each school (220 schools)	—	20.00	30.00	30.00	40.00	50.00	50.00	220.00
3.	Repairing of school building of different categories (A B C D) 280 units.	—	10.84	11.63	19.75	22.46	18.98	11.63	95.29
4.	Construction of BRC @ 2.50 lakh each (12 units)	30.00	—	—	—	—	—	—	30.00
5.	Construction of CRC @ 1 lakh each (128 CRCS)	40.00	88.00	—	—	—	—	—	128.00
6.	Survey, selection of site, circulation, training for construction	05.65	05.65	—	—	—	—	—	11.30
7.	Expenditure for supervising personal for supervision of construction works.	00.70	01.20	1.06	01.28	01.66	01.46	01.26	08.62
	<b>Total</b>	<b>76.35</b>	<b>125.69</b>	<b>92.69</b>	<b>111.03</b>	<b>144.12</b>	<b>130.44</b>	<b>112.89</b>	<b>793.21</b>

## COSTING SUMMARY TABLE

### Expenditure Accounts by Project Components (Rupees in lakh) Improve Quality and Access in Primary Education

Expenditure Account	Build State Institutional capacity	Build District institutional capacity	Improve retention	Inovense Access	Increase learning achievement	Total	Physical contengencies % Amount
<b>● INVESTMENT COSTS</b>							
Civil works			√	√		773.29	0.5
Furniture				√		56.20	
Equipments			√	√	√	39.77	
Vehicle (Awan)					√	5.00	
Books and Libraries		√	√		√	10.22	
Sports and Musical equipments			√		√	7.34	
Local consultants		√				7.00	100.0
Workshops and Seminars		√				6.20	5.0
Training costs		√				114.43	
Publication costs		√				7.00	
Awareness campaign expenses			√	√		103.22	10.0
Student amenities			√	√		85.30	
Survey and studies		√				18.30	10.0
Incentives & Scholarships			√	√		388.32	
<b>Total Investment Costs</b>						<b>1621.59</b>	<b>01.43</b>

Expenditure Account	Build State Institutional capacity	Build District institutional capacity	Improve retention	Inovense Access	Improve learning achievement	Total	Physical contingencies % Amount
<b>● Recurrent Costs</b>							
Salaries and wages		√	√	√	√	873.37	
Honoria to additional staff		√	√	√		96.28	
Consumables (Office expenses etc.)		√		√		59.48	
Teaching materials					√	24.80	
Contingency at Dist/BRC/CRC/school level including equipment operation and maintenance		√	√	√		595.48	
Vehicle operation and maintenance		√				21.00	
TA/DA to office staff and other personnel		√				35.00	
<b>Total Recurrent Costs</b>						1705.41	
<b>TOTAL BASELINE COSTS</b>						3327.00	
Physical Contingencies						30.00	
Price Contingencies						143.00	
<b>TOTAL PROJECT COSTS</b>						3500.00	

## EPILOGUE

All rivulets converge to form a river and so may happen while all tiny efforts are cascadingly converge to make a grand course of endeavours towards newer horizons. The Revised Plan in itself has not been here for mere depiction and interaction in between the target and allocation but beyond that it is an exercise of craftsmanship for designing newer movements and methodologies where allocation has been perceived as the means, not the end as such. Towards inducting new spirit of dynamism, a befitting management structure has been designed in all the levels starting from DNCIMS, BRCs and down to CRCs and VECs. All proposals emanated from the grassroot people's day-to-day experience particularly women participants' and stake holders' views and their visions have been assessed duly. While access, retention and teaching-learning environment have been emphasized with all solemnity, orientation, monitoring and surveillance of the functionaries and functions there have been meticulously projected and planned. All physical structures as proposed in this Revised plan have well been envisaged in presenting a placid aestheticity through its textural harmony and shall resultantly beget in the virgin imagination a reality of scholastic attainment. In converging the efforts of capables from every nook and corner of district, our focus here is the ability of rural mass, the women, the sons of the soil endowed with rich cultural heritage and on the organisations committed for the sake of educational upliftment with philanthropic fervour. A paradigm shown in the plan is innovative and suggestive of breeding a resilient management system – elastic and specific at the same time, divergent and convergent within the same ambit.

On the textual aspect we are envisaging for a participatory approach, springing from top, endowed with micro-variation and subsequently streamlined for framing a resilient text for all children throughout the district.

However, our resultant output as we envisage is being presented here in the following lines :

- (i) Increase in enrolment upto ninety five per cent.
- (ii) Sustenance of retention above ninety percent.
- (iii) Reduction of gender differences.

- (iv) Dwindling down of group and community differences and discrimination to an imperceptible extent.
- (v) Accommodation for all children expected to come to school.
- (vi) Sustaining and propelling quality upgradation of teaching-learning environment.
- (vii) Establishing an organic relationship among the forces working together towards the goal of achieving UEE.
- (viii) Creation of better infrastructural facilities for students with lavatories and safe drinking water.
- (ix) Developing effective surveillance system at different levels.
- (x) Developing ideal model and methodology for elementary education.
- (xi) Immense data base for planning & programming.

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ANNEXURE

## NFE INTERVENTION IN ACCELERATING AND SUSTAINING UEE IN COOCH BEHAR

The Present situation; The district Coochbehar had a time honoured past of TLC experience which, again, created a high demand for formal education.

NFE has been envisaged by DPEP Coochbehar as to be an alternative to formal schooling to be endowed with much higher and better capacity to cater to the 9+ to 14+ age groups (comprising about 67561 illiterate as per 1991 Census), again may be engaged in family farming, tea-stall or home occupation or sibling care activities, while textual content remaining the same both for formal as well as Non-formal system, the pertinent issues for NFE should be

- (i) Methodologies
- (ii) Duration and chronology
- (iii) Approach and attitude
- (iv) Community support
- (v) Highly specialised orientation and Training with modified training module.

NFE System has to be developed phase wise (taking 1996-97 Programme as the Pilot ones) and would be subsequently spread all over the district.

### 1. Total No. of centres to be started.

10 centres from 6 blocks having highest level of dropout in order viz. Mekhligunj, Haldibari, Mathabhanga, Coochbehar, Dinhata-II.

Total No. of Centres : 60

One Instructor/Centre : 60 Instructors

A	(a) Honorarium : Rs. 250.00 per month For 6 operating months in 1996 Total recurring cost $60 \times 250 \times 6$	= Rs. 90,000.00
	(b) Cost of Orientation and Training. 15 days training and orientation Programme Total cost $60 \times 15 \times 50$	= Rs. 45,000.00
	(c) Training of key persons : No. of K. P. s 20 and duration 15 days. Total cost $20 \times 15 \times 50$	= Rs. 15,000.00
	(d) Training of Resource person No. of RP = 25 with 10 days duration $25 \times 10 \times 50$	= Rs. 12,500.00

## ANNEXURE-I/2

Key persons and resource persons will be selected, trained and developed with a view to developing of proper training & teachings, teaching module & technique. The KPS & RPS will subsequently impart training to the NFE instructors (Volunteers) and Activists.

2 Key persons & 2 Resource persons will be deployed for each block.

(e) NFE, Supervisors

1st year 6  $\frac{\text{Honorarium}}{\text{Supervisors}}$   
@ Rs. 1,000/Month (fixed)  $6 \times 1000 \times 6 = \text{Rs. } 36,000.00$

(f) Contingency

@ Rs. 1,000 per centre/yr.  $60 \times 1000 = \text{Rs. } 60,000.00$

Total of a + b + c + d + e + f = Rs. 2,58,500.00

### **Cost of preparatory and Promotional Activities.**

#### **Unit Cost of Campaign**

(a) Printing of Posters (90 cms x 45 cms)

Multicolour Rs. 5/piece 1000 pcs. = Rs. 5,000.00

Agencies DNCIMS/COB/DIET

(b) Street drama Rs. 100/production

10 Production/block.

$100 \times 10 \times 6 = \text{Rs. } 6000.00$

(c) AV materials to be supplied by DNCIMS

(d) Contingency for each meeting = Rs. 500  
(Paper, refreshment etc.)

= Rs. 10,000.00

(iii) Total cost of contingency during preparatory stage = Rs. 10,000.00

(e) Total Expenditure on preparatory stage.

a + b + c + d + e = Rs. 21,000.00



## A W P for NFE/Alternative School System

Activity	Physical Unit	Duration
A. Sensitisation Programme	4 per block $6 \times 4 = 24$	March, May
i) Campaign		
ii) Postering		
iii) AV presentation		
iv) Street drama		
B. Participatory Meeting	6	
C. Selection of NFE Instructors	6	May-June
D. Selection of NFE centres	One meeting	June
E. Training & Workshops Module development	One for each block of 10 days duration	July
F. Refinement & Finalisation	One for each block of 5 days duration	July-Aug.
G. Operationalisation		Sept. onwards.
H. Evaluation	2 for each block (pre & post)	Dec.

ANNUAL WORK PLAN FOR Y<sub>1</sub>

## Component/Activity NFE Intervention/Alternative Schooling

Problem	Strategy	Specific Activities	Agency	Time period	Progress indicator
1. High rate of dropout i.e. more than 60%	1. Opening of NFE centres	1. Sensitisation and mobilisation programme at organisational and grass root level.	1. DPO	Y-1	(1) NFE starts functioning
2. High degree of farm and family occupational engagement.	2. Development of flexible and encompassing curriculum	2. Selection of NFE functionaries	2. District TLC functionaries	(a) M <sub>1</sub> to M <sub>6</sub> Preparatory phase (selection of centres, identification of Instructors/Supervisor	2. NFE get sustained
3. Large size of illiterate 9+ to 14+ yr age group (about 65,000)	3. Building up of mass support.	3. Selection of NFE centres.	3. B S P S	Development of modules, training etc)	3. Pilot centres get escalated to a model
4. Non functional and non-existing NFE or alternative Schooling.	4. Non-formalisation of formal schooling.	4. Opening of 20 centres in each Block i.e. 240 Centres within Y <sub>3</sub>	4. Panchayat	(b) Opening of 60 centres (10 each in 6 blocks).	4. For each centre at least 15 to 30 candidates sustain
5. Inflexible School timing	5. Evolving sustainable system to run the Programme	5. Inducting 240 comitted volunteers to run the centres.	5. NGOS and VOS		
6. Family and community reluctance in favour of schooling.	6. Constant monitoring and appraisal.	6. Engaging supervisors. Target based and performance based honoraria Evolving congenial linkage with other organs. Total Budget for Y <sub>1</sub> Rs. 26.47 lakh.	6. Supervisions		
7. Unique geo-climatological character of the district			7. VEC		

ANNUAL WORK PLAN FOR Y<sub>1</sub>

## Component/Activity : Equipping DNCIMS/BRCS/CRCs with Physical Components and proposed activities

Problem	Strategy	Specific Activity	Agency Responsible	Time period	Progress Indicator
(i) Non-existence of District Level Organ for Collecting, analysing and furnishing data-base for programming, Planning in Primary/Education (ii) Non-existence of DIET and MIS (iii) Lack of feed back mechanism. (iv) Absence of Documentation Centre (v) Lack of Non-scholastic and supportive activities. (vi) Lack of Innovative activities supporting Formal system.	(i) Establishment of District nodal centre for Information, Monitoring and study. (DNICMS) (ii) Furnishing two way information traffic in between District and SCERT, District & NCERT District-SCERT-NCERT (iii) Provision of Innovative system for enchanting children as well as community Viz. Education fair; Education Archive; Eco-Museum; Mothers' Day; Area Heritage Day etc.	(i) Operationalise DNCIMS, BRC & CRC (ii) To Develop BRC, CRC through (a) conceptual development viz. participatory meeting, workshops, focus Group discussion, women participation, Brain storming (b) Providing physical equipment to BRC & CRC; (c) Transform the structure into a block and Panchayet level organ.  For Y <sub>1</sub> (a) Purchase of Physical goods Rs. 13.00 lakh  (b) Recurring cost for activities Rs. 15.98 lakh  Total budget Rs. 28.98 lakh	DPO, Panchayat, VEC NGOS/VOS	For Y <sub>1</sub>  (i) Purchase of Physical goods for DNCIMS during M <sub>10</sub> — M <sub>12</sub>  (iv) Purchase of physical goods for BRC CRCS during M <sub>10</sub> — M <sub>12</sub>  (iii) Operationalise DNCIMS, BRC & CRC in the M <sub>11</sub> — M <sub>12</sub>	(i) Better monitoring (ii) Lesser Drop outs (iii) Higher retention over preceding years (iv) More People's participation (vi) NER increases substantially (vii) Activity centre gets escalated.

