

SARVA SIKSHA ABHIYAN

**PERSPECTIVE PLAN
(FOR UPE COMPONENT)**

2001-2006

**DARJEELING GORKHA HILL
COUNCIL**

STATE: WEST BENGAL

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CONTENT

CHAPTER	SUBJECT	PAGE NO.
	Introduction	1
CHAPTER - I	Universalisation of Primary Education	4
CHAPTER - II	DGHC Educational Scenario	7
CHAPTER-III	Planning Process	23
CHAPTER - IV	Project Concept, Objectives and Target Settings	27
CHAPTER - V		
Section -A	* Project Management	30
Section -B	* Planning & Management	34
Section -C	* Civil Works	35
Section -D	* Pedagogy	37
Section -E	* Distance Education	41
Section -F	* Girls' Education	43
Section -G	* Research & Study	45
Section -H	* Early Childhood Care & Education	48
Section -I	* Community Mobilisation	50
Section -J	* Alternative Schooling	53
Section -K	* Integrated Education for Disabled	56
Section -L	* Innovation	60
Section -M	* Management Information System	61
Section -N	* Media & Documentation	62
Chapter VI	Budget of the Perspective Plan	64 onwards

Chapter I

INTRODUCTION

Darjeeling Gorkha Hill Council was established under the provisions of Darjeeling Gorkha Hill Council Act 1988 with the objective of total social, economic, cultural and educational upliftment of Gorkha and other communities of people living in the Hill areas of Darjeeling District under the jurisdiction of Darjeeling Gorkha Hill Council. The jurisdiction of the Hill Council covers an area of 2476 sq Km covering three Revenue subdivisions of Kalimpong, Kurseong and Darjeeling and 13 mouzas of Siliguri Revenue Subdivision. Hence, unlike a prototype district, Gorkha Hill Council is an autonomous body with 28 elected representatives as its Councillors from 28 Constituencies and 14 councillors are nominated. It has an Executive Council consisting of 15 Executive Councillors of whom 13 are nominated amongst the elected councillors and the remaining two are nominated. The Chairman is also the Chief Executive Councillor of the Executive Council.

Under the provisions of Darjeeling Gorkha Hill Council Act, the executive powers of the State Govt relating to the management, control and supervision of the important departments mainly covering developmental functions and activities have been transferred to the Hill Council. Of the Departments, the executive powers of which have been transferred, **'Education'** is one of the transferred subjects to the Darjeeling Gorkha Hill Council. Under the provision of Section 24 of the Darjeeling Gorkha Hill Council Act 1988, as amended upto date, all the executive powers relating to Primary, Secondary and Higher Secondary Education have been transferred to the Darjeeling Gorkha Hill Council. The following are the institutions, which have been till now transferred to the DGHC:

1. Office of the District School Board, Darjeeling.
2. Offices of the D.I. of Schools, Primary & Secondary Education.
3. Office of the District Officers, Physical Education & Youth Welfare
4. All Non-Govt State aided Primary, Junior High, High and Higher Secondary Schools
5. All Government Junior High, High & Higher Secondary Schools in the hill areas except Victoria Boys' School and Dowhill Girls' School at Kurseong.
6. Primary Teachers Training Centres at Kalimpong and Darjeeling.

Following the transfer of various Departments to the Council, the formation of various Departments of the Council to look after the administration and organisation set up of these various departments took place. Accordingly, the Department of Education, DGHC, came into being headed by an Executive Councillor for Secondary Education and one

Perspective Plan,

Councillor-in-charge for the Primary Education. To run the general administration and to act as the executive head of the Department of Education, DGHC, a senior officer drawn from the State Civil Service Cadre, West Bengal, has been posted as the Secretary to the Department. With the transfer of all the unit offices as indicated above they have been answerable to the Education Department, DGHC, for every act of commission and omission, thereby losing their independent identity as they had been holding till the time of transfer. So the entire management and administration of the policy of Education in Darjeeling Gorkha Hill Council emanates from the Education Department, DGHC, with the approval of the Chairman, Darjeeling Gorkha Hill Council. But, still this concept has not been fully understood by some of the officers of the transferred unit offices as well as the Directorate of Education, West Bengal and as a result often confusions are taking place in implementation of education programme in the DGHC area. However, soon clarifications are being issued in the form of matching executive order from the Council.

Keeping this scenario in mind the Education Department, Darjeeling Gorkha Hill Council, has made an effort to prepare the Perspective and Annual work Plan & Budget under Sarvo Shiksha Abhiyan. It is expected that the concerned authorities, who will go through the contents inside this book, will also keep this typical set up of Darjeeling Gorkha Hill Council, in mind. We have taken the Constituencies of Darjeeling Gorkha Hill Council as the unit for planning since there does not simply exist three tier Panchayat System and the Block Administrations are not transferred to the Council. As a result we had to mobilise our own resources to conduct H2H survey, which proved to us a herculean task owing to non-availability of proper infra-structural support. However, all our effort was made to complete the compilation of the report as correctly as possible. While preparing this Plan due emphasis has been laid on the coverage of all the possible access for proper implementation of the educational programme so that the objective of the Sarvo Shiksha Abhiyan could be achieved within the stipulated period. Though, apparently, when the unit for planning has been centred around the Council Constituencies, there is a tendency to have the feeling that the Panchayat functionaries are being ignored. But this is not a fact. The Panchayat functionaries are being equally involved in the process of preparation of the plan at the grass root level under the supervision of the Councillors. Almost all the Panchayat people have their say in the process that way or this way. In fact everybody is there in preparing the broth.

**KEY STATISTICS OF DARJEELING GORKHA HILL
COUNCIL 2001 CENSUS**

1	Geographical area	2476 Sq. Km.
	(a) Rural area	2433 Sq. Km.
	(b) Urban area	43 Sq. Km.
2	Revenue Sub-Division	3 +*
3	Community Development Blocks	8 +*
4	Police Station	9+2* = 11
5	Gram Panchayats	112
6	Gram Sansad	1043
7	Statutory Town	4
8	Total no. of Mouzas	351
	(a) Forest Mouza	96
	(b) Chincona Mouza	3
	(c) Tea Garden Mouza	106
	(d) Busty/K.M./Town/N.H.Mouza	146
9	Population	8,40,476
	(a) Rural	6,46,390 (76.88%)
	(i) Tea Garden – 49927.88 Hectare	3,01,670 (35.78%)
	(ii) Chincona – 5475.86 Hectare	47,672 (5.67%)
	(iii) Cantonments	8,912 (1.06%)
	(iv) Forest – 110180.89 Hectare	38339 (4.56%)
	(v) Others	4,49,395 (53.45%)
	(vi) Male Population	4,31,66 (51.27%)
	(vii) Female Population	4,09,626 (48.72%)
	(viii) Scheduled Caste Population	53,641 (6.38%)
	(ix) Scheduled Tribe Population	92,401 (10.99%)
	(x) Literate	3,95,753 (47.07%)
	(xi) Main workers	1,01,151
	(xii) Marginal workers	4,715
	(xiii) Non-workers	3,40,395
	(b) Urban	1,60,380
	(i) Darjeeling Town	71,470
	(ii) Kalimpong Town	38,805
	(iii) Kurseong Town	26,624
	(iv) Mirik Town	6,711

+* On account of 13 Mouzas transferred from Siliguri Sub-Division

Chapter I

UNIVERSALISATION OF PRIMARY EDUCATION

Although the pet phrase 'Universalisation of Primary Education', has been talked about in our country since the time of India's independence and yet the fulfillment of this oft-quoted phrase has remained on paper only and the Darjeeling Gorkha Hill Council is no exception on this vital issue and subject.

Needless to mention in this connection that the quality of education which depends on the Universalisation of Primary Education. Primary Education is the base and foundation of all types of education necessary for lifelong process. Education today is that subject without which a state or a country cannot be thought of. With the sweeping changes that take place all over the world the very concept of Primary Education has to be changed and adapted to cope up with the changing scenario. It is against this background and taking into consideration some of the schemes and programs undertaken by the authorities concerned from time to time that the concept of the SSA vis-à-vis Universalisation of Primary Education has been conceived to eradicate illiteracy in the 5 to 9 age group children preceded by Early Child Education Programme for 3 to 5 years age group both to support and augment this scheme. All the components of quality of Primary Education have been incorporated under the scheme of universalisation of Primary Education rightly addressing the dawn of the 21st Century in our country.

Darjeeling Gorkha (Autonomous) Hill Council, a novel experiment of Autonomy concept – a brainchild of the Government of India, Government of West Bengal and the present ruling party for the third time in succession since the creation of the DGHC in 1988 - has also accepted the notion and scheme of Sarvo Siksha Abhiyan in line with other parts of our country.

An independent Councillor-in-charge of Primary Education exclusively looks after the Primary Education in the DGHC area. With the announcement of the Amendment of the Constitution for compulsory education for the age group of 5 to 14 years in the offing, the concept of Universalisation of Primary Education adds much more meaningful dimensions.

The overall scenario of Universalisation of Primary Education at a glance in the DGHC area looks beautiful in the sense that privately managed English medium schools on the pattern of 'Public Schools' have been going well in the society on popular

demand. The overall standard of the Government Primary Schools attached to some of the High / Higher Secondary Schools in urban areas together with a few Primary Schools in some pockets in rural areas is quite upto the mark but they are few and far between. With the continuation of teaching of English in all the Government Primary Schools (without any interruption whatsoever) the personality of the Primary School Children in the Hill Areas appear to be good-a positive factor in the overall development of Education.

The components of Physical Education and Sports are very much encouraged in the Primary Education sector in the DGHC. Organisation of Athletic meet at various stages staggering with the Annual State Athletic competition is organized every year involving almost all the Primary Schools in the DGHC area which are as follows:

- i) School's own Athletic Competition- in most cases
- ii) Inter-School zonal level Competition(covering as many schools as possible for a specified area and valley)
- iii) Circle Level Competition selecting or picking up the best athlete from the zonal level competition
- iv) DGHC (Inter Circle) level competition selecting the best athlete from each Circle (the Finale Competition).

On the basis of the DGHC Competition, the DGHC School contingent is selected every year for participation in the State Level Primary School Competition. DGHC has been organizing all these competitions for the last 9 years and the DGHC meet has become a an annual feature organized with all pomp and festivities involving all functionaries like the Area Councillors, almost all the Primary School teachers, different teacher Organisation and School Sports Associations including the Secretary. Education Department, DGHC, and the District Inspector of Schools, DGHC, Sub-Inspector of Schools and the entire functionaries of the District School Board, DGHC. The Education Department (Primary Education) DGHC, allots funds every year to the tune of Rupees Six to Seven Lakhs for organizing this Primary School Sports Meet including Coaching camps for the DGHC contingent. So much interest is generated from all the quarters for organisation of the Annual Primary School Meet in the DGHC Area that the competition is indeed believed to be seen and watched. To give further importance to the programme of Physical Education and Sports, the scheme of construction of playground is also taken up. The informal Physical Education Programme focussing on minor games suitable from every angle for Primary Education children together with action songs have already caught the imagination of school going children which they find much fun and pleasure in this joyful activities. One of the components of training module for Orientation Course for

Perspective Plan,

Primary Education teachers, already organized at DGHC level on cascade system. is the one aspect the Education Department, DGHC, has taken up for the furtherance of the cause of Physical Education, Games and Sports- a big International phenomenon today.

The fact that overwhelming majority of parents wish to send their children in School - however poor they might be. It is against this background that the scheme of 'Universalisation of Primary Education' in the DGHC area has been accepted with all the blessing of the Hon'able Chairman, DGHC, actively involving all the 28 Councilors concerned and hence the Education Department, DGHC is also all set to implement this noble scheme with a positive outlook.

DGHC
Chapter II
Educational Scenario
Information

Table I
Constituency Wise number of primary schools and teachers
Working at present

Name of Constituency	Total Schools	Total Students	Total Teachers
ALGARAH MUNSONG	29	2651	116
BONG-DUNGRA	20	2787	112
CHONGTONG-RESHEEHAT	23	2946	66
DOOTERIAH RANGBULL	21	2658	84
DR GRAHAM'S HOMES	21	2829	109
GHOOM - JOREBUNGLOW	23	2418	132
GITDABLING SINJI	46	3992	71
GORUBATHAN	36	4432	75
KALIMPONG KHAS	15	1524	69
KURSEONG TOWN	21	2506	64
LAPCHU-PESHOK	29	2912	78
LAVA PEDONG	33	2511	100
LEBONG VALLEY	20	2006	96
MANGPOO-LATPANCHAR	41	5023	121
MIRIK	22	3579	153
PANKHABARI	23	2958	88
POKHRIABONG-NAGRI	28	3750	107
PULBAZAR-BIJANBARI	35	4391	77
RIMBIK-LODHOMA	43	5086	83
SADAR I	12	2726	72
SADAR II	22	2226	93
SINGAMARI-TUKVAR	19	2466	102
SONADA -TUNG	28	3574	126
SOURENI-PANIGHATTA	26	3492	79
SUKIA-MANEYBHANJANG	39	3990	107
TAKDAH-TEESTA VALLEY	40	4287	100
TINDHARIA-SUKNA	30	3642	125
TODEY TANGTA JALDHAK	30	4181	76
TOTAL	775	91343	2681

*NB The strength of teachers in the DGHC area is **2872** and the DGHC is keen to fill up the vacant posts within 6(Six) months.

Table II
Ratio

Name of Constituency	School Student	Teacher Student	School Teacher
ALGARAH MUNSONG	91	22	4
BONG-DUNGRA	139	24	5.6
CHONGTONG-RESHEEHAT	128	44	2.8
DOOTERIAH RANGBULL	126	31	4
DR GRAHAM'S HOMES	134	25	5.1
GHOOM - JOREBUNGLOW	105	18	5.7
GITDABLING SINJI	86	56	1.5
GORUBATHAN	123	59	2.08
KALIMPONG KHAS	101	22	4.6
KURSEONG TOWN	119	39	3.04
LAPCHU-PESHOK	100	37	2.68
LAVA PEDONG	76	25	3.03
LEBONG VALLEY	100	20	4.8
MANGPOO-LATPANCHAR	122	41	2.9
MIRIK	162	23	6.9
PANKHABARI	128	33	3.8
POKHRIABONG-NAGRI	133	35	3.8
PULBAZAR-BIJANBARI	125	57	2.2
RIMBIK-LODHOMA	118	61	1.9
SADAR I	227	37	6
SADAR II	129	23	4.2
SINGAMARI-TUKVAR	134	24	5.3
SONADA -TUNG	102	28	4.5
SOURENI-PANIGHATTA	107	34	3.03
SUKIA-MANEYBHANJANG	121	37	2.74
TAKDAH-TEESTA VALLEY	139	42	2.5
TINDHARIA-SUKNA	30	29	4.1
TODEY TANGTA JALDHAK	30	55	2.5
TOTAL DGHC FIGURES	117	34	3.4

Table III
Type of Primary School Building

Pucca	144
Partially Pucca	272
Kuccha	338
Tent	6
No Building	15
Total	775

Table IV
Classroom wise primary School

Building Less	One room	Two Rooms	Three Rooms	Four & above	Total
21*	137	96	183	338	775

*6(Six) Schools with Tent setup and 15 (Fifteen) without any building

Table V
Information on PTTI

Sl No.	Name of Institution	Student Capacity	Teaching Staff
1	Darjeeling Sri R.K. PTTI	60	2
2	Kalimpong Government PTTI	80	3

Table VI

Primary Schools having Drinking Water / Toilet Facilities

Type	Having Facilities	Having no Facilities	Total
Drinking Water	134	641	775
Toilet	168	507	775

Table VII

Primary Schools having the following TLM

	Rural	Urban
Black Board	635	77
Educational charts	443	51
Globe	400	61
Library book	6	3
Maps Dist/State/Country/World	479	54
Math kit	71	2
Mini tool kit	46	1
Primary Science kit	273	1
Syllabus	125	14
Teacher's Guide	3	0

Table VIII

Primary Schools with/without Facilities

Type of Facility	Schools having Facilities
	For All
Benches & Desks for Students	127
Chair for Teachers	379
Table for Teachers	173

Table IX
Enrolment Summary (Class Wise)

Enrolment	Class				TOTAL
	I	II	III	IV	
Total Students	47008	16171	15101	13063	91343
Boys	23782	8258	7666	6683	46389
Girls	23226	7913	7435	6380	44954
SC Students	4460	1903	1659	1295	9317
SC Boys	2172	959	896	693	4720
SC Girls	2288	944	763	602	4597
ST Students	5026	2096	1699	1395	10216
ST Boys	2577	1118	916	730	5341
ST Girls	2449	978	783	665	4875
OBC Students	368	71	73	46	558
OBC Boys	202	33	36	20	291
OBC Girls	166	38	37	26	267

Table X
Age wise Enrolment (Total)

	Age < 6	Age 6 to 11	Age 12 to 13	Age >13
Total Students	21833	64016	5389	105
Boys	11080	32559	2706	44
Girls	10753	31457	2683	61
SC Students	2160	6721	431	5
SC Boys	1097	3412	208	3
SC Girls	1063	3309	223	2
ST Students	2538	7059	607	12
ST Boys	1364	3659	313	5
ST Girls	1174	3400	294	7

