

सर्व शिक्षा अभियान  
सब पढ़े सब बढ़े

# **SARVA SHIKSHA ABHIYAN**

**SIKKIM**

## **APPRAISAL REPORT OF ANNUAL WORKPLAN ANDBUDGET 2009-10**

**In respect of: East, West, North and South Districts**

**April 15, 2009**

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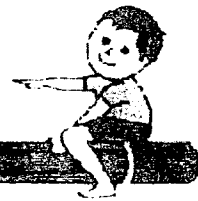
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**In respect of: East, West, North and South Districts**

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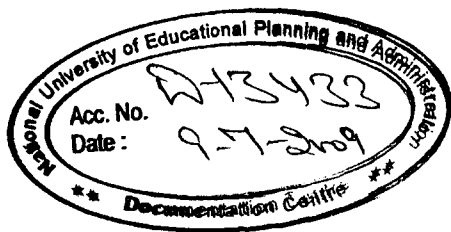
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**REPORT ON APPRAISAL OF  
ANNUAL WORK PLANS & BUDGET FOR 2009-10**

**IN RESPECT OF :**

**East, West, North and South Districts**

**April 15, 2009**



**APPRAISAL REPORT- 2009-10****1. An executive summary of key items****(1) Progress overview for 2008 - 09**

SNo.	Activity	Sanctioned Budget (2008-09)		Achievements (till 31-03-09)		% age Achievements		Remarks
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
<b>1</b>	<b>New Schools</b>							
1.1	Upgraded EGS /New Primary School	11	0.00	0	0.00	0.00		
1.2	Upper Primary Schools	1	0.00	0	0.00	0.00		
<b>2</b>	<b>Teachers</b>							
2.1	Primary School	114	139.74	92	116.35	80.70	83.26	
2.2	Upper Primary School	89	162.66	87	159.08	97.75	97.80	
2.3	Additional Teachers (Salary for MST)	158	151.68	158	104.38	100.00	68.82	
	UP HM	34	67.83	18	17.42	52.94	25.68	
	<b>Total</b>	<b>395</b>	<b>521.91</b>	<b>355</b>	<b>397.23</b>	<b>89.87</b>	<b>76.11</b>	
<b>3</b>	<b>Teacher Grant</b>	5829	29.16	3661	28.61	62.81	98.10	
<b>4</b>	<b>Grants for BRC</b>	9	19.80	9	19.05	100.00	96.21	
<b>5</b>	<b>Grants for CRC</b>	131	253.62	131	243.65	100.00	96.07	
<b>6</b>	<b>Teachers' Training</b>							
6.1	In-Service Training	2400	18.0	2000	16.00	83.33	88.89	
6.2	Induction Training – New teachers	25	0.8	0	0.00	0.00	0.00	
6.3	Refresher Course- Untrained Teachers	641	38.46	441	23.17	68.80	60.24	
6.4	Other (DRG/BRG/CRG)(6 Days)	182	0.91	0	0.00			
6.5	BRC & CRC Coordinators & Resource Persons	0	0.00	0	0.00			
	<b>Total</b>	<b>3248</b>	<b>58</b>	<b>2441</b>	<b>39.17</b>	<b>75.15</b>	<b>67.40</b>	
<b>7</b>	<b>Intervention for Out of School Children (No. of Children covered)</b>	2001	29	1243	20.82	62.12	71.30	
<b>8</b>	<b>Remedial Teaching</b>	2500	6	2701	6.27	108.04	100.27	
<b>9</b>	<b>Free Text Books</b>	22146	55	22146	55.38	100.00	100.01	
<b>10</b>	<b>IED</b>	815	9.78	511	7.57	62.70	77.39	
<b>11</b>	<b>Civil Works</b>							
11.1	BRC	0	21.90	3	14.90		68.04	
11.2	CRC	0	113.60	56	112.00		98.59	
11.3	PS Building	1	110.18	13	40.83	1300.00	37.06	

11.4	UPS Building	0	0.00	0	0.00			
11.5	Building-less (PS)	0	0.18	0	0.00		0.00	
11.6	Building-less (UPS)	0	0.00	0	0.00			
11.7	Addl. Class Room	0	208.71	141	207.20		99.37	
11.8	Toilets	0	19.80	97	19.30		97.47	
11.9	Girls Toilets	0	0.00	0	0.00			
11.1	Drinking Water	0	24.02	157	23.61		98.29	
11.1	Boundary Wall	0	77.78	138	70.02		90.02	
11.1	HM Room	0	0.00	13	19.500		92.73	
11.1	Electrification	0	22.00	111	20.40			
11.1	Rooms for Monastic Schools	0	0.00	11	16.50			
11.2	Residential Schools	0	0.00	0	0.00			
11.2	Furniture for UPS	3957	19.8	3940	19.70	99.57	99.55	
11.2	Major Repairs	2	5.0	2	5.00	100.00	100.00	
11.2	Others (Civil) Child Friendly	0	5.8	23	5.75		100.00	
	<b>Total Civil Works</b>	<b>3960</b>	<b>628.72</b>	<b>4705</b>	<b>574.71</b>	<b>118.81</b>	<b>91.44</b>	
12	TLE	12	3.5	1	0.30	8.33	8.57	
13	Maintenance Grant	591	75.2	585	68.51	98.98	91.10	
14	School Grant	1143	62.9	1041	57.86	91.08	92.06	
15	REMS	782	10.2	512	6.30	65.47	61.97	
16	<b>Management &amp; LEP</b>							
16.1	Management	5	145.27	5	139.30	100.00	95.89	
16.2	LEP	0	1.60	0	1.10		68.75	
	<b>Total</b>	<b>5</b>	<b>146.87</b>	<b>5</b>	<b>140.40</b>	<b>100.00</b>	<b>95.59</b>	
17	<b>Innovations</b>							
17.1	ECCE	122	66.23	85	69.33	69.67	104.68	
17.2	Girls Education	1245	9.4	492	1.23	39.52	13.04	
17.3	SC/ST	8000	53.8	500	18.37	6.25	34.16	
17.4	Computer Aided Learning	70	199.9	70	102.36	100.00	51.21	
17.5	Minority Community & Community Mobilization	0	60.0	0	27.22		45.37	
17.6	Urban deprived Children	0	0.0	0	0.00			
	<b>Total</b>	<b>9437</b>	<b>389.3</b>	<b>1147</b>	<b>218.51</b>	<b>12.15</b>	<b>56.12</b>	
18	Community Trainings	4014	2.4	2898	1.76	72.20	73.11	
19	SIEMAT	0	0.00	0	0.00			
	<b>SSA (TOTAL)</b>	<b>57030</b>	<b>2302.22</b>	<b>44092</b>	<b>1886.08</b>	<b>77.31</b>	<b>81.93</b>	
20	NPEGEL	0	0	0	0.00			
21	KGBV	0	0	0	0.00			
	<b>GRAND TOTAL</b>	<b>57030</b>	<b>2302</b>	<b>44092</b>	<b>1886.08</b>	<b>77.31</b>	<b>81.93</b>	

(2) Financial information:

Year	Approved AWP & B	Release		Total fund received	Fund from other sources	Opening balance	Total fund available	Expenditure	% exp. Against fund available
		GOI	State						
2001-02	146.22	62	11	73	0			73	
2002-03	566.86	425.14	75	500.14	0			309.93	
2003-04	1096.60	269.73	148.45	418.18	0			618.04	
2004-05	1600.68	600.25	200	800.25	0			708.87	
2005-06	1989.87	1000.25	100	1100.25	0			961.21	
2006-07	2439.10	862.29	243	1105.29	0			863.12	
2007-08	2302.79	402.14	363	765.14	0			877.98	
2008-09	2302.22	2111.56	190.26	2301.82		62.27			
<b>Total up to 2008-09</b>	<b>9995.90</b>	<b>3559.80</b>	<b>1129.45</b>	<b>4689.25</b>					

**INFORMATION ON MAINTAINING LEVEL OF EXPENDITURE ON  
ELEMENTARY EDUCATION BY GOVERNMENT OF SIKKIM**

YEAR	BUDGET ESTIMATES/ ACTUAL( In lakhs)
1999-2000	1892.080
2000 - 2001	2114.200
2001 -2002	3183.300
2002 - 2003	2735.120
2003 - 2004	2634.030
2004 - 2005	3044.880
2005 - 2006	3276.350
2006 - 2007	3127.450
2007 - 2008	9935.000
2008 - 2009	6288.000
2009 - 2010	6947.890

**State Share:** No information has been provided by the State regarding provision of matching State share.

**Proposal & Recommendation 2009-10**

S.No.	Activity	Fresh Proposal 2009-10		Fresh Recommendation 2009-10	
		Phy.	Fin.	Phy.	Fin.
1	<b>New Schools Opening</b>				
1.01	Upgradation of EGS to PS	4		4	
1.02	New PS				
1.03	Upgraded/New UPS				
2	<b>New Teachers Salary</b>				
2.01	Primary Teachers ( Regular)	8	18.72	8	15.60
	<b>Teachers Salary (Recurring)</b>				
2.13	Primary Teachers ( Regular)	114	266.76	114	260.52
2.15	UP Teachers (Regular)	82	241.08	82	241.08
2.18	UP Teachers - Head Master	41	172.20	41	172.20
2.24	Others (Recurring) Salary of MST	158	369.72	158	369.72
	<b>Sub Total (2.01 to 2.22)</b>	<b>403</b>	<b>1068.48</b>	<b>403</b>	<b>1059.12</b>
3	<b>Teachers Grant</b>	<b>6099</b>	<b>30.50</b>	<b>6099</b>	<b>30.50</b>
4	<b>Block Resource Centre (BRC)/UBRC</b>	<b>9</b>	<b>29.52</b>	<b>9</b>	<b>29.52</b>
5	<b>Cluster Resource Centres</b>	<b>131</b>	<b>395.10</b>	<b>131</b>	<b>395.10</b>
6	<b>Teachers Training</b>				
6.01	In-service Teachers' Training (10 daysBRC)	1400	14.00	1400	14.00
6.02	In-service Teachers' Training (10 daysCRC)	1400	7.00	1400	7.00
6.03	Induction training for Newly Recruit Trained Teachers	225	6.75	225	6.75
6.04	Training for Untrained Teachers	938	56.28	938	56.28
6.05	Other (DRG/BRG/CRG)(6 Days)	219	1.10	219	1.10
	<b>Sub Total</b>	<b>4182</b>	<b>85.13</b>	<b>4182</b>	<b>85.13</b>
7	<b>Interventions for OOSC</b>				
7.03	Residential Bridge Course (6-11 yrs)	179	10.74	179	10.74
7.07	Back to School (6-11 years)	1053	16.16	1053	16.16
7.11	AIE Center	336	5.16	336	5.16
7.14	Others (Direct mainstreaming)	342	5.25		
	<b>Sub Total</b>	<b>1910</b>	<b>37.31</b>	<b>1568</b>	<b>32.06</b>
9	<b>Free Text Book</b>	<b>21023</b>	<b>52.56</b>	<b>21023</b>	<b>52.56</b>
10	<b>Interventions for CWSN (IED)</b>	<b>965</b>	<b>11.58</b>	<b>965</b>	<b>9.65</b>
11	<b>Civil Works</b>				
11.03	Primary School (new)	4	30.00	4	24.00
11.09	Additional Class Room	94	498.39	94	498.39
11.10	Toilet/Urinals	18	3.60		
11.11	Separate Girls Toilet	80	16.00	80	16.00
11.12	Drinking Water Facility	43	6.45		



S.No.	Activity	Fresh Proposal 2009-10		Fresh Recommendation 2009- 10	
		Phy.	Fin.	Phy.	Fin.
11.13	Boundary Wall	130	65.00	130	65.00
11.15	Electrification	43	4.30		
11.16	Head Master's Room	16	84.83	11	58.32
11.17	Child Friendly Elements	8	2.00		
11.20	Major Repairs (Primary)	22	33.00		
11.21	Major Repairs (Upper Primary)	20	40.00		
11.22	Rooms for Monastic School	24	127.25	24	127.25
12.01	Furniture (No. of Children)	5044	25.22	3496	17.48
	<b>Sub Total (Civil + Furniture)</b>		<b>936.04</b>		<b>806.44</b>
13	<b>Teaching Learning Equipment</b>	4	0.40	4	0.80
14	<b>Maintenance Grant</b>	1143	110.70	1143	110.70
15	<b>School Grant</b>	1143	62.91	1143	62.91
16	<b>Research &amp; Evaluation</b>	1143	14.86	1143	14.86
17	<b>Management &amp; Quality</b>				
17.01	Management & MIS	4	84.00	4	84.00
17.02	Learning Enhancement Prog. (LEP)		5.00		5.01
	<b>Sub Total</b>		<b>89.00</b>		<b>89.01</b>
18	<b>Innovative Activity</b>				
18.01	ECCE (salary SMs)	60	118.80	60	36.00
18.02	Girls Education.	62	122.76	62	37.20
18.03	SC / ST	7000	59.15	7000	45.00
18.04	Furniture for new Mst Schools	2000	23.40		
18.05	Computer Education	70	200.00	70	164.00
18.06	Others(Community Mobilization, Bal Melas etc)	259	60.00		
18.07	TLM for ICDS centre	79	3.95		
18.08	EDUSAT	141	24.75		
	<b>Sub Total</b>		<b>612.81</b>		<b>282.20</b>
19	<b>Community Training</b>	5611	3.37	5611	3.37
	<b>Fresh Total of SSA (District)</b>		<b>3551.07</b>		<b>3064.73</b>
	<b>State Component</b>				26.31
	Management		72.00		72.00
	<b>Total Fresh Amount</b>		<b>3623.07</b>		<b>3136.73</b>
	Spill Over Amount		132.43		129.43
	<b>Net Amount Recommended</b>		<b>3755.50</b>		<b>3266.16</b>

<b>Civil Works %</b>	<b>25.8%</b>	<b>25.7%</b>
<b>Management %</b>	<b>4.5%</b>	<b>5.3%</b>
<b>LEP</b>	<b>0.1%</b>	<b>0.2%</b>

(Rs. In lacks)

S.No.	Head	Total Proposals			Total Recommended Amount		
		Spill Over	Fresh	Total	Spill Over	Fresh	Total
1	SSA	132.43	3623.07	3755.50	129.43	3136.73	3266.16
2	NPEGEL	0.00	0.00	0.00	0.00	0.00	0.00
3	KGBV	0.0	0.00	0.00	0.00	0.00	0.00
	<b>Total</b>	<b>132.43</b>	<b>3623.07</b>	<b>3755.50</b>	<b>129.43</b>	<b>3136.73</b>	<b>3266.16</b>

#### Allocation in Quality Heads

	Quality Heads	Amount	% w.r.t. total Amount
1	Textbook	52.56	1.68%
2	BRC (other than civil works)	29.52	0.94%
3	CRC (other than civil works)	395.10	12.60%
4	School Grant	62.91	2.01%
5	Teacher Grant	30.50	0.97%
6	Remedial Teaching	0.82	0.03%
7	Teacher's Training	85.13	2.71%
8	Innovative Activities	282.20	9.00%
9	Community Training	3.37	0.11%
10	Research and Evaluation	14.86	0.47%
11	LEP	5.01	0.16%
12	NPEGEL	0.00	0.00%
	<b>Subtotal</b>	<b>961.96</b>	<b>30.67%</b>
13	Teachers Salary	1059.12	33.77%
	<b>Subtotal</b>	<b>1059.12</b>	<b>33.77%</b>
	<b>Total of Quality</b>	<b>2021.08</b>	<b>64.43%</b>

#### (II) Issues

##### Civil Works

- SSA, Sikkim had PAB approval of 40 NOs of HM Rooms (Rs.60.00 lakhs) and 79 NOs of Room for Monastic schools (Rs.118.50 lakhs) in the year 2006-07. Out of that the State had made some expenditure of Rs.1.80 lakhs in 2006-07 against HM Rooms and (Rs.28.20 lakhs in 2006-07 + Rs.13.80 lakhs in 2007-08) = Rs.42.00 lakhs against rooms for Monastic schools. So the balance amount of Rs.58.20 lakhs against HM Rooms and Rs.76.50 lakhs against Room for Monastic school were suppose to be spillover to the year 2008-09. However PAB did not approve those amounts in the year 2008-09. But the State has made expenditure against these activities resuming these amounts to be improved in PAB before they receive the formal approval of PAB for the year 2008-09. PAB is requested to reconcile the matter.
- SSA, Sikkim mismatches their data of Civil Works every time they come for review meeting or appraisal of AWP&B. There are differences between targets approved by PAB and the targets reported by the state team in most of the activities. The state is advised to reconcile their data once at a time.

- It seems that there is no coordination between the SSA state team and the Engineering cell of the Education Department, since the engineers are not at all involve during the time of planning of budget.
- The state needs to coordinate and make convergence with the line departments of Govt. of Sikkim to implement drinking water, sanitation scheme and electrification in their schools.
- The state does not have any clear cut policy to add classrooms in the Monastic Schools already existed. The state should go for school mapping exercise for all of these schools and come out with a conclusion for additional classrooms to be provided to these schools.

#### **Educational Indicators**

- Transition Rate from Primary to upper Primary is 76.66 in 2008-09 w.r.t. 91.91 in 2007-08.
- Repetition rate is very high. For primary it is 18.51 and upper primary it is 16.67.

#### **Quality-related Issues:**

- Overall planning for Quality Improvement needs substantial improvement as the State Plan is yet to articulate a clear vision and goal setting for achieving the quality goals in a comprehensive manner.
- Learning levels in the State are very low at both primary and upper primary levels. As per DISE 2007-08, in Class V, only about 17% of students could pass with above 60%, and only 13% of students could achieve above 60% marks in Class VIII.
- Despite the low levels of learning, till now there has not been any comprehensive efforts for learning enhancement or changes in classroom practices. LEP activities sanctioned in 2008-09 have still not been properly implemented.
- Approach to assessment needs strengthening, for making assessment more continuous and comprehensive.
- It is a matter of serious concern that the State has still not implemented performance indicators for tracking and enhancing performance levels of teachers and trainers. These must be implemented and reported to MHRD on a regular basis. PAB may like to set a deadline for the same.
- The State must strengthen its Pedagogy Cell with at least 2-3 persons at the State level and at least one person at the District level to coordinate quality-related interventions. At present there has not been strong coordination of quality-related interventions in a organised manner, thus achievement and planning related to quality has remained poor.
- For textbook distribution, the State has proposed that the State government will provide free textbooks for all children, except for SC, ST and girls for whom the State has proposed a budget of Rs. 250 per child from SSA. PAB may like to discuss this proposal.
- Lack of trainers in SIE/DIET on Computer Aided Learning, Computer Managed Learning, etc

### Innovative Activities (ECCE}

- o The state has made utilization of the funds sanctioned under this intervention is due to the excess expenditure under ECCE as Sikkim has provided 122 SMs( Presently known as Pre Pry Teacher) for the support of ECCE which requires more than Rs 73 Lacs per year as salary against entitlement of Rs 60.00 Lacs. **PAB has to take a decision on the issue.**

### (III) Comments on States commitments and implementation

Sl. No	COMMITMENTS	ACTION TAKEN	COMMENTS																					
1	Number of teachers: - difference in number in position based on QPR sent by the state and reported in meeting (difference due to inclusion of school mothers not admissible under SSA). As against 395 teachers sanctioned up to March 09, 375 teachers have been recruited up to March 09.	Correction has been done up to March 2009  <table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td colspan="2" style="text-align: center;">Post sanctioned</td> </tr> <tr> <td></td> <td style="text-align: center;">2007-08</td> <td style="text-align: center;">2008-09</td> </tr> <tr> <td>Pry. -</td> <td style="text-align: center;">92</td> <td style="text-align: center;">22</td> </tr> <tr> <td>Upp.Pry.-</td> <td style="text-align: center;">120</td> <td style="text-align: center;">05</td> </tr> <tr> <td>Coord. -</td> <td style="text-align: center;">140</td> <td></td> </tr> <tr> <td>Monastic -</td> <td style="text-align: center;"><u>158</u></td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">510</td> <td></td> </tr> </table>		Post sanctioned			2007-08	2008-09	Pry. -	92	22	Upp.Pry.-	120	05	Coord. -	140		Monastic -	<u>158</u>			510		Fulfilled
	Post sanctioned																							
	2007-08	2008-09																						
Pry. -	92	22																						
Upp.Pry.-	120	05																						
Coord. -	140																							
Monastic -	<u>158</u>																							
	510																							
2	Regarding BRC/CRC:- BRC/CRC to continue on a regular basis, state may consider appropriate rules & practices for making appointment to BRC/CRC	BRC/CRC were recognized vide O.O. No.4469/132/SSA Dated.02/03/09. Asstt. Directors at BRC as Coordinators. In respect of CRC, only experienced teachers are working at CRC.	Fulfilled																					
3	To run bridge courses to bring the dropouts to upper primary level, wherever necessary	EGS Centres were closed down and enrolled in formal system. So no bridge courses required.	Fulfilled																					
4	No release of fund by Govt. of India till state spends 50% of opening balance and the first installment of funds in 2008-09	Fund received in time, as per norms	Fulfilled																					
5	Teacher training during the year to fully achieve the target	20 days 30 days 60 days	20 days in service fulfilled and rest partially fulfilled																					
6	Completion of all pending civil works by September 2008	Civil Works (spill over) completed and fresh (remaining) in progress and will be completed by April 09.	Fulfilled																					
7	Operationalize Quality monitoring formats by sending regular quarterly reports. Quarterly Pupil Evaluation out comes to be measured and reported in NCERT quality monitoring tools. State to finalize its performance bench mark for teachers and trainers taking guidance from Delhi ADEPTs programme	NCERT, Delhi in collaboration with SPO, SSA, Gangtok conducted 3 days capacity building workshop by 2 NCERT experts, at Gangtok for 6 <sup>th</sup> to 8 <sup>th</sup> Nov 2008. As decided in the workshop, QMF were printed by SPO, Gangtok and distributed to district. SLF sent to NCERT in December 08 while DLF, BLF, CLF were distributed and likely to receive in April 09.	Partially fulfilled																					

8	Mapping exercise of habitations and availability of schools teachers to assess gaps, if any	Gaps in respect of teachers have already been completed and mentioned in annual plan	Fulfilled
9	Policy decision for bringing down the cost of text books	Proposal to meet all expenditure by State Govt. & 250/- per child	Fulfilled
10	Action on the report of monitoring institutions to timely and proper distributions of free text books and T.P etc.	Distributed in time in February 09 when the schools reopened after winter vacation	Fulfilled
11	Reduction of all O.O.,S.C. to zero by 2008-09 with a mandate to ensure universal enrollment	Resurvey has been done and more than 1000 O.O., S.C. in age group of 6-14 years added with the increase of population.	Fulfilled
12	Reduction in a dropout rate to zero level at primary and upper primary level	Reduced from 3.5 to 0.49	Partially fulfilled
13	Provision of toilet & drinking water to all schools in convergence with Rural Dev Deptt.	All schools provided	Fulfilled
14	Control on teacher absenteeism	Have been completed	Fulfilled
15	Capacity building of the officers and field level functionaries	<p>i. Training of master Resource Person (65 nos.) from Sr. Sec. Schools of 4 districts for 11 to 13 June 08</p> <p>ii. A/C training at HRDD- (a) Orientation programme on accounts Resource Person. Mr. Ved Prakash , Sr.Consultant, Ed. Cil,N.Delhi from 24<sup>th</sup> to 27<sup>th</sup> Nov 2008 at HRDD, Gangtok</p> <p>(b) Training programme of district accounts personnel. Resource Person, Mr. Ved Prakash , Sr. Consultant, Ed. Cil,N. Delhi from 26<sup>th</sup> to 28<sup>th</sup> June 08 at HRDD, Gangtok</p> <p>iii. CRC/BRC training at SIE – Orientation programme of BAC personnel at SIE, on 23/08/08."Teacher absenteeism".</p> <p>iv. CRC/BRC training at HRDD, Gangtok from 6<sup>th</sup> to 8<sup>th</sup> November 08</p>	Fulfilled
16	Teachers accountability system & mechanism to be re-examined and redesigned to ensure Use of better classroom practice which encourage child participation are girl child friendly remove caste/ community basis in class room	<p>To improve teaching learning process in the classroom,</p> <p>i. Teachers were oriented</p> <p>ii. As a pilot phase in South District, rules and regulations for students have been framed and implemented (copy enclosed)</p>	

<p>b. Teacher awards for teachers who conduct regular remedial teaching with weaker students and enhance overall class achievement levels.</p> <p>c. VEC/PTA/SMC etc to monitor teacher attendance, parent teacher meets, sharing children report cards, class work, home work etc.</p> <p>d. District level committee comprising public representatives for monitoring the implementation of SSA programme in all districts</p>	<p>This aspect is taken care during teacher awards selections which are given on 5<sup>th</sup> September 08.</p> <p>Action research during 2009-10, will be conduct to see the effect of Remedial Teaching</p> <p>The notification for the constitution of VEC at Govt. School</p> <p>District Project Office constituted the committee (copy enclosed). Districts were directed to held meeting regularly</p>	<p>Fulfilled</p>
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## 2. Introduction & Planning process

### Introduction

Desk appraisal of Sikkim Annual Work Plan and Budget for 2009-10 (AWP& B 2009-10) was done at TSG in the last week of March 2009. A Team of TSG consultants was constituted for appraising the Annual State Component Plan and District Plans of Sikkim for SSA, NPEGEL and KGBV during 2009 – 10. An appraisal team consisting of the following members undertook the desk appraisal of the plans:

1. Dr. S. C. Gujaria, (Costing) TSG, Ed. CIL, New Delhi
2. Sh. P. K. Das, NE Cell TSG, Ed. CIL,
3. Dr. Anamika Mehta, TSG, Ed. CIL, New Delhi
4. Ms. Andrade Suzana, TSG, Ed. CIL, New Delhi
5. Sh. Ravi Kant TSG, Ed. CIL, New Delhi
6. Sh. Farooque Siddiqui, External Resource Person
7. Ms. Reetu Chandra, External Resource Person (NCERT) and
8. Sh. Shalender Sharma, TSG, Ed. CIL, New Delhi

### Planning process

Sarva Shiksha Abhiyan assigns importance to the preparatory and participatory activities at grassroot level for effective implementation. In Sikkim, micro level planning and powers have been delegated to the Panchayat Raj institutions along with the school managing committee (SMC) in order to make implementation at the habitation level.

In the context of Sikkim, SMC performed at the grass-root level in place of Village Education Committee. It has representatives from Panchayat raj institutions, Zila panchayat and Head masters/mistress including teachers and NGOs comprising 8-10 members. The district project office releases the school grant through BRC and deposited in the joint account of SMC. Hence, SMC plays a vital role in the planning process at the habitation level. The Village Education Register (VER) has been prepared on the basis of Household Survey done at the cluster level with the active participation of SMC. The planning team at the habitation level constituted members of SMC, representatives from CRC and BRC levels including women representatives. There has been transparency in all the expenditures made at the habitation level showing/displaying on the board to ensure proper transparency. The final plan proposals of the village are submitted to the cluster and subsequently the planning team of the cluster assessed and analysed the plans of the village. All the proposals and plans of the village and cluster are tabulated at the Block levels and the Block planning team prepared Block Plan. The Block planning team constituted the following members:

- Principal of Sr. Sec. School.
- Head master of Sec. School.
- Deputy Director, HRDD.
- One Zila Panchayat member.
- One Panchayat member.
- Asst. Director, HRDD.
- And BRC Coordinator. -

After the preparation of the Block plan it is placed before the Block level Education committee. Once the Block plan is completed, it is sent to the District level planning team. The District level planning personnel's after an assessment prepare the district plan based on the proposals and requirements of the blocks. And then the whole plans of the districts are submitted to the State. The State Annual Work Plan and Budget (AWP&B) adopted the bottom up approach envisaged by the 9 (nine) BRCs and 13 (thirteen) CRCs, which are extended to the whole state. At State level, first participatory exercise was initiated in the month of September. State planning team constituted the following members:

1. State Project Director, SSA
2. Joint Director PME HRDD
3. Joint Director SSA HRDD
4. DY Director SSA HRDD
5. DY Director PME HRDD
6. Principal DIET, HRDD

It is reported by the state team that household survey was done in the year 2008-09 at the district level, blocks and cluster levels. After rigorous planning exercises in different levels of the district, state level planning team consolidated the district plans and their exercises and formulated the plans at the state level. State level planning team constitute members from HRDD, SCERT, DIET, Engineering Cell, Govt. College and officers from Education Department and SPO.

As per the state detailed information's and plans in regard to planning process their plans identified the local needs and prioritized various activities. Both the districts and state plans reflect that the entire planning was done through a consultative process. However, there has been lack of proper planning process and planning team at cluster level that state didn't

reveal in the state component plan. Since all the districts are special focus districts (SFD) category 'C' accordingly state plan did not reflect any special planning, interventions and strategies in this AWP&B 2009-10. Appraisal Team suggested that state should furnish detail information's in regard to planning and participatory process at the cluster level and also to develop systematic strategies for quality improvement and achievement level. State also requires conducting fresh survey to ensure quality achievement and subsequently for coverage of minority children in the minority concentrated district, blocks and clusters.

### 3. Educational Indicators

This section takes into account the status of elementary education at both the level of primary and upper primary. This includes enrolment, GER, NER, and Drop-Out rate. Following is the status of the elementary education.

#### a. Primary Enrolment (All Categories)

S. No.	District Name	2004-05			2005-06			2006-07			2007 - 08			2008 - 09		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	East	18985	19681	38666	18426	18759	37185	18291	18687	36978	18709	18926	37635	18897	19095	37999
2	West	10003	10083	20086	9821	10105	19926	9951	8977	18928	10575	10462	21037	10705	10567	21272
3	North	3292	2962	6254	3326	3055	6381	3060	2816	5876	3248	3006	6254	3177	2980	6157
4	South	11953	11603	23556	11424	11255	22679	11039	10891	21930	11296	10876	22172	11250	10920	22170
	State	44233	44329	88562	42997	43174	86171	42341	41371	83712	43828	43270	87098	44029	43562	87591

Source: DISE

#### b. Upper Primary Enrolment (All Categories)

S. No.	District Name	2004-05			2005-06			2006-07			2007-08			2008 - 09	
		B	G	T	B	G	T	B	G	T	B	G	T	B	G
1	East	5973	6942	12915	6828	7741	14569	7255	8092	15347	7645	9024	16669	7755	9075
2	West	3040	3553	6593	3092	3557	6649	3092	3557	6649	3651	3751	7402	3853	3820
3	North	887	1008	1895	829	949	1778	875	1049	1924	967	1081	2048	982	1034
4	South	3339	3721	7060	3583	4033	7616	3344	3975	7319	3668	4359	8027	3648	4332
	State	13239	15224	28463	14332	16280	30612	14566	16673	31239	15931	18215	34146	16238	18261

Source: DISE

Overall Enrolment at primary and upper primary level is increased from the previous year. Percent share of girls at primary level is 49.73% and upper primary level is 52.93%.



**Gross Enrolment Ratio: Pry.**

S. No.	District Name	2004-05			2005-06			2006-07			2007-08			2008-09		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	East	137	127	129	109	106	107	115	121	118	118.9	121.58	120	112.81	124.38	118.34
2	West	101	104	105	107	105	104	103	104	104	98.97	99.75	99.86	138.12	135	135.12
3	North	108	100	104	104	97	101	109	100.04	104.6	115.88	106.79	111.32	127.03	117.32	122.14
4	South	144.7	145.8	145.25	138.3	141.4	140	140	148	144	143.28	148.15	145.63	159.14	158.31	158.73
5	State	122.6	119.2	120.8	114.5	112.35	113	116.7	118.25	117.65	119.25	119.06	119.26	134.28	133.75	133.58

Source: State Team report

At the Primary level GER increased from the previous year.

**Gross Enrolment Ratio: U. Pry.**

S. No.	District Name	2004-05			2005-06			2006-07			2007-08			2008-09		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	East	124	127	125	110	106	107.5	100.8	100.3	100.6	97.13	124.26	110.15	95.08	110.13	102.64
2	West	111	109	110	103	109	108	106	107	106	95.15	100.96	98.05	118.1	110	114.15
3	North	112	102	107	104	97	100.5	64.3	85.22	74.23	71.05	87.81	79.01	71.52	80.79	75.96
4	South	113.9	136.8	125.35	122.2	148.3	135.25	54.96	65.88	60.4	60.29	72.24	66.26	58.37	69.27	63.82
5	State	115.25	118.17	116.8	109.8	115	112.8	81.5	89.6	85.3	80.90	90.14	88.36	85.77	92.55	89.14

Source: State Team report

At the Primary level GER increased from the previous year. GER of girls exceeds boys GER.

**Net Enrolment Ratio: Pry.**

Name of the Districts	2004-2005		2005-2006		2006-2007		2007-08		2008-2009	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
East	95.5	93	96	97.5	79.5	78.5	91.21	93.44	83.29	93.08
West	93	91	95	93.27	66.5	67.5	98.97	99.75	78.4	80.1
North	90.0	87	96	93.5	64.4	60.07	84.20	78.33	70.65	69.01
South	86.67	89.4	94.3	98.2	97.55	98.02	103.12	105.48	95.23	95.17
State	91.3	90.1	95.3	95.6	77	76	94.53	94	81.89	84.34

Source: State Team report

At the Primary level NER decreased from the previous year. NER of girls exceeds boys NER.

**Net Enrolment Ratio: Pry.**

Name of the Districts	2004-2005		2005-2006		2006-2007		2007-08		2008-2009	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
East	74	76	73	76	63.5	60.5	45.32	58.99	42.93	52.31
West	88	90	92	93	93	94	96	92	75.2	77.14
North	75	72	81	77	36.66	45.57	88.39	96.10	41.95	45.59
South	83.1	86.8	62.9	74.5	35.4	36.99	29.158	36.57	28.59	32.28
<b>State</b>	<b>80</b>	<b>81.2</b>	<b>77.2</b>	<b>80.1</b>	<b>57.1</b>	<b>59.2</b>	<b>64.72</b>	<b>70.92</b>	<b>47.17</b>	<b>51.83</b>

Source: State Team report

At the Upper Primary level NER decreased from the previous year. NER of girls exceeds boys NER.

**(Pupil Teacher Ratio)**

District	2004-05		2005 - 06		2006 - 07		2007-08		2008-09	
	Pry	U. Pry	Pry	U. Pry	Pry	U. Pry	Pry	U. Pry	Pry	U. Pry
East	1:17	1:15	1:17	1:16	1:20	1:19	1:20	1:21	1:20	1:21
West	1:19	1:21	1:20	1:21	1:16	1:17	1:14	1:15	1:13	1:21
North	1:15	1:15	1:17	1:15	1:10	1:07	1:11	1:13	1:12	1:20
South	1:16	1:20	1:18	1:20	1:17	1:21	1:14	1:17	1:16	1:22
<b>TOTAL</b>	<b>1:18</b>	<b>1:17</b>	<b>1:18</b>	<b>1:18</b>	<b>1:17</b>	<b>1:17</b>	<b>1:16</b>	<b>1:18</b>	<b>1:15</b>	<b>1:21</b>

Source: State Team report

At the primary level PTR is 15 and for upper primary is 21. State has no single teacher schools and zero percent of schools with more than 60 PTR.

**(Transition rate from class V to Class VI)**

District	2006-07			2007-08			2008-09		
	B	G	T	B	G	T	B	G	T
East	93.95	93.00	93.48	94.00	98.00	96.00	85.26	80.32	82.82
West	72.20	70.20	71.20	82.20	75.20	79.20	72.92	80.91	77.01
North	61.19	62.56	61.92	61.19	62.56	61.92	64.93	72.71	68.81
South	75.00	74.00	74.50	73.00	74.00	74.40	74.53	81.09	78.0
<b>TOTAL</b>	<b>75.58</b>	<b>74.94</b>	<b>75.27</b>	<b>90.10</b>	<b>92.94</b>	<b>91.91</b>	<b>74.41</b>	<b>78.86</b>	<b>76.66</b>

Source: State Team report

Transition Rate from Primary to upper Primary is 76.66. District East Sikkim has the highest Transition Rate i.e. 82.82 and lowest is in North Sikkim.

**Drop out rate:- Primary**

Name of the Districts	2004-2005		2005-06		2006-2007		2007-08		2008-2009	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
East	13.4	13.13	10.4	9.9	9.8	10.1	7.1	7.9	0.52	0.58
West	17.24	16.71	12.2	11.3	5.8	4.2	3.2	2.4	2.12	2.31
North	14.44	17.88	10.2	12.7	2.52	3.13	2.41	2.96	0.63	0.57
South	17	15.57	2.28	1.0	1.13	1	1.01	0.92	0.83	0.88
State	15.5	15.8	8.7	8.72	4.8	4.6	3.43	3.5	0.49	0.49

Source: State Team report

Although overall dropout rate of Boys and Girls has declined to 3.43 & 3.5 to 0.49 & 0.49. Districts with large variations are; East Sikkim (Boys 7.1 & Girls 7.9 in 2007-08 and 0.52 & 0.58 in 2008-09 respectively).

**Drop out rate:- Upper Primary**

Name of the Districts	2004-2005		2005-06		2006-2007		2007-08		2008-2009	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
East	10.13	7.91	8.6	5.6	7.4	6.3	7.3	6.2	0.71	0.55
West	19	14.58	14.4	11.2	9.5	3.4	2.65	3.02	2.15	2.35
North	15.93	16.18	13.03	14.08	12.29	6.58	9.20	5.14	1.64	1.77
South	16.4	12.35	10.3	7.48	5.9	3.88	3.24	3.10	2.83	2.98
State	15.3	12.7	11.5	9.5	8.7	5.04	5.6	4.3	1.56	1.63

Source: State Team report

Although overall dropout rate at upper primary level of Boys and Girls has declined to 5.6 & 4.3 to 1.6 & 1.6. Districts with large variations are; East Sikkim (Boys 7.3 & Girls 6.2 in 2007-08 and 0.71 & 0.55 in 2008-09 respectively) and North Sikkim (Boys 9.2 & Girls 5.1 in 2007-08 and 1.6 & 1.7 in 2008-09 respectively).

### Completion Rate (PRY)

District	Completion Rate 2006-07			Completion Rate 2007-08			Completion Rate 2008-09		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
East	93.0	94.8	93.9	95.0	96.5	95.3	71.4	72.7	72.1
West	00.0	83.0	81.5	85.0	88.0	86.5	74.5	77.4	76.0
North	69.8	73.2	71.4	78.1	76.2	77.2	76.0	74.0	75.0
South	75.0	74.0	74.5	73.5	75.2	74.3	73.0	75.8	74.5
State	79.4	81.0	80.2	83.3	84.0	83.7	73.0	74.8	75.0

Completion Rate of Primary is 75. Completion rate of girls exceed boys. District West Sikkim has the highest Completion Rate and lowest is in East Sikkim.

### Completion Rate (UPPER PRY)

District	Completion Rate 2006-07			Completion Rate 2007-08			Completion Rate 2008-09		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
East	59.5	57.2	58.4	68.0	69.0	68.5	72.3	73.7	73.0
West	76.0	81.0	78.5	68.5	70.5	69.5	75.0	71.3	72.9
North	83.3	78.2	80.7	84.2	82.3	83.2	80.4	84.0	82.0
South	69.0	65.0	67.0	66.5	61.0	63.8	76.3	72.3	74.2
State	72.0	70.3	71.2	72.0	71.0	71.5	74.2	73.5	73.9

Completion Rate of Primary is 73.9. Completion rate of girls exceed boys. District North Sikkim has the highest Completion Rate i.e. 82 and lowest is in West Sikkim.

### Educational Development Index

Composite EDI value and Rank of the state is 0.662 and 13 for the year 2006-07 now it is decrease and the value and ranking is 0.656 and 21 respectively.

### EDI Rank and Values for Primary and Upper Primary

Level	Overall State		Access		Infra		Teacher		Outcome	
	Value	Rank	Value	Rank	Value	Rank	Value	Rank	Value	Rank
Pry(06-07)	0.686	6	0.601	5	0.764	8	0.78	7	0.511	20
Pry(07-08)	0.639	20	0.484	26	0.744	13	0.731	12	0.509	31
Upry(06-07)	0.637	20	0.521	25	0.833	8	0.771	12	0.375	26
Upry(07-08)	0.672	24	0.581	29	0.775	17	0.792	18	0.484	31

Source: DISE 2008-09

#### EDI at the primary level

District	Access	Infra	Teachers	Outcome	Primary	Rank
EAST SIKKIM	0.765	0.782	0.638	0.677	0.714	408
NORTH SIKKIM	0.941	0.840	0.537	0.636	0.736	339
SOUTH SIKKIM	0.810	0.758	0.586	0.643	0.698	441
WEST SIKKIM	0.801	0.791	0.588	0.606	0.694	456

Source: DISE 2008-09

#### EDI at the upper primary level

District	Access	Infra	Teachers	Outcome	U. Primary	Rank
EAST SIKKIM	0.754	0.798	0.823	0.564	0.733	355
NORTH SIKKIM	0.642	0.976	0.814	0.495	0.731	359
SOUTH SIKKIM	0.795	0.828	0.847	0.516	0.743	320
WEST SIKKIM	0.850	0.832	0.817	0.491	0.743	321

Source: DISE 2008-09

#### District wise Composite EDI

District	Composite		
	Value	Rank	Quartile*
EAST SIKKIM	0.723	382	3
NORTH SIKKIM	0.733	359	3
SOUTH SIKKIM	0.720	389	3
WEST SIKKIM	0.718	397	3

Source: DISE 2008-09

Composite EDI Ranking of the state is 21. Highest composite EDI ranking of the district is West Sikkim and lowest is North Sikkim. State should form strategies to improve in the weaker components.

**Issues:**

- Transition Rate from Primary to upper Primary is 76.66 in 2008-09 w.r.t. 91.91 in 2007-08.
- Repetition rate is very high. For primary it is 18.51 and upper primary it is 16.67.

**Components wise Appraisal:****(I) Access & Out of School :****State policy on opening of new schools :**

- **State policy of opening new Primary School :** For opening Primary School, there is a policy of state that there should be primary schooling facility in each and every recognized village. Primary School is opened in those villages and habitations where there is no such facility within 1 km distance and there are 20 children of school going age are available.
- **State policy of opening new Upper Primary School :** For opening Upper Primary School, there is state policy that Upper Primary Schooling facility should be available to each and every recognized village within 3 km distance.

**Availability of Schooling facilities:****Table: Information on Schools**

Category	Govt.	Aided	Private	Total
Primary	776	106	204	1087
Up. Primary	288	14	139	441

There are total 1528 functional schools in the state. Out of which 776 are government primary schools which is 71% of the total primary schools. While 441 are upper primary schools with 65% share of government upper primary schools. Total Private schools are 139 which constitutes 9% of the total schools in the state.

**Table: Habitation and Access (Primary)**

Districts	Total no. of Habitations	Habitations covered by		Habitations with primary school within 1 km	Unserviced Habitations without Primary Schools	Habitations Eligible for PS as per State norms	Habitations not Eligible for PS as per State norms	% of unserved habitations
		Primary School	EGS					
East	282	282	0	282	0	0	0	0
West	230	230	0	230	0	0	0	0
North	101	101	0	101	0	0	0	0
South	253	244	9	244	9	4	5	1
<b>Total</b>	<b>866</b>	<b>857</b>	<b>09</b>	<b>857</b>	<b>09</b>	<b>04</b>	<b>05</b>	<b>01</b>

**Table: Habitation and Access (Upper Primary)**

District	Total no. of Habitations	Habitations having UPS facility in 3 Kms	No. of Enggore school less habitations for UPS as per the distance &	Primary and Upper Primary Ratio	No. of UPS eligible as per 2:1 ratio	Gap in Upper primary School	No. of Habitations to be covered as per recommendation this year
East	282	261	21	2.44:1	117	10	21
West	230	224	6	3.02:1	80	2	6
North	101	77	24	2.8:1	42	9	24
South	253	247	6	2.63:1	116	2	6
<b>Total</b>	<b>866</b>	<b>809</b>	<b>57</b>	<b>2.6:1</b>	<b>387*</b>	<b>23</b>	<b>57</b>

\* 99 more UPS will be needed as per 2:1 ratio.

#### A. Primary

##### Status of opening of new primary schools sanctioned till 2008-09 under SSA :

Till the year 2008-09, the state has opened 57 Primary Schools under SSA (out of which 03 PS are yet to be notified which have been upgraded from EGS). Out of these 57 PS, 13 PS were upgraded from EGS while rest of the 44 schools were running by the community as community schools. These 57 Primary Schools have been provided with building, teachers, contingency, teacher grants, maintenance grant etc.

The yearwise breakup of 57 Primary Schools sanctioned under SSA is as follows :

Year	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	Total
PS sanctioned	2	9	12	17	6	8	3	57

Districtwise breakup of Community Centers and EGS upgraded to Primary Schools under SSA :

Districts	No. of PS Sanctioned	PS upgraded from Community Schools	PS upgraded from EGS
East	10	10	0
West	16	13	3
North	14	14	0
South	17	7	10
<b>Total</b>	<b>57</b>	<b>44</b>	<b>13</b>

##### Strategies of the State for providing access to all eligible habitations :

The state has total 866 habitations. Out of which 857 habitations have been covered with 776 govt. primary schools while rest of the 09 habitations are served with 09 EGS centers. Out of these, 04 EGS centres are eligible for up-gradation to Primary School which have been proposed by the state in the year 2009-2010. Rest of the 5 EGS will run as AIE centers next year too. Hence, 100% access to primary Schools has been provided in the state through 780 (776 PS + 4 EGS to be upgraded) Primary Schools.