ANNUAL WORK PLAN FOR Y<sub>1</sub>

## Component Activity : Survey and Study

Problem	Strategy	Specific Activity	Agency Responsible	Time period	Progress Indicators
<p>1. Fragile Data base for Developing plan</p> <p>2. Lack of analysed situation</p> <p>3. Lack of feed back</p> <p>4. Lack of Problem identification and assessment</p> <p>5. No appraisal on existing linkage and interfaces.</p> <p>6. Lack of specific and concrete information on enrolment, retention and quality.</p> <p>7. Lack of objectivity in observation.</p>	<p>1. Well designed study and survey</p> <p>1. convergence of expertise from expertise from resource institutions.</p>	<p>1. Selection of items/issues.</p> <p>2. Bench Mark and pilot survey</p> <p>3. Diagnostic field survey.</p> <p>4. Field study, Collection of Data, Analysis of data, Presentation of inference.</p> <p>5. Evolving a n d administering of tools.</p> <p>6. Evolving alternative options.</p> <p>Cost Y<sub>1</sub> — Rs. 6.65 lakh</p>	<p>1. DNCIMS</p> <p>2. DIET</p> <p>3. BCKV</p> <p>4. NCERT</p> <p>5. SCERT</p> <p>6. Dist. Planning Team.</p>	<p>Year 1</p> <p>(i) Issues identified within M<sub>3</sub>.</p> <p>(ii) Preperation of questionnaire during M<sub>4</sub></p> <p>(ii) Survey in the later part of the year</p> <p>(iv) Data analysis by the end of M<sub>11</sub></p>	<p>1. Publis hed reports</p> <p>2. Produc tion of Bulletin</p> <p>3. Availab ility of data base</p> <p>4. Higher recorded progress</p> <p>5. Positive indicators evolved</p> <p>6. Proper a n d adequate steering and less error.</p>

ANNUAL WORK PLAN FOR Y<sub>1</sub>

## Component : Purchase/Hiring of Vehicle

Problem	Strategy	Specific Activity	Agency Responsible	Time period	Progress Indicators
1. Weak and inconsistent linkage 2. Less frequent school visit & inspection 3. Loss of time 4. Inadequate interfaces	Hiring of vehicle with driver including fuel	1. Evolving proper terms and conditions 2. Inviting quotation/tender 3. Selection of contractor 4. Signing contract 5. Induction of vehicle 6. Cost — Rs. 3.0 lakh/year.	DPO	Year-1 (i) Selection of vehicle after observing necessary formalities during M <sub>1</sub> —M <sub>2</sub> (ii) Induction of vehicle during M <sub>2</sub>	1. Better timeliness 2. Wider interaction 3. Better monitoring and feed back 4. Forging linkage and interfaces.





ACTIVITY SCHEDULE FOR Y<sub>1</sub>

## Sub Component/Strategy : Formation &amp; Operationalisation of B.R.C/CRC/VEC

Strategy	Activity	Implementing Agency	M <sub>1</sub>	M <sub>2</sub>	M <sub>3</sub>	M <sub>4</sub>	M <sub>5</sub>	M <sub>6</sub>	M <sub>7</sub>	M <sub>8</sub>	M <sub>9</sub>	M <sub>10</sub>	M <sub>11</sub>	M <sub>12</sub>
1. To Evolve & Sustain Institutional Support Through BRC/CRC/VEC	Step-I (i) Sensitisation & Attitude Building	DPEP Panchayets												
	(ii) Participatory meeting		←—————→											
2. Decentralised Planning & Monitoring	(iii) Selection of sites and formation of different Bodies.													
	(iv) Identification of Supervisors													
3. Grass Root Participation	Step-II (i) formation of Taskforce	Panchayet DPEP												
	(ii) Completion of civil works	Inspecting Staff				←—————→								
	Step-III (i) Procurement of Physical goods equipments	DPEP BRC CRC									←—————→			
	(ii) Furnishing													
	Step-IV Operationalisation through orientation programmes.	DIET DPEP											←—————→	





ACTIVITY SCHEDULE FOR Y<sub>1</sub>

## Sub Component/Strategy NFE Intervention/Alternate Schooling

Strategy	Activity	Implementing Agency	M <sub>1</sub>	M <sub>2</sub>	M <sub>3</sub>	M <sub>4</sub>	M <sub>5</sub>	M <sub>6</sub>	M <sub>7</sub>	M <sub>8</sub>	M <sub>9</sub>	M <sub>10</sub>	M <sub>11</sub>	M <sub>12</sub>	
1. Rate of Drop out is (more than 60%) to be minimised 2. MILL to be imparted to 9. - 14. age group. 3. Operationalisation of NFE Centres or alternate Schooling 4. Flexible school timing & institutionalisation of the system 5. Building Family and community support. 6. Joyful alternative schooling to 9. - 14. age group	1. Building awareness about importance of NFE/Alternate Schooling among community	DPEP at different levels	←-----→												
	2. To motivate people in general and parents in particular to send their Dropped out boys/girls to alternate schooling system.	Panchayet VEC		←-----→											
	3. Build up mass support	NGO(S) VO(S)			←-----→										
	4. To develop flexible and encompassing curricula	SCERT DIET/PTTI		←-----→											
	5. Organising workshop to prepare hand books/Volunteer Instructors, Manual.	DPEP DIET/PTTI				←-----→									
	6. Printing of work Books & Manuals	DPEP								←-----→					
	7. Selection of Centres on Pilot Basis	Panchayet Samity								←-----→					
	8. Selection of volunteer Instructors	VEC									←-----→				
	9. Training of Instructors	DIET/PTTI											←-----→		
	10. Operationalisation of Centres	VEC/ Panchayet											←-----→		
	11. To evolve sustainable system to run the programme	DPEP Panchayet										←-----→			
	12. To Develop Constant monitoring and appraisal	VEC/ Panchayet											←-----→		



**ANNEXURE-IV/2**

Sl No	Name of the Item	Quantity	Method of Procurement (ICB/LCB/LS)	Estimated Cost (Rs. in Lakh)	Provision included in Annual Work Plan (Rs. in lakh)	Calendar of Procurement												
						Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	
VEHICLE																		
1	AV Van purchase	1 no.	Local Shopping	3.50	8.0					Inviting Quotation		Approval	Signing Contract			Supply		
2	Hiring of car for Office DNCIMS/BRC	2 No	Local Shopping	2.40	2.40	Identification of Contractor				Supply Signing Contract								
FURNITURE																		
1	Furniture for furnishing DPO's Office	-	"	1.00	1.00	Identification of Contractor				Signing Contract			Supply					
2	Furnishing of DNCIMS Office	-	"	0.90	1.00								Supply					

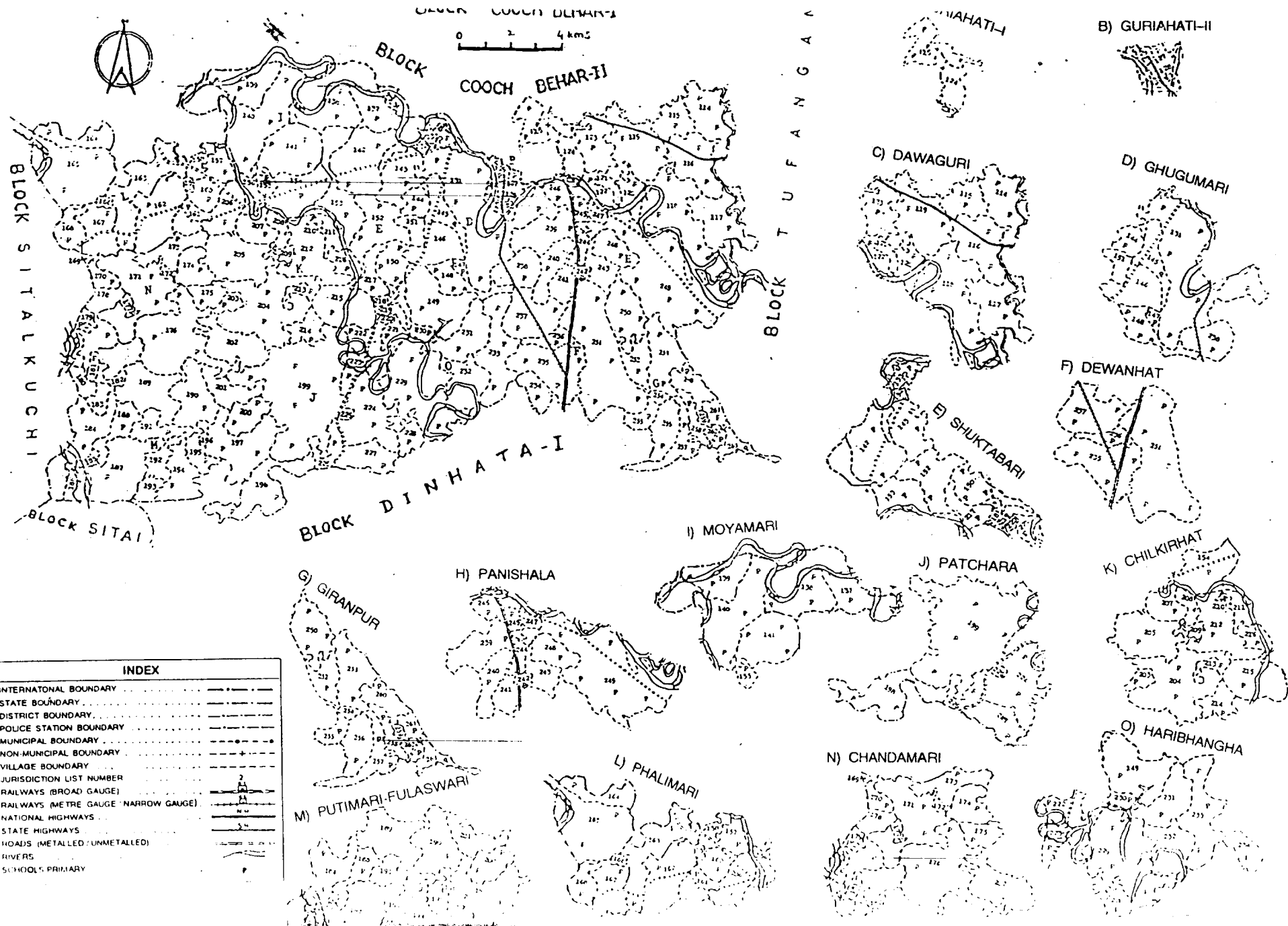
## CHRONOLOGICAL DOCUMENT OF PARTICIPATORY PLANNING PROCESS (DPEP)