Table XI
Enrolment Position alongwith GER and NER

Name of Constituency	Population (5+ to 8+)	Gross Total Enrolment	Net Enrolment	GER	NER	Out of School Children
ALGARAH-MUNSONG	3117	2651	2120	85.05	68.01	466
BONG-DUNGRA	2921	2787	2229	95.41	76.31	134
CHONGTONG-RESHEEHAT	3312	2946	2356	88.95	71.14	366
DOOTERIAH-RUNGBULL	3019	2658	2152	88.04	71.28	361
DR. GRAHAM'S HOMES	2907	2829	2319	97.32	79.77	78
GHOOM-JOREBUNGLow	2718	2418	1910	88.96	70.27	300
GITDABLING-SINJI	3901	3992	3193	102.33	81.85	-91
GORUBATHAN	4131	4432	3767	107.29	91.19	-301
KALIMPONG KHAS	1811	1524	1234	84.15	68.14	287
KURSEONG TOWN	2812	2506	2004	89.12	71.27	306
LAVA-PEDONG	2928	2912	2329	99.45	79.54	16

Perspective Plan,

LEBONG VALLEY	2712	2511	2008	92.59	74.04	201
LOPCHU-PESHOK	2578	2006	1584	77.81	61.44	572
MIRIK VALLEY	4613	5023	4068	108.89	88.19	-410
MUNGPOO-LATPANCHAR	4512	3579	2827	79.32	62.66	933
PANKHABARI-GIDDAYPAHAR	3673	2958	2425	80.53	66.02	715
POKHRIABONG-NAGRI	3631	3750	3375	103.28	92.95	-119
PULBAZAR-BIJANBARI	4570	4391	3556	96.08	77.81	179
RIMBIK-LODHOMA	5417	5086	4068	93.89	75.10	331
SADAR I	3871	2726	2208	70.42	57.04	1145
SADAR II	3086	2226	1780	72.13	57.68	860
SINGAMARI-TUKVAR	3019	2466	1923	81.68	63.70	553
SONADA -TUNG	3664	3574	2859	97.54	78.03	90
SOURENI-PANIGHATTA	3512	3492	2793	99.43	79.53	20
SUKHIA-MANEYBHANJANG	4178	3990	3231	95.50	77.33	188
TAKDAH-TEESTA VALLEY	4183	4287	3472	102.49	83.00	-104
TINDHARIA-SUKNA	3823	3642	2950	95.27	77.16	181
TODEY TANGTA JALDHAK	3976	3981	3344	100.13	84.10	-5
TOTAL	98595	91343	74084	92.64	75.14	7252

Table XII
Teachers Profile

Name of Constituency	General		Scheduled Caste		Scheduled Tribe		Other Back ward Class		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
ALGARAH MUNSONG	48	25	4	8	14	7	3	7	116
BONG-DUNGRA	36	55	3	6	6	6	0	0	112
CHONGTONG-RESHEEHAT	40	18	4	2	2	0	0	0	66
DOOTERIAH RANGBULL	53	13	7	1	2	5	2	1	84
DR GRAHAM'S HOMES	28	54	1	7	7	12	0	0	109
GHOOM - JOREBUNGLOW	50	57	4	3	4	12	0	2	132
GITDABLING SINJI	36	6	4	2	14	8	1	0	71
GORUBATHAN	42	20	4	3	5	1	0	0	75
KALIMPONG KHAS	19	24	5	8	2	11	0	0	69
KURSEONG TOWN	17	42	2	2	0	1	0	0	64
LAPCHU-PESHOK	51	20	4	3	8	7	4	3	100
LAVA PEDONG	40	31	6	6	4	7	2	0	96
LEBONG VALLEY	45	15	4	1	8	4	1	0	78
MANGPOO-LATPANCHAR	105	39	4	1	1	2	1	0	153
MIRIK	71	24	3	3	7	7	4	2	121
PANKHABARI	37	28	6	3	0	1	11	2	88
POKHRIABONG-NAGRI	69	28	6	2	1	1	0	0	107
PULBAZAR-BIJANBARI	53	12	6	2	1	3	0	0	77
RIMBIK-LODHOMA	48	12	3	4	11	1	3	1	83
SADAR I	14	42	2	4	2	7	1	0	72
SADAR II	26	49	3	6	0	6	2	1	93
SINGAMARI-TUKVAR	54	27	4	7	3	3	2	2	102
SONADA -TUNG	65	32	6	3	3	8	5	4	126
SOURENI-PANIGHATTA	60	10	6	1	2	0	0	0	79
SUKIA-MANEYBHANJANG	59	26	5	3	8	6	0	0	107
TAKDAH-TEESTA VALLEY	56	26	3	3	3	9	0	0	100
TINDHARIA-SUKNA	53	46	9	7	3	1	5	1	125

Name of Constituency	General		Scheduled Caste		Scheduled Tribe		Other Back ward Class		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
TODEY TANGTA JALDHAK	55	8	5	2	5	1	0	0	76
TOTAL DGHC FIGURES	1330	789	123	103	126	137	47	26	2681

Table - XIII

Gender wise and Area wise Achievement of Class I students in Language										
Gender	Rural			Urban			Total			CR Value
	N	Mean%	SD	N	Mean%	SD	N	Mean%	SD	
Boys	393	83.51	17.70	71	88.52	12.86	464	84.29	17.05	-2.83
Girls	398	83.58	15.88	114	86.05	10.69	512	84.13	14.88	-1.93
Total	791	83.55	16.81	185	87	11.57	976	84.20	15.95	-3.32
** CR Value		-0.06			1.35			0.14		

Gender wise and Category wise Achievement of Class I students in Language

Gender	SC			ST			Others			Total			* CR Value	** CR Value
	N	Mean%	SD	N	Mean%	SD	N	Mean%	SD	N	Mean%	SD		
Boys	48	84.48	14.01	51	84.61	20.10	365	84.21	16.95	464	84.28	17.05	0.12	0.11
Girls	74	85.68	13.55	51	81.76	16.98	387	84.15	14.83	512	84.13	14.88	0.59	-0.75
Total	122	85.20	13.73	102	83.19	18.60	752	84.18	15.89	976	84.20	15.95	0.95	-0.43

Area wise and Category wise Achievement of Class I students in Language

Area	SC			ST			Others			Total			* CR Value	** CR Value
	N.	Mean%	SD	N	Mean%	SD	N	Mean%	SD	N	Mean%	SD		
Rural	92	84.73	14.41	84	83.10	19.75	615	83.43	16.71	791	83.55	16.81	0.79	-0.15
Urban	30	86.67	11.40	18	83.61	11.90	137	87.52	11.56	185	87.00	11.57	-0.37	-1.31
Total	122	85.20	13.73	102	83.19	18.60	752	84.18	15.89	976	84.20	15.95	0.75	-0.51

Gender wise and Area wise Achievement of Class I students in Mathematics

Gender	Rural			Urban			Total			CR Value			
	N	Mean%	SD	N	Mean%	SD	N	Mean%	SD				
Boys	392	81.81	19.93	71	81.49	16.91	463	81.76	19.5	0.15			
Girls	399	82.98	18.57	114	80.22	18.95	513	82.37	18.66	1.38			
Total	791	82.40	19.26	185	80.7	18.19	976	82.08	19.06	1.13			

Gender wise and Category wise Achievement of Class I students in Mathematics

Gender	SC			ST			Others			Total			* CR Value	** CR Value
	N	Mean%	SD	N	Mean%	SD	N	Mean%	SD	N	Mean%	SD		
Boys	47	83.40	17.83	51	82.75	23.55	365	81.41	19.08	463	81.76	15.29	0.72	0.33
Girls	74	83.72	17.17	51	81.08	18.56	388	82.28	18.94	513	82.37	15.4	0.43	-0.32
Total	121	83.60	17.43	102	81.91	21.20	753	81.86	19.01	976	82.08	21.7	1.31	0.02

Area wise and Category wise Achievement of Class I students in Mathematics

Area	SC			ST			Others			Total			* CR Value	** CR Value
	N	Mean%	SD	N	Mean%	SD	N	Mean%	SD	N	Mean%	SD		
Rural	91	84.95	17.63	84	81.25	22.00	616	82.18	19.09	791	82.40	19.26	1.38	-0.37
Urban	30	79.50	16.80	18	85.00	17.00	137	80.40	18.63	185	80.70	18.19	-0.26	1.07
Total	121	83.60	17.43	102	81.91	21.20	753	81.86	19.01	976	82.08	19.06	.1	0.02

Gender wise and Area wise Achievement of Class III students in Mathematics

Gender	Rural			Urban			Total			CR Value
	N	Mean%	SD	N	Mean%	SD	N	Mean%	SD	
Boys	446	48.20	20.62	61	51.52	21.21	507	48.59	20.69	-1.15
Girls	445	50.09	21.07	132	54.19	20.45	577	51.03	21.55	-1.99
Total	891	49.14	21.25	193	53.34	20.69	1084	49.89	21.15	-2.54
CR Value		-1.33			-0.82			-1.89		

Gender wise and Category wise Achievement of Class III students in Mathematics

Gender	SC			ST			Others			Total			* CR Value	** CR Value
	N	Mean%	SD	N	Mean%	SD	N	Mean%	SD	N	Mean%	SD		
Boys	66	44.70	19.78	41	55.73	23.47	400	48.51	20.53	507	48.59	20.69	-1.44	1.91
Girls	70	48.14	20.98	52	53.51	19.11	455	51.19	21.9	577	51.03	21.55	-0.77	0.55
Total	136	46.47	20.41	93	54.49	21.15	855	49.93	21.27	1084	49.89	21.15	-2.43	1.6

Area wise and Category wise Achievement of Class III students in Mathematics

Area	SC			ST			Others			Total			* CR Value	** CR Value
	N	Mean%	SD	N	Mean%	SD	N	Mean%	SD	N	Mean%	SD		
Rural	101	45.62	20.57	78	53.97	21.09	712	49.11	21.36	891	49.14	21.25	-0.59	1.93
Urban	35	48.93	19.94	15	57.17	21.44	143	54.02	20.8	193	53.34	20.69	-1.34	0.54
Total	136	46.47	20.41	93	54.49	21.15	855	49.93	21.27	1084	49.89	21.15	-1.83	1.94

Perspective Plan,

Table XIV

H.S. / High Schools / Junior High Schools

School	Number
Higher Secondary	33
High	44
Junior High	43
Independent H.S.	1
Total	121

Table XV

Institutions by Stages

Institution	Boys	Girls	Co-Ed	Total
HS	11	9	13	33
High	3	9	32	44
Junior High	0	0	43	43
Independent HS	0	1	0	1

Table XVI

Total Enrolment Profile

Class	Total Enrolment			SC			ST		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
VI-VIII	14679	14372	29006	1346	1279	2625	1399	1461	2860
IX-X	5707	5416	11123	602	573	1175	569	600	1169
XI-XII	1948	1719	3667	304	267	571	298	359	657

Table XVII

Information Of other Schools

Type of School	No. of Schools
ICSE Schools (Anglo Indian)	29
CBSE Schools	2
Degree Colleges	9
B Ed. Colleges	1
Technical Institutes	3
Social Welfare Homes	3
Ranger Forest Colleges	1
West Bengal Forest School	1
Food & Craft Institutes	1
Chitravani Craft School	1
Himalayan Mountaineering Institute	1
National Open School	3
Kendriya Vidhyalaya	2
Central School for Tibetans	4

Perspective Plan.

Type of School	No. of Schools
Army School	1
Schools under Ministry of Defense	2

Table XVIII

Unrecognised and Private Schools

Name of Constituency	Nursery Schools	Pry Schools	Jh. and Above
RIMBIK-LODHOMA	16	1	1
PULBAZAR-BIJANBARI	7	5	4
CHONGTONG-RESHEEHAT	15	4	1
SINGAMARI-TUKVAR	14	0	0
LEBONG VALLEY	14	4	5
SADAR I	14	0	0
SADAR II	9	1	2
GHOOM-JOREBUNGLow	7	2	0
LOPCHU-PESHOK	22	2	3
TAKDAH-TEESTA VALLEY	11	1	13
MUNGPOO-LATPANCHAR	15	5	4
SUKHIA-MANEYBHANJANG	7	2	2
POKHRIABONG-NAGRI	12	5	0
MIRIK VALLEY	14	3	0
SOURENI-PANIGHATTA	4	0	1
RUNGBULL- DOOTERIAH	7	2	1
SONADA -TUNG	21	2	2
KURSEONG TOWN	32	0	1
PANKHABARI-GIDDAYPAHAR	17	7	0
TINDHARIA-SUKNA	8	0	0
KALIMPONG KHAS	8	1	0
DR. GRAHAM'S HOMES	6	1	1
BONG-DUNGRA	4	2	1
GITDABLING-SINJI	9	9	3
LAVA-PEDONG	6	10	2
ALGARAH-MUNSONG	7	8	3
GORUBATHAN	7	0	4
TODEY TANGTA JALDHAK	18	8	5
TOTAL	331	85	59

Table XIX

Constituency wise particulars of SISU SIKSHA KENDRAS for Darjeeling Gorkha Hill Council (Under EGS)

Sl No.	Name of Constituency	No. of Centres	No of Sahayeks		Students											
			M	F	Class I			Class II			Class III			Total Enrolment		
					Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Rimbik - Lodhoma	14	13	15	160	92	252	41	27	68	9	7	16	210	126	336
2.	Pulbazar - Bijanbari	16	13	19	180	108	288	39	21	60	11	9	20	230	138	368
3.	Chongtong - Rishihat	22	21	23	266	130	396	71	24	95	14	10	24	351	164	515
4.	Singamari - Tukvar	16	15	17	188	100	288	28	19	47	7	5	12	223	124	347
5.	Lebong - Valley	15	12	18	185	85	270	25	16	41	6	4	10	216	105	321
6.	Sadar I	10	5	15	94	86	180	14	9	23	7	3	10	115	98	263
7.	Sadar II	11	7	15	103	95	198	11	10	21	10	8	18	124	113	237
8.	Ghoom - Jorebunglow	18	16	20	230	94	324	30	29	59	8	4	12	268	127	395
9.	Lopchu - Peshok	15	14	16	172	98	270	32	27	59	6	4	10	210	129	339
10.	Takdah -Teesta Valley	17	21	13	214	92	306	47	22	69	13	7	20	274	121	395
11.	Mungpoo - Latpanchar	16	1	31	178	110	288	38	20	58	12	10	22	228	140	368
12.	Sikhia - Mancybhanjang	17	15	19	210	96	306	41	29	70	13	7	20	264	132	396
13.	Pokhriabong - Nagri	23	10	36	298	116	414	49	28	77	8	2	10	355	146	501
14.	Mirik Valley	18	13	23	250	74	324	47	20	67	11	9	20	308	103	409
15.	Soureni - Panighatta	18	17	19	230	94	324	51	24	75	7	5	12	288	123	411
16.	Rungbull - Dooteriah	13	12	14	145	89	234	31	22	53	12	7	19	188	118	306
17.	Sonada - Tung	19	22	16	230	112	342	48	23	61	7	4	11	285	139	424
18.	Kurseong Town	11	4	18	112	86	198	12	7	19	13	7	20	137	100	237
19.	Giddaypahar - Pankhabari	11	8	14	103	95	198	50	28	70	12	6	18	165	129	294
20.	Tindharia - Sukna	14	13	15	160	92	252	35	23	58	7	5	12	202	120	322
21.	Kalimpong Khas	13	1	25	150	84	234	32	22	54	9	4	13	191	110	301
22.	Dr Graham's Homes	12	10	14	118	98	216	39	19	58	11	9	20	168	126	294
23.	Bong Dungra	16	8	24	190	98	288	45	15	60	12	6	18	247	119	366
24.	Gudabling - Sinji	14	10	18	190	62	252	46	27	73	0	0	0	236	89	325
25.	Lava - Pedong	17	18	16	228	78	306	61	23	84	13	8	21	302	109	411
26.	Algarah - Munsong	14	16	12	140	112	252	40	20	60	7	4	11	187	136	323
27.	Gorubathan	13	13	13	137	97	234	30	21	51	7	5	12	174	123	297

Sl No.	Name of Constituency	No. of Centres	No of Sahayeks		Students											
					Class I			Class II			Class III			Total Enrolment		
			M	F	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
28.	Todey Tangta - Jaldhaka	17	16	18	215	91	306	27	18	45	8	6	14	250	115	365
	Total	430	344	516	5076	2664	7740	1060	593	1635	260	165	425	6385	3380	9813

Table XX
Existing number of Libraries

Name of Constituency	Rural	Urban
ALGARAH-MUNSONG	3	0
BONG-DUNGRA	3	1
CHONGTONG-RESHEEHAT	4	0
DOOTERIAH-RUNGBULL	4	0
DR. GRAHAM'S HOMES	2	0
GHOOM-JOREBUNGLow	2	0
GITDABLING-SINJI	7	0
GORUBATHAN	2	0
KALIMPONG KHAS	3	0
KURSEONG TOWN	0	1
LAVA-PEDONG	4	0
LEBONG VALLEY	3	0
LOPCHU-PESHOK	7	0
MIRIK VALLEY	6	2
MUNGPOO-LATPANCHAR	7	0
PANKHABARI-GIDDAYPAHAR	3	0
POKHRIABONG-NAGRI	3	0
PULBAZAR-BIJANBARI	2	0
RIMBIK-LODHOMA	4	0
SADAR I	0	1
SADAR II	0	0
SINGAMARI-TUKVAR	2	0
SONADA -TUNG	5	0
SOURENI-PANIGHATTA	5	0
SUKHIA-MANEYBHANJANG	4	0
TAKDAH-TEESTA VALLEY	4	0
TINDHARIA-SUKNA	2	1
TODEY TANGTA JALDHAK	4	0
TOTAL	95	6

Features

Certain factors prevailing in hilly regions such as regular landslides, existence of thick forests, less interest of parents for their children's education, inadequate infrastructure of the schools and the behavior of the teachers have further aggravated the situation to achieve cen percent enrollment. Problems of irrational distribution of teachers in some schools have also further worsened for not achieving 10% enrolment

Special Focus Group

There are groups of children having different type of problems, which refrain them from going to school. Though, number of such groups is limited in the DGHC area yet to propose to treat these groups as a special focus group children and therefore special measures will be taken for their enrolment, retention in primary schools and also to bring back the dorp out children to school.

