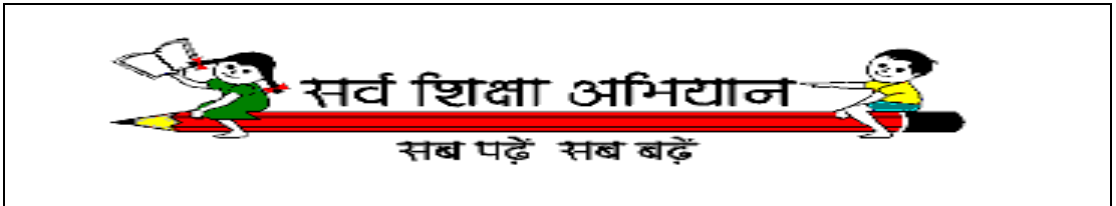


**SECOND HALF YEARLY  
MONITORING REPORT OF  
UNIVERSITY OF NORTH BENGAL  
ON SSA FOR  
SIKKIM STATE  
FOR THE PERIOD  
1<sup>ST</sup> October 2006 TO 31<sup>ST</sup> March 2007**

**DISTRICTS COVERED**

North District



# **Sixth Monthly Monitoring Report (June- October, 2006) of the SSA programme implementation at the State of Sikkim**

## **Terms of reference of the Monitoring Institution**

- 1) Assessing the progress of implementation of approved plans of North District of Sikkim.
- 2) Checking sample progress in achievement of some key outcome indicators.
- 3) Verifying the process and procedure undertaken for implementation of SSA.

## **Scope of work**

- 1) As per ToR, the Monitoring Institute has covered SSA programme implementation activities of the North District of Sikkim.
- 2) Mid-day meal scheme.
- 3) Kasturba Gandhi Balika Vidyalaya scheme has not been introduced in the State of Sikkim.

## **Scale of work**

The Monitoring Institute has covered only one district that is North District out of total four districts of the State of Sikkim (which is 25% of the total districts of the state to be covered by the Monitoring Institute for the submission of Sixth Monthly Monitoring Report as per ToR.)

## **Procedures and methods followed**

- a) The Monitoring Institute has organized three consecutive meetings with the officials of SSA implementation authorities of both the State and the North District. All the concerned officials of the North District and the State officials were served with the proforma of the ToR to be filled up by the State and the district. Only after the receipt of such filled-in proformas, counter verification and assessment works were initiated.

b) Accordingly, field workers were identified locally and local resource persons were trained to undertake verification activities at the ground level. After having received the pilot survey assessments, the Monitoring Institution visited more than 5% of the schools of North District. The Monitoring team was comprised of the following members:-

- i) Dr. D.K. Sarkar, Team Leader
- ii) Prof. Krishna Subba, Member
- iii) Prof. A. Chakraborty, Member
- iv) Prof. S. Gurung, Member
- v) Mrs. N. Das, Member

The Monitoring team visited more than 5% of the schools of the district of North of the State of Sikkim located in varied altitude ranging from 1500 metres to 6500 metres. Altogether the team covered more than 200 km of the difficult and hilly terrain of North district. The district officials of State have cooperated with the Monitoring Institute during their visits to North District of Sikkim. The list of the schools of the North District of which more than five percent visited by the Monitoring Institute has been attached with the Report as Annexure I.

### **The Report**

The State of Sikkim is a tiny State having 5,41,000 population. 5% of the total population belong to SC category and nearly 21% belong to ST category. The overall literacy rate is 68.8% of which male literacy is 76% and female is 60.4%. The total number of schools is 1070, while the number of CRCs is 142, DRC is 21. The percentage of 0-6 years of age population is 14.46. The total number of Govt. Schools is 848 and the privately run school is 222.

SSA being a programme with far reaching objectives, periodic regular monitoring is indeed important. The Report of the North District may be presented on the basis of the filled-in proforma, AWP and field verification.

### **Major Findings:- (Intervention wise)**

- i) **Opening of Schools (both Primary and Upper Primary)**

The response of the authority of the State and as per AWP, no amount is kept for construction of new building. The response of the District is that a sum of Rs.17.88 lakhs is given in the recommendation column of the AWP of the District, but no spill over in this head is known to the District. Moreover, the District has informed that they have already completed 100% construction of NSB.

### **Observation of Monitoring Institute**

On verification, it has been found that the funds for construction of the previous years have been properly utilized and almost all the schools visited do have duly constructed buildings. However, it has been observed that in one or two schools site selection was not proper and adequate care was not given on the land slide possibility.

### **ii) Civil Works**

Both the State and the North District SSA Authorities have submitted the same statistics on various sub-interventions which may be put as under:-

S.No	Sub-Interventions	Sanction		Progress Rs.'000	
		Phy	Fin	Phy	Fin
1	Construction of BRC	01	6.000	00	0.000
2	Construction of CRC	09	18.000	09	9.700
3	Headmasters room	10	15.000	00	0.000
4	Fencing		1.060	00	0.000
5	Addl. Classrooms	33	49.000	32	24.075
6	Classrooms for Mon PS	46	60.000	22	17.550
7	Classrooms for Earthquake affected areas	09	13.500	08	6.000
8	Kitchen Shed	09	5.000	04	2.750
9	Building of buildingless school		0.180	00	0.000
10	Electricity Connection		1.900	00	0.000
<b>Total</b>			<b>169.640</b>		<b>60.075</b>