Meeting Held (State chronologically)	Who Organised	Participants	Issues Discussed	Suggestions Accepted	Suggestions Rejected	Remarks (e.g. Commitment made by Community)
6.10.94	Sabhadhipati Zilla Parishad	G.P. Pradhans, Karmadhakshya (S) Siksha Sthayee Committee, D.L.C.C. Members, Chairpersons of Municipality, D.M., A.D.M.	Nature of Works to be undertaken before drafting of draft Plan Draft outline of the Plan Grassroot level involvement Schoolwise enumeration.	On selection of key persons & field surveyors Agreed on Beneficiaries Appraisal on Survey focussing peoples, views.	Supply of mid-day meal as emphasised by some people's representatives.	Pradhans and Sabhapatis opined that necessary land would be made available for setting up BRC/CRC Sensitization & participatory Programmes would be ensured by the attendance of broad sanction of people at village level. A.D.M. assured that necessary support for obtaining required Data through the NIC Net.
9.11.94	Chairman, D.L.C.C. (Sabhadhipati)	M.L.A., Z.P. Members, Sabhapatis Convenors, Women Representation of Panchayet Samiti's, SC/ST Officer, D.P.O., Primary Teachers' Organisation leadership, DPSC Members.	How may meetings to be held and at what level & venue of such meetings as well as the	G.P. Level meetings at the outset i.e. to be completed by Jan'95 Mothers to be invited at the village level meetings.	Appointment of more teachers in existing Primary School Setting up of more Schools in the district.	Selection of enumerators from G.P. level. Repairing of Roads connecting Schools. Ensuring posting of teachers in the Schools suffering shortage of teachers.
14.12.94 & 25.01.95	Chairman Core Committee (D.P.S.C.)	D.I./S(P), D.I./S(SE), all A.I./S, S.I./S	Collection of necessary data from concerned schools, Supervision of the enumerators collecting data, Convening Participatory meetings at G.P. level, Keeping Records of such meetings.	Proposal for provision of vehicles, supply of stationery; Ensuring meeting halls of nearby Secondary schools; sending letters to the Pradhans.	Provision of additional remuneration/for undertaking such works beyond office hours; Placing vehicle at the disposal of its Inspecting staff; Selecting of enumerators from among the suspecting staff.	Inclusion of Inspectors as R.P.S./K.P.S. in the orientation of teachers Suggestions Recommendation Inspecting staff to be incorporated in Draft Plan willing A.I./S, S.I./S be given chance for conducting Research/Innovative studies
03.11.94 to 30.11.94	Sabhipati's of Diff Panchayat Samities	Sabhapatis, P.S. Members, Pradhans, P.T.A. Representatives, N.G.O.(s), Govt. Offices Karmadhakshyas	Discussion on various aspects of D.P.E.P., improvement of school facilities, Proper utilisation of existing resources, attendance of teachers, shortage of classroom in some specified area.	Reinforcement of supervision/inspection of Primary Schools,, Attendance Committee vigorated, Holding of Parents meetings at school level, supply of Teaching Aids.	All Katchha School houses to be newly constructed; Provision of 4 rooms to each school; Provision of sitting arrangement in all schools,, Provision of a Physical Exam. Teacher.	Pradhans would see that dilapidated school houses constructed out of J.R.Y. Scheme in the current financial year at the priority basis. Flood affected/Storm affected school houses would be reconstructed, repaired by the Panchayet Samities.

## ANNEXURE-V/2

Meeting Held (State chronologically)	Who Organised	Participants	Issues Discussed	Suggestions Accepted	Suggestions Rejected	Remarks (e.g. Commitment made by Community)
01.12.94 to 28.02.95	Pradhan's of G.P. (S)	G.P. Members, S.I./S of respective circle, Head Teachers of Primary Schools within the G.P.S Gurdians, W o m e n Representatives, Vijayan Mancha functionaries, B.S.P.S. ( B a n g i y a Saksharata Prasar Samity), V.I.(S) of T.L.C.(S) Gram Sevaks, Chowkidar, Dafadars.	Aspects of Access, Retention; Nutritional problems of pupils, Provision of school uniform for enhancing enrolment, effective measures to undertake for the SC/ST girls students problems of natural barriers for increasing enrollment, -Regular & timely supply of Text Books.	Vigorous campaign to launch throughout the G.P. Level; more meetings to hold for developing awareness among the guardians; Separate meetings of teachers and guardians to be held at all school levels; local Panchayet will take initiative to sink tube-wells and construction of Urinals; Ensuring supply of N.T.B.(S) to ensure retention supply.	Mid-day meal programme; Supply of school uniforms to all pupils.	In addition to the supports given by Panchayets local people agreed to connect funds/materials for petty repair of school structure; Primary Teachers, organisation Leaders viewed to render all possible co-operation of their members to the improvement of teaching. Learning situation of schools, Panchayet agreed to oversee the affairs of their schools.

Meeting held	No of meeting held	Who organised	Participants	Issues Discussed	Suggestions Accepted	Suggestions Rejected	Remarks
1.4.95 to 30.6.95	23 (circle wise)	D.P.S.C. & D.I./S(P)	All Primary/Jr. Basic School Teachers working in the circle(s) S.I./S, P.T.A. Leadership, Local Panchayat members.	Role of School teachers on Universal emolument and universal retention, Community involvement, Qualitative improvement in teaching, Stress on competency based teaching and evaluation.	Teachers stressed on the need of having further orientation on method of teaching and Evaluation particularly in respect of untrained teachers, supply of text Books in time, Dearth in Supply of Evaluation materials, supply of effective teaching aids, training needed on the use of Science and mathematics kits supplied.	Supply of Evaluation materials, Teaching aids purchased and supplied from the State as per OBC Scheme cannot be replaced. Negative attitude of teachers as to improvement of quality teaching, Immediate replacement of multi-grade teaching method.	Teachers' Organisations suggested holding of workshops during vacations from their own platform(s) if DPSC provides key persons/R.P.(s) from their end.
2.5.95	1	Sabhapati P.S. & SC/ST Tribal Selfare Officer	Village Head men/opinion holders, Bodards & RAVA community members, Primary Teachers of the locality, Local Panchayat.	Focussing the ideas of Primary Edn. among the tribal people; universal enrollment of all children of school going age; importance of education of tribal pupils; location of schools in their neighbourhood, peculiar situation as to high number of Drop outs.	Timely supply of text Books, Incentive Scholarship and stipend to students of ST community; insuring posting of tribal teachers in the school; Indictment of female teachers; Easy communication of Learners with the Tribal dialect encouragement of folk dance in non-scholastic activities; construction of separate urinals for boys & girls.	Language of Text Books, Introduction of mid-day meals to children through DPEP	Local tribal artisans/craftsman will help in performing 'DOING PROJECTS' of school & train the teachers to prepare products with bamboo/cane/clay.
29.8.95		D.P.O.	Sabhadhipati, D.M., A.D.M., Chairman DPSC, Dist. Planning Team members, selected Sabhapatis, of Panchayat Samities, & Pradhans of G.P. (S), Teachers organisations, Women Organisers, N.G.O. V.O., T.L.C. Representative P.T.T.I. Lecturer	Importance of Log Frame Analyses in the light of Delhi work shop held in (16 - 20) May/95, Stake Holders' Analysis, Costing of Project	modification of Draft plan; Proper guide line for costing Better clarification on gender issues. Bengali Version of DPEP guide line be supplied to all the Sabhapatis.	Alternate Schooling System NFE not viable in the light of past experience; Doubts about the feasibility of ECCE programme. 50% Women Representation at all level(s) of DPEP.	To Constitute DPEP Committee at Panchayat level; To utilise Siksha Sthayce committee of P.S. level as DPEP TASK FORCE at Block level
8.9.95 and 9.9.95		Sabhapati Cooch Behar-II P.S. Pradhan Jamaladah G.P.	Women Panchayats, women P.S. Members, women Representative J.P. of the area, Women Organisers, Women Representatives of Primary Teachers' Associations, Women Leadership of students organisation(s) Women activists of T.L.C. Women N.G.O.(s) + V.O(S)	Women empowerment, In housing environment building; Problem of girl students Via avis high P.C. of drop outs; Low enrolment of girls in Primary schools; Guardians prefer engrug their girl child in house hold, affairs to sending them to schools; Sr. girls are engaged more and more in family occupation.	Inproportionate membership of Women in different bodies of DPEP; Attitude building activities on gender issues; Separate toilet in Primary schools; Supply of School uniforms be made universal to all girls; Appointment of more female Teachers; Review of Contents of gender based Text Books.	50% Mahilas to be indented in Planning Process; Executive Posts to be given to Women Representation	Women activists will play positive role in health and nutritional aspects among mothers. Women would participate family decision making aspects along with their male counter parts; Campaign to be lunched against early marriage. Women NG(S), VO(S) would strive to ensure more girls to enroll their names in schools.



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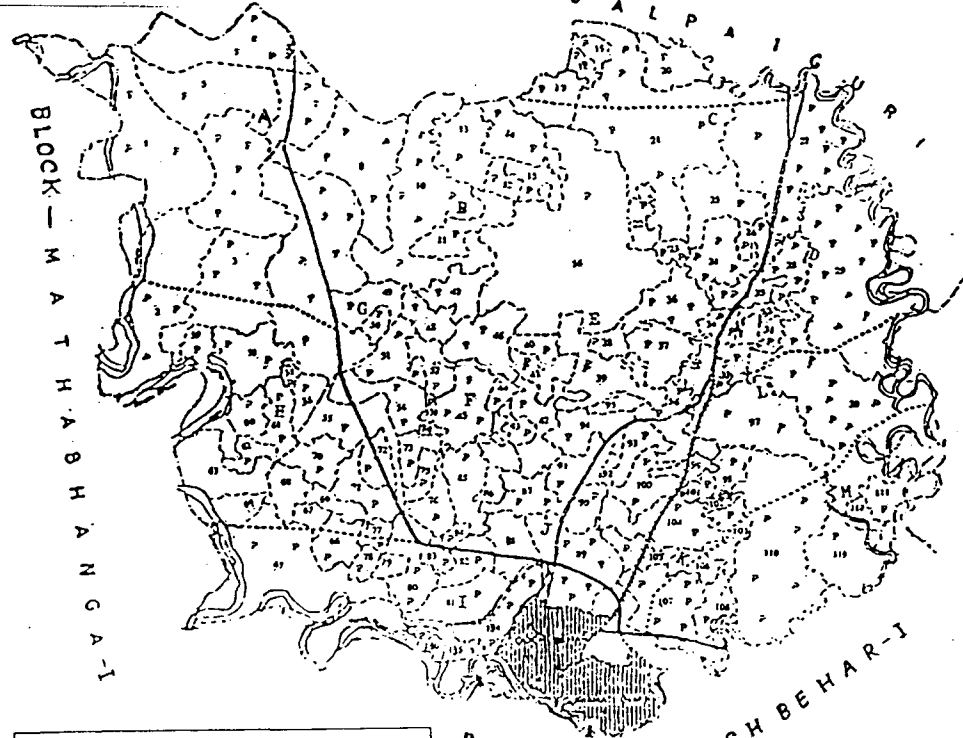