Perspective Plan.

1. Parents of such children engaged mostly in tea garden in the hills.
2. Children engaged in domestic works and to look after their minor brother and sisters in the absence of their parents who engage themselves either in tea gardens or for the collection of wood in the jungle.

SSA is an attempt to address the above problems in a convergent and holistic manner with wholehearted participation and involvement of the communities and under the leadership of the DGHC Councillors and other people's representatives.

CHAPTER III

PLANNING PROCESS

SARVO SIHSHA ABHIYAN – a programme with clear time frame for universalisation of primary education both in quality and quantity has been launched in the Darjeeling Gorkha Hill Council and its planning process has since been taken up from the month of November 2000.

In order to have effective monitoring over the planning process, a planning team has been constituted with the following members.

1. **President, District School Board, DGHC, Darjeeling.**
2. **DI of Schools, Primary Education, DGHC, Darjeeling.**
3. **Principal, PTTI, DGHC, Darjeeling.**
4. **Principal, PTTI, DGHC, Kalimpong.**
5. **Sri S.B. Thakuri, Ex-Principal PTTI, DGHC, Kalimpong.**

The planning team attended several workshops organized by the WBDPEP at Salt Lake, Kolkata, for their capacity building and visioning of the planning process.

To decentralize, the load of the planning process, special SSA cells, Baseline Assessment Cell were formed and a committee was also formed to access other areas.

Since there is no concept of DLCC in the DGHC area the entire functioning of the DLCC is being taken care of by the Department of Education, Darjeeling Gorkha Hill Council.

Frequently with regard to the formulation of the plan and problems relating to House-To-House survey and other related matters, used to be discussed with the members of the planning team and officials of the cell by the Department of Education, Darjeeling Gorkha Hill Council. Since the pattern of the survey taken up by the DGHC is quite different from the ones being taken up at the other districts, delay did occur in compilation of both H^TH and DISE survey.

Circle Level Resource Centres and the formation of Village Education Committee/Ward Education Committee

The Department of Education, Darjeeling Gorkha Hill Council has already selected sites for construction of CLRC buildings. Mainly the offices of the Sub-

Perspective Plan.

Inspector of Schools will be accommodated in the CLRC building. The buildings will have provisions for training hall and a good library. The planning has been made to enable the CLRC as Circle Level Management Machinery and Resource Centres as specified by the government.

CRC will have to be formed in a cluster of 5-6 Schools instead of 10-12 schools because of the geographical condition of our area and hence 150 CRCs are required for the DGHC area.

VEC / WEC / VCC

Though the Panchayat System is not in effective operation in the DGHC area, Department of Education, Darjeeling Gorkha Hill Council has already issued instructions to the concerned area Councillors to form VEC /WEC in the sansad / wards with the representatives of different sections of the local community including primary school teachers, guardians, women, disadvantaged groups like SC / ST etc., Neo-literate, volunteer of total literacy campaign, people interested in education, NGO's, Government officials of the Education Department, Social Welfare Department, etc. A teacher of the local primary school will be made the secretary of the committee. A sub-committee called the Village Construction Committee, under VEC will carry out the civil works. A total of 1043 Village Education Committee and 81 Ward Education Committee will be formed.

Survey

H2H survey works have been taken up during the past year as planning process.

DISE

To collect information of infrastructures on school buildings and other related facilities, teachers, learning materials, etc., DISE99 school survey was conducted and DISE 2000 school survey is going on.

House to House Survey

To gather information about the number of school going children and out of school children, children studying in private schools, House-to-House survey was conducted. Compilation process started from gram level to DGHC level.

School Photography Survey

School Photography has been conducted covering all the Primary and Junior Basic Schools under the DGHC to collect information relating to the conditions, size and also the size of their campus.

Base Line Assessment Survey

Base Line Assessment Survey has been conducted to assess competency of the students based on caste, sex and age group.

Orientations

Several Orientation programmes for functionaries of the Sarvo Siksha Abhiyan was also initiated at different levels.

General Awareness

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

Micro Planning

In the area of planning and management, Micro planning is one of the major activities. It includes activities like knowing the habitation through execution of information and holding group meetings with them.

It also includes efforts for maintenance of education registrar, school map, collecting and updating various data. This exercise has helped to prioritise the intervention and to strengthen demand generation. This will also enhance the planning capacity of the people at the grass root level for whom SSA has been launched including better utilisation of own existing resources.

The DGHC planning team has gone through the entire process of planning starting from habitation level. The plan represents the perspective plan that will give a framework of activities over a long time frame to achieve UPE.

Secondary Data Collection

From the District Inspectorate, District School Board and from other sources, Secondary data have also been collected simultaneously during the pre project phase in order to generate a strong data base for projections related to the patterns of enrolment, Drop out, repeaters, etc. This data have been utilised as secondary data for planning for UPE.

Chapter IV

PROJECT CONCEPT, OBJECTIVES AND TARGET

The Sarvo Siksha Abhiyan is a holistic approach towards achieving the long cherished goal of universalisation of elementary education through a time bound integrated approach, which aims at providing useful and quality elementary education to all children in the age group of 6 to 14 years by 2010.

Objectives

- **All children of the age group 5+ to 8+ in schools/Alternative schools by 2003.**
- To complete 5 years of primary education by 2007 of the above age group of children.
- Focus on elementary education of satisfactory quality with emphasis on education for life.
- Universal retention of children till the completion of elementary education.

In order to achieve the above objectives a proper project plan is necessary and the same is being prepared to cover the following aspects.

Concepts

To achieve the above goals in our project concept it has been considered very necessary to look into the following aspects.

- Improvement of the available school infrastructure
- Each child should have a school within 1km from his/her home.
- A school / Alternative school is required to be set up for the child who cannot reach school due to natural barriers.
- Enrolment of out of school children and drop out children through mass movement and through a bridge course of six months.
- Teacher orientation for best application of teaching learning methods.
- Creation of a child friendly environment in the school.
- Developing a good system of supervision and monitoring.

To shape the concepts the problems are identified as follows

Table I
Target Group of Children between 5+ to 8+ Age Groups

	Population 5+ to 8+	Enrolment	GER	Net Enrolment	NER	Out Of School Children
Base Year (2000)	98595	91343	108	74084	81	7252
2001-2002	100370	92256	109	77788	84	8113
2002-2003	102176	94102	109	85567	91	8075
2003-2004	104016	96925	107	95835	99	7091
2004-2005	105888	100802	105	100627	100	5086
2005-2006	107794	105842	102	105708	100	1952

Table II
Target Group of Girl Child between 5+ to 8+ age groups

	Population 5+ to 8+	Enrolment	Total Girls Enrolment	%age of Girls Enrolment
Base Year (2000)	98595	91343	44232	48.42
2001-2002	100370	92256	44917	48.69
2002-2003	102176	93179	45438	48.76
2003-2004	104016	94111	45936	48.81
2004-2005	105888	95052	46607	49.03
2005-2006	107794	96002	48037	50.04

Table III
Target group for Boys between 5+ to 8+ age groups

	Population 5+ to 8+	Enrolment	Total Enrolment	Boys Enrolment	%age of Boys Enrolment
Base Year (2000)	98595	91343	44232	47111	51.58
2001-2002	100370	92256	44917	47339	51.31
2002-2003	102176	93179	45438	47741	51.24
2003-2004	104016	94111	45936	48175	51.19
2004-2005	105888	95052	46607	48445	50.97
2005-2006	107794	96002	48037	47965	49.96

For the above targeted enrolment, access will be provided by constructing new school buildings, repairing School buildings etc.

Perspective Plan.

To tackle quality and retention issues target will be set in for motivating community by sensitization and meeting the VEC/WEC members, parents, guardians, villagers and others, by developing school environment .

Target Setting

From the above information and data received through survey it is targeted that:

Sl. No.	Particulars	Quantity
1.	Establishment of New Schools in unserved habitations	600
2.	Construction of new school buildings in existing Buildingless Schools	21
3.	Construction of one Additional Room in existing Schools with one room	137
4.	Construction of one Additional Room in existing Schools with 2 rooms	96
5.	Construction of toilets in existing schools	507
6.	Construction of drinking water facilities	641
7.	Construction of toilets for girls	288
8.	Major Repairs of School Building	386
9.	Minor Repairs of School Building	184
10.	Construction of CLRC buildings	12
11.	Construction of CRC	150
12.	Number of SSK required	600
13.	Number of Bridge Course Centres	28
14.	Number of Sahayeks to be engaged	1200
15.	Training of Sahayeks	3400
16.	Orientation and other SOPT / MC	2400
17.	Meeting VEC /WEC	
18.	Training and Academic support to teachers, Sahayeks, supervisors, etc.	
19.	Supply of appropriate TLM materials	
20.	Organisation of bridge courses/ summer camps	
21.	Testing certification and mainstreaming	

Chapter V (Section –A)

Project Management

Primary Education is the backbone of a society upon which sustainable growth of economic activity depends. Universal primary education programme under SSA is a programme which seeks to accelerate the present primary education to such an extent that all the children of the age group 5+ to 8+ years can be brought to the schooling system by 2003 so that they can complete primary education level by 2006. SSA functionaries will capture the whole community through their active participation. With the intervention of SSA, the whole educational management will take a new shape; it can fill up the gaps in the management of the existing system. The following chart is thought for.

Present School Educational Management System

Presently there are the following agencies in the primary school education management system at the D.G.H.C. area.

1. Department of Education under Darjeeling Gorkha Hill Council is in overall charge of this area of School Education Management.
2. District School Board, an autonomous body transferred to the DGHC, looks after the authorized matters related to primary education in the D.G.H.C. area.
3. The District Inspectorate, since transferred under the department of Education DGHC, with 12 offices of the Sub-inspector of schools, headed by the District Inspector of Schools Primary education, is responsible for all the administrative works relating to primary schools under the supervision and guidance of the Education Department, Darjeeling Gorkha Hill Council.

Management Under SSA

A separate cell has been created for management of SSA project of the D.G.H.C. area under the Education Department, Darjeeling Gorkha Hill Council.

In respect of the preparation of SSA project and implementation of the programme the following agencies have been constituted / will be constituted:

- SSA cell attached to the Education Department, DGHC

Perspective Plan.

- Planning team – under the Education Department, DGHC
- Council Constituency Level Co-Ordination Committee to monitor and review the implementation of SSA in the Constituency areas.
- Constituency Level Coordination Committee has been formed to supervise the functions of the VEC/VCC set up in each Council Constituency under DGHC. This is a novel endeavor to have an independent cell to implement the Sarva Siksha Abhiyan in all the Council Constituencies of DGHC with effective and exclusive emphasis on the programme.
- Village Education Committee / Ward Education Committee for day-to-day interaction of the Committee.

OFFICE OF THE COUNCIL PROJECT OFFICER (CPO), SARBA SIKSHYA ABHIYAN

For pre-plan activities Council Project Office has already been set up under supervision of the Education Department, Darjeeling Gorkha Hill Council, Darjeeling.

The office has to have a compliment of officers and staff as follows:

Sl. No.	Official/ Office Bearers	Unit	Monthly Remuneration / Salary
1	Council Project Officer (CPO), (on deputation)	1	Normal Pay
2	Addl. C.PO (PE)	1	Normal Pay
3	Addl.CPO (UPE)	1	Normal Pay
4	Deputy CPO (PE)	2	Normal Pay
5	Deputy CPO (UPE)	2	Normal Pay
6	M.I.S. Co-ordinator	1	Rs. 6000 p.m
7	Data Entry Operator	3	Rs. 4500 p.m
8	Teachers Training Co-ordinator (PE)	1	Rs. 6000 p.m
9	Teachers Training Co-ordinator (UPE)	1	Rs. 6000 p.m
10	Gender Co-ordinator	1	Rs. 6000 p.m
11	IED Co-ordinator	1	Rs. 6000 p.m
12	Research & Study Co-ordinator	1	Rs. 6000 p.m
13	Research & Study Co-ordinator (Programme)	1	Rs. 6000 p.m
14	Community Mobilization Co-ordinator	1	Rs. 6000 p.m
15	A S Co-ordinator	1	Rs. 6000 p.m
16	Planning Co-ordinator	1	Rs. 6000 p.m
17	SCCE Co-ordinator	1	Rs. 6000 p.m
18	Assistant Engineer	1	Normal Pay
19	Junior Engineer	3	Rs. 4500 p m
20	Upper Division Assistant	2	Rs. 4500 p m
21	Lower Division Assistant	4	Rs. 4000 p m
22	Group 'D'	4	Rs. 3000 p m

Perspective Plan.

Vehicle:

Considering the highly inaccessible areas in the hill region and difficult to reach spots, at least 5 vehicles are essential for the transportation of the officials of the office and staff for close monitoring and functioning of the CLRCs and VEC / WEC. One more vehicle may also be allowed to be hired as and when required to cope with the workload.

Office Equipment for Council Project Officer(CPO):

Sl No	Item	No of Unit	Unit Cost	Total Cost
1	Computer	3	50000/-	1,50,000/-
2	Xerox Machine	1	1,04,000/-	1,04,000/-
3	Installation of Telephone	1	3000/-	3000/-
4	T.V	1	15,000/-	15,000/-
5	Fax Machine	1	15,000/-	15,000/-
6	Tape Recorder	1	5,000/-	5,000/-
7	V C P	1	15,000/-	15,000/-
8	Public Address System	1	10,000/-	10,000/-
9	Pana Board	1	1,25,000/-	1,25,000/-
10	Portable Projector Machine	1	35,000/-	35,000/-
11	VDO Camera	1	12,000/-	12,000/-
	TOTAL			4,89,000/-

The Council Project Office may also be provided with furniture and equipments for proper functioning, maintenance of database and supervision. The following office equipment is required for the same.

Sl No	Item	No of Unit	Unit Cost	Total Cost
1	Chair (Plastic Moulded)	20	220.00	4400.00
2	Chair (Wooden)	10	700.00	7000.00
3	Computer	2	3310.00	6620.00
4	Table (Steel Secretariat)	1	3620.00	3620.00
5	Office Table(Steel)	6	2101.00	12606.00
6	Wooden Computer Table	2	3460.00	6920.00
7	Almirah (Steel)	5	4368.00	21840.00
8	Steel Rack	3	2765.00	8295.00
9	Tube Light	20	200.00	4000.00
10	Room Heater/Blower	8	1200.00	9600.00
	TOTAL			84901

Perspective Plan,

Library for the Council Project Office:

The Council Project Office will have a library with a rich collection of books on matters related to primary education, reference books, training materials, etc.

Circle Level Resource Centre:

The office of the S.I of schools will be converted to Circle Level Resource Centre headed by the respective Sub Inspector of schools under his jurisdiction. The CLRC will have a library and training hall for orientation of the teachers. The CLRC will have the following staff:

SI No	Official /Office Bearers	Monthly Remuneration / Salary
1	Circle Project Coordinator	Normal Pay
2	Resource Teachers (3 Nos)	Rs. 8000/- per head
3	Upper Divisional Assistant from Government Service	Normal Pay
4	Lower Divisional Assistant from Government Service	Normal Pay
5	Group 'D'	Rs 2000/-

List of Furniture to be supplied to each CLRC

SI No	Item	Description Of Items	Required No	Rate	Cost Involved
1a	Table	Steel Secretariat	1	3620	3620
b		Office Table	6	2101	12606
c		Wooden Comp table	1	3460	3460
d		Wooden Type Table	1	2325	2325
e		Wooden Table for Xerox	1	1513	1513
2a	Chair	Computer Chair	1	3310	3310
b		Steel Executive Chair	1	2850	2850
c		Plastic Moulded Chair	50	350	17500
d		Office Chair 'S' Type Tabular chair with arm cane seat & back	8	498	3984
3	Stool	Wooden Stool	1	525	525
4	Rack	Steel Rack	3	2765	8295
5	Almirah		5	4368	21840
6	Room Heater	Blower	8	1200	9600
7	Tube Light		20	200	4000
8	Type Writer		1	8500	8500
9	Xerox Machine		1	104800	104800
10	Computer		1	50000	50000
11	Telephone		1	3000	3000
12	Duplicating Machine		1	24000	24000
13	Portable Projector Machine		1	35000	35000
	TOTAL				320728

Chapter V **(Section-B)**

PLANNING AND MANAGEMENT

A good planning depends upon the able management structure . On the other hand a strong management can prepare , develop and implementation the good planning . Both planning and management are co-related to each other.

