

SARVA SIKSHA ABHIYAN

**ANNUAL PLAN
(FOR UPE COMPONENT)**

2001-2002

**DARJEELING GORKHA HILL
COUNCIL**

STATE : WEST BENGAL

NIEPA DC



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DARJEELING GORKHA HILL COUNCIL

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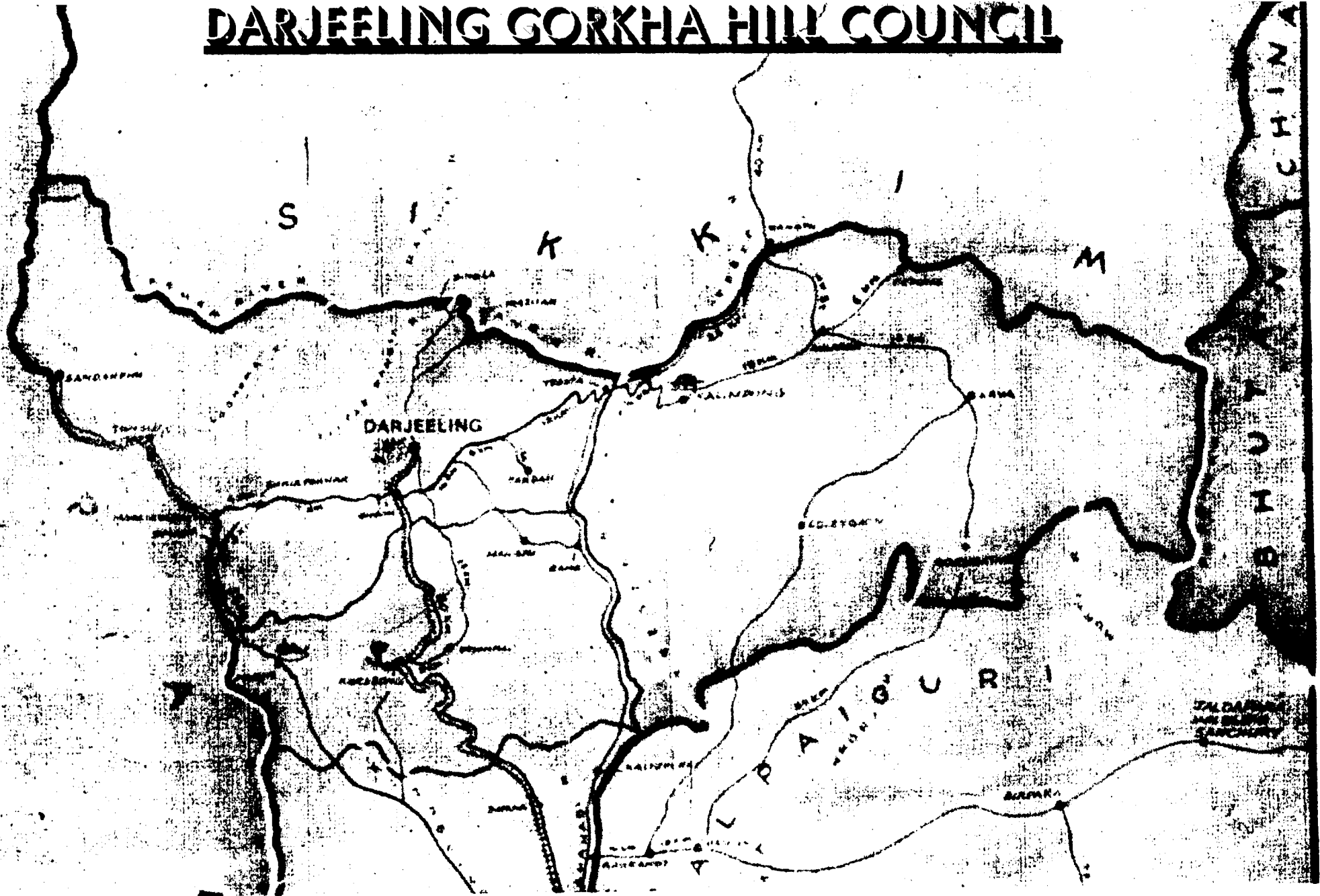
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INTRODUCTION

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 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 this 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 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.

It is a 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.

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

SI 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 Distt/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
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-GIDDYPAHAR	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
HONGTONG-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
HOOM - 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
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											
SC		ST			Others			Total			* CR Value
Mean%	SD	N	Mean%	SD	N	Mean%	SD	N	Mean%	SD	
84.48	14.01	51	84.61	20.10	365	84.21	16.95	464	84.28	17.05	0.12
84.68	13.55	51	81.76	16.98	387	84.15	14.83	512	84.13	14.88	0.59
84.20	13.73	102	83.19	18.60	752	84.18	15.89	976	84.20	15.95	0.95

Area wise and Category wise Achievement of Class I students in Language											
SC		ST			Others			Total			* CR Value
Mean%	SD	N	Mean%	SD	N	Mean%	SD	N	Mean%	SD	
83.73	14.41	84	83.10	19.75	615	83.43	16.71	791	83.55	16.81	0.79
83.67	11.40	18	83.61	11.90	137	87.52	11.56	185	87.00	11.57	-0.37
83.20	13.73	102	83.19	18.60	752	84.18	15.89	976	84.20	15.95	0.75