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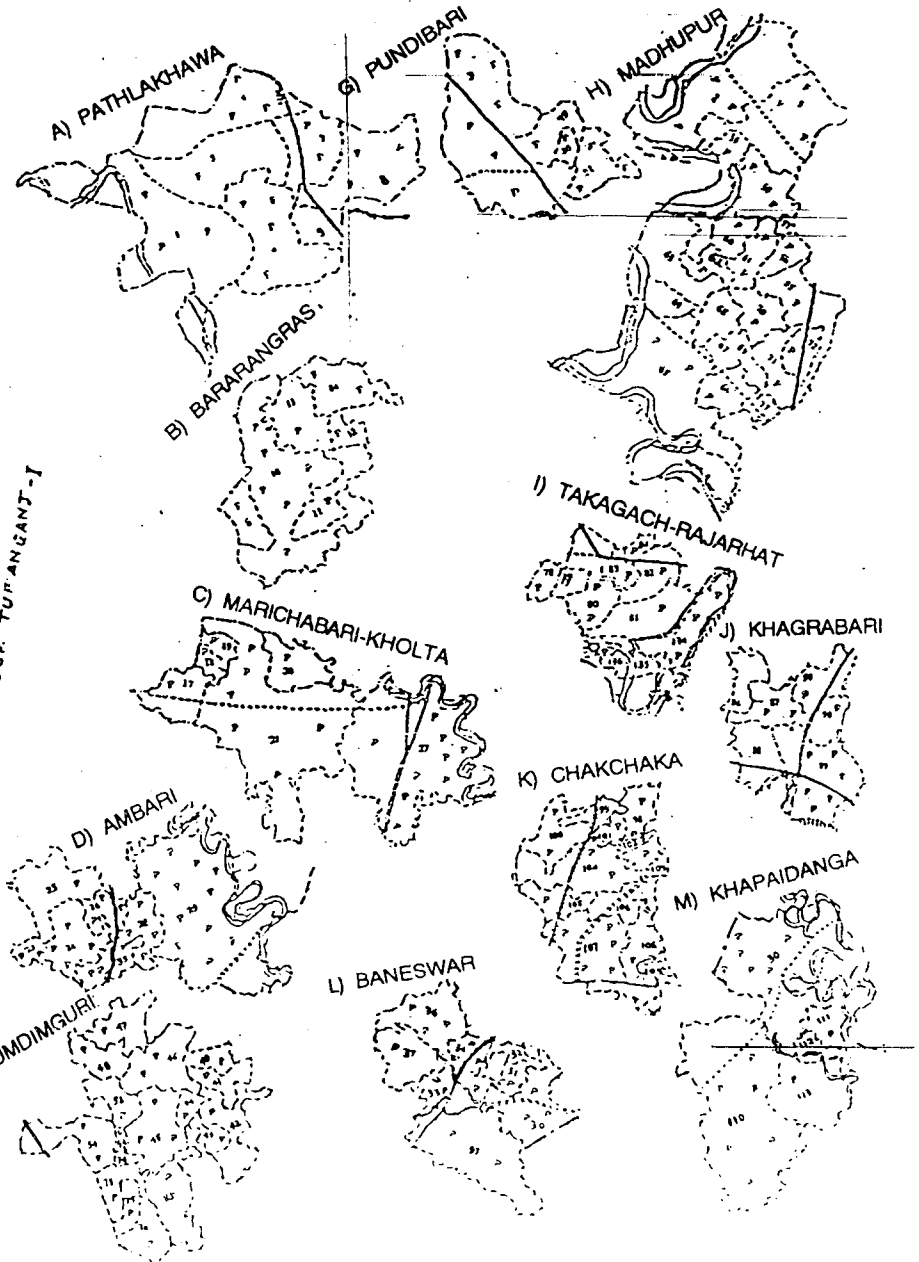