Besides the Council Project Office, DGHC, a Planning Team of DGHC has been constituted. According to decision of the Council Project Office, DGHC, House to House Survey, DISE have been conducted. The DGHC Planning Team examined the findings of the different surveys.

Micro Planning :

It is one of the major activities in the area of planning and management. Micro Planning includes activities like holding group meeting with villagers, and maintenance of village education register, drawing village education map and help the people to prioritize the intervention areas for the village and to strengthen the demand of the villagers. At the same time , this will enhance a capacity of the villagers for better utilization of resources. The Planning process will be conducted through several workshops.

School mapping a major part of Micro planning requires some experts who will be trained on mapping. For this workshops will be conducted .

For preparation of annual working plan and budget and to build capacity at planning the following activities may be undertaken:

1. Training of the DGHC Officials, CLRC functionaries.
2. Training of Village Education Committee / Ward Education Committee and other related persons.
3. Training and workshops on preparations AWP & B – Two Days programme
4. Follow up Workshops
5. Workshop for planning Universal Elementary Education.
6. Grant / Support to CLRC / VEC / WEC for planning at their Level

Chapter V
(Section-C)
CIVIL WORKS

The objectives of universal access can only be achieved by proper infrastructural support. On the basis of the various surveys conducted in this connection the needs of the school have been identified. The priority in this connection has also been fixed on the basis of their need.

Findings of the survey are given below;

Table

	Number of Schools
Requirement of New School Buildings	21
No of Schools Require Major Repairs	386
No of Schools Require Minor Repairs	184
School with 1 classroom	137
School with 2 classrooms	96
School with 3 classrooms	183
Schools having no Toilet facility	507
Schools having no Drinking water facility	641

Improvement of the condition of the School Buildings

The improvement of the condition of the school building involves the work of ;

- a) Construction of new school buildings.
- b) Construction of additional rooms.
- c) Major Repairing Works.
- d) Minor repairing works.
- e) Maintenance of all the schools @ of Rs. 5000/- as one time grant.

On scrutiny of the several surveys conducted throughout the DGHC areas and data collected from different levels. 21 (Twenty One) number of schools have been identified for construction of new school building. All such schools have their own land for construction of new school building and presently classes are being taken either in rented house or in other school buildings

The programme for construction of additional classrooms has also been taken up with appropriate importance . The requirements of additional rooms to the

Perspective Plan,

schools have been calculated strictly on the basis of the availability of floor area / student . 233 numbers of schools in the DGHC area require additional classrooms.

On scrutiny of the data collected from the different surveys conducted in the DGHC level it is revealed that 386 number of schools require major repair works and 184 number of schools require minor repair works. The priority in this regard has also been fixed on the basis of the condition of the schools and student strengths'.

Toilet and Drinking Water

The programme for construction of toilets in 507 number of schools and for construction of facilities for drinking water in 641 number of schools have been taken up.

Construction of CLRC and CRC Building

The office of the Sub-inspector of school will be converted to Circle Level Resource Centre. 12 number of CLRC buildings are to be constructed in the DGHC area. One Cluster Level Centre will be constructed in each Council Constituency of the DGHC i.e. 28 CLRCs, and 150 CRCs are required because of our Geographical and topographical condition.

Activity

- One Junior Engineer at each circle level will be engaged for technical supervision of civil work to be undertaken.
- For community involvement the members of the VEC /WEC will be trained for effective implementation of the scheme.
- Contingent fund at prescribed rate will be released per month / per year as maintenance grant to the school.
- This requires a considerable amount of fund, which can only be carried out through convergence with other Departmental fund.

Chapter V

Section D

PEDAGOGY

Creation of an ideal environment for children in schools who, should be treated with love, tenderness, affection and care which can motivate them for their preparation in the learning process and for the retention of these students in schools has been one of the important step conducted in preparing of this plan

In our education system the role of the teacher is not only of an Educator but also a Guide. In the past, efforts have been made in the DGHC, to orient the teachers in adopting modern teaching and learning methods. Hence the result is positive to create interest and motivation with the education of children but attention is to be given for continuous orientation and guidance of the teachers by organizing further residential orientation courses for the teachers. To decentralize the teachers training and make it participatory on the cascade model, there is a need for establishing or forming the Cluster Level Resource Center. It has also been identified that better co-ordination needs to be planned among the NGO's, Government and Community. Teachers are to be trained in developing teaching, learning materials from locally available resources and most important of all, their attitude needs to be developed through such training programme so that they may feel motivated to function as facilitator and not as controllers in the process of Primary Education.

Improvement of Quality of Learning :-

- There is a need to keep the pupil, teacher rate at a reasonable level. A high pupil-teacher ratio does not permit the teacher to follow the child-centered approach effectively.
- There is a need to care for attractive methodology for child centered approach. The entire activity is necessary.
- Child centered approach in education needs a good amount of teaching aids along with space in which demonstration work can be done and educational activities can be taken up.

Problems of the Darjeeling Gorkha Hill Council area:

- Hills form most of the DGHC area and hence most of the villages have small population. There are many geographical and topographical barriers which restrict their movement from one place to another.
- Most of the buildings here are small with insufficient drinking water and toilet facilities.

Building Conditions:

- Pucca 144
- Partially Pucca 272
- Kuccha 338
- Tent 6
- No Building 15
- One roomed Schools 137
- Two roomed Schools 96
- Three Roomed Schools 183
- More than Three Roomed Schools 359
- There is insufficient infrastructure of Teachers Training in our area. There are only two PTI in the DGHC area, one at Darjeeling town and the other at Kalimpong town.

Strategies

In the light of the above the following strategies are being proposed.

- A) For the buildings, establishing of SSK and alternative schools for serving small habitations, problems are discussed in the Civil Works Chapter for pedagogical renewal the following programme will be included.
 - **Training of Teachers** on pedagogical concept and methodology including Teaching Learning Materials and Multi-grade teaching. Key persons will train up the Resource Persons. The RP will train the teachers in batches at the CLRC level. Each training programme will be organized for 6 days at least and will be conducted by 4 RPS and 1 key person.

Perspective Plan.

To visibly reduce the gap in the performance of the top and bottom 20% students.

To qualitatively improve students reading and independent writing competencies in all grades.

To qualitatively improve students mental computing and systematic problem solving abilities.

To develop students' competencies at answer interpretative, application and open ended questions.

To improve students' oral articulation, team spirit, interpersonal, social and life skills.

To systematically develop self-learning and study skills and healthy reading habit among all.

Specific quality improvement programme.

To increase the school, teacher ratio, at least one teacher to all the existing primary schools will be engaged gradually.

Activities

- Training for the resource persons and for the teachers to build capacity in teaching of English, Mathematics, Science, and Languages.
- Teachers training on module 1, 2, and 3, and on evaluation and monitoring.
- Afternoon workshops at CRC/CLRC level fortnightly.
- Book grants, school grants, TLM grants, Contingent grants to the libraries and schools.
- CLRC and CRC grants.
- Workshop for SLIP.
- Support for evaluation.
- Supply materials to the children under SLIP.
- Printing of Patrikas, Teachers handbooks, forms, Etc.
- Beautification of Classrooms.

Chapter V

Section E

DISTANCE EDUCATION PROGRAMME

Considerable amount of research in the areas of teaching learning process and teachers training programme has been made in the past few decades and this has created impact on the overall cognitive and effective development of children. It is important for teachers to be well equipped in terms of child psychology, appreciation of innate potential in children and understanding the learning process in children. Teacher training programmes emphasise capacity building of the teachers to this end.

It should be kept in mind that teachers training programme is not a one time effort rather an ongoing process. There is need to maintain a sustained interaction with the teachers even after the training programme is over. It is in this context DEP (Distance Education Programme) plays a vital role. It has been envisaged as a major area of intervention under SSA's activities to strengthen the ongoing training programme for teachers and other personnel in one Primary Education sector.

It focuses on integration and use of distance learning materials and inputs through print, audio and visual media for the various training activities under SSA. The goal of DEP-SSA is to strengthen the concept of quality education by developing relevant resource materials for the teachers-

The objectives of the DEP are as follows: -

- a) To develop distance learning inputs and materials for training the primary school teachers.
- b) To assist in reducing transmission loss by suitable DL interventions, thereby increasing consistency and quality of training efforts
- c) To organise training of teachers and Primary Education personnel on use of these DL materials.

Strategy

1. Formation of a DGHC Resource group which will be associated with the activity of DEP in the DGHC area. The DGHC RG members for DEP to be part of the DGHC RG pedagogy.
2. Building capacity at different levels of the DGHC functionaries and Primary Education personnel on DEP. Identification of needs for development of resource material. Distribution of DL materials upto CLRC level.

Perspective Plan,

The activities to be undertaken at DGHC level for DEP are: -

1. Interaction with members of DGHC RG for DEP and primary school teachers through meetings / workshops for need assessment for development of resource materials for teachers.
2. Development of DL material both print and non-print based on need assessment of the teacher-training programme.
3. Organising workshops to train RTs & CPCs for the use of DL materials at the DGHC level.
4. Organising training programme for primary school teachers on use of DL materials.
5. Organising afternoon workshops for teachers at CLRC level to orient on the use of DL material, its effectiveness in classroom transaction, identification of school specific needs in the teaching learning process.

Chapter V
Section –F

GENDER INTERVENTION / GIRLS EDUCATION

In our society women are discriminated against in all walks of life though the Indian Constitution has provided equal opportunities to women in every aspect. Women today have proved themselves both physically and intellectually equal to men yet changing the social attitude is an uphill task.

There is surprisingly high percentage of the girls' enrolment in our DGHC area considering the glimpse of women's low status in the society. The enrolment of the girl child is found 44232 (48.42%) compared to the boys enrolment figure of 47111 in the academic year 1999-2000 with a Net Enrolment ratio of 89.06% as will be visible from the following tables

Table I
(Figure showing Girls' Enrolment)

Name of Constituency	Total schools	Total Students	Total Girls	%age of Girls Enrolment
ALGAH MUNSONG	29	2651	1272	47.98
BONG-DUNGRA	20	2787	1337	47.97
CHONGTONG-RESHEEHAT	23	2946	1414	48.00
DOOTERIAH RANGBULL	21	2658	1275	47.97
DR GRAHAM'S HOMES	21	2829	1357	47.97
GHOOM - JOREBUNGLOW	23	2418	1160	47.97
GITDABLING SINJI	46	3992	1916	48.00
GORUBATHAN	36	4432	2127	47.99
KALIMPONG KHAS	15	1524	731	47.97
KURSEONG TOWN	21	2506	1177	46.97
LAPCHU-PESHOK	29	2912	1426	48.97
LAVA PEDONG	33	2511	1155	46.00
LEBONG VALLEY	20	2006	982	48.95
MANGPOO-LATPANCHAR	41	5023	2411	48.00
MIRIK	22	3579	1717	47.97
PANKHABARI	23	2958	1449	48.99
POKHRIABONG-NAGRI	28	3750	1800	48.00
PULBAZAR-BIJANBARI	35	4391	2151	48.99
RIMBIK-LODHOMA	43	5086	2441	47.99
SADAR I	12	2726	1390	50.99
SADAR II	22	2226	1090	48.97
SINGAMARI-TUKVAR	19	2466	1208	48.99
SONADA -TUNG	28	3574	1715	47.99
SOURENI-PANIGHATTA	26	3492	1676	48.00
SUKIA-MANEYBHANJANG	39	3990	1918	48.07
TAKDAH-TEESTA VALLEY	40	4287	2057	47.98
TINDHARIA-SUKNA	30	3642	1748	48.00
TODEY TANGTA -JALDHAKA	30	3981	2132	53.55
TOTAL	775	91343	44232	48.42

Table II
(Expected 5+ to 8+ Girls Population as per census report)

Name of Block	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Darjeeling-Pulbazar	8705	8862	9021	9184	9349
Rangli-Rangliot	4871	4959	5048	5139	5231
Jorebunglow-Sukhiapokhri	6993	7119	7247	7377	7510
Kalimpong I	3991	4063	4136	4210	4286
Kalimpong II	3733	3800	3869	3938	4009
Gorubathan	3378	3439	3501	3564	3628
Mirik	2438	2482	2527	2572	2618
Kurseong-Sukna	4846	4933	5022	5112	5204
Darjeeling Town	5378	5475	5573	5674	5776
Kalimpong Town	2873	2925	2977	3031	3086
Kurseong Town	1945	1980	2016	2052	2089
Mirik Town	512	521	531	540	550
Total	49663	50557	51467	52393	53336

Thus 100% enrolment of 5+ to 8+ age group girls by 2003 and their retention till completion of primary education are the major challenges for us. In keeping with the national policies, our aim will also be to mobilise women, make them conscious of their rights and empower them to work for the cause of girls' education.

Activities

- Development of infrastructure in favour of girls
- Awareness campaign in the areas where the regular attendance of girls are not ensured
- Changing the attitude of the teachers towards the girl child in the classroom

To fight the problems special activities will be designed later on with the help of Council Planning Team.

Chapter V

Section – G

RESEARCH AND STUDIES

Studies are largely categorized under a few types on the basis of its magnitude and the levels of assessment to be made.

In-Depth Studies:

Studies pertaining to quality issues will be taken under this head. The study will help to identify the underlying reasons for the present status of education. These studies will be taken up at a smaller scale and effort will be made to penetrate to the grass root level and sample studies under this will cover wider areas. This will help in locating the factors responsible for the emerging status of the issues taken up. Accordingly suggestions can be made in the planning process to implement an appropriate strategy to improve the present status. The issues selected must be,

- Cover areas of general interest and importance to the intervention status.
- Require the professional and technical competence of the subject studied by the investigator
- Result in a comprehensive written report that will include a description of the intervention and a review of related literature, methods or procedures used, findings or accomplishments, including a discussion of general ability and conclusion.

Studies to be covered under this head will be as follows:

- The area covering the Tea gardens, Schooling Facilities and gauging the other access factors leading to non-universalisation of UPE.
- Problems of accessibility in the forest areas and alternatives that will work out in this set up.
- The “Busty” area covers a large space, case studies to identify the needs of convergence especially in these areas can be taken up.
- It is realized that pre schooling of a child is important for the child’s’ respondness to attend school. DGHC with thus identified areas where study will we taken up covering the Early Child Care Education.

Impact Studies

After a certain period of implementation of new strategies during the period its impact on reaching the desired goals need to be assessed. This is to identify the impact of the strategies used to reach the goal of UEE. Based upon its success the strategy will be further strengthened or withdrawn with new strategies developed in response to the findings from the studies.

The studies in this context will be related to findings from the data based studies. The strategies introduced in the programme will be reviewed after a particular period of its implementation in a scientific manner. The studies under the head will cover,

- Issues in gender Intervention
- Issues in the Integrated Education for the Disabled.
- Issues in community mobilisation and alternative education.
- Issues on teachers Training and other related issues of pedagogy.

Action Research

As we discuss Action Research we emphasize on research focusing smaller areas concentrating more at the micro level. This study aims at contributing towards the practical concerns of people in an immediate problematic situation. Accomplishing this requires active collaboration of researcher and the target group.

Issues identified under Action Research will focus circle level / school level studies. Action Research therefore will be taken up at the Council/district level/ in a circle level / school level

District specific issues to be taken up will include:

- Impact of Training to Teachers / VEC / WEC
- Relation of attendance to Achievement Level
- Drop out retention / repetition / transition / achievement levels rates etc.
- Challenges of universalization SC/ ST / Girls / Other specific groups
- Hard Spots in teaching
- Training Needs of the teachers
- Activating VEC's

SLIP STUDIES

Learning achievements / classroom transaction / assessments under the school based learning improvement programme

- School based achieved competency assessment of students against the desired competency of different grades at different intervals of the academic sessions - in SLIP schools

Dissemination of Report

This is a vital part of the research to give back at the grass root level the analysis of data as collected from the same level. Dissemination of information / sharing will be organized at the Council and Sub-divisional level depending upon the scope and coverage of the study.

Special Studies

Certain studies are conducted as benchmark surveys for later reference to identify the levels of progress made over a period of time. These studies include

Cohort Study: This study will be conducted among a set of students enrolled in elementary education over a period of at least eight years, to find out the number of years required by the identified group to complete elementary education. The study will also help to identify the percentage of students requiring additional number of years to complete elementary education.

Base Line Survey has already been conducted at the primary education level. A similar exercise in the **Mid-Term Assessment Survey (MAS)** will be taken after 2 years of intervention to judge the impact of the inputs made over this period.

Chapter V Section-H

EARLY CHILDHOOD CARE AND EDUCATION

Early childhood education is an important initiative for achieving the universal primary education by reducing the gap in enrollment, dropout and improving quality of education. It is an effort especially for school readiness and generating school going habits of the children in the age group of 3 to 5 yrs and a support service for working women of the disadvantage section of the society. It also ensures enrolment of under aged children.