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	
	N	Mean%	SD	N	Mean%	SD	N	Mean%	SD	N	Mean%
Boys	47	83.40	17.83	51	82.75	23.55	365	81.41	19.08	463	81.76

Girls	74	83.72	17.17	51	81.08	18.56	388	82.28	18.94	513	82
Total	121	83.60	17.43	102	81.91	21.20	753	81.86	19.01	976	82

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

Area	SC			ST			Others			Total	
	N	Mean%	SD	N	Mean%	SD	N	Mean%	SD	N	Mean%
Rural	91	84.95	17.63	84	81.25	22.00	616	82.18	19.09	791	82
Urban	30	79.50	16.80	18	85.00	17.00	137	80.40	18.63	185	80
Total	121	83.60	17.43	102	81.91	21.20	753	81.86	19.01	976	82

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			

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

SC		ST			Others			Total			* CR Value
Mean%	SD	N	Mean%	SD	N	Mean%	SD	N	Mean%	SD	
47.70	19.78	41	55.73	23.47	400	48.51	20.53	507	48.59	2.69	-1.44
50.14	20.98	52	53.51	19.11	455	51.19	21.9	577	51.03	21.55	-0.77
49.47	20.41	93	54.49	21.15	855	49.93	21.27	1084	49.89	21.15	-2.43

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

Area	SC			ST			Others			Total	
	N	Mean%	SD	N	Mean%	SD	N	Mean%	SD	N	Mean%
Rural	101	45.62	20.57	78	53.97	21.09	712	49.11	21.36	891	49.14
Urban	35	48.93	19.94	15	57.17	21.44	143	54.02	20.8	193	53.34
Total	136	46.47	20.41	93	54.49	21.15	855	49.93	21.27	1084	49.89

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 H2H 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-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.

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.	Construction 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

PROJECT MANAGEMENT

“Education for All” should be preceded by “Work for All” for an ideal society or State. Primary Education is the Base of all types of Education needed to update modern civilization. As we talk of Primary Education system of the 21st Century, we must think and act in terms of quality of Primary Education for all our children under ‘universalisation of Primary Education’ will be meaningless unless we address sincerely and honestly to the four important parameters like:

- a) Accessibility
- b) Environment
- c) Retention
- d) Quality Education.

Which are rightly reflected in the Sarbo Siksha Abhiyan launched in this connection.

In order to effectively implement the schemes under SSA it is necessary that the Council Project Officer at the DGHC level is set up. Accordingly after a good deal of exercises, some of the activities like the engagement of officers, staff, furniture and including the provision of a vehicle and accommodation have been incorporated in the action plan for half year of the year.

Simultaneously, the component of pedagogy or capacity building activities, major functionaries of all exercises under the SSA, by organizing workshops during the remaining part of the current financial year have also been incorporated with financial provisions of Rs 0.384 lakhs.

Chapter V

PLANING AND MANAGEMENT

A good planning depends upon an able management structure. On the other hand a strong management can prepare, develop and implement a 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 the decision of the Council Project Office, DGHC, House to House Survey, DISE has 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 meetings with the villagers, maintenance of Village Education Register, drawing village education maps, help people to prioritise the intervention areas for the village and strengthen the demand of the villagers. At the same time, this will enhance a capacity of the villagers for better utilisation of resources. The planning process will be conducted through several workshops.

School Mapping is a major part of Micro Planning which requires experts who will be trained on mapping. Workshops will be conducted for this.

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

1. Training of DGHC officials, CLRC functionaries.
2. Training of VEC/WEC and other related persons.
3. Training and workshops on preparation of AWP & B (2 Days Programme)
4. Follow up workshops.
5. Workshop for planned Universal Elementary Education.
6. Grant / Support to CLRC / WEC / VEC for planning at their level.

These activities, in part, for a period of sixth months in the first year will be taken up at a budget estimate of Rs.14.26lakhs during 2001-2002.

Chapter V

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 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.

In view of what has been propounded in the pregoing notes and considering the civil works as one of the vital components in the planning. The projected budget estimate in these area has been kept at Rs349.86lakhs during 2001-2002.

Chapter V

PEDAGOGY

At present, the role of the teacher is not only of an educator but also a guide and this role has been more critical in the face of the more rapidly changing Socio-Economic, Technological and other phenomena.

Effort has been made during the past few years to orient and motivate our teachers through various programmes. No doubt, that a lot of interest and motivation has been created but a lot still needs to be done to consolidate and support the movement.

According to NPE (1986)- “ By making elementary education Child Centered , we would be introducing a long awaited reform in the system . The most important aspect of this reform will be to make education a joyful inventive and satisfying learning activity rather than a system of rote and cheerless as histation instruction.”

In child centered system approach in education , teachers and pupils are considered equally answerable to the net results of teaching and learning.