As per the discussions above and analytical study, the state has provided cent percent access to primary schools by opening PS in all the eligible habitations as per the state norms. 09 habitations have been served with 09 EGS centres and all these 09 EGS centres are running for more than 2 years. Now the 4 habitations are eligible to be served in the year 2009-2010. The districtwise details of EGS functioning in eligible habitations for more than 2 years are as follows :

S.no	Districts	Name of eligible habitations	No. of beneficiaries
1.	South	Bekchung South	30
2.	South	Middle Lungchuk South	21
3.	South	Manpur South	82
4.	South	Mangchok South	47
		<b>Total</b>	<b>180</b>

**Strategies for covering habitations not eligible for regular school and also EGS center :**

As per the data provided by the state, there is no habitation which is not eligible for regular primary school and EGS centre. All the habitations are covered by PS and EGS.

**Proposal for up-gradation of EGS center to regular PS :**

- In the AWP&B 2009-2010, the state has proposed to upgrade 4 EGS centers to PS. As discussed earlier, for opening Primary School, there is a policy of state that there should be primary schooling facility in each and every recognized village. Primary School is opened in those villages and habitations where there is no such facility within 1 km distance and 20 children of school going age are available.

**Table: Status of EGS**

District	Total number of EGS functioning	No. of EGS completing 2 years or more in 2009-10
East	00	00
West	00	00
North	00	00
South	09	09
State	09	09

**Table: Upgradation of EGS**

No. of EGS functioning			No. proposed for upgradation	No. of EGS to be continued	Reasons for not proposing for the balance	No. of EGS to be closed
In the habitations eligible for PS	In the habitations not eligible for PS	Total				
04	05	09	04	05	Non eligibility	0

**B. Upper Primary**

Under SSA, in all 41 Upper Primary Schools were started by upgrading Primary Schools. The districtwise details may be seen below :



District	No of new UPS
East	10
West	15
North	07
South	09
State	41

District	Total no. of Habitations	Habitations having UPS facility in 3 Kms	No. of eligible school less habitations for UPS as per the distance &	Primary and Upper Primary Ratio	No. of UPS eligible as per 2:1 ratio	Gap in Upper primary School
East	282	261	21	2.44:1	117	10
West	230	224	6	3.02:1	80	2
North	101	77	24	2.8:1	42	9
South	253	247	6	2.63:1	116	2
<b>Total</b>	<b>866</b>	<b>809</b>	<b>57</b>	<b>2.6:1</b>	<b>387*</b>	<b>23</b>

There are 866 habitations in the state. Out of which 809 habitations are covered with 288 Upper Primary Schools. (thus making ratio of 2.6:1 primary schools to upper primary schools). Hence the access at Upper Primary level in the state is 93%. While there is a gap of 7% where 57 habitations need Upper Primary School facility. But the state has not proposed the opening of Upper Primary School in these habitations in the next year.

**Reason for not proposing the upgradation/opening of new UPS in all eligible habitations:**

Reason for not proposing the opening of new UPS in all eligible habitations is financial crunch with the state. As per the discussions, there is a state policy to provide 8 teachers at upper primary section only (i.e. for classes 6, 7 and 8). Out of which 5 are Graduate Teachers (2 Arts, 1 Maths, 1 Science and 1 HM) along with 3 language teachers (for Bhutia, Lepcha and Limboo). While as per SSA norms, only 03 teacher are given with one upper primary school. The salary of the teachers is comparatively quite high in the state which is about 16,500.00 in the beginning (without revision as per the 5<sup>th</sup> Pay commission) if the state opens Upper Primary Schools in 57 unserved habitations, it will need 23 schools to make the access 100%. As a result, the liability of the salary of remaining 02 Graduate Teachers and 3 Language Teachers (i. e. total 115 teachers in 23 schools) will have to be borne by the state. The state is finding difficult to bear the salary amount of these teachers. Hence, the state is not proposing to open any new Upper Primary School next year.

**Mapping by the State for coverage by UPS and the status of saturation :**

The state had done village mapping in the year 2002-03 for primary schools and the household survey for out of school children in the year 2008-09. No school or village mapping exercise was done for Upper Primary Schools. School mapping process not done in the state because of lack of expertise at district, block and cluster levels. As mentioned earlier, there are 57 habitations which are eligible for upper primary school and are still accessless. The situation of saturation may be understood clearly from the GAR of the state at upper primary level which is 93%.

The state has to look into the matter with more practical approach and should start school mapping for Upper Primary Schools as soon as possible and come up with exact demand to GOI even in the mid session. The state should ensure early fulfillment of the demand of Upper Primary Schools in the year 2009-2010 and should not wait for the whole session to demand Upper Primary Schools in next AWP&B.

### C. Interventions for Out of School Children

#### - *Performance during 2008-09*

**Table: Status of Out of School Children**

Age in years	2008-09			2009-10					
				Uncovered children from last year			New Identified OOSC as per survey-2008		
	B	G	Total	B	G	Total	B	G	Total
6-10	754	569	1323	256	240	496	304	271	575
11-14	263	253	516	136	98	234	296	309	605
	1017	822	1839	392	338	730	600	580	1180

As the table reveals that there were total 1839 out of school children in the state in the year 2008-09. Out of which, 1109 (60%) were covered in different AIE centers like EGS and Monastic Schools. Rest of the 730 children will be covered with newly identified 1180 out of school children (i.e. total 1910 children) under EGS/Monastic Schools in the year 2009-2010.

#### Status of OOSC during last three years :

##### Out of school children

Age in years	In 2007-08		In 2008-09		In 2009-10	
	B	G	B	G	B	G
6-10	652	555	263	253	560	511
11-14	1112	885	754	569	432	407
Sub Total	1764	1440	1017	822	992	918
<b>Total</b>	<b>3204</b>		<b>1839</b>		<b>1910</b>	

The data shows that there is continuous decrease in out of school children for last two years. The number of Out of School Children was 3204 in the year 2007-08 has come down to 1839. Hence, a considerable decrease of 1365 out of school children was reported in the year 2008-09 through direct enrollment in schools, RBCs and Monastic Schools. Now the state has 1910 out of school children to enroll in the next academic session including 730 backlog of the year 2008-09.

**Genderwise status of out of school children :**

Age in years	Out of school children In 2008-09		Per cent age	
	B	G	B	G
6-10	560	511	52.28	47.71
11-14	432	407	51.48	48.51
Sub Total	992	918	51.94	48.06
Total	1910		100	

Children in the age group of 6-10 years are more out of school than the children in the age group of 11-14 years. More boys are out of school than girls in the age group of 6-10 as well as 11-14 years.

**Achievement of covering OOSC in the year 2008-09 :**

Districts	OOSC	Monastic Schools	EGS	Direct to Schools
East	647	400	230	17
West	131	103	0	28
North	100	79	0	21
South	231	21	68	142
<b>Total</b>	<b>1109</b>	<b>603</b>	<b>298</b>	<b>208</b>

Only 298 children (nearly 27%) in the age group of 6-14 years have been mainstreamed from the EGS centers in the year 2008-09.

**Plan for the enrollment of 6-11 and 11-14 age group children in the year 2009-2010 :**

There are 72639 children in the state among the age group 6-11 years as per the house hold survey. Out of these, 87591 are enrolled in primary schools. Thus making Gross Enrollment Ratio 120 at primary level.

Similarly, according to household survey, there are 39380 children in the state among 11-14 years age group. Out of which, 34499 are enrolled in Upper Primary Schools. Hence, the Gross Enrollment ratio of the state at Upper Primary level is 87.6.

**Table: Progress & Mainstreaming**

Districts	Children enrolled in AI/bridge courses during 2008-09	Children mainstreamed till 2008-09	Children proposed to be enrolled in AI/bridge courses in 2009-10	Children proposed to be mainstreamed in 2009-10
East	630	230	442	240
West	103	0	256	140
North	79	0	179	0
South	89	68	1033	697
<b>Total</b>	<b>901</b>	<b>298</b>	<b>1910</b>	<b>1077</b>

There are 1910 out of school children in the state. Out of which the state has planned to mainstream 1077 children enrolled in EGS centers and RBCs which is 56.3% of the total OOSCs. While out of rest of the 44% (i.e. 833 children), 230 migratory children (12% of

the total OOSC) will directly be admitted in the schools nearby to work site and 603 (31.5%) children who are enrolled in Monastic Schools will be retained in these schools and will get modern education alongwith their religious course.

**Steps taken to ensure continuance of mainstreamed children in schools :**

- Like regular children, the state govt. has also made provision of many incentives for these mainstreamed children like no tuition fee, free text books, free uniform, raincoat, school bags, shoes, mid day meal etc.
- Remedial coaching will be provided to the weaker mainstreamed children.
- Teachers will be given training to make the teaching learning process joyful and interesting so that mainstreamed children find the classroom transaction interesting and will continue throughout the academic session.

**Table: Strategy proposed  
Age group & Category of Children**

Never enrolled						Drop out					
6-10 years			11-14 years			6-10 years			11-14 years		
Strategies proposed	Coverage proposed	Gap	Strategies proposed	Coverage proposed	Gap	Strategies proposed	Coverage proposed	Gap	Strategies proposed	Coverage proposed	Gap
Direct admission and provision of remedial teaching	553	Nil	-	-	Nil	Direct Admission	500	-	-	-	-
RBC	100	-	Monastic school	106	-	-	-	-	-	-	-
EGS	336	-	-	-	-	-	-	-	-	-	-
Monastic Schools	236	-	-	-	-	-	-	-	RBC	79	-
<b>Total</b>	<b>1225</b>	-	-	<b>106</b>	-	-	<b>500</b>	-	-	<b>79</b>	-

**Strategies for bringing children to school based on the reason for their being out of schooling system :**

The state has identified both Never Enrolled and Dropout children in the age groups of 6-10 and 11-14. The details are as follows :

Age Group	Never Enrolled	Dropout	Total
6-10	1225	500	1725
11-14	106	79	185
<b>G. Total</b>	<b>1331</b>	<b>579</b>	<b>1910</b>

Though the state has planned to enroll these 1910 out of school children in the year 2009-2010. Out of which there is a backlog of 730 out of school children of last year and newly identified 1180 out of school children. (Table of Status of Out of School Children may be seen on page 6). But the state has not planned different strategies for bringing these out of school children to school based on the reasons for their being out of schooling system.

Instead, the state has just put the children into 2 categories (NE and DO) and divided them into different strategies like direct admission into schools, RBCs, EGS centers and Monastic Schools without any proper logic.

#### **Evidences of special focus on special group/areas with large number of out of school children**

As discussed earlier that the children of labour/migratory parents who are working in the hydro electric project are under special focus group. The children of migratory parents shift from one working site to another will be provided facility to get the admission in the govt. school nearby even in the mid session.

Sikkim has the figure of 230 migratory children and they usually migrate with their parents who work in the hydro electricity project. These migrants usually have to shift from one place to another in search of employment. The state is claiming that the children of migratory families will be having facility to get admission in any govt. school (even in the mid-session) nearby to the working site. But there are concerns to implement this strategy for vulnerable group like migratory children.

Remedial teaching for SFG children (SC/ST) will be provided under the specific interventions for the SC/ST education. Other than this, there is no special intervention planned for any group or area but all the children will be admitted in the common Bridge Courses, EGS centers and Monastic Schools.

#### **Association of NGOs for various interventions**

The state has signed MoA with 4 NGOs which are running 9 EGS centers. Another NGO is involved in household survey. One NGO is working in the field of inclusive education and the state has tie up with this NGO. It has opened one school for the children with different disabilities.

#### **Household survey :**

House hold survey was conducted in all four district of state in 2008. As per HHS it was revealed that there are currently 1910 children in the age group of 6-14 years who are out of school. Out of 1910 OOSC, identified 730 were of the preceding year and 1180 were identified during 2008 HHS.

Annual data collection is done in April every year from all the Primary as well as Upper Primary Schools. This data is compiled at district level and sent to the state for computerisation. The same is disseminated to the districts to prepare plans.

#### **Recommendations:**

- The Gross Access Ratio (GAR) of the state at primary level is 100% while it is 93% at upper primary level. The state has yet to plan to achieve 100% access at upper primary level.
- Out of total 866 habitations, 809 are covered with 288 upper primary schools. There are 57 more habitations which are entitled for upper primary schooling facility. But the state has not proposed the upgradation of primary schools in the AWP & B 2009-2010 which is a major concern.

- The team recommends that there should be a proper capacity building of the functionaries working under SSA at different levels (i.e. state to grass root level) on school mapping so that they are able to propose upper primary schools in eligible habitations keeping the norms of distance of 3 kms in view. GIS may also be useful for this exercise.
- Mainstreaming of children studying in Bridge Courses into formal schools is a weak area in the year 2008-09 as the number of mainstreamed children with reference to the number enrolled in Bridge Courses is low i.e. only 27%.
- While mainstreaming the children in formal schools, the state should also consider the age of child alongwith the competency level while mainstreaming him/her in school so that he/she doesn't feel uncomfortable with younger children. There are bright chances for these children to get dropout again.
- The state has not planned to bring the children to school based on the reason of their being out of school system. But the state, instead has followed adhoc system to admit 6-10 years and 11-14 years children in EGS/RBC/Monastic Schools without considering the reasons of their being dropout or never enrolled. The children of 6-8 years may be enrolled in formal schools directly instead of bridging them through Bridge Courses.
- The state had done village mapping in the year 2002-03 for primary schools and the household survey for out of school children in the year 2008-09. No school or village mapping exercise was done for Upper Primary Schools. School mapping process not done in the state because of lack of expertise at district, block and cluster levels. As mentioned earlier, there are 57 habitations which are eligible for upper primary school and are still accessless. The situation of saturation may be understood clearly from the GAR of the state at upper primary level which is 93%.
- The state has to look into the matter with more practical approach and should start school mapping for Upper Primary Schools as soon as possible and come up with exact demand even in the mid session. The state should ensure early fulfillment of the demand of Upper Primary Schools in the year 2009-2010 and should not wait for the whole session to demand Upper Primary Schools in next AWP&B. Capacity building of the district and sub district level functionaries on school mapping is advisable. Association with NGO may also be thought of for the purpose
- The state has planned to cover migratory children through govt. school located nearby to work site. There are serious doubts that this vulnerable group will join the formal school and continue till they get shifted to other work place. There is no special strategy planned by the state for these children. It is recommended that the state should do a rapid survey for accounting and mapping these children and specific strategies should be adopted to mainstream these children. Capacity building of functionaries is also recommended.

**(II) School Infrastructure (Civil works)****A. Civil Works**

**Overview of the performance of last year and the bottlenecks, if any.**

PAB approved Rs. 608.92 lakhs for Civil Works for the year 2008-09. The state has shown tentative expenditure of Rs. 555.20 up to the end of March, 2009, leaving a balance of Rs. 53.72 lakhs. The percentage of expenditure incurred by the state at the end of the year will be 91.10%. The progress of expenditure as reported by the state team is appreciable. However, the state has made expenditure of Rs.42.00 lakhs for construction of classrooms for Monastic Schools and Rs.1.80 lakhs for construction of Head Masters' Room during the year 2008-09, though the state do not have any PAB approval for the same.

**Table - 1**  
**Cumulative Progress 2008 - 09 (as on 31st December 2008)**

Sl. No	Activity	Targets	Target as per state	Completed	In Progress	Financial (in Lakhs)	Expenditure (in Lakhs)
1	BRC	9	9	8	1	63.00	55.10
2	CRC	95	95	87	9	190.00	175.00
3	New School Building	48	58	46	8	218.50	153.21
4	New Upper Primary School	3	3	0	0	2.80	0.00
5	ACR	324	330	286	28	445.40	365.07
6	Toilet	749	678	662	0	135.60	132.84
7	Separate Girls Toilet	0	0	0	0	0.00	0.00
8	Drinking Water Facility	544	514	476	0	77.10	71.40
9	Boundary Wall	272	272	196	50	133.90	97.80
10	Major Repairs (Pry)	112	112	56	1	10.50	4.95
11	Major Repairs (UPS)	0	0	0	0	0.00	0.00
12	Building less School (Pry)	0	1	0	0	4.00	0.00
13	Dilapidated Bldg (Pry)	0	0	0	0	0.00	0.00
14	Building less School (UPS)	0	0	0	0	0.00	0.00
15	Dilapidated Bldg (UPS)	0	0	0	0	0.00	0.00
16	Electrification	454	454	310	47	45.40	31.00
17	Ramp	0	0	0	0	0.00	0.00

18	Child Friendly Elements	31	31	20	0	7.75	5.00
19	Classroom for earthquake affected schools	9	9	9	0	13.50	13.50
20	Classrooms for Monastic Schools	79	85	39	0	118.50	58.50
21	HM room	40	40	13	0	60.00	19.50
22	Kitchen Shed	664	645	27	0	164.00	6.75
<b>TOTAL</b>		<b>3433</b>	<b>3336</b>	<b>2235</b>	<b>144</b>	<b>1689.95</b>	<b>1189.62</b>

Source: State Team Report

There are differences between targets approved by PAB and the targets reported by the state team in most of the activities of Civil Works in Sikkim. Moreover, the state keep on changing their data in every quarterly review meeting which mismatch with the data provided in the past. The state team has not been able to reconcile their targets till today.

**Table – 2**  
**Physical and financial progress during 2008 – 09 (31st December 2008)**

Sl. No	Activity	Target for 2008 – 09	Completed	In Progress	Approved outlay for 2008 – 09 including spillover (in lakhs)	Expenditure till 31st December 2008 (in lakhs)
1	BRC	0	2	3	21.90	4.90
2	CRC	0	46	18	113.60	77.00
3	New School Building	1	3	8	110.18	26.33
4	New Upper Primary School	0	0	0	0.00	0.00
5	ACR	0	93	48	208.71	118.75
6	Toilet	0	90	7	19.80	18.00
7	Separate Girls Toilet	0	0	0	0.00	0.00
8	Drinking Water Facility	0	149	8	24.02	19.10
9	Boundary Wall	0	83	56	77.78	40.63
10	Major Repairs (Pry)	2	1	1	5.00	2.45
11	Major Repairs (UPS)	0	0	0	0.00	0.00
12	Building less School (Pry)	0	0	0	0.18	0.00
13	Dilapidated Bldg (Pry)	0	0	0	0.00	0.00
14	Building less School (UPS)	0	0	0	0.00	0.00
15	Dilapidated Bldg (UPS)	0	0	0	0.00	0.00
16	Electrification	0	155	49	22.00	15.50
17	Ramp	0	0	0	0.00	0.00



18	Child Friendly Elements	0	0	13	5.75	0.00
19	Classroom for earthquake affected schools	0	0	0	0.00	0.00
20	Classrooms for Monastic Schools	0	7	3	0.00	12.00
21	HM Room	0	9	4	0.00	15.75
<b>TOTAL</b>		<b>3</b>	<b>638</b>	<b>218</b>	<b>608.92</b>	<b>350.41</b>

Source: State Team Report

The physical and financial progress mentioned above relates to the budgetary approval of 2008-09. The financial achievement up to the end of December, 2008 is 57.54%.

**Table – 3**  
**Tentative cumulative Physical and financial progress till 31st March 2009**

Sl. No	Activity	Target	Target as per state	Completed	In Progress	Financial (in lakhs)	Expenditure (in lakhs)
1	BRC	9	9	9	0	63.00	54.18
2	CRC	95	95	95	0	190.00	96.00
3	New Primary School Building	48	58	46	8	218.50	194.26
4	New Upper Primary School Building	3	3	3	0	2.80	2.80
5	ACR	324	330	319	0	445.40	458.25
6	Toilet	749	678	665	0	135.60	134.74
7	Separate Girls Toilet	0	0	0	0	0.00	0.00
8	Drinking Water Facility	544	514	493	0	77.10	71.96
9	Boundary Wall	272	272	264	0	133.90	124.86
10	Major Repairs (Pry)	112	112	47	0	10.50	7.50
11	Major Repairs (UPS)	0	0	0	0	0.00	0.00
12	Building less School (Pry)	0	1	1	0	4.00	3.82
13	Dilapidated Bldg (Pry)	0	0	0	0	0.00	0.00
14	Building less School (UPS)	0	0	0	0	0.00	0.00
15	Dilapidated Bldg (UPS)	0	0	0	0	0.00	0.00
16	Electrification	454	454	358	0	45.40	35.70
17	Ramp	0	0	0	0	0.00	0.00
18	Child Friendly Elements	31	31	30	0	7.75	7.50

19	Classroom for earthquake affected schools	9	9	9	0	13.50	13.50
20	Classrooms for Monastic Schools	79	85	48	0	118.50	58.50
21	HM Room	40	40	13	0	60.00	19.50
22	Kitchen Shed	664	645	28	0	164.00	6.75
<b>TOTAL</b>		<b>3433</b>	<b>3336</b>	<b>2428</b>	<b>8</b>	<b>1689.95</b>	<b>1289.82</b>

Source: State Team Report

The tentative cumulative financial achievement at the end of March, 2009 is 76.32%, leaving a spillover of Rs. 401.81 lakhs. The physical completion rate at the end of the financial year is 65.10%. The state needs to gear up the civil construction work so that they will be in a commendable position at the end of the financial year 2009-10.

**Table – 4**  
**Tentative AWP&B 2008 – 09 Physical and Financial Progress till 31st March 2009**

Sl. No	Activity	Target for 2008 - 09	Completed	In Progress	Approved outlay for 2008 – 09 including spillover (in lakhs)	Expenditure till 31st March 2009 (in lakhs)
1	BRC	0	2	0	21.90	14.90
2	CRC	0	46	0	113.60	112.00
3	New School Building	1	3	7	110.18	40.83
4	New Upper Primary School	0	0	0	0.00	0.00
5	ACR	0	93	0	208.71	207.40
6	Toilet	0	90	0	19.80	19.30
7	Separate Girls Toilet	0	0	0	0.00	0.00
8	Drinking Water Facility	0	149	0	24.02	23.61
9	Boundary Wall	0	83	0	77.78	70.02
10	Major Repairs (Pry)	2	1	0	5.00	5.00
11	Major Repairs (UPS)	0	0	0	0.00	0.00
12	Building less School (Pry)	0	0	0	0.18	0.00
13	Dilapidated Bldg (Pry)	0	0	0	0.00	0.00
14	Building less School (UPS)	0	0	0	0.00	0.00
15	Dilapidated Bldg (UPS)	0	0	0	0.00	0.00
16	Electrification	0	155	0	22.00	20.40
17	Ramp	0	0	0	0.00	0.00
18	Child Friendly Elements	0	0	0	5.75	5.75
19	Classroom for earthquake affected schools	0	0	0	0.00	0.00

20	Classrooms for Monastic Schools	0	7	0	0.00	16.50
21	HM Room	0	9	0	0.00	19.50
<b>TOTAL</b>		<b>3</b>	<b>638</b>	<b>7</b>	<b>608.92</b>	<b>555.21</b>

Source: State Team Report

The financial achievement of AWP&B, 2008-09 as on 31<sup>st</sup> March, 2009 is 91.10%. the State has made an expenditure of Rs.16.50 lakhs against classrooms for Monastic school and Rs.19.50 lakhs against HM Rooms construction, though the State did not have approval against these activities in the PAB of 2008-09.

**Table – 5**  
**Details of Physical and Financial spill over for 2008 – 09 (as on 1st April 2009)**

Sl. No.	Activity	Physical			Financial (in Lakhs)
		Work in progress	Work not started	Total	
1	BRC	0	0	0	7.00
2	CRC	0	0	0	1.60
3	New School Building	0	0	0	69.35
4	New Upper Primary School	0	0	0	0.00
5	ACR	0	1	1	1.31
6	Toilet	0	0	0	0.50
7	Separate Girls Toilet	0	0	0	0.00
8	Drinking Water Facility	0	2	2	0.41
9	Boundary Wall	0	15	15	7.76
10	Major Repairs (Pry)	0	0	0	0.00
11	Major Repairs (UPS)	0	0	0	0.00
12	Building less School (Pry)	0	0	0	0.18
13	Dilapidated Bldg (Pry)	0	0	0	0.00
14	Building less School (UPS)	0	0	0	0.00
15	Dilapidated Bldg (UPS)	0	0	0	0.00
16	Electrification	0	0	0	1.60
17	Ramp	0	0	0	0.00
18	Child Friendly Elements	0	0	0	0.00
19	Classroom for earthquake affected schools	0	0	0	0.00
20	Classrooms for Monastic Schools	0	0	0	0.00
21	HM Room	0	0	0	0.00
<b>TOTAL</b>		<b>0</b>	<b>18</b>	<b>18</b>	<b>89.71</b>

Source: State Project Team

As will be seen from the above, 18 numbers of works are not yet started at the end of the year 2008-09. These works will be spilled over to next year along with the financial involvement of some other activities. However the actual spillover amount should have come Rs.53.71 lakhs only. The expenditure made against HM Rooms and classrooms for Monastic Schools are not incorporated in this format.

**Table – 6**  
**Assessment of Gap, Proposal and Appraisal Team Recommendation**

Total Requirement	Status as on 01.04. 2009	Proposed in 2009 – 10	Gap	Appraisal Team Recommendation	Remarks
ACR	94	94	0	94	As proposed by State
Toilet	18	18	0	0	State should go for convergence
Separate Girls Toilet	80	80	0	80	As proposed by State
Drinking Water Facility	43	43	0	0	State should go for convergence
Boundary Wall	130	130	0	130	As proposed by State
Major Repairs (Pry)	22	22	0	0	Estimates and photographs are not submitted by the State Team
Major Repairs (UPS)	20	20	0	0	Estimates and photographs are not submitted by the State Team
Electrification	43	43	0	0	State should go for convergence
Classrooms for Monastic Schools	24	24	0	24	As proposed by State
HM Room	16	16	0	16	As proposed by State

Source: State Report

The state does not have any classroom gap as per analysis of DISE, 2006-07. However the state team has proposed 94 numbers of ACR for 2009-10 as per their field requirement. But the state team could not furnish the gaps as per analysis based on DISE, 2008-09. The appraisal team recommends their proposal of ACRs considering their capacity of work in the previous year. Moreover, their proposal for separate girls' toilet, classrooms for Monastic schools and Head Masters rooms are recommended by the appraisal team.

The appraisal team did not recommend drinking water facility, toilet and electrification work – since the state is suppose to do these works through convergence with the line departments. Moreover, the major repairing works could not be recommended since the state team could not produce relevant estimates along with supporting photographs.

**Table – 7**  
**Analyzed DISE data for 2008 – 09 (30th September 2008) and the ACR analysis of DISE 2006 – 07 by TSG for comparison are as UNDER**

Sl. No	District Name	GAP in Classrooms as per DISE 2008 – 09/ actual survey	GAP in Classrooms as per DISE 2006 – 07
1	East Sikkim	NA	- 18
2	North Sikkim	NA	- 85
3	South Sikkim	NA	- 50
4	West Sikkim	NA	- 63
<b>TOTAL</b>			

Source: State Team Report

**Table – 8**  
**Proposed revised rates for Civil Works of AWP&B 2009 – 10**

Sl. No.	Name of Work	Plinth area (sqm)	Plinth area Rate/sqm (Rs.)	Total Unit Cost (Rs. In Lakh)
1	BRC			
2	CRC			
3	New School Building			
4	New Primary School			
5	Additional Classroom	29.658	1787.71	5.302
6	Girls' toilet			
7	Boundary Wall			

Source: State Team Report

The state has submitted approved revised estimate for classroom construction to be done in the coming year of 2009-10.

**B. Major Repairs**

**Table – 9**

Sl. No	Districts	Proposal					
		Physical			Financial		
		PS	UPS	Total	PS	UPS	Total
1	East	2	10	12	3.00	20.00	23.00
2	West	0	0	0	0.00	0.00	0.00
3	North	0	0	0	0.00	0.00	0.00
4	South	0	0	0	0.00	0.00	0.00
	TOTAL	2	10	12	3.00	20.00	23.00

Source: State Team Report

**Management Structure in Civil Works:** SSA, Sikkim does not have their own in-house engineering staff. However, the state has an Engineering cell in the department of Education under Govt. of Sikkim. SSA civil works are being supervised and monitored by this Engineering cell. The engineers engaged from the Engineering cell of the Education Department are mentioned below –

Post	Engineer Engaged
<b>State Level</b>	
Superintendent Engineer	1
Divisional Engineer	1
<b>District Level</b>	
Asstt. Engineer	1
Junior Engineer	1

Source: State Team Report

- **Third Party Evaluation:** The state has not yet started the Independent Third Party Evaluation work till today. The TSG is insisting them since beginning, but they could not make out the official formalities to start the work.
- **Asset Register:** Asset Registers are being maintained at block level as well district level as reported by the state team.
- **School Mapping:** The is yet to start the school mapping exercise.
- **Environmental Assessment:** The state has not yet started the environmental assessment of their schools.
- **Training to Field Level Engineer:** Training is imparted to their engineers during the year 2007-08 by the consultant from TSG. However, by this time the engineers got training are transferred to some other post.

- **Issues :**

- SSA, Sikkim had PAB approval of 40 NOs of HM Rooms (Rs.60.00 lakhs) and 79 NOs of Room for Monastic schools (Rs.118.50 lakhs) in the year 2006-07. Out of that the State had made some expenditure of Rs.1.80 lakhs in 2006-07 against HM Rooms and (Rs.28.20 lakhs in 2006-07 + Rs.13.80 lakhs in 2007-08) = Rs.42.00 lakhs against rooms for Monastic schools. So the balance amount of Rs.58.20 lakhs against HM Rooms and Rs.76.50 lakhs against Room for Monastic school were suppose to be spillover to the year 2008-09. However PAB did not approve those amounts in the year 2008-09. But the State has made expenditure against these activities resuming these amounts to be improved in PAB before they receive the formal approval of PAB for the year 2008-09. PAB is requested to reconcile the matter.
- SSA, Sikkim mismatches their data of Civil Works every time they come for review meeting or appraisal of AWP&B. There are differences between targets approved by PAB and the targets reported by the state team in most of the activities. The state is advised to reconcile their data once at a time.
- It seems that there is no coordination between the SSA state team and the Engineering cell of the Education Department, since the engineers are not at all involve during the time of planning of budget.
- The state needs to coordinate and make convergence with the line departments of Govt. of Sikkim to implement drinking water, sanitation scheme and electrification in their schools.
- The state does not have any clear cut policy to add classrooms in the Monastic Schools already existed. The state should go for school mapping exercise for all of these schools and come out with a conclusion for additional classrooms to be provided to these schools.

### (III) Quality-related issues:

- **Information about Learning Achievement Surveys:**

#### **Nature and frequency of Learning Achievement Surveys in the State**

The NCERT Round I and Round II surveys were conducted for detection of level of students in English, Maths, Science, and Social Science. Due to the different academic session pattern which ends in Mid December with the final examination scheduled early in November, with the permission of NCERT the survey was conducted in the beginning of class IV, class V and class IX (students from class IV and VIII were the layouts). There were pupil questionnaires, students' questionnaires, and school questionnaire. Data was collected, compiled and sent to NCERT, New Delhi for analysis and finalization.

In addition, the results of internal assessment is captured through DISE. However this data has not been provided in the State Plans.

The State has planned to undertake a Study on Students' Learning Achievement for all children in the State from Classes I to VIII in English, Mathematics, Science and EVS/Social Science. The Study will be undertaken by the State in collaboration with external agencies. The Study will be completed by October 2009, before the start of the next academic session.

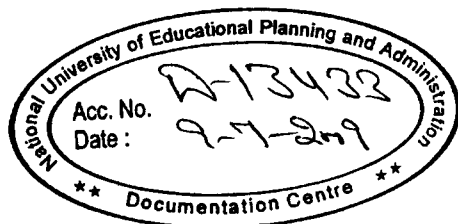
**Observation:** This present scenario shows that the State has not critically looked at students' learning achievement so far. The above data is very insufficient for the purpose of analysis and planning of quality interventions. NCERT survey was conducted several years ago and only on a sample basis. At present there is no up-to-date information available that can give us a comprehensive profile of students' learning achievement across the State, including the learning difficulties in each subject, and the factors affecting their learning achievement. This is bound to be a limitation in the planning process, since teachers/trainers are not able to address the actual issues and problems facing children's learning.

The State must undertake an independent learning achievement survey in 2009-10 that is able to analyse students' learning achievement in each subject, their learning difficulties subject-wise/class-wise, and the factors affecting their learning achievement. This information must be analysed at different levels (including school, Cluster, Block, District and State level) and used to design appropriate strategies for addressing these factors in an integrated manner, and for tracking learning enhancement in the State in a systematic way.

#### **Findings from learning achievement surveys (subject wise, class wise, district wise learning achievement):**

Learning achievement of students has been analyzed based on DISE and NCERT's learning achievement study findings.

- **Feedback from DISE**



### Learning achievement as per DISE

DISE refer. Year	Class V				Class VIII			
	Passed		Passed with >60%		Passed		Passed with >60%	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
DISE 2004-05	70.52	70.08	17.17	17.26	68.40	64.91	14.22	14.72
DISE 2005-06	69.25	69.34	16.36	16.11	71.64	66.16	14.19	15.13
DISE 2006-07	73.42	73.47	21.98	19.07	74.57	69.11	11.59	10.42
DISE 2007 - 08	71.62	72.07	17.84	16.58	70.10	65.98	13.22	12.63

**Observation:** The above data shows extremely low learning levels at both primary and upper primary levels. In Class V, only about 72% of students managed to pass, and only 17% of students could pass with above 60%. This is even lower for Class VIII, where only about 68% of students were able to pass, and only about 13% of students could achieve above 60% marks. This is among the lowest achievement levels in the country. The State must take immediate serious efforts for improving the quality of children's learning through an integrated Learning Enhancement Programme across the State.

▪ **Findings of NCERT study on learning achievement (BAS and MAS)**

The NCERT has conducted the Round I Assessment Survey, Round II Assessment survey and proposes to conduct Round III survey in 2010 to study the status of improvement at three levels during the course of implementation of SSA. The impact of various quality interventions of SSA as revealed through Round I and Round II are outlined below. For Class V, Round I was done in 2001-02 and Round II was done in 2005-06. For class III, Round I was done in 2003-04 and Round II was done in 2007-08.

The NCERT study shows the following picture about the State:

	Language		Maths		EVS/Science		Social Science	
	Round I	Round II	Round I	Round II	Round I	Round II	Round I	Round II
<b>Class III</b>	<b>58.10</b>	<b>63.27</b>	<b>51.22</b>	<b>53.89</b>	-	-	-	-
<i>National Average</i>	63.12	67.53	58.25	60.92	-	-	-	-
<b>Class V</b>	<b>50.26</b>	<b>49.70</b>	<b>40.66</b>	<b>40.42</b>	<b>48.16</b>	<b>48.39</b>	-	-
<i>National Average</i>	58.57	60.31	46.51	48.46	50.30	52.19	-	-
<b>Class VIII</b>	<b>51.06</b>	<b>57.26</b>	<b>36.05</b>	<b>37.82</b>	<b>41.52</b>	<b>40.74</b>	<b>48.52</b>	<b>48.80</b>
<i>National Average</i>	39.17	41.5	53.86	56.13	41.3	41.75	46.19	46.94

Source : NCERT's Round I and Round II

**Observations:** The above Surveys reveal that in Class III language and maths, there has been some improvement in learning levels from Round I to Round II; however the achievement is still below the national level. Similarly in Class V there has been no real improvement in learning levels from Round I to Round II. In Class VIII also,



achievement in maths, science and social science remain very low, with no improvement from Round I to Round II. This calls for serious attention from the State regarding improving children's learning levels.

- **Internal examination results**

The State has not compiled and analysed the examination results at State level. However, South District of Sikkim has collected the information about the marks scored by the students in Annual Examination of 2007-08 in respect of Class V and Class VIII. The state has the policy of conducting state level board examination for Class VIII students called Sikkim Junior High School Examination. The Examination results of these two classes were collected and compiled in the District Office as these classes are the highest classes of Primary and Upper Primary Levels. The following table provides the information about the subject-wise performance of children in Class V and Class VIII results of 2007-08 academic session though it is not sufficient information to address the actual component-wise difficulties faced by the students every subject.

**Performance of Students in Class V and Class VIII Annual Examination**

Class	English	Vernacular	Hindi	Mathematics	Science	Social Studies
V	72.34	74.82	77.54	45.15	49.76	78.61
VIII	56.09	95.76	93.76	19.25	36.02	26.78

Source: District HRDD Office, South Sikkim

Data is not available for other Districts.

The above table shows that the students are below average in Mathematics in both the Classes i.e. Class V and Class VIII. It has been found out that the performance of children in Mathematics decreases when the children go up in grades. Similarly, students at both primary and upper primary levels are also found weak in Science subject. In addition the achievement level of students in respect of Science subject at primary and upper primary is unsatisfactory.

**Learning difficulties identified in different subjects where children score low and need more academic support (class wise, subject-wise):**

Since Sikkim has not conducted any studies on Learning Achievement of the children of its own, the NCERT's Baseline study on learning achievement of the children has been taken as the base for the analysis of students' learning achievement. NCERT conducted Baseline Study of Class III and Class V students in 2007 and 2006 respectively. The Baseline Study was conducted on Learning Achievement of Class III children in Language and Mathematics taking samples of schools from both rural and urban areas covering all the districts of the state in 2007. The findings of the study are given as under:

**A. Language**

**A.i.i. Learning Achievement of Class III**

The achievement test in Language was conducted in two different parts i.e. Grammar & Usage and Comprehension. The mean achievement of the children of Class III in Language is 58.10% which is less than the National Average of 63.12%. On observation, the children are better in Grammar & Usage the reading Comprehension. The Mean Achievement percentage in Grammar & Usage is 65.24% and Reading Comprehension is 48.59 which shows the difference of more than 16.65 in state average. This shows that the state has to give more emphasis on Reading Comprehension to bring the achievement level at par with Grammar Usage.

### A.i.ii. Learning Achievement of Class V

The data collected by the Baseline Study is given in the following table:

Subject	No. of students	M%	SD
Language	2451	50.26	13.13
<i>Grammar &amp; Usage</i>	2451	52.85	14.71
<i>Comprehension</i>	2451	45.96	16.81

The above table shows that the children are poor in Comprehension part of the language. The overall performance of the students is also not satisfactory as it hardly crosses 50% which shows that 50% of the children of Class V are below 50% competency.

## B. Mathematics

### B.i.i. Learning Achievement of Class III

The Mean Learning Achievement of children in mathematics in Sikkim less than the National Average and the achievement of North District is the highest among four districts of the state. The following table has been extracted from the NCERT compilation to observe the area-wise competency of students:

Competency	No. of items	Facility Value
Understanding Whole Numbers (Writing numbers, place values, before, after and ordering)	1-8	51.77
Addition	9-12	63.10
Subtraction	13-16	58.40
Multiplication	17-20	53.24
Division	21-22	37.38
Problem based on Money	23-25	36.73
Fraction	26-27	46.14
Geometry	28-30	54.47
Problems based on Time	31-32	46.46
Measurement (Length, Mass and Capacity)	33-35	48.69

Source:

The information from the above table reveals that the children have the weakest performance in Problem based on Money. However, the performance on Division is to be considered as most crucial as it is among four basic areas of Mathematics (Addition, Subtraction, Multiplication and Division). The other areas in which the children are found weak are Fraction, Problem based on Time and Measurement.

**Observation:** The above data is based on the NCERT's Baseline study which was conducted several years ago, in 2007 for Class III and 2006 for Class V, and on a small sample basis only. The State has no up-to-date information of its own regarding students' learning difficulties in each subject, based on an analysis of students' achievement results. Moreover, there is no evidence that such data has been properly utilized in the planning of quality interventions. Thus various quality inputs are not integrated to actually address the real problems and issues affecting students' learning.

For this purpose, the State needs to carefully analyse children's learning achievement data to identify specific learning difficulties in each subject and class level. It must critically analyse what are the specific factors that have contributed to each learning difficulty faced by students in different subject areas, so that strategies can be designed appropriately in a focused manner.

**Major Factors affecting Learning Achievement (home, school, teacher, TLMs, training, pedagogy, assessment, remedial...):**

**Key Findings of the NCERT Study regarding Factors affecting Achievement level of Children:**

The findings of the NCERT study are categorized to observe the factors affecting the learning achievement of the children. Though this study was conducted three years ago, it is expected to at least help understand the ground reality affecting the learning achievement of students.

**a. School Related Variables:**

- **Multigrade and Non-multigrade Teaching:** The study mentions that the mean achievement of the children in both language and maths was found better in the schools conducting multigrade teaching. The study mentions that there were 660 children were being taught in multigrade schools system out of 2921 children assessed during the study (*Sikkim has the policy of providing one teacher for each Class/teaching unit and multigrade Teaching is yet not introduced*).
- **Medium of Instruction:** The achievement level of the students in Language and mathematics is found better for those who were taught in mother tongue, compared to those having other languages as medium of instructions.

**b. Teacher Related Variables:**

- **Professional Qualification:** The study speaks that the performance of the children in language, maths and EVS does not differ because of the level of professional qualification of the teacher. This reveals that the professional qualifications acquired by the teachers does not make a big difference unless they use their professional expertise in making the classroom lively to enhance the learning achievement of the children. It also indicates that the monitoring and supervision mechanism is weak or defunct at activity level.
- **Educational Qualification:** The finding of the study was really surprising that the performance of the children was best among others who were taught by the teachers with below Class X educational qualification. The children taught by the teachers having graduate qualification have shown the lowest performance. This shows that educational qualification of the teacher is not the key determining factor.
- Average number of teachers per school in urban schools was higher than in rural schools. Pupil-Teacher Ratio was higher in rural schools than urban schools
- Maximum in-service training programmes were conducted on “General Training” and minimum on “Production of Instructional Materials” and “Assessment of Pupil Learning” during 2003, 2004 & 2005. Not a single male teacher from urban schools attended any in-service training programme.

**c. Family related:**

- **Parent Education:** The achievement level of the children in language and maths was found better among the children who have parents with degree and above educational qualification.
- **Parent Occupation:** The achievement level of the children in language was found best among the children whose parents are doing poultry farming and the poorest among the children who hail from the families of street vendor. In mathematics, the achievement level of the children was found best whose parents are clerical workers. The children hailing from the families whose parents were manual unskilled workers have the worse performance.
- Majority of mothers were house wives and fathers were farmers in rural areas.

- Majority of fathers were employed and mothers were house wives in urban areas
- In general, educational qualification of mother was poorer than father

**d. Pupil Related variables**

- Students of higher age group score poorly.
- Achievement of the children whose mother had higher qualification was found better in both Language and Mathematics.
- The students taking tuition had performed better in both the subjects.

**In addition, based on general observations, the State has further indicated that the following factors may also be affecting students' learning achievement results:**

- **TLM-related:** The teachers of government schools are rarely doing the development of subject and content specific TLMs from locally available materials. They say that the fixed, structured and bulky syllabus is one of the factors, which make them over occupied to think for competency oriented and activity based teaching learning processes. The State is preparing plan for the training of the teachers on the development of TLMs from locally available materials to make the teaching learning process more effective and competency oriented. Further, the teachers are to be made aware about the fact that the use of TLMs in teaching learning process will reduce time consumption and the pressure of syllabi coverage. It is instructed to all the inspecting officers of the district to provide supports on the development of TLMs, its use in classroom processes and its importance in the delivery of quality education, to the teachers during their visits to the school.
- **Understanding the children's background:** Almost all the children attending the government schools are from the lowest strata of the society. They are the children of farmers and construction labourers of the state. 70% of the schools have 80% first-generation learners. Only the schools located in urban areas and suburban areas have second-generation learners. Thus, the school factor has 99% contribution in making a child competent enough to pass the examinations. However, as found out in interactions with teachers, the teachers very well understand the socio-economic and academic background of the children but this understanding is not being used by the teachers for planning classroom processes and to identify support level required for the children. Their understanding in this area has negative impact in their mentality as it reveal from the interaction. They think that it's not their duty to compensate these shortcomings of the child due to socio-economic background.
- **Medium of Instruction:** The medium of instruction in the state is English which is alien to most of the students attending government schools. Therefore the students find it difficult to comprehend the classroom instructions.
- **Assessment Related:** due to liberal pass criteria as failing in two subjects still make the child eligible for promotion to the next class and the examination is only testing the cognitive knowledge of children, and not other areas.
- **Teacher-related:** Teachers are concerned only on inputs; processes and outcomes are very less taken care of. (Input – Process – Output). Some older teachers who have only few years for retirement are reluctant in their duties and falls in unmotivated category.
- **Teachers Training:** Absence of adequate inputs in teachers training to address the pedagogical issues.

**Observation:** The above observations are a good starting point, but as discussed above, the NCERT study was undertaken several years ago, and the ground reality will have changed for the present students. Moreover, the State's own observations are based on

general impressions, and not on actual evidence based on critically analyse students' learning achievement, in order to obtain a more accurate picture of the real factors affecting students' learning achievement in specific subjects.

For example, suppose the learning achievement survey reveals that in Maths, a large number of children in Class III scored low in a specific competency such as division. The State should analyse whether this learning difficulty was due to teacher-related factors (eg. the teacher herself has not understood the concept properly), or TLM-related (eg. shortage of appropriate TLMs relating to this concept), or pedagogy-related (i.e. the teaching methodology was not appropriate to help children understand this concept), or assessment-related (i.e. the assessment question was not simple enough for the child to understand), etc.

Once these factors are carefully analysed, then the Pedagogy Teams at different levels should use all existing inputs and processes in order to strengthen each intervening variable in a systematic way. For example, they can use training programs to focus on these specific competencies, use TLM grant to help teachers design appropriate TLMs for these, demonstrate innovative teaching methods that can help students better understand those concepts, use help of BRC/CRCs to develop additional resource material and learning kits for teachers and students for those topics, use the ongoing support through BRC/CRCs for addressing these learning difficulties, and track children's improvement in these competencies in a systematic manner.