In respect of DGHC, since ICDS is not a transferred subject, the Pre-Primary Education for 3 to 5 years is normally taken up in the formal primary schools, either before or after the school hours. Considering this situation in mind it may be considered that whatever lump sum fund for remuneration and training of the Anganwadi workers in the ICDS project is earmarked, the same has been provided for the remuneration of additional teachers and their training in the pre primary section of the schools.

In all the 775 primary schools, pre-primary sections are being run and for this there will be requirements of ECCE personals to run these centres.

Table

Showing the number of constituency wise Primary Schools having pre-primary facilities

Name of Constituency	Total Number of Schools
Algarah munsong	24
Bong Dungra	19
Chongtong Rishihat	16
Dooteriah Rungbull	18
Dr Graham's Homes	16
Ghoom Jorebunglow	17
Gitdabling Sinji	37
Gorubathan	21
Kalimpong Khas	9
Kurseong Town	2
Lopchu Peshok	20
Lava pedong	29
Lebong	18
Mungpoo Latpanchar	13
Mirik	22
Pankhabari Giddyapahar	2
Pokhriabong Nagri	21
Pulbnazar Bijanbari	21
Rimbik Lodhoma	38
Sadar I	8
Sadar II	11
Singamari Tukvar	12
Sonada Tung	14
Soureni Panighatta	27
Sukhia Maneybhanjang	28
Takdah Teesta Valley	25
Tindharia Sukna	2

Perspective Plan,

Name of Constituency	Total Number of Schools
Todey Tangta Jaldhaka	18
TOTAL	503

Keeping in mind the above utilities we need to strengthen the pre school activities by adapting the following strategies

- Sensitise the community for sending the undereaged children to the pre-primary sections
- New approval to the preprimary sections to the other primary schools for the children of the age group 3 to 4
- Training of the primary teachers on pre schooling and for taking proper care of the SC children in the centre
- Developing supervision and monitoring system for preschooling activities will be organized

Activities:

- 1 Engagement of ECCE Co-ordinator
- 2 Formation of CRG and holding monthly meetings (from 1st year onwards)
- 3 Convergence with other departments under DGHC to be ensured and strengthened
- 4 Academic support and the ECE kits as a composite teaching learning material will be supplied to all the primary schools having pre primary facilities (from 2nd year to 5th year)
- 5 Special training at least for 3 days for the teacher of the pre primary sections (from 2nd year).
- 6 Sensitization workshop with teachers, RTs, CPCs, CRCs, VECs, Councillors, etc. (from 1st year onwards)
- 7 Noon and afternoon workshops to be organized on pre schooling for VECs and teachers.
- 8 Awareness generation through campaign, posters, leaflets, melas, etc.

Chapter V Section I

COMMUNITY MOBILIZATION

It is needless to say that without involvement of the local people any effort for improvement of primary education will yield no result. If we go about 100 / 200 years back, it may be noticed that the role of zamindars and the eminent persons like Iswar Chandra Vidhyasagar and others was vital to spread primary education in the country. So it may be pointed out that the involvement of the community in primary education is not a new thinking in our State.

After Independence of the country the Government played a key role for the expansion of primary education. In 1973 and 1974 Constitutional Amendment Acts, the Panchayat and local bodies are empowered for the purpose. Now, gradually, a gap in understanding has arisen. The local people have started thinking that it is exclusively the responsibility of the government as well as local bodies to set up new school buildings and repair damaged school buildings and the community has no role to play in such activities. Keeping this in view in the DGHC area, the Council is keen to form Village Education Committee / Ward education Committee to give shape to a structure on the abstract concept of community and decentralize the learning, for ensuring universal primary education as per the guidelines of the government.

STRATEGIES

With a view to ensuring community involvement, the following strategies have been undertaken in respect of 4 major ingredients of Universal Primary Education.

- 1 Access
- 2 Enrolment
- 3 Retention
- 4 Quality education

To Ensure Access

- Community Sensitization for establishing schools, SSK, EGS, AIE, etc.
- Establishing special types of schools in forest and geographical different areas
- Extension of existing buildings where enrolment pressure is high with the help of the community
- Correspondence with Panchayat/Councillors for minimizing communication problem, where it is needed, by making road, bridge, etc. and also drinking water and toilet facilities
- Ensuring community contribution in all sphere
- Capacity building of members of the VEC/WEC

To Ensure Enrolment

- Maintaining database at micro level for identifying out of school children and never enrolled children
- Building environment for universal enrollment by organizing campaign, sensitization etc. with the help of folk artists
- Micro planning exercise for identification of child labor, migrating child etc.
- Making bridge course through the scheme of EGS / AIE
- Capacity building of the members of VEC /WEC by organizing training specially for maintaining school environment
- Community sensitization through multimedia packages – especially through video and audio etc.
- Identification of disabled children

To Ensure Retention

- Building school environment with the help of community i.e VEC / WEC
- Infrastructure development with the help of community and Government and convergence etc.
- Intensive campaign in the dropout prone area
- Establishing CRESH in the villages
- Establishing temporary hostel camp in the migrating area
- Organizing PTA / MTA for sharing the result / achievement of the children with the parents

To Contribute to Quality

- Ensuring regular attendance of teachers and students by providing for community audit
- Building school environment with VEC / WEC
- Strengthen the supervision and monitoring and inspection by the departmental authorities

ACTIVITIES

1. Sensitization programme of Key Persons including all the 28 Councillors of the DGHC- one day programme at the DGHC level with 50 heads.
2. Training of CRG, KRP and other officials of the DGHC. 3 days. DGHC level, residential programme with 100 heads.
3. Training of the CLRC co-ordinators and RTs – 3 days residential programme with 120 heads.

Perspective Plan,

4. Training of members- 3 days non-residential programme at CLRC / Block level.
5. Workshops at CLRC Level with VEHC / WEHC Secretary, Chairman, CPC and RTs –Twice a year on enrolment and retention drive.
6. Bi-monthly meetings with CRG members and officials and functionaries – 5 times a year.
7. Meetings of PTA – 3 times a year.
8. Workshops on proper utilisation of school grants, maintenance of accounts etc. with the Secretary & President of VEHC / WEHC – twice a year.
9. Meetings of Constituency Level members.

Chapter V

Section J

ALTERNATIVE SCHOOLING

The concept of Alternative School (AS) has emerged throughout the country with a view to ensuring universal access to education, since formal primary education cannot reach every child due to its rigid norms and frame, which was set up by the state governments. Alternative system of education has to be treated as a complimentary system of education to formal primary education, especially in our uneven socio-eco-geographic condition. However, the alternative school systems have always been questioned on several grounds and perhaps this ideological and conceptual debate will continue in the future also.

Moreover, the opportunity of alternative school has been utilized in the context of UPE, or because the opportunity speaks for the deprived children of difficult circumstances who have no access to formal primary school due to a number of reasons.

In West Bengal, the Panchayat and the RD Department has launched SSK, which is meant for ensuring access in unserved habitations and out of school children. DGHC has established 430 SSKs for ensuring access of the out of school children in the hill areas of the Darjeeling Gorkha Hill Council..

In addition to the SSK another opportunity has come to DGHC for ensuring access of the children. The name of this scheme is EGS / AIE. The objective of both the schemes are almost the same.

SCOPE OF EGS / AIE and STRATEGIES

- **Children in remote schoolless habitation:** Opening of EGS with at least 20 children and an education volunteer.
- **Education of children who migrate:** Seasonal community hostels will be arranged for boarding, lodging, coaching and care of the children.
 - ◆ Provisions of a mobile teacher along with migrating families & children.
 - ◆ Setting up of educational centres at the site of migration
 - ◆ Organizing condensed, bridge courses for children on their return home to make up the schooling time lost during the period of migration.

Perspective F

- **Bridge Course /Back to School Camps:** These strategies support mainstreaming of children into formal school through bridge courses of varying duration which bring 'out of school' children to age appropriate competency level through condensed courses followed by their admission into appropriate grades in the formal schools. The duration of the bridge courses would depend on the age of the children and their prior education. The bridge courses residential or non-residential, would be organized in the community or as part of the regular school itself.
- **Short Duration Summer Camps:** Camps such as these will be organized to motivate children in the age group of pre-primary and primary stages for enrolment in schools or even for remedial teaching prior to start of a new Academic session.
- **Support to Maktab / Madarsahs to provide NFE:** In the institutions where children are receiving only religious lessons or *Taleem*, arrangements would be made to provide an additional teacher who would transact the formal school curriculum.
- **Strategies for adolescent girls:** Short duration motivational centers, which are residential or non residential, from where the girl, would go to attend longer durational residential or non residential camps. The focus of these motivational / preparatory centers apart from inducting the girls into the formal system would impart life oriented and gender sensitive education.
- **Very specific, flexible strategies for certain groups of children eg. child labour, street children etc.:** The strategies would be bridge courses, remedial teaching centers, residential camps, drop in centers, etc. Strategies for such groups would also include contact based activities.
- **Remedial teaching:** Two kinds of interventions may be there –
 - a) Necessary Remedial Teaching for children in formal schools
 - b) For children mainstreamed into formal schools from bridge courses / camps / back to school strategies.

Activities

1. Organizing a week long Intensive campaign in those areas where children are mostly out of school (400 units)
2. Establishing SSKs in unserved habitations. The entire fund will be provided by P & RD Department.
3. Establishing EGS school in unserved habitations and also in served habitations where children cannot attend school due to poor socio-economic conditions.
4. Organizing bridge courses in areas.
Residential: 3-4 months
Non- Residential: 3-6 months

Tentatively children will be covered in both camps every year for 2 years. (From the 2nd year onwards)

Perspective Plan,

5. Establishing Ashram / camps for the migratory children, in the rural migration prone zones. These camps will be organized by NGOs, especially in tribal areas. (Cost Norms Rs. 50/- per child per day)
6. Intensive micro planning exercise will be undertaken in every Gram Sansad of the Council as migration prone areas
7. Introducing identity cards (IC) for the children, who if by any means have to migrate
8. AIE schools will be opened for heterogeneous groups of children. NGOs will be involved for the purpose of implementation of the schemes (from 2nd year) @ Rs. 1200 per child per annum.

Chapter V

Section –K

INTEGRATED EDUCATION FOR DISABLED CHILDREN

Universalisation of the primary education will be meaningless if the disabled children are not included under the provisions of the programme with proper care. DPEP also attaches immense importance towards the integrated education for both the physically handicapped and the mentally retarded children. In DGHC an elaborate programme has been chalked out for providing education facilities to the handicapped children so that the children in the future do not have to consider themselves as a burden to the society.

In view of the guidelines provided under SSK the following strategies are to be adopted in the DGHC.

- Yearly survey to collect and collate the data
- Assessment and screening in proper and planned way
- Workshops, meetings, seminars, at different levels
- NGO's involvement
- Distribution of aids and appliances
- Orientation to teachers

Plan

The main objective of the IED programme is to evolve, demonstrate, evaluate and document strategies that facilitate UPE/UEE for children with disabilities.

Specific Objectives

- a) Capacity building at the Council level.
- b) Capacity building of school teachers to identify children with disabilities.
- c) Facilitating participation and involvement of the school teachers and non-disabled peers in accepting children with special needs in school and community programme
- d) Promote participation and involvement of family members in training their child with disabilities
- e) Integrating the identified children in formal schools
- f) Providing required services to the disabled children who are already in school

Strategy

- a) Capacity building at different levels
- b) Strategy related to enhance and social performance of children with disabilities

Perspective Plan,

- i) Survey
- ii) Assessment for needs identification
- iii) Involvement of Resource Organisations for development of motor, cognitive and language ability of integrated children

Activities

- Engagement of duly qualified and competent IED Co-ordinator
- Formation of Council Resource Group (CRG) with representatives from DSWO, CMOH, NGO's etc.
- Awareness camps at GP / Ward levels
- Orientation / Sensitisation / Workshops / Meetings
 - Sensitisation of Council functionaries
 - Sensitisation of Council constituency/ Municipality level
 - Orientation of all Primary school teachers of the intervening areas.
 - Meeting with the guardians of the disabled children of the intervening CLRCs

The following topics will be covered in the orientation and training programme: -

- i) **What is IEDC**
- ii) **Facilities available under IEDC**
- iii) **Resource room facilities**
- iv) **Common factors of SSA & IEDC**
- v) **How SSA & IEDC can work together**
- vi) **Needs of children with disabilities, teachers and parents**
- vii) **Structural / physical modifications that promotes better integration**
- viii) **Modules of integration**
- ix) **Integration barriers like attitude & logistic issues and the accessibility issues & strategies to overcome this**
- x) **Teacher & peer group strategies for facilitating interaction.**

Campaign

- Observance of world Disable Day
- Cultural competition
- Cultural competition among disabled children
- Drama and folk songs on IED
- Leaflets, Postering, Printing , etc.

Survey & Identification

- School survey by teachers to identify children with special needs
- House hold survey by VEC / WEC member
- Compilation

Screening and Assessment

- Forming multiple disciplinary assessment team with expert from the field of medical Psychological and special educated personnel
- The above team will identify special needs of the disabled children
- Wall writing, Leaflet, Miking, Postering to be used extensively before assessment camps
- The assessment programme may be organised in 3-4 at the intervening areas

Aids & Appliances

- Aids & appliances will be provided to the disabled children through convergence with ALIMCO. 60% of the funds will be contributed by ALIMCO and the remaining 40% will be done by SSA
- In case of non-availability of the appliances, furniture will be procured from the market
- 'Hearing Aid' will be provided by NIHH.

Engagement of Council Level Resource Organisation (CLRO)

- CLRO will be engaged in the areas to look after the special needs of integrated disabled children. NGOs working in the fields of disabilities will be contacted for the same. Each DLRO should have 3 special educators from different fields of disability viz visual mental and hearing

Networking with National Institutes

CPO will develop network with the State / National institutes viz NIOH, NIMH, AYJNIHH, NIVH for obtaining and developing materials, providing aids and appliances and other required services.

Resource library

Setting up a Resource Library on IED and apart from various references, a display board with different aids and appliances will be made.

Visit

- Visit of IED Co-ordinator, Programming Officer and SRG members to state.
- Other SSA district level visit of CRG members and IED Co-ordinators.

Sustainability

For effective sustainability (which is a very crucial and difficult one) of a project of this nature the following activities will commence. The activities of this objective are aimed at supporting the change in roles and co-ordinating the flow of information about change within the service system of communities. Activities included under this would be:

- Shaping collaborative relationships among public private and community organisations
- Establishing co-operative agreement with the school districts education services districts health services rural development service providers and other appropriate departments and local agencies
- Shaping social service agencies and system roles to respond to the needs of inclusive education in the community
- Income generation programmes

It is hoped that the problems in this connection will be dealt with holistic and integrated approach and in the era of globalisation our country is also bound to be influenced by developments in this regard elsewhere in the world.

Chapter V
Section – L

INNOVATION

Planning is a continuous process. Therefore, experimentation and innovation are required to be incorporated regularly. For proper and successful implementation of any project or programme the innovative works are very useful. The innovation can generate momentum to the entire programme for achieving the goal. To universalization of primary education district specific , area specific and action oriented research be necessary, which will help to have better and useful strategies in the near future.

Objective

- To identify the innovative issues and to ascertain the process incorporating specific activities for improvement of the total scenario of primary education.

Activity

- The activities that are to be under taken by the DGHC area under innovation have not yet been decided, and the same will be looked in the subsequent years of the project period.

Chapter V

Section – M

MANAGEMENT INFORMATION SYSTEM

For successful implementation of any project/programme, an information system is vitally important. Information flows through different levels of the project at the right time in the right manner will not only ensure the successful implementation of the scheme / programme / project but will also help in taking corrective measures timely and effectively.

Management information system has two-fold system one on the school information which is preliminarily called the Educational management Information system (EMIS) and the other is the Project Information, which is generally called the Project Management Information System (PMIS). The MIS is one of the important areas, which can keep a good linkage with the sub-divisions, Constituencies/ Municipalities, Circles and grass root levels at one side and also with the state MIS through whom a national picture can be depicted.

Proposed Activities to be conducted in this field

- 1 **District Information System on education:** - DISE is an important tool in the system of EMIS for collecting data from schools every year as on the 30th September. After collection of the Data through trained personnel, the Council compiles them and comments upon them.
- 2 **Project Management Information System (PMIS):** -PMIS is an important tool for monitoring and evaluation of the project. This system also functions through a certain format, which the project personals can use on their information tool. All the personnel right from the Council to sub-divisional level will be trained to use it properly.
- 3 **Computer Cell at CPO:** - This important activity will help the planners and those responsible for execution to preserve DISE data. PMIS data in an aggregated manner and send the report to the state for their intervention. Certain arrangements are to be made for installation of hardware in the office.
- 4 **Computer Cell at CLRC:** - For circle level data entry as ensuing reports and information, one computer may be supplied to each 28 CLRC.
- 5 **Monthly reporting System (MRS):** - From VEHC / WEHC to SPO through CLRC & CPO. This reporting system must be ensured.
- 6 **Training and orientation:** - Proper training will be imparted to them, who will be in the MIS at different levels.

Maintenance & Contingency: - MIS will be supported for its proper and effective functioning ensuring Maintenance & Contingency on regular basis.

Chapter V Section – N

MEDIA AND DOCUMENTATION

Media and documentation is an integral part of any project, which focuses on the issues of development. The main objective of framing a media strategy is to generate awareness about the issue to the right audiences for successful implementation of the project by ensuring their participation in the project.