Operational condition of activity-based child centered approach:-

- a) Teacher as facilitator of education
- b) Child Plays
- c) Appreciation of individual differences
- d) Pupil-Teacher relation and Teacher's Freedom
- e) Teaching Aids
- f) Improvising TLM
- g) Dedicated teachers

Some Important Issues

1. If the child centered approach is to be completely and effectively pursued, there is need to keep the teacher – pupil ratio at a reasonable level.
2. This approach needs a good amount of teaching aids along with the space in which demonstration work can be done and educational activities can be taken . That way infrastructure of the school is required to be kept up to the mark.

3. The teacher should also take initiative for preparation process of improvised material.

Education is conserved essentially with the future. It has a holistic character. It is crucial input for future development. We look forward now to a society in which our huge population will be committed to the noble principles enshrined in our constitution with the goal of equality of status and of opportunity providing a major trust for action.

ACTIVITIES

1. Training of the resource persons. (a) Module I (b) Mathematics (c) Science (d) Capacity Building for monitoring, supervision, evaluation
2. Workshop for preparation of module of need-based training.
3. Training of the teachers in English and Science.
4. Afternoon workshop at the CRC fortnightly
5. Afternoon workshop at the CLRC quarterly
6. Book grants to link and school libraries, cultural and information centres
7. The academic supervision will be strengthened.
8. Mobile book Fair will be arranged
9. School level/ CLRC level/ District Level Sport competition will be conducted.

Now, after what has been deliberated in the foregoing notes, it has been decided to earmark the budget estimate for the programme at Rs221.397lakhs for the 1st year 2001-2002.

Chapter V

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 personnels 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.

After having consider the programme as one of the vital componets of the whole plan, the annual plan budget for 2001-2002 has been kept at Rs4.173lakh.

Chapter V

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 ensure 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.
4. Training of VEHC / WEHC 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.

Thus said and elaborated about the importance and impact of the programme in whole process of implementation of the SSA programme in the DGHC area, in the first year of planning i.e. for 2001-2002 an annual budget to the tune of Rs. 2.223 lakhs has been earmarked.

Chapter V

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.

STRATEGIES

- Children in remote schoolless habitation:
- Education of children who migrate:
 - ◆ 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.
- Bridge Course /Back to School Camps:
- Short Duration Summer Camps:
- Support to Maktab / Madarsahs to provide NFE:
- Strategies for adolescent girls:
- Very specific, flexible strategies for certain groups of children eg. child labour, street children etc.:
- Remedial teaching:

Activities

1. Organizing a week long Intensive campaign in those areas where children are mostly out of school Establishing SSKs in unserved habitations. Establishing EGS school in unserved habitations and also in served habitations where children cannot attend school due to poor socio-economic conditions.
2. Organizing bridge courses in areas. Residential: 3-4 months. Non- Residential: 3-6 months
3. 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)
4. Intensive micro planning exercise will be undertaken in every Gram Sansad of the Council as migration prone areas
5. Introducing identity cards (IC) for the children, who if

by any means have to migrate.

In view of the importance of the programme as projected in the foregoing notes, an amount of Rs6.87lakhs has been earmarked for 2001-2002 for implementation of the programme.

Chapter V

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.

At present there are 503 primary schools out of 775 with Pre-Primary sections under DGHC. These sections requires pedagogical and academic inputs.

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 Giddaypahar	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
Sukhla Maneybhanjang	28
Takdah Teesta Valley	25

Name of Constituency	Total Number of Schools
Tindharia Sukna	2
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 underaged 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 DRG 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.

Eventually, having thus considered the vital role that will be played by this programme towards implementation of SSA in the DGHC areas, a budget of Rs0.51 lakhs has been earmarked for 2001-2002.

Chapter-V

MEDIA AND DOCUMENTATION

Media has an important role in mobilising people with the ultimate aim of ensuring community participation in the process of UPE. This component of DPEP is interlinked with each area of intervention. Dissemination of information should be done through the use of different media, such as print, audio-visual, etc. The entire exercise of these media is to generate awareness among community and motivate them in taking appropriate action.

Activities to be taken up during 2001-2002

- i) Hoarding to be used at prominent places at DGHC Constituencies, Blocks and Municipalities.
- ii) Posters to be used at CLRC /VEC /WEC areas during workshops and seminars.
- iii) Wall writing will be used on school building, GP office, ZP buildings etc. for dissemination message on UPE.
- iv) Printing of materials related to Pedagogy like modules, workbooks, Self-Instructing Materials will be undertaken.
- v) Documentation of activities through video and Still Photography including report writing will be undertaken.

The Darjeeling Gorkha Hill Council has different demographic background because of its hilly nature. Tea gardens are predominant here. Therefore child labour is a common feature of the DGHC. People from various parts of the country reside have different language, backgrounds. Furthermore, illiteracy and ignorance about education among the general mass is prevalent. Considering the above mentioned facts the annual plan for Media and Documentation will focus on:

- a) Campaign
- b) Material Development
- c) Documentation of Project Activities.

To achieve all that have been ^{said} saved about it, modest budget estimate of Rs2.810 lakh has been kept for 2001-2002 for the programe.

Chapter V

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 made it evident that for 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.