The State must gear up in this mode to strengthen its pedagogical interventions in an integrated and focused manner. At present the State has shown very little focused and integrated efforts for quality improvement, and thus has not been able to bring much changes in classroom processes or in children's learning levels, which is a matter of concern. Analysis of learning surveys is needed to identify what factors led to students' poor performance in specific competencies, and to provide adequate support to teachers to help them address these factors. Only then will we see improved performance in teachers and students.

#### **Vision of quality education and effective pedagogy in different subjects:**

The State Plans have emphasized that Quality Education is the most important intervention without which transformation in the society is not possible. As, such maximum efforts are required improve the quality education. The Plans have indicated the following four pillars of quality which are based on cognitive, psycho-motor and affective domains to denote Quality Education:

- Learning to learn
- Learning to do
- Learning to live together
- Learning to be

Quality indicators which fall under three parameters i.e. Input, Process and Output are;

- Access and Equity
- Infra-structure
- Curriculum & Text books
- Teaching Learning Materials
- Teachers
- Teacher & Teacher-Education
- Teaching-Learning Process
- Instruction time
- Evaluation

### **Overall Goals for Quality Improvement in next 3 years:**

1. Curriculum Development and reformation – State has envisaged to develop curriculum every five years duly addressing the emerging local issues focusing on socio-cultural ethos in tune with NCF 2005.
2. Conduct of Baseline Study on learning achievement of all students in the State, analysis of learning difficulties, and incorporation of findings in further planning for quality.
3. An integrated Learning Enhancement Programme for language and maths at primary level, and science and maths at upper primary level
4. Teachers Training – State proposes to clear all the backlog of untrained teachers by 2011 and Induction training to newly recruited teachers by 2010.
5. The state has planned to conduct Motivation programme for elementary level teachers at their own cluster to ensure 100% participation.
6. To track and enhance the performance levels of all teachers through performance indicators under ADEPTS
7. Developing verifiable learning indicators subject-wise and class-wise
8. Introduction of continuous and comprehensive education, through maintaining Students Profile for regularly tracking the learning improvement of each and every student and their learning difficulties;
9. Frequent visits of the supervisory officers to provide on-site support to the teachers.
10. Community Monitoring;
11. Establishment of functional DIET.

### **State's vision of effective pedagogic processes for each subject area:**

#### **Language:**

- The state proposes to introduce the following pattern to facilitate effective Interaction, Communication, Skill Development, Activity oriented:
- In pre-primary classes 80% of mother tongue and 20% of English would be applied.
- Similarly in Class I, 60% of mother tongue and 40% of English would be applied and accordingly the percentage of use of English language as medium increase by 20% finally 100% in Class V.

#### **Mathematics:**

- Use of mathematical Kits in teaching learning
- Establishment Mathematics laboratory for the Elementary Classes.
- Constitution of resource group for Mathematics in all the four districts of the state.
- Introduction of activity based teaching learning process.
- Remedial Teaching for low achievers.

#### **Science:**

- Use of Science kits in teaching learning process
- Provision of equipping all upper primary schools with adequate science equipments
- Constitution of resource group for Science in all the four districts of the state.
- Introduction of activity based teaching learning process.
- Remedial Teaching for low achievers.

#### **Social Science:**

- Exposure of children to historical places, social activities, etc.
- Introduction of role play methods.
- Introduction of activity based teaching learning process.
- Remedial Teaching for low achievers.

**Observation:** The above information refers more to the external inputs that will be given, but not to the actual classroom processes that are needed for each subject, based on a proper understanding of how children learn. The State has not managed to articulate a clear vision of quality in classroom-processes, and what changes it seeks to bring about in classroom processes in each subject. Until this vision is clearly articulated, internalized and pursued by members across the system, we will not be able to see significant changes in children's learning.

The UT should refer to documents such as NCF 2005 and NCF Position Papers in order to clarify their understanding of effective pedagogic processes for different subjects. The following points may also be considered while planning for subject specific classroom processes.

**Language:**

- opportunities for active participation and interaction of children with each other, with teachers, with community members, etc
- print-rich environment with wide variety of graded reading materials that are age-appropriate and related to the child's own context and surroundings, to encourage an interest in reading
- emphasis on reading with comprehension and writing with meaning
- children should feel free to express their own thoughts and feelings in their own way, without fear of making mistakes
- wide range of opportunities for exposure to different sources of spoken language (eg- through radio, tape recorders, interaction with community members)

**Mathematics:**

- should promote more of mathematization in thinking process of both teachers and children - Promoting logical thinking, and helping children understand the reasons behind concepts, instead of just memorizing them
- Use of concrete objects and visual/ 3-dimensional TLMs to help children's conceptual understanding of abstract concepts
- Practical and enjoyable activities related to application of mathematics in real life situations
- activities related to estimation, measurement, calculation, derivation, justification, mental mathematics, etc.

**Science:**

- promoting more of hands-on exploratory activities related to local nature and locally available materials.
- Both teacher and students engage in more of out of class explorations to study the world of plants, animals, physical elements and chemical elements.
- Science learning should nurture the natural curiosity and questioning abilities of children.

**Social Science:**

- scientific explorations of own local surroundings and community practices (land, people, culture, market, past and society management, etc.)
- making the learning of history, geography, political science and economics more interesting and exciting for children
- culture of discussion in the classroom, to promote critical thinking about children's own social context.

At present the classroom processes are not in tune with such practices, which is why children's learning remains low. Once the State has a clear vision of the nature of classroom processes desired for each subject, it should then focus its LEP programme and other quality inputs towards bringing about such changes in classroom processes in a focused way.

**Development of Appropriate and Verifiable Learning Indicators class-wise and subject-wise:**

In 2009-10, the State has planned to refer to the NCERT Sourcebooks on Learning Assessment, and the Verifiable Learning Indicators developed for Class III/V/VIII, and to distribute these at State, District and Block levels. The State has planned to hold a Workshop for developing its own Learning Indicators subject-wise and class-wise, with the involvement of teachers, BRC/CRCs, DIET and SIE faculty, and Resource Persons from NCERT, TSG, etc. This workshop will be held in June 2009 (during summer break). Based on these, formats will be developed for teachers to keep a profile of each child's learning and to track each child's progress against these indicators on a continuous basis. Training will be given to teachers on implementation of this approach to assessment, and training of BRC/CRCs on how to effectively monitor implementation of assessment based on these learning indicators.

**Designing of all inputs and related processes:**

**Role of community:**

Community is the major agency to facilitate the enhancement of quality education as the family is considered the first school of a child. In Sikkim, community has been involved in the management of schools since the state started school education. However, it was made mandatory to involve community and PRIs in the affairs of the school after the enactment of Sikkim Panchayat Act 1995. The state had trained the community leaders and SMC members in every plan period. But the magnitude of involvement of panchayats and local people in the functioning process of school differs on the basis of location of village, composition of population, education and economic condition of the local people.

In Sikkim, the community involvement is being done by constituting School Managing Committee in each school with PRI member as the chairman and the concerned school head as the member secretary. The school reconstitutes the SMC in every five years just after the panchayat election. The State Institute of Rural Development conducts residential typed 10-day training for these PRI members inviting resource persons from all the 29 departments. The resource persons from the Education Department of state specifically focus on the school level management, roles of PRIs in school management and different programs being run in the state (state and central). Further, every Gram Sabha acts like sensitization camp for the PRIs and the local communities as all line departments send their representatives to talk about the schemes and policies of the government. Thus these activities act as the induction training for PRIs and community. On the other hand, the members of School Managing Committee are given 2-day training exclusively on school management under SSA. This training covers different areas of school management like importance of family factors on children's achievements, monitoring of teachers' regularity and punctuality, execution of civil works, development of TLMs, supervision of mid-day meal, etc.



## **Inputs and processes related to community mobilization for quality improvement for 2009-10:**

Experience and research show that educational reforms must be demand-driven and its success depends on the ongoing support and involvement of the stakeholders in this dynamic process. However, the parents of the children attending government schools are less educated and economically underprivileged. They have very less idea about the academic supports required for their own children and the school. In contrary, the funds allocated for Community Mobilization is very less to address the actual field level situations. Thus, keeping in view of the awareness level of the parents of government schools and the funds available under the intervention, the following inputs and processes are devised to mobilize the community for quality improvement for 2009-10:

**Inputs:** The inputs planned for 2009-10 pertaining to Community Mobilization for quality improvement are Community Assessment Tools developed by the SIE/DIET. This will guide parents on how to help correct children's homework assignments, and to check the teachers' performance in the school. The inputs also includes the Training Modules for the training of Community.

**Processes:** The Plan for 2009-10 for Community Mobilization for Quality improvement involves three phases as under:

### **I. 1st Phase: Overall Planning**

Ist Phase covers the planning at State level of different activities which can encourage both community and schools to work together for quality improvement and bridge the gaps between the schools and the community.

**The following are some of the activities through which Community members will be encouraged to participate in quality improvement of schools in 2009-10:**

- Organization of 2-day Motivation Camps for both community and teachers in all the villages taking their local schools as venue. This will provide them the opportunity to visit their own schools and observe the physical structure of the schools at least. The Block Resource Coordinators and Cluster Coordinators coordinate the organization of these camps. The coordinators of the camps facilitate the community and teachers to share and talk about schools, health & hygiene and food habits of the children, regularity and punctuality of the students and teachers, children's achievement levels, scope for further improvement in achievement level, weakness and strength in school processes, scope for improvement, contributions of school and family factors in quality improvement, etc. perceived by both sets of stakeholders. These camps also facilitate the community and schools to come in common consensus to work together for the quality improvement. The phase also facilitates the community and schools to look for strategies to augment joint venture in quality improvement.
- Development of TLMs involving help from community members
- The community and teachers would be made aware about Community Assessment Tools which will guide parents on how to help correct children's homework assignments, and to check the teachers' performance in the school, being devised involving experts from SIE/DIET.
- Orientation for parents on how to support their children's learning in the homes
- Involvement of parents in preparation of School Development Plans focusing on quality improvement, through constitution of School Level Planning Committees
- Getting parents involved in tracking improvement in children's learning levels in simple ways, through teachers sharing and discussing Children's Learning Profiles with the

parents, and by organizing periodic activities for demonstration of children's learning to the community, through basic reading, writing, numeracy, story-telling, etc.

- Community members will be invited to classrooms on a monthly basis to share from their experiences while studying different subject areas. For example, in social science classes, community members can be invited to share local histories, traditions, folk stories, etc. Similarly in science classrooms, doctors can be invited to share about different diseases, older community members can share about changes in climate conditions, farmers can be invited to share about agricultural processes, etc.

## **II. 2<sup>nd</sup> Phase: School-level Planning and Implementation**

a. The second phase includes the activities to work upon those strategies which have been sorted out by community and school in 1<sup>st</sup> phase. This phase also includes the activities like formation of school level committees like **School Level Planning Committees**, Parent-Teachers Association etc. and reshuffling of members of existing committees like School Managing Committees and Mothers-Teachers Associations if necessary wherein involvement/representations of community/SC/ST and women is ensured. The School Level Planning Committee would be comprised of Chairmen SMC, Member Secretary, SMC, and the members from PTAs, MTAs and a student of Class XI from the locality. This phase also covers preparation of modules and conduct of training of community and teachers on different aspects and advantages of community participation specifically in quality improvement processes. These modules would be prepared by the team comprising of members from District Planning Teams, BRCCs, BRCCs, a faculty of Social Science from SIE/DIET, a Head Teacher and a faculty from SIRD, Sikkim, consulting the samples given by Ed.Cil, New Delhi on Community Training. The team would be headed by Joint Director (SSA), State Project Office, Gangtok.

## **III. 3<sup>rd</sup> Phase: Monitoring and Follow-up**

The 3<sup>rd</sup> phase includes the activities on follow-ups, review meetings and refining the processes of community involvement in quality improvement. The execution of planned activities and its monitoring is also a part of this phase. This phase also includes the activities like recording the outcomes, degree of redressal of pre-identified grey areas on community participations in school processes, shortcomings and loopholes and devise strategies to redress the issues.

### **Observations:**

**The level of involvement of community members in contributing to changes in quality improvement and learning enhancement has not been satisfactory so far in the State. This is an important part of improving the quality of education. The State has indicated some positive steps for improving this situation in 2009-10. The above plans that have been discussed with the UT for 2009-10 are a good start, and UT should ensure to implement these properly in order to strengthen the community's contribution to learning enhancement.**

### **School readiness:**

Since the infrastructure is one of the major indicators of school readiness, the state has left no stone unturned in providing all schools with infrastructural facilities. The inputs provided by the government for School Readiness as under:

#### **A. Provision of quality inputs to improve learning levels**

1. *Teacher availability:* State tries to maintain the ideal pupil-teacher ratio and is always less than 1:25 in every district.

2. *Availability of Teaching Learning Materials:*

(a) The state has made the special provision of free textbooks and exercise books for all the students of primary level and 50% subsidy at upper primary level and SSA is providing Rs. 250.00 per SC/ST and girl students.

(b) All the teachers teaching in the elementary level are given teachers grant @ Rs. 500.00 per teacher per year.

(c) Work books, worksheets, etc. are given to students other than textbooks.

(d) CAL has been introduced in more than 80.88% of the composite upper primary schools.

(e) TLE are distributed to 47 newly established schools, 40 newly upgraded upper primary schools and OBB uncovered upper primary schools

**B. Provision of quality-based process to improve school effectiveness**

1. *Teachers Training:* Though the existing institutes of teachers' education in the state are running short of capacity, the state is imparting trainings to teachers in all three spheres viz. reshaping of attitudes, content enrichment and refinement of teaching skills. Teacher motivation camps and teacher conferences are being held in different parts of the state.

2. *Teachers Support System:* The cluster resource coordinators are at the lowest level of teachers' support system who have direct and frequent contact with teachers. The heads of the lead schools in the school complex are designated as Cluster Resource Coordinators. In the same way, the Block level education officers or the principals of the senior secondary school are made Block Resource Coordinators. At the district level, the DIET and the District Education Offices act as the support system in the respective districts. The State Institute of Education is at the apex of the teachers' support system in the state. Besides this, the officers irrespective of their levels and posts provide onsite supports to the teachers during their visits to schools.

3. *Monitoring, Supervision and Feedback Mechanism:* There are six agencies which conduct school monitoring and supervision in the state viz. CRCCs, BRCCs, District Officials, Officials from DIET, SIE and State Headquarter though the frequencies differ as per their levels. The officials of different levels of the department were provided short term trainings to conduct monitoring and supervision of schools.

4. *Classroom Practices:* Education cannot remain unaffected by the unprecedented developments due to technological advancements. Thus, the changes or modifications in the methods of its delivery to respond the changes in the society and to achieve the objectives of education are unavoidable. The state is trying hard to bring the shifts in pedagogical processes by encouraging innovative methodologies taking into account of stimulating child-friendly classroom environment, child-centered pedagogy with learning without burden, teachers' instructional time, opportunity time of teachers, use of content specific TLMs, participatory and activity based teaching, etc. Outcome-oriented practices are being emphasized.

5. *Pupil Assessment:* Three terminal exams are conducted to evaluate the students as discussed above. The teachers are always been instructed to reduce the threats of exams.

6. *Community-based school management:* As per the Sikkim Panchayat Act. 1993, the management of primary and junior high schools is handed over to the PRIs. Constitution of School Managing Committee and designation of PRI member as the Chairman of such standing committee is made mandatory in the state. All the funds and finances are dealt by SMC. In addition, SMCs are given full authority to execute all the Civil Works sanctioned under SSA. SMC also ensures students' and teachers' regularities in the schools. Teachers' accountability system is being strengthened through community-based school management.

7. *Learning Enhancement Programme:* As per the sanction of PAB 2008-09, the State has designed the approach to work on improved classroom processes focused on classes I & II at Primary level to ensure acquisition of basic literacy and numeracy in early grades and also quality of education in science & mathematics to enhance students' performance in these subject areas.
8. *Outcome Assessment:* The exam results of Class V and Class VIII are collected every year through DISE. These results are analyzed taking two major parameters i.e. the total pass percentage in exam and percentage of students passed with and above 60%.

### **Preparation of School Development Plans**

The planning team for the preparation of **School Development Plan** is the same team which is discussed earlier as School Level Planning Committee. It is found that the school managing committee is acting as the implementation committee at school level though there is no plan to implement in school. Thus, the state has decided to constitute a school level planning committee to develop **School Development Plan** focusing on learning achievement of the children involving all the grass root level stakeholders.

The state has the problem of gaps between the school-community relations. To involve the community in the school level planning and curtail the monopoly of teachers/department to decide about the future of the children of poor parent is the biggest issue in the state. The planners, administrators and educationists should have to sit together to discuss about the redressal of the problem with full sensitivity for poor children. Hence, it is decided to constitute a planning committee for the preparation of **School Development Plan** including the following stakeholders:

1. The chairman is the elected body – Head of School/ Retired Head of Institution
2. Vice Chairman as per parents interest
3. Teacher Members (all teachers in position)
4. Retired Teachers
5. CRC Personnel
6. Parent members (Parents of the least & best performing children is the most)
7. Mother members
8. Student members

### **Function:**

The planning committee develop the school level annual work plan pertaining to quality improvement setting clear and measurable goals for an academic year taking concrete baseline information like examination results (Analysing Class-wise, Subject-wise, gender-wise, community-wise data on students' performance). Discussion and goal setting will include the following types of parameters:

- Students' achievement level
- Learning difficulties in each subject
- Teaching learning methods
- Development and Use of TLMs
- Active student participation
- Continuous and comprehensive Assessment
- Community involvement in quality aspects
- School environment
- Teacher and student attendance, & regularity and punctuality
- Teachers' performance against ADEPTS indicators

The committee will meticulously work out the activities to attain the targeted goals and keep tracking the learning development of each individual child, duly conducting periodical review meetings.

**Observation:**

The Appraisal Team appreciates the ongoing activities of the State for quality improvement in schools. At the same time the Appraisal Team feels that the State should promote some more interventions at the school level, to treat each school as a unit for change. The above plan discussed with the State is a good start. Such emerging issues should be addressed in an organized manner, by identifying the role of each player in addressing these factors (eg. teachers, HM, community, CRC/BRC, etc). The State should ensure to implement the above steps properly for regularly tracking improvement in quality and children's learning at the school level.

**Role of Teacher:**

Almost all the schools of the state have adequate numbers of teachers barring some of the schools located in the remote areas. The process of rationalization of teachers to meet the requirement of remote area schools is in the pipeline.

**Information on Teachers (as on Mar end 2009)**

	Sanctioned Post			Working				Vacancies		
	By State	Under SSA	Total	By State	Under SSA		Total	By State	Under SSA	Total
					Regular	Para				
PS	4207	114	4321	4207	94	12	4317	0	08	4
UPS	1662	123	1785	1662	88	20	1782	0	15	3
Monastic school	0	158	158		144	14	158	0	0	0
<b>Total</b>	<b>5869</b>	<b>395</b>	<b>6264</b>	<b>5869</b>	<b>326</b>	<b>46</b>	<b>6257</b>	<b>0</b>	<b>23</b>	<b>7</b>

Source: AWP & B 2009-10, SSA Sikkim

**Status of Teacher Vacancies**

Out of 395 teachers sanctioned under SSA, the State has recruited 326 regular teachers and 46 para teachers appointed on consolidate pay until regular filling of these posts. These 46 posts will be filled with regular teachers by May 2009.

The state has no outstanding vacancies in the government schools as per DISE Report 2008-09. However there are still 23 vacancies existing in respect of the schools established and upgraded under Sarva Shiksha Abhiyan.

7 of these vacancies are due to late opening of schools. The total primary schools sanctioned under SSA for the state in the last plan periods are 57 out of which opening of 2 schools is under process due to land acquisition problem resulting in the vacancies of 4 primary teachers under SSA. In addition, there were 41 upgradation of Primary schools were sanctioned for the state out of which the process of upgradation of 1 primary school is in the pipeline and suppose to be notified in the month of May 2009. Immediately on opening of the schools, teachers are appointed on an ad-hoc basis on a consolidated pay, till the regular posting of teachers.

In addition to the above 7 vacancies, 16 para-teachers have resigned/ not joined in the month of February 2009. Thus the total number of vacancies under SSA are 23.

The State has indicated that the above 23 vacancies are in the process of being advertised, and will be filled by June 2009.

### Recruitment of teachers

	Sanctioned in PAB till 08-09		Recruited by March 09		Honorarium		Selected by
	Regular	Para	Regular	Para	Regular	Para	State/ Distt./ Community
Primary	114	-	94	12	115.48	1.92	State
Up. Primary	123	-	88	20	171.89	5.12	State
Monastic School	158	-	144	14	103	1.4	State
<b>Total</b>	<b>395</b>		<b>326</b>	<b>46</b>	<b>390.37</b>	<b>8.44</b>	

Source: AWP & B 2009-10, SSA Sikkim

#### **Policy and Processes regarding teacher recruitment**

The teacher appointment is done for two types of vacancies. One is already created post but fallen vacant due to death, retirement and resignation of the teachers and another one is the new post created due to the establishment of new school or up-gradation of existing schools.

Sikkim has very simple recruitment mechanism and Directorate itself recruits all categories of teachers. The recruitment modalities of all three categories of teachers are same. The department first collects the vacancies caused due to death, retirement and resignation of teachers. Then process the file proposing the conduct of interview for the selection of particular category of teachers and roster finalization from Department of Personnel Administrative Planning, Reforms and Training (DOPART). Then the department brings out the Notification for the conduct of interview giving details of eligibility of applicants and number of posts when it gets the approval from the competent authority. The Recruitment Cell of the Department conducts open competitive examination as per the issued notification. The examination invariably has the written test and interview (viva voce).

After conducting written examination, the Recruitment Cell lists out the name of qualified candidates for viva-voce. Normally the weightage of viva-voce is about 10 to 15% of total marks of competitive examination. The merit list is prepared after making sum of the obtained marks in both the tests using roster and send to the DOPART to confirm the roster. After the approval accorded from DOPART, the list is displayed in the notice board.

The posting is given to the teacher on the basis of requirement with the noting that the teacher cannot be eligible for applying transfer till s/he completes three years of continuous service in the first posting place. It is also included in the appointment order that the teacher will remain in Probation till s/he completes two years of service.

#### **State policy and steps taken towards teacher rationalization:**

At present there is no specific state policy regarding rationalization of teachers, or posting and transfer of teachers. Only notifications are provided till now. Only few schools are there where the number of teachers is greater than the required number. For these schools, the Department of HRD has already proposed the transfer of excess teachers, and is waiting for approval from the government. The state has planned to provide the teachers on the basis one teacher per class section in the individual school, irrespective of PTR.

It is good to note that there are no single teacher schools in the State, and no schools with PTR above 40:1. The State PTR is quite low, as indicated in the table below.

### Information on PTR

Number of schools in respect of PTR						State PTR
>40	>50	>60	>70	>80	>100	
0	0	0	0	0	0	15:1
0	0	0	0	0	0	16:1

Source: AWP & B 2009-10, SSA Sikkim

East Sikkim District has the highest PTR with 28.41 in Primary and 24.32 in upper primary respectively which is less than the National Norm of 40: 1. Thus, there is no requirement of additional teachers based on PTR at both the levels. The East District is the most populous district of Sikkim and naturally the number of pupils is high in the district. This has contributed to the higher PTR in the district.

Total requirement of Additional teachers (as per PTR of 40:1)	Number proposed in 2009-10	Gap
-	-	-

Source: AWP & B 2009-10, SSA Sikkim

**Proposal:** The State has proposed 8 new teachers for opening of 4 new primary schools (upgradation of EGS).

**Recommendation:** The Appraisal Team recommends the State's proposal for 8 primary teachers.

### Curriculum and textbooks:

#### Information about Curriculum/ Syllabus

Stage	Curriculum developed by	Year of renewal	Whether Published	Available with Tr. Trainers	Available with Schools/ Trs.	Based on	Plans for further renewal
Primary	SIE	2008-09	YES	YES	YES	NCF 2005	As and when deemed fit
Upper Primary	SIE	2008-09		YES	YES	NCF 2005	

Source: AWP & B 2009-10, SSA Sikkim

Text books are published in English, Hindi, Nepali, Lepcha, Bhutia and Limboo.

### Process of Curriculum renewal:

As per NCF 2005, a State-specific Draft Curriculum Framework was developed at the State level, of key elements of NCF 2005 to be incorporated into the State curriculum. The State Institute of Education prepares the draft document highlighting state specific issues as soon as it receives the draft of the National Curriculum Framework and places this booklet before the academicians, educationists, educational administrators, educational managers, Heads of Schools, teachers of all categories, retired teachers, parents, students and community for comments and suggestions. Their comments and suggestions are considered as tools to refine and reshape the documents before submitting it to government for finalization. A draft note

was published in 2007, and has been finalized and printed thereafter. Based on this, the process of textbook revision was started in 2008 onwards at primary level.

**Observation: The revised Curriculum framework and textbooks have not yet been shared with the Appraisal Team, thus the Team cannot comment on these. The same should be shared with MHRD/TSG at the earliest.**

**Development of textual materials:**

The following table throws light on the status of textbooks.

#### Information about Textbooks

Class	Textbooks developed by	Year of Publication	Year of renewal	No. of Books	Cost of total set of textbooks*	Plans for renewal
Class I	SIE	2008-09	2008-09	04	139.03	--
Class II	SIE	2008-09	2008-09	04	217.49	--
Class III	SIE	2008-09	2008-09	07	339.88	--
Class IV	SIE	2008-09	2008-09	07	397.38	--
Class V	SIE	2008-09	2008-09	08	579.87	--
Class VI	SIE	2006	2007	10	580	2009-10
Class VII	SIE		2007	10	640	2010-11
Class VIII	SIE	2006	2007	10	650	2011-12

Source: AWP & B 2009-10, SSA Sikkim  
workbooks.

\* includes

**As per the above table, the cost of textbooks is very high. The average cost of textbooks is Rs. 334.73 at primary level, and Rs. 623.33 at upper primary level.**

In the light of the new curriculum, text-books at primary level have been revised by SIE, Gangtok. State Institute of Education organized a workshop for teachers for discussion of existing textbooks and recommendations. Greening of text-books was also done by incorporating the environmental aspects. For upper primary, the State will develop its own textbooks for Class VI in 2009-10 (to be ready by Feb 2010 in time for new session). Remaining textbooks will be developed in a phased manner for Class VII in 2010-11, and for Class VIII in 2011-12. This will bring down the costs of the textbooks which at present are quite high.

Text-books are being provided free of cost to all children at Primary level. For classes VI to VIII, the state government provides 50% subsidy to the price of textbooks, Rs. 250 is provided for SC/ ST and girls from the SSA budget, and remaining cost must be borne by students.

In the sub-committee of Executive Committee, it has been decided to transfer the fund @ Rs. 250/- per child (for SC, ST & girls) to text book unit of HRDD, and to provide free textbooks to all children in class VI- VIII also (including boys of general category). Textbooks for SC, ST and girls will continue to be given from SSA budget. The proposal to this effect has already been put up for Government consideration, and decision will be taken by the new government immediately after election.



**Timeliness of Distribution of Free Textbooks**

Stage	Academic session begins from	Date of distribution in 2008-09	Proposed date for distribution in 2009-10
PS	Mid- February	February 2008	February 2009
UPS	Mid- February		

Source: AWP & B 2009-10, SSA Sikkim

**Mechanisms for ensuring timely distribution of textbooks:**

The State publishes books and makes stock of it in district stores during winter vacation. All the heads of the schools are called the books as and when the schools reopen for the new session. This is the usual practice of textbook distribution.

**Target, Achievement & Proposal**

	Target for 2008-09		Achievement during 2008-09		Proposal for 2009-10	
	Physical	Financial	Physical	Financial	Physical	Financial
PS	--	--	--	--	--	--
UPS	22146	55.38	22146	55.38	21023	52.56

Source: AWP & B 2009-10, SSA Sikkim

**Proposal:** The State has proposed for free textbooks for girls, SC and ST children @ Rs. 250 per child.

**Recommendation:** The Appraisal Team recommends the above proposal for textbooks for upper primary students at the rate of Rs. 250 per child.

**e. Use of Teaching Learning Materials:**

Teachers are using TLMs like charts, models, globe, etc. in the teaching learning processes. The charts being used in the classroom teachings also includes charts made by the teachers from TLM grant provided under SSA.

**Overall progress of Grant Distribution (Teacher grant, School grant, TLE grant)**

Distribution of Grants	Progress in 2008-09			Proposal for 2009-10	
	Physical Target	Achievement	Percentage of Achievement	Physical	Financial
<b>a. Teacher grant @ Rs. 500/- per teacher</b>					
Primary level	4244	4134	97.39%	4317	21.59
Upper Primary level	1585	1586	100.06%	1781	8.91
<b>b. School grant @ Rs. 2000/-per school</b>	1143	1041	88.27%	1143	62.91
Primary level	932	839	89.16%	855	42.75
Upper Primary level	211	210	99.53	288	20.16
<b>c. TLE grant</b>	12		0.30		
New Primary schools@ 10,000/-per school	11	03	0.30	0	0.00
New Upper Primary schools@ 50,000/-per school	01	0	0	0	0.00

All the teachers of the state were provided TLM grants approved in last AWP&B. The school grant also distributed to all the schools of the state. However, the state could not make 100% utilization of TLE grants sanctioned for 11 primary schools and one upper primary school. It happened due to late notification of upgradations. However, the remaining grants are being distributed in the month of May 2009.

**The utilization of School grant and TLE grant in 2008-09 is as under:**

- For replacement of non-functional items
- For conducting monthly tests
- For conducting debates, seminars, quiz competitions.
- For conducting co-curricular activities
- TLE grant is one time grant for newly opened/upgraded schools for procurement of Teaching Learning Equipments.

**Plans for effective utilization of school grant and TLE grant in 2009-10:**

The state has proposed following activities to utilize the school Grant in 2009-10:

- For all the recurring academic activities conducted previous years as indicated above.
- For replacement of non-functional items
- To conduct mock tests
- The State has planned to distribute a circular to all the districts to use school grant to prepare student's profile; and organize cluster level mobilization programme for teachers to familiarize them with student's profile, sensitizing them about its importance and assess the progress of individual children.
- To organize cluster level mobilization programme for teachers to mobilize them to use TLM grant for the preparation of subject specific TLMs ;
- To serve circular to all the schools to use teachers grant to make the classroom more joyful , stimulating and activity based ;

**Use of TLM grants and use of TLMs in teaching learning process:**

TLM such as science kit & mathematics kits were provided to all Primary & Upper Primary schools under the scheme of operation Black Board during 1988-89 which become non functional due to non-availability of fund for the replacement of consumable and broken items of kits. To all the newly opened PS and upgraded schools under SSA, TLM have been supplied. Till the academic year 2008, Teacher grant were disbursed to teachers teaching primary & Upper Primary classes.

The TLM grants in 2008-09 were utilized for the following:

- To conduct activity based teaching
- To prepare the question bank
- Purchase of charts, dictionaries, reference books by Teachers, globes

**No. of schools using materials other than textbooks, and nature of materials being used:**

Stage	Total schools in the State / UT	No. of schools using such materials other than textbooks	Percentage of schools using such materials	Nature of materials (other than textbooks) being used in schools
Primary	776	776	100	Maps, Charts, Globes, models, etc.
Up. Pry.	288	288	100	Maps, Charts, Globes, models, etc.

Monastic	79	79	100	Maps, Charts, Globes, models, etc.
<b>Total</b>	<b>1143</b>	<b>1143</b>	<b>100</b>	

All schools in the state are using materials like charts (both readymade and self improvised), globe, models, etc. CAL was introduced in 40 Upper Primary School (10 in each District) in 2004 Computer labs in 70 schools (5 computers in each school) is to be completed within April, 2009. To remove the mathematical phobia, mathematics kits with training is proposed to improve in teaching-learning process.

**Inputs and processes related to effective use of TLMs in 2009-10 (appropriate TLMs development through TLM grant and their effective use):**

From 2009 onwards, the State has proposed that teachers' grants may be utilized to develop the improvised teaching aids using the locally available materials by organizing workshops at various levels i.e. State, District, Block. The workshops will involve BRC, CRC and teachers. TLMs will be prepared based on analyzing what are the learning difficulties faced by students in each subject, and what kind of TLMs can facilitate students' understanding of these difficult concepts. In addition, any difficulties raised by teachers can also be taken into account in preparation of TLMs. The development and effective use of TLMs from locally available materials are being incorporated in the 10-day in-service teachers' trainings at BRC levels. This would be of two or three sessions out of the sessions scheduled for the training. It is expected that this will certainly helps the teachers to make the teaching learning process more effective.

The effective use of TLMs will be monitored through visits and classroom observations by BRC/CRCs, using special Classroom Observation Formats which will include this parameter, to be developed in May 2009.

**Active pedagogy:**

**Changes in Classroom processes in 2008-09:**

**Teacher instructional time:** Till the academic session 2008, all schools except few schools where room were not available were running for six hours. Now all are functioning for 6 hrs. i.e. 10 am to 4 pm. The duration of instruction which was 2-3 hrs has been increased to 4 hrs by providing additional class rooms & furniture by the State Government. The state has not yet conducted detail survey of instructional time being used by the teachers in actual classroom instructions.

**student learning opportunity time:** The assessment of actual learning time provided to students is not been done in the state on research basis.

**Active student participation:** Since the state provided training to huge numbers of teachers in 2003 and 2004 through IGNOU to clear the backlog of untrained teachers. It was CPE for Primary teachers and B.Ed. for upper Primary teachers on distance education mode. Further, the teachers were provided in-service training sanctioned under SSA on 'Content enrichment and Teaching methodologies'. This has improved the efficiency of the teachers as promotion rate of the children in 2004 was 72.73 which is raised to 77.88 in 2007. It is also seen that maximum teachers are now using participatory methods of teaching though detailed survey on the issue is not yet started in the state.

**Number of Instructional Days:** DISE 2008-09 reflects 180 days for teaching and 39 for non-teaching. It is obvious that the services of teachers are being used in election purposes, different surveys like economic census, demographic census, etc. This would certainly minimize the actual opportunity of the teachers.

At present the State does not have any mechanism to accurately determine the changes in each of the above parameters. However based on general observations, the overall picture can be estimated as follows:

- teacher instructional time: approximately 85%
- student learning opportunity time: approximately 15%
- active student participation: approximately 10%

**Plans related to promoting and monitoring active pedagogy in 2009-10:**

- The state has proposed to conduct study on ‘Time on Task of Teachers and Students’ to be initiated in May 2009, in order to obtain a more accurate picture of the nature of classroom processes and extent of active student participation.

Regular and constant monitoring and supervision of schools on pedagogical issues and providing continuous supports to teachers on teaching-learning processes.

Special Classroom Observation Formats will be designed to be used by BRC/CRCs for tracking changes in classroom practices based on the above parameters (i.e. teacher instructional time, student learning opportunity time, and active student participation, effective use of TLMs)

The state has planned to propose and strengthen the newly created Block Administrative Centres as BRCs and provide one each experienced teacher as coordinators. These coordinators would be entrusted with responsibility of acting as a link between the BACs and DPOs on different scholastic and non-scholastics activities of the individual teachers. These coordinators would provide on-site pedagogical supports to the teachers at their work site.

The state has conducted teachers training on ‘Content enrichment and curriculum development’ in previous plan periods. Now the state has the plan to provide the 10-day in-service teachers training exclusively on pedagogy and classroom management.

**Learning Enhancement Programme (Pry. And Upper Pry.): Under progress will be completed April 09**

**Progress in LEP Activities in 2008-09**

Sl. No.	Activities approved under LEP	Progress against Activities in 2008-09	Coverage (no. of a. districts / b. schools / e. children covered)	Financial Target	Financial Achievement	Contribution to Learning Enhancement (Impact)
<b>I</b>	<b>Primary Level</b>					
1.	Development of Mathematics and English for primary (Classes I & II).	Entrusted Joint Director and Coordinator (Mathematics) for the development of kits in July 2008 and the development of kits is in pipeline.	04	1.60 lakhs	0.40	None so far. Materials not yet distributed.
<b>II</b>	<b>Upper Primary Level</b>					
1.	--	--	--	--	--	--

Source: AWP & B 2009-10, SSA Sikkim

Progress in LEP in 2008-09: Materials for Maths and English have been developed, but have not yet been published.

**Observation:** This shows very poor progress in the LEP activities sanctioned in 2008-09, which is a matter of concern. It shows that there is not sufficient focus so far on quality initiatives for improving children's learning levels, despite the very low levels of learning at present in the State. This requires serious attention from the State in 2009-10 to ensure implementation of an integrated Learning Enhancement Programme that can show visible improvement in children's learning levels.

#### **Proposal for LEP in 2009-10:**

In 2009-10, the State has proposed an overall Learning Enhancement Programme focusing on improving Language and Maths learning at primary level, and science and maths learning at upper primary level.

#### **I. Language Improvement Programme at Primary Level:**

##### **Objectives:**

- opportunities for active participation and interaction by children
- print-rich environment with wide variety of graded reading materials that are age-appropriate and related to the child's own context and surroundings, to encourage an interest in reading
- emphasis on reading with comprehension and writing with meaning
- children should feel free to express their own thoughts and feelings in their own way, without fear of making mistakes

##### **Strategies:**

1. Conducting **Baseline Assessment Survey** and analysis of the learning difficulties of children in Language
2. Developing a **clear vision** of desired classroom processes in language including learning indicators
3. Preparation of **module on activity-based language pedagogy**, including sample activities that can be used in the classroom for learning of language.
4. **Workshop for designing graded reading materials** at State level involving SIE language Coordinator, language lecturers from DIET, experienced language teachers, and external Resource Persons in July 2009
5. **Capacity building** of Resource Persons/Master Trainers by above Resource Persons through providing necessary training in effective language pedagogy and use of graded reading materials developed under LEP in August 2009
6. **Orientation of teachers for developing low-cost language TLMs** to address learning difficulties faced by students in languages in January 2010.
7. **Teacher Training** on use of graded materials and TLMs with practical classes in January 2010
8. **Monitoring by BRC/CRCs** of effective use of language materials, TLMs and activities in classroom processes, and regular recording of improvement in learning
9. **Strengthening assessment** by keeping a profile of each child's learning which tracks their progress against learning indicators, and lists children's learning difficulties in language
10. **Terminal Assessment Survey** to track improvement in Language learning levels
11. **Documentation** and sharing of good practices

## II. Mathematics Improvement Programme (primary and upper primary):

### Objectives:

- Use of concrete objects and visual/ 3-dimensional TLMs to help children's conceptual understanding of abstract concepts
- Practical and enjoyable activities related to application of mathematics in real life situations
- to promote more of mathematization in thinking process of both teachers and children, by promoting logical thinking, and helping children understand the reasons behind concepts, instead of just memorizing them

### Strategies:

1. **Baseline Assessment Survey** to identify children's learning levels, their learning difficulties in Mathematics learning, and the factors contributing to those difficulties
2. **Setting of Clear Vision** of desired shift in classroom processes, including learning indicators
3. Preparation of **module on activity-based mathematics pedagogy**, including articles related to active pedagogy and sample activities that can be used in the classroom for Mathematics learning
4. Workshop for development of relevant Mathematics Kits at State Level involving faculties of Mathematics from SIE/DIET, experienced teachers and experts from NCERT/TSG in July 2009
5. Capacity Building of the Resource Persons, BRCCs and CRCCs for effective use mathematics kits in classroom processes by Key Resource Persons in August 2009
6. **Teacher Training**, demonstration by the resource persons and use of kits by participants in nearby schools for **hands-on practice** in December 2009
7. Reshaping of mindsets and attitudes of teachers and students
8. **Monitoring by BRC/CRCs** of effective use of Mathematics kits, TLMs and activities in classroom processes, and regular recording of improvement in learning
9. **Orientation of teachers for developing low-cost Mathematics TLMs** to address learning difficulties faced by students in Mathematics in January 2010
10. **Strengthening assessment** by keeping a profile of each child's learning which tracks their progress against learning indicators, and lists children's learning difficulties in Mathematics
11. **Mid-term Assessment Survey to track improvement in Mathematics learning levels** (June 2010)
12. **Documentation** and sharing of good practices

## III. Science Improvement Programme at Upper Primary level

### Objectives:

- promoting more of hands-on exploratory activities related to local nature and locally available materials.
- to engage in more of out of class explorations to study the world of plants, animals, physical elements and chemical elements.
- to nurture the natural curiosity and questioning abilities of children.

### Strategies:

1. Conducting **Baseline Assessment Survey** and **analysis** of children's learning difficulties in Science
2. Developing a **clear vision** of desired classroom processes in science, including learning indicators

3. Preparation of **module on activity-based science pedagogy**, including collection of good resources and articles on science learning, and sample activities that can be used in the classroom for science learning
4. Workshop for designing prototype **science kits** at State level involving SIE Science Coordinator, Science lecturers from DIET, experienced Science teachers, and external Resource Persons in July 2009
5. **Capacity building** of Resource Persons/Master Trainers by above Resource Persons through providing necessary training in effective science pedagogy and use of science kits developed under LEP in August 2009
6. **Hands-on Training of Teachers on activity-based Science learning:** Training will include discussion of how children learn science, demonstrations by Resource Persons of activity-based science pedagogy, involving teachers in designing activities for Science learning, and opportunity for practicing the new methods and use of kits in real classroom situations in nearby schools in December 2009
7. **Orientation of teachers for developing low-cost science TLMs** to address learning difficulties faced by students in Science in January 2010
8. **Monitoring by BRC/CRCs** of effective use of science kits, TLMs and activities in classroom processes, and regular recording of improvement in learning
9. Organization of **science exhibition/mela** in order to generate awareness in science subject.
10. **Strengthening assessment** by keeping a profile of each child's learning which tracks their progress against learning indicators, and lists children's learning difficulties in Science
11. **Terminal Assessment Survey to track improvement in Science learning levels**
12. **Documentation** and sharing of good practices

**Salient features of the Learning Enhancement Programme in 2009-10**

Goals related to quality improvement in 2009-10	Major activities under LEP	Type of materials required	Expected Learning outcomes	Coverage (No. of districts, schools & children)	Unit Cost	Total Cost	Head (Intervention)
<b>1. Language Improvement at primary level</b>	Baseline & Terminal Surveys	Tools for assessment	1. Interest in learning increases 2. Learning enhancement by 10% 3. Retention will increase 4. Proficiency/skills of language	District: 04 School: 776 Children: 66297	2.00	2.00	REMS
	Module on Activity-based Language Pedagogy	Training module			0.50	0.50	Teacher Training
	Preparation of Graded Reading Materials	Graded Reading Materials			1.25	1.25	LEP
	Low-cost TLMs				1.44	1.44	TLM Grant
	Teacher Training				2.10	2.10	Training
<b>2. Maths Improvement at primary level</b>	Baseline & Terminal Surveys	Tools for assessment	1. Removal of existing Mathematics phobia 2. Learning enhancement	District: 04 School: 776 Children: 66297	2.00	2.00	REMS
	Development of Mathematics kits	Mathematics kits			1.25	1.25	LEP

Goals related to quality improvement in 2009-10	Major activities under LEP	Type of materials required	Expected Learning outcomes	Coverage (No. of districts, schools & children)	Unit Cost	Total Cost	Head (Intervention)
	Module on Activity-based Mathematics Pedagogy	Training module	by 10% 3. Interest towards Mathematics increases	-	0.50	0.50	Teacher Training
	Low Cost Mathematics TLMs				1.44	1.44	TLM Grant
	Teacher Training on Mathematics pedagogy				2.10	2.10	Teacher Training
<b>3. Science Improvement at upper primary level</b>	Baseline & Terminal Surveys	Tools for assessment	1. More participation in activity. 2. Enquiry thrust will increase 3. Learning enhancement by 10% 5. Enhancement of creativity/innovation	District: 04 School: 288 Children: 27908	2.00	2.00	REMS
	Module on Activity-based Science learning	Training module			0.50	0.50	Teacher Training
	Science kits	Science kits			1.25	1.25	LEP
	Low-cost Science TLMs				1.44	1.44	TLM grant
	Teacher Training on Science pedagogy				2.10	2.10	Teacher Training
	Science melas				2.00	2.00	Mngmt
<b>4. Maths Improvement at upper primary level</b>	Baseline & Terminal Surveys	Tools for assessment	1. Removal of existing Mathematics phobia 2. Increase in achievement level 3. Interest towards Mathematics increases	District: 04 School: 288 Children: 27908	2.00	2.00	REMS
	Development of Mathematics kits	Mathematics kits			1.25	1.25	LEP
	Module on Activity-based Maths Pedagogy	Training module			0.50	0.50	Teacher Training
	Low Cost Maths TLMs				1.44	1.44	TLM grant
	Teacher Training on Maths				2.10	2.10	Teacher Training
					<b>Total</b>	<b>25.10</b>	<b>(5.00 under LEP)</b>



**Information about Learning Enhancement programme**

S No.	District	Cost for Learning Enhancement programme	% Cost to total outlay of District
1.	East	1.25	0.15
2.	West	1.25	0.21
3.	North	1.25	0.22
4.	South	1.25	0.15
	<b>Total</b>	<b>5.00</b>	<b>0.16</b>

Source: AWP & B 2009-10, SSA Sikkim

**Recommendation:** The Appraisal Team recommends the above proposal for LEP as proposed by the State.

**Effectiveness of CAL and other educational technologies in quality improvement:**

Till 2007, the Computer Education Programme was run as Computer Literacy Programme from class IV-VIII by establishing 10 Computer labs (Ten labs per district) under SSA. In AWP&B 2008-09, 70 more schools were provided computer hardware under the programme covering 110 schools altogether (30 each in East, West and South and 20 for North District). The reason for not implementing CAL despite providing computers to schools was lack of technically trained teachers to use computer as learning aids. On the other hand, the SIE/DIET has no expert pertaining to above subject.