In the case of SSA, the perspective plan for the next 5 years for Media and Documentation should reflect mainly the campaign activities along with participation to achieve the Universalisation of Primary Education (UPE) along with UEE. Thus the media strategy will include activities related to dissemination of information on access, enrolment, retention and quality of education by utilising different channels of communications such as Print, audio-visual and live Media.

Darjeeling Gorkha Hill Council has the basic characteristics for its demographic nature. People residing here have different linguistic backgrounds. Tea Gardens are predominant feature here. Thus the problem of child labour are of common occurrence. Considering the literacy problem and other above factors, the media strategy for next year will be as follows.

The campaign activities may focus dissemination on in depth information on the issue of SSA to different set of target audiences i.e. teachers parents and community. For teachers, workshops and seminars will be organised by the DGHC. In case of parents, mass media will be effective though interpersonal communication through VEC & WEC meetings will also be needed for changing the attitude of parents towards elementary education.

For larger community, wall writing, hoarding, postering etc. will be effective. This activity needs to have a bottom up approach for maximum effect. Other than campaign activities the following initiatives have also to be taken up:

- i) Mela / Exhibition: The DGHC will organise Book fairs, Sishu Melas etc. on regular basis.
- ii) Publications: Material development is an important component of the Media strategy. Print media will be utilised for generating public awareness among larger community as well as among the policy makers

Perspective Plan,

etc. A quarterly publication in this regard will serve the purpose. Books, pamphlets, Brochures will also be developed keeping in mind the linguistic heterogeneity of the population.

- iii) Special focus is to be given to the child labourers residing at the various areas under DGHC. Special campaign at the interval of three months will be designed for them through audio, and audio-visual channels.
- iv) For migratory population special campaign will also be designed.

Documentation is an art of keeping records chronologically for future references. Documentation of the total project needs to be done professionally in order to monitor the progress of the project. Different reports should be prepared considering the different angles of the project. Still photography, video documentation and report writing are the three main areas of documentation. Thus, from the very beginning of the project progress needs to be recorded by a group of project members. Time to time, workshops on documentation have to be organised at different levels.

For the Media & Documentation component, the existing departments handling the publicity will be responsible. The CPO, SSA and DI of schools will work closely with publicity centres of the Government of West Bengal.

BUDGET OF PERSPECTIVE PLAN (2001-06)

DGHC Budget for Project Management

Table PM/1

Budget for Salary of CPO Office

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
CPO		1		1		1		1		1		5		0 Govt Officers on Deputation
ACPO		2		2		2		2		2		10		Do
DCPO		4		4		4		4		4		20		Do
FAO	0.06	1	0.36	1	0.72	1	0.72	1	0.72	1	0.72	1	3.24	per head/mt
MIS Co-ordinatorSA	0.06	1	0.36	1	0.72	1	0.72	1	0.72	1	0.72	1	3.24	
Data Entry Operator	0.045	3	1.8	3	1.62	3	1.62	3	1.62	3	1.62	3	8.28	
Teacher Training Co-ordinator(PE)	0.06	1	0.36	1	0.72	1	0.72	1	0.72	1	0.72	1	3.24	
Gender Co-ordiantor	0.06	1	0.36	1	0.72	1	0.72	1	0.72	1	0.72	1	3.24	
ID Co-ordiantor	0.06	1	0.36	1	0.72	1	0.72	1	0.72	1	0.72	1	3.24	
Research & Study Co-ordiantor	0.06	1	0.36	1	0.72	1	0.72	1	0.72	1	0.72	1	3.24	
CM Co-ordiantor	0.06	1	0.36	1	0.72	1	0.72	1	0.72	1	0.72	1	3.24	
Planning Co-ordiantor	0.06	1	0.36	1	0.72	1	0.72	1	0.72	1	0.72	1	3.24	
AS Co-ordinator	0.06	1	0.36	1	0.72	1	0.72	1	0.72	1	0.72	1	3.24	
ECCE Co-ordiantor	0.06	1	0.36	1	0.72	1	0.72	1	0.72	1	0.72	1	3.24	
Asst Engineer	0.06	1	0.36	1	0.72	1	0.72	1	0.72	1	0.72	1	3.24	
Jr. Engineer	0.05	3	0.9	3	1.8	3	1.8	3	1.8	3	1.8	3	8.1	
UDC	0.045	2	0.54	2	1.08	2	1.08	2	1.08	2	1.08	2	4.86	
LDC	0.04	4	0.96	4	1.92	4	1.92	4	1.92	4	1.92	4	8.64	
Gr D	0.03	4	0.72	4	1.44	4	1.44	4	1.44	4	1.44	4	6.48	
TOTAL			8.88		15.78		15.78		15.78		15.78		72	

Table PM/2

Vehicle for Council Project Office

Rs. In Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total	
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin
Hirng Of Vehicle	0.07	4	1.68	4	3.36	4	3.36	4	3.36	4	3.36	20	15.12
Hirng on requirement Basis	0.07	2	0.42	2	0.84	2	0.84	2	0.84	2	0.84	10	3.78
Total		6	2.1	6	4.2	6	4.2	6	4.2	6	4.2	30	18.9

Table PM/3
Furniture

Rs. in Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total	
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin
Furniture			1		0.5		0.25		0.25		0		2
Maintenance			0.05		0.05		0.05		0.05		0.05		0.25
Total			1.05		0.55		0.3		0.3		0.05		2.25

Table PM/4

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total	
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin
Equipments			1		2		2						5
Maintenance			0.1		0.1		0.1		0.1		0.1		0.5
Total			1.1		2.1		2.1		0.1		0.1		5.5

Table PM /5
Consumables

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total	
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin
Office Expense	0.05 / month		0.35		0.6		0.6		0.6		0.6		2.75
Office Stationeries			0.05		0.6		0.6		0.6		0.6		2.45
Office decoration / renovation			0.25		0.25		0.25		0		0		0.75
Telephone Bill			0.05		0.1		0.1		0.1		0.1		0.45
Electric Bill			0.25		0.5		0.5		0.5		0.5		2.25
Audit fees and incidental charges			0.1		0.25		0.25		0.25		0.25		1.1
Total			0.4		1.2		1.2		1.2		1.2		5.2

Table PM /6
Capacity Building of CPO

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total					
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin				
Orientation / training / workshop for DGHC Functionaries	0.0015	50	0.15	50	0.15	50	0.15			0		0		0.45	2 days		
Meetings at CPO			0.01		0.025		0.025			0.025		0.025		0.11			
Spouse visit of DGHC Functionaries			0		0.3		0.3			0.3		0.3		1.2			
Field Visits of Functionaries			0.03		0.1		0.1			0.1		0.1		0.43			
TA /DA to office personnel			0.15		0.5		0.5			0.5		0.5		2.15			
Total			0.34		1.075		1.075			0.925		0.925		4.34			

DGHC Perspective
At a Glance for Project Management

Table	Activity	Amount (in Lakhs)
PM1	Salary of CPO	72
PM2	Vehicle for CPO	18.9
PM3	Furnirure	2.25
PM4	Equipment	5.5
PM5	Consumable Expenditure	5.2
PM6	Capacity bulding of CPO	4.34
	Total	108.19

DGHC Budget for Planning and Management

Table P&M/1(Traning)

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks	
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin		
Training of RPs on FM	0.0015	50	0.075	0	0	50	0.075	0	0	0	0	100	0.15		
TRg of VEC/WEC members	0.0004	0	0	5400	2.16	0	0	5800	2.32	0	0	11200	4.48		
TOTAL	0.0019	50	0.075	5400	2.16	50	0.075	5800	2.32	0	0	11300	4.63		

Table P&M/2(Consultative Process & Planning)

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks	
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin		
2Days Trg Prq at DGHC Level	0.0015	240	0.36	0	0	240	0.36	0	0	0	0	480	0.72		
2 days Trg at CLRC Level	0.0007	240	0.168	0	0	240	0.168	240	0.168	0	0		0.504		
TOTAL		240	0.528	0	0	240	0.528	0	0.168	0	0	480	1.224		

Table P&M/3(Support to CLRC)

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks	
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin		
Grant to CLRC	0.005	0	0	12	0.06	12	0.06	12	0.06	12	0.06	48	0.24		
TOTAL	0.005	0	0	12	0.06	12	0.06	12	0.06	12	0.06	48	0.24		

Table P&M/4(Planning and Management)

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Workshop on preparation of AWP &B	0.0015	75	0.225	75	0.225	75	0.225	75	0.225	0	0	300	0.9	For 2 Days)
Follow up workshop	0.0015	75	0.1125	75	0.1125	75	0.113	75	0.113	0	0	300	0.45	
Workshop for Plan on UEE	0.0015	75	0.1125	0	0	0	0	0	0	0	0	75	0.1125	
TOTAL	0.0045	225	0.45	150	0.3375	150	0.338	150	0.338	0	0	675	1.4625	

Table P&M/5(Micro Planning and School Mapping)

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Support to VEC/WEHC for Planning	0.005	0	0	1128	5.64	0	0	1128	5.64	0	0	2256	11.28	
School Mapping CLRC Level	0.01	0	0	12	0.12	0	0	12	0.12	0	0	24	0.24	
TOTAL	0.015	0	0	1140	5.76	0	0	1140	5.76	0	0	2280	11.52	

Table P&M 6(Exposure Visit & Field Visit)

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Exposure/Field Visit of Functionaries	LS		0		0.25		0.25		0.25		0.25		1	
TOTAL	0	0	0	0	0.25	0	0.25	0	0.25	0	0.25	0	1	

DGHC Perspective		
At a Glance for Planning & Management		

Table	Activity	Amount (in Lakhs)
P&M1	Training	4.63
P&M2	Consultative Process & Planning	1.224
P&M3	Support to CLRC	0.24
P&M4	Planning & Management	1.4625
P&M5	Micro Planning & School Mapping	11.52
P&M6	Exposer Visit & Field Visit	1
Total		20.0765

Table MD/1(Publicity)

DGHC Budget for Media and Documentation

Rs in Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Hoarding	0.02	10	0.2	40	0.8	0	0	10	0.2	0	0	60	1.2	
Banner	0.002	30	0.06	100	0.2	100	0.2	0	0	0	0	230	0.46	
Poster	0.0005	1000	0.5	1000	0.5	1000	0.5	1000	0.5	1000	0.5	5000	2.5	
Leaflets	LS	0	1	0	0.5	0	0.5	0	0.5	0	0.5	0	3	
Wall Writing	0.0015	100	0.15	500	0.75	175	0.263	0	0	0	0	775	1.1625	
Miking	LS	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	1	
Stalls	LS	0	0.5	0	1	0	1	0	1	0	1	0	4.5	
Special drive for Child Labour	0.0015	0	0	0	0	0	0	0	0	0	0	0	0	
Special drive for migratory families	0.0005	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	1	
TOTAL	0.026	1140	2.81	1640	4.15	1275	2.863	1010	2.6	1000	2.4	6065	14.823	

Table MD/2(Workshops)

Rs in Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
1 day workshops on Documentations	0.0015	0	0	50	0.075	50	0.075	50	0.075	50	0.075	200	0.3	
Meetings for Publication Newsletter	0.0015	0	0	10	0.015	10	0.015	10	0.015	10	0.015	40	0.06	
TOTAL	0.003	0	0	60	0.09	60	0.09	60	0.09	60	0.09	240	0.36	

Table MD/3(Other Activities)

Rs in Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Qtrly bulletin published from Edn Dept. DGH	0.00005	0	0	10000	0.5	10000	0.5	10000	0.5	10000	0.5	40000	2	
Other Publications	LS	0	0	0	0.5	0	0.5	0	0.5	0	0.5	0	2	
TOTAL		0	0	10000	1	10000	1	10000	1	10000	1	40000	4	

Table MD/4

DGHC Budget for Documentation

Rs in Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Still Photography	0.5	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	5	2.50	
Videography	0.5	0	0.00	1	0.50	1	0.50	1	0.50	1	0.50	4	2.00	
Reports, Printing & Publications	0.2	1	0.20	1	0.20	1	0.20	1	0.20	1	0.20	5	1.00	
Multiplication of modules on documentation	0.5	0	0.00	1	0.50	1	0.50	1	0.50	1	0.50	4	2.00	
School Information with photography	0.5	0	0.00	1	0.50	1	0.50	1	0.50	1	0.50	4	2.00	
TOTAL	2.2	2	0.70	5	2.20	5	2.20	5	2.20	5	2.20	22	9.50	

DGHC Perspective		
At a Glance for Media and Documentation		
Table	Activity	Amount (in Lakhs)
MD/1	Publicity	14.823
MD/2	Workshops	0.36
MD/3	Other Activities	4
MD/4	Documentation	9.5
Total		28.683

DGHC Budget for Community Mobilization

Rs in Lakh

Table CM/1(Training and Workshop)

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total	
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin
Sensitization programme.	0.0015	15	0.045	0	0	15	0.045	15	0.045	0	0	45	0.135
Training of CRG & RPs	0.0015	0	0	60	0.27	60	0.27	60	0.27	0	0	180	0.81
Training of RTs & CLRC Co-ordinators	0.0015	0	0	30	0.135	30	0.135	30	0.135	0	0	90	0.405
Training of VEC/WEC members	0.0005	0	0	7896	11.844	7896	11.844	7896	11.84	0	0	23688	35.532
Workshop of CLRC Level with VEC/WEC members	0.0007	0	0	2256	1.5792	0	0	2256	1.579	0	0	4512	3.1584
Bimonthly meetings with CRG members	0.0025	0	0	150	4.5	150	4.5	150	4.5	150	4.5	600	18
Meetings of PTAs	0.001	0	0	775	0.775	775	0.775	775	0.775	775	0.775	3100	3.1
CLRC meeting on proper utilization of School Grts	0.005	0	0	12	0.06	12	0.06	12	0.06	0	0	36	0.18
Meetings of Constituency Level Members	0.005	0	0	28	0.14	28	0.14	28	0.14	28	0.14	112	0.56
Meetings of CRG Members on School Health	0.01	0	0	28	0.28	28	0.28	28	0.28	28	0.28	112	1.12
TOTAL	0.0292	15	0.045	11235	19.583	8994	18.049	11250	19.63	981	5.695	32475	63.0004

Table CM/2(Campaign)

Rs in Lakh

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total	
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin
Campaign at DGHC level for enrolment	0.25	0	0	1	0.25	1	0.25	1	0.25	1	0.25	4	1
Campaign at VEC /WEC	0.001	0	0	1128	1.128	1128	1.128	1128	1.128	1128	1.128	4512	4.512
3 days workshop with folk artists	0.0015	0	0	50	0.225	0	0	50	0.225	0	0	100	0.45
Folk campaign & others	0.01	0	0	150	1.5	0	0	150	1.5	0	0	300	3
Video Shows	0.005		0		0.75		0.75		0.75		0.75	0	3
Sishu mela at village level	0.01	0	0	300	3	0	0	500	5	0	0	800	8
Campaign retention		1	0.25	1	0.25	1	0.25	1	0.25	1	0.25	5	1.25
Retention Drive at VEC/WEC level	0.001	1128	1.128	1128	1.128	1128	1.128	1128	1.128	0	0	4512	4.512
Dstr of green card to Out of School Child	0.000075	0	0	5000	0.375	5000	0.375	5000	0.375	0	0	15000	1.125
Organisation of melas,Exhibition	0.02	0	0	28	0.56	28	0.56	28	0.56	28	0.56	112	2.24
Health awareness Campaign	0.01	0	0	28	0.28	28	0.28	28	0.28	28	0.28	112	1.12
TOTAL	0.308575	1129	1.378	7814	9.446	7314	4.721	8014	11.45	1186	3.218	25457	30.209

Table CM/3

DGHC Budget for Visits,Material Dev, Health Etc.