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 mee5tings / 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

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

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
 - 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

To launch the programme effectively after a period of one year no specific budget has been earmarked for 2001-2002. However, some spade work over the implementation of the programme will be conceived during 2001-2002.

Chapter-V
GENDER INTERVENTION / GIRLS EDUCATION

Despite the fact that women are time and again discriminated in almost all works of life notwithstanding a statutory provision in the Indian Constitution for equal opportunities with the menfolk, women today have openly come out in all the fields and in many cases proved themselves worthy both physically and intellectually. Yet the social taboo is very much intact for the reasons not quite understood. This social evil has to be eradicated and this is indeed an uphill task to be tackled cautiously in spite of the fact that the percentage of the girls' enrolment is encouraging. The overall standard of girls' education is better than the boys in the DGHC.

Since the girls / women are still considered to be a weaker section of our society and as such it is natural that we have to have special consideration and make provision on every aspect of the girl child so that the development process will proceed as desired by all of us who are very much concerned with all sorts of gender issues.

With this broad objective in view, the DGHC during the current financial year has proposed to take up some activities like workshops, training and sensitization programmes.

It is only hoped that the activities listed above will be a moral boosting for girls / women – one of the wheels of Human Resource Development.

ACTIVITIES TO BE UNDERTAKEN DURING 2001-2002

- 1 World women's day will be observed.
- 2 Training of female members of VEC / WEC.
- 3 Leaflets will be printed for disseminating the message emphasizing the importance of Girls' Education at the grass root.
- 4 Selection of Resource Persons for field level activities.
- 5 Appointment of Coordinators.

Strategy

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RESEARCH AND STUDIES

Research and studies can be undertaken in different fields particularly on the subject that requires deep study to find the problems and its remedies.

In Depth Studies.

In-Depth study helps understanding the problems. So, studies pertaining to quality issues will be taken up under this head. Initially, these studies will be taken up at grass root level as a sample study and will cover wider area after locating the factors responsible for the troubles.

The issue selected must: -

- Cover areas of importance and interest to the intervention status.
- Require the professionals and technical competence of the subject.
- Result in a written report covering intervention and review of related literature, methods used including a discussion of general ability and conclusion.

Studies to be covered will be as follows: -

- The area covering the Tea Gardens, Schooling facilities to leading to non-universalisation of UPE.
- Inaccessibility to the forest areas and alternatives that will work out in this set up.
- To identify the needs of convergence in "Busty" areas that covers a large space. Preschooling of a child is important. DGHC will therefore identify such areas where study will be taken up covering the early child care education.

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

Dissemination of information of / sharing will be organized at the Council and Sub-divisional level to analyze the data collected from the grass root level.

Special Studies

Cohort Study: this study will be undertaken to study school efficiency through the number of pupils years required to complete the 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.

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 mobilization and alternative education.
- Issues on teachers Training and other related issues of pedagogy.

Action Research

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

Intervention: Project Management

(Rs in lakh)

Table=1/PM, Activity:- Staff-Salary (Council Project Office): Activity Code - PM01

Sub-activity Code	Sub-activity details	Unit Cost per month	1st Year		Remarks
			Physical	Financial	
PM01/01	F.A.O	0.06	1	0.36	1st Year for 6 months
PM01/02	MIS in Charge	0.06	1	0.36	1st year for 6 months
PM01/03	DEO	0.045	3	0.81	1st year for 6 months
PM01/04	Teacher Training Coordinator	0.06	1	0.36	1st year for 6 months
PM01/05	UDC(General)	0.045	1	0.54	1st year for 6 months
PM01/06	UDC(Cash & Ac)	0.045	1	0.27	1st year for 6 months
PM01/07	LDC	0.04	4	0.96	1st year for 6 months
PM01/08	A.E.	0.06	1	0.36	1st year for 6 months
	J.E.	0.05	1	0.9	1st year for 6 months
PM01/09	Peon(Gr D)	0.03	4	0.72	1st year for 6 months
PM01/10	Gender coordinator	0.6	1	0.36	1st year for 6 months
PM01/11	R&S Coordinator	0.06	1	0.36	1st year for 6 months
PM01/12	Community mobilisation co-ordinator	0.06	1	0.36	1st year for 6 months
PM01/13	TD coordinator	0.06	1	0.36	1st year for 6 months
PM01/14	ECE Co-Ordinator	0.06	1	0.36	1st year for 6 months
PM01/15	Planning Co-ordinator	0.06	1	0.36	1st year for 6 months
PM01/16	As Co-ordinator	0.06	1	0.36	
	TOTAL			8.16	

Table 4/PM. Activity:- Equipment: Activity code-PM04

Sub-activity Code	Sub-activity details	Unit Cost	1st Year		Remarks
			Physical	Financial	
PM04/01	Equipment	LS		1	
PM04/02	Maintainence	LS		0.10	
	TOTAL			1.10	

Table-3/PM, Activity:- Furniture: Activity code: PM02

Sub-activity	Sub-activity details	Unit Cost	1st Year		Remarks
			Physical	Financial	
Code					
PM02/01	Furniture	LS		1.00	
PM02/02	Maintenance Cost	LS		0.05	
	Total			1.05	