**Issues:**

- Lack of trainers in SIE/DIET on Computer Aided Learning, Computer Managed Learning, etc.

**Activities in 2009-10:**

- To prepare State Level Key resource Persons by providing training on CAL from hired Experts from IT department and external agency
- To train teachers of 110 schools which are provided Computer laboratory in phase-wise manner.
- Supply of software from external agency with content based on difficult areas of the State syllabus

**Strengthening learning assessment:**

**Nature of students' learning assessment system in the State.**

**Learning assessment system**

Stage	No. of tests in a year	Whether marking or grading system	No-detention from which class	Board exam. at which class	Is there any report card?	Frequency of sharing with parents
Primary	3	Marking	-	V	Yes	1 - 3
U. Pry.	3	Marking	-	VIII	Yes	1 - 3

Source: AWP & B 2009-10, SSA Sikkim

**Status of shift towards Comprehensive and Continuous Evaluation:**

The state is conducting three semester to assess a student in an academic session. However, the concept of CCE is not adopted completely. The assessment at present is based on only the cognitive domains. The system involves taking three written examinations and taking the sum of the obtained marks to consider for the promotion of students to next higher grade. Two semesters i.e. 1st and 2nd semesters are done at school level on the basis of the bifurcated

syllabi given. The last semester i.e. IIRD semester is conducted by providing question papers which are centrally prepared covering whole year's syllabi. However, the assessment is done for all classes at the school itself excluding Class VIII.

#### **Plans for strengthening learning assessment in 2009-10:**

The State has planned the following strategies for strengthening learning assessment in 2009-10:

- Referring to NCERT Sourcebooks on Learning Assessment, and Verifiable Learning Indicators developed for Class III/V/VIII, and distribution at State, District and Block levels
- Workshop for developing Learning Indicators subject-wise and class-wise, with the involvement of teachers, BRC/CRCs, DIET and SIE faculty, and Resource Persons from NCERT, TSG, etc. This workshop will be held in June 2009 (during summer break)
- Development of formats for teachers to keep a profile of each child's learning
- Training of teachers on implementation of this approach to assessment, and training of BRC/CRCs on effective monitoring strategies
- Feedback reports to be submitted on a quarterly basis by teachers to CRCs

In addition, the following steps will be taken:

- Preparation of Question Banks
- Introducing community assessment tools which are being devised involving experts from SIE/DIET.
- Providing remedial teaching to cater to specific interest of the low achiever.

**Observation: Till now the State has not made much efforts for making assessment more continuous and comprehensive, in order to reduce the burden on children. It is not clear whether the concerned personnel in the State have properly understood the nature and purpose of continuous and comprehensive assessment.**

**The State must implement a proper plan for bringing such changes in the current assessment system. For example, for continuous assessment, teachers should keep a daily or weekly record of children's progress and learning levels, as observed by the teacher herself, so that the teacher can keep track of each child's learning difficulties, make necessary changes in the teaching learning process, and give additional support as required to ensure that every child learns well.**

**Similarly, the purpose of making assessment comprehensive is to encourage the child's holistic development in various domains such as social, emotional, psychological, physical, moral, etc. The current testing system at present may not count these areas of children's development. One suggestion may be to develop holistic indicators for these areas of children's development, against which children's progress can be tracked and enhanced accordingly. The State should refer to NCERT's Verifiable Indicators developed for Classes III, V, and VIII, and also NCERT's Sourcebooks on Learning Assessment, in order to strengthen its approach to comprehensive and continuous assessment, by designing simple indicators and tools that any teacher can use, for tracking each child's holistic development on an ongoing basis.**

## Strategies for identifying learning difficulties and providing Remedial support:

The strategies for identifying learning difficulties of the students are done as under:

- Conducting school level base line achievement tests in Mathematics, Science and English Language.
- Grading students in three grades securing less than 50% in each subject in the above test i.e. students securing <20%, <35% and < 50.
- Providing remedial coaching to the students on the following pattern as per their achievement in the above test:
  - a. <20% - very poor : 3 months remedial coaching
  - b. <35% - average : 2 months remedial coaching
  - c. <50% - above average: 1 month remedial coaching

The districts, on the basis the findings of achievement tests, devise remedial coaching to the children. This coaching will be done at cluster levels and will focus on subjects where the children need remedial coaching. The experience teachers of the specific subjects are engaged duly providing them honorarium as prescribed by PAB. If experienced teachers are not available, then members from the community who are Class XII passed are appointed as remedial teachers. Remedial teaching is given for about one hour before or after school, for a period of 3 months.

The following table shows progress of remedial teaching in 2008-09.

**Progress of remedial teaching**

	Fund allocated in 2008-09	Physical Target (Children)	Financial achievement till Feb, 2009	Physical achievement till Feb, 2009	% of achievement	
					Physical	Financial
Primary	6.13	2150	6.13	2651	123.30	100.11
Upper primary	0.13	350	0.13	350	100	100.00

Source: AWP & B 2009-10, SSA Sikkim

**Observation:** Despite the remedial teaching conducted in 2008-09, the State has not been able to analyse and show whether this activity has actually contributed to learning improvement for those children who received remedial support. The state must analyse these children's learning achievement to evaluate the effectiveness of the remedial teaching intervention. Moreover, the State should ensure that remedial teaching should not become an added burden on children. Instead it should focus on improving the ongoing classroom processes, and more carefully identifying and addressing the learning difficulties of children through the regular teaching learning process.

### **Proposal for Remedial Teaching in 2009-10:**

The state proposes to provide the remedial teaching to 2850 primary children and 1350 upper primary children wherein sum of Rs. 10.50 lakhs is the financial implications. The state has plan to conduct this remedial teaching in all the clusters of the state.

**Recommendation:** The Appraisal Team recommends a budget for remedial teaching as per SSA norms, which allows for remedial teaching for children from 5% schools in those districts where the female literacy rate is below the national average. Thus only North district will be eligible.

### Teacher preparation:

To know about progress of teacher training in the State it is important to know the overall readiness of the different Teacher Education Institutions (TEIs) in the State. The following table indicates the break up of existing TEIs in the State other than the BRCs and CRCs.

#### Govt. Teacher Education Institutions

Sl. No.	Institution	Number	Course offered
1.	DIET	01	Pre-service (diploma in teachers Edn) training (2years) 50 in take
2.	SIE	01	Refresher courses

Source: AWP & B 2009-10, SSA Sikkim

#### Annual Intake Capacity of Teacher Education Institutions

Sl. No.	Courses offered	Type of Institution	Total Institutions	Annual Intake Capacity
1.	D. Ed.	Carmel Institute of Edn, Pakyong	01	40
2 (a)	B. Ed.	Loyala College of Edn, (Private)	01	100
(b)	B. Ed.	Harka Maya College of Edn. (Private)	01	50
3.	M. Ed.	Harka Maya College of Edn. (Private)	01	25
<b>Total Annual Intake Capacity</b>				

Source: AWP & B 2009-10, SSA Sikkim

#### • In-service training:

#### Nature and focus areas of Training Modules (for Trainers and Teachers) developed in 2008-09:

The training modules are developed jointly by SIE and DIET in the state. It is always kept in consideration that these modules are simple and comprehensible to the participants. Till date the state has developed two modules covering following areas:

- i. Content enrichment and curriculum development
- ii. Value Education
- iii. Teaching Methodology
- iv. Use of TLMs including Blackboard

The content of the module related to content enrichment, curriculum development, teaching methodology and use of TLMs covers language (English), Mathematics, Science and Social Studies. The modules discuss elaborately on the content areas of the textbooks along with teaching methodology and use of TLMs for effective teaching learning.

The following table provides information about the progress of teacher training during 2008-09.

**Progress of In-service Teacher Training (during 2008-09)**

Type of training	Duration of training	Months in which undertaken (during vacations or working days)	Total number of In-service teachers	Target- No. of teachers (during 08-09)	Teachers trained (Up to Dec end, 2008)	Percentage of Achievement
Primary	10 days	Vacation	4317	1200 at BRC	1200	100 -
Upper Primary	10days	Vacation	1782	1200 at CRC	800	66.67 -

Source: AWP & B 2009-10, SSA Sikkim

**Break-up of In-service Trainings conducted during 2008-09**

Sl. No.	Activity	Target Group	Duration	Physical progress	Level
1	Training of Master Resource Persons (65) in Science and Mathematics of Elementary level at Gangtok – By SIE for SSA, Sikkim .	Master Resource Persons (65)	11 <sup>th</sup> to 13 <sup>th</sup> June.'08	a. 1200 at BRC b. 800 at CRC	State level
2	Content enrichment in Maths and Science (8 days) Value education (2 days)	Science and Mathematics Teachers (1399) of Elementary Level	1 <sup>st</sup> to 10 <sup>th</sup> July 2008 (10 days)		Block level
3	Teaching Methodology (6 days) Use of TLMs (4 days)	848 teachers	Winter vacation (10 days)		
4	Training of Mathematics teachers (17) at Upper Primary level	Upper primary maths teachers	16 <sup>th</sup> to 19 <sup>th</sup> March.'09		
5	Content enrichment in English	“	“		CRC level
6	Content enrichment in EVS	“	“		
	Evaluation techniques	“	“		

Source: AWP & B 2009-10, SSA Sikkim

**Details about training are indicated below:**

The training is conducted for 800 primary teachers and 400 upper primary teachers at BRCs and 600 primary teachers and 200 upper primary teachers at CRCs.

Most often it was seen that the state use to provide trainings to teachers on general basis i.e. orientation and refresher course for in-service teachers. However, this time the state has provided training for in-service teachers in the following areas:

1. Content areas as the textbooks were taken as one of the area for the training of in-service teacher. It was done because the textbook of the state were revised textbooks

- in the tune of NCF 2005. The training covered content enrichment in Science, Mathematics and English for both primary and upper primary teachers. [6 days]
- 2. General teaching methodology was taken as another area of training. [2 days]
- 3. The third area taken for the training was Evaluation techniques as many of the teachers have less idea about the framing of questions. [2 days]

**Strategies adopted for training of teachers in 2008-09:**

1. State academic core group for quality was formed in May 2008, which consists of the following members.
  - i. State Project Director, SSA- Chairman
  - ii. Joint Director, SIE- Member Secretary (designed as Pedagogy Coordinator)
  - iii. Joint Director, SSA- Member
  - iv. Principal, DIET- Member
  - v. Deputy Director, SIE- Member
  - vi. Sc. Coordinator, SIE- Member
  - vii. Maths Coordinator, SIE- Member

2. State core group conducted a training/orientation programme for 65 key Resource Persons among the selected/Senior PGT teacher from Sr.Sec. Schools and Sr. trained graduate teachers for secondary schools from to 11<sup>th</sup> to 13<sup>th</sup> June 2008 at SIE, Gangtok.

These 65 key Resource Persons (30 from East District 17 from South District 08 from West District and 10 from North District) acted as Resource Persons in the training programme conducted at the respective districts in July 2008 for teachers of primary and upper primary teachers.

3. Academic experts from SIE and DIET prepared training module/package, required for the training programme.
4. The training programme were need based aiming with triangulation of curriculum method and evaluation
5. Orientation/workshop programme on the subjects of curricular changes as per NCF 2005 by the expert of SIE and Key Resource Persons.
6. Training/workshop on the content /subject specific with adequate use of TLM from locally available resources and its use in curriculum transaction.
7. Training /workshop on the techniques of continuous comprehensive evaluation and preparation of good/balanced question papers, as well as awareness campaign on methodology.
8. Training on use of the both formative and summative evaluation to evaluate student progress
9. Trainings on making use of students' background to make class room processes interesting & lively. Class room processes are most important aspects to generated effective learning in children. Hence, the teachers are being instructed to make the classroom congenial for teaching learning charts, pictures and models. Also to conduct activity based teaching with interactions with children to develop desired competencies in child.

**Cluster level training:**

Besides the above, the BRC & CRC Coordinators conduct meetings quarterly with the teachers and also school heads :

- To institutionalize various disciplines in the schools like punctuality, regularity, work culture , etc ;
- To form core groups in the schools to mentor , monitor and assist school heads in different activities of the school;
- To develop serenity in and around the school campus ;
- To create a joyful and jubilant environment in the schools ; and
- To submit monthly / quarterly report on scholastic and non – scholastic activities conducted by the schools .

**Follow ups and Impact Assessment:**

Since the training was conducted in winter vacation, the first phase follow-up activities as impact assessment of training are being done in April/May 2009 before Ist semester examination.

The Cluster Coordinators are the main agencies conducting follow-up activities and impact assessment of the training provided to teachers. They time to time visit schools and observe the classroom teachings of the teachers who were provided training. The focal point of the observations remained on the areas of the training provided. The follow-up and impact assessment were done in the following way:

- **Initial meetings of the Cluster Coordinators:** State convened two meetings at the time of reopening of the schools after Summer Vacation in June '08 and Winter Vacation February 2009. They were provided the training modules prepared on which the teachers were provided training and discussed about the different parameters of teaching assessment of the teachers to tune of the areas covered under modules.
- **First Review meeting of the Cluster Coordinators:** A meeting was conducted after three months of initial meeting i.e. in September '8 and discussed about new shift seen in the teachings of the trainee teachers and learning outcomes of the children.
- **Second Review Meeting of the Cluster Coordinators:** Second review meeting of Cluster Coordinators was conducted in December '8 just after the Annual Examination of the Children. The meeting again discussed about new shift seen in the teachings of the trainee teachers and learning outcomes of the children in Annual Examination. The Cluster Coordinators are directed submit the analytical written reports of their observations to Block Resource Coordinators in Third Review Meeting of Cluster Coordinators which is being held in first week of May '09. This meeting will also discuss the outcomes of second phase training of in-service teachers and untrained teachers.

**Challenges/issues related to teacher training in 2008-09, and strategies for addressing these issues:*****Problems identified:***

Some of the key issues faced include:

- Inadequate knowledge among teachers about new teaching methodologies like activity oriented, guided discovery , participatory process , etc ;

- Inadequate skills in the teachers to develop context and subject specific TLM and make the class interesting and activity based by using those TLMs ;
- Training of KRPs for the districts ;
- Lack of full time resource persons
- Preparation and updating of training materials in the line of pedagogical issues identified by the districts ;
- Identification of Teachers' Performance Standards;
- Management of time to avoid disturbance in academic activities of the schools .

***Strategies Proposed to address emerging issues:***

- Establishment of DIET in the district or one DIET for South and West districts ; To expedite the establishment of DIET as demanded by the districts ;
- Providing infrastructural supports to the existing DIET ;
- To conduct training to untrained teachers splitting 60 days into 10-day each for 40 days and 20 days project work ;
- Workshop or training to teachers on modern teaching methodologies especially to collaborate the students in teaching – learning processes by conducting activities ;
- To conduct orientation programme for teachers on the subject of curricular changes inviting experts from SIE / DIET ;
- To conduct workshop on identification and relationship of curriculum , syllabus and textbook along with Triangulation of Curriculum–Methods–Materials ;
- To involve State Core Team of ADEPTS to prepare tools and surveyors to identify Teachers' Performance Standard;
- To propose intensive workshop on Skills of Teaching, to develop appropriate skills and activity based learning involving experts from SIE / DIET / Any other Academic Institutions .
- Awareness campaign on the necessity of Continuous Comprehensive Evaluation by SIE / DIET and keeping the record of each student in the format provided by SIE / DIET for CCE .

**Proposal for in-service training for 2009-10:**

The state is focusing on quality enhancement in school education and to bring desired shift in classroom processes. During the preparation of AWP & B 2009-10, the target has been made to organize various types of trainings to enhance the capabilities of teachers in particular. The programme will include all the activities planned under Learning Enhancement Programme besides general training already planned and incorporated in the Teacher Education Plan of the state. The following thrust areas identified for the training of teachers both at primary and upper primary levels:

- Acquaintance with revised textbooks/contents and various thrusts areas of NCF 2005
- Introduction of active pedagogy duly maintaining conduciveness and congeniality of Classroom to facilitate active pedagogy, as part of LEP in language, maths and science
- Development of teaching aids with the help of local resources at school level taking into account of students' comprehension level with their real life situation.
- Value based education and inculcation of good habits among the children
- Debate and seminar on quality education at District and State level



Details about the training plans are indicated below:

**Plans for In-service Teacher Training in 2009-10**

Sl. No.	Focus Area	Duration	Month	Target group (Level)	Expected Outcome
1	Preparation of module on activity-based language, Mathematics and science pedagogy.	3 days	July	Key Resource Persons (State level)	Develops capabilities to design activities as per content of the textbooks to achieve pre-determined goals
2	Workshop for development of relevant Mathematics Kits and Science kits	3 days	July	Key Resource Persons (State level)	Develops capabilities to Mathematics and Science kits
3	Workshop for designing graded reading materials	3 days	July	Key Resource Persons (State level)	Develops capabilities to design locality specific reading materials
4	Development of Appropriate and Verifiable Learning Indicators class-wise and subject-wise	3 days	July	Key Resource Persons (State level)	Develops capabilities to design relevant indicators to measure learning achievement
5	Capacity Building on effective use of mathematics kits and Science kits in classroom	3 days	August	- Resource Persons, BRCCs and CRCCs (District Level)	Develops capacity to use Mathematics and Science kits optimally
6	Capacity building on effective language pedagogy and use of graded reading materials in language classes	3 days	August	RPs/ Master Trainers (District Level)	Develops capacity to use materials developed for language classes.
7	Teacher Training, demonstration by the resource persons and use of Mathematics kits and hands-on practice in improved pedagogy	1 days	December/ January	BRC/CRC (Block and Cluster Level)	Develops capacity to use Mathematics kits optimally in classroom processes duly targeting achievement level
8	Orientation of teachers for developing low-cost TLMs for language, Mathematics and Science and its use in active pedagogy.	3 days	December/ January	BRC/CRC (Block and Cluster Level)	Develops capacity to use TLMs for achievable and visible improvement of children
9	Teacher Training on use of graded materials and TLMs in language classes in improved pedagogy	3 days	December/ January	BRC/CRC (Block and Cluster Level)	Develops capacity to use materials developed for language classes.
10	Hands-on Training of Teachers on activity-based Science learning using science kits	3 days	December/ January	BRC/CRC (Block and Cluster Level)	Develops capacity to use Science kits effectively in Science Classes

### Monitoring Impact of training on classroom practices:

After the training/ workshop programme, a meeting of teaching staff may be organized by the Head of Institute;

- To know about the training programme attended by teachers.
- To discuss regarding the strategy to be adopted for implementation.
- Supervision & monitoring (Internally & externally)
- To record its impact in the class-rooms
- Suggestion for further step(s) if required to improve Teaching-learning process.

Moreover, diagnostic testing of teachers will be done before and after training, to determine needs of training and the resulting changes. The State has also planned to develop formats for monitoring impact of training, for use by teachers and Supervisory staff, based on observations of classroom practices of teachers after training. The formats will count various parameters such as the interest level of children, level of children's performance, use of activities in teaching and learning, active student participation, students actively asking questions, etc. Both internal and external reports will be compared.

### Induction Training:

**Progress of Induction Teacher Training (during 2008-09)**

Stage	Teachers recruited (up to end March 2009)	Target for Induction training in 2008-09	Teachers trained (up to end March 2009)	Percentage of Achievement
Primary	153	0	56	36.60
Upper Primary	64	0	0	0

Source: AWP & B 2009-10, SSA Sikkim

### Information about induction training in 2008-09:

The state could not conduct induction training for newly recruited teachers in 2008-09 due to lack of capacity in the state. Further the number of teachers to train was very less, due to less number of newly recruited teachers which was only 25.

### Proposal for induction training to be undertaken in 2009-10:

The State proposed induction training in 2009-10 for 225 teachers as per the following break-up:

- 88 teachers' backlog who were recruited in 2006-08 but did not receive induction training to date
- 129 teachers recruited in 2008-09
- 8 new teachers who will be recruited by May 2009

The training is planned on the following areas:

1. Role of the teacher, duties and responsibilities,
2. Teaching learning methodology
3. How to evaluate children
4. Project preparation on real classroom situations

Newly recruited teachers will be directly sent to SIE for induction training, and only after receiving this training they will be posted in schools.

• **Training of Untrained Teachers:**

**Progress of Training of Untrained Teachers (during 2008-09)**

Stage	Total No. of Untrained teachers	Target for 60 days training	Teachers trained during 2008-09	Percentage of achievement
Primary	480			
Upper Primary	899	641	441	68.8%

Source: AWP & B 2009-10, SSA Sikkim

Out of 1379 untrained teachers up to 2008-09, 441 of these received 60-days training in 2008-09. Thus 938 untrained teachers are remaining in the State. The State has planned to cover all remaining 938 untrained teachers through 60-days training in 2009-10.

The training was not conducted in this category during previous plan period due to the problem of withdrawing the teachers from the school to complete 60 days as this would hamper the academic activities of the children at school. However, in 2009-10, the state devised this training splitting it into five phases of 10 days, 10 days, 10 days, 10 days and 20 days. The last 20 days is the project activity. The details related to this training are as under:

**Phase - I**

- i. Content enrichment and curriculum development - 08 days
- ii. Value Education - 02 days

**Phase - II**

- iii. Teaching Methodology - 06 days
- iv. Use of TLMs including Blackboard - 04 days

**Phase - III**

- v. Classroom management - 05 days
- vi. Institutional Planning - 05 days

**Phase - IV**

- vii. Evaluation techniques - 04 days
- viii. Use of ICT and CAL - 04 days
- ix. Participant Seminar (group activity) - 02 days

**Phase - V**

- x. Project Work - 03 Months

The above programme also covers the following areas of social issues:

- a) AIDS
- b) Disaster Management
- c) Inclusive Education
- d) Adolescence Education
- e) School Organization
- f) Health Education.
- g) Related Classroom Psychology

**Issues and Strategies for covering untrained teachers in the state:**

The following issues are identified in conducting 60-day training for untrained teachers:

- The training being long period, it cannot be accommodate during vacation.
- Absence of teachers from schools will hamper the teaching-learning in the schools.
- Deployment of resource persons

Strategies devised:

- The splitting of the training period in phase manner.
- Engagement of Resource persons from SIE/DIET and District Resource Groups

**Overall progress and targets for teacher training**

Type of training	Target for training in 2008-09		Achievement		% of achievement		Target for 2009-10	
	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
In-service	1200 (10 days @ BRC; 10 days @ CRC)	12.00+6.00	1200 @ BRC, 800 @ CRC	12.00+4.00	83.33%	83.33%	1400+1400	14.00+7.00
Induction	25	0.75	0	0	0	0	217	6.51
Untrained	641	38.46	441	23.17	68.80	60.24	938	56.26
Trg. of BRCs, CRCs	182	0.93	140	0*	77%	0	219	1.10

Source: AWP & B 2009-10, SSA Sikkim

\*Training for BRC/CRCs was given on Monitoring Formats from REMS head, thus no expenditure was incurred out of BRC/CRC Training fund.

**Recommendation: The Appraisal Team recommends the above proposal for Training as proposed by the State.**

**Academic support systems**

**Academic support through BRCs, CRCs and DIETs :**

- **Block Resource Centers:**

The following table throws light on the status of Block Resource Centers.

**Information about Block Resource Centers**

Total no. of blocks	BRCs sanctioned	BRCs functional	BRPs sanctioned	BRPs recruited	BRC mtgs. held in 2008-09	CRC/ School visits in 2008-09	% Effectiveness of BRCs
9	9	9	9	9	3	Monthly	

Source: AWP & B 2009-10, SSA Sikkim

Formerly the state had 9 sub-divisions as developmental units for the state. Recently, it has been divided into smaller units known as Block Administration Centres, and the powers have been devolved to these centres related to community and rural development. Further, the panchayats have been empowered as per the 73<sup>rd</sup> Constitutional Amendment Act. These BACs are acting as the Community Development Blocks and all the developmental activities are being implemented from these blocks.

**Table-44: District-wise numbers of newly created blocks**

District				Total
East	West	North	South	
08	06	04	07	25

One each Assistant Director (as BEO in sister states) are posted in these BACs as the head of Education Department for the jurisdiction of BACs. He / She is given the whole sole responsibilities of the department at BAC level on the matter of management and administration of the schools upto Junior High School level . This has created two separate levels for looking after elementary education in the district i.e. Sarva Shiksha Abhiyan implements programme form Sub-Divisional level and General section from Block level which is smaller and nearer to community.

For this reason, it was found useful to revise this arrangement as per the creation of Block Administrative Centres in the State, in order to improve the smooth running of the administrative system, so as not to create a parallel system between the State's BACs and the BRCs. Thus a decision was taken in November 2008 by the General Body Meeting and Executive Committee that all BACs will function as BRCs. This arrangement will ensure to avoid duplication of activities and integrates the different programmes.

Formerly the total numbers of BRCs and CRCs sanctioned in the earlier arrangement was 9 and 131 respectively. Now, 16 of the existing CRCs were upgraded to BRCs, giving a total of 25 BRCs in the State (in accordance to the 25 BACs in the State), and remaining 115 CRCs. This new arrangement will not affect the BRC posts sanctioned by PAB, or salary structures, etc in any way, since the total number remains the same. Teachers appointed under SSA will act as helpers to assist the BRC coordinators in the 16 newly upgraded BRCs.

Previous BRC- 09	Revised BRC- 25
CRC- <u>131</u>	CRC- <u>115</u>
140	140

#### **Major role and functions of BRCCs and BRPs:**

The major role of BRPs and CRPs is to provide all sorts of supports to the schools falling under their respective jurisdiction. The support may be academic or non-academic in nature. The details about the role of these Resource Person/coordinators are as under:

- Generates effective relationships and motivation to perform (vertical and horizontal linkages)
- Builds capacity through planned measures
- Assesses and monitors performance of schools and teachers
- Responds to emerging situations
- Generates further human resource towards sustained improvement

#### **The main activities performed by BRC in 2008-09 include:**

1. Sub – divisional meetings are held regularly at Block Resource Centres .
2. Different plans / materials related to classroom situations are prepared here .
3. It also plays a main role as a training centre .
4. Monthly meeting with Resource teachers.
5. Monthly academic core group meeting with CRC Coordinator .
6. Consolidation of data submitted by CRC and submitting it to DPO .
7. School visits of BRC .
8. Assisting the District Project Office in compiling and analyzing field reports.

9. Supervision and Monitoring of schools .
10. To provide academic support to teachers .
11. Organize PTA , MTA , SMC meetings .

**Extent of academic contributions/Effectiveness of BRCs in 2008-09:**

- Performance against agreed roles & functions: 50%
- Extent to which tasks are being done: 50%
- Extent of on site support given to schools/teachers : 50%
- Content & quantum of training given to BRC: 75%
- Perception of teachers / stakeholders: 60%

**Emerging issues and strategies for strengthening BRCs in 2009-10:**

The following are the emerging issues on strengthening BRCs:

- The BRCs have to act as the major agents of establishing linkages on different aspects. The management information system at BRC levels are not being encouraged in the state due to lack of manpower and equipments.
- Lack of refresher trainings and exposure to BRPs on academic aspects as s/he has to conduct academic monitoring of schools and CRCs.

***Strategies***

It is already mentioned regarding the establishment of twenty four Block Administrative Centres as Community Development Blocks in the state. It is seriously felt that the coordinators appointed under SSA are to be provided with training to monitor and supervise , at least primary schools, academically. This training will enable BRCCs / CRCCs to achieve skills to monitor and observe classes. The coordinators appointed under SSA were provided training on role and responsibilities of VECs , plan formulation and academic monitoring of primary schools . However , the training on teaching methodologies and content areas is equally important. The following strategies are proposed:

- Extension of MIS at BRC levels duly providing computers and manpowers.
- Exposure visits for BRCs to other state on different innovations undertaken. Facilitate block and cluster resource coordinators for cross district visits ;
- Conduct of Research studies at BRC levels.
- Identification of academically sound and active teachers to post in the BACs offices;
- Training of BRCs in recent academic developments
- Training for existing BRCCs / CRCCs on school centered and outcome oriented school supervision.
- Sensitization of coordinators at different levels viz . cluster , block . district about the importance of coordination among these levels and with respective feeder schools which in turn will be beneficial for the improvement of teaching ;
- Ensure maximum use of TLM grant by teachers by continuous monitoring ;
- Coordinator should facilitate the discussion on academic aspect and provide platform to teachers to share their experience at different level meeting ;
- Assessment of Progress at different level i.e. school , cluster , block and district by Resource group / monitoring group and provide proper feedback .
- Training for BRCCs/CRCCs on Teachers Support System as per ADEPTS.

**Activity Calendar of BRC in 2009-10**

Activity	Month	Venue
To provide computers and man powers in BRCs	April 2009	All BRCs
To conduct trainings of BRCCs/BRPs on recent academic development by hiring experts from outside the state.	June 2009	At State Capital
To instruct BRCs/BRPs to conduct research activities at BRC levels taking the relevant issues. –	July 2009	At BRC level
To conduct monitoring of CRCs and schools at random devising proper monitoring plan	Whole year –	At respective jurisdiction BRC

Source: AWP & B 2009-10, SSA Sikkim

▪ **Cluster Resource Center (CRC): Reorganized**

**Information about Cluster Resource Centers**

Total no. of clusters	CRCs sanctioned	CRCs functional	CRCCs sanctioned	CRCCs in position	CRC mtgs. held in 2008-09	School visits in 2008-09	% Effectiveness of CRCs
131	131	131	131	131	6 per year (bi-monthly)	Monthly	

Source: AWP & B 2009-10, SSA Sikkim

The major role of CRCs are as under:

- To establish smooth linkages between the BRCs and Schools.
- To maintain cluster level records pertaining to different emerging issues, good practices (Success Stories), etc.
- To monitor and supervise the schools under their jurisdiction
- To provide on-site to teachers
- To conduct Cluster teachers trainings.
- To conduct SMC trainings at cluster level.
- To conduct teachers' meet at cluster level at regular intervals.

The CRCs are contributing to enhancing the effectiveness of the schools in respect of academic achievements, execution of Civil Works and other activities at Cluster level. The CRCs are also strengthening the management information system at Cluster levels and continuously feeding the data/information to BRCs and DPOs. The CRCs are also inspecting schools and providing academic inputs.

Activities performed by CRC in 2008-09:

1. Monthly one day meeting with school teachers of formal schools .
2. Regular school visits .
3. Collection of data for survey .
4. Conducting camp to enroll students .
5. Updating of village education register .

**\*Extent of academic contributions/Effectiveness of CRCs in 2008-09:**

- Performance against agreed roles & functions: 65%
- Extent to which task are being done: 78%
- Extent of on site support given to schools/teachers : 50%
- Content & quantum of training given to CRC: 80%
- Perception of teachers / stakeholders: 80%

The major issues identified for strengthening CRCs for 2009-10 are as under:

- Lack capacity building of CRCs/CRPs on modern emerging social and emerging issues of the society.
- Feeble linkages between CRCs and BRCs.
- Lack of Resource materials at CRCs.

Strategies:

- Capacity building of CRCs/CRPs at State level by hiring experts from outside the state
- Constant and regular meetings of BRCs and CRCs and sharing of ideas and innovations.
- Provision resource materials like library enrichment programme, quality enrichment programmes.

**Activity Calendar of CRC in 2009-10**

Activity	Month	Venue
To conduct capacity building programme for CRCs along with BRCs/BRPs as indicated above	June 2009	At state Capital
Conduct monthly meetings of the CRCs and BRCs	Every month	At BRC
To provide resource materials to Cluster Resource Centres	July	At CRC
To conduct monitoring of schools by CRCs	Monthly	Under their respective jurisdiction

Source: AWP & B 2009-10, SSA Sikkim

**Capacity Building for BRC/CRC Personnel:**

The training for BRC/CRC personnel in 2008-09 was conducted at two levels i.e. at State levels and District level. At state level, the duration of training was 2 days and at district level, it was 1-day training. This training at state level was exclusively for the acquaintance with Quality Monitoring Formats for the BRC and CRC personnel who are actually involve in collecting the data from individual school. The Workshop was organized by SPO in collaboration with NCERT, New Delhi from 6<sup>th</sup> to 8<sup>th</sup> Nov.' 2008 with a financial involvement of Rs. 50,783/-. The training discussed in detail about the different formats of different levels. At district level they were trained to design worksheet to consolidate the data on Learners' Assessment. The expenditure in conducting training was met up from REMS not from Teacher Training. The following table provides the level-wise details about the trainings conducted for BRC/CRC personnel in the State:



### Training of BRC/ CRC personnel

Levels	Target Group	Training in 2008-09		Training in 2009-10	
		Duration	Focus areas	Duration	Focus areas
State	BRCC	2-day training on QMF	Collection information from clusters on CLF – I & II	6-day training for BRCCs and CRCCs	Implementation of LEP
	BRPs				
	CRCC				
	CRPs				
Districts	BRCCs/CRCCs	1-day	Designing the Worksheet to consolidate Learners' Achievement		

Source: AWP & B 2009-10, SSA Sikkim

#### Proposal for training of BRC/CRC in 2009-10

The state has proposed to conduct so many activities under quality intervention during 2009-10 which require lot of expertise and skills to carryout. On the other hand, many of the proposed activities are totally based on new concept of educational delivery system. As such, not only BRC/CRC personnel, the officers of the department also become novice in monitoring activities. Keeping in view of all these, the state has proposed the 6-day training for 219 persons.

#### Focus areas for training of BRC/CRC:

The trainings provided to Block resource Coordinators and Cluster Resource Coordinators in the earlier plan periods were especially related to micro level planning activities, conduct of different surveys like Household Survey, DISE Survey, filling up of different formats like Quality Monitoring Formats etc. However, the focus of training pertaining to BRCCs and CRCCs has been shifted towards quality dimension. The major focus of the training this plan period will be the child-centered and learning outcome oriented activities. The activities like child's learning assessment and child tracking, tracking of teachers duly devising Teachers Performance Indicators, preparation of Class-wise and Subject-wise Appropriate and Verifiable Indicators of Quality education, etc. will be given top priority in the state. The state may fall short of capacity while devising, implementing and monitoring of these activities. As such the state needs the help of experts from national level.

The following areas will be taken as focus for training of BRC/CRC:

- 3-day Workshop for SIE/DIET personnel including the officers from the state and districts to devise Appropriate and Verifiable Indicators of Quality Education and to develop format to note changes in Classroom tasks hiring experts from NCERT/TSG.
- 3-day Training for BRC/CRC personnel and Resource Persons on Teachers' Performance Indicators, Teacher Tracking and Training Impact Assessment.
- Capacity Building of the Resource Persons, BRCCs and CRCCs for effective use mathematics kits in classroom processes
- Capacity building of Resource Persons/Master Trainers by above Resource Persons on effective language pedagogy and use of graded reading materials in language classes under LEP
- Capacity building of Resource Persons/Master Trainers by Key Resource Persons through providing necessary training in effective science pedagogy and use of science kits developed under LEP

**Overall physical progress and targets for BRC/CRC grants**

Items	Target for 2008-09		Achievement		% of achievement		Target for 2009-10	
	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
BRCs	9	19.80	9	19.05	9	96.22	9	29.52
CRCs	131	253.62	131	243.65	131	97.72	131	395.10

Source: AWP & B 2009-10, SSA Sikkim

**Recommendation: The Appraisal Team recommends the above proposal for BRC/CRC grants.**

**Information about DIETs:**

The State of Sikkim has only one functional DIET at the State Capital, Gangtok, in the East District of the state. The DIETs sanctioned for other three Districts are still to be operational. The only DIET which, at present located at Gangtok, has a long history. It was established as Teachers Training Institute (TTI) just 3 years after the formation of Directorate (1954) by the Maharaja of Sikkim. The Existing DIET which was established in the year 1957 as Teachers Training Institute (TTI) at Temi School, South Sikkim was later on shifted to Pelling in West District of Sikkim and finally it was shifted to Gangtok and upgraded as DIET in the year 1989-90.

**Manpower of Existing DIET:**

Principal	Teaching Staff		Non- Teaching Staff	
	Subject Expert	Physical Education Instructor	Grade III	Grade IV
1	8	1	7	5

Since 1998-2003, this DIET was running one year in-service Training programme for primary teachers who did not have professional qualification. Presently DIET, is offering two year pre-service teachers education for the elementary stage.

Apart from the regular pre-service teacher education for elementary stage, DIET also undertakes the following training programmes:

1. Prepare in-service training package for primary teachers.
2. Conduct training programme for DRGs/BRPs identified by the District Project Offices of all four district of the state, who in turn conduct training to in-service primary teachers in respective districts and blocks in 20-day in-service teachers training mode.
3. Organize content enrichment training programme for in-service primary teachers teaching English, EVS and Mathematics on need based as proposed by District Heads.
4. Conduct training programme for BRCs and CRCs as per the demand of the District Head like classroom observation/monitoring and supervision.
5. Development of textbook for monastic school.
6. Orientation programme for heads of primary school
7. Undertake academic inspection of schools.
8. 40 days orientation/training for school mothers
9. Training on philosophy and goal of SSA
10. Training for community ownership of educational institutions

**DIET also provides following supports to SSA as and when needed:**

1. Providing academic support to schools
2. Curriculum and Textbook development
3. Development of state specific Monitoring Tools

The involvement of DIET especially for capacity building measures has gained momentum in these days. Principal DIET has been nominated as Distance Education Coordinator very recently.

DIET provided 10-day trainings to both trained and untrained primary teachers on pedagogy. The training was on district-wise basis taking 50 teachers each from each district. The expenditure related to this training was incurred from the state budget. In addition, the resource persons from DIET/SIE acted as the guest resource person and monitoring agency during the in-service teachers' trainings conducted in the districts under SSA.

**Emerging issues and strategies for strengthening DIET in 2009-10:**

The following are the issues related to strengthening of DIET in Sikkim:

- Shortage of Resource Persons.
- Both DIET and SIE has no Resource Person pertaining to ICT/CAL.

Strategies:

- Appointment of sufficient number of RPs in DIET.
- Capacity building of existing RPs on ICT/CAL

**Resource Groups & Subject Expert Forums**

The State has attempted to strengthen its academic resource groups at different levels. The following table indicates the structure of these resource groups and their major activities.

**Information about Resource Groups at different levels**

Sl. No.	Resource Groups (RGs)	Whether constituted (how many)	Number of members per RG	Number of meetings held this year	3 Key activities undertaken by the Resource Groups this year
1.	State Resource Group (SRG)	Yes-1	6	3	<ul style="list-style-type: none"> <li>• Conducted Trainings of teachers.</li> <li>• Monitoring and supervision</li> <li>• Conducted Research activity on Teachers' Absenteeism</li> </ul>
2.	District Resource Groups (DRGs)	Yes-4	5 - 6	3	<ul style="list-style-type: none"> <li>• Conducted Trainings of teachers.</li> <li>• Monitoring and supervision</li> <li>• Conducted Research activity on Teachers' Absenteeism</li> <li>• District specific research studies</li> </ul>

Sl. No.	Resource Groups (RGs)	Whether constituted (how many)	Number of members per RG	Number of meetings held this year	3 Key activities undertaken by the Resource Groups this year
3.	Block Resource Groups (BRGs)	Yes-9	5 - 6	3	<ul style="list-style-type: none"> <li>• Conducted Trainings of teachers.</li> <li>• Monitoring and supervision</li> </ul>
4.	Cluster Resource Groups (CRGs)	Yes-131	5 - 6	4	<ul style="list-style-type: none"> <li>• Conducted Trainings of teachers.</li> <li>• Monitoring and supervision</li> </ul>

Source: AWP & B 2009-10, SSA Sikkim

#### **Contributions of Resource Groups to quality improvement in 2008-09:**

- Monitoring and supervision of schools and provided on site supports to teachers.
- Acted as resource persons during teachers' trainings conducted under SSA.
- Conducted research activity.

#### **Plans for strengthening Resource Groups in 2009-10:**

- Capacity building of RGs would be stepped up amalgamating the capacity building programme of BRCCs and CRCCs
- RGs at various levels are proposed to deputation for exposure trips.
- The State has also planned to constitute subject-wise Resource Groups at different levels for Language, Maths and Science for effective implementation of the Learning Enhancement Programme in 2009-10

#### **Nature of convergence & collaboration among different academic institutions (SCERT, DIETs, BRC/CRCs, etc)**

The SIE and DIET in Sikkim always work in collaboration to compensate the shortage of resource persons. They jointly develop training modules, conduct trainings and pay panel visits to schools. However, the BRCs and CRCs are the teacher support groups of lower level who work as per the direction of SIE/DIET. The SIE/DIET provide supports to BRCCs/CRCCs as and when they needs supports.

**Information about SIEMAT:** Sikkim has no SIEMAT.

#### **Public Private Partnerships (PPP) for quality improvement:**

Computer education when it was first initiated in the state on PPP basis involved ACES INFOTECH, Kolkata for four years i.e. 2004-05 to 2007-08.

The state also runs EGS centres involving NGOs in all the districts. Previously it was run by involving five local NGOs. The district-wise involvement of NGOs to-run the EGS centres of the state is as under:

East	West	North	South
1. Vidhya Bharati	1. Agrigaon Samaj	1. Mutanchi Rong Tarjum	1. Mila Samaj Sewa Samiti 2. Tista Tendong Club 3. Himalayan Educational Society

- **Quality management for quality assurance:**

**Nature of mechanisms for Quality monitoring in the State at different levels**

The only mechanism devised by the state so far is 'Quality Monitoring Formats' which are being implemented in the state. Some of the districts are also administering Teachers' performance appraisal very recently. In addition, the districts collect yearly pass percentage of students of Class V and VIII including the children securing more than 60% through DISE survey. The state is also conducting research studies on different issues identified on quality management.

**Findings of Quality Monitoring Tools:**

**Observations on STLF-I (a): Curriculum and TLMs**

- curriculum has been revised in the State of Sikkim in the year 2006, on the basis of NCF-2005.
- every teacher and every school has a copy of syllabus. State may take steps to develop some additional reading materials for students and may also prepare the required manuals/ handbooks for the teachers, which certainly have direct implications on quality improvement. Further, NCERT's Source Books on Assessment may also be of great significance in this regard.
- No information has been provided on the aspect of distribution and utilization of TLM Grants
- It is also appreciated that DPOs and DIET Gangtok (East) are working in tandem for the effective monitoring and implementation of SSA.
- SPO has not supplied any information on identification of good BRCCs and CRCCs in the State. The State must be able to identify which BRCCs and CRCCs are good performers and which are not-so-good performers as this will strengthen the system, which will further motivate them to perform better. Steps may be taken with regard to specify their roles and providing them the needed support.
- It is appreciated that action research projects are being undertaken by the State. The findings and innovative features are also disseminated and used for improving the programmes and activities.
- It is good to note that SPO Sikkim has classified the districts on the basis of level of community participation and is also chalking-out plans for further enhancement of its level. However, the following steps may also be undertaken:
  - *Awareness campaigns for community leaders and members*
  - *Keeping a watch on the performance of the schools for the effective functioning*
  - *Sharing the information on various developmental aspects with parents including the progress of children*

- *Various resource groups and monitoring teams may also be constituted for greater participation, better coordination and effective monitoring.*

#### **Observations on STLF-I (b): In-service Teacher Training**

- gap between the planned and achieved targets of teachers training. All the training programmes should be based on the actual needs of teachers and prevalent classroom problems. Through trainings, the teachers should be empowered in the latest teaching techniques, participatory classroom processes and assessment procedures. SPO may involve various agencies to ensure that regular follow-up activities are also conducted. School visits may be undertaken to identify training needs as well as for ascertaining the extent to which the competencies acquired during training programmes are being actually used in the classrooms.
- It is noted with appreciation that 65 Key Resource Persons have been trained, who are further providing training to other RPs in a cascade manner.
- In the State of Sikkim, the constitution of SRG is under process which may be constituted at the earliest.

**The above findings and suggestions should be properly utilized for enhancing quality interventions.**

#### **Performance Tracking through Performance Indicators for teachers and trainers**

The state has the plan to categorize the teachers in both the categories on the basis of the Teachers Performance Standards prescribed by ADEPTS in this plan period. However, the detail activities are yet to devise in the state. Further, the tools to track the teachers performance is yet to be devised.

The State has planned to constitute a Core Group for implementation of ADEPTS, consisting of SIE, DIET and District personnel. A workshop will be held in the beginning of June 2009 for finalization of the performance indicators for teachers and BRC/CRC personnel, as well as tools for implementation. The indicators will be implemented by August 2009, and progress against these performance indicators will be tracked every 3 months.

**Observation: It is a matter of concern that the State had committed to implement these performance indicators last year but has still not implemented them. The State must ensure to identify and implement performance indicators for both teachers and trainers at the earliest, and use these for regularly tracking and enhancing performance levels of teachers and trainers. Along with the indicators, the State should also design tools for implementation, which can be used to assess performance levels both by teachers themselves, and by BRC/CRC personnel. There should also be some follow-up action steps that teachers can undertake in order to improve their performance level against each indicator. Progress in performance levels must be reported to MHRD every 6 months.**

**Calendar of Quality Interventions in 2009-10**

Month	Activity	Level	Persons to be called
May	Development of Special Classroom Observation Formats for monitoring classroom processes		
July	Preparation of module on activity-based language, Mathematics and science pedagogy	State	All concerned faculties from SIE/DIET, experienced teachers and experts from NCERT/TSG
	Workshop for development of relevant Mathematics Kits and Science kits	State	Faculties of Mathematics and Science from SIE/DIET, experienced teachers and experts from NCERT/TSG
	Workshop for designing graded reading materials	State	Faculties of language from SIE/DIET, experienced teachers and experts from NCERT/TSG –
Aug	Capacity Building of the Resource Persons, BRCCs and CRCCs for effective use mathematics kits in classroom processes	District	Faculties of Mathematics from SIE/DIET and experienced teachers
	Capacity building of Resource Persons/Master Trainers by above Resource Persons on effective language pedagogy and use of graded reading materials in language classes under LEP	District	SIE language Coordinator, language lecturers from DIET, and experienced language teachers –
	Capacity building of Resource Persons/Master Trainers by Key Resource Persons through providing necessary training in effective science pedagogy and use of science kits developed under LEP	District	SIE Science Coordinator, Science lecturers from DIET, and experienced language teachers
December	Teacher Training, demonstration by the resource persons and use of Mathematics kits by participants in nearby schools for hands-on practice	Block	Resource persons and Master Trainers and concerned faculties from SIE and DIET monitors the programme
January	Orientation of teachers for developing low-cost TLMs for language, Mathematics and Science.	Block	Resource persons and Master Trainers and concerned faculties from SIE and DIET monitors the programme
	Teacher Training on use of graded materials and TLMs in language classes	Block	Resource persons and Master Trainers and concerned faculties from SIE and DIET monitors the programme
	Hands-on Training of Teachers on activity-based Science learning using science kits	Block	Resource persons and Master Trainers and concerned faculties from SIE and DIET monitors the programme

**(IV) SIEMAT**

There is no SIEMAT in the state.