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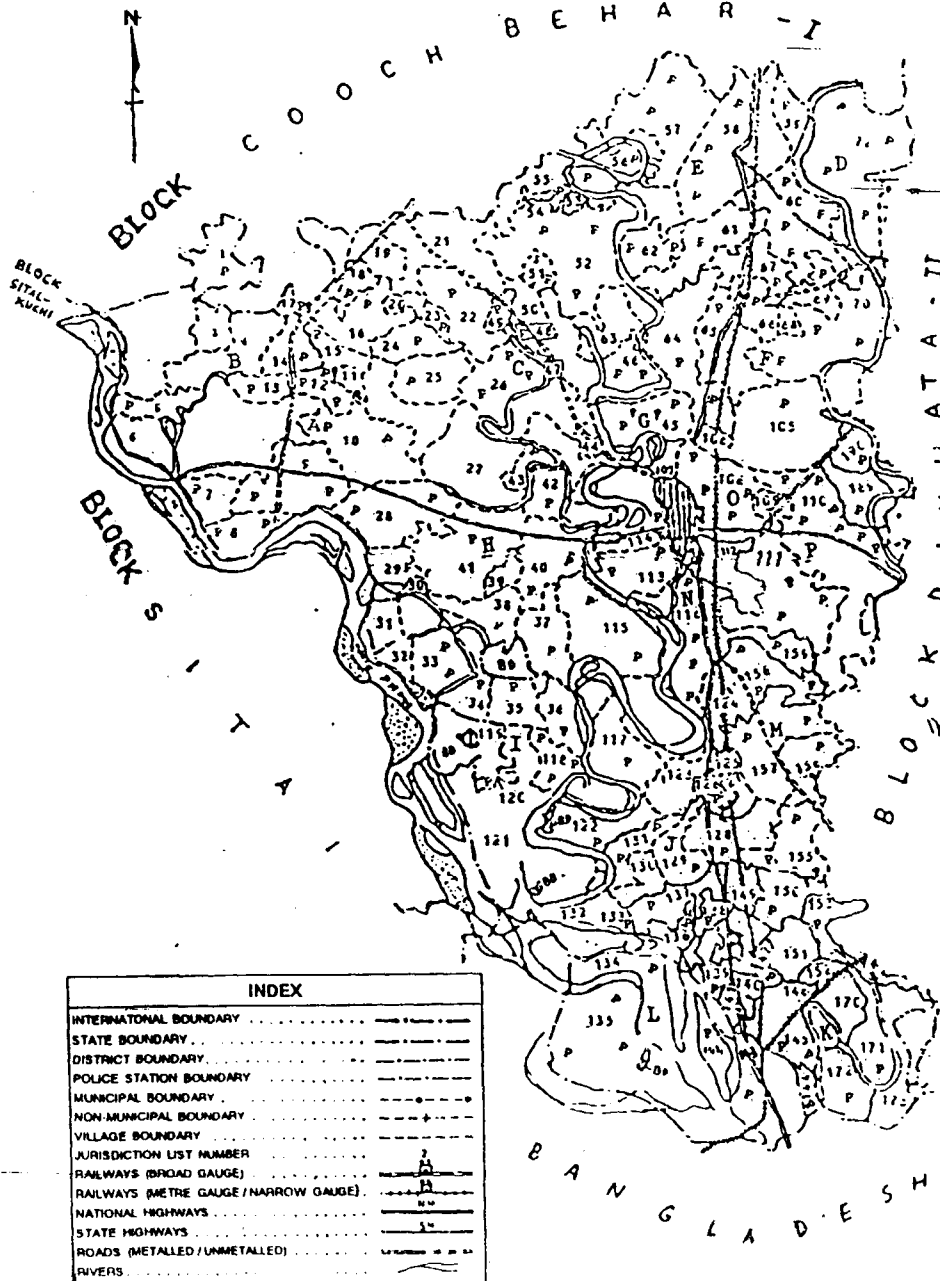
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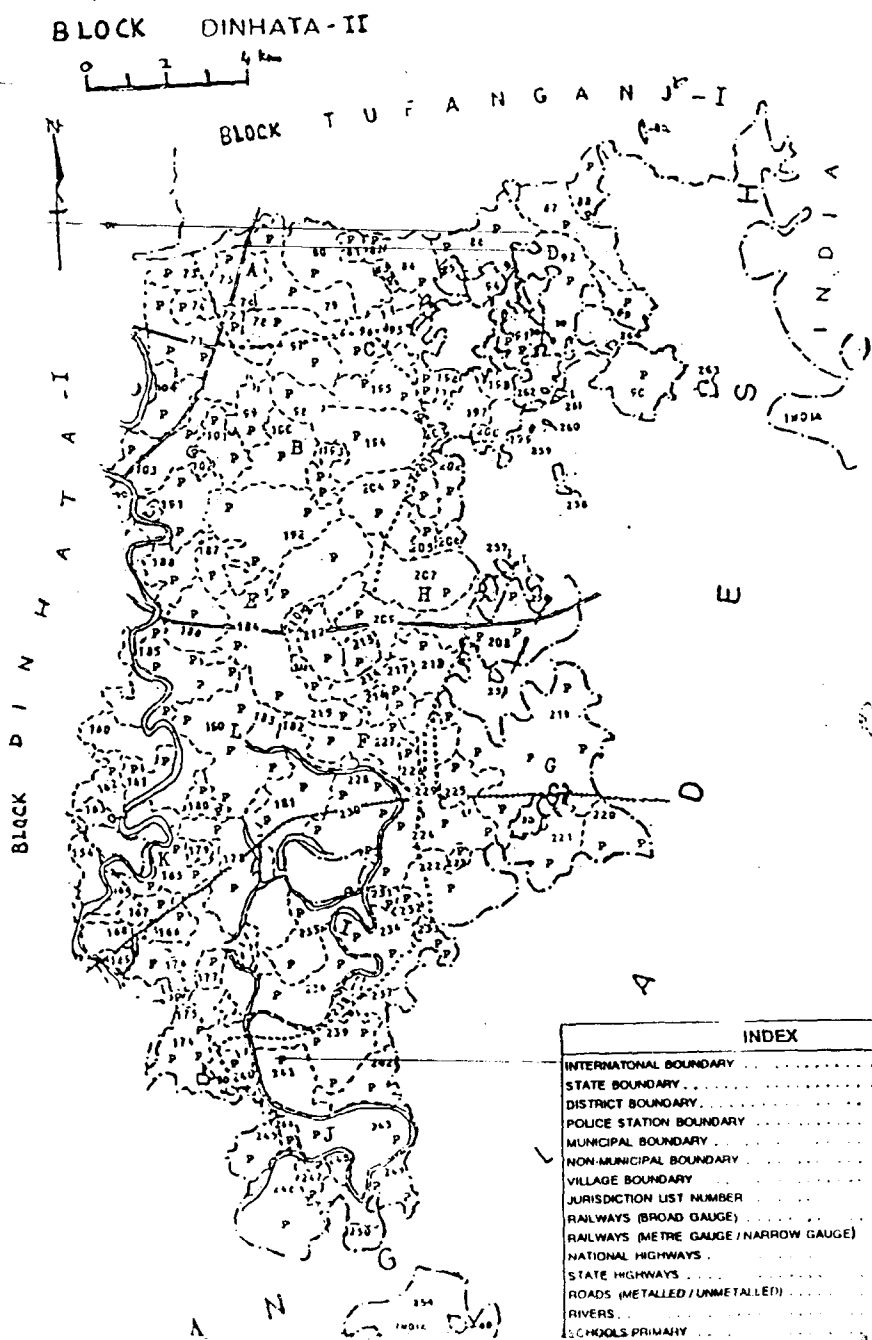
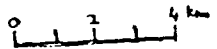
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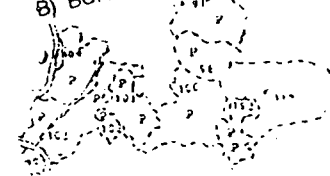
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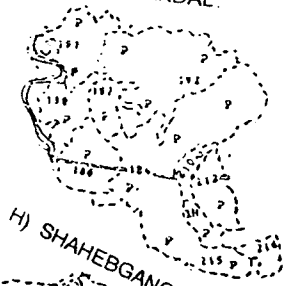
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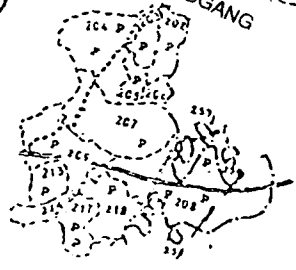
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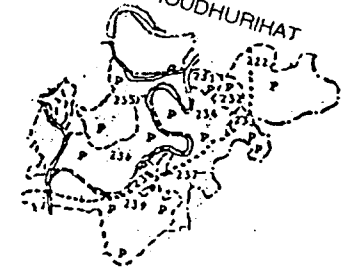
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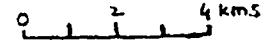
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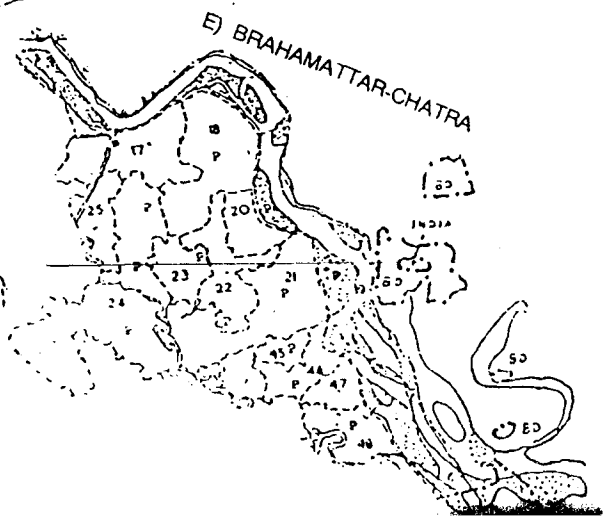
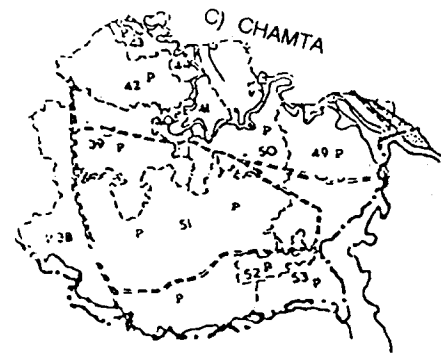
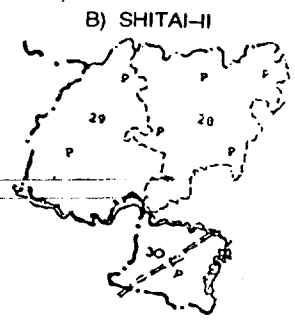
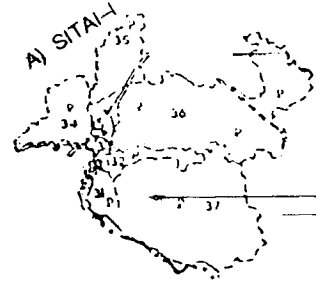
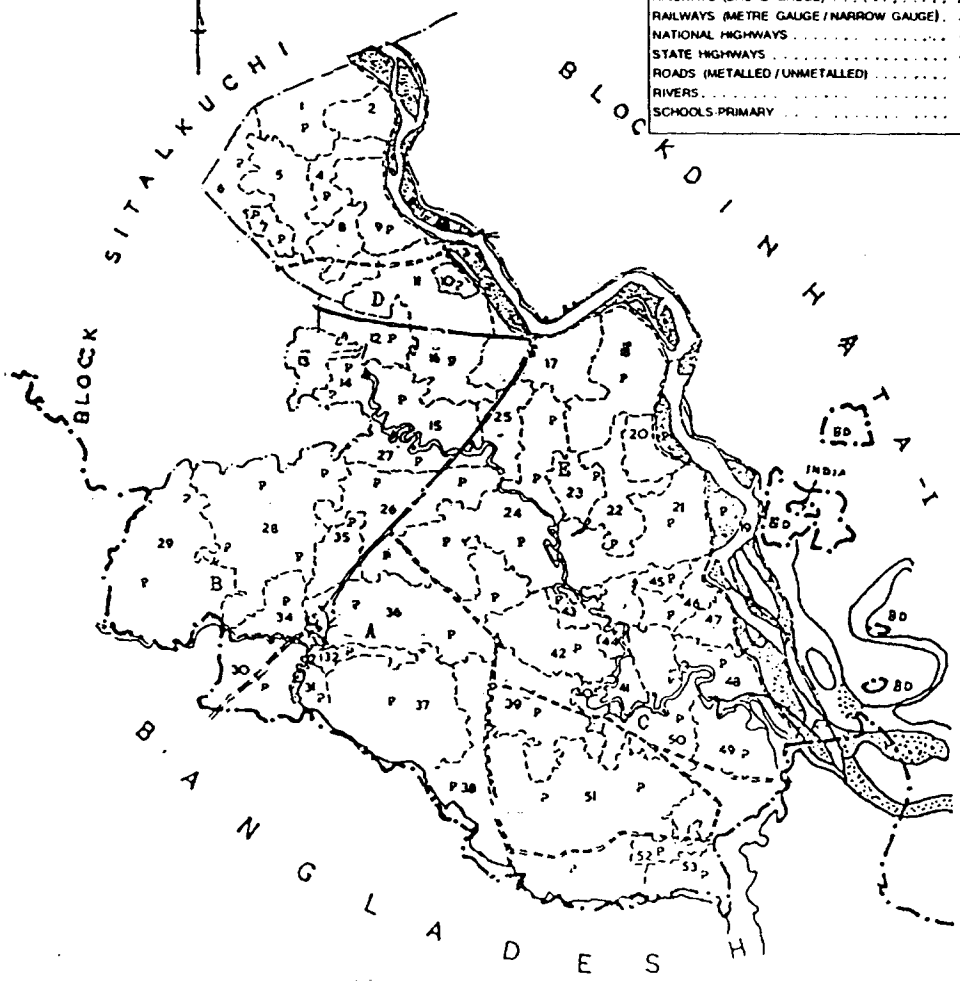
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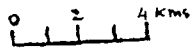
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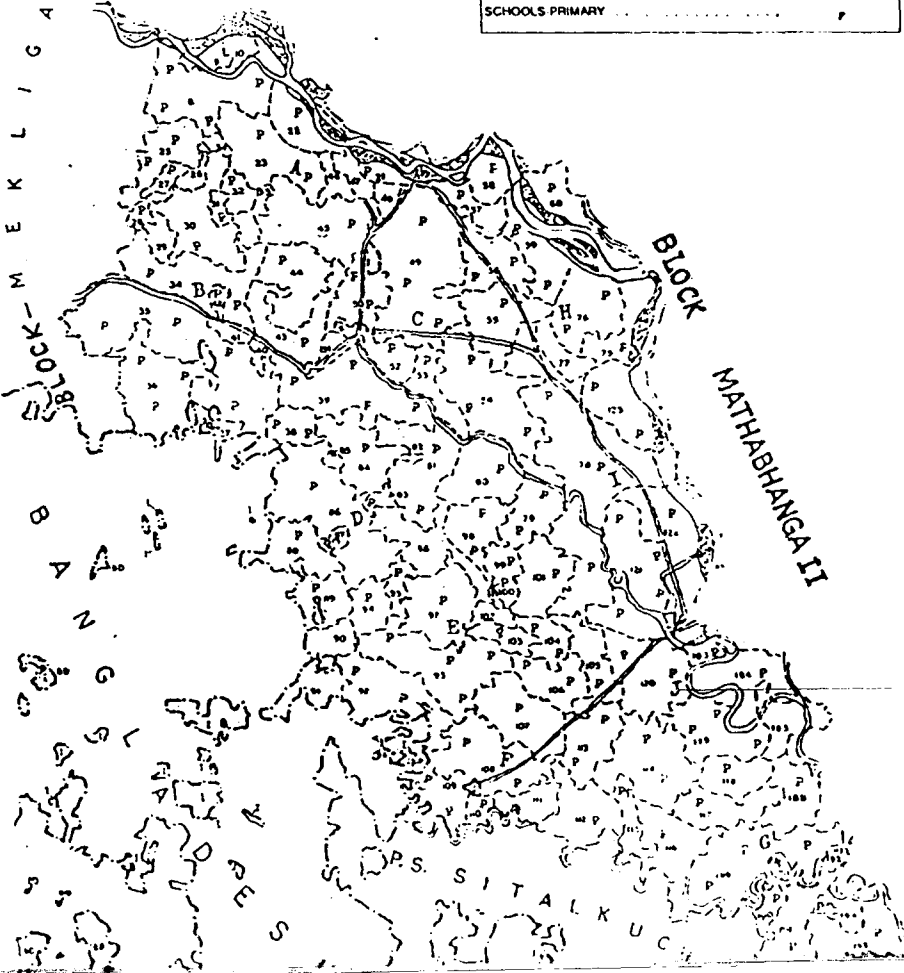
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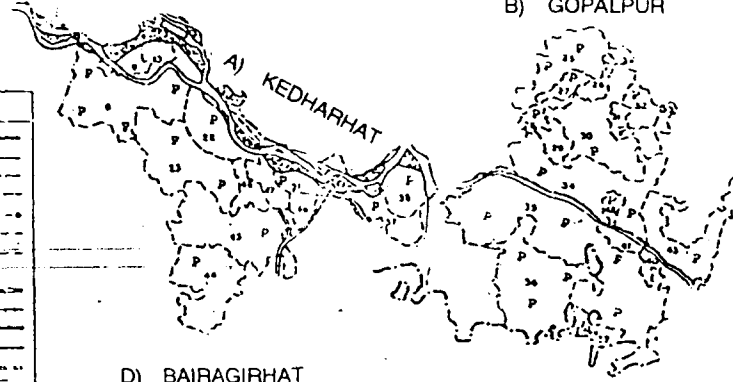
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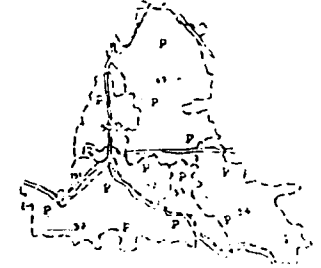
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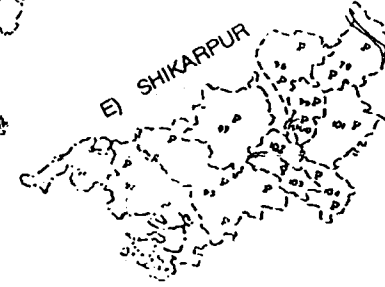
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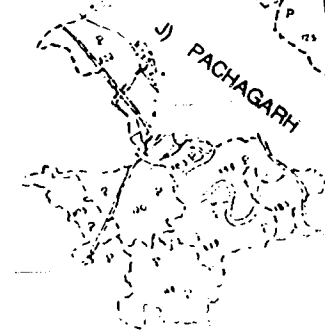
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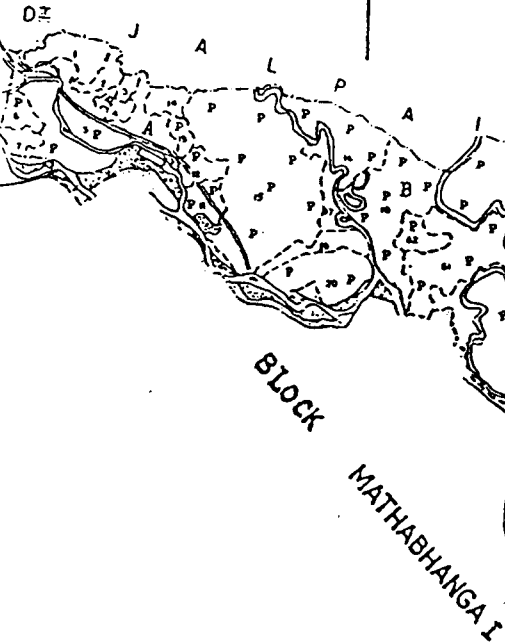
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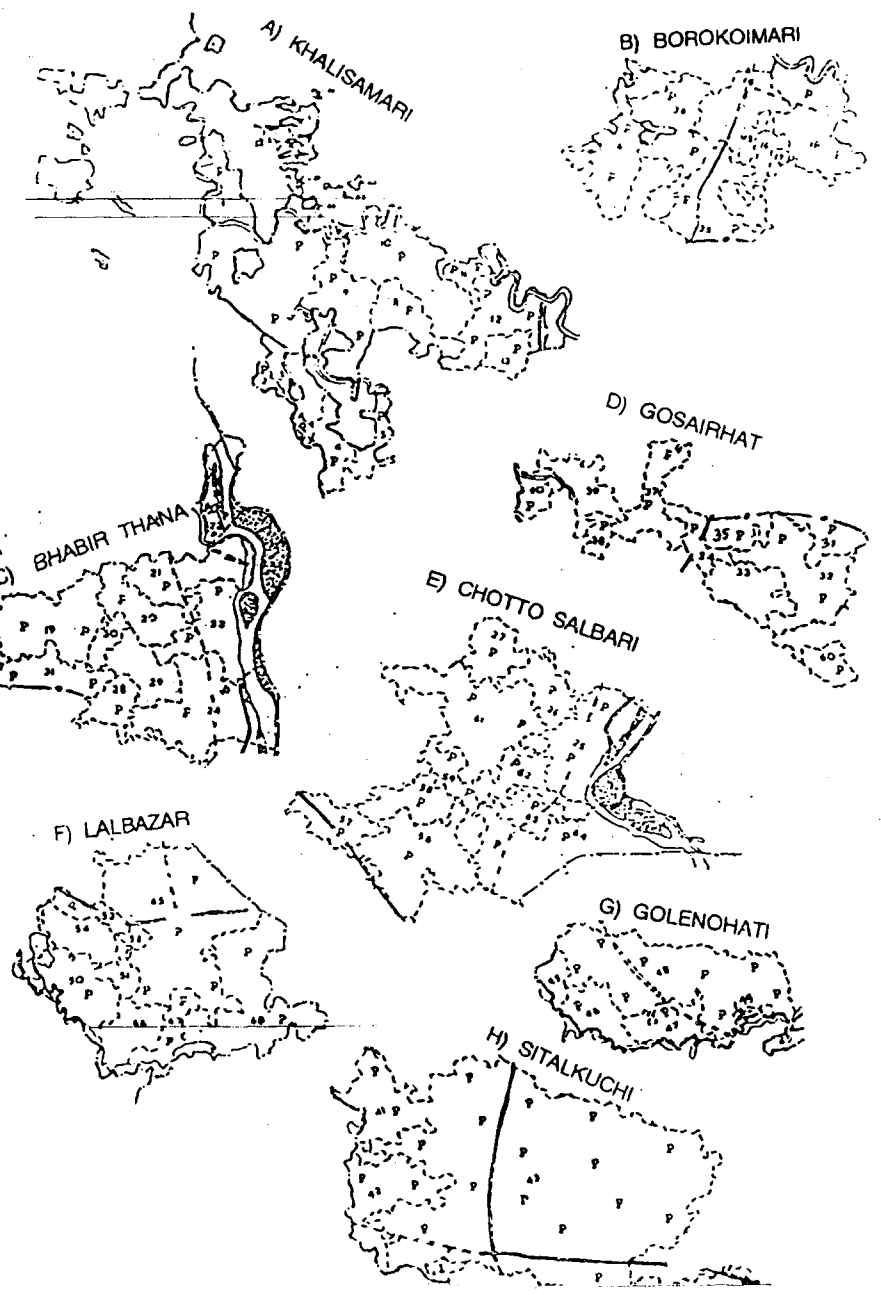
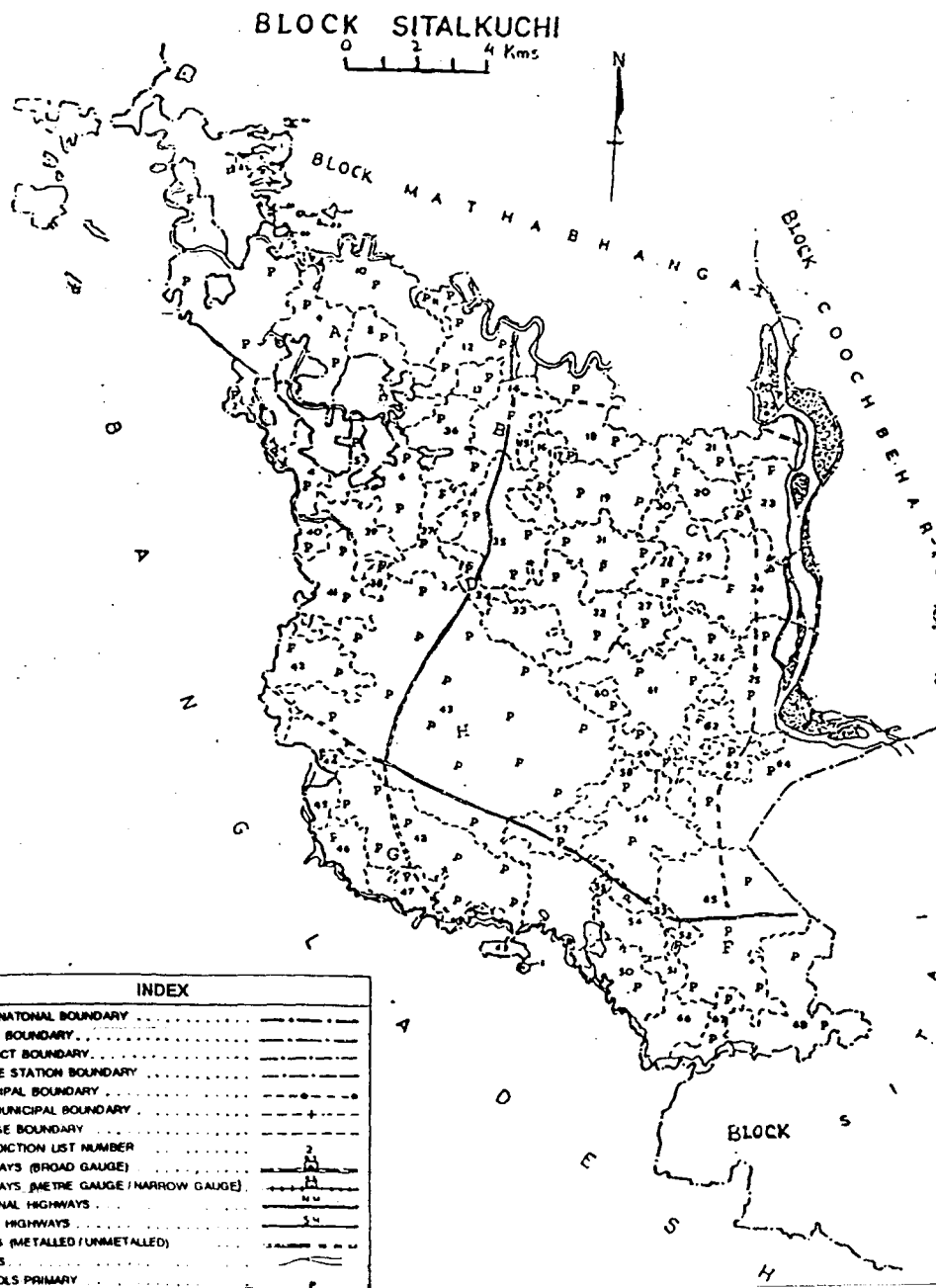
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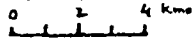