Table=5/PM, Activity:- Council Project Office Expenditure(Consumable): Activity Code - PM05

Sub-activity Code	Sub-activity details	Unit Cost	1st Year		Remarks
			Physical	Financial	
PM05/01	Office expenses	0.05		0.30	
PM05/02	Rent for Building	0.05		0.05	
PM05/03	Office decoration/renovation			0.25	
PM05/04	Telephone Bill			0.05	
PM05/05	Electric Bill			0.25	
PM05/06	TA,DA to officials			0.10	
	TOTAL			1.00	

Table=2/PM, Activity:- Vehicle: Activity Code - PM02

Sub-activity Code	Sub-activity details	Unit Cost per month	1st Year		Remarks
			Physical	Financial	
PM02/01	One vehicle for CPO regular basis	0.7	4	1.68	fro 6 months
PM02/02	For on requirement basis	0.7	2	0.84	
	TOTAL			2.52	

Table=6/PM, Activity:- Meetings & Field Visits: Activity Code - PM06

Sub-activity Code	Sub-activity details	Unit Cost	Physical	Financial	Remarks
PM06/01	Orientation/ Trg/ workshop for DGHC	0.0015	50	0.15	2 days
PM06/02	Meetings at CPO	LS		0.1	
PM06/03	Exposure visits of DGHC functionaries			0	
PM06/04	Field visits of functionaries	LS		0.03	
PM06/05	TA,DA to officials			0.15	
	TOTAL			0.43	

DARJEELING GORKHA HILL COUNCIL

PROJECT MANAGEMENT AT A GLANCE - AT A GLANCE

SL NO	Activity Code	Activity	Cost	Table
1	PM-01	Staff Salary(Council Project Office)	8.16	1/PM
2	PM-02	Vehicles	2.52	2/PM
3	PM-03	Furniture	1.05	3/PM
4	PM-04	Equipment	1.10	4/PM
5	PM-05	Accommodation	1.00	5/PM
6	PM-06	Meetings / Field Visits	0.43	6/PM
		TOTAL	14.26	

Planning and Management

(Rs in lakh)

P&M, Activity:-Financial Management: Activity Code - P&M01

Activity	Sub-activity details	Unit Cost	1st Year		Remarks
			Physical	Financial	
01	Training of RPs on F.M. at DGHC level (one day non residential) with DGHC Officials/CLRC/other functionaries	0.0015	56	0.084	
	TOTAL			0.084	

P&M, Activity:-Consultative Process of Planning at DGHC level : Activity Code - P&M02

Activity	Sub-activity details	Unit Cost	1st Year		Remarks
			Physical	Financial	
01	Two days workshop on consultative process of planning at DGHC level(including school mapping, micro planning)	0.0015	40	0.12	
	Total			0.12	

P&M, Activity:-Preparation of AWP & B and Plan for UEE : Activity Code - P&M03

Activity	Sub-activity details	Unit Cost	1st Year		Remarks
			Physical	Financial	
01	Intensive training & Workshop on preparation of AWP & B(Two days)	0.0015	30	0.0900	2 days
02	Follow up Workshop(one day)	0.0015	30	0.0450	
03	Workshop on Plan for UEE	0.0015	30	0.0450	
	Total			0.180	

PLANNING & MANAGEMENT AT A GLANCE

SI No	Activity Code	Activity	Cost	Table
1	P&M01	Financial Management	0.0840	1/P&M
2	P&M02	Training/Workshop Consultant process of planning at DGHC level	0.1200	2/P&M
3	P&M03	Preparation of AWP & B & plan for UEE	0.1800	3/P&M
		TOTAL	0.3840	

CIVIL WORKS

(Rs in lakh)

Table=1/CW, Activity:- Construction, repairing etc: Activity Code - CW01

Sub-activity Code	Sub-activity details	Unit Cost	1st Year		Remarks
			Physical	Financial	
CW01/01	Construction of New School buildingless schools (most of them are newly set up during last 3 yrs)	3.85	4	15.40	2
CW01/02A	Construction of toilet	0.19	200	38.00	507
CW01/02B	Drinking Water Facility	0.21	200	42.00	640
CW01/03	Construction of one additional room in the existing single roomed school	1.25	50	62.50	137
CW01/04	Construction of CLRCS Schools	5.50	(3)	16.50	(28)
CW01/06	Major repairing works of existing school bldgs including boundary wall	0.80	45	36.00	386 187
CW01/07	Minor Repairs of works of the existing school bldgs	0.40	100	40.00	
CW01/08	Construction of Cluster Resource Centre	2.00	(45)	90.00	(50)
CW01/10	Training to VCC member	0.00	5640	8.46	3 days
CW01/11	Drawing and Painting, development etc(Lump sum)	0.40	1	0.40	
CW01/12	Exposer Visit (Lump sum)	0.25	1	0.25	
CW01/13	Workshop with engineers & others(Lump Sum)	0.25	1	0.25	9.46
CW01/14	Meetings (Lump Sum)	0.10	1	0.10	
CW01/15	Maintainence Grants	0.05	0	0.00	
TOTAL				349.860	