Rs in Lakh

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total	
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin
Field Visits	LS		0	0	0.25	0	0.25	0	0.25	0	0.25	0	1
Printing of School Registers	0.0003	0	0	775	0.2325	0	0	775	0.233	0	0	1550	0.465
Printing of folders for VEC/WEC members	LS	0	0	1	1	1	1	1	1	1	0	4	3
Printing Module 3 Posters,Leaflets	LS	0	0	1	1	1	1	1	1	1	1	1	4
Printing of Health & referral cards folders	LS	0	0		0.5	0	0.5		0.5	0	0	0	1.5
Training of RPs on School Health	0.0015	0	0	50	0.15	50	0.15	0	0	0	0	100	0.3
Orientation programme on school health	0.0007	0	0	2872	2.0104	0	0	0	0	0	0	2872	2.0104
First Aid box To Schools	0.004	200	0.8	200	0.8	375	1.5	0	0	0	0	775	3.1
Mobility support for Health Check up	0.02	0	0	28	0.56	28	0.56	28	0.56	28	0.56	112	2.24
Exposure Visits	LS		0		0.25		0.25		0.25		0.25		1
TOTAL	0.0265	200	0.8	3927	6.7529	455	5.21	467	3.793	30	2.06	35.8525	18.6154

DGHC Perspective		
At a Glance for Community Mobilisatoin		
Table	Activity	Amount (in Lakhs)
CM/1	Training and Workshop	63.0004
CM/2	Campaign	30.209
CM/3	Visits, Material Devt. and Health	18.6154
Total		111.8248

DGHC Budget for Integrated Education for the Disabled

Table IED/1

Rs in Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Extensive survey in 28 Constituencies	0.3000	0	0.000	14	4.200	14	4.20	0	0.00	0	0	28	8.4000	
Screening & Assessment	0.4000	0	0.000	14	5.600	14	5.60	0	0.00	0	0	28	11.2000	
Aids and Appliances	LS				5.000		5.00						10.0000	
Resource Centre at Council Project Office	0.5000	0	0.000	1	0.500	0	0.00	0	0.00	0	0	1	0.5000	
Resource Centre at CLRC	0.1000	0	0.000	12	1.200	0	0.00	0	0.00	0	0	12	1.2000	
Engagement of Resource Organisation(CLRO)	2.1600	0	0.000	5	10.800	10	21.60	10	21.60	10	21.6	35	75.6000	
Observance of World Disability Day(DGHC Level)	1.0000	1	1.000	1	1.000	1	1.00	1	1.00	1	1	5	5.0000	
Observance of World Disability Day(CLRC Level)	0.5000	0	0.000	12	6.000	12	6.00	12	6.00	12	6	48	24.0000	
Intensive Orientation for reorganisation of CPG	0.0015	0	0.000	50	0.225	50	0.23	0	0.00	0	0	100	0.4500	
Training Orientation of Parents/ Guardians	0.0007	0	0.000	1500	1.050	1200	0.84	0	0.00	0	0	2700	1.8900	
Training of AWH on early detection & parent Counselling	0.0007	0	0.000	503	0.3521	503	0.3521	503	0.3521	0	0	1509	1.0563	
Orientation of School Teachers on IED	0.0007	0	0.000	2872	2.0104	2872	2.01	0	0.00	0	0	5744	4.0208	
CRG Meeting	LS		0.100		0.1000		0.10		0.10		0.1	0	0.5000	
Orientation of DGHC functionaries	0.0015	50	0.075	0	0.0000	50	0.08	0	0.00	0	0	100	0.1500	
TOTAL	4.9651	51	1.175	4984	38.0375	4726	47.00	526	29.05	23	28.7	10310	143.9671	

DGHC Perspective		
At a Glance for Intigrated Educaiton for Disabled		
Table	Activity	Amount (in Lakhs)
IED/1	All	143.9671
Total		143.9671

Table MIS/1

DGHC Budget for Management Information System

Rs in Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
DGHC level Wokshop on MIS	0.0015	90	0.135	90	0.135	90	0.135	0	0.00	0	0	270	0.405	
Training on initial Data Entry	0.0250	0	0.000	12	0.300	0	0.000	0	0.00	0	0	12	0.300	
Training of HTS on MIS (DISE)	0.0007	775	0.543	775	0.543	775	0.543	775	0.54	775	0.543	3875	2.713	
Scanner	0.2000	1	0.200	0	0.000	0	0.000	0	0.00	0	0	1	0.200	
Laptop	1.2500	1	1.250	0	0.000	0	0.000	0	0.00	0	0	1	1.250	
CD writer/reader	0.0030	1	0.003	0	0.000	0	0.000	0	0.00	0	0	1	0.003	
Computer Key Board(Multi Media)	0.0075	2	0.015	0	0.000	0	0.000	0	0.00	0	0	2	0.015	
Annual Maintanence of Computer & Printers	0.2000	6	1.200	0	0.000	0	0.000	0	0.00	0	0	6	1.200	
Computer Antiglare Screen	0.0030	4	0.012	0	0.000	0	0.000	0	0.00	0	0	4	0.012	
Internet Account	0.0350	1	0.035		0.000		0.000		0.00		0	1	0.035	
H P Laser Jet Printer	0.4000	1	0.400	0	0.000	0	0.000	0	0.00	0	0	1	0.400	
One Dedicated Telephone	0.0300	1	0.030	0	0.000	0	0.000	0	0.00	0	0	1	0.030	
Software	1.0000	0	0.000	1	1.000	1	1.000	1	1.00	1	1	4	4.000	
Computerisation of CLRC	1.0000	0	0.000	12	12.000	0	0.000	0	0.00	0	0	12	12.000	
Training of CPC & RT	0.0015	0	0.000	50	0.150	50	0.150	0	0.00	0	0	100	0.300	2 Days
Contigency & Maintenance	0.2500	1	0.250	1	0.250	1	0.250	1	0.25	1	0.25	5	1.250	
Monthly Reporting System	0.1000	0	0.000	12	1.200	12	1.200	12	1.20	12	1.2	48	4.800	
TOTAL	4.5072	884	4.073	953	15.5775	929	3.2775	789	2.99	789	2.993	4344	28.913	

79

DGHC Perspective		
At a Glance for Management Information System		
Table	Activity	Amount (in Lakhs)
MIS/1	All	28.913
Total		28.913

Table GE/1(Workshop, Meeting & Training)

DGHC Budget for Girls' Education

Rs in Lakhs

Activity	Unit Cos	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Workshop with women members of VEC / WEC	0.0007	1640	1.148	1640	1.148	1640	1.148	0	0	0	0	4920	3.444	
Training of Resource Persons for Conducting activities	0.0015	165	0.2475	0	0	165	0.2475	0	0	0	0	330	0.495	
Composite training of women members of Panchayat	0.0007	0	0	560	0.784	0	0	560	0.784	0	0	1120	1.568	2 days
DGHC level sensitisation on Girls' Education	0.0015	50	0.075	50	0.075	50	0.075	0	0	0	0	150	0.225	
Formation of MTAs	0.001	0	0	0	0	775	0.775	0	0	0	0	775	0.775	
Orientation of the members of MTAs	0.0002	0	0	0	0	0	0	6000	1.2	0	0	6000	1.2	
Meetings of MTAs	0.001	0	0	0	0	0	0	775	0.775	12000	12	12775	12.775	
Orientation of DGHC functionaries	0.0015	50	0.075	0	0	0	0	0	0	0	0	50	0.075	
Meeting of CRG members			0.025		0.05		0.05		0.05		0.05	0	0.225	
Sensitization of Teachers on Gender Issues	Cost Incorporated in Pedagogy Chapter.													
TOTAL		1905	1.5705	2250	2.057	2630	2.2955	7335	2.809	12000	12.05	26120	20.782	

Table GE/2(Other Activities)

Rs in Lakhs

Activity	Unit Cos	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
CLRC level meetings on Girls' Education	0.0025	12	0.06	12	0.36	12	0.36	12	0.36	12	0.36	60	1.5	monthly
Programme in each Constituency including WWD	0.05	28	1.4	56	2.8	56	2.8	56	2.8	56	2.8	252	12.6	
CRC level video shows	0.002	0	0	100	0.4	100	0.4	100	0.4	100	0.4	400	1.6	
Rewards to best Schools of CLRC(not in cash)	0.03	12	0.36	12	0.36	12	0.36	12	0.36	12	0.36	60	1.8	
Data collection and processing		0	0		0.5		0.5		0.5	0	0	0	1.5	
Gender Co-ordinator & CRG members Visits	0.05	0	0	5	0.25	5	0.25	5	0.25	5	0.25	20	1	
Printing Material	0.25	0	0	1	0.25	1	0.25	1	0.25	1	0.25	4	1	
DGHC Specific Interventions	0.25	0	0	1	0.25	1	0.25	1	0.25	1	0.25	4	1	Lump Sum per year
World women's day at DGHC	0.1	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	5	0.5	
Exposure Visits					0.25		0.25		0.25		0.25		1	
TOTAL			1.92		5.52		5.52		5.52		5.02		23.5	

DGHC Perspective		
At a Glance for Girls' Education		
Table	Activity	Amount (in Lakhs)
GE/1	Workshop Meeting and raining	20.782
GE/2	Other Activity	23.5
Total		44.282

DGHC Budget for Alternative Schooling

Table AS/1(Grants)

Rs In Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Centre Grant for SSK	0.01	430	4.3	480	4.8	530	5.3	580	5.8	630	6.3	2650	26.5	
TLM Grants to Sahayeks of SSK	0.0025	900	2.25	950	2.375	1000	2.5	1050	2.625	1100	2.75	5000	12.5	
TOTAL	0.0125	1330	6.55	1430	7.175	1530	7.8	1630	8.425	1730	9.05	7650	39	

Table AS/2(Visit and Others)

Rs In Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Exposure Visit for 3 Days	LS		0		0.25		0.25		0.25		0.25	0	1	
Dissemination, Validation CLRC&Council Le	0.05	0	0	12	0.6	12	0.6	12	0.6	12	0.6	48	2.4	
TOTAL	0.05	0	0	12	0.85	12	0.85	12	0.85	12	0.85	48	3.4	

83

Table AS/3(Honourarium)

Rs in Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Honourarium to Sahayeks for SSKs	0.01	0	0	50	6	50	6	50	6	50	6	200	24	
Honourarium to Supervisors related to SSK	0.02	0	0	5	1.2	5	1.2	5	1.2	5	1.2	20	4.8	
TOTAL	0.03	0	0	55	7.2	55	7.2	55	7.2	55	7.2	220	28.8	

84

Table AS/4(workshop training,Meetings.)

Rs in Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
1 day wkshop with CLRC & DGHC functionaries	0.0015	30	0.045	30	0.045	30	0.045	30	0.045	30	0.045	150	0.225	
Wkshops for Developing suitable TLM	0.0015	0	0	100	0.6	100	0.6	0	0	0	0	200	1.2	
Meeting Members of CPG on this issue (Thrice a year)	0.0014	0	0	150	0.21	150	0.21	150	0.21	0	0	450	0.63	
Trg of Teachers, Instructors & Volunteers	0.0007	0	0	500	1.75	0	0	500	1.75	0	0	1000	3.5	5 months
Orientation of VEC / WEC	0.0007	0	0	2256	1.5792	2256	1.5792	2256	1.579	2256	1.579	9024	6.3168	
TOTAL	0.0058	30	0.045	3036	4.1842	2536	2.4342	2936	3.584	2286	1.624	10824	11.8718	

Table AS/5(Honourarium AIE/Bridge)

Rs in Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
H'arium to Supervisors related to AIE,Bridge Courses	0.02	0	0	12	2.88	12	2.88	12	2.88	12	2.88	48	11.52	
TOTAL	0.02	0	0	12	2.88	12	2.88	12	2.88	12	2.88	48	11.52	

Table AS/6(Alternative Schooling under EGS)

Rs in Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Wokshop with SSA Cell DGHC, and Others	0.0015	30	0.135	30	0.135	0	0	30	0.135	0	0	90	0.405	3 days
Trg of Resource Persons who will train other personnel	0.0015	30	0.135	0	0	30	0.135	0	0	0	0	60	0.27	3 days
Trg of Supervisor for SSK,Bridge Courses	0.0015	0	0	56	0.084	56	0.084	0	0	0	0	112	0.168	
Pedagogy Trg for Sahayeks for SSK	0.0007	0	0	950	3.325	0	0	1050	3.675	0	0	2000	7	5 days
Wokshop meeting with CRG	0.0014	0	0	150	0.21	150	0.21	150	0.21	150	0.21	600	0.84	
Orientation for members of WEC/VEHC	0.0007	0	0	11800	8.26	0	0	11800	8.26	0	0	23600	16.52	
TOTAL	0.0073	60	0.27	12986	12.014	236	0.429	13030	12.28	150	0.21	26462	25.203	

85

TableAS/7(Management / Organisation of Camps)

Rs in Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Organizing Expenditure for Residential Camp	0.3	0	0	30	9	30	9	30	9	0	0	90	27	
Organizing Expenditure for Non residential Camp	0.15	0	0	30	4.5	30	4.5	30	4.5	0	0	90	13.5	
Organizing Expenditure for Monitoring Etc.	LS		0		0.5		0.5		0.5		0.5	0	2	
TOTAL	0.0052	250	0.324	1450	1.164	950	0.814	1350	1.044	950	0.814	4950	4.16	

TableAS/8(Development and Material supply)

Rs in Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Printing & supply of Learning Materials	0.0003	0	0	2000	0.6	2000	0.6	2000	0.6	2000	0.6	8000	2.4	
Printing of Modules	0.3	0	0	1	0.3	0	0	1	0.3	0	0	2	0.6	
Supply of Education Kits	0.0004	0	0	2000	0.8	2000	0.8	2000	0.8	2000	0.8	8000	3.2	
Exposure Visits and Field Visits	LS		0		0.2		0.2		0.2		0.2	0	0.8	
TOTAL	0.3007	0	0	4001	1.9	4000	1.6	4001	1.9	4000	1.6	16002	7	

TableAS/9(Education of Migratory Children)

Rs in Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Cost of Running the Centres	0.1	0	0	3	0.3	8	0.8	8	0.8	0	0	19	1.9	
Accomodation Cost/Rent of Building	0.1	0	0	3	0.3	8	0.8	8	0.8	0	0	19	1.9	
TLM to the Centre	0.05	0	0	3	0.15	8	0.4	8	0.4	0	0	19	0.95	
Learning Kits to the needy children	0.004	0	0	200	0.8	300	1.2	400	1.6	0	0	900	3.6	
Cost of Food to the children during stay at centre	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL	0.0052	250	0.324	1450	1.164	950	0.814	1350	1.044	950	0.814	4950	4.16	

DGHC Perspective		
At a Glance for Alternative Schooling		
Table	Activity	Amount (in Lakhs)
AS/1	Grants	39
AS/2	Visit and other	3.4
AS/3	Honorarium(SSK)	28.8
AS/4	Workshop Training and Meeting	11.87
AS/5	Honorarium (AIE/Bridge Course)	11.52
AS/6	Alternative Scholing under EGS	25.203
AS/7	Management Organisation Camp	4.16
AS/8	Development and Material Supply	7
AS/9	Educaiton of Migratory Children	4.16
Total		135.113

Table ECCE/1Workshop/ Training

DGHC Budget for Early Childhood Care & Education Programme

Rs in Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Sensitization w/s for teachers, RTS&CPCs	0 0015	50	0.075	50	0 075	50	0.075	50	0 075	50	0.075	250	0.375	
W/S with members of VEC /PTA / Councillor.	0 0007	0	0	5000	3 5	5000	3 5	9000	6 3	0	0	19000	13.3	
Training of Teachers on preschooling	0 0007	0	0	2875	2 0125	0	0	0	0	0	0	2875	2.0125	
TRg of AWW/AWH	0.0007	0	0	1006	1 4084	0	0	1006	1.408	1006	1.408	3018	4.2252	2 days
Training of RPs on Pre Schooling	0 0015	50	0.225	50	0 225	0	0	0	0	0	0	100	0.45	3 days
TOTAL			0.3		7.2209		3.575		7.783		1.483		20.3627	

Table ECCE/2:Meetings

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Meeting of DRG Members	0.005	2	0.01	12	0.06	12	0.06	12	0.06	12	0.06	50	0.25	
Total			0.01		0.06		0.06		0.06		0.06		0.25	

Table ECCE/3 : Survey

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Survey	LS	0	0	LS	0.3	0	0	0	0	0	0	0	0.3	
Total					0.3								0.3	

Table ECCE/4: Grant

Rs in Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
TLM Grants to Pre-Primary Schools	0.005	0	0	503	2.515	503	2.515	503	2.515	503	2.515	2012	10.06	
TOTAL	0.005	0	0	503	2.515	503	2.515	503	2.515	503	2.515	2012	10.06	

Table ECCE/5(Publicity)

Rs in Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Development of Leaflets			0.2		0.2		0.1		0.1		0.1	0	0.7	
Development of posters			0		0.2		0		0.2		0	0	0.4	
TOTAL	0	0	0.2	0	0.2	0	0.1	0	0.3	0	0.1	0	1.1	

Table ECCE/6(Exposure & Field Visits)

Rs in Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Exposure and Field visit	LS		0		0.35		0.35		0.35		0.45	0	1.5	
TOTAL	0	0	0	0	0.35	0	0.35	0	0.35	0	0.45	0	1.5	

Table ECCE/7(Honourarium to ECCE Personal)

Rs in Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Honourarium to Instructors	0.01	0	0	775	93	775	93	775	93	775	93	3100	372	
Honourarium to ECCE Atya	0.005	0	0	775	46.5	775	46.5	775	46.5	775	46.5	3100	186	
TOTAL	0.01	0	0		139.5		139.5		139.5		139.5		558	

DGHC Perspective		
At a Glance for Early Childhood Care and Education Programme		
Table	Activity	Amount (in Lakhs)
ECCE/1	Workshop and Training	20.3627
ECCE/2	Meeting	0.25
ECCE/3	Survey	0.3
ECCE/4	Grant	10.06
ECCE/5	Publicity	1.1
ECCE/6	Exposer and Field Visit	1.5
ECCE/7	Honourarium to ECCE Personnal	558
Total		591.5727