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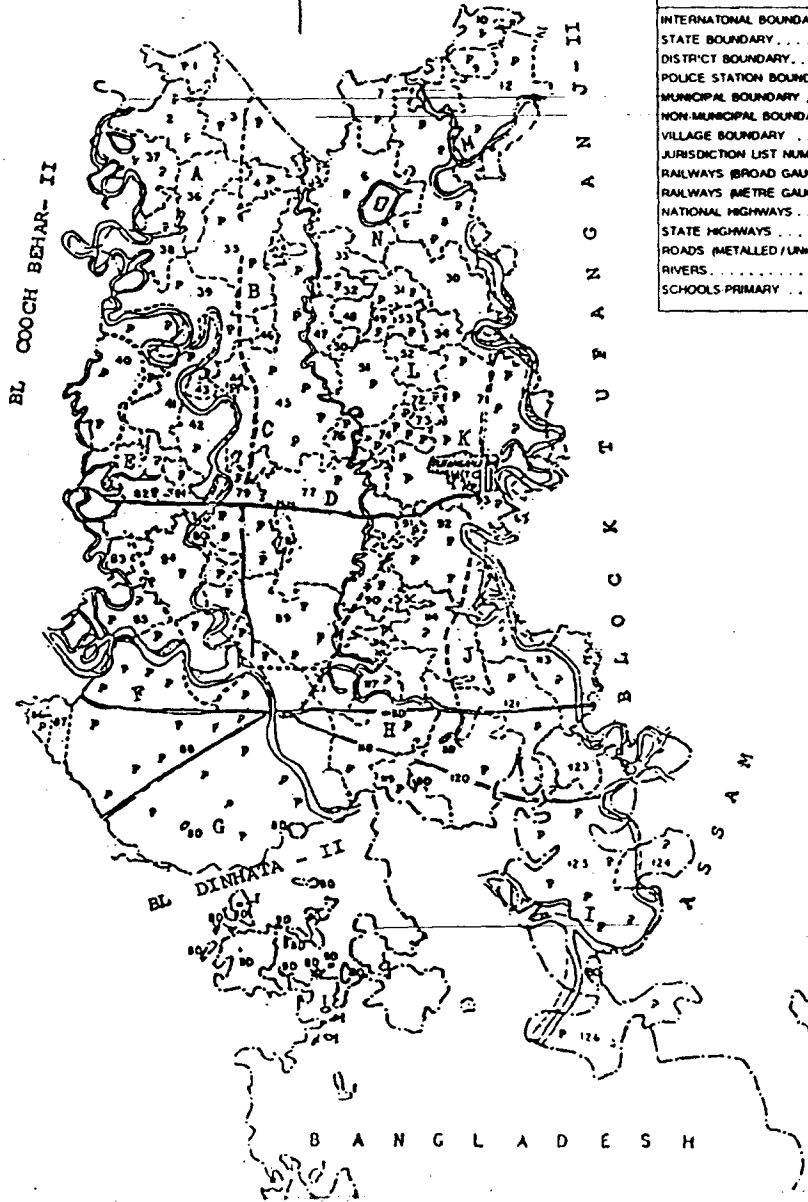


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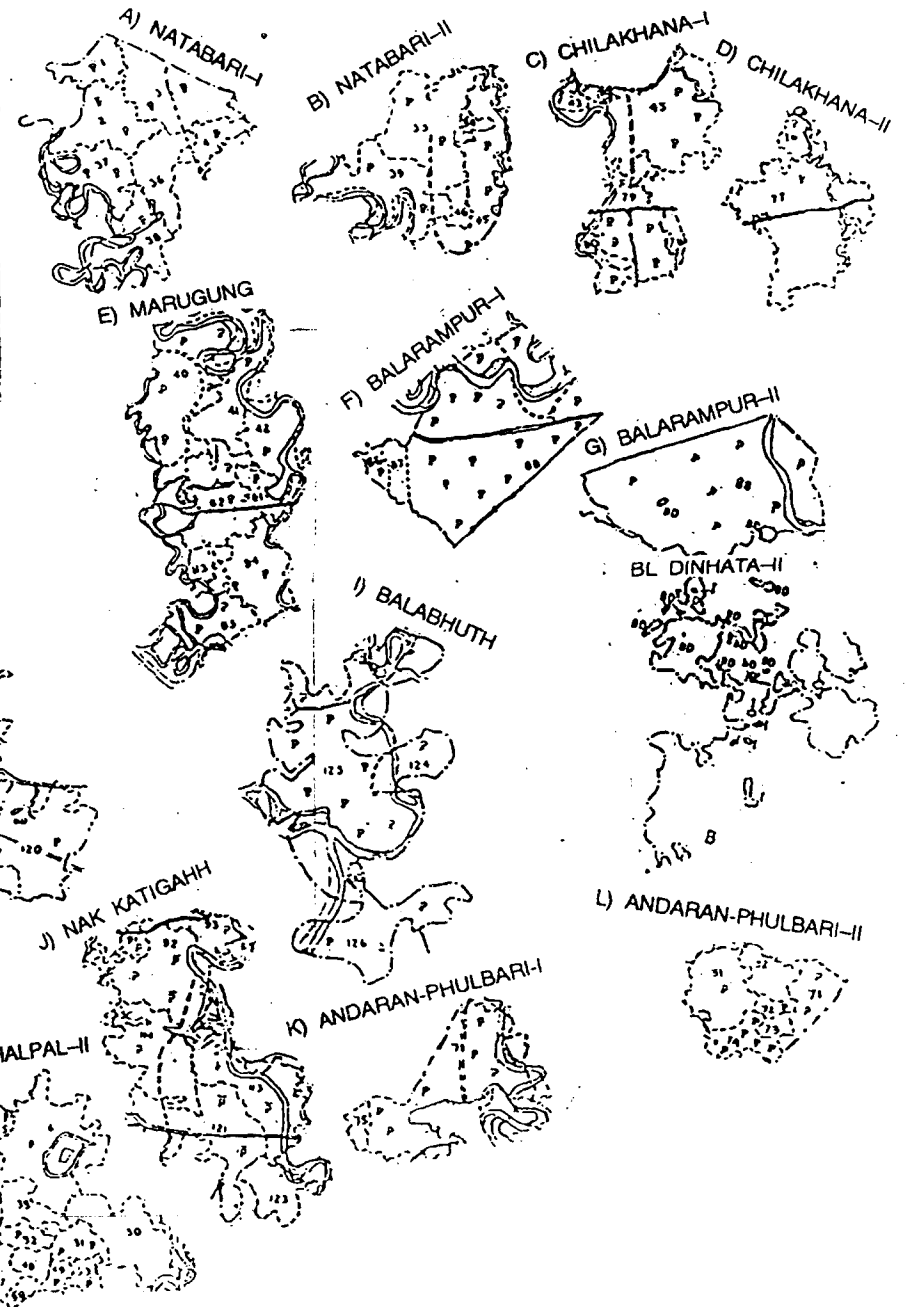
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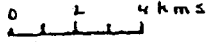