CIVIL WORKS AT A GLANCE

SL NO	Activity Code	Activity	Cost	Table
1	CW01	Construction, reaping etc	349.86	1/CW

PEDAGOGY

(Rs in lakh)

Table=3P, Activity:- Link Library programme/training : Activity Code - P03

Rs in lakh

Sub-activity Code	Sub-activity details	Unit Cost	1st Year		Remarks
			Physical	Financial	
P03/01	Training for RTs, Librarians, Circle/Consti tuencies functionaries(including preservation of books	0.0015	0	-	Two days non-residential training
	Total			-	

Table=4/P, Activity:- Sports & Games: Activity Code - P04

Rs in lakh

Sub-activity Code	Sub-activity details	Unit Cost	1st Year		Remarks
			Physical	Financial	
P04/01	Grant to CLRC Sports	0.0	12	0.24	
P04/03	Grant to DGHC level Sports	1.0	1	1.00	
P04/04	Grant to organise Coaching Camp for the participants(representatives fo the DGHC at the state level sports) for 20 days	0.25	1	0.25	
	TOTAL			1.49	

Table=5/P, Activity:- Meetings Activity Code - P05

Rs in lakh

Sub-activity Code	Sub-activity details	Unit Cost	1st Year		Remarks
			Physical	Financial	
P05/01	Bi-monthly meeting of DRG on Pedagogy	LS		0.60	15 persons three times in 6 months
	TOTAL			0.60	

SSA, DGHC AWP & B 2001-2002

PEDAGOGY

Table=7P, Activity:- Materials Development : Activity Code - P07

Rs in lakh

Sub-activity Code	Sub-activity details	Unit Cost	1st Year		Remarks
			Physical	Financial	
P07/01	Printing of Nationalised Text Book in Gorkha Language for 775 Primary Schools and 430 SSKs	0.00028	500000	140.00	DGHC has been authorised to print and distribute
				0.00	
				0.00	
				0.00	
P07/02	Printing of Teachers hand book	0.0001	5000	0.50	
P07/03	Printing of integrated work book	0.0001	5000	0.50	
P07/04	Printing of Inspection Report form	0.0001	5000	0.50	
P07/05	1st Module	0.005	0	0.00	
P07/06	2nd Module	0.005	0	0.00	
P07/07	3rd Module	0.005	5000	25.00	
P07/07	SC Module	0.002	5000	10.00	
P07/06	Eng Module	0.002	5000	10.0	
P07/07	Math Module	0.002	5000	10.0	
P07/08	Language Module	0.002	5000	10.0	
P07/09	Other Module and materials	0.002	5000	10.0	
	Total			216.50	

PEDAGOGY AT A GLANCE

Rs in lakh

Sl No	Activity Code	Activity	Cost	Table
1	P-01	Training/Orientation at CPO	1.687	1/P
2	P-02	Teachers Training at CLRCs	1.120	2/P
4	P-04	Sports & Games	1.490	4/P
5	P-05	Meetings	0.600	5/P
7	P-07	Materials Development	216.500	7/P
		TOTAL	221.397	

COMMUNITY MOBILISATION

(Rs in lakh)

Table=1/CM, Activity:- Training/Workshop/Orientation : Activity Code - CM01

Sub-activity Code	Sub-activity details	Unit Cost	1st Year		Remarks
			Physical	Financial	
CM01/01	Sensitisation Programme the Key persons of the DGHC	0.0015	15	0.0450	2 times a year
	Total			0.0450	

Table=2/CM, Activity:- Meeing etc: Activity Code - CM02

Rs in lakh

Sub-activity Code	Sub-activity details	Unit Cost	1st Year		Remarks
			Physical	Financial	
CM02/01	Campaign Retention & other officials/functionaries	0.5	1	0.2500	for 6 months
CM02/02	Retention drive at WEC level health	0.001	1128	1.1280	
	Total			1.3780	

Table=3/CM, Activity:-Campaign etc : Activity Code - CM03

DGHC budget for Health etc

Rs in lakh

Sub-activity Code	Sub-activity details	Unit Cost	1st Year		Remarks
			Physical	Financial	
CM03/01	First Aid Box to Schools	0.004	200	0.800	One time @500/ per show
	Total			0.800	

COMMUNITY MOBILISATION AT A GLANCE

SL	Activity Code	Activity	Cost	Table
1	CM01	Sensitization Programme	0.045	1/CM
2	CM02	Meetings	1.378	2/CM
3	CM03	Health etc	0.800	3/CM
Total			2.223	

ALTERNATIVE SCHOOLING UNDER EGS

(Rs in lakh)

Table=1/AS, Activity:- Workshop, Training : Activity Code - AS01

Sub-activity Code	Sub-activity details	Unit Cost	1st Year		Remarks
			Physical	Financial	
AS01/01	Workshop at DGHC level(one day progrr)	0.0015	20	0.03	DGHC level twice a year
AS01/02	Training of the Resource persons who will train the Sahayikas and sevikas for SSK/AIE/Bridge Course	0.0015	24	0.11	3 days programme
AS01/03	Orientation of CLRC/Constituency personnel	0.0015	70	0.21	2 days programme
AS01/04	Training of the supervisor at DGHC level (for SSK/AIE/Bridge Course etc)	0.0015	50	0.15	2 days programme
AS01/05	Workshop meeting of the DRG	0.0004	24	0.03	3 times
	Total			0.53	