## **Observations**

The M1 during visit have checked the progress of all the above sub-interventions. Grants so far received by the District have been utilised. However, total amount of sanctioned grants is yet to reach the District. In short, implementation of sub-interventions has been satisfactory vis-à-vis the amount of grants received by the District. SMC members have not been trained by technical persons for execution of civil works, however, on verification, it transpires that some of the SMC members are aware of the civil works in progress. Community manual for civil works has not been made available with the members of SMC of the school visited. Ramp has been constructed in the schools building visited by the M1. No separate account of funds and materials for construction has been kept with the SMCs of the schools visited, although the feed-back received from the District says otherwise. AE / JE / Supervisors from the Engineering Cell pay frequent visits to the construction sites and have been designated for technical supervision for civil works at various levels. Visits are made at the foundation level, lintel level and at the roof stage. Convergence with the RM and DD was made during the financial year 2005-2006 for the construction of toilets at all the schools. There has been no provision for drinking water available in the sanctioned AWP and B 2006-2007. No attempt of convergence was found with total sanitation Campaign. The M1 did not visit a single school where SMCs have been involved in TSC. The quality of construction under various sub-interventions is satisfactory. Engineering Cell of State Human Resource Development Department has been assigned with Civil works at the state level.

### **iii) Text Book**

The District report corroborated by the report of the state suggests that free text book are distributed to all students from pre-primary to V cutting across caste / community lines. SSA distributes 50% text book subsidy @ Rs. 150 per student annually to SC / ST / General girls students from class VI – VIII. The District has specifically reported that due to irregular release of fund from the state level (SPO level), this grant distribution has been made irregular. On verification, the M1 found that text-books upto class VIII was distributed in the month of March 2006.

### **Observation**

In some of the schools, non-local students are to pay a share to the school for the cost of the Books. The non-locals are mostly the children of poor GREF labourers. This is not at par

with instruction of the SPO and not consistent with the SSA philosophy. The District report suggests that due to certain change in the content of the text-books of class IX, X, XI and XII, 100 percent distribution could not be done in time. The MI's visit to some Secondary / Senior Secondary Schools has the same experience at the ground level.

**iv) School Grants**

An amount of grant of Rs. 2.20 lacs for each primary school and 0.32 lacs for each upper primary schools of the District have been sanctioned. The District Report suggests that no fund has been released by the state (SPO) till date. Due to non-receipt of funds, the DPO could not release fund to the SMC of each school.

**Observation :**

On verification, some SMC members have opined that they have never heard of such fund during their tenure. As reported, no centralised purchase for schools by the DPO has been made. On verification, it was found that the report of the district matches with the opinion of the school administration.

**v) Teachers and Teachers Training**

The response of SPO on the number of additional Teachers sanctioned under SSA in primary and upper primary schools and the number of Teachers in position there in is as under :

Sl. No.	Name of the Post	Sanctioned	Position	Vacant
01.	Primary Teachers	28	28	Nil
02.	Graduate Teachers	21	21	Nil
03.	Monastic Teachers	36	32	04
04.	School Mother	36	22	14

The mode of recruitment of teachers is decided by the State Government. The SSA appointed mother teachers and monastic teachers and Graduate teachers are mostly contractual (i.e. coterminus with the Project). School Management Committees (in place of VEC) as exist in

Sikkim are not empowered to make decentralised recruitment of teachers. On verification, the SMCs have no dissatisfaction on the mode of appointment of teachers.

The SPO provided a target of 767 teachers to be trained (in service training), out of which 118 were imparted training for ten days. On the other, the DPO reports that with a target of 423 teachers, 118 in service teachers could be trained for ten days (only primary teachers). No such training programme is given at present due to shortage of fund at the district level. The target number of newly recruited teachers to be trained was 50. However, both the state and District Reports suggest that not a single teacher has been trained. The same has been with the refresher course. According to SPOs Report, the BRC, CRCs play positive role during teachers training as resource persons. On the other, the District Report suggest that there has been no resource persons at the CRC / BRC level. Only once a week long training was given to the resource persons. However, the CRC / BRC do make regular liason with the schools for required coordination. For the CRC / BRC personnel workshops are held at regular intervals. The North District does have no separate DIET. The DIET situated at Gangtok looks after both East and North Districts of Sikkim.

**Observation :**

As observed by the M1, on the ground is that the statistics presented by the state do not corroborate with the report of the DPO, North (District Coordinator, SSA). However, schools visited do not have acute problems of teachers. There has been a minor dearth in getting language teachers (such as Bhutia language teachers). The SMC (in place of VEC as exists in Sikkim) has no role to play in recruiting teachers. The contractual teachers should be made permanent – that was the demand of the SMCs so far interviewed. Teachers and students attendance in every school visited was satisfactory. The number of absentee students is very less. There had been reports of only three absentee teachers of all the schools visited by the M1. The rapport between teachers and students is satisfactory. With regard to training of teachers, the District is lagging behind. Most of the teachers interviewed are not being trained even for ten days. No training Calender was seen in the schools visited by the M1. the training aspects of the teachers need to be thoroughly revisited. An approach paper should be formulated by the District on priority basis. No regular system of getting feedback from teachers has been evolved. The expected academic support to be given by BRC / CRC is absent. The expected functions and role performance of CRC / BRC functionaries have not been well conceived. Since the DIET is

located at Gangtok, it has been difficult to have regular coordination with the BRC / CRC of the North District located far away from the location of DIET. A separate DIET need to be established at the North District Head quarters for looking after training of Teachers, research, evaluation and continuous monitoring. The parameters for constituting a DIET should be overlooked keeping in view the difficult terrain of North District and its relative backwardness.

**vi) Teaching Learning Materials**

As per reports received from both the State and the District, 767 teachers are eligible to receive TLM grants @ Rs. 500 each. However grants have not been released till date.

**Observation :**

Since the TLM grants have not been received by the District from SPO, there is no point to have responses for the other questions of the questionnaire. The M1 has observed that out of TLM grants received in the previous years, most