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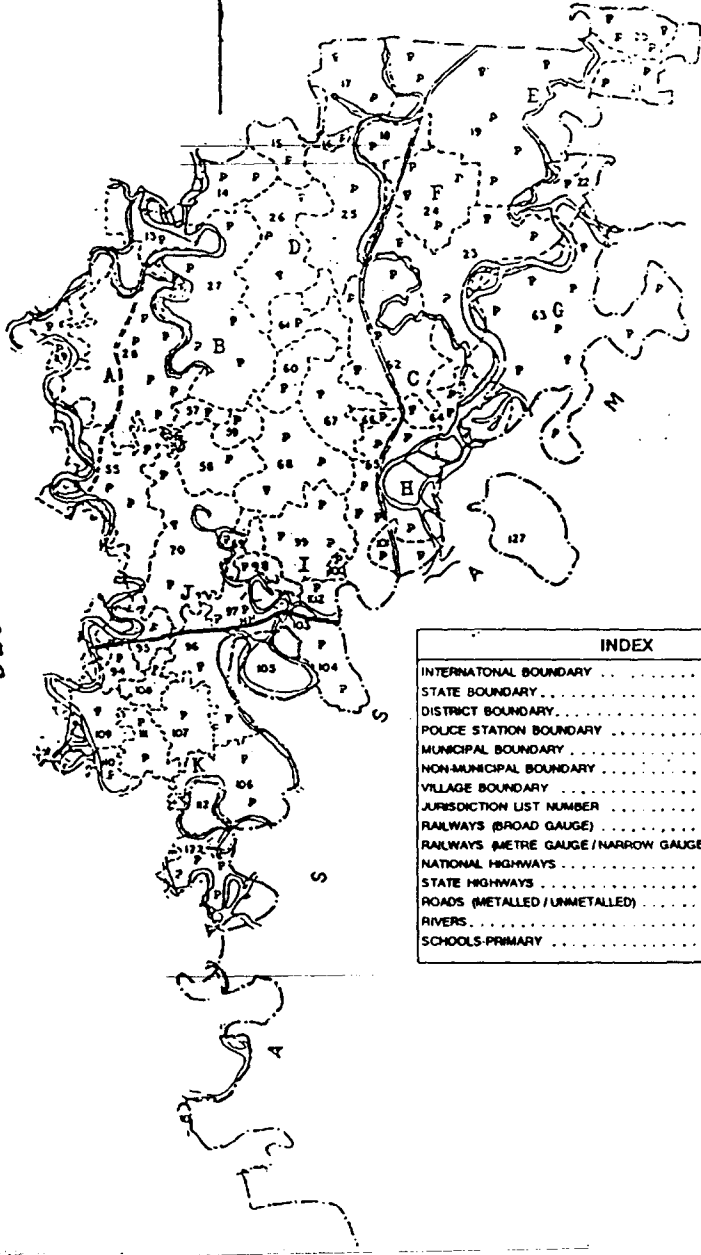
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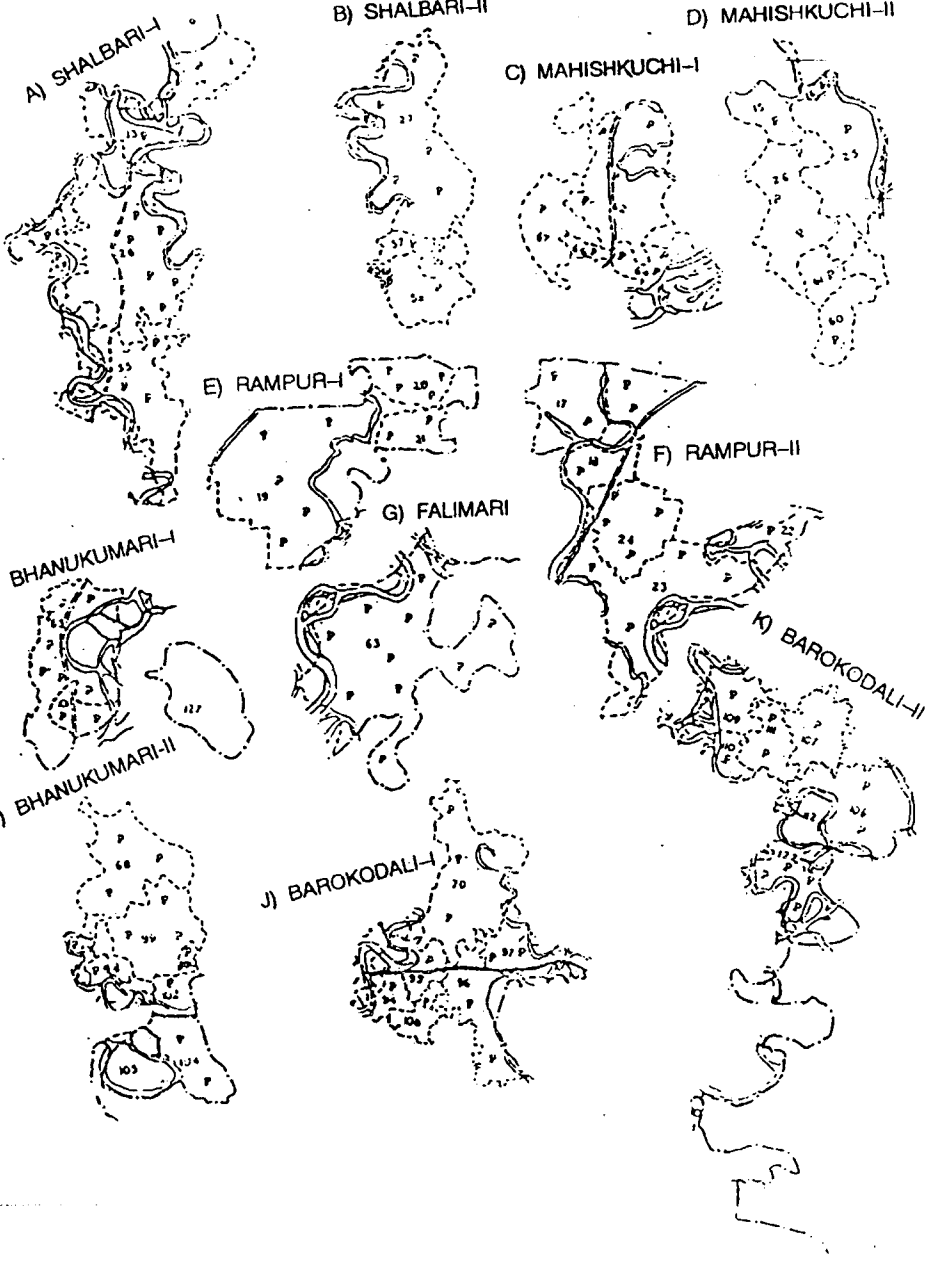
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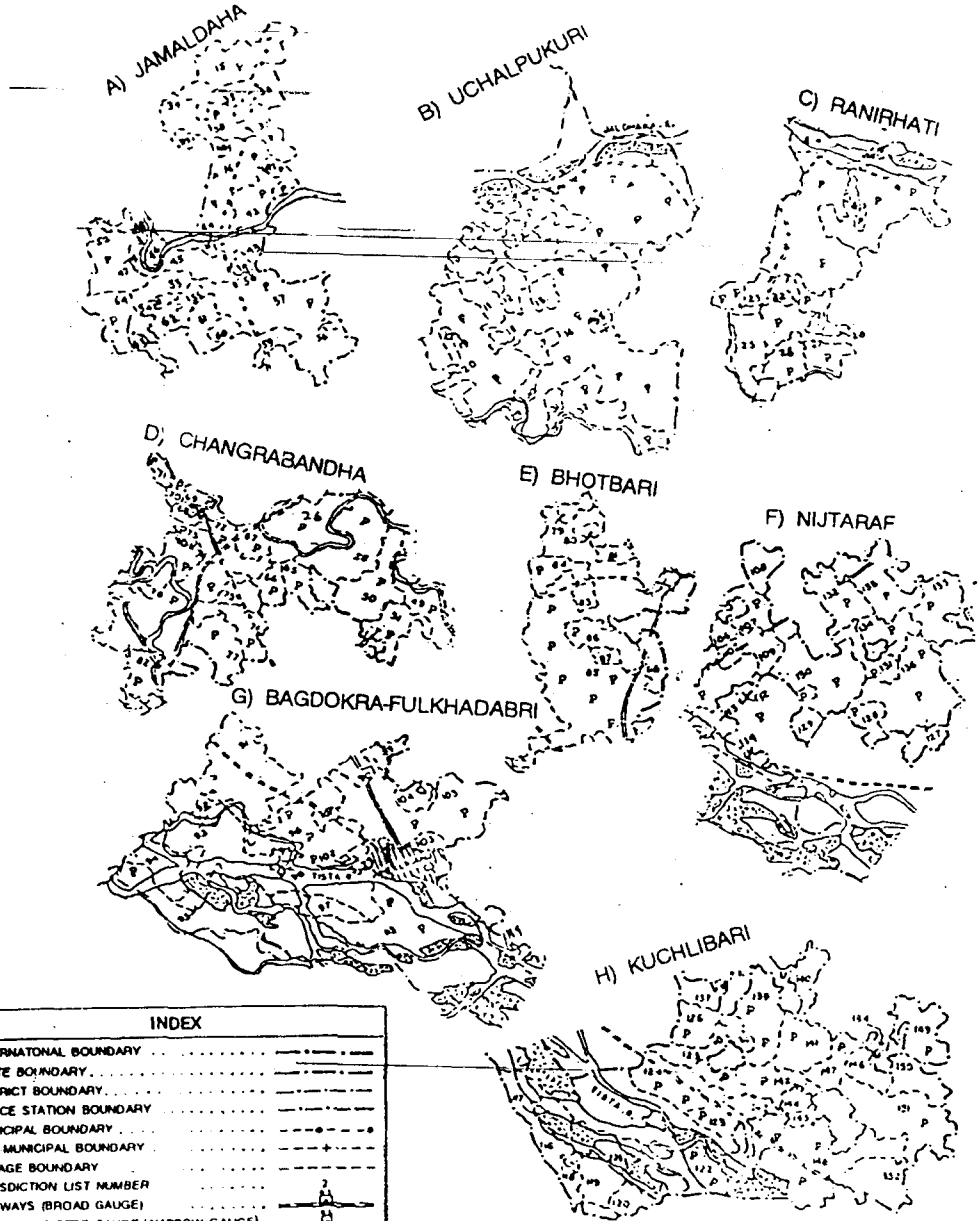
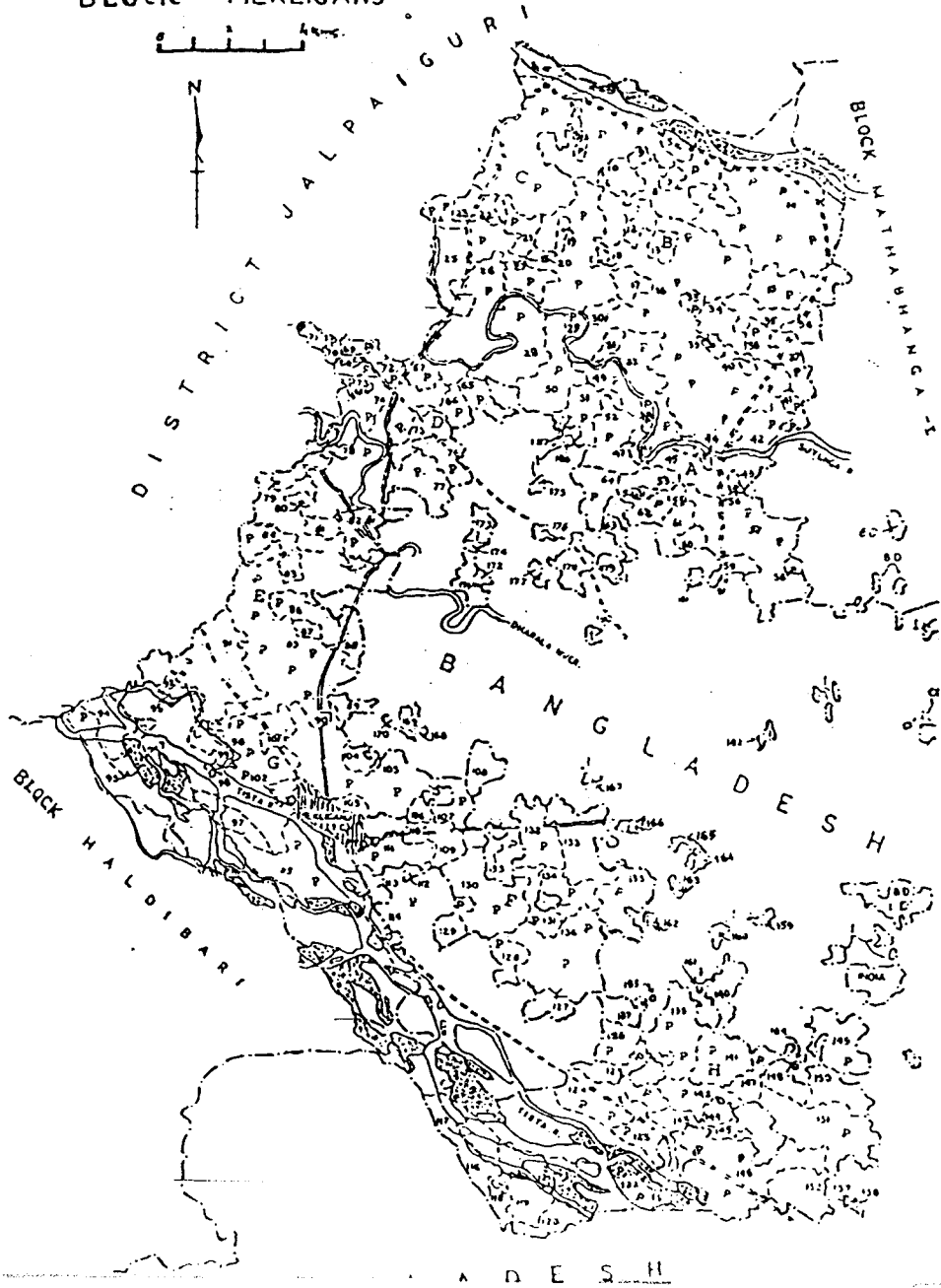
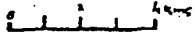
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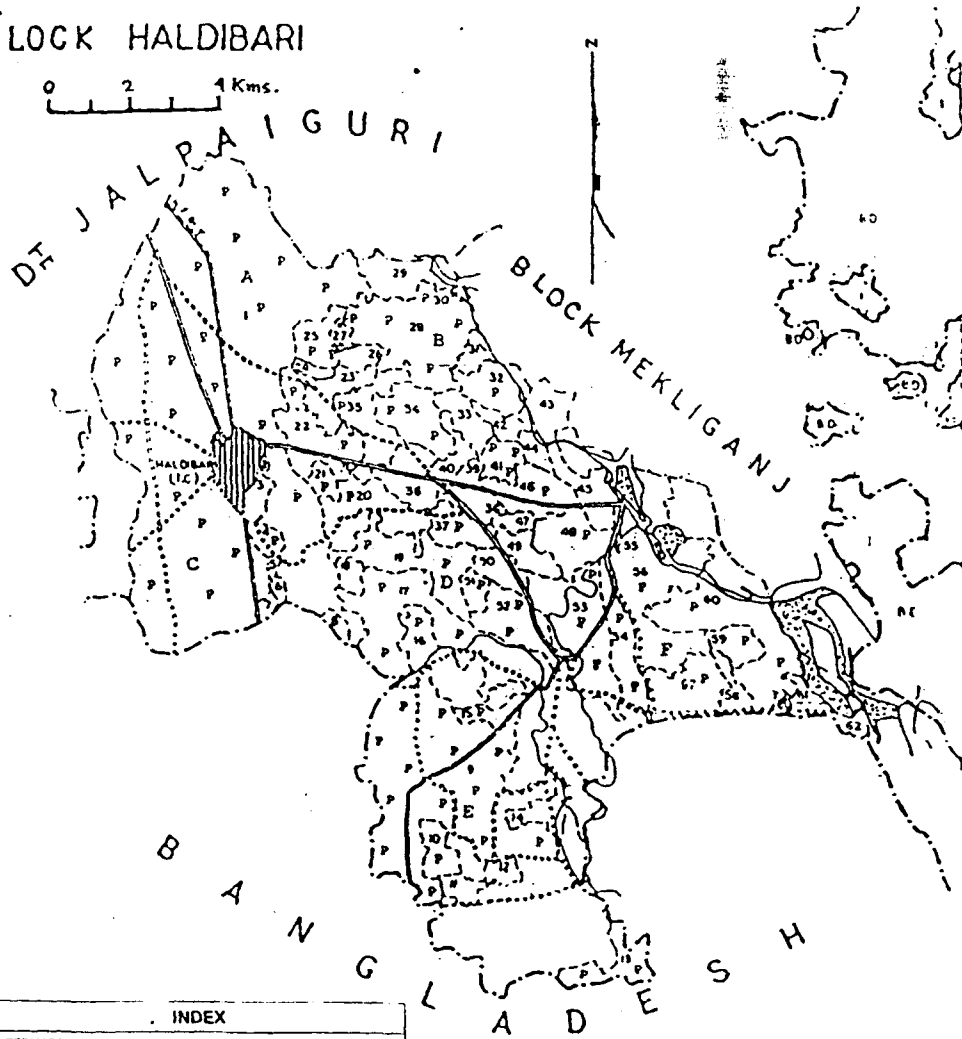
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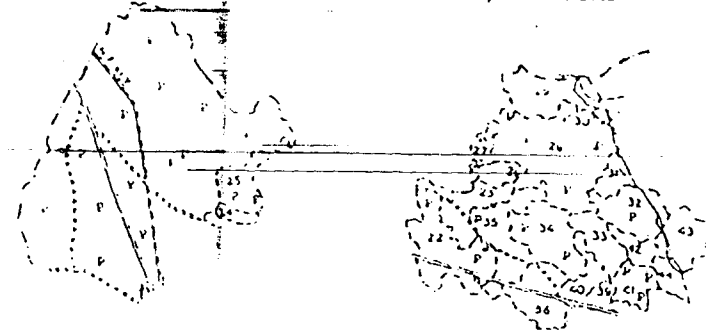
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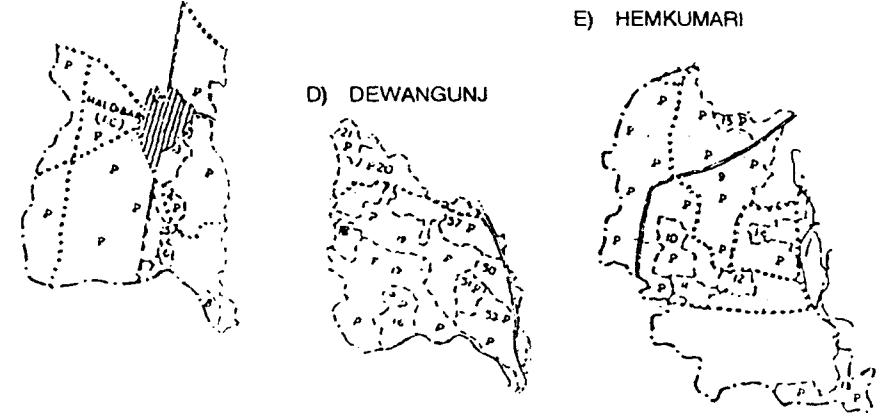
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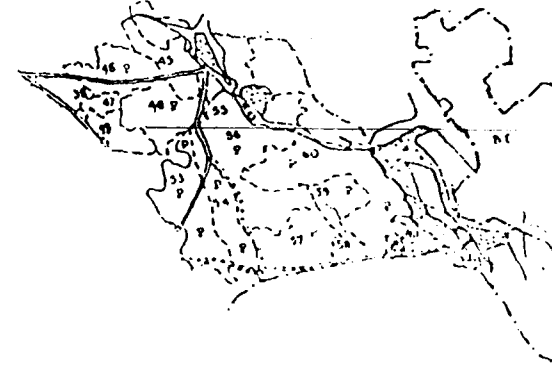
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## List of abbreviations used.