Table=2/AS, Activity:- Grant : Activity Code - AS02

Rs in lakh

Sub-activity Code	Sub-activity details	Unit Cost	1st Year		Remarks
			Physical	Financial	
AS02/01	Centre grant for SSK	0.01	430	4.30	
AS02/02	TLM Grant to Siksha Sahayikas	0.0025	860	2.15	
	Total			6.45	

Table=3/AS, Activity:- Visit rewards: Activity Code - AS03

Rs in lakh

Sub-activity Code	Sub-activity details	Unit Cost	1st Year		Remarks
			Physical	Financial	
AS03/01	Exposure visit(inter district) for 3 days	0.01	12	0.12	
AS03/02	Dissemination, validation,checking and overall evaluation of the Physical Target and achievement level at CLRC and finally DGHC level(evaluation)	0.05	12	0.60	
	Total			0.72	

ALTERNATIVE SCHOOLING AT A GLANCE

SL	Activity Code	Activity	Cost	Table
1	AS01	Workshops / Training	0.530	1/AS
2	AS02	Grants	6.450	2/AS
3	AS03	workshops withn SSA cells	0.720	3/AS
		Total	7.700	

EARLY CHILDHOOD CARE AND EDUCATION(ECCE)**Table=1/ECCE, Activity:- Workshop, Training : Activity Code - ECCE1**

Sub-activity Code	Sub-activity details	Unit Cost	1st Year		Remarks
			Physical	Financial	
ECCE01/01	Sensitisation/convergence workshop with primary teachers at the DGHC level	0.0015	50	0.075	one day programme
ECCE01/02	Workshop with members of Vec/PTA	0.007	0	-	one day monthly meeting
ECCE01/03	Trg of Members on Pre Schooling (especially engaged for managing centres)	0.0007	0	-	
ECCE01/04	Trg of AWW / AWH	0.0007	0	-	
ECCE01/05	Trg of Rps on Pre Schooling	0.0015	0	0.23	
	Total			0.30	

Table=2/ECCE, Activity:- Meetings : Activity Code - ECCE2

Sub-activity Code	Sub-activity details	Unit Cost	1st Year		Remarks
			Physical	Financial	
ECCE02/01	Meeting of CRG members	0.005	2	0.01	one day programme
	Total			0.01	

Table=5/ECCE, Activity:- Material Development : Activity Code - ECCE3

Rs in lakh

Sub-activity Code	Sub-activity details	Unit Cost	1st Year		Remarks
			Physical	Financial	
ECCE03/01	Development of Leaflets and Posters	LS	1	0.20	
	Lump sum			0.00	
	Total			0.20	

EARLY CHILDHOOD CARE & EDUCATION(ECCE) AT A GLANCE

SL	Activity Code	Activity	Cost	Table
1	ECCE01	Workshop Training	0.30	1/ECCE
2	ECCE02	Centre Grants for supply of kits(TLM)	0.01	2/ECCE
3	ECCE05	Material Development	0.20	3/ECCE
		Total	0.51	

GIRL'S EDUCATION

(Rs in lakh)

Table=1/GE, Activity:- Training/Workshop/meeting: Activity Code - GE01

Sub-activity Code	Sub-activity details	Unit Cost	1st Year		Remarks
			Physical	Financial	
GE01/01	Workshop with women members of VEHC/WHEC on enrolment and retention of Girls children and with DGHC personnel	0.0007	1640	1.1480	one day DGHC level
GE01/02	Training of the RPs for conducting the activities	0.0015	165	0.2475	one day DGHC level
GE01/03	Composite training of women members of Panchayat and Municipalities on girls education/ECE	0.0007	1000	0.7000	2 days at DGHC level
GE01/04	DGHC level sensitisation on Girls Education (Two times a year with CPCs and DRG)	0.0015	50	0.0750	2 days residential at DGHC level
GE01/05	Orientation of DGHC functionaries	0.0015	50	0.0750	level
GE01/06	Meeting of CRG(Council members)	LS	1	0.0250	level
Total				2.2705	

Table=2/GE, Activity:- Training/Workshop/meeting: Activity Code - GE02

Rs in lakh

Sub-activity Code	Sub-activity details	Unit Cost	1st Year		Remarks
			Physical	Financial	
GE02/01	CLRC meetings on Girls Edn	0.005	12	0.06	
GE02/02	Programme in each constituency including WWO	0.05	28	1.400	
GE02/04	Rewrds to best school CLRC	0.03	12	0.360	
GE02/05	World Women's Day at DGHC	0.1	1	0.100	
Total				1.92	

GIRLS EDUCATION - AT A GLANCE

SL	Activity Code	Activity	Cost	Table
1	GE01	Workshop Training Sensitisation	2.2705	1/GE
2	GE02	Observance of Women Day	1.9200	2/GE
		Total	4.1905	

DISTANCE EDUCATION PROGRAM

(Rs in lakh)