**(V) IED Inclusive Education**

In the year 2008-09, the State has identified 815 CWSN and the total budget provided to the State for the intervention was Rs. 9.78 lakhs.

**Progress in 2008-09**

- 100% CWSN enrolled
- 1 NGO involved
- 48 CWSN provided with aids and appliances
- 2 resource teachers appointed
- 62 (5.42%) schools provided with ramps and handrails.

**District wise Progress in IE**

Sl No	Name of the District	No of CWSN identified/enrolled in schools	No of CWSN provided aids & appliances	No of NGOs involved	No of resource teacher appointed
1	East	198	08		01
2	West	196	06		00
3	North	147	19		00
4	South	274	15		01
	<b>State</b>	<b>815</b>	<b>48</b>	<b>01</b>	<b>02</b>

**Financial Progress in IE**

Sl no	Activities	Phy	Fin	Phy	Fin
1	Resource Teachers Salary	4	1.44	2	0.60
2	Assessments camp	9	1.8	4	2.3
3	Provision of Aids & appliances	200	2.00	48	00
4	NGO involment	2	0.20	1	0.10
5	5day training	100	1.5		
6	Ramps in existing school (10 from each district)	40	2.4	40	2.4
	Workshops at the Stae level	1	0.44		
7	<b>Total</b>		<b>9.78</b>		<b>5.40 (55.21%)</b>

**Number of CWSN Identified in 2009-10**

The State has identified 965 CWSN (shown below), out of a total child population of 112019 which is 0.86% of the total child population

Sl. no	Categories	East	West	North	South	Total
1	Visually impaired	19	55	13	56	143
2	Hearing impaired	55	26	08	93	182
3	Mentally retarded	30	09	01	95	135
4	Orthopedically handicapped	57	35	05	62	159



5	Multiple disabilities	0	09	0	0	09
6	Cerebral palsy	0	0	0	12	12
7	Speech impaired	43	44	15	24	126
8	Other	100	5	5	89	199
Total		304	183	47	431	965

Source: HHS 2008

#### Expenditure of Sikkim in IE since 2007-08

Year	Outlay	Exp	% Exp
2007-08	5.92 lakh	0.00 lakh	0.00%
2008-09	9.78 lakh	5.40 lakh	55.21%

#### District- Wise coverage of CWSN

Sl no	District Name	No of CWSN Identified	%CWSN against child pop	No. of CWSN enrolled in schools	No.of CWSN proposed to cover through EGS/AIE	No of CWSN Proposed to covered through HBE
1	East	304	0.63	197	00	107
2	West	183	0.63	183	00	00
3	North	47	0.61	47	00	00
4	South	431	1.62	278	00	153
	State	965	0.86	705	00	260

The focus of this year on IE would be on the following:

- Involvement of NGOs;
- Conduct of medical camps to identify the degree of disability;
- Provision of aids and appliances
- Appointment of resource teachers

#### Plan for 2009-10

Sl. No	Activities	Phy	Unit Cost	Finance
1	Appointment of Resource teachers for 9 months	4	0.10	4.80
2	Assessment Camps	4	0.20	0.80
3	Provision of aids and appliances	50	0.010	0.50
4	5 Days teachers training	60	0.001	0.30
5	NGO involvement	2	0.10	0.20
6	Transport / escort allowances for 10 months	72	0.001	0.75

7	Ramps in existing schools	20	0.06	1.20
8	1 day training for different abled children parents	500	0.0010	0.50
9	Remedial coaching for children with learning and low vision	200	0.0025	0.50
10	3-Day Workshop for the preparation of training module	20	0.10	0.10
				<b>9.65</b>

**Recommendation:**

The Appraisal Team recommends a total of Rs. 9.65 lakh/- for 965 CWSN @ Rs. 1000/- per child. The State has to meet the following conditions:

- Appointment of resource teachers should be done by July 2009 and they should start working in the field by October 2008
- The State should endeavour to expedite its expenditure on IE.
- Conduct training of teachers with the help of Spastic Society of Sikkim
- Conduct a planning workshop on IE by August 2009
- The State should also include barrier free guidelines, evaluation guidelines of CWSN as well as the assessment guidelines in the training programmes for teachers. These guidelines have already been framed at the national level and circulated to all the States.

**(VI) Innovative Activities**

**Innovations**

**ECCE**

**Progress:**

**Table 1: Shows the details of the achievement during 2007-08 and 2008-09**

Years	Approved		Achieved	
	Phy	Fin	Phy	Fin
<b>2007-08</b>	122	128.00	122	62.76
<b>2008-09</b>	122	60.0	122	62.00

In Sikkim, Early Childhood Care and Education covers the children attending Monastic schools, Nursery schools, ICDS and Pre-primary classes of Government schools. The expenditure of salary of school mothers are born under ECCE. During 2007-08 and 2008-09 a sum of Rs. 128.00 lacs and 60.0 lacs were sanctioned, respectively to meet the salaries for 122 school Mothers every year. In 2007-08 against the sanction of Rs. 128.00 lacs, a sum of Rs. 62.76 lacs was incurred. While in 2008-09 against sanction of Rs. 60.0 lacs, a sum of Rs. 62.00 lac was spent for the similar activity.

**Table 2: Shows District wise Physical in view of School Mothers and Financial achievement during 2008-09**

Approved in 2008-09			Achieved in 2008-09	
District	Phy	Fin	Phy	Fin
East	20	15.0	20	12.00
West	29	15.0	29	17.4
South	37	15.0	37	17.6
North	36	15.0	36	15.00
State	122	60.0	122	62.00

For the year 2008-09, PAB has approved Rs. 15 lacs for Each District under ECCE. However, West and South District spent more than the sanctioned amount. Therefore, they had to re-appropriate Rs. 2.40 lacs and Rs. 2.60 lacs, respectively from the sub-intervention to meet up the salary of Pre-Primary Teachers under their Districts.

**Proposal:**

There are 988 ICDS centres in the State. The State proposed to supply of play materials to 50% of ICDS centres and also proposed to give training to 100 ICDS supervisors. The physical & financial implication is given as under:

Sl.	Activities	Unit cost	Physical	Financial
1	Play materials	500	600	30,0000
2	Training of supervisors	500	100	50,000
<b>Total</b>			<b>700</b>	<b>3,50,000</b>

Moreover, the appraisal team was informed by the SPD and State representative that the above proposed activities are proposed in addition to the major activity similar to the last year i.e. salary of school Mothers. So, the total amount they require for the activities during 2009-10 is a sum of Rs. 73.00 lacs.

**Expected Outcomes:**

1. The prime importance is being given as Early Childhood Care is the foundation stage in the educational development of the Child.
2. As Early Childhood Care leads finally to the care of the Nation, all the efforts are lead emphasis as far as practicable and possible.
3. As per the opinion of the many psychologists, truest care and implementation of ECCE in the early childhood stage can lead to the development of IQ of the Children.
4. The efforts taken in this stage of children can surely motivate and activate the children in their future school days.

• **Monitoring Mechanism**

SPO, DPO, BRCC, CRCC and SMCs

### Recommendations:

The appraisal team recommends that the State must seek for another alternative, except SSA for raising fund or can re-appropriate the additional amount from the sub-intervention of SSA to meet up the salary of school Mothers, so that the amount provided under ECCE could be utilized for some intervention activities for quality enhancement in ECCE centres. State should also conduct joint trainings of Anganwadi supervisors, AWWs, primary school teachers and health workers for convergent understanding of benefits of pre-school for primary school enrolments. The State should also step up for convergence with Social Welfare Department in this regard. **The appraisal team recommends a sum of Rs. 60.00 lacs (Rs. 15.00 lac per District).** But the State should come up with fresh proposal with specific action plan, time line and clear out come indicators, as these information are not clearly provided and are unsatisfactory too.

There is excess expenditure under ECCE as Sikkim has provided 122 SMs( Presently known as Pre Pry Teacher) for the support of ECCE which requires more than Rs 73 Lacs per year as salary against entitlement of Rs 60.00 Lacs. **PAB has to take a decision on the issue.**

### Girls' Education:

#### Progress against girls education activities during 2008--09

S.No	Districts	Girls education				
		Financial		Physical		
		Funds sanctioned during PAB 2008-09	Funds utilised	Target (No. of children)	Innovative Activities undertaken	Coverage
	East	8.45	1.23	1000	Remedial coaching for 492 SC/ST Girl Children.	492
	West	0.98	0.00	245	NA	
	North	0.00	0.00	000	NA	
	South	0.00	0.00	000	NA	
	State	9.43	0.00	1245	NA	

#### Reasons for not conducting activities approved by PAB for 2008-09:

The state has submitted the reasons:

1. Due to late receipt of fund
2. As there is no gender disparity it was decided to accord priority to other activities.

#### District wise flash Statistics on education indicators among Girls education children age 6-14 years:

**SHARE(%) OF GIRL ENROLMENT AT PRY LEVEL.**

District Name	2004-05		2005-06		2006-07		2007-08		2008-09	
	% Share of Girls in Enrl	G. Gap in Enrl	% Share of Girls in Enrl	G. Gap in Enrl	% Share of Girls in Enrl	G. Gap in Enrl	% Share of Girls in Enrl	G. Gap in Enrl	% Share of Girls in Enrl	G. Gap in Enrl
East	50.9		51.07		50.53		50.28		50.26	
West	50.05		50.05		47.42		49.7		49.67	
North	47.36		50.95		47.92		48.06		48.40	
South	49.26		50.50		49.66		49.05		49.25	
<b>TOTAL</b>	<b>50.02</b>		<b>50.67</b>		<b>49.42</b>		<b>49.67</b>		<b>49.73</b>	

**SHARE (%) OF GIRL ENROLMENT AT UPPER PRY LEVEL.**

District Name	2004-05		2005-06		2006-07		2007-08		2008-09	
	% Share of Girls in Enrl	G. Gap in Enrl	% Share of Girls in Enrl	G. Gap in Enrl	% Share of Girls in Enrl	G. Gap in Enrl	% Share of Girls in Enrl	G. Gap in Enrl	% Share of Girls in Enrl	G. Gap in Enrl
East	53.75		53.76		52.72		54.13		53.92	
West	53.89		53.49		53.49		50.67		49.78	
North	53.19		54.98		54.52		52.78		51.28	
South	52.70		52.71		54.31		54.30		54.28	
<b>TOTAL</b>	<b>54.25</b>		<b>53.49</b>		<b>53.37</b>		<b>53.34</b>		<b>52.93</b>	

**Observation:**

At primary level the share of girls enrolment is 49.73%and at upper primary level it is 52.93%. the state has not incurred maximum expenditure and provides reason that the state was engaged in other priority interventions therefore has not taken the activities approved under this head.

**SC/ST:**

To attract SC/ ST children state was sanctioned to open residential hostel for children. 8000 children who are low achievers would be beneficiaries of this innovation.

**District wise Progress against SC/ST Innovation activities during 2008—09**

S.No	Districts	SC/ST				
		Financial		Physical		
		Funds sanctioned during PAB 2008-09	Funds utilised	Target (No. of children)	Innovative Activities undertaken	Coverage
1	East	15.00	7.80	2000	Distribution of green board	

S.No	Districts	SC/ST				
		Financial		Physical		
		Funds sanctioned during PAB 2008-09	Funds utilised	Target (No. of children)	Innovative Activities undertaken	Coverage
2	West	8.77	6.33	1000	Distribution of green board	
3	North	15.00	6.35	4000	Distribution of Green Board and payment of School mother salary	
4	South	15.00	4.22	1000	Distribution of Green Board	
<b>STATE</b>		<b>53.77</b>	<b>10.57</b>	<b>8000</b>		

**Reasons for not conducting activities approved by PAB for 2008-09:**

1. Since the state had the plan to cover the SC/ST children under remedial coaching for their academic improvement in the schools with high concentration these children in last AWP&B. However the most of the schools with high concentration of SC/ST children were covered from the component remedial teaching. So to avoid the duplicacy the fund allocated in this intervention remained unutilized.
2. Slow flow of fund hindering the execution of planed activities.

**Proposal**

**District wise Activities proposed during 2009-10 under SC/ST Innovation**

S.No	Districts	SC/ST		
		Funds proposed during PAB 2009-10	Innovative Activities proposed	Target (No. of children)
1	East	16.90	Remedial coaching for weak SC/ST students	2000
2	West	8.45	Remedial coaching for weak SC/ST students	1000
3	North	4.65	Remedial coaching for weak SC/ST students	550
4	South	8.45	Remedial coaching for weak SC/ST students	1000
<b>State</b>		<b>38.45</b>	<b>Remedial coaching for weak SC/ST students</b>	<b>4550</b>

**Detail of Innovative strategies:**

- **Objective of activities:**
  1. To reduce drop out and failure rate among SC/ST students.
  2. To enhance the achievement level of SC/ST students at elementary level.

### 3. Strategies proposed

1. To conduct remedial coaching for academically weak SC/ST students who have scored 33% in Maths, English and EVS. Of class V-VIII

### 3.1 Financial breakup/ Implication with time frame work

Rs. 845/- per child & remedial coaching will be given before or after school hours.

### 3.2 Monitoring Mechanism

SPO, DPO, BRCC, CRCC and SMCs

### 3.3 Outcomes

To achieve 100% pass results thereby resulting in 100% retention.

### Financial implications:

The state will undertake the activity after first terminal examination. The students scoring below 33% marks in Maths, English and EVS would be imparted remedial coaching. The classes would be after and before school hours by the same concerned teacher. The state is advised to design module and conduct study after second terminal examination taking first terminal examination results as base line. The appraisal team recommends the activities under this intervention but would recommend the financial requirement would be Rs45.00 lakhs (No. of Students\*Rs.250 \*3months)

### (VI) NPECEL and KGBV

There is no NPECEL or KGBV in the state.

### (VII) Nature of research and action research (REMS):

The research studies conducted by the state on quality management so far are as under:

- Assessment Study on School Performance in 2006-07. (South District – Under SSA)
- Reasons of failure and repetition at primary level in government schools of South District of Sikkim in 2007-08 (South District – Under SSA)
- Low achievement level of students in mathematics, Science and English in Class V in June 2008 (West District – under SSA)
- Impact of MDM Scheme on retention of Children at Primary Level in 2008 (West District - SSA)
- Teachers Absentecism in 2008 (State level)

### **Findings of Study on Student & Teachers Attendance**

Pupils' attendance	Primary Level: 94.70 Upper Primary level: 94.45  Student Attendance level at primary and at upper primary: (Source: School Report Cards)
Teachers' attendance	Primary Level: 80.26 Upper Primary level: 84.96

Teacher Attendance level at primary and upper primary: (Source: Study on Teachers Absenteeism)
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Source: AWP & B 2009-10, SSA Sikkim

The state has not conducted the research studies specifically on students' attendance. However, West District has conducted the Impact of MDM Schemes on retention of children. Regarding the Teachers' Attendance, the state has recently completed the research on teachers' Absenteeism. The major findings of the study are as under:

- Number of teaching days lost at Upper primary level is higher to 22.75 and 22.91 for male and female teachers in comparison to 14.20 and 14.56 at primary level
- Women teachers spent fewer days on duty away from school but took more leave for personal reasons. It may be noticed that days of medical leave and casual leave taken by women were 14.65 days in comparison to 10.60 days leave taken by men.
- Over all about 82% of the teachers were present in schools with 59% were teaching as per observations during the visit.
- About 1.67% of teachers were found absent without intimation. More male teachers (2.28%) were absent without intimation than women teachers (0.70%).

#### **Proposal for REMS activities in 2009-10:**

The state is conducting monitoring, supervision and evaluation by integrating all the officials of the department. However, State Project Office wishes to strengthen the system by providing training to supervisory officers on techniques of conducting monitoring, supervision and evaluation.

- Need assessment of teachers and involvement of School heads in the assessment programme ;
- Identification of difficulties faced by the teachers in teaching different subjects at the elementary level to make the training programme more specific and need based ;
- Identification of level of teachers as per Teachers Performance Standards evolved by ADEPTS .

#### ***Strategies***

Identification of actual problems hindering the academic processes of individual school is focus area for the state at present. the State Planning Team decided to make the supervisory officers of the district more child – centered and outcome oriented providing avenues to conduct case studies at their respective jurisdiction. This sort of studies will certainly make them more specific towards their targets .

- Conduct of different case studies ;
- Identification of different focus areas of school specific inspection and publication of booklets on the subject to make common understanding on the issues of school inspection .
- Conduct research study to identify the difficulties faced by teachers in teaching different subjects and conduct need based training to solve difficulties . (Performance Appraisal )
- Conduct research study to identify the level of teachers as per Teachers Performance Standards evolved by ADEPTS .
- Baseline Survey of Students' Learning Achievement for all children in the State from Classes I to VIII in English, Mathematics, Science and EVS/Social Science. (To be completed by Oct 2009)



- Study on Time on Task of Teachers and Students (to be initiated in May 2009)
- Study on Students' Absenteeism covering all Schools of district
- Allotment of monitoring one vehicle each for DPOs and SPO from Management Cost .

The State has proposed a budget of Rs. 14.86 lakhs at the rate of Rs. 1300 per school for 1143 schools.

**Activities proposed under REMS in 2009-10**

S. No	Activities	Financial
<b>State Level</b>		
<b>1</b>	<b>Research &amp; Evaluation</b>	
1.1	Baseline Assessment Survey of learning achievement of all children in elementary system	1.00
1.2	Study on Time on Task of Teachers and Students	1.00
	<i>Subtotal</i>	2.00
<b>2</b>	<b>Supervision &amp; Monitoring</b>	
2.1	DISE Survey	1.00
2.2	Use of TLMS by teachers in the school & its effectiveness	0.50
2.3	Impact Assessment of Trainings	0.50
	<i>Subtotal</i>	2.00
	<i>Total</i>	4.00
<b>District Level</b>		
<b>1</b>	<b>Research &amp; Evaluation</b>	
1.1	Baseline Assessment Survey	4.00
1.2	Students' Absenteeism covering all Schools of district	1.00
1.3	DISE Survey	3.00
	<i>Subtotal</i>	8.00
<b>2</b>	<b>Supervision &amp; Monitoring</b>	
2.1	Use of TLMS by teachers in the school	1.43
2.2	Impact Assessment of Trainings	1.43
	<i>Subtotal</i>	2.86
	<i>Total</i>	4.86
	<i>Grand Total</i>	14.86

	State level @ Rs. 350 per school	District level @ Rs 950 per school
<b>Research &amp; evaluation</b>	Total budget: 2.00 lacs Rate per school: Rs. 175	Total budget: 8.00 lacs Rate per school: Rs. 700
<b>Monitoring &amp; Supervision</b>	Total budget: 2.00 lacs Rate per school: Rs. 175	Total budget: 2.86 lacs Rate per school: Rs. 250
<b>Total</b>	4.00 lacs	10.86 lacs

**Recommendation:** The Appraisal Team recommends the above proposal for REMS activities for PAB approval.

**(IX) Community Mobilization**

**Progress in 2008-09**

PAB Approval (2008-09)		Achievement		Percentage %	
Phy	Fin	Phy	Fin	Phy	Fin
4014	2.41	3922	1.76	97.71%	73.03%

### **Activities undertaken by State under Community Mobilization 2008-09**

The state provided trainings both from SSA and Rural management and development Department. Members of the Panchayat sane members of School Managing Committees were provided training on different aspects of school management in convergence with the Rural management and development Department, Government of Sikkim. The communities were trained at individual school level regarding the community monitoring.

### **Linkages with PRI institution**

The Panchayat Manual specifically writes about the execution maintenance work of the schools up to 3. lakhs per financial year. It is also mentioned in the manual that the panchayat are entitled to pay the visits to the schools which fall under their respective jurisdiction. The panchayat has not been empowered to execute the Civil Works sanctioned under SSA. However, the standing committee like School managing Committee which is mandatory headed by panchayats has given full authority to look after all the civil works sanctioned SSA.

### **Steps taken to mobilize special focus group such as SC/ST/Minority and other backward marginalized communities.**

The state has no disparity on the basis of community in participation of children in the school system. On the contrary, it has been found that the SC/ST children has better than the general children. However, it has been found out that some of the pockets resided by Lepcha and Limboo community are rather backward in enrolling the children in the schools. Theses pockets were declared as the special focus village and extra activities on community mobilization is being done to achieve UEE

### **Significant steps taken in the State with the involvement of community members for the following aspects**

#### **a. Quality education**

The state reported that every school in the state has school managing committee and mother teachers association. Though the state has not notified to constitute PTAs in the schools, the schools are conducting parent-teachers meeting every year to ensure parents involvement in quality education. The community is also involved in the school level annual plan formulation of SSA though the plans are not more than the infrastructural demands. Some of the schools are engaging parents to develop TLMs using locally available materials.

#### **b. Teacher attendance**

Though the panchayats are given powers to monitor the teachers' attendance, the provision is not been found fruitful as the Panchayat members less are educated than the teachers in the school barring some of the villages with qualified panchayats.

#### **c. Student attendance**

The MTA and the community are also involved in activities to ensure children's regularities in schools. Many of the schools have acquired tremendous improvement in students' regularities involving parents/community. The MTAs are specifically empowered monitor the quality MDM being served in the school

#### **d. Out of School children, drop outs**

The villages with high out of school children are identified every year and declared as special focus villages. These villages are taken special care in respect of children's

participation in the school. The cluster coordinators and panchayats of these villages are given strict instruction to ensure enrolment of out of school children in the school system.

**e. Monitoring mechanism of SMC/MTA for management of the Schools.**

The schools of Sikkim has only school level committee called School Managing Committees headed by panchayats as mentioned above. Though this committee has no special powers to write ACRs teachers, terminate them or issue transfer order, they recommend to the transfers of erring teachers as punishment.

**f. Girls education, SC/ST/Minorities, other marginalized section.**

As mentioned the state has no specific gender or social disparities regarding schooling of the children. However, the location of the villages have certain impact on children's participation in the schooling processes. As mentioned above, these villages are taken as special focus villages.

**g. Involvement of Community in Planning process.**

As SSA encourages decentralized form of planning, the planning team at the village level constituted members of SMCs, PRI members, Representatives of BRC levels, NGOs and Women representatives. SSA assigns importance to the participatory planning process at the grassroot level. Therefore in the State Micro level planning process have been delegated to the panchayati Raj Institutions along with the SMCs in order to implement the SSA Activities at the habitation level.

**Proposal for 2009-10 -**

**1. Community Training**

Target 2009-10(Recommended)	
Phy	Fin
5611	3.36

**Activities Planned for 2009-10**

The following are the proposed activities for 2009-10:

- Conduct community mobilization camps in the villages with maximum out of school children and low attendance rate of the children.
- The mobilization camps are also proposed to conduct in the villages with maximum low achievers
- Conduct workshops to develop tools for the parents to assess their children' achievements
- Conduct trainings for community on community monitoring
- State has planned to develop a Community training manual:-

**Programmes Planned to Empower Community :**

**a) Meetings and Camps**

The State has the planned to conduct high level meetings to formulate the parameters of monitoring the school activities which are to be handed over to the communities. This will be done to bridge the gaps if any in respect of gender and community. It has been planned to organize mobilization camps in the Special focus group areas to motivate them and make them understand the importance of quality education.

**b) Teacher attendance**

The SMC are hardly focusing on the attendance of teachers in their school level activities. Now, the state has the plan to train SMC to monitor the attendance of teachers in schools on the basis of devised parameters .cited above in Sl. No. 4.

**c) Student attendance**

It is found out during school visits that SMCs are focusing maximum on students' regularities and the results is really encouraging. However, the state plan to enhance the processes through devising strategies like door to door visits of SMC members, teachers and if necessary head teachers.

**d) Out of School children, drop outs**

The out of school children now with the state are all hard to reach groups from the floating population like NHPC laborers. So the state propose the plan to enroll these children even in the mid of the sessions in the schools available near to their worksite.

**e) Monitoring mechanism of SMC/MTA for management of the Schools.**

Since the SMC members also include head teachers as member secretary, the pedagogical aspects of the school will be monitored by the school heads. The monitoring of students' attendance and teachers attendance is planed to hand to the panchayats and SMCs.

**f) Girls education, SC/ST/Minorities, other marginalized section.**

The education of girls, SC/ST/minorities or other marginalized section will be taken care of by mobilizing the community duly identifying the villages with that particular issues.

**Topics/Agenda of the Community trainings programme for 2009-10**

The following are the agendas for community training in 2009-10:

- Monitoring of Students' and teachers regularities (Community monitoring)
- Enrolment of out of school children
- Assessment of students' achievement at home
- Issues on quality
- civil works
- Monitoring of MDM
- Strengthening the rapport between the teachers and community members.

**Programme schedule of Community mobilization activities with time frame.**

Activity	Apr' 09	May' 09	Jun' 09	Jul' 09	Aug' 09	Sept' 09	Oct' 09	Nov' 09	Dec' 09	Jan' 10	Feb' 10	Mar' 10
Preparation of tools to assess students' achievements by parents/SMC		*										
Mobilization camps in the village with high OoSCs		*		*	*	*						
Bifurcation of areas for the communities to monitor			*									
Training for the PRIs and SMCs/community on the administration of tools and monitoring activities				*	*	*	*	*	*	*	*	*

### Observation and Recommendations

It was observed in the State plan that the powers have been delegated to the Panchayati Raj Institutions (PRIs) along with the School Managing Committee (SMC) in order to make implementation of Sarva Shiksha Abhiyan (SSA) more effective. The whole State has been divided in to 607 revenue blocks, 909 ward Panchayat and 866 villages .The state has planned to develop a training modules to train the community leaders in the current year State has provided a programme schedule with clear timeframe..It was observed in the plan that community has played an important role during the planning process. State should develop the capacity of these Committees including the PRI members through different activities, trainings and orientations especially in monitoring the quality aspects of the programme.

Appraisal team recommends the proposal.

### (X) \_ Computer Aided Learning (CAL)

1. *Programme started during* : 2004-05

2. *Mode of implementation* : *BOOT/SSA*

#### 3. *Achievement before 2008 - 09*

- a. Schools covered : 110
- b. Students benefited : 7653
- c. Teachers trained : 503
- d. Systems provided : 750
- e. Content CDs available

Subjects	Classes
Computer Literacy	IV- VIII

#### 4. *Progress during 2008-09*

##### a. *Physical Progress-*

PAB Approval (Schools to cover)	Achievement As on 31 <sup>st</sup> Jan 09	% Achievement
70	70	100

##### b. *Financial Progress -*

PAB Approval	Achievement As on 31 <sup>st</sup> Jan 09	% Achievement
199.90	102.36	51.20%

c. Number of Beneficiaries : 5250

d. Activities in 2008 – 09 (Row 1 to 4 Fresh Activities, Row 5 Recurring Activities)

Sl. No.	Activities	Details	Achievement	
			Phy	Fin
1.	<b>Infrastructure</b> • IT Infrastructure (PC, Printers, IT peripherals) - • Non IT Infrastructure (Ceiling, Flooring, Electrification, Computer Table, Chair)	Each school has been provided with 5 multimedia desktop PCs & necessary equipments - Computer tables and chairs & Electrifications for 66 schools	70	102.36
2.	<b>Teacher Training under CAL</b>	6-day training for teachers		
3.	<b>Content/ Software Development</b>	Preparation and distribution of instructional materials		
4.	<b>Recurring Activities</b>			
			<b>Total</b>	<b>102.36</b>

5. Proposal for 2009-10:

a. Physical -

- No. of schools/centres to be covered during 2009-10: 26 Upper Pry. schools
- No. of beneficiaries to be covered under CAL: 1690

b. Activities in 2009 – 10 (Row 1 to 4 Fresh Activities, Row 5 Recurring Activities)

Sl. No.	Activities	Details	Target	
			Phy	Fin
1.	• <b>IT Infrastructure</b> (PC, Printers, IT peripherals)	5 multimedia desktop PCs with UPSs & one printer	26	45.00
	• <b>Non IT Infrastructure</b> (Ceiling, Flooring, Electrification, Computer Table, Chair)	Site Preparation, Networking, Computer Tables & Chairs	26	50.00
2.	<b>Teacher Training under CAL</b>	10-day teacher training for three teachers from each school including the HMs @ Rs.0.001 lacs	78	0.78
3.	<b>Content/ Software Development</b>	Provide e-teaching learning materials to all schools including the schools taken up earlier in Mathematics, Science, English, Social Science	110	20.00
4.	<b>Recurring Activities</b> • Maintenance of Infrastructure	Annual maintenance cost for computer provided earlier along with newly proposed @ Rs.0.012	110	1.32
	• Refresher Training to Teachers	10-day teacher training for three teachers from each school including the HMs @ Rs.0.001	330	3.3

	<ul style="list-style-type: none"> <li>• Support for Additional infrastructure</li> <li>• Contingency Expenditures</li> </ul>	<p>Integrated computer cum projector for use during classroom transaction process</p> <p>Contingency, stationary, documentation, workshop, meetings, monitoring and supervision</p>	5	4.50
5.	<b>Any Other Activity</b>	Honorarium to CAL lab Coordinator at CAL schools @Rs.5000/-per month for 9 months	26	11.70
6.	<b>EDUSAT</b>	As approved last year		24.75
			<b>Total</b>	<b>164.00</b>

**b. Time Frame**

Activity	Apr' 09	May' 09	Jun' 09	Jul' 09	Aug' 09	Sep' 09	Oct' 09	Nov' 09	Dec' 09	Jan' 10	Feb' 10	Mar' 10
Electrification		■										
Procurement of systems		■										
Preparation of self instructional materials			■									
Teachers Training				■								
Workshops and review meetings					■		■		■		■	■
Documentations			■		■		■		■		■	■

**7. Observation:**

Computer Aided Learning had been operational in the state since 2004 - 05 and by 2007 – 08 the state had provided the program in 110 schools benefitting a total of around 7653 students. The state have a strength of around 503 trained teachers on use of CAL resources.

**• Progress in 2008 – 09,**

1. CAL has been expanded to 70 schools.
2. Furnishing of the computer labs have been done in all schools including supply of computer tables & chairs. IT infrastructures @ 5 multimedia desktop PCs & necessary equipments have been provided to all schools.

**• In 2009 – 10, the proposed activities are,**

1. To expand CAL in to 26 new schools under BOOT model.
2. Provide IT infrastructures @ 5 multimedia desktop PCs, 5 UPSs, and one Printer to the schools including furnishing of the CAL labs.
3. Teacher Training programme for 408 teachers including the 110 schools taken earlier.
4. Provide e-teaching learning materials in subjects Science, Mathematics, English & Social studies for upper primary classes to all schools.
5. Support to existing CAL schools.

*The achievement in terms of financial expenditure in 2008 - 09 is 51.20%. As represented by the state, the reason of the less progress is because of the administrative processes. The activities of the state are limited only to the provisioning of the infrastructure.*

*It was observed that the state has overlooked qualitative aspects of the intervention like providing content CDs to schools on curriculum based hard spots, teacher's capacity building on effective use of CAL resources. The potential of Computer Aided Learning can contribute splendidly to a child's learning ability. This can be the most effective tool in enhancing the educational achievement levels of a child if used efficiently. The state's progress in the previous years doesn't reflect the states interest in using this resource. It is highly emphasized that, the state still has to explore & initiate activities for efficient & effective utilization of the CAL resources for the benefit of the students & for the expansion of this intervention on large scale. To ensure that the students are benefitted academically with such intervention, the state needs to identify, prioritize & fix the strategies particularly for,*

- Content development & delivery
- Capacity building of teachers on efficient use of CAL resources
- Effective implementation in schools
- Monitoring & evaluation

*Regarding the proposal for 2009 -10, the proposal reflects the state's interest to put together its effort in a qualitative direction for the benefit of the students.*

**8. Recommendation:**

The appraisal team recommends the proposal of the state for expanding CAL to 26 new schools. Since the proposed CAL activities amount only up to 139.25, the proposal of the state regarding the EDUSAT activities amounting 24.75 may be considered by PAB. However the appraisal team suggests that activities under this head should be detailed.

**(XI) Involvement of NGO**

- Grants-in-Aid committee has not met in the State since 2006.
- A total of five NGOs were approved by the state for various strategies under AIE during 2007-08. All these five NGOs were sanctioned by State GIAC.

**Status of NGO Involvement**

Functional Area	No. of NGOs involved in 2007-08	No. of NGOs involved in 2008-09	No. of NGOs likely to involve in 2009-10
1. IED	00	00	00
2. AIE/AS interventions	5	5	5
3. Pedagogy	00	00	00
-----			
-----			
<b>Total</b>	<b>5</b>	<b>5</b>	<b>5</b>

**Name of the NGOs involved in the state.**

- Himalyan Educationhal Society
- Milan Samaj Sewa Samiti
- Tista Tendong Club
- Vidya Bharti
- Mutanchi Lhom Aal Shezun



## Project Management

### Progress overview

The state follows structured project management for the implementation of the Project such as School Management Committee (SMC)/ Parent Teacher Associations (PTAs), Cluster Resource Centres (CRCs), Block Resource Centres (BRCs), District Project Offices (DPOs) and State Project Office (SPO).

	Post sanctioned	Post filled	Vacant
SPO	11	11	0
DPO	36	29	7
BRC (No9.)	9	9	0
CRC (No131.)	131	131	0
<b>Total</b>	<b>187</b>	<b>180</b>	<b>7</b>

The state team informs the appraisal team that the SPO and DPO office has no coordinators for functional areas such as AIE, Gender, Pedagogy and IED, etc.

The posts are on deputation or on contract basis. The persons from NGOs and other institutions have not been engaged to utilize their specialization in the project.

For capacity building SPO maintains synchronization with GOI and District level. Monthly meetings are held to review the progress and planning and to discuss strategy. Orientation programmes have been arranged for the following project staff at SMC/BRC/CRC coordinators organized by NIAR.

### Monitoring

North Bengal University, Darjeeling conducts the monitoring activities for the state.

The monitoring structure needs many modifications. The State team explained the reason for inability to perform monitoring activities as it involves high management cost. The appraisal team stress the monitoring structure should be strengthened.

### Recommendation

- There should be a separate write-up/chapter on project management giving the details of progress. Modification in strategies of management structure etc. for effective implementation of interventions.
- At DPO level there is no personnel in the accounts department which is very essential.
- There should be a quality coordinator at the SPO as well as at DPOs of all the districts.
- There should be a tribal coordinator at the SPO and DPO level of the vacant posts at different levels should be filled up.
- State has not filled up all sanctioned positions.

## MIS

- **Status of data entry in web-portal**

State Name/UT's	Year & Quarter	No. of Districts	Status of Data Entry (No. of Districts)		
			Completed	In Progress	Yet to Start
<u>Sikkim</u>	2007-08 IV Qtr	4	0	3	1
“	2008-09 1 <sup>st</sup> Qtr	4	0	4	0
“	2008-09 2 <sup>nd</sup> Qtr	4	0	4	0
“	2008-09 3 <sup>rd</sup> Qtr	4	0	2	2
“	2008-09 4 <sup>th</sup> Qtr	4	0	3	1

- **Capacity building**

Two days training were provided by inviting experts from NIC Delhi.

- **Write-up on MIS activities**

DISE reports are being collected from all four district & data are being used for all purpose even in AWP&B.

- **Calendar of activities**

Not yet maintained other than Academic Calendar for Schools

- **DISE data dissemination strategies**

1. At the first instance, after the finishing the data entry in October, districts print the verification Sheets on School Report Card and sent to respective schools. Then after the incorporation of verified information, the final School Report Cards are prepared and disseminate to schools.
2. One day training for CRC coordinator on filling up DISE data & compilation at CRC, BRC & District level every year.
3. 2At the month of June the DISE data to be distributed through CRC coordinators.

- **Data sharing**

1. The State has not yet established web portal share data. However, the DISE data are being used for the distribution of text book subsidy, Grants & other facilities on the basis of data provided by schools.
2. DISE data is also used for preparation of AWP&B.

- **Calculation of EDI at State (District-wise) and District (Block-wise) Level**  
EDI is yet not been calculated both at State and District level.

- **5 % Sample Checking**

This task is being carried out by independent agency to ensure authentication of data using the service of DIET.

- **Distribution and discussion on School Report Cards**

Every meeting of school heads discussed about the outcomes of the DISE data especially Examination Results and overage children.

- **Single/without teacher school, single classroom school, schools without toilet & drinking water, zero enrolment schools, schools with PTR/SCR > 60, schools without blackboard**
  1. No school without teacher
  2. No single classroom school
  3. No school without toilet & drinking water, zero enrolment, blackboard.
  4. No school in the state with PTR/SCR > 60.
- **Hardware/Software/Internet connection requirements**  
There is no requirement of Hardware and software but maintenance cost for the existing hardware and soft is required. Every district is covered under Internet Connection.

- **Sanctioned, existing and vacant position of staff**

#### State Level

Sl	Post	Sanctioned post	Existing
1	Junior Programmer	1	1
2	Computer Operator	2	2
	<b>Total</b>	<b>3</b>	<b>3</b>

#### District Level

Sl	Post	Sanctioned post	Existing
1	Computer Operator	4	4
	<b>Total</b>	<b>4</b>	<b>4</b>

- **Data validation plan at District/sub-district/cluster level**  
The Districts conduct DISE survey every year to validate district level data. Besides this, the districts also collect the data on school-wise placement of teachers and enrolment in the month of March every year.
- **DISE Activity Calendar**

DISE Activity calendar	
Time Period	DISE Planning
17th June 2009	Printing of DISE Format at District level
28th June 2009	Distribution of DISE formats to School
15 & 16 July 2009	Training of DCF to School heads and CRCCs at BRC Level by MIS Incharge, District Project Co-ordinators & Experts from TSG/NUEPA..
3 <sup>rd</sup> Oct 2009	Filling up of EMIS formats by Head master / Teacher ( as enrolment of 30th Sept.2009)
6 <sup>th</sup> Oct 2009	Submission of DCF at Cluster level
15-16 Oct 2009	Cluster Co-ordinator ensure that EMIS formats are filled up by all the schools and formats are received from all the schools. 5% checking of EMIS formats by Cluster Coordinators.
20 <sup>th</sup> to 26 <sup>th</sup> Oct 2009	5 % DCF will be also checked by BRC Co-ordinators.
28 <sup>th</sup> Oct 2009	After 5 % inspection of DCF by BRC. The District Project Coordinator of SSA will also be check DCF & issue a Certificate that all DCF thoroughly

	checked and signed. All DCF will be submitted at district level. Data consistency is checked at district level.
1 <sup>st</sup> to 5 <sup>th</sup> Nov. 2009	Rectification of DCF by BRCCs /CRCCs /School Level.
7 <sup>th</sup> Nov 2009	Data Entry Started by Computer Operator at District Project Office
28 <sup>th</sup> Nov 2009	Completion of Data Entry at District level.
28 <sup>th</sup> Nov – 6 <sup>th</sup> Dec 2010	Sharing of DISE Report with Sub District-official before submission of data at state level. The sharing of information with sub district level will ensure accuracy and consistency in the data.( The activities to achieve the above objectives may include: Compilation, Report Generation & Sharing of Reports with Sub District officials)
2 <sup>nd</sup> Dec 2010	Submission of Data Entry Backup CD at SPO
9 <sup>th</sup> Dec. 2010	Checking of Received Data from District & Return to District if any rectification is required.
4 <sup>th</sup> Jan 2010	Submission of Reveised Dise Data by District at Sate project office.
31 <sup>st</sup> Jan 2010	Final checking of Data to SPO & submit at GOI

### **Special Focus Districts and Minorities**

#### **Special Focus Districts**

All the four districts North, East, West, South fall under Special Focus Districts of Category C.

#### **Minority**

All the four districts of the state have been identified as Minority Concentrated districts. The State has not conducted any study to find out the number of minority children under different categories.

#### **Muslim Minority**

Since state didn't have any Muslim minority concentrated district, blocks, clusters and habitation. However, State planning team reported that the district West has minority children concentrated in some of the blocks. But, State did not provide any existing number of children, location and there is also no evidence of special planning, strategies and interventions so far developed by the State.

**The state should conduct a survey to estimate the number of children in various social groups.**

**Comment on the state's overall direction/ preparedness towards meeting the expected outcomes identified for 2009-10**

- (i) **100% access to primary schooling (or state gap and by when state intends to cover it).**  
There is 100% access in all eligible habitations at primary level. 26 habitations which are small are being covered through AIE centres.
- (ii) **Reduction of out of school children with a mandate to ensure universal enrolment during 2009-10. (If any State does not – then how many this year and balance by when).**

- (iii) **No single teacher schools and no schools without blackboards after 2008-09. (list number as per last DISE 2007-08).**

State has no single teacher school

At present the state is not adequately prepared to oversee the above interventions, since there are no specific personnel in the State Team designated to oversee quality-related interventions in a coordinated manner. Thus achievement and planning related to quality has been very poor. The Appraisal Team strongly recommends that the State must constitute a State Core Group for Quality with at least 2-3 persons at the State level and at least one person at the District level to coordinate quality-related interventions. This group can include State academics and officials from SIE and DIET, as well as experts from NCERT, TSG, and other such bodies. This is absolutely necessary to ensure effective and planned utilization of funding dedicated to quality improvement.

## Fact Sheet- 2009-10

State	: Sikkim
No. of Districts	: 04
No. of Blocks	: 09
No. of Clusters	: 115
No. of BRCs	: 25
No. of URCs	: 00
No. of villages / wards	: 793
No. of Prabhag/Wards	: 793
Total population	: 5,50,806
Literacy Rate	: 69.68%

## Child Population-

a. 6-11 years:	72639	b. 11-14 years:	39380
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% of children passing with 60%:	Boys- P : 17.84	Girls- P : 16.58
	UP: 13.22	UP : 12.63

## Educational Indicators:

Enrolment I-V			Enrolment VI - VIII			Enrolment I - VIII		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
44029	43562	87591	16238	18261	34499	60267	61823	122090

(Source: AWP&amp;B 2009-10)

	GER			NER			Dropout rate			Retention Rate (I - V)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PS	134.28	133.75	133.58	81.89	84.34	90.34	0.48	0.49	0.49	N.A.	N.A.	N.A.
UPS	85.77	92.55	89.14	47.17	51.83	62.81	1.56	1.63	1.58	N.A.	N.A.	N.A.