AIS	Assistant Inspector of Schools
BCKV	Bidhan Chandra Krishi Viswa-vidyalaya
BRC	Block Resource Centre
CRC	Cluster Resource Centre
DIET	District Institute of Education and Training.
DIS	District Inspector of Schools
DLCC	District Level Co-ordination Committee (for DPEP) DNCIMS
DNCIMS	District Nodal Centre for Information, Monitoring and Study
DPEP	District Primary Education Programme
DPSC	District Primary School Council
DPT	District Planning Team (for DPEP)
DRDA	District Rural Development Agency
DSE	Director of School Education, (West Bengal)
EAS	Employment Assurance Scheme
ECCE	Early childhood Care Education
GOI	Government of India
GOWB	Government of West Bengal
GP	Gram Panchayat
ICDS	Integrated Child Development Scheme
IGNOU	Indira Gandhi National Open University
JRY	Gawahar Rujgar Yojana
KP(s)	Key Person(s)
MLL	Minimum Learning Level
MT	Master Trainer
MIS	Management Information System
NCERT	National Council of Educational Research and Training
NGO(s)	Non-governmental Organisation(s)
NFE	Non-formal Education
NIC	National Informatics Centre
NOS	National Open School
ODA	Overseas Development Administration

(ii)

PLP	Post Literacy Programme
PS	Panchayat Samity
PTTI	Primary Teachers' Training Institute
RP(s)	Resource Person(s)
SC	Scheduled caste
SCERT	State Council of Educational Research and Training
SIS	Sub-Inspector of Schools
ST	Scheduled Tribe
TLC	Total Literacy Campaign
UEE	Universalisation of Elementary Education
UNICEF	United Nations' International Children Education Fund
VEC	Village Education Committee
VO(s)	Voluntary Organisation(s)
VT	Voluntary Trainer
WBBPE	West Bengal Broad of Primary Education
WBDPEP	West Bengal District Primary Education Programme
ZP	Zilla Parishad ZSS
ZSS	Zilla Saksharata Samity

NIEPA DC



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