Table=1/DEP, Activity:- Distance Educaiton Program: Activity Code - DEP01

Sub-activity Code	Sub-activity details	Unit Cost	1st Year		Remarks
			Physical	Financial	
DEP01/01	Workshop with experts in the fields of functionaries of SSA	0.0015	50	0.0750	one day DGHC level
	Total			0.0750	

MEDIA DOCUMENTATION

(Rs in lakh)

Table=1/MD, Activity:- Major intervention- Publicity(banner poster etc) Activity Code - MD01

Sub-activity Code	Sub-activity details	Unit Cost	1st Year		Remarks
			Physical	Financial	
MD01/01	Hoarding for special intervention	0.0200	10	0.200	
MD01/02	Banner	0.0020	30	0.060	
MD01/03	Poster	0.0005	1000	0.500	Lump sum
MD01/04	Leaflet	LS		0.100	Lump sum
MD01/05	Miking	LS		0.200	Lump sum
MD01/06	Stalls	LS		0.500	Lump sum
MD01/07	Special drive for child labour	LS		0.200	Lump sum
MD01/08	Wall Writing	0.0015	100	0.150	
MD01/09	Spl drive for migratory child			0.200	Lump sum
	Total			2.110	

MEDIA DOCUMENTATION

(Rs in lakh)

MEDIA DOCUMENTATION

(Rs in lakh)

Table=1/MD, Activity:- Major intervention- Publicity(banner poster etc) Activity Code - MD01

Sub-activity Code	Sub-activity details	Unit Cost	1st Year		Remarks
			Physical	Financial	
MD01/01	Hoarding for special intervention	0.0200	10	0.200	
MD01/02	Banner	0.0020	30	0.060	
MD01/03	Poster	0.0005	1000	0.500	Lump sum
MD01/04	Leaflet	LS		0.100	Lump sum
MD01/05	Miking	LS		0.200	Lump sum
MD01/06	Stalls	LS		0.500	Lump sum
MD01/07	Special drive for child labour	LS		0.200	Lump sum
MD01/08	Wall Writing	0.0015	100	0.150	
MD01/09	Spl drive for migratory child			0.200	Lump sum
	Total			2.110	

MEDIA DOCUMENTATION

(Rs in lakh)

Table=4/MD, Activity:- Documentation- Publicity(banner poster etc) Activity Code - MD04

Sub-activity Code	Sub-activity details	Unit Cost	1st Year		Remarks
			Physical	Financial	
MD04/01	Still Photography	0.5	1	0.5	
MD04/02	Report writing , printing & publication	0.2	1	0.2	
	TOTAL			0.7	

MANAGEMENT INFORMATION SYSTEM

(Rs in lakh)

Table=1/MIS, Activity:- Estimated Cost of MIS: Activity Code - MIS01

Sub-activity Code	Sub-activity details	Unit Cost	1st Year		Remarks
			Physical	Financial	
MIS01/01	DGHC Level Workshop on MIS	0.0015	90	0.135	
MIS01/02	Training of HTS on MIS	0.0007	775	0.5425	
MIS01/03	Equipment upgradation of MIS Cell at CPO			-	
	(a) Scanner	0.2000	1	0.200	
	(b) Lap Top	1.2500	1	1.250	
	(c) CD writer	0.0030	1	0.003	
	(d) Multimedia Key Board	0.0075	2	0.015	
	(f) AMC for Computer and Printers	0.2000	6	1.200	Lump sum
	(g) Computer antiglare screen	0.0030	4	0.012	
	(h) Internet Account	0.0350	1	0.035	
	(l) HP laser Jet Printer	0.4000	1	0.400	
	(j) One dedicated telephone (with one tone dialing facility)	0.0300	1	0.030	
				-	
MIS01/04	Contingency and Maintenance	0.2500	1	0.250	Lump sum
MIS01/05	Monthly reporting System	0.1000	1	0.100	Lump sum
	Total			4.173	

MANAGEMENT INFORMATION SYSTEM - AT A GLANCE

SL	Activity Code	Activity	Cost	Table
1	MIS/1	MIS	4.173	1/MIS
		Total	4.173	

MANAGEMENT INFORMATION SYSTEM - AT A GLANCE

SL	Activity Code	Activity	Cost	Table
1	MIS/1	MIS	4.173	1/MIS
		Total	4.173	

SSA DARJEELING GORKHA HILL COUNCIL

BUDGET SUMMARY FOR THE YEAR 2001-2002

AT A GLANCE

Rs in lakh		
SI No	Activity	Cost
1	Project Management	14.2600
2	Planning & Management	0.3840
3	Civil Works	349.8600
4	Pedagogy	221.3970
5	Community Mobilisation	2.2230
6	Alternative Schooling	7.7000
7	Early Childhood Care and Education	0.5100
8	Girls Education	4.1905
9	Distance Education Program	0.0750
10	Media and Documentation	2.8100
11	MIS	4.1730
	TOTAL	607.5825

LIBRARY & DOCUMENTATION CENTRE

National Institute of Educational
Planning and Administration.

17-B, Sardar Sarbajit Marg,

New Delhi-110016

DOC, No.

Date.....

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01-03-2002

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