Table DEP/1

: Budget for Distance Education Programme

Rs in Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Wokshop with experts on SSA	0 0015	50	0.075	0	0	0	0	0	0	0	0	50	0.075	
Orientation of CPC/CLRC Resource Teachers etc.	0 0007	0	0	50	0.035	0	0	50	0.035	0	0	100	0.07	
Wkshop for developing A/V materials DGHC Level	0 0015	0	0	50	0.15	50	0.15	0	0	0	0	100	0.3	2 days
Wkshp for developing printing materials DGHC Level	0 0015	0	0	50	0.15	50	0.15	0	0	0	0	100	0.3	2 days
Trg of CRG/CLRC at DGHC Level	0.0015	0	0	50	0.15	50	0.15	0	0	0	0	100	0.3	2 days
Maintainence of Equipment at CLRC level	0.005	0	0	12	0.06	12	0.06	12	0.06	12	0.06	48	0.24	
Procurement of Cassettes etc	0.005	0	0	12	0.06	12	0.06	12	0.06	12	0.06	48	0.24	
Video Library at CLRC	0.1	0	0	12	1.2	0	0	0	0	12	1.2	24	2.4	
Maintainence of Equipment CPO	0.5	0	0	1	0.5	1	0.5	1	0.5	1	0.5	4	2	
Meeting on CRG	Lump Sum				0.025		0.025		0.025		0.025	0	0.1	
TOTAL	0.6167	50	0.075	237	2.33	175	1.095	75	0.68	37	1.845	574	6.025	

DGHC Perspective		
At a Glance for Distant Education Programme		
Table	Activity	Amount (in Lakhs)
DEP/1	All	6.025
Total		6.025

Table RS/1

DGHC Budget for Research and Studies

Rs in Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Different Studies	0.015	0	0	150	2.25	200	3	300	4.5	125	1.875	775	11.625	
TOTAL	0.015	0	0	150	2.25	200	3	300	4.5	125	1.875	775	11.625	

DGHC Perspective		
At a Glance for Research and Studies		
Table	Activity	Amount (in Lakhs)
	Different Studies	11.625
Total		11.625

Table P/1(Capacity Building, Training, Orientation and Workshop)

Activity	Unit Cost	1 st Year		2 nd Year		3 rd Year		4 th Year		5 th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
		Trg RPs for capacity building on g	0.0015	72	0.648			0	0					
Training of RPs on Module 2	0.0015		0	72	0.648		0					72	0.648	6 days
Traning of RPs on Module 3	0.0015		0		0	72	0.648					72	0.648	6 days
Orientation of RPs on English	0.0015	72	0.432	0	0		0					72	0.432	4 days
Orientation RPs on Maths	0.0015	72	0.432		0		0					72	0.432	4 days
Orientation RPs on Science	0.0015	72	0.432		0		0					72	0.432	4 days
Workshop for producing module f	0.0014	12	0.0168	12	0.0168		0					24	0.0336	
Trg of RPs on Phy Edn	0.0015			72	0.216								0.216	
Trg RPs on Supervision & Monitoring	0.0015	0	0	72	0.324	0	0					72	0.324	3 days
Training on TLM	0.0015		0	72	0.54		0	0	0			72	0.54	5 days
Training of RPs on IED	0.0015			72	0.432		0					72	0.432	4 days
TOTAL	0.0164	300	1.9608	372	2.1768	72	0.648	0	0			672	4.7856	

Table P/2(Teacher Training)

Rs. In Lakhs

Activity	Unit Cost	1 st Year		2 nd Year		3 rd Year		4 th Year		5 th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Training on English Teaching	0.0007	0	0	2872	8.0416	0	0					2872	8.0416	4 days
Training on Science Teaching	0.0007	0	0	2872	8.0416							2872	8.0416	4 days
Traning on Maths	0.0007			2872	8.0416	0	0					2872	8.0416	4 days
Training all Teachers Module 1	0.0007	0	0	2872	12.062							2872	12.062	6 days
Training all Teachers Module 2	0.0007	0	0	0	0	2872	12.06					2872	12.062	6 days
Training all Teachers Module3	0.0007	0	0	0	0	2872	12.06					2872	12.062	6 days
Training on Evaluation & Monitor	0.0007	0	0	2872	6.0312		0					2872	6.0312	3 days
Trg Teachers IED/Gender Issues	0.0007	0	0	2872	6.0312		0					2872	6.0312	3 days
Training of Teachers on TLM	0.0007			2872	10.052		0	0	0			2872	10.052	5 days
Trg of Tchrs on Phy Education	0.0007	0	0	0	0	2872	4.021					2872	4.0208	2 days
Total		0	0	20104	58.302	5744	28.15	0	0			25848	86.447	

Table P/3(Workshop at CLRC /CRC)

Rs in Lakhs

Activity	Unit Cost	1 st Year		2 nd Year		3 rd Year		4 th Year		5 th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Afternoon Workshop at CLRC	LS	0	0		1		1		1		1		4	
Afternoon Workshop at CLRC for CRC Review	LS	0	0		0.5		0.5		0.5		0.5		2	
Total	0	0	0	0	1.5	0	1.5	0	1.5		1.5	0	6	

Table P/4(Library & Book Grant)

Rs in Lakhs

Activity	Unit Cost	1 st Year		2 nd Year		3 rd Year		4 th Year		5 th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Book Grant to CPO Library	0.03	0	0	1	0.03	1	0.03	1	0.03	1	0.03	4	0.12	
Book Grant to CLRC Libraries	0.075			12	0.9	12	0.9	12	0.9	12	0.9	48	3.6	
Book Grant Rural / Urban Libraries	0.005			101	0.505	101	0.505	101	0.505	101	0.51	404	2.02	
Book grant to School Library	0.005	0	0	775	3.875	775	3.875	775	3.875	775	3.88	3100	15.5	
Cultural & Information Centres	0.005	0	0	28	0.14	28	0.14	28	0.14	28	0.14	112	0.56	
Book Grants to CRCs	0.005	0	0	150	0.75	150	0.75	150	0.75	150	0.75	600	3	
TOTAL	0.125	0	0	1067	6.2	1067	6.2	1067	6.2		6.2	4268	24.8	

Table P/5(Library Training)

Rs in Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Training for Circle Project Officers	0.0015	0	0	20	0.03	0	0	20	0.03	0	0	40	0.06	
Training for RTs, Librarians,Council Functionaries	0.0007	0	0	175	0.1225	175	0.123	0	0	0	0	350	0.245	
TOTAL	0.0022	0	0	195	0.1525	175	0.123	20	0.03	0	0	390	0.305	

Table P/6(Book Fair)

Rs in Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Book Fair to be organised by CLRC	0.15	0	0	12	1.8	12	1.8	12	1.8	12	1.8	48	7.2	
TOTAL	0.15	0	0	12	1.8	12	1.8	12	1.8	12	1.8	48	7.2	

98

Table P/7(School Improvement Grant)

Rs in Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
School Grant	0.02	0	0	775	15.5	775	15.5	775	15.5	775	15.5	3100	62	
TLM Grant for Teachers	0.005	0	0	2872	14.36	2872	14.36	2872	14.36	2872	14.36	11488	57.44	
CRC Equipment Grant	0.1	0	0	150	15	0	0	0	0	0	0	150	15	
TOTAL	0.125	0	0	3797	44.86	3647	29.86	3647	29.86	3647	29.86	14738	134.44	

Table P/8(CLRC Cost)

Rs in Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Remuneration to Resource Teachers	0.07	0	0	36	30.24	36	30.24	36	30.24	36	30.24	144	120.96	12 Months
Remuneration to Group C Staff	0.035	0	0	12	5.04	12	5.04	12	5.04	12	5.04	48	20.16	12 Months
Remuneration to Group D Staff	0.0275	0	0	12	0.33	12	0.33	12	0.33	12	0.33	48	1.32	
Project Allowances to RTs	0.002	0	0	36	0.864	36	0.864	36	0.864	36	0.864	144	3.456	12 Months
Project Allowances to CRC Co-ordinators	0.002	0	0	150	3.6	150	3.6	150	3.6	150	3.6	600	14.4	12 Months
CLRC Grant (Equipment Etc)	1	0	0	12	12	0	0	0	0	0	0	12	12	
Telephone at CLRC	0.3	0	0	12	3.6	12	3.6	12	3.6	12	3.6	48	14.4	
Consumable & contingent Expenditure	0.03	0	0	12	0.36	12	0.36	12	0.36	12	0.36	48	1.44	
Supervision cost of CLRC	0.0025	0	0	12	0.36	12	0.36	12	0.36	12	0.36	48	1.44	12 Months
TOTAL	1.469	0	0	294	56.394	282	44.394	282	44.394	282	44.39	1140	189.576	

Table P/9(Distribution of text books)

Rs in Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Distribution Of Text Books(Through CLRC)	LS	0	0		1		1		1		1		4	
TLM Grant for Teachers	1.5	0	0	1	1.5	1	1.5	1	1.5	1	1.5	4	6	
CRC Equipment Grant	0.5	0	0	1	0.5	1	0.5	1	0.5	1	0.5	4	2	
TOTAL	2	0	0	2	3	2	3	2	3	2	3	8	12	

Table P/10(External Evaluation)

Rs in Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
External Evaluation	LS	0	0		1		1		1		1		4	
TOTAL	0	0	0	0	1	0	1	0	1	0	1	0	4	

Table P/11(Sports & Games)

Rs in Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Grant to CLRC	0.02	12	0.24	12	0.24	12	0.24	12	0.24	12	0.24	60	1.2	
Grant to DGHC Level Sports	0.1		0.1		0.1		0.1		0.1		0.1	0	0.5	
Grant for coaching camps for Participants	0.25	1	0.25	1	0.25	1	0.25	1	0.25	1	0.25	5	1.25	
Grant to School Level	0.002	775	1.55	775	1.55	775	1.55	775	1.55	775	1.55	3875	7.75	
TOTAL	0.37	13	0.59	13	0.59	13	0.59	13	0.59	13	0.59	3940	10.7	

Table P/12(SLIP)

Rs In Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Workshop / Orientation for CCT/QCT members	0.0015	0	0	30	0.135	30	0.135	30	0.135	0	0	90	0.405	3 days
Orientation workshops forCPCs & Rts	0.0015	0	0	50	0.075	50	0.075	50	0.075	0	0	150	0.225	
Orientation workshops Teachers of CLRCs	0.0007	0	0	200	0.42	600	1.26	2872	6.0312	0	0	3672	7.7112	3 days
Edn Materials to Schools under SLIP	0.02	0	0	50	1	150	3	775	15.5	775	15.5	1750	35	
Book Grants To CLRCs	0.01	0	0	12	0.12	12	0.12	12	0.12	12	0.12	48	0.48	
Book Grants To Schools	0.005	0	0	50	0.25	150	0.75	775	3.875	775	3.875	1750	8.75	
Dev of Evaltn Sheets/W.sheets/Study Materials	LS				0.25		0.5		0.5		0.5	0	1.75	
Supervision Monitoring	LS				0.25		0.5		0.5		0.5	0	1.75	
TOTAL	0.0387	0	0	392	2.5	992	6.34	4514	26.736	1562	20.5	7460	56.0712	

101

Table P/13 (Honourarium of SLIP)

Rs in Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Honourarium to Village Volunteer / mth	0.01	0	0	50	6	150	18	775	93	775	93	1750	210	
TOTAL	0.01	0	0	50	6	150	18	775	93	775	93	1750	210	

Table P/14(Meetings)

Rs in Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Bi-Monthly meetings on DRG(40 Persons)	LS		0.06		0.06		0.06		0.06		0.06		0.3	
TOTAL	0	0	0.06	0	0.06	0	0.06	0	0.06	0	0.06	0	0.3	

Table P/15(Capacity Building for DSB)

Rs in Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Capacity Building of DSB Personnel		0	0	1	0.3	0	0	2	0.3	0	0	3	0.6	
Mobility Support for Inspection, Supervision, Expososure visit	0.1	0	0	12	1.2	12	1.2	12	1.2	12	1.2	48	4.8	
TOTAL	0.1	0	0	13	1.5	12	1.2	14	1.5	12	1.2	51	5.4	

Table P/16(Material Development)

Rs in Lakhs

Activity	Unit Cost	1st Year	2nd Year		3rd Year		4th Year		5th Year		Total	Remarks		
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Printing of Text Books	0.00028	500000	0.00144	505000	141.4	510000	142.8	515000	144.2	515000	144.2	2545000	572.60144	
Printing of Integrated Workbooks	0.0001	5000	0.5	0	0	0	0	0	0	0	0	5000	0.5	
Printing Oof Teachers Handbooks	0.0001	5000	0.5	0	0	0	0	0	0	0	0	5000	0.5	
Printing of Inspection Report Form	0.0001	5000	0.5	0	0	0	0	0	0	0	0	5000	0.5	
1st Module	0.005	0	0	5000	25	0	0	0	0	0	0	5000	25	
2nd Module	0.005	0	0	5000	25	0	0	0	0	0	0	5000	25	
3rd Module	0.005	5000	25									5000	25	
SC Module	0.002	5000	10	0	0	0	0	0	0	0	0	5000	10	
Eng Module	0.002	5000	10	0	0	0	0	0	0	0	0	5000	10	
Maths Module	0.002	5000	10	0	0	0	0	0	0	0	0	5000	10	
Lang Module	0.002	5000	10	0	0	0	0	0	0	0	0	5000	10	
Other Modules & Materials	0.002	5000	10	0	0	0	0	0	0	0	0	5000	10	
TOTAL	0.02558	545000	76.50144	515000	191.4	510000	142.8	515000	144.2	515000	144.2	2600000	699.10144	

Table P/17(Teachers Salary)

Rs in Lakhs

Activity	Unit Cost	1st Year	2nd Year		3rd Year		4th Year		5th Year		Total	Remarks		
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Sal.Tchrs to be recruited in existing	0.06	0	0	50	36	100	72	50	36	0	0	200	144	
TOTAL	0.06	0	0	50	36	100	72	50	36	0	0	200	144	

DGHC Perspective		
At a Glance Budget for Pedagogy		
Table	Activity	Amount (in Lakhs)
P/1	Capacity Building, Training. Training, Orientation and Worksop	4.7856
P/2	Teacher Training	86.447
P/3	Workshop at CLRC/CRC	6
P/4	Library and Book Grant	24.8
P/5	Library Training	0.305
P/6	Book Fair	7.2
P/7	School Improvement Grant	134.44
P/8	CLRC cost	189.576
P/9	Distribution of Text Book	12
P/10	Extrnal Evalurion	4
P/11	Sports and Games	10.7
P/12	SLIP	56.07
P/13	Honorarium to SLIP	210
P/14	Meeting	0.3
P/15	Capacity Building of DSB	5.4
P/16	Material Development	699.1014
P/17	Teacher Salary	144
Total		1595.125

DGHC Budget for Civil Works
Table CW/1

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Constr. Buildigs in Buildingless Schools	3.85	4	15.4	10	38.5	7	26.95	0	0	0	0	21	80.85	
Addl. Room Constr.	1.25	50	62.5	110	137.5	23	28.75	0	0	0	0	183	228.75	
Constr of 12 CLRC	5.5	3	16.5	8	44	1	5.5	0	0	0	0	12	66	
Major Repair works	0.8	45	36	90	72	15	12	0	0	0	0	150	120	
Minor Repair works	0.4	100	40	200	80	86	34.4	0	0	0	0	386	154.4	
Toilet Construction	0.19	200	38	400	76	100	19	0	0	0	0	700	133	
Drinking Water Facility	0.21	200	42	400	84	175	36.75	0	0	0	0	775	162.75	
Construction of CRCs	2	45	90	90	180	15	30	0	0	0	0	150	300	
Maintainence Grant to Schools(Pry)	0.05	0	0	775	38.75	0	0	0	0	0	0	775	38.75	
Salary/ Honourarium to JE	0.05	10	3	10	6	10	6	0	0	0	0	30	15	
Training to VCC Members(3 Days)	0.0005	5640	8.46	0	0	0	0	0	0	0	0	5640	8.46	
Drawing Printing Development etc			0.4		0.9		0.2		0		0	0	1.5	
Exposer Visits			0.25		0.4		0.4		0		0	0	1.05	
Workshops with Engineers/Others			0.25		0.5		0.5		0		0	0	1.25	
Meetings			0.1		0.25		0.25		0		0	0	0.6	
TOTAL			352.86		758.8		200.7		0		0		1312.4	

DGHC Perspective		
At a Glance Budget for Civil Works		
Table	Activity	Amount (in Lakhs)
CW/1	All	1312.4
Total		1312.4

Table V1

DGHC Budget for Innovation

Rs in Lakhs

Activity	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	
Innovation Projects	LS				50			0		0		0	50	
TOTAL		0	0	0	50	0	0	0	0	0	0	0	50	

DGHC Perspective		
At a Glance Budget for Innovation		
Table	Activity	Amount (in Lakhs)
I / 1	Innovation Project	50
Total		50

DGHC Perspective		
Consolidated Budget		
Sl. No.	Intervention	Amount
1	Project Management	108.19
2	Planning & Management	20.0765
3	Media and Documentation	28.683
4	Community Mobilisatoin	111.8248
5	Educaiton for Disabled	143.9671
6	Management Information System	28.913
7	Girls' Education	44.282
8	Alternative Schooling	135.113
9	Early Childhood Care and Education Programme	591.5727
10	Distant Education Programme	6.025
11	Research and Studies	11.625
12	Pedagogy	1595.125
13	Civil Works	1312.4
14	Budget for Innovation	50
Grand Total		4187.7971

LIBRARY & DOCUMENTATION Centre

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BOC, No

Date

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