(Source: AWP&amp;B 2009-10)

Attendance Rate			Completion rate			Transition rate (Class V to VI)		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
98.83	94.44	94.58	73.58	74.13	84.13	74.37	76.37	75.37

(Source: AWP&amp;B 2009-10)

Out of school Children								
6-11 years			11-14 years			6-14 years		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
560	511	1071	432	407	839	992	918	1910

	Target for 2008-09	Target Achieved	Target for 2009-10
1. Coverage of Out of school children	— 1839	1109	1910
2. Dropout rate (Primary)	00	0.49	00
Dropout rate (Upper Primary)	00	1.58	00
3. Attendance rate			
(i) Student Attendance rate-Primary	100%	94.7	100%

(ii) Student Attendance rate- Upper Primary	100%	94.45	100%
<b>4. Achievement level</b>			
(i) Primary		74.39	
(ii) Upper Primary			
<b>5. UPE Index</b>			
(i) Primary			
(ii) Upper Primary			
6. Teacher Attendance Rate	100%	98%	100%
7. No of single teacher school (P)	00	000	00
8. No of single teacher school (UP)	00	00	00
9. No of schools with PTR > 50	0	0	0

### Recommendation for 2009-10

<b>New Primary schools (including upgradations)</b>					
Sanctioned till 2008-09	Opened till March 2009	Recommendation for 2009-10	Buildings completed	Teachers provided	TLE provided
57	55	4	55	110	00
<b>Up gradation of PS to UPS</b>					
Sanctioned till 2008-09	Opened till March 2009	Recommendation for 2009-10	Buildings completed	Teachers provided	TLE provided
41	40	Nil	00	120	40

<b>EGS – N.A.</b>									
Approved till 2008-09		Centers running as on March 2009		Centers to be upgraded to PS		Centres to be continued in 2009-10		Centers to be closed	
Centers	Children	Centers	Children	Centres	Children	Centres	Children	Centres	Children
		9	336	00	00	9	336	00	00

<b>Sub-District Structures functioning</b>	<b>Target for 2008-09</b>	<b>Achievement till March 2009</b>	<b>Recommendation for 2009-10</b>
No. of BRCs	9	9	00
No. of URCs	00	00	00
No. of CRCs	131	131	00
Resource persons	00	00	00

<b>Teachers under SSA</b>					
	Sanctioned till 2008-09	In position	Recommendation for 2009-10		
			Against new schools	Additional teachers	Total
PS	114	110	00	00	00
UPS	123	120	00	00	00
<b>Total</b>	237	230	00	00	00

### Teacher Training

Type of training	Progress for 2008-09				Recommendation for 2009-10
	No. of teachers		Duration (No. of day of the training)		
	Target	Achievement	Target	Achievement	
a. In service	2400	1107	20	20	1400
b. New recruits	25	00	30	00	225
c. Untrained	641	441	60	60	938
d. Others (DRG/BRG/CRG)	182	00	10	00	219
<b>Total</b>	<b>3248</b>	<b>1548</b>	<b>120</b>	<b>80</b>	

### Interventions for Out of School Children

Strategy	Achievement of 2008-09		Targets for 2009-10	
	No. of centers	No. of children	No. of centers	No. of children
1. Direct Admission	0	574		208
2. EGS – Primary	00	00		
3. EGS - Upper Primary	0	00		
4. Resdl Bridge course	00	00		179
5. Non resdl Bridge Course		100		
6. AIE – Primary	23	1143		336
7. AIE – Upper Primary	00	00		
8. Others (Back to School)	00	00		1053
9. Maktab / Madarassas	00	00		
10. Other	00	00		
<b>Total</b>		<b>1817</b>		<b>1776</b>

### Remedial Teaching

Target for 2008-09	Achievement till March 2009	Target for 2009-10
1200	2651	4200

### Inclusive Education

No. of children identified	Covered till March 2009	Target for 2009-10 (No. of children to be covered)
815	594	965

### Civil Works

	Sanctioned till 2008-09 (cumulative)	Completed till March 2009	In progress	Recommendation for 2009-10
School buildings (PS)	N.A.	N.A.	N.A.	4
School buildings (UPS)	N.A.	N.A.	N.A.	
Additional Classrooms	N.A.	N.A.	N.A.	94
Boundary Walls	N.A.	N.A.	N.A.	130
Separate Girls' Toilets	N.A.	N.A.	N.A.	80
Major repairs – PS	N.A.	N.A.	N.A.	
Major repairs - UPS	N.A.	N.A.	N.A.	
Rooms for Monastic Schools	N.A.	N.A.	N.A.	24
Head Masters' Room	N.A.	N.A.	N.A.	11



**Research**

	No. of research studies carried out during 2008-09	No. of research studies recommended for 2009-10
Research	512	856

**1. Primary Education**

**a. AIC**

No. of centers	Progress for 2008-09		Recommendation for 2009-10		
	No. of children enrolled	Financial	No. of centers	No. of children	Financial
1193	19747	69.33	1193	21234	60.00

**b. Girls Education**

	Progress for 2008-09		Recommendation for 2009-10	
	Phy.	Fin.	Phy.	Fin.
	492	1.23	62	37.20

**c. SCs**

	Progress for 2008-09		Recommendation for 2009-10	
	Phy.	Fin.	Phy.	Fin.
	4500	21.30	7000	45.00

**d. O.C.**

No. of schools covered	Progress for 2008-09		Recommendation for 2009-10		
	No. of children covered	Financial	No. of schools to be covered	No. of children to be covered	Financial
70	7653	100.00	70	8752	164.00

**e. Urban Deprived Children**

	Progress for 2008-09		Target for 2009-10	
	Phy.	Fin.	Phy.	Fin.
	00	00	00	00

**f. Priority Interventions:**

	Progress for 2008-09		Target for 2009-10	
	Phy.	Fin.	Phy.	Fin.

**Community Mobilization**

	Target for 2008-09	Progress till March 2009	Recommendation for 2009-10
No. of VECs			
No. of SMCs/PTA/MTA	4014	2394	
No. of VEC members to be trained			5611

**NPEGEL**

Major Activities	Target for 2008-09		Progress for 2008-09		Recommendation for 2009-10	
	Physical	Financial	Physical	Financial	Physical	Financial
Recurring	There is no NPEGEL in Sikkim					

**KGBV**

Target till 2008-09		Operational till March 2009		Construction of KGBV till March 2009			Target for 2009-10	
No. of KGBV (Model I)	Enrollment	No. of KGBV	Enrollment	Completed	In progress	Yet to be start	No. of KGB Vs	Enrollment
There is no KGBV in Sikkim								

## Results Framework

State: SIKKIM

## RESULT FRAMEWORK Sikkim

Sl No	Outcome Indicator	Data Source	Baseline as on 2007-08	Proposed Achievement 2008-09	Achievement 2008-09	Proposed Achievement 2009-10	Proposed Achievement 2010-11	Proposed Achievement 2011-12
<b>Goal I. All children in school/EGS centre/AIE centre</b>								
1	No. of children aged group of 6-14 yrs not enrolled school/EGS/AIE centre	HHS (2008-09)	3204	1839	1109	1910	100%	100%
2	No. of children enrolled in schools Primary Upper Primary EGS/AIE	DISE (2008-09)	87098 34146 1322	87614 35469 2092	87591 34499 827	88000 34800 1910	88300 35300 336	88662 35338 00
3	Ratio of Pry to Upper Pry school	DISE (2008-09)	3.31	1:2	1:2.6	1:2	1:2	1:2
4	No. of children with CWSN enrolled in school or alternative system incl home based education	HHS (2008-09)	708	815	511	965	100%	100%
<b>Goal II. Bridging gender &amp; social category gaps</b>								
5	Girls increase as a share of students enrolled at Pry Level Upper Primary	DISE (2008-09)						
			49.68%	50.00%	49.73%	50.64%	52%	55%
			53.34%	54.00%	52.93%	54.00%	55%	56%
6	SC & ST children increase as a share of students enrolled in Pry Level SC (Pry)	HHS (2008-09)			27%	30%	35%	45%
			6.40%	6.49%	6.82%	6.85%	6.88%	7.00%
			6.04%	6.30%	7.24%	7.28%	7.35%	7.45%

	SC (U/Pry)		37.11%	37.48%	37.19%	37.50%	37.55%	37.60%
	ST (Pry)		34.73%	36.06%	38.66%	38.90%	39.00%	39.20%
	ST (U/Pry)							
<b>Goal III Universal Retention</b>								
7	Transition rates from Pry & UPS to increase	DISE (2008-09)	91.91%	97.00%	92.00%	95.00%	97.00%	100%
8	Retention at Pry Level	DISE (2008-09)	95.94%	98.00%	98.53%	99.00%	99.50%	100%
9	Retention at elementary level		95.02%	98.00%	97.87%	98.00%	99.00%	100%

**Goal IV : Education of Satisfactory level**

Sl. No.	Description	Baseline (08-09) (Data to be filled by States alongwith source of data)	Target/outcome (09-10)
1.	Provision of quality inputs to improve learning levels  (i) Teacher Availability	—  (i) Pupil teacher ratio at primary level : <b>15:1</b> (ii) Pupil Teacher Ratio at upper primary : <b>16:1</b> (iii) Number of districts with PTR>60 at elementary level: Nil Source: (2008-09: DISE)	
	(ii) Availability of Teaching Learning Materials	Percentage of eligible students receive free text books : = 66297 in Primary = 21373 in Upper Primary (Source: DISE 2008-09)  Percentage of teachers received TLM grants : 100% Elementary School Teachers (Source: State AWP&B 2009-10)  Number of schools state-wise using materials other than textbooks : All Schools (e.g. workbooks/worksheets/ABL Cards/Kits/CAL/Supplementary books etc.) (Source: State AWP&B 2009-10)	100%
2.	Process indicators on quality  (i) Teacher training	Percentage of teachers received in-service training against annual target : 83.33% (Source: State AWP&B 2009-10)	100%
	(ii) Teacher Support & Academic Supervision	Percentage of BRCs/CRCs are operational : 100% (Source: State AWP&B 2009-10)  Effectiveness of BRC/CRC in academic supervision and improving school performance: 57% <ul style="list-style-type: none"> <li>• Performance against agreed roles &amp; functions: 50%</li> <li>• Extent to which tasks are being done: 50%</li> <li>• Extent of on site support given to schools/teachers : 50%</li> <li>• Content &amp; quantum of training given to</li> </ul>	70% 70% 70% 85%

Sl. No.	Description	Baseline (08-09) (Data to be filled by States alongwith source of data)	Target/outcome (09-10)
		BRC/CRC: 75% • Perception of teachers / stakeholders: 60%  [Source: State AWP&B 2009-10]	75%
	(iii) Classroom Practices	Change in classroom practices/ innovative methodologies in use : No. of instructional days (* Teachers instructional time: 85% * Student learning opportunity time: 15% * Active student participation: 10% * Use of other materials in classrooms: All schools in the state are using materials like charts, globe, models, maps * No. of instructional days: 224 days * No. of days teachers were assigned non teaching activities: 40 days (Source: State AWP&B 2009-10)	50% 35% 25% Maths kits, science kits, graded readers, TLMs from locally available materials  30 days
	(iv) Pupil Assessment by States	Pupil Assessment System in place in schools : Semester Exams – Thrice a year (Testing systems & frequency)	Continuous & comprehensive evaluation through learning indicators
	(v) Attendance Rates		
	Student Attendance	Student Attendance level at primary and at upper primary: 94.70 in Primary and 94.45 in upper primary (Source: State AWP&B 2009-10)	97% 97%
	Teacher Attendance	Teacher Attendance level: Primary Level: 80.26 Upper Primary level: 84.96  (State's Study on Teachers Absenteeism 2008)	95% 95%
3	Accessibility to the community	VEC/SEMC/local bodies role in school supervision as per State mandate: School level planning on physical development of school, check the regularities and punctuality of teachers and students, assist school in TLM development	Use of Community assessment tool for assessing children's learning; Sharing in classroom by community members, participation of community members in development School Improvement Plan; increased involvement of mothers - 50% mother members in School Managing Committee
4.	National Student achievement level outcomes	Learning levels for Class III Percentage in Maths 53.89 Percentage in Language 63.27 (NCERT Survey - MAS)	70% 80%
		Learning levels for class V Percentage in Maths: 40.42 Percentage in Language: 49.70 Percentage in EVS: 48.39 (NCERT Survey - MAS)	55% 65% 65%
		Learning levels for Class VII/VIII Percentage in Maths: 37.82 Percentage in Language: 57.26 Percentage in Science: 40.74 Percentage in Social Science: 48.80 (NCERT Survey - MAS)	55% 75% 55%



TABLE : 2

## LITERACY RATE

Name of State: Sikkim

Literacy Rate													Rural Female Literacy Rate	
Sl. No.	Districts	All Communities			SC			ST			Muslim			
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
		Literacy Rate in percentage												
		All Communities			SC			ST						
		Male	Female	Total	Male	Female	Total	Male	Female	Total				
1	EAST	82.06	68.7	76.4										
2	WEST	84	69.8	77.1										
3	SOUTH	74.4	61.02	68.12										
4	NORTH	77.55	53.30	68.90										
<b>Total</b>		76.73	61.46	69.68										

Source – Districts AWP&amp;B 2009-10

TABLE : 3

## BASIC ADMINISTRATIVE INDICATORS

Name of State:Sikkim

S. No.	Districts	Block/ Municipal Zone	No. of Educational Blocks (if any)	No. of BRC/UBRCs*	No. of CRCs	No. of villages/ Wards*	No of Habitation	No. of Panchayats
1	EAST	3	8	8	32	273	282	91
2	WEST	2	6	6	34	274	230	52
3	SOUTH	2	7	7	33	145	253	45
4	NORTH	2	4	4	16	101	101	42
<b>Total</b>		<b>9</b>	<b>25</b>	<b>25</b>	<b>115</b>	<b>793</b>	<b>866</b>	<b>230</b>

\* For Urban Areas

Source – Districts AWP&amp;B 2009-10



TABLE : 4

## HABITATIONS AND ACCESS (PRIMARY)

Name of State:Sikkim

Habitations without Primary Schools / EGS

S. No.	Block/ Municipal Zone	Total No. of Habitations	Habitations Covered by		Habitations without Primary Schools / EGS	Habitations Eligible for PS as per state norms	No of children in such (col.7) Habitation	Habitations not eligible PS but eligible for EGS	No of children in such (col.9) Habitation	Habitations not Eligible for PS/EGS	No of children in such (col.11) Habitation
			Primary School	EGS							
1	EAST	282	235	0	0	0	0	0	0	0	0
2	WEST	230	226	0	0	0	0	0	0	0	0
	SOUTH	253	231	9	0	0	0	0	0	0	0
3	NORTH	101	84	0	0	0	0	0	0	0	0
TOTAL		866	776	9	0	0	0	0	0	0	0

Source – Districts AWP&amp;B 2009-10

## HABITATIONS AND ACCESS (UPPER PRIMARY)

S. No.	Name ofBlock/ Municipal Zone	Total No. of Habitations	No. of Habitations having UPS facility in 3 KM Area	No. of Habitations without UPS facility in 3 KM area	No. of eligible schoolless habitations for UPS as per distance and population norms	No. of Primary Schools (Govt. & Govt. Aided)	No. of Upper Primary School (Govt. & Govt. Aided)	Primary and Upper Primary Ratio	No. of UPS eligible as per 2:1 ratio	Gap in UPS
1	EAST	282	96	0	0	235	96	3:1	118	21
2	WEST	230	74	0	0	226	74	3:1	80	6
	SOUTH	253	88	0	0	231	88	3:1	78	6
3	NORTH	101	30	0	0	84	30	3:1	12	24
TOTAL		866	288	0	0	776	288	3:1	288	57

Source – Districts AWP&amp;B 2009-10

## Availability of Access For Focus Group

Sl no	Name of Block/ Municipal Area	Sc Population			ST population			Muslim Population		
		No of Villages	villages without school Pry School within 1 km	villages withoutUPS within 3 km	No of Villages	villages without school Pry School within 1 km	villages without UPS within 3 km	No of Villages	villages without school Pry School within 1 km	villages withoutUPS within 3 km

Source – Districts AWP&amp;B 2009-10

TABLE : 5  
CHILD POPULATION (6-14 AGE GROUP)

Name of State: Sikkim

S.No.	District	ALL COMMUNITIES (6-11 age group)									SC (6-11 age group)									SY (6-11 age group)									Muslim (6-11 age group)											
		Urban			Rural			Total			Urban			Rural			Total			Urban			Rural			Total			Urban			Rural			Total					
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T			
1	EAST	2498	2073	4571	14252	13263	27515	16750	15336	32086	263	203	466	1112	956	2068	1365	1159	2524	350	260	610	4826	4801	9627	5176	4861	10037	0	0	0	0	0	0	0	0	0	0	0	0
2	WEST	122	109	231	10872	10472	21344	10794	10581	21375	18	13	31	695	632	1327	713	645	1358	104	92	196	4633	4572	9205	4737	4664	9401	0	0	0	0	0	0	0	0	0	0	0	0
	SOUTH	537	532	1069	6702	6366	13068	7239	6896	14135	66	65	131	446	383	829	511	448	959	133	131	264	2069	2037	4106	2202	2168	4370	0	0	0	0	0	0	0	0	0	0	0	0
3	NORTH	0	0	0	2501	2540	5041	2501	2540	5041	0	0	0	40	73	113	40	73	113	0	0	0	1942	1928	3870	1942	1928	3870	0	0	0	0	0	0	0	0	0	0	0	0
4	Total	3157	2714	5871	34127	32841	66968	37284	35355	72639	336	281	617	2293	2044	4337	2629	2325	4954	587	483	1070	13470	13138	26608	14057	13621	27678	0	0	0	0	0	0	0	0	0	0	0	0

S.No.	District	ALL COMMUNITIES (11-14 age group)									SC (11-14 age group)									SY (11-14 age group)									Muslim											
		Urban			Rural			Total			Urban			Rural			Total			Urban			Rural			Total			Urban			Rural			Total					
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T			
1	EAST	1376	1446	2822	6780	6794	13574	8156	8240	16396	117	122	239	504	546	1050	621	668	1289	339	435	774	2227	2165	4392	2566	2600	5166	0	0	0	0	0	0	0	0	0	0	0	0
2	WEST	92	73	165	3667	3794	7461	3959	3867	7826	19	16	35	247	235	482	266	251	517	95	85	180	1688	1636	3324	1783	1721	3504	0	0	0	0	0	0	0	0	0	0	0	0
	SOUTH	406	445	851	5844	5809	11653	6250	6254	12504	34	37	71	421	406	827	455	443	898	103	110	213	1822	1805	3627	1925	1915	3840	0	0	0	0	0	0	0	0	0	0	0	0
3	NORTH	0	0	0	1373	1281	2654	1373	1281	2654	0	0	0	45	39	84	45	39	84	0	0	0	1043	1002	2045	1043	1002	2045	0	0	0	0	0	0	0	0	0	0	0	0
4	Total	1874	1964	3838	17864	17678	35542	19738	19642	39380	170	175	345	1217	1226	2443	1387	1401	2788	537	630	1167	6780	6608	13388	7317	7238	14555	0	0	0	0	0	0	0	0	0	0	0	0

Source: District data

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District	B			G			T			Muslim			All Communities			% of Child Pop.	SC			% of SC Child Pop.	ST			% of ST Child Pop.	Muslim			% of Mnt Child Pop.
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T		B	G	T		B	G	T		B	G	T	
1 EAST	16602	15196	31798	1347	1195	2482	4628	4552	9180	0	0	0	148	140	288	0.92	18	24	42	0.13	40	34	74	0.23	0	0	0	
2 WEST	10735	10567	21272	688	626	1314	4740	4623	9353	0	0	0	84	39	123	0.505	30	14	44	0.75	22	16	38	0.55	0	0	0	
3 SOUTH	6894	6565	13459	458	449	907	2143	2084	4227	0	0	0	339	271	580	0.24	45	29	74	0.35	68	76	144	0.64	0	0	0	
4 NORTH	2462	2479	4941	49	70	119	1915	1897	3812	0	0	0	39	61	100	0.02	1	3	4	0.00	27	31	58	0.02	0	0	0	
Total	36663	34807	71470	2542	2280	4822	13426	13156	26582	0	0	0	560	511	1071	0.29	94	70	164	0.43	157	157	314	0.38	0	0	0	

S.No.	Districts	Enrolment (11-14 age group)												Out of School Children (11-14 age group)															
		All Communities			SC			ST			Muslim			All Communities				SC				ST				Muslim			
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	% of Child Pop.	B	G	T	% of SC Child Pop.	B	G	T	% of ST Child Pop.	B	G	T	% of Mnt Child Pop.
1	EAST	8084	8158	16242	609	654	1263	2546	2584	5130	0	0	0	72	82	154	0.95	12	14	26	0.16	20	16	36	0.22	0	0	0	0
2	WEST	3853	3749	7602	265	215	480	1736	1670	3406	0	0	0	82	71	153	2.59	22	15	37	1.16	50	18	68	0.85	0	0	0	0
3	SOUTH	1787	2019	3806	180	184	364	543	619	1162	0	0	0	237	216	453	4.04	24	22	46	2.65	91	73	164	3.7	0	0	0	0
4	NORTH	1332	1243	2575	45	37	82	1012	977	1989	0	0	0	41	38	79	0.03	0	2	2	0.001	31	25	56	0.02	0	0	0	0
	Total	15056	15169	30225	1099	1090	2189	5837	5850	11687	0	0	0	432	407	839	1.90	58	53	111	0.99	192	132	324	1.20	0	0	0	0

Source - Districts AWP&B 2009-10

TABLE : 7

## INFORMATION AND PLANNING FOR OUT OF SCHOOL CHILDREN (6-14 years age group)

Name of State: Sikkim

S.No.	District	Status & Age wise Break-up of Out of School Children																		Grand Total of 6-14 age Group		
		Never Enrolled									Drop Out											
		6-8 years			8-11 years			11-14 years			6-8 years			8-11 years			11-14 years					
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	EAST	38	39	77	22	12	34	34	23	57	50	48	98	38	41	79	38	59	97	220	222	442
2	WEST	30	26	56	8	8	16	16	10	26	5	6	11	11	7	18	70	59	129	140	116	256
3	SOUTH	156	152	308	85	62	147	41	39	80	29	29	58	39	28	67	196	177	373	546	487	1033
4	NORTH	22	35	57	10	10	20	15	17	32	2	7	9	5	9	14	26	21	47	80	99	179
	<b>Total</b>	<b>246</b>	<b>252</b>	<b>498</b>	<b>125</b>	<b>92</b>	<b>217</b>	<b>106</b>	<b>89</b>	<b>195</b>	<b>86</b>	<b>90</b>	<b>176</b>	<b>93</b>	<b>85</b>	<b>178</b>	<b>330</b>	<b>316</b>	<b>646</b>	<b>986</b>	<b>924</b>	<b>1910</b>

Source – Districts AWP&amp;B 2009-10

TABLE : 8

## OUT OF SCHOOL CHILDREN WITH REASONS

Name of State: Sikkim

S. No.	DISTRICTS	No. of out of school children as per household survey	No of out of school children with reason							
			Lack of Interest	Lack of Access	Household Work	Migration	Earning Compulsion	Failure	Socio Cultural Reasons	Non-flexibility in School Timing and System of School
1	EAST	442	186	0	92	19	56	57	0	5
2	WEST	256	31	0	64	39	20	40	62	0
3	SOUTH	1033	147	358	101	77	54	53	37	7
4	NORTH	179	59	10	31	14	49	16	0	0
	Total	1910	423	368	288	149	179	166	99	12

Household Survey 2008

TABLE : 8

## OUT OF SCHOOL CHILDREN WITH REASONS

Name of State: Sikkim

S. No.	DISTRICTS	No. of out of school children as per household survey	No of out of school children with reason								
			Lack of Interest	Lack of Access	Household Work	Migration	Earning Compulsion	Failure	Socio Cultural Reasons	Non-flexibility in School Timing and System of School	Others
1	EAST	442	186	0	92	19	56	57	0	5	27
2	WEST	256	31	0	64	39	20	40	62	0	0
3	SOUTH	1033	147	358	101	77	54	53	37	7	199
4	NORTH	179	59	10	31	14	49	16	0	0	0
	Total	1910	423	368	288	149	179	166	99	12	226

Household Survey 2008

TABLE : 9

COVERAGE OF OUT OF SCHOOL CHILDREN UNDER DIFFERENT STRATEGIES

Name of the State: Sikkim

S. No.	DISTRICTS	No. of Out of School Children as per HHS	No. of Out of Schol Children proposed to be covered under different strategies in the Current Year						
			Mainstreaming	EGS/AIE	NRBC	RBC	Madarsa/ Makhtab	Innovation	Others
1	EAST	442	240	0	0	0	0	202	0
2	WEST	256	140	0	0	0	0	116	0
3	SOUTH	1033	697	336	0	0	0		0
4	NORTH	179	0	0	0	179	0	0	0
	Total	1910	1077	336	0	179	0	318	0

Source – Districts AWP&B 2009-10

CONTINUING CENTERS FROM PREVIOUS YEAR

S.NO.	DISTRICTS	No. of Children Continuing in					Total
		EGS/AIE	RBC	NRBC	Madarsa/ Makatab	Other/AIE	
1	EAST						
2	WEST						
3	SOUTH	336					336
4	NORTH						
	Total	336					336

Source – Districts AWP&B 2009-10

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TABLE : 10

GER, NER, Cohort Drop Out and Overall Repetation

Name of State: Sikkim

S.No.	DISTRICTS	Children of 6-11 age group				Children of 11-14 age group			
		GER	NER	Cohort Dropout	Overall Repetition rate	GER	NER	Cohort Dropout	Overall Repetition rate
1	EAST	118.34	87.97	0.91	19.43	102.64	59.22	0.94	18.37
2	WEST	135.12	79.2	2.31	17.49	114.15	76.13	2.35	21.15
3	SOUTH	158.73	95.2	0.88	16.85	63.82	30.44	2.98	15.17
4	NORTH	122.36	99.00	2.96	20.26	75.96	97.02	7.17	11.98
	<b>TOTAL</b>	<b>133.64</b>	<b>90.34</b>	<b>1.77</b>	<b>18.51</b>	<b>89.14</b>	<b>65.70</b>	<b>3.36</b>	<b>16.67</b>

Source – Districts AWP&B 2009-10



TABLE : 11

## COMPLETION RATE, PRIMARY GRADUATES AND TRANSITION RATE

Name of State:Sikkim

S.No.	DISTRICTS	Completion Rate	No. of primary graduates	Transition Rate from primary to upper primary
1	EAST	83.19	4895	78.00
2	WEST	83.10	3039	81.00
3	SOUTH	74.45	3532	74.61
4	NORTH	72.36	1590	82.23
	<b>TOTAL</b>	<b>78.28</b>	<b>13056</b>	<b>78.96</b>

Source – Districts AWP&amp;B 2009-10

TABLE : 12

## EGS AND UPGRADATION

S.No.	District	EGC upgradation (Cumulative)		Facilities Provided in Upgraded EGC center PS						No. of EGS Center	Enrolment	No. of EGS centers running for 2 or more than 2 years	No. of EGS centers proposed to be up graded in current year	Remaining Centres	Reason for not upgrading
		Sancation	Actually upgraded	Buildings		Teachers		TLE							
				Sancation	Completed	Sanction	Recruited	Sanctiond	Provided						
1	EAST														
2	WEST														
	SOUTH	26	17	17	15	34	30	17	7	9	336	9	0	9	Unavailblity of land
3	NORTH														
4	Total	26	17	17	15	34	30	17	7	9	336	9	0	9	

Source - Districts AWP&amp;B 2009-10

TABLE : 13

## SCHOOLS (PRIMARY)

Name of State: Sikkim

S. No	Districts	Primary Schools/ Primary Section in UPS or Secondary School					Upper Primary Schools/ Upper Primary Section in Secondary School				
		Govt. including local bodies	Govt. aided	Unaided Private		Total	Govt. including local bodies	Govt. aided	Unaided Private		Total
				Recognized	Unrecognized				Recognized	Unrecognized	
1	EAST	235	33	65	0	333	96	12	15	124	0
2	WEST	224	20	56	0	300	1	1	0	0	2
3	SOUTH	224	33	105	0	362	1	1	0	0	2
4	NORTH	84	20	22	0	126	1	0	0	0	1
	<b>TOTAL</b>	<b>767</b>	<b>106</b>	<b>248</b>	<b>0</b>	<b>1121</b>	<b>99</b>	<b>14</b>	<b>15</b>	<b>124</b>	<b>5</b>

Source – Districts AWP&amp;B 2009-10

## Upper Primary Schools for Girls

DISTRICTS	State Policy for opening of Girls School	Block/ Municipal Zone	Total No of Govt UP School	Total no of existing Govt Girls UP School	Entitlement for Girls Up School as per state norms	Total no of proposed Girls UP School in AWP&B 2008-09	Remaining gap of Girls UP Schools (7-5-6)
	1	2	3	4	5	6	7
EAST		3	96				
WEST		2	74				
SOUTH	0	2	88	1	0	0	0
NORTH		2	30				
<b>TOTAL</b>	<b>0</b>	<b>9</b>	<b>288</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>

Source – Districts AWP&amp;B 2009-10

## Madarsa/Maqtab

Name of District

SI No	DISTRICTS	No of Recognised Maqtab/ Madarsa	No of Madarsa to whom grants provided in 2008/09	Students enrolment	No of Educational volunteers	No of recognised Maqtab/ Madarsa	Students enrolment	No of education volunteers
	2	3	4	5	6	7	6	7
1	EAST							
2	WEST							
3	SOUTH							
4	NORTH							
	<b>Total</b>							

Source – Districts AWP&amp;B 2009-10

**TABLE : 14**  
**TEACHERS (PRIMARY SCHOOL/PRIMARY SECTION)**

Name of State: Sikkim

Sl.No.	DISTRICTS	Teachers in Government Schools				Teachers in Government Aided Schools				Teachers in un-aided schools	Total no. of teachers
		Primary alone	Primary ATTACHED WITH JHS	Primary attached with Secondary	Total	Primary alone	Primary attached with Middle	Primary attached with Secondary	Total		
1	EAST	776	126	435	1337	50	34	46	130	650	2117
2	WEST	799	111	408	1318	18	18	10	46		1364
3	SOUTH	741	121	382	1244	35	0	0	35		1279
4	NORTH	196	88	134	418	48	0	0	48	457	923
	Total	2512	446	1359	4317	151	52	56	259	1107	5683

Source – Districts AWP&B 2009-10

**REQUIREMENT OF ADDITIONAL TEACHER (PRIMARY)**

Name of State: Sikkim

S.No	DISTRICTS	Students Enrolment in Govt. Primary Schools	Entitlement of Teachers at 1:40 ratio	Teachers in Primary Schools						PTR w.r.t. Sanctioned Posts	PTR w.r.t. Working Posts	Single Teacher Schools after Rationalization	Gross Entitlement of Addl. Teachers for Primary
				Sanctioned Posts			Working						
				By State	Under SSA	Total	By State	Under SSA	Total				
1	EAST	26073	652	1317	20	1337	1317	20	1337	1:20	1:20	0	0
2	WEST	17372	531	1210	32	649	1286	32	1318	1:02			
3	SOUTH	17981	452	1306	34	1320	1214	30	1244	1:14	1:16	0	0
4	NORTH	4871	290	0	28	0	390	28	418	0	25	0	0
	Total	66297	1925	3833	114	3306	4207	110	4317			0	0

Source – Districts AWP&B 2009-10

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TABLE : 15

## TEACHERS (UPPER PRIMARY SCHOOL/UPPER PRIMARY SECTION)

Name of State: Sikkim

S.No.	DISTRICTS	Teachers in Government Schools		Teachers in Government Aided Schools		Total No. of Teachers	% of Female Teachers
		Upper Primary	Upper Primary + Secondary	Upper Primary	Upper Primary + Secondary		
1	EAST	453	239	40	100	832	42
2	WEST	259	233	0	3	495	46
3	SOUTH	213	216	0	0	429	
4	NORTH	56	113	113	0	282	
	Total	981	801	153	103	2038	

Source – Districts AWP&amp;B 2009-10

## REQUIREMENT OF ADDITIONAL TEACHER

Name of State: Sikkim

S.No	DISTRICTS	Students Enrolment in Govt. Upper Primary	Entitlement of Teachers at 1:40 Ratio	Teachers in Upper Primary Schools										
				Sanctioned Posts			Working			PTR w.r.t. Sanctioned Posts	PTR w.r.t. Working Posts	UP Schools after		Gross Entitlement of Addl. Teachers
				State	Under SSA	Total	State	Under SSA	Total			Single teacher School	Schools with 2 Teacher	
1	EAST	12375	0	662	30	692	662	30	692	1:21	1:21	0	0	0
2	WEST	7602	190	526	39	565	385	45	430	1:22	1:21	0	0	0
3	SOUTH	7069	178	400	24	424	290	24	314	1:17	1:22	0	0	0
4	NORTH	1710	88	180	28	208	147	21	168	1:23	1:20	0	0	0
	Total	28756	456	1768	121	1889	1484	120	1604	1:21	1:21	0	0	0

Source – Districts AWP&amp;B 2009-10

TABLE : 16

## TRAINED AND UNTRAINED TEACHERS

Name of State : Sikkim

S.No	DISTRICTS	Primary teachers							Upper Primary Teachers						
		Working Teachers	Trained*	%age	Untrained			%age	Working Teachers	Trained	%age	Untrained			%age
					Those who have received 60 days training	Those who have not received 60 days training	Total					Those who have received 60 days training	Those who have not received 60 days training	Total	
1	EAST	1337	1004	75.09	100	96	196	0	692	387	55.92	0	67	67	0
2	WEST	1182	968	81.87	0	0	0	0	385	238	58.66	0	0	0	0
3	SOUTH	1109	1016	91.96	0	93	93	8.4	314	146	46.5	0	168	168	53.5
4	NORTH	419	358	85	166	61	227	26	168	60		0	108	108	73
	Total	4047	3346	83.48	266	250	516	8.60	1559	831		0	343	343	

Source - Districts AWP&amp;B 2009-10

TABLE : 17

## Existing School Infrastructure

S:	DISTRICTS		Total no. of schools	No of schools without own building	No of schools in dilapidated condition	Total no of pucca classrooms	No of repairable classrooms	No of UPS with HM room	No of schools with D/water facility	No of schools with Toilet facility	No of schools with Girls toilet	No of schools with access ramp	No of schools with Boundary Wall	No of schools with playground	No of schools with Kitchen for mid day meal
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	EAST	Pry	139	2	1	223	509	0	142	142	39	0	42	54	0
		UPS	96	0	0	477	776	0	93	91	74	0	54	62	0
2	WEST	Pry	152	0	0	701	15	0	134	152	26	0	21	104	9
		UPS	74	0	0	337	0	35	32	36	23	0	13	35	6
3	SOUTH	Pry	144	0	0	610	298	0	81	137	66	0	6	117	133
		UPS	88	0	0	376	447	25	34	41	34	0	5	38	41
4	NORTH	Pry	54	0	1	227	0	0	50	54	26	0	17	25	5
		UPS	30	0	0	135	0	15	15	15	14	0	6	15	15
	STATE TOTAL	Pry	489	2	2	1761	822	0	407	485	157	0	86	300	147
		UPS	288	0	0	1325	1223	75	174	183	145	0	78	150	62

Source - Districts AWP&amp;B 2009-10

TABLE : 18

## UPS NOT COVERED UNDER OBB

## INFORMATION ON GOVERNMENT UPPER PRIMARY SCHOOL WITHOUT FURNITURE

Name of State:Sikkim

Sl	DISTRICTS	Total No of Govt UPS	No of UPS Sanctioned under SSA since 2001	UPS provided TLE under SSA as no OBB School since 2001	Bal.UPS (6=3-4-5)	No of Govt UPS without furniture(Out of col.6)	Enrolment in these Govt UPS
1	EAST	96	10	10	76	24	1548
2	WEST	74	15	9	53	10	2189
3	SOUTH	88	9	16	63	26	1307
4	NORTH	30	7	0	23	23	4227
Total		288	41	35	215	83	9271

Source – Districts AWP&amp;B 2009-10



TABLE : 19

## CHILDREN WITH SPECIAL NEED (CWSN)

Name of State: Sikkim

S.No.	DISTRICTS	No. of CWSN Identified	No. of CWSN enrolled in Schools	No. of CWSN Proposed to cover through EGS	No. of CWSN Proposed to cover through HBE*	NO. of Resource teachers to be appointed	No. of Schools proposed to be made barrier free
1	EAST	304	197	0	0	1	0
2	WEST	183	183	0	0	1	0
3	SOUTH	431	278	0	0	1	0
4	NORTH	47	47	0	0	0	0
	<b>Total</b>	<b>965</b>	<b>705</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>

Source – Districts AWP&amp;B 2009-10

TABLE : 20

**Number of schools with 3 and more than 3 classrooms**

**Name of State:Sikkim**

<i>Sl. No.</i>	<i>Districts</i>	<i>Number of Government schools having upto 3 classrooms</i>	<i>Number of Government schools having more than 3 classrooms</i>
1	<i>EAST</i>	1	234
2	<i>WEST</i>	35	191
3	<i>SOUTH</i>	44	188
4	<i>NORTH</i>	12	72
	<i>Total</i>	92	685

Source – Districts AWP&B 2009-10

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TABLE : 21

## Information regarding Resource Persons for BRC/UBRC/CRC

Name of State: Sikkim

S.No.	Districts	No. of Schools	No. of Eligible BRPs	No. of BRPs proposed by the state	No. of BRP Posts sanctioned during DPEP & being funded by state (In case of DPEP Distt.)	No. of BRPs eligible under SSA
1	EAST	235	35	35	0	8
2	WEST	226	26	26	0	6
3	SOUTH	232	30	30	0	7
4	NORTH	84	18	18	0	4
	Total	777	109	109	0	25

Source – Districts AWP&amp;B 2009-10

**TABLE : 22**

**COMPUTER AIDED LEARNING (CAL)**

Name of State:Sikkim

<b>S.No.</b>	<b>Districts</b>	<b>No. of Govt. UP Schools</b>	<b>Schools covered under CAL</b>	<b>No. of Beneficiaries</b>	<b>No. of teachers trained on CAL</b>	<b>No. of Schools to be covered this year</b>
<b>1</b>	<b>EAST</b>	44	30	4367	55	14
<b>2</b>	<b>WEST</b>	35	30	1440	308	5
<b>3</b>	<b>SOUTH</b>	42	30	1500	50	12
<b>4</b>	<b>NORTH</b>	15	20	346	51	5
	<b>Total</b>	<b>136</b>	<b>110</b>	<b>7653</b>	<b>464</b>	<b>36</b>

TABLE : 23

## FINANCIAL POSITION

(For State Only)

S.No.	Year	Approved Outlay	GOI Share	State Share	Amount Released		State Share due as per GOI release	Shortfall/excess in state Share	Expenditure	% of Expenditure against Approved Outlay
					GOI	State				
1	2008-09	2302.22	2072.02	190.25	2111.56	190.26	Nil	Nil		

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**Annual Work Plan & Budget 2009-10**  
**Sarva Shiksha Abhiyan**

State : Sikkim (Consolidated)

(Rs. In Lakhs)

S.No.	Activity	2008-09						Proposal 2009-10				Recommendation for 2009-10						
		PAB Approved		Achievement				Spill Over	Fresh Proposal		Total Proposal	Spill Over	Fresh		Total Recommendation			
		Phy.	Fin.	Phy.	Fin.	Phy. (%)	Fin. (%)	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Unit Cost	Phy.	Fin.	Fin.	
1	New Schools Opening																	
1.01	Upgradation of EGS to PS	11								4					4			
1.02	New PS																	
1.03	Upgraded/New UPS	1																
2	New Teachers Salary																	
2.01	Primary Teachers (Regular)	22	7.26							8	18.72	18.72		0.195	8	15.60	15.60	
2.02	Primary Teachers (Para)																	
2.03	Upper Primary Teachers (Regular)	2	0.84															
2.04	Upper Primary Teachers (Para)																	
2.05	Primary Teachers - Head Master																	
2.06	Upper Primary Teachers - Head Master	1	0.51															
	Add. Teacher against PTR																	
2.07	New Additional Teachers - PS (Regular)																	
2.08	New Additional Teachers - PS (Para)																	
2.09	New Additional Teachers - UPS (Regular)																	
2.1	New Additional Teachers - UPS (Para)																	
2.11	Teachers under OBB																	
2.12	New Others																	
	Teachers Salary (Recurring)																	
2.13	Primary Teachers (Regular)	92	132.48	92	116.35	100.00	87.82			0.195	114	266.76	266.76		0.195	114	260.52	260.52
2.14	Primary Teachers (Para)																	
2.15	UP Teachers (Regular)	87	161.82	87	159.08	100.00	98.31			0.245	32	241.08	241.08		0.245	82	241.08	241.08
2.16	UP Teachers (Para)																	
2.17	Pry Teacher - Headmaster					#DIV/0!	#DIV/0!			0.245					0.245			
2.18	UP Teachers - Head Master	33	67.32	18	17.42	54.55	25.88			0.350	41	172.20	172.20		0.350	41	172.20	172.20
2.19	Additional Teachers - PS (Regular)																	
2.2	Additional Teachers - PS (Para)																	
2.21	Additional Teachers - UPS (Regular)																	
2.22	Additional Teachers - UPS (Para)																	
2.23	Regular sanskrit PS																	
2.24	Others (Recurring) Salary of MST	158	151.68	158	104.38	100.00	68.82			0.195	158	369.72	369.72		0.195	158	369.72	369.72
	Sub Total (2.01 to 2.22)	395	521.91	355	397.23	89.87	76.11				403	1068.48	1049.76			403	1059.12	1059.12
3	Teachers Grant																	
3.01	Primary Teachers	4244	21.23	4134	20.68	97.41	97.39			0.005	4317	21.59	21.59		0.005	4317	21.59	21.59
3.02	Upper Primary Teachers	1583	7.93	1586	7.93	100.06	100.00			0.005	1782	8.91	8.91		0.005	1782	8.91	8.91
	Sub Total	5829	29.16	5720	28.61	98.13	98.10				6099	30.50	30.50			6099	30.50	30.50
4	Block Resource Centre (BRC)/UBRC																	
4.01	Salary of Resource Persons	9	16.29	9	16.98	100.00	104.24			0.24500	9	26.46	26.46		0.245	9	26.46	26.46
4.02	Furniture Grant									1.000	9				1.000	9		
4.03	Contingency Grant	9	1.80	6	1.20	66.67	66.67			0.20000	9	1.80	1.80		0.200	9	1.80	1.80
4.04	Meeting, TA	9	0.81	9	0.77	100.00	95.06			0.09000	9	0.81	0.81		0.090	9	0.81	0.81
4.05	TLM Grant	9	0.45	2	0.10	22.22	22.22			0.05000	9	0.45	0.45		0.050	9	0.45	0.45
	Sub Total	9	19.35	9	19.05	100.00	98.45				9	29.52	29.52			9	29.52	29.52
5	Cluster Resource Centres																	
5.01	Salary of Resource Persons	131	243.66	131	238.11	100.00	97.72			0.24500	131	385.14	385.14		0.24500	131	385.14	385.14
5.02	Furniture Grant																	
5.03	Contingency Grant	131	3.93	56	1.68	42.75	42.75			0.03000	131	3.93	3.93		0.03000	131	3.93	3.93
5.04	Meeting, TA	131	4.72	131	3.48	100.00	73.62			0.03600	131	4.72	4.72		0.03600	131	4.72	4.72
5.05	TLM Grant	131	1.31	38	0.38	29.01	29.01			0.01000	131	1.31	1.31		0.01000	131	1.31	1.31
	Sub Total	131	253.62	131	243.65		96.07				131	395.10	395.10			131	395.10	395.10
6	Teachers Training																	
6.01	In-service Teachers' Training (10 daysBRC)	1200	12.00	1200	12.00	100.00	100.00			0.010	1400	14.00	14.00		0.010	1400	14.00	14.00
6.02	In-service Teachers' Training (10 daysCRC)	1200	6.00	800	4.00	66.67	66.67			0.005	1400	7.00	7.00		0.0050	1400	7.00	7.00

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S.No.	Activity	2008-09						Proposal 2009-10					Recommendation for 2009-10				
		PAB Approved		Achievement				Spill Over	Fresh Proposal		Total Proposal	Spill Over	Fresh		Total Recommendation		
		Phy.	Fin.	Phy.	Fin.	Phy. (%)	Fin. (%)		Fin.	Unit Cost			Phy.	Fin.		Fin.	Fin.
6.03	Induction training for Newly Recruit Trained Teachers	25	0.75						0.030	225	6.75	6.75		0.030	225	6.75	6.75
6.04	Training for Untrained Teachers	641	38.46	441	23.17	68.80	60.24		0.060	938	56.28	56.28		0.060	938	56.28	56.28
6.05	Other (DRG/BRG/CRG)(6 Days)	182	0.93						0.00500	219	1.10	1.10		0.005	219	1.10	1.10
	<b>Sub Total</b>	<b>3248</b>	<b>58.14</b>	<b>2441</b>	<b>39.17</b>	<b>75.15</b>	<b>67.37</b>			<b>4182</b>	<b>85.13</b>	<b>85.13</b>			<b>4182</b>	<b>85.13</b>	<b>85.13</b>
7	<b>Interventions for OOSC</b>																
7.01	EGS Centre (P)																
7.02	EGS Centre (UP)																
7.03	Residential Bridge Course (6-11 yrs)								0.060	179	10.74	10.74		0.060	179	10.74	10.74
7.04	Residential Bridge Course (11-14 yrs)																
7.05	Non Residential Bridge Course (6-11 yrs)	179	2.69	100	1.50	55.87	55.76										
7.06	Non Residential Bridge Course(11-14 yrs)	584	8.77														
7.07	Back to School (6-11 years)								0.01535	1053	16.16	16.16		0.01535	1053	16.16	16.16
7.08	Back to School (11-12 years)																
7.09	Mobile Schools																
7.1	Madarsa/ Maktab	10															
7.11	AIE Center	1157	17.76	1143	19.32	98.79	108.78		0.01535	336	5.16	5.16		0.01535	336	5.16	5.16
7.12	Residential EGS for Tribal Children																
7.13	Balance payment of AIE centre																
7.14	Others (Direct mainstreaming)	71							0.01535	342	5.25	5.25		0.01535			
	<b>Sub Total</b>	<b>2001</b>	<b>29.22</b>	<b>1243</b>	<b>20.82</b>	<b>62.12</b>	<b>71.25</b>			<b>1910</b>	<b>37.31</b>	<b>37.31</b>			<b>1568</b>	<b>32.06</b>	<b>32.06</b>
8	<b>Remedial Teaching</b>																
8.01	Remedial Teaching (P)	1550	4.63	2651	6.14	171.03	132.55		0.002500	2900	7.25	7.25		0.002500	200	0.50	0.50
	Remedial Teaching (UP)	950	1.63	50	0.13	5.26	7.98		0.002500	1429	3.57	3.57		0.002500	129	0.32	0.32
	<b>Sub Total</b>	<b>2500</b>	<b>6.25</b>	<b>2701</b>	<b>6.27</b>	<b>108.04</b>	<b>100.27</b>			<b>4329</b>	<b>10.82</b>	<b>10.82</b>			<b>329</b>	<b>0.82</b>	<b>0.82</b>
9	<b>Free Text Book</b>																
9.01	Free Text Book (P)																
9.02	Free Text Book (UP)	22146	55.38	22146	55.38	100.00	99.99		0.002500	21023	52.56	52.56		0.002500	21023	52.56	52.56
	<b>Sub Total</b>	<b>22146</b>	<b>55.38</b>	<b>22146</b>	<b>55.38</b>	<b>100.00</b>	<b>99.99</b>			<b>21023</b>	<b>52.56</b>	<b>52.56</b>			<b>21023</b>	<b>52.56</b>	<b>52.56</b>
10	<b>Interventions for CWSN (IED)</b>																
10.01	Inclusive Education	815	9.78	511	7.57	62.70	77.39		0.01200	965	11.58	11.58		0.010	965	9.65	9.65
	<b>Sub Total</b>	<b>815</b>	<b>9.78</b>	<b>511</b>	<b>7.57</b>		<b>77.39</b>			<b>965</b>	<b>11.58</b>	<b>11.58</b>			<b>965</b>	<b>9.65</b>	<b>9.65</b>
11	<b>Civil Works</b>																
11.01	BRC		21.90	3	14.90	#DIV/0!	68.04	7.00				7.00	7.00				7.00
11.02	CRC		113.60	56	112.00	#DIV/0!	98.59	1.60				1.60	1.60				1.60
11.03	Primary School (New)	1	110.20	13	40.83	1300.00	37.05	69.37		4	30.00	99.37	69.37	6.000	4	24.00	93.37
11.04	Upper Primary (new)																
11.05	Building Less (Pry)																
11.06	Building Less (UP)		0.18					0.18				0.18	0.18				0.18
11.07	Dilapidated Building (Pry)																
11.08	Dilapidated Building (UP)																
11.09	Additional Class Room		208.71	141	207.20	#DIV/0!	99.28	1.51	5.30200	94	498.39	499.90	1.51	5.302	94	498.39	499.90
11.10	Toilet/Urinals		19.80	97	19.30		97.47	0.50	0.20000	18	3.60	4.10	0.50	0.200			0.50
11.11	Separate Girls Toilet								0.20000	80	16.00	16.00		0.200	80	16.00	16.00
11.12	Drinking Water Facility		24.02	157	23.61		98.29	0.41	0.15000	43	6.45	6.86	0.41	0.150			0.41
11.13	Boundary Wall		77.78	138	70.02	#DIV/0!	90.02	7.76	0.50000	130	65.00	72.76	7.76	0.500	130	65.00	72.76
11.14	Separation Wall								0.50000					0.500			
11.15	Electrification		22.00	111	20.40	#DIV/0!	92.73	4.90	0.10000	43	4.30	9.20	1.90	0.100			1.90
11.16	Head Master's Room			13	19.50	#DIV/0!	#DIV/0!	19.50	5.30200	16	84.83	104.33	19.50	5.302	11	58.32	77.82
11.17	Child Friendly Elements		5.75	23	5.75		100.00		0.25000	8	2.00	2.00		0.250			
11.18	Kitchen Shed																
11.19	Residential Hostel																
11.20	Major Repairs (Primary)	2	5.00	2	5.00	100.00	100.00		1.5	22	33.00	33.00		1.500			
11.21	Major Repairs (Upper Primary)								2	20	40.00	40.00		2.000			
11.22	Rooms for Monastic School			11	16.50		#DIV/0!	16.50	5.30200	24	127.25	143.75	16.50	5.302	24	127.25	143.75
11.23	ACRs for earthquake affected schools																

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**Annual Work Plan & Budget 2009-10**  
**Sarva Shiksha Abhiyan**

State : Sikkim (Consolidated)

(Rs. In Lakhs)

S.No.	Activity	2008-09						Proposal 2009-10					Recommendation for 2009-10					
		PAB Approved		Achievement				Spill Over	Fresh Proposal		Total Proposal	Spill Over	Fresh		Total Recommendation			
		Phy.	Fin	Phy.	Fin.	Phy. (%)	Fin. (%)		Unit Cost	Phy.			Fin.	Fin.		Fin.	Unit Cost	Phy.
11.24	Others																	
	<b>Sub Total of Civil Works</b>		608.94		555.01	#DIV/0!	91.14	129.23			910.82	1040.05	126.23			788.96	915.19	
12	<b>Furniture for Govt. UPS</b>																	
12.01	No. of Children	3957	19.79	3940	19.70	99.57	99.55		0.005	5044	25.22	25.22		0.005	3496	17.48	17.48	
	<b>Sub Total(Furniture)</b>	3957	23.16	3940	22.80	99.57	98.45			5044	25.22	25.22			3496	17.48	17.48	
	<b>Sub Total (Civil + Furniture)</b>		1042.64		577.81	#DIV/0!	55.42	129.23			936.04	1065.27	126.23			806.44	932.67	
13	<b>Teaching Learning Equipment</b>																	
13.01	TLE - New Primary	11	3.00	1	0.30	9.09	10.00	2.70	0.200	4	0.40	3.10	2.70	0.200	4	0.80	3.50	
13.02	TLE - New Upper Primary	1	0.50					0.50				0.50	0.50				0.50	
13.03	UPS not covered under OBB																	
13.04	TLE for Lower Primary Schools																	
	<b>Sub Total</b>	12	3.50	1	0.30	8.33	8.57	3.20		4	0.40	3.60	3.20		4	0.80	4.00	
14	<b>Maintenance Grant</b>																	
14.01	Maintenance Grant for PS & UPS for 3 rooms	218	10.90	200	10.00	91.74	91.74		0.075	144	10.80	10.80		0.07500	144	10.80	10.80	
14.02	Maintenance Grant for more than 3 rooms	643	64.30	476	58.51	74.03	90.99		0.100	999	99.90	99.90		0.10000	999	99.90	99.90	
	<b>Sub Total</b>	861	75.20	676	68.51	78.51	91.10			1143	110.70	110.70			1143	110.70	110.70	
15	<b>School Grant</b>																	
15.01	Primary School	858	42.90	757	37.75	88.23	88.00		0.050	855	42.75	42.75		0.050	855	42.75	42.75	
15.02	Upper Primary School	285	19.95	284	20.11	99.65	100.80		0.070	288	20.16	20.16		0.070	288	20.16	20.16	
	<b>Sub Total</b>	1143	62.85	1041	57.86	91.08	92.06			1143	62.91	62.91			1143	62.91	62.91	
16	<b>Research &amp; Evaluation</b>																	
16.01	Research & Evaluation	782	10.17	512	6.30	65.47	61.97		0.013	1143	14.86	14.86		0.013	1143	14.86	14.86	
	<b>Sub Total</b>	782	10.17	512	6.30	65.47	61.97			1143	14.86	14.86			1143	14.86	14.86	
17	<b>Management &amp; Quality</b>																	
17.01	Management & MIS	4	82.40	4	77.30	100.00	93.81			4	84.00	84.00			4	84.00	84.00	
17.02	Learning Enhancement Prog. (LEP)		1.60		1.10		68.75				5.00	5.00				5.01	5.01	
	<b>Sub Total</b>		84.00		78.40	#DIV/0!	93.33				89.00	89.00				89.01	89.01	
18	<b>Innovative Activity</b>																	
18.01	ECCE (salary SMs)	122	60.00	85	69.33	69.67	115.55		16.000	60	118.80	118.80		0.05000	60	36.00	36.00	
18.02	Girls Education.	1245	9.43	492	1.23	39.52	13.04		0.00845	62	122.76	122.76		0.05000	62	37.20	37.20	
18.03	SC / ST	8000	60.00	500	18.37	6.25	30.62		0.00845	7000	59.15	59.15			7000	45.00	45.00	
18.04	Furniture for new Mst Schools									2000	23.40	23.40						
18.05	Computer Education	70	199.90	70	102.36	100.00	51.21			70	200.00	200.00			70	164.00	164.00	
18.06	Others(Community Mobilization, Bal Melas etc)		60.00		27.22	#DIV/0!	45.37			259	60.00	60.00						
18.07	TLM for ICDS centre									79	3.95	3.95						
18.08	EDUSAT									141	24.75	24.75						
	<b>Sub Total</b>		389.33		218.51	#DIV/0!	56.12				612.81	612.81				282.20	282.20	
19	<b>Community Training</b>																	
19.01	Community Training	4014	2.41	2898	1.76	72.20	72.99		0.00060	5611	3.37	3.37		0.00060	5611	3.37	3.37	
	<b>Sub Total</b>	4014	2.41	2898	1.76	72.20	72.99			5611	3.37	3.37			5611	3.37	3.37	
	<b>Total of SSA (District)</b>		2242.37		1827.18	#DIV/0!	81.48	132.43			3551.07	3683.50	129.43			3064.73	3194.16	
	<b>State Component</b>															26.313502		
	Management	1	62.87		62.00		98.62				72.00	72.00				72.00	72.00	
	<b>Grand Total</b>		2305.24		1889.18	#DIV/0!	81.95	132.43			3623.07	3755.50	129.43			3136.73	3266.16	

Civil Works % 26.36  
Management % 4.53

Civil Works % 25.7%  
Management % 5.3%  
LEP 0.2%

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Name of District : East Sikkim

S.No.	Activity	2008-2009						Proposal for 2009-10					Recommendation for 2009-10					
		PAB Approval		Achievement				Spill Over	Fresh Proposal			Total Proposal	Spill Over	Fresh Proposal			Total Proposal	
		Phy.	Fin	Phy.	Fin.	Phy.	Fin.(%)	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Fin.	Unit Cost	Phy.	Fin.	Fin.
1	New Schools																	
1.01	Upgradation of EGS to PS																	
1.02	PS																	
1.03	UPS																	
2	New Teachers Salary (PS)																	
2.01	Primary Teachers ( Regular)																0	0
2.02	Primary Teachers (language)																	
2.03	Upper Primary Teachers (Regular)																	
2.04	Upper Primary teacher (Para)																	
2.05	Primary Teachers - Head Master																	
2.06	Upper Primary Teachers - Head Master																	
	Add. Teacher against PTR																	
2.07	New Additional Teachers - PS (Regular )																	
2.08	New Additional Teachers - PS (Para)																	
2.09	New Additional Teachers-UPS (Regular)																	
2.10	New Additional Teachers - UPS (language)																	
2.11	Teachers under OBB(regular sanskrit PS)																	
2.12	New Others(School Peon for UPS)																	
	Teachers Salary (Recurring)																	
2.13	Primary Teachers ( Regular)	20	28.800	20	28.33	100.00	98.37		0.19500	20	46.80	46.80		0.19500	20	46.80	46.80	
2.14	Primary Teachers (Para)																	
2.15	UP Teachers (Regular)	20	37.200	20	36.00	100.00	96.77		0.24500	20	58.80	58.80		0.24500	20	58.80	58.80	
2.16	UP Teachers (Para)																	
2.17	Pry Teacher - Headmaster																	
2.18	UP Teachers - Head Master	10	20.400	3	6.06	30.00	29.71		0.35000	10	42.00	42.00		0.35000	10	42.00	42.00	
2.19	Additional Teachers - PS (Regular)																	
2.2	Additional Teachers - PS (Para)																	
2.21	Additional Teachers - UPS (Regular Lang)																	
2.22	Additional Teachers - UPS (Para)																	
2.23	Regular sanskrit PS																	
2.24	Others (Recurring) (salary Monastic Teachers)	56	53.760	56	28.17	100.00	52.40		0.19500	56	131.04	131.04		0.19500	56	131.04	131.04	
	Sub Total (2.01 to 2.22)	106	140.16	99	98.56	93.40	70.32	0.00		106	278.64	278.64	0.00		106	278.64	278.64	
3	Teachers Grant																	
3.01	Primary Teachers including MSTs	1417	7.090	1417	7.09	100.00	100.00		0.00500	1337	6.69	6.69		0.00500	1337	6.69	6.69	
3.02	Upper Primary Teachers	642	3.210	642	3.21	100.00	100.00		0.00500	692	3.46	3.46		0.00500	692	3.46	3.46	
	Sub Total	2059	10.30	2059	10.30	100.00	100.00	0	0	2029	10.15	10.15	0	0	2029	10.15	10.15	
4	Block Resource Centre																	
4.01	Salary of Resource Persons	3	5.580	3	5.58	100.00	100.00		0.24500	3	8.82	8.82		0.24500	3	8.82	8.82	
4.02	Furniture Grant					#DIV/0!	#DIV/0!		1.000	3	0.00	0.00		1.000	0	0.00	0.00	
4.03	Contingency Grant	3	0.600			0.00	0.00		0.20000	3	0.60	0.60		0.20000	3	0.60	0.60	
4.04	Meeting, TA	3	0.270	3	0.27	100.00	100.00		0.09000	3	0.27	0.27		0.09000	3	0.27	0.27	
4.05	TLM Grant	3	0.150			0.00	0.00		0.05000	3	0.15	0.15		0.05000	3	0.15	0.15	
	Sub Total	3	6.60	3	5.85	100.00	88.64	0.000		3	9.84	9.84	0.000		3	9.84	9.84	
5	Cluster Resource Centres																	
5.01	Salary of Resource Persons	37	68.820	37	65.39	100.00	95.02		0.24500	37	108.78	108.78		0.24500	37	108.78	108.78	
5.02	Furniture Grant(Addl.Resource person CRC)					#DIV/0!	#DIV/0!											
5.03	Contingency Grant	37	1.110			0.00	0.00		0.03000	37	1.11	1.11		0.03000	37	1.11	1.11	
5.04	Meeting, TA	37	1.330	37	1.33	100.00	100.00		0.03600	37	1.33	1.33		0.03600	37	1.33	1.33	
5.05	TLM Grant	37	0.370			0.00	0.00		0.01000	37	0.37	0.37		0.01000	37	0.37	0.37	
	Sub Total	37	71.63	37	66.72	100.00	93.15	0.000		37	111.59	111.59	0.000		37	111.59	111.59	
6	Teachers Training																	
6.01	In-service(10Days)at BRC	300	3.000	300	3.00	100.00	100.00		0.010	300	3.00	3.00		0.010	300	3.00	3.00	

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**Annual Work Plan & Budget 2009-10**  
**Sarva Shiksha Abhiyan**

S.No.	Activity	2008-2009						Proposal for 2009-10					Recommendation for 2009-10				
		PAB Approval		Achievement				Spill Over	Fresh Proposal		Total Proposal	Spill Over	Fresh Proposal		Total Proposal		
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.(%)		Fin.	Unit Cost			Phy.	Fin.		Fin.	Fin.
6.02	In-service(10Days)at CRC	300	1.500	300	1.50	100.00	100.00		0.005	300	1.50	1.50		0.005	300	1.50	1.50
	Induction training for Newly Recruit Trained Teachers(30days)					#DIV/0!	#DIV/0!		0.030	50	1.50	1.50		0.030	50	1.50	1.50
6.04	Refresher Course- Untrained Techers(60Days)	100	6.000	100	6.00	100.00	100.00		0.060	388	23.28	23.28		0.060	388	23.28	23.28
6.05	Other (DRG/BRG/CRG)	45	0.230			0.00	0.00		0.00500	45	0.23	0.23		0.00500	45	0.23	0.23
	<b>Sub Total</b>	<b>745</b>	<b>10.73</b>	<b>700</b>	<b>10.50</b>	<b>93.96</b>	<b>97.86</b>	<b>0</b>		<b>1083</b>	<b>29.51</b>	<b>29.51</b>	<b>0.00</b>		<b>1083</b>	<b>29.51</b>	<b>29.51</b>
7	Interventions for out of School Children																
7.01	EGS Centre (P)					#DIV/0!	#DIV/0!		0.00000	0	0.00	0.00		0.00000	0	0.00	0.00
7.02	EGS Centre (UP)					#DIV/0!	#DIV/0!				0.00	0.00				0.00	0.00
7.03	Residential Bridge Course 6-11 yrs					#DIV/0!	#DIV/0!				0.00	0.00				0.00	0.00
7.04	Residential Bridge Course 11-14 yrs					#DIV/0!	#DIV/0!				0.00	0.00				0.00	0.00
7.05	Non Residential Bridge Course (6-11 years)	100	1.500	100	1.50	100.00	100.00				0.00	0.00				0.00	0.00
7.06	Non Residential Bridge Course 11-14 years					#DIV/0!	#DIV/0!				0.00	0.00				0.00	0.00
7.07	Back to School (6-11 years)					#DIV/0!	#DIV/0!		0.01535	240	3.68	3.68		0.01535	240	3.68	3.68
7.08	Back to School (11-12 years)					#DIV/0!	#DIV/0!				0.00	0.00				0.00	0.00
7.09	Mobile Schools					#DIV/0!	#DIV/0!				0.00	0.00				0.00	0.00
7.10	Madarsa/ Maktab	10				0.00	#DIV/0!				0.00	0.00				0.00	0.00
7.11	AIE Center	330	5.070	316	4.85	95.76	95.66				0.00	0.00				0.00	0.00
7.12	Residential EGS for Tribal Children					#DIV/0!	#DIV/0!				0.00	0.00				0.00	0.00
7.13	Balance payment for AIE centres					#DIV/0!	#DIV/0!				0.00	0.00				0.00	0.00
7.14	Others (Direct mainstreaming)	71				0.00	#DIV/0!		0.01535	202	3.10	3.10		0.01535	0	0.00	0.00
	<b>Sub Total</b>	<b>911</b>	<b>6.57</b>	<b>416</b>	<b>6.35</b>	<b>81.41</b>	<b>96.65</b>	<b>0</b>		<b>442</b>	<b>6.78</b>	<b>6.78</b>	<b>0</b>		<b>240</b>	<b>3.68</b>	<b>3.68</b>
8	Remedial Teaching																
8.01	Remedial Teaching(PS)					#DIV/0!	#DIV/0!		0.00250	1000	2.50	2.50		0.00250	0	0.00	0.00
8.02	Remedial Teaching(UPS)					#DIV/0!	#DIV/0!		0.00250	500	1.25	1.25		0.00250	0	0.00	0.00
	<b>Sub Total</b>	<b>0</b>	<b>0.00</b>	<b>0</b>	<b>0.00</b>	<b>#DIV/0!</b>	<b>#DIV/0!</b>			<b>1500</b>	<b>3.75</b>	<b>3.75</b>			<b>0</b>	<b>0.00</b>	<b>0.00</b>
9	Free Text Book																
9.01	Free Text Book (P)					#DIV/0!	#DIV/0!										0.00
9.02	Free Text Book (UP)	10038	25.100	10038	25.10	100.00	100.00		0.00250	8931	22.33	22.33		0.00250	8931	22.33	22.33
	<b>Sub Total</b>	<b>10038</b>	<b>25.10</b>	<b>10038</b>	<b>25.10</b>	<b>100.00</b>	<b>100.00</b>	<b>0</b>		<b>8931</b>	<b>22.33</b>	<b>22.33</b>	<b>0</b>		<b>8931</b>	<b>22.33</b>	<b>22.33</b>
10	Interventions for CWSN (IED)																
10.01	Inclusive Education	198	2.380		1.00	0.00	42.02		0.01200	304	3.65	3.65		0.01000	304	3.04	3.04
	<b>Sub Total</b>	<b>198</b>	<b>2.38</b>	<b>0</b>	<b>1.00</b>	<b>0.00</b>	<b>42.02</b>	<b>0</b>		<b>304</b>	<b>3.65</b>	<b>3.65</b>	<b>0</b>		<b>304</b>	<b>3.04</b>	<b>3.04</b>
11	Civil Works																
11.01	BRC*		3.900	1	0.90			3.00				3.00	3.00			0.00	3.00
11.02	CRC		8.000	4	8.00			0.00				0.00	0.00			0.00	0.00
11.03	Primary School (new)*		1.730	1	1.73			0.00				0.00	0.00			0.00	0.00
11.04	Upper Primary (new)							0.00				0.00	0.00			0.00	0.00
11.05	Building Less (Pry)							0.00				0.00	0.00			0.00	0.00
11.06	Building Less (UP)							0.00				0.00	0.00			0.00	0.00
11.07	Dilapidated Building (Pry)							0.00				0.00	0.00			0.00	0.00
11.08	Dilapidated Building (UP)							0.00				0.00	0.00			0.00	0.00
11.09	Additional Class Room		91.800	65	91.80		100.00	0.00	5.30200	19	100.74	100.74	0.00	5.30200	19	100.74	100.74
11.1	Toilet/Urinals		14.000	70	14.00		100.00	0.00	0.20000		0.00	0.00	0.00	0.20000		0.00	0.00
11.11	Separate Girls Toilet						#DIV/0!	0.00	0.20000	50	10.00	10.00	0.00	0.20000	50	10.00	10.00
11.12	Drinking Water Facility		7.350	49	7.35		100.00	0.00	0.15000		0.00	0.00	0.00	0.15000		0.00	0.00
11.13	Boundary Wall		33.120	66	33.12		100.00	0.00	0.50000	100	50.00	50.00	0.00	0.50000	100	50.00	50.00
11.14	Seperatin Wall						#DIV/0!	0.00	0.50000		0.00	0.00	0.00	0.50000		0.00	0.00
11.15	Electrification		6.400	64	6.40		100.00	0.00	0.10000		0.00	0.00	0.00	0.10000		0.00	0.00
11.16	Head Master's Room						#DIV/0!	0.00	5.30200	10	53.02	53.02	0.00	5.30200	10	53.02	53.02
11.17	Child Friendly Elements		2.500	10	2.50		100.00	0.00	0.25000		0.00	0.00	0.00	0.25000		0.00	0.00
11.18	Kitchen Shed						#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
11.19	Residential Hostel						#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
11.20	Major Repairs (Pry)						#DIV/0!	0.00	1.5	2	3.00	3.00	0.00	1.5	0	0.00	0.00

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S.No.	Activity	2008-2009						Proposal for 2009-10					Recommendation for 2009-10				
		PAB Approval		Achievement				Spill Over	Fresh Proposal			Total Proposal	Spill Over	Fresh Proposal			Total Proposal
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin. (%)		Fin.	Unit Cost	Phy.			Fin.	Fin.	Fin.	
11.21	Major Repairs (U Pry)						#DIV/0!	0.00		10	20.00	20.00	0.00		0	0.00	0.00
11.22	Rooms for monastic Schools						#DIV/0!	0.00	5.30200	13	68.93	68.93	0.00	5.30200	13	68.93	68.93
11.23	Add classroom for Earthquake affected schools						#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
11.24	Others						#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
	<b>Sub Total of Civil Works</b>		168.80		165.80		#DIV/0!	98.22	3.00		305.68	308.68	3.00			282.68	285.68
12	Furniture For govt UPS						#DIV/0!	#DIV/0!									
12.01	No of Children	1000	5.000	1000	5.00	100.00	100.00		0.00500	1548	7.74	7.74		0.00500	0	0.00	0.00
	<b>Sub Total(Furniture)</b>	1000	5.79	1000	5.70	100.00	98.45			1548	7.74	7.74	0.00000		0	0.00	0.00
	<b>Sub Total (Civil + Furniture)</b>		260.66		171.50		#DIV/0!	65.79	3.00		313.42	316.42	3.00			282.68	285.68
13	Teaching Learning Equipment						#DIV/0!	#DIV/0!									
13.01	TLE - New Primary						#DIV/0!	#DIV/0!	0.20000			0.00		0.20000		0.00	0.00
13.02	TLE - New Upper Primary						#DIV/0!	#DIV/0!				0.00				0.00	0.00
13.03	UPS not covered under OBB						#DIV/0!	#DIV/0!				0.00				0.00	0.00
13.04	TLE for Lower Primary Schools						#DIV/0!	#DIV/0!				0.00				0.00	0.00
	<b>Sub Total</b>	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	0	0.00	0.00	0.00	0.00	0	0.00	0.00	0.00
14	Maintenance Grant						#DIV/0!	#DIV/0!									
14.01	Maintenance Grant for PS & UPS for 3 rooms	37	1.850	25	1.25	67.57	67.57	0.07500	38	2.85	2.85		0.07500	38	2.85	2.85	
14.02	Maintenance Grant for more than 3 rooms	233	23.300	233	17.63	100.00	75.64	0.10000	321	32.10	32.10		0.10000	321	32.10	32.10	
	<b>Sub Total</b>	270	25.15	258	18.88	95.56	75.05		359	34.95	34.95			359	34.95	34.95	
15	School Grant						#DIV/0!	#DIV/0!									
15.01	Primary School (incl. MPS)	270	13.500	260	13.00	96.30	96.30	0.05000	263	13.15	13.15		0.05000	263	13.15	13.15	
15.02	Upper Primary School	97	6.790	96	6.72	98.97	98.97	0.07000	96	6.72	6.72		0.07000	96	6.72	6.72	
	<b>Sub Total</b>	367	20.29	356	19.72	97.00	97.19		359	19.87	19.87			359	19.87	19.87	
16	Research & Evaluation						#DIV/0!	#DIV/0!									
16.01	Research & Evaluation	242	3.150	46	0.60	19.01	19.05	0.01300	359	4.67	4.67		0.01300	359	4.67	4.67	
	<b>Sub Total</b>	242	3.15	46	0.60	19.01	19.05		359	4.67	4.67			359	4.67	4.67	
17	Management & Quality						#DIV/0!	#DIV/0!									
17.01	Management & MIS	1	20.600	1	20.60	100.00	100.00		1	21.00	21.00			1	21.00	21.00	
17.02	LEP	0	0.400		0.40	#DIV/0!	100.00			1.25	1.25				1.25	1.25	
	<b>Sub Total</b>		21.00		21.00		100.00			22.25	22.25				22.25	22.25	
18	Innovative Activity						#DIV/0!	#DIV/0!									
18.01	ECCE (salary SMs)	20	15.000	20	12.00	100.00	80.00	0.16500	10	19.80	19.80		0.05000	10	6.00	6.00	
18.02	Girls Education.	1000	8.450	492	1.23	49.20	14.56	0.16500	10	19.80	19.80		0.05000	10	6.00	6.00	
18.03	SC / ST	2000	15.000		7.80	0.00	52.00	0.00845	2000	16.90	16.90			2000	15.00	15.00	
18.04	Furniture for new Mst Schools						#DIV/0!	#DIV/0!				0.00				0.00	
18.05	Computer Education	20	50.000	20	25.00	100.00	50.00		20	50.00	50.00			20	41.00	41.00	
18.06	Others(Community Mobilization, Bal Melas etc)		15.000		12.02	#DIV/0!	80.13	3.00000	5	15.00	15.00		3.00000	0	0.00	0.00	
18.07	TLM for ICDS centre						#DIV/0!	#DIV/0!				0.00				0.00	
18.08	EDUSAT								40	7.02	7.02			0	0.00	0.00	
	<b>Sub Total</b>		103.45		58.05		56.11			128.52	128.52				68.00	68.00	
19	Community Training						#DIV/0!	#DIV/0!									
19.01	Community Training	1000	0.600	1000	0.60	100.00	100.00	0.00060	1803	1.08	1.08		0.00060	1803	1.08	1.08	
	<b>Sub Total</b>	1000	0.60	1000	0.60	100.00	100.00		1803	1.08	1.08			1803	1.08	1.08	
	<b>Total of SSA (District)</b>		621.70		514.73		82.79	3.00		1001.00	1004.00	3.00			902.28	905.28	
	<b>State Component</b>																
	Management						#DIV/0!	#DIV/0!									
	<b>Grand Total</b>		621.70		514.73	#DIV/0!	82.79	3.00	0	1001.00	1004.00	3.00			902.28	905.28	

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Civil Works %	30.538015	Civil Works %	31.3%
Management %	2.2227883	Management %	2.5%
		LEP	0.1%

**Annual Work Plan & Budget 2009-10**  
**Sarva Shiksha Abhiyan**

District: West Sikkim

(Rs. In Lakhs)

S.No.	Activity	2008-2009						Proposal for 2009-10					Recommendation for 2009-10					
		PAB Approved		Achievement				Spill Over	Fresh Proposal			Total Proposal	Spill Over	Fresh Proposal			Total Proposal	
		Phy.	Fin.	Phy.	Fin.	Phy. (%)	Fin. (%)		Fin.	Unit Cost	Phy.			Fin.	Fin.	Fin.		Unit Cost
1	New Schools Opening					0.00	0.00											
1.01	Upgradation of EOS to PS	3				0.00	#DIV/0!											
1.02	New PS					#DIV/0!	#DIV/0!											
1.03	Upgraded/New UPS					#DIV/0!	#DIV/0!											
2	New Teachers Salary					#DIV/0!	#DIV/0!											
2.01	Primary Teachers ( Regular)	6	1.98			0.00	0.00										0	0.00
2.02	Primary Teachers (Para)					#DIV/0!	#DIV/0!											
2.03	Upper Primary Teachers (Regular)					#DIV/0!	#DIV/0!											
2.04	Upper Primary Teachers (Para)					#DIV/0!	#DIV/0!											
2.05	Primary Teachers - Head Master					#DIV/0!	#DIV/0!											
2.06	Upper Primary Teachers - Head Master					#DIV/0!	#DIV/0!											
	Add. Teacher against PTR					#DIV/0!	#DIV/0!											
2.07	New Additional Teachers - PS (Regular)					#DIV/0!	#DIV/0!											
2.08	New Additional Teachers - PS (language)					#DIV/0!	#DIV/0!											
2.09	New Additional Teachers-UPS (Regular)					#DIV/0!	#DIV/0!											
2.1	New Additional Teachers - UPS (language)					#DIV/0!	#DIV/0!											
2.11	Teachers under OBB					#DIV/0!	#DIV/0!											
2.12	New Others (Schoolpeon for UPS)					#DIV/0!	#DIV/0!											
	Teachers Salary (Recurring)																	
2.13	Primary Teachers ( Regular)	26	37.44	26	23.76	100.00	63.46	0.00	0.19500	32	74.88	74.88	0.00	0.19500	32	74.88	74.88	
2.14	Primary Teachers (Para)					#DIV/0!	#DIV/0!											
2.15	UP Teachers (Regular)	30	55.80	30	43.76	100.00	78.42	0.00	0.24500	30	88.20	88.20	0.00	0.24500	30	88.20	88.20	
2.16	UP Teachers (Para)					#DIV/0!	#DIV/0!											
2.17	Pry Teacher - Headmaster					#DIV/0!	#DIV/0!											
2.18	UP Teachers - Head Master	15	30.60	15	11.36	100.00	37.12	0.00	0.35000	15	63.00	63.00	0.00	0.35000	15	63.00	63.00	
2.19	Additional Teachers - PS (Regular)					#DIV/0!	#DIV/0!											
2.2	Additional Teachers - PS (Para)					#DIV/0!	#DIV/0!											
2.21	Additional Teachers - UPS (Regular)					#DIV/0!	#DIV/0!											
2.22	Additional Teachers - UPS (Para)					#DIV/0!	#DIV/0!											
2.23	Regular sanskrit PS					#DIV/0!	#DIV/0!											
2.24	Others(Monastic Trs)	26	24.96	26	18.97	100.00	76.00	0.00	0.19500	26	60.84	60.84	0.00	0.19500	26	60.84	60.84	
	<b>Sub Total (2.01 to 2.22)</b>	<b>103</b>	<b>150.78</b>	<b>97</b>	<b>97.85</b>	<b>94.17</b>	<b>64.90</b>	<b>0.00</b>		<b>103</b>	<b>286.92</b>	<b>286.92</b>	<b>0.00</b>		<b>103</b>	<b>286.92</b>	<b>286.92</b>	
3	Teachers Grant					#DIV/0!	#DIV/0!											
3.01	Primary Teachers	1168	5.84	1168	5.84	100.00	100.00	0.00	0.00500	1318	6.59	6.59	0.00	0.00500	1318	6.59	6.59	
3.02	Upper Primary Teachers	370	1.85	370	1.85	100.00	100.00	0.00	0.00500	492	2.46	2.46	0.00	0.00500	492	2.46	2.46	
	<b>Sub Total</b>	<b>1538</b>	<b>7.69</b>	<b>1538</b>	<b>7.69</b>	<b>100.00</b>	<b>100.00</b>	<b>0.00</b>	<b>0</b>	<b>1810</b>	<b>9.05</b>	<b>9.05</b>	<b>0.00</b>	<b>0</b>	<b>1810</b>	<b>9.05</b>	<b>9.05</b>	
4	Block Resource Centre (BRC)/UBRC					#DIV/0!	#DIV/0!											
4.01	Salary of Resource Persons	2	3.27	2	4.33	100.00	132.42	0.00	0.24500	2	5.88	5.88	0.00	0.24500	2	5.88	5.88	
4.02	Furniture Grant					#DIV/0!	#DIV/0!		1.000	2	0.00	0.00	0.00	1.000	0	0.00	0.00	
4.03	Contingency Grant	2	0.40	2	0.40	100.00	100.00	0.00	0.20000	2	0.40	0.40	0.00	0.20000	2	0.40	0.40	
4.04	Meeting, TA	2	0.18	2	0.18	100.00	100.00	0.00	0.09000	2	0.18	0.18	0.00	0.09000	2	0.18	0.18	
4.05	TLM Grant	2	0.10	2	0.10	100.00	100.00	0.00	0.05000	2	0.10	0.10	0.00	0.05000	2	0.10	0.10	
	<b>Sub Total</b>	<b>2</b>	<b>3.95</b>	<b>2</b>	<b>5.01</b>	<b>100.00</b>	<b>126.84</b>	<b>0.00</b>		<b>2</b>	<b>6.56</b>	<b>6.56</b>	<b>0.00</b>		<b>2</b>	<b>6.56</b>	<b>6.56</b>	
5	Cluster Resource Centres					#DIV/0!	#DIV/0!											
5.01	Salary of Resource Persons	38	70.68	38	70.61	100.00	99.90	0.00	0.24500	38	111.72	111.72	0.00	0.24500	38	111.72	111.72	
5.02	Furniture Grant		0.00	0	0.00	#DIV/0!	#DIV/0!						0.00		0	0.00	0.00	
5.03	Contingency Grant	38	1.14	38	1.14	100.00	100.00	0.00	0.03000	38	1.14	1.14	0.00	0.03000	38	1.14	1.14	
5.04	Meeting, TA	38	1.37	38	1.37	100.00	100.00	0.00	0.03600	38	1.37	1.37	0.00	0.03600	38	1.37	1.37	
5.05	TLM Grant	38	0.38	38	0.38	100.00	100.00	0.00	0.01000	38	0.38	0.38	0.00	0.01000	38	0.38	0.38	
	<b>Sub Total</b>	<b>38</b>	<b>73.57</b>	<b>38</b>	<b>73.50</b>	<b>100.00</b>	<b>99.90</b>	<b>0.00</b>		<b>38</b>	<b>114.61</b>	<b>114.61</b>	<b>0.00</b>		<b>38</b>	<b>114.61</b>	<b>114.61</b>	
6	Teachers Training					#DIV/0!	#DIV/0!											
6.01	In-service Teachers' Training (10 days ) at BRC Level	400	4.00	400	4.00	100.00	100.00	0.00	0.010	400	4.00	4.00	0.00	0.010	400	4.00	4.00	

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S.No.	Activity	2008-2009						Proposal for 2009-10					Recommendation for 2009-10				
		PAB Approved		Achievement				Spill Over	Fresh Proposal		Total Proposal	Spill Over	Fresh Proposal		Total Proposal		
		Phy.	Fin.	Phy.	Fin.	Phy. (%)	Fin. (%)	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Unit Cost	Phy.	Fin.	Fin.
6.02	Teachers Trg at CRC Level (10 days)	400	2.00	400	2.00	100.00	100.00	0.00	0.005	400	2.00	2.00	0.00	0.005	400	2.00	2.00
6.03	Induction Trg for newly recruit (30 days)	6	0.18	0	0.00	0.00	0.00	0.00	0.030	60	1.80	1.80	0.00	0.030	60	1.80	1.80
6.04	Training for Untrained Teachers(60 days)	200	12.00	0	0.00	0.00	0.00	0.00	0.060	374	22.44	22.44	0.00	0.060	374	22.44	22.44
6.05	Other (BRC/CRC) / DRG	7	0.04	0	0.00	0.00	0.00	0.00	0.00500	44	0.22	0.22	0.00	0.00500	44	0.22	0.22
	<b>Sub Total</b>	<b>1013</b>	<b>18.22</b>	<b>800</b>	<b>6.00</b>	<b>78.97</b>	<b>32.93</b>	<b>0</b>		<b>1278</b>	<b>30.46</b>	<b>30.46</b>	<b>0.00</b>		<b>1278</b>	<b>30.46</b>	<b>30.46</b>
7	<b>Interventions for OOSC</b>					#DIV/0!	#DIV/0!										
7.01	EGS Centre (P)					#DIV/0!	#DIV/0!		0.00000	0	0.00	0.00		0.00000	0	0.00	0.00
7.02	EGS Centre (UP)					#DIV/0!	#DIV/0!				0.00	0.00				0.00	0.00
7.03	Residential Bridge Course (6-11 years)					#DIV/0!	#DIV/0!				0.00	0.00				0.00	0.00
7.04	Residential Bridge Course (11-12 years)					#DIV/0!	#DIV/0!				0.00	0.00				0.00	0.00
7.05	Non Residential Bridge Course (6-11 years)	55	0.83	0	0.00	0.00	0.00				0.00	0.00				0.00	0.00
7.06	Non Residential Bridge Course (11-12 years)	95	1.43	0	0.00	0.00	0.00				0.00	0.00				0.00	0.00
7.07	Back to School (6-11 years)					#DIV/0!	#DIV/0!		0.01535	116	1.78	1.78		0.01535	116	1.78	1.78
7.08	Back to School (11-12 years)					#DIV/0!	#DIV/0!				0.00	0.00				0.00	0.00
7.09	Mobile Schools					#DIV/0!	#DIV/0!				0.00	0.00				0.00	0.00
7.10	Madarsa/ Maktab					#DIV/0!	#DIV/0!				0.00	0.00				0.00	0.00
7.11	AIE Center					#DIV/0!	#DIV/0!			0	0.00	0.00			0	0.00	0.00
7.12	Residential EGS for Tribal Children					#DIV/0!	#DIV/0!				0.00	0.00				0.00	0.00
7.13	Balance payment of AIE centre					#DIV/0!	#DIV/0!				0.00	0.00				0.00	0.00
7.14	Others (Direct mainstreaming)					#DIV/0!	#DIV/0!		0.01535	140	2.15	2.15		0.01535	0	0.00	0.00
	<b>Sub Total</b>	<b>150</b>	<b>2.26</b>	<b>0</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0</b>		<b>256</b>	<b>3.93</b>	<b>3.93</b>	<b>0</b>		<b>116</b>	<b>1.78</b>	<b>1.78</b>
8	<b>Remedial Teaching</b>					#DIV/0!	#DIV/0!										
8.01	Remedial Teaching for primary	700	1.75	1300	3.25	185.71	185.71	0.00	0.00250	700	1.75	1.75	0.00	0.00250	0	0.00	0.00
8.02	Remedial Teaching for U/primary	600	1.50			0.00	0.00		0.00250	300	0.75	0.75		0.00250	0	0.00	0.00
	<b>Sub Total</b>	<b>1300</b>	<b>3.25</b>	<b>1300</b>	<b>3.25</b>	<b>100.00</b>	<b>100.00</b>			<b>1000</b>	<b>2.50</b>	<b>2.50</b>			<b>0</b>	<b>0.00</b>	<b>0.00</b>
9	<b>Free Text Book</b>					#DIV/0!	#DIV/0!										
9.01	Free Text Book (P)					#DIV/0!	#DIV/0!										0.00
9.02	Free Text Book (UP)	5527	13.82	5527	13.82	100.00	100.00	0.00	0.00250	5750	14.38	14.38	0.00	0.00250	5750	14.38	14.38
	<b>Sub Total</b>	<b>5527</b>	<b>13.82</b>	<b>5527</b>	<b>13.82</b>	<b>100.00</b>	<b>100.00</b>	<b>0</b>		<b>5750</b>	<b>14.38</b>	<b>14.38</b>	<b>0</b>		<b>5750</b>	<b>14.38</b>	<b>14.38</b>
10	<b>Interventions for CWSN (IED)</b>					#DIV/0!	#DIV/0!										
10.01	Inclusive Education	196	2.35	196	2.35	100.00	100.00	0.00	0.01200	183	2.20	2.20	0.00	0.01000	183	1.83	1.83
	<b>Sub Total</b>	<b>196</b>	<b>2.35</b>	<b>196</b>	<b>2.35</b>	<b>100.00</b>	<b>100.00</b>	<b>0</b>		<b>183</b>	<b>2.20</b>	<b>2.20</b>	<b>0</b>		<b>183</b>	<b>1.83</b>	<b>1.83</b>
11	<b>Civil Works</b>					#DIV/0!	#DIV/0!										
11.01	BRC		2.00			#DIV/0!	0.00	2.00				2.00	2.00			0.00	2.00
11.02	CRC		49.60	24	48.00	#DIV/0!	96.77	1.60				1.60	1.60			0.00	1.60
11.03	Primary School (new)		22.13	3	21.00	#DIV/0!	94.89	1.13				1.13	1.13			0.00	1.13
11.04	Upper Primary (new)					#DIV/0!	#DIV/0!	0.00				0.00	0.00			0.00	0.00
11.05	Building Less (Pry)					#DIV/0!	#DIV/0!	0.00				0.00	0.00			0.00	0.00
11.06	Building Less (UP)					#DIV/0!	#DIV/0!	0.00				0.00	0.00			0.00	0.00
11.07	Dilapidated Building (Pry)					#DIV/0!	#DIV/0!	0.00				0.00	0.00			0.00	0.00
11.08	Dilapidated Building (UP)					#DIV/0!	#DIV/0!	0.00				0.00	0.00			0.00	0.00
11.09	Additional Class Room		54.51	36	54.00	#DIV/0!	99.06	0.51	5.30200	24	127.25	127.76	0.51	5.30200	24	127.25	127.76
11.10	Toilet/Urinals					#DIV/0!	#DIV/0!	0.00	0.20000		0.00	0.00	0.00	0.20000		0.00	0.00
11.11	Separate Girls Toilet					#DIV/0!	#DIV/0!	0.00	0.20000	10	2.00	2.00	0.00	0.20000	10	2.00	2.00
11.12	Drinking Water Facility					#DIV/0!	#DIV/0!	0.00	0.15000	25	3.75	3.75	0.00	0.15000	0	0.00	0.00
11.13	Boundary Wall		22.00	44	22.00	#DIV/0!	100.00	0.00	0.50000	20	10.00	10.00	0.00	0.50000	20	10.00	10.00
11.14	Separation Wall					#DIV/0!	#DIV/0!	0.00	0.50000		0.00	0.00	0.00	0.50000		0.00	0.00
11.15	Electrification		4.70	47	4.70	#DIV/0!	100.00	0.00	0.10000	20	2.00	2.00	0.00	0.10000	0	0.00	0.00
11.16	Head Master's Room					#DIV/0!	#DIV/0!	0.00	5.30200		0.00	0.00	0.00	5.30200		0.00	0.00
11.17	Child Friendly Elements					#DIV/0!	#DIV/0!	0.00	0.25000		0.00	0.00	0.00	0.25000		0.00	0.00
11.18	Kitchen Shed					#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
11.19	Residential [unclear]					#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
11.20	Major Repairs (Primary)					#DIV/0!	#DIV/0!	0.00	1.5		0.00	0.00	0.00	1.5		0.00	0.00
11.21	Major Repairs (Upper Primary)					#DIV/0!	#DIV/0!	0.00	2		0.00	0.00	0.00	2		0.00	0.00

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**Annual Work Plan & Budget 2009-10**  
**Sarva Shiksha Abhiyan**

S.No.	Activity	2008-2009						Proposal for 2009-10					Recommendation for 2009-10				
		PAB Approved		Achievement				Spill Over	Fresh Proposal		Total Proposal	Spill Over	Fresh Proposal		Total Proposal		
		Phy.	Fin.	Phy.	Fin.	Phy. (%)	Fin. (%)		Fin.	Unit Cost			Phy.	Fin.		Fin.	Fin.
11.22	Rooms for Monastic School					#DIV/0!	#DIV/0!	0.00	5.30200		0.00	0.00	0.00	5.30200		0.00	0.00
11.23	ACRs for earthquake affected schools					#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
11.24	Others					#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
	<b>Sub Total of Civil Works</b>		154.94		149.70	#DIV/0!	96.62	5.24			145.00	150.24	5.24			139.25	144.49
12	<b>Furniture for Govt. UPS</b>					#DIV/0!	#DIV/0!										
12.01	No. of Children	1000	5.00	1000	5.00	100.00	100.00		0.00500	2189	10.95	10.95		0.00500	2189	10.95	10.95
	<b>Sub Total(Furniture)</b>	1000	5.79	1000	5.70	100.00	98.45			2189	10.95	10.95	0.00000		2189	10.95	10.95
	<b>Sub Total (Civil + Furniture)</b>		260.66		155.40	#DIV/0!	59.62	5.24			155.94	161.18	5.24			150.19	155.43
13	<b>Teaching Learning Equipment</b>					#DIV/0!	#DIV/0!										
13.01	TLE - New Primary	3	2.00	1	0.30	33.33	15.00	1.70	0.20000			1.70	1.70	0.20000		0.00	1.70
13.02	TLE - New Upper Primary					#DIV/0!	#DIV/0!	0.00				0.00	0.00			0.00	0.00
13.03	UPS not covered under OBB					#DIV/0!	#DIV/0!	0.00				0.00	0.00			0.00	0.00
13.04	TLE for Lower Primary Schools					#DIV/0!	#DIV/0!	0.00				0.00	0.00			0.00	0.00
	<b>Sub Total</b>	3	2.00	1	0.30	33.33	15.00	1.70	0	0.00		1.70	1.70		0	0.00	1.70
14	<b>Maintenance Grant</b>					#DIV/0!	#DIV/0!										
14.01	Maintenance Grant for PS & UPS for 3 rooms	51	2.55	51	2.55	100.00	100.00	0.00	0.07500	39	2.93	2.93	0.00	0.07500	39	2.93	2.93
14.02	Maintenance Grant for more than 3 rooms	186	18.60	19	18.60	10.22	100.00		0.10000	274	27.40	27.40	0.00	0.10000	274	27.40	27.40
	<b>Sub Total</b>	237	21.15	70	21.15	29.54	100.00			313	30.33	30.33			313	30.33	30.33
15	<b>School Grant</b>					#DIV/0!	#DIV/0!										
15.01	Primary School	237	11.85	237	11.85	100.00	100.00	0.00	0.05000	239	11.95	11.95	0.00	0.05000	239	11.95	11.95
15.02	Upper Primary School	74	5.18	74	5.18	100.00	100.00	0.00	0.07000	74	5.18	5.18	0.00	0.07000	74	5.18	5.18
	<b>Sub Total</b>	311	17.03	311	17.03	100.00	100.00			313	17.13	17.13			313	17.13	17.13
16	<b>Research &amp; Evaluation</b>					#DIV/0!	#DIV/0!										
16.01	Research & Evaluation	226	2.94	226	2.94	100.00	100.00	0.00	0.01300	313	4.07	4.07	0.00	0.01300	313	4.07	4.07
	<b>Sub Total</b>	226	2.94	226	2.94	100.00	100.00			313	4.07	4.07			313	4.07	4.07
17	<b>Management &amp; Quality</b>					#DIV/0!	#DIV/0!										
17.01	Management & MIS	1	20.60	1	15.50	100.00	75.24			1	21.00	21.00			1	21.00	21.00
17.02	Learning Enhancement Prog. (LEP)		0.40		0.15	#DIV/0!	37.50				1.25	1.25				1.25	1.25
	<b>Sub Total</b>		21.00		15.65		74.52				22.25	22.25				22.25	22.25
18	<b>Innovative Activity</b>					#DIV/0!	#DIV/0!										
18.01	ECCE (salary SMs)	29	15.00	29	21.23	100.00	141.53	0.00	0.16500	14	27.72	27.72	0.00	0.05000	14	8.40	8.40
18.02	Girls Education.	245	0.98	0	0.00	0.00	0.00		0.16500	15	29.70	29.70		0.05000	15	9.00	9.00
18.03	SC / ST	1000	15.00			0.00	0.00		0.00845	0	0.00	0.00			0	0.00	0.00
18.04	Furniture for new Mst Schools					#DIV/0!	#DIV/0!		0.00845	2000	16.90	16.90		0.00845		0.00	0.00
18.05	Computer Education	20	50.00	20	25.00	100.00	50.00			20	50.00	50.00			20	41.00	41.00
18.06	Others(Community Mobilization, Bal Melas etc)		15.00		6.33	#DIV/0!	42.20		3.00000	0	15.00	15.00		3.00000	0	0.00	0.00
18.07	TLM for ICDS centre					#DIV/0!	#DIV/0!		0.05000	29	1.45	1.45		0.05000	0	0.00	0.00
18.08	EDUSAT					#DIV/0!	#DIV/0!			40	7.02	7.02			0	0.00	0.00
	<b>Sub Total</b>		95.98		52.56		54.76				147.79	147.79				58.40	58.40
19	<b>Community Training</b>					#DIV/0!	#DIV/0!										
19.01	Community Training	1344	0.81	1344	0.81	100.00	100.00		0.00060	1520	0.91	0.91		0.00060	1520	0.91	0.91
	<b>Sub Total</b>	1344	0.81	1344	0.81	100.00	100.00			1520	0.91	0.91			1520	0.91	0.91
	<b>Total of SSA (District)</b>		597.53		475.31		79.55	6.94			849.02	855.96	6.94			748.86	755.80
	<b>State Component</b>																
	Management					#DIV/0!	#DIV/0!										
	<b>Grand Total</b>		597.53		475.31	#DIV/0!	79.55	6.94		0	849.02	855.96	6.94			748.86	755.80

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Civil Works % 17.078327  
Management % 2.6206759

Civil Works % 20.1%  
Management % 3.0%  
LEP 0.2%

S.No.	Activity	2008 - 09						Proposal for 2009 - 10						Recommendation for 2009-10					
		PAB Approved		Achievement				Spill Over	Fresh Proposal		Total Proposal	Spill Over	Fresh Proposal		Total Proposal				
		Phy.	Fin.	Phy.	Fin.	Phy. (%)	Fin. (%)	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Unit Cost	Phy.	Fin.	Fin.		
1	New Schools Opening					0.00	0.00												
1.01	Upgradation of EGS to PS	0				#DIV/0!	#DIV/0!												
1.02	New PS	0				#DIV/0!	#DIV/0!												
1.03	Upgraded/New UPS	0				#DIV/0!	#DIV/0!												
2	New Teachers Salary					#DIV/0!	#DIV/0!												
2.01	Primary Teachers (Regular)	0	0.00		0.00	#DIV/0!	#DIV/0!	0.00					0.00			0	0.00		
2.02	Primary Teachers (Para)	0	0.00		0.00	#DIV/0!	#DIV/0!												
2.03	Upper Primary Teachers (Regular)	0	0.00		0.00	#DIV/0!	#DIV/0!	0.00					0.00						
2.04	Upper Primary Teachers (Para)	0	0.00		0.00	#DIV/0!	#DIV/0!	0.00					0.00						
2.05	Primary Teachers - Head Master	0	0.00		0.00	#DIV/0!	#DIV/0!												
2.06	Upper Primary Teachers - Head Master					#DIV/0!	#DIV/0!												
	Add. Teacher against PTR					#DIV/0!	#DIV/0!												
2.07	New Additional Teachers - PS (Regular)	0	0.00		0.00	#DIV/0!	#DIV/0!	0.00					0.00						
2.08	New Additional Teachers - PS (language)	0	0.00		0.00	#DIV/0!	#DIV/0!												
2.09	New Additional Teachers-UPS (Regular)	0	0.00		0.00	#DIV/0!	#DIV/0!	0.00					0.00						
2.10	New Additional Teachers - UPS (language)	0	0.00		0.00	#DIV/0!	#DIV/0!												
2.11	Teachers under OBB	0	0.00		0.00	#DIV/0!	#DIV/0!												
2.12	New Others (Schoolpeon for UPS)	0	0.00		0.00	#DIV/0!	#DIV/0!	0.00					0.00						
	Teachers Salary (Recurring)					#DIV/0!	#DIV/0!												
2.13	Primary Teachers (Regular)	28	40.32	28	40.32	100.00	100.00	0.00	0.19500	28	65.52	65.52	0.00	0.19500	28	65.52	65.52		
2.14	Primary Teachers (Para)	0	0.00		0.00	#DIV/0!	#DIV/0!												
2.15	UP Teachers (Regular)	21	39.06	21	39.06	100.00	100.00	0.00	0.24500	14	41.16	41.16	0.00	0.24500	14	41.16	41.16		
2.16	UP Teachers (Para)	0	0.00		0.00	#DIV/0!	#DIV/0!	0.00					0.00						
2.17	Pry Teachers - Head Master					#DIV/0!	#DIV/0!												
2.18	UP Teachers - Head Master	0	0.00	0	0.00	#DIV/0!	#DIV/0!		0.35000	7	29.40	29.40		0.35000	7	29.40	29.40		
2.19	Additional Teachers - PS (Regular)	0	0.00		0.00	#DIV/0!	#DIV/0!	0.00					0.00						
2.2	Additional Teachers - PS (Para)	0	0.00		0.00	#DIV/0!	#DIV/0!												
2.21	Additional Teachers - UPS (Regular)	0	0.00		0.00	#DIV/0!	#DIV/0!	0.00					0.00						
2.22	Additional Teachers - UPS (Para)	0	0.00		0.00	#DIV/0!	#DIV/0!												
2.23	Regular sanskrit PS	0	0.00		0.00	#DIV/0!	#DIV/0!												
2.24	Others (Recurring) Salary of MSTs	36	34.56	36	34.56	100.00	100.00	0.00	0.19500	36	84.24	84.24	0.00	0.19500	36	84.24	84.24		
	Sub Total (2.01 to 2.22)	85	113.94	85	113.94	100.00	100.00	0.00		85	220.32	220.32	0.00		85	220.32	220.32		
3	Teachers Grant					#DIV/0!	#DIV/0!												
3.01	Primary Teachers	550	2.75	451	2.26	82.00	82.00	0.00	0.00500	418	2.09	2.09	0.00	0.00500	418	2.09	2.09		
3.02	Upper Primary Teachers	259	1.30	260	1.30	100.39	100.00	0.00	0.00500	169	0.85	0.85	0.00	0.00500	169	0.85	0.85		
	Sub Total	809	4.05	711	3.56	87.89	87.78	0.00	0	587	2.94	2.94	0.00	0	587	2.94	2.94		
4	Block Resource Centre (BRC)/UBRC					#DIV/0!	#DIV/0!												
4.01	Salary of Resource Persons	2	3.72	2	3.72	100.00	100.00	0.00	0.24500	2	5.88	5.88	0.00	0.24500	2	5.88	5.88		
4.02	Furniture Grant	0	0.00		0.00	#DIV/0!	#DIV/0!	0.00	1.000	2	0.00	0.00	0.00	1.000	0	0.00	0.00		
4.03	Contingency Grant	2	0.40	2	0.40	100.00	100.00	0.00	0.20000	2	0.40	0.40	0.00	0.20000	2	0.40	0.40		
4.04	Meeting, TA	2	0.18	2	0.18	100.00	100.00	0.00	0.09000	2	0.18	0.18	0.00	0.09000	2	0.18	0.18		
4.05	TLM Grant	2	0.10		0.00	0.00	0.00	0.00	0.05000	2	0.10	0.10	0.00	0.05000	2	0.10	0.10		
	Sub Total	2	4.40	2	4.30	100.00	97.73	0.00		2	6.56	6.56	0.00		2	6.56	6.56		
5	Cluster Resource Centres					#DIV/0!	#DIV/0!												
5.01	Salary of Resource Persons	18	33.48	18	33.48	100.00	100.00	0.00	0.24500	18	52.92	52.92	0.00	0.24500	18	52.92	52.92		
5.02	Furniture Grant	0	0.00		0.00	#DIV/0!	#DIV/0!	0.00					0.00			0.00	0.00		
5.03	Contingency Grant	18	0.54	18	0.54	100.00	100.00	0.00	0.03000	18	0.54	0.54	0.00	0.03000	18	0.54	0.54		
5.04	Meeting, TA	18	0.65	18	0.65	100.00	99.23	0.00	0.03600	18	0.65	0.65	0.00	0.03600	18	0.65	0.65		
5.05	TLM Grant	18	0.18	0	0.00	0.00	0.00	0.00	0.01000	18	0.18	0.18	0.00	0.01000	18	0.18	0.18		
	Sub Total	18	34.85	18	34.67	100.00	99.47	0.00		18	54.29	54.29	0.00		18	54.29	54.29		
6	Teachers Training					#DIV/0!	#DIV/0!												
6.01	In-service Teachers' Training (10 days at BRC)	100	1.00	100	1.00	100.00	100.00	0.00	0.010	300	3.00	3.00	0.00	0.010	300	3.00	3.00		

**Annual Work Plan & Budget 2009-10**  
**Sarva Shiksha Abhiyan**

S.No.	Activity	2008 - 09						Proposal for 2009 - 10					Recommendation for 2009-10				
		PAB Approved		Achievement				Spill Over	Fresh Proposal		Total Proposal	Spill Over	Fresh Proposal		Total Proposal		
		Phy.	Fin.	Phy.	Fin.	Phy. (%)	Fin.(%)	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Unit Cost	Phy.	Fin.	Fin.
6.02	In-service Teachers' Training (10 days at CRC)	100	0.50	100	0.50	100.00	100.00		0.005	300	1.50	1.50		0.005	300	1.50	1.50
6.03	Induction training for Newly Recruit Teachers	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	0.030	88	2.64	2.64	0.00	0.030	88	2.64	2.64
6.04	Training for Untrained Teachers	166	9.96	166	9.96	100.00	100.00	0.00	0.060	0	0.00	0.00	0.00	0.060	0	0.00	0.00
6.05	Other (DRG/BRG/CRG)	39	0.20	0	0.00	0.00	0.00	0.00	0.00500	39	0.20	0.20	0.00	0.00500	39	0.20	0.20
	<b>Sub Total</b>	<b>405</b>	<b>11.66</b>	<b>366</b>	<b>11.46</b>	<b>90.37</b>	<b>98.28</b>	<b>0</b>		<b>727</b>	<b>7.34</b>	<b>7.34</b>	<b>0.00</b>		<b>727</b>	<b>7.34</b>	<b>7.34</b>
7	<b>Interventions for OOSC</b>					#DIV/0!	#DIV/0!										
7.01	EGS Centre (P)	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00
7.02	EGS Centre (UP)	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
7.03	Residential Bridge Course (6-11yrs)	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	0.06000	179	10.74	10.74	0.00	0.06000	179	10.74	10.74
7.04	Non Residential Bridge Course 11-14 years					#DIV/0!	#DIV/0!				0.00	0.00				0.00	0.00
7.05	Non Residential Bridge Course (6-11 years)	0	0.00	0	0.00	#DIV/0!	#DIV/0!				0.00	0.00				0.00	0.00
7.06	Non Residential Bridge Course 11-14 years					#DIV/0!	#DIV/0!				0.00	0.00				0.00	0.00
7.07	Back to School (6-11 years)	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	0.01535		0.00	0.00	0.00	0.01535		0.00	0.00
7.08	Back to School (11-12 years)					#DIV/0!	#DIV/0!				0.00	0.00				0.00	0.00
7.09	Mobile Schools	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
7.10	Madarsa/ Maktab/Monastic	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
7.11	AIE Center	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
7.12	Residential EGS for Tribal Children					#DIV/0!	#DIV/0!				0.00	0.00				0.00	0.00
7.13	Balance payment for AIE centres					#DIV/0!	#DIV/0!				0.00	0.00				0.00	0.00
7.14	Others (Direct mainstreaming)	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	0.01535	0	0.00	0.00	0.00	0.01535	0	0.00	0.00
	<b>Sub Total</b>	<b>0</b>	<b>0.00</b>	<b>0</b>	<b>0.00</b>	<b>#DIV/0!</b>	<b>#DIV/0!</b>	<b>0</b>		<b>179</b>	<b>10.74</b>	<b>10.74</b>	<b>0</b>		<b>179</b>	<b>10.74</b>	<b>10.74</b>
8	<b>Remedial Teaching</b>					#DIV/0!	#DIV/0!										
8.01	Remedial Teaching for primary	150	0.38	150	0.38	100.00	100.00		0.00250	200	0.50	0.50		0.00250	200	0.50	0.50
8.02	Remedial Teaching for U/primary	50	0.13	50	0.13	100.00	100.00		0.00250	129	0.32	0.32		0.00250	129	0.32	0.32
	<b>Sub Total</b>	<b>200</b>	<b>0.50</b>	<b>200</b>	<b>0.51</b>	<b>100.00</b>	<b>102.00</b>			<b>329</b>	<b>0.82</b>	<b>0.82</b>			<b>329</b>	<b>0.82</b>	<b>0.82</b>
9	<b>Free Text Book</b>					#DIV/0!	#DIV/0!										
9.01	Free Text Book (P)	0	0.00		0.00	#DIV/0!	#DIV/0!	0.00		0	0.00	0.00	0.00			0.00	0.00
9.02	Free Text Book (UP)	1586	3.97	1586	3.97	100.00	99.87	0.00	0.00250	1435	3.59	3.59	0.00	0.00250	1435	3.59	3.59
	<b>Sub Total</b>	<b>1586</b>	<b>3.97</b>	<b>1586</b>	<b>3.97</b>	<b>100.00</b>	<b>99.87</b>	<b>0</b>		<b>1435</b>	<b>3.59</b>	<b>3.59</b>	<b>0</b>		<b>1435</b>	<b>3.59</b>	<b>3.59</b>
10	<b>Interventions for CWSN (IED)</b>					#DIV/0!	#DIV/0!										
10.01	Inclusive Education	147	1.76	41	0.93	27.89	52.78	0.00	0.01200	47	0.56	0.56	0.00	0.01000	47	0.47	0.47
	<b>Sub Total</b>	<b>147</b>	<b>1.76</b>	<b>41</b>	<b>0.93</b>	<b>27.89</b>	<b>52.78</b>	<b>0</b>		<b>47</b>	<b>0.56</b>	<b>0.56</b>	<b>0.00</b>		<b>47</b>	<b>0.47</b>	<b>0.47</b>
11	<b>Civil Works</b>					#DIV/0!	#DIV/0!										
11.01	BRC	0	2.00	0	0.00	#DIV/0!	0.00	2.00				2.00	2.00			0.00	2.00
11.02	CRC	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
11.03	Primary School (new)	1	19.01	0	0.00	0.00	0.00	19.01			19.01	19.01				0.00	19.01
11.04	Upper Primary (new)	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
11.05	Building Less (Pry)					#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
11.06	Building Less (UP)	0	0.18	0	0.00	#DIV/0!	0.00	0.18			0.18	0.18	0.18			0.00	0.18
11.07	Dilapidated Building (Pry)					#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
11.08	Dilapidated Building (UP)					#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
11.09	Additional Class Room	0	1.00	0	0.00	#DIV/0!	0.00	1.00	5.30200	38	201.48	202.48	1.00	5.30200	38	201.48	202.48
11.10	Toilet/Urinals	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	0.20000	18	3.60	3.60	0.00	0.20000	0	0.00	0.00
11.11	Separate Girls Toilet	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	0.20000		0.00	0.00	0.00	0.20000		0.00	0.00
11.12	Drinking Water Facility	0	0.17	0	0.00	#DIV/0!	0.00	0.17	0.15000	18	2.70	2.87	0.17	0.15000	0	0.00	0.17
11.13	Boundary Wall	0	1.06	0	0.00	#DIV/0!	0.00	1.06	0.50000		0.00	1.06	1.06	0.50000		0.00	1.06
11.14	Separation Wall	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	0.50000		0.00	0.00	0.00	0.50000		0.00	0.00
11.15	Electrification	0	1.90	0	0.00	#DIV/0!	0.00	1.90	0.10000	18	1.80	3.70	1.90	0.10000	0	0.00	1.90
11.16	Head Master's Room	0	0.00	7	10.50	#DIV/0!	#DIV/0!	10.50	5.30200	6	31.81	42.31	10.50	5.30200	1	5.30	15.80
11.17	Child Friendly Elements					#DIV/0!	#DIV/0!	0.00	0.25000		0.00	0.00	0.00	0.25000		0.00	0.00
11.18	Kitchen Shed					#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
11.19	Residential Hostel	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
11.20	Major Repairs (Primary)	2	5.00	2	5.00	100.00	100.00	0.00	1.5		0.00	0.00	0.00	1.5		0.00	0.00
11.21	Major Repairs (Upper Primary)	0	0.00		0.00	#DIV/0!	#DIV/0!	0.00		2	0.00	0.00	0.00		2	0.00	0.00

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Annual Work Plan & Budget 2009-10  
Sarva Shiksha Abhiyan

S.No.	Activity	2008 - 09						Proposal for 2009 - 10					Recommendation for 2009-10				
		PAB Approved		Achievement				Spill Over	Fresh Proposal		Total Proposal	Spill Over	Fresh Proposal		Total Proposal		
		Phy.	Fin.	Phy.	Fin.	Phy. (%)	Fin. (%)	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Unit Cost	Phy.	Fin.	Fin.
11.22	Rooms for monastic Schools			2	3.00	#DIV/0!	#DIV/0!	3.00	5.30200		0.00	3.00	3.00	5.30200		0.00	3.00
11.23	Add classroom for Earthquake affected schools					#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
11.24	Others	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
	Sub Total of Civil Works		30.32		18.50	#DIV/0!	61.02	38.82			241.39	280.21	38.82			206.78	245.60
12	Furniture for Govt. UPS					#DIV/0!	#DIV/0!										
12.01	No. of Children	800	4.00	800	4.00	100.00	100.00	0.00	0.00500	0	0.00	0.00	0.00	0.00500		0.00	0.00
	Sub Total(Furniture)	800	5.79	800	5.70	100.00	98.45			0	0.00	0.00	0.00000		0	0.00	0.00
	Sub Total (Civil + Furniture)		260.66		24.20	#DIV/0!	9.28	38.82			241.39	280.21	38.82			206.78	245.60
13	Teaching Learning Equipment					#DIV/0!	#DIV/0!										
13.01	TLE - New Primary	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	0.20000			0.00	0.00	0.20000		0.00	0.00
13.02	TLE - New Upper Primary	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00				0.00	0.00			0.00	0.00
13.03	UPS not covered under OBB					#DIV/0!	#DIV/0!					0.00				0.00	0.00
13.04	TLE for Lower Primary Schools					#DIV/0!	#DIV/0!					0.00				0.00	0.00
	Sub Total	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00		0	0.00	0.00	0.00		0	0.00	0.00
14	Maintenance Grant					#DIV/0!	#DIV/0!										
14.01	Maintenance Grant for PS & UPS for 3 rooms	52	2.60	46	2.30	88.46	88.46		0.07500	32	2.40	2.40		0.07500	32	2.40	2.40
14.02	Maintenance Grant for more than 3 rooms	58	5.80	58	5.80	100.00	100.00	0.00	0.10000	100	10.00	10.00	0.00	0.10000	100	10.00	10.00
	Sub Total	110	8.40	104	8.10	94.55	96.43			132	12.40	12.40			132	12.40	12.40
15	School Grant					#DIV/0!	#DIV/0!										
15.01	Primary School (incl. MPS)	108	5.40	101	5.05	93.52	93.52	0.00	0.05000	102	5.10	5.10	0.00	0.05000	102	5.10	5.10
15.02	Upper Primary School	30	2.10	30	2.10	100.00	100.00	0.00	0.07000	30	2.10	2.10	0.00	0.07000	30	2.10	2.10
	Sub Total	138	7.50	131	7.15	94.93	95.33			132	7.20	7.20			132	7.20	7.20
16	Research & Evaluation					#DIV/0!	#DIV/0!										
16.01	Research & Evaluation	90	1.17	16	0.20	17.78	17.26	0.00	0.01300	132	1.72	1.72	0.00	0.01300	132	1.72	1.72
	Sub Total	90	1.17	16	0.20	17.78	17.26			132	1.72	1.72			132	1.72	1.72
17	Management & Quality					#DIV/0!	#DIV/0!										
17.01	Management & MIS	1	20.60	1	20.60	100.00	100.00	0.00		1	21.00	21.00	0.00		1	21.00	21.00
17.02	Learning Enhancement Prog. (LEP)		0.40		0.15	#DIV/0!	37.50				1.25	1.25				1.25	1.25
	Sub Total		21.00		20.75		98.81				22.25	22.25				22.25	22.25
18	Innovative Activity					#DIV/0!	#DIV/0!										
18.01	ECCE (salary SMs)	36	15.00	36	15.00	100.00	100.00	0.00	0.16500	18	35.64	35.64	0.00	0.05000	18	10.80	10.80
18.02	Girls Education.	0			0.00	#DIV/0!	#DIV/0!	0.00	0.16500	18	35.64	35.64	0.00	0.05000	18	10.80	10.80
18.03	SC / ST	4000	15.00	0	6.35	0.00	42.33	0.00	0.00845	4000	33.80	33.80	0.00		4000	15.00	15.00
18.04	Furniture for new Mst Schools					#DIV/0!	#DIV/0!			0	6.50	6.50			0	0.00	0.00
18.05	Computer Education	10	49.90	10	27.36	100.00	54.83	0.00		10	50.00	50.00	0.00		10	41.00	41.00
18.06	Others(Community Mobilization, Bal Melas etc)	0	15.00	0	0.15	#DIV/0!	1.00	0.00	3.00000	1	15.00	15.00	0.00	3.00000	0	0.00	0.00
18.07	TLM for ICDS centre					#DIV/0!	#DIV/0!										0.00
18.08	EDUSAT									20	3.51	3.51			0	0.00	0.00
	Sub Total		94.90		48.86		51.49				180.09	180.09				77.60	77.60
19	Community Training					#DIV/0!	#DIV/0!										
19.01	Community Training	540	0.32	504	0.30	93.33	93.21	0.00	0.00060	632	0.38	0.38	0.00	0.00060	632	0.38	0.38
	Sub Total	540	0.32	504	0.30	93.33	93.21			632	0.38	0.38			632	0.38	0.38
	Total of SSA (District)		344.53		282.89		82.11	38.82			772.58	811.40	38.82			635.38	674.20
	State Component																
	Management					#DIV/0!	#DIV/0!										
	Grand Total		344.53		282.89	#DIV/0!	82.11	38.82		0	772.58	811.40	38.82			635.38	674.20

Civil Works % 31.244596  
Management % 2.8799785

Civil Works % 32.5%  
Management % 3.5%  
LEP 0.2%

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**Annual Work Plan & Budget 2009-10**  
**Sarva Shiksha Abhiyan**

District: South Sikkim

(Rs. In Lakhs)

S.No.	Activity	2008-09						Proposal 2009-10					Recommendation for 2009-10				
		PAB Approved		Achievement				Spill Over	Fresh Proposal		Total Proposal	Spill Over	Fresh Proposal		Total Proposal		
		Phy.	Fin	Phy.	Fin.	Phy. (%)	Fin.(%)	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Unit Cost	Phy.	Fin.	Fin.
1	New Schools Opening					0.00	0.00										
1.01	Upgradation of EGS to PS	8				0.00	#DIV/0!			4					4		
1.02	New PS					#DIV/0!	#DIV/0!										
1.03	Upgraded/New UPS	1				0.00	#DIV/0!										
2	New Teachers Salary					#DIV/0!	#DIV/0!										
2.01	Primary Teachers ( Regular)	16	5.28			0.00	0.00	0.195	8	18.72	18.72	0	0.195	8	15.6	15.6	
2.02	Primary Teachers (Para)		0.00			#DIV/0!	#DIV/0!										
2.03	Upper Primary Teachers (Regular)	2	0.84	0		0.00	0.00										
2.04	Upper Primary Teachers (Para)		0.00			#DIV/0!	#DIV/0!										
2.05	Primary Teachers - Head Master					#DIV/0!	#DIV/0!										
2.06	Upper Primary Teachers - Head Master	1	0.51	0		0.00	0.00										
	Add. Teacher against PTR					#DIV/0!	#DIV/0!										
2.07	New Additional Teachers - PS (Regular)		0.00			#DIV/0!	#DIV/0!										
2.08	New Additional Teachers - PS (Para)		0.00			#DIV/0!	#DIV/0!										
2.09	New Additional Teachers-UPS (Regular)		0.00			#DIV/0!	#DIV/0!										
2.1	New Additional Teachers - UPS (Para)		0.00			#DIV/0!	#DIV/0!										
2.11	Teachers under OBB		0.00			#DIV/0!	#DIV/0!										
2.12	New Others		0.00			#DIV/0!	#DIV/0!										
	Teachers Salary (Recurring)					#DIV/0!	#DIV/0!										
2.13	Primary Teachers ( Regular)	18	25.92	18	23.94	100.00	92.36	0.19500	34	79.56	79.56		0.19500	34	73.32	73.32	
2.14	Primary Teachers (Para)		0.00			#DIV/0!	#DIV/0!										
2.15	UP Teachers (Regular)	16	29.76	16	40.26	100.00	135.28	0.24500	18	52.92	52.92		0.24500	18	52.92	52.92	
2.16	UP Teachers (Para)		0.00			#DIV/0!	#DIV/0!										
2.17	Pry Teacher - Headmaster					#DIV/0!	#DIV/0!										
2.18	UP Teachers - Head Master	8	16.32	0		0.00	0.00	0.35000	9	37.80	37.80		0.35000	9	37.80	37.80	
2.19	Additional Teachers - PS (Regular)		0.00			#DIV/0!	#DIV/0!										
2.2	Additional Teachers - PS (Para)		0.00			#DIV/0!	#DIV/0!										
2.21	Additional Teachers - UPS (Regular)		0.00			#DIV/0!	#DIV/0!										
2.22	Additional Teachers - UPS (Para)		0.00			#DIV/0!	#DIV/0!										
2.23	Regular sanskrit PS		0.00			#DIV/0!	#DIV/0!										
2.24	Others (Recurring) Salary of MST	40	38.40	40	22.68	100.00	59.06	0.19500	40	93.60	93.60		0.19500	40	93.60	93.60	
	<b>Sub Total (2.01 to 2.22)</b>	<b>101</b>	<b>117.03</b>	<b>74</b>	<b>86.88</b>	<b>73.27</b>	<b>74.24</b>	<b>0.00</b>	<b>109</b>	<b>283</b>	<b>283</b>	<b>0.00</b>	<b>109</b>	<b>273.24</b>	<b>273.24</b>	<b>273.24</b>	
3	Teachers Grant					#DIV/0!	#DIV/0!										
3.01	Primary Teachers	1109	5.55	1098	5.49	99.01	98.92	0.00500	1244	6.22	6.22		0.00500	1244	6.22	6.22	
3.02	Upper Primary Teachers	314	1.57	314	1.57	100.00	100.00	0.00500	429	2.15	2.15		0.00500	429	2.15	2.15	
	<b>Sub Total</b>	<b>1423</b>	<b>7</b>	<b>1412</b>	<b>7.06</b>	<b>99.23</b>	<b>99.16</b>	<b>0</b>	<b>1673</b>	<b>8.37</b>	<b>8.37</b>	<b>0</b>	<b>1673</b>	<b>8.37</b>	<b>8.37</b>		
4	Block Resource Centre (BRC)/UBRC					#DIV/0!	#DIV/0!										
4.01	Salary of Resource Persons	2	3.72	2	3.35	100.00	90.05	0.24500	2	5.88	5.88		0.24500	2	5.88	5.88	
4.02	Furniture Grant		0.00			#DIV/0!	#DIV/0!	1.000	2	0.00	0.00		1.000	0	0.00	0.00	
4.03	Contingency Grant	2	0.40	2	0.40	100.00	100.00	0.20000	2	0.40	0.40		0.20000	2	0.40	0.40	
4.04	Meeting, TA	2	0.18	2	0.14	100.00	77.78	0.09000	2	0.18	0.18		0.09000	2	0.18	0.18	
4.05	TLM Grant	2	0.10			0.00	0.00	0.05000	2	0.10	0.10		0.05000	2	0.10	0.10	
	<b>Sub Total</b>	<b>2</b>	<b>4.40</b>	<b>2</b>	<b>3.89</b>	<b>100.00</b>	<b>88.41</b>	<b>0.00</b>	<b>2</b>	<b>6.56</b>	<b>6.56</b>	<b>0.00</b>	<b>2</b>	<b>6.56</b>	<b>6.56</b>		
5	Cluster Resource Centres					#DIV/0!	#DIV/0!										
5.01	Salary of Resource Persons	38	70.68	38	68.63	100.00	97.10	0.24500	38	111.72	111.72		0.24500	38	111.72	111.72	
5.02	Furniture Grant		0.00			#DIV/0!	#DIV/0!										
5.03	Contingency Grant	38	1.14			0.00	0.00	0.03000	38	1.14	1.14		0.03000	38	1.14	1.14	
5.04	Meeting, TA	38	1.37	38	0.13	100.00	9.49	0.03600	38	1.37	1.37		0.03600	38	1.37	1.37	
5.05	TLM Grant	38	0.38			0.00	0.00	0.01000	38	0.38	0.38		0.01000	38	0.38	0.38	
	<b>Sub Total</b>	<b>38</b>	<b>73.57</b>	<b>38</b>	<b>68.76</b>	<b>100.00</b>	<b>93.46</b>	<b>0.00</b>	<b>38</b>	<b>114.61</b>	<b>114.61</b>	<b>0.00</b>	<b>38</b>	<b>114.61</b>	<b>114.61</b>		

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6	<b>Teachers Training</b>					#DIV/0!	#DIV/0!										
6.01	In-service Teachers' Training (10 daysBRC)	400	4.00	400	4.00	100.00	100.00	0.010	400	4.00	4.00	0.010	400	4.00	4.00		
6.02	In-service Teachers' Training (10 daysCRC)	400	2.00			0.00	0.00	0.005	400	2.00	2.00	0.005	400	2.00	2.00		
6.03	Induction training for Newly Recruit Trained Teachers	19	0.57			0.00	0.00	0.030	27	0.81	0.81	0.030	27	0.81	0.81		
6.04	Training for Untrained Teachers	175	10.50	175	7.21	100.00	68.67	0.060	176	10.56	10.56	0.060	176	10.56	10.56		
6.05	Other (DRG/BRG/CRC)	91	0.46			0.00	0.00	0.00500	91	0.46	0.46	0.00500	91	0.46	0.46		
	<b>Sub Total</b>	<b>1085</b>	<b>17.53</b>	<b>575</b>	<b>11.21</b>	<b>53.00</b>	<b>63.95</b>	<b>0</b>	<b>1094</b>	<b>17.83</b>	<b>17.83</b>	<b>0.00</b>	<b>1094</b>	<b>17.83</b>	<b>17.83</b>		
7	<b>Interventions for OOSC</b>					#DIV/0!	#DIV/0!										
7.01	EGS Centre (P)		0.00			#DIV/0!	#DIV/0!	0.00000	0	0.00	0.00	0.00000	0	0.00	0.00		
7.02	EGS Centre (UP)		0.00			#DIV/0!	#DIV/0!			0.00	0.00			0.00	0.00		
7.03	Residential Bridge Course (6-11 yrs)		0.00			#DIV/0!	#DIV/0!			0.00	0.00			0.00	0.00		
7.04	Residential Bridge Course (11-14 yrs)		0.00			#DIV/0!	#DIV/0!			0.00	0.00			0.00	0.00		
7.05	Non Residential Bridge Course (6-11 yrs)	24	0.36			0.00	0.00			0.00	0.00			0.00	0.00		
7.06	Non Residential Bridge Course(11-14 yrs)	489	7.34			0.00	0.00			0.00	0.00			0.00	0.00		
7.07	Back to School		0.00			#DIV/0!	#DIV/0!	0.01535	697	10.70	10.70	0.01535	697	10.70	10.70		
7.08	Back to School (6-11 years)					#DIV/0!	#DIV/0!			0.00	0.00			0.00	0.00		
7.09	Back to School (11-12 years)		0.00			#DIV/0!	#DIV/0!			0.00	0.00			0.00	0.00		
7.10	Madarsa/ Maktab		0.00			#DIV/0!	#DIV/0!			0.00	0.00			0.00	0.00		
7.11	AIE Center	827	12.69	827	14.47	100.00	114.03	0.01535	336	5.16	5.16	0.01535	336	5.16	5.16		
7.12	Residential EGS for Tribal Children					#DIV/0!	#DIV/0!			0.00	0.00			0.00	0.00		
7.13	Balance payment of AIE centre					#DIV/0!	#DIV/0!			0.00	0.00			0.00	0.00		
7.14	Others (Direct mainstreaming)					#DIV/0!	#DIV/0!	0.01535		0.00	0.00	0.01535	0	0.00	0.00		
	<b>Sub Total</b>	<b>1340</b>	<b>20.39</b>	<b>827</b>	<b>14.47</b>	<b>61.72</b>	<b>70.97</b>	<b>0</b>	<b>1033</b>	<b>15.86</b>	<b>15.86</b>	<b>0</b>	<b>1033</b>	<b>15.86</b>	<b>15.86</b>		
8	<b>Remedial Teching</b>					#DIV/0!	#DIV/0!										
8.01	Remedial Teching (P)	700	2.50	1201	2.507	171.57	100.28	0.00250	1000	2.50	2.50	0.00250	0	0.00	0.00		
	Remedial Teching (UP)	300	0.00	0	0	0.00	0.00	0.00250	500	1.25	1.25	0.00250	0	0.00	0.00		
	<b>Sub Total</b>	<b>1000</b>	<b>2.50</b>	<b>1201</b>	<b>2.51</b>	<b>120.10</b>	<b>100.28</b>	<b>0</b>	<b>1500</b>	<b>3.75</b>	<b>3.75</b>	<b>0</b>	<b>0</b>	<b>0.00</b>	<b>0.00</b>		
9	<b>Free Text Book</b>					#DIV/0!	#DIV/0!										
9.01	Free Text Book (P)		0.00			#DIV/0!	#DIV/0!										0.00
9.02	Free Text Book (UP)	4995	12.49	4995	12.49	100.00	100.00	0.00250	4907	12.27	12.27	0.00250	4907	12.27	12.27		
	<b>Sub Total</b>	<b>4995</b>	<b>12.49</b>	<b>4995</b>	<b>12.49</b>	<b>100.00</b>	<b>100.00</b>	<b>0</b>	<b>4907</b>	<b>12.27</b>	<b>12.27</b>	<b>0</b>	<b>4907</b>	<b>12.27</b>	<b>12.27</b>		
10	<b>Interventions for CWSN (IED)</b>					#DIV/0!	#DIV/0!										
10.01	Inclusive Education	274	3.29	274	3.29	100.00	100.00	0.01200	431	5.17	5.17	0.01000	431	4.31	4.31		
	<b>Sub Total</b>	<b>274</b>	<b>3.29</b>	<b>274</b>	<b>3.29</b>	<b>100.00</b>	<b>100.00</b>	<b>0</b>	<b>431</b>	<b>5.17</b>	<b>5.17</b>	<b>0</b>	<b>431</b>	<b>4.31</b>	<b>4.31</b>		
11	<b>Civil Works</b>					#DIV/0!	#DIV/0!										
11.01	BRC		14.00	2	14.00	#DIV/0!	100.00	0.00			0.00	0.00		0.00	0.00		
11.02	CRC		56.00	28	56.00	#DIV/0!	100.00	0.00			0.00	0.00		0.00	0.00		
11.03	Primary School (new)		67.33	9	18.10	#DIV/0!	26.88	49.23	7.50000	4	30.00	79.23	49.23	6.00000	4	24.00	73.23
11.04	Upper Primary (new)		0.00		0.00	#DIV/0!	#DIV/0!	0.00			0.00	0.00		0.00	0.00		
11.05	Building Less (Pry)		0.00		0.00	#DIV/0!	#DIV/0!	0.00			0.00	0.00		0.00	0.00		
11.06	Building Less (UP)		0.00		0.00	#DIV/0!	#DIV/0!	0.00			0.00	0.00		0.00	0.00		
11.07	Dilapidated Building (Pry)		0.00		0.00	#DIV/0!	#DIV/0!	0.00			0.00	0.00		0.00	0.00		
11.08	Dilapidated Building (UP)		0.00		0.00	#DIV/0!	#DIV/0!	0.00			0.00	0.00		0.00	0.00		
11.09	Additional Class Room		61.40	40	61.40	#DIV/0!	100.00	0.00	5.30200	13	68.93	68.93	0.00	5.30200	13	68.93	68.93
11.10	Toilet/Urinals		5.80	27	5.30	#DIV/0!	91.38	0.50	0.20000		0.00	0.50	0.50	0.20000		0.00	0.50
11.11	Separate Girls Toilet		0.00		0.00	#DIV/0!	#DIV/0!	0.00	0.20000	20	4.00	4.00	0.00	0.20000	20	4.00	4.00
11.12	Drinking Water Facility		16.50	108	16.26	#DIV/0!	98.55	0.24	0.15000	0	0.00	0.24	0.24	0.15000	0	0.00	0.24
11.13	Boundary Wall		21.60	28	14.90	#DIV/0!	68.98	6.70	0.50000	10	5.00	11.70	6.70	0.50000	10	5.00	11.70
11.14	Separation Wall		0.00		0.00	#DIV/0!	#DIV/0!	0.00	0.50000		0.00	0.00	0.00	0.50000		0.00	0.00
11.15	Electrification		9.00		9.30	#DIV/0!	103.33	3.00	0.10000	5	0.50	3.50	0.00	0.10000	0	0.00	0.00
11.16	Head Master's Room		0.00	6	9.00	#DIV/0!	#DIV/0!	9.00	5.30200		0.00	9.00	9.00	5.30200		0.00	9.00
11.17	Child Friendly Elements		3.25	13	3.25	#DIV/0!	100.00	0.00	0.25000	8	2.00	2.00	0.00	0.25000	0	0.00	0.00
11.18	Kitchen Shed		0.00		0.00	#DIV/0!	#DIV/0!	0.00			0.00	0.00		0.00	0.00		
11.19	Residential Hostel		0.00			#DIV/0!	#DIV/0!	0.00			0.00	0.00		0.00	0.00		
11.20	Major Repairs (Primary)		0.00		0.00	#DIV/0!	#DIV/0!	0.00	1.5	20	30.00	30.00	0.00	1.5	0	0.00	0.00
11.21	Major Repairs (Upper Primary)		0.00		0.00	#DIV/0!	#DIV/0!	0.00	2	10	20.00	20.00	0.00	2	0	0.00	0.00
11.22	Rooms for Monastic School		0.00	9	13.50	#DIV/0!	#DIV/0!	13.50	5.30200	11	58.32	71.82	13.50	5.30200	11	58.32	71.82

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**Annual Work Plan & Budget 2009-10**  
**Sarva Shiksha Abhiyan**

11.23	ACRs for earthquake affected schools					#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
11.24	Others					#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
	<b>Sub Total of Civil Works</b>		254.88		221.01			82.17			218.75	300.92	79.17			160.25	239.42
12	<b>Furniture for Govt. UPS</b>					#DIV/0!	#DIV/0!										
12.01	No. of Children	1157	5.79	1140	5.70	98.53	98.45	0.00000	0.00500	1307	6.54	6.54	0.00000	0.00500	1307	6.54	6.54
	<b>Sub Total(Furniture)</b>	1157	5.79	1140	5.70	98.53	98.45			1307	6.54	6.54	0.00000		1307	6.54	6.54
	<b>Sub Total (Civil + Furniture)</b>		260.66		226.71	#DIV/0!	86.98	82.17			225.28	307.45	79.17			166.78	245.95
13	<b>Teaching Learning Equipment</b>					#DIV/0!	#DIV/0!										
13.01	TLE - New Primary	8	1.00		0.00	0.00	0.00	1.00	0.20000	4	0.40	1.40	1.00	0.20000	4	0.80	1.80
13.02	TLE - New Upper Primary	1	0.50		0.00	0.00	0.00	0.50			0.50	0.50				0.00	0.50
13.03	UPS not covered under OBB					#DIV/0!	#DIV/0!				0.00					0.00	0.00
13.04	TLE for Lower Primary Schools					#DIV/0!	#DIV/0!				0.00					0.00	0.00
	<b>Sub Total</b>	9	1.50	0	0.00	0.00	0.00	1.50		4	0.40	1.90	1.50		4	0.80	2.30
14	<b>Maintenance Grant</b>					#DIV/0!	#DIV/0!										
14.01	Maintenance Grant for PS & UPS for 3 rooms	78	3.90	78	3.9	100.00	100.00		0.07500	35	2.63	2.63		0.07500	35	2.63	2.63
14.02	Maintenance Grant for more than 3 rooms	166	16.60	166	16.48	100.00	99.28		0.10000	304	30.40	30.40		0.10000	304	30.40	30.40
	<b>Sub Total</b>	244	20.50	244	20.38	100.00	99.41			339	33.03	33.03			339	33.03	33.03
15	<b>School Grant</b>					#DIV/0!	#DIV/0!										
15.01	Primary School	243	12.15	159	7.85	65.43	64.61		0.05000	251	12.55	12.55		0.05000	251	12.55	12.55
15.02	Upper Primary School	84	5.88	84	6.11	100.00	103.91		0.07000	88	6.16	6.16		0.07000	88	6.16	6.16
	<b>Sub Total</b>	327	18.03	243	13.96	74.31	77.43			339	18.71	18.71			339	18.71	18.71
16	<b>Research &amp; Evaluation</b>					#DIV/0!	#DIV/0!										
16.01	Research & Evaluation	224	2.91	224	2.56	100.00	87.97		0.01300	339	4.41	4.41		0.01300	339	4.41	4.41
	<b>Sub Total</b>	224	2.91	224	2.56	100.00	87.97			339	4.41	4.41			339	4.41	4.41
17	<b>Management &amp; Quality</b>					#DIV/0!	#DIV/0!										
17.01	Management & MIS	1	20.60	1	20.6	100.00	100.00			1	21.00	21.00			1	21.00	21.00
17.02	Learning Enhancement Prog. (LEP)		0.40		0.4	100.00	100.00				1.25	1.25				1.26	1.26
	<b>Sub Total</b>		21.00		21.00	100.00	100.00				22.25	22.25				22.26	22.26
18	<b>Innovative Activity</b>					#DIV/0!	#DIV/0!										
18.01	ECCE (salary SMs)	37	15.00		21.1	0.00	140.67		0.16500	18	35.64	35.64		0.05000	18	10.80	10.80
18.02	Girls Education.		0.00			#DIV/0!	#DIV/0!		0.16500	19	37.62	37.62		0.05000	19	11.40	11.40
18.03	SC / ST	1000	15.00	500	4.22	50.00	28.13		0.00845	1000	8.45	8.45			1000	15.00	15.00
18.04	Furniture for new Mst Schools		0.00			#DIV/0!	#DIV/0!										0.00
18.05	Computer Education	20	50.00	20	25	100.00	50.00			20	50.00	50.00			20	41.00	41.00
18.06	Others (Community Mobilization, Bal Melas etc)		15.00	0	8.72	#DIV/0!	58.13		3.00000	253	15.00	15.00		3.00000	0	0.00	0.00
18.07	TLM for ICDS centre					#DIV/0!	#DIV/0!		0.05000	50	2.50	2.50		0.05000	0	0.00	0.00
18.08	EDUSAT									41	7.20	7.20			0	0.00	0.00
	<b>Sub Total</b>		95.00		59.04		62.15				156.41	156.41				78.20	78.20
19	<b>Community Training</b>					#DIV/0!	#DIV/0!										
19.01	Community Training	1130	0.68	50	0.05	4.42	7.35		0.00060	1656	0.99	0.99		0.00060	1656	0.99	0.99
	<b>Sub Total</b>	1130	0.68	50	0.05	4.42	7.35			1656	0.99	0.99			1656	0.99	0.99
	<b>Total of SSA (District)</b>		678.61		554.26		81.68	83.67			928.48	1012.15	80.67			778.21	858.88
	<b>State Component</b>																
	Management					#DIV/0!	#DIV/0!										
	<b>Grand Total</b>		678.61		554.26	#DIV/0!	81.68	83.67		0	928.48	1012.15	80.67			778.21	858.88

Civil Works % 23.559729  
Management % 2.396383

Civil Works % 21.4%  
Management % 2.9%  
LEP 0.2%

NUEPA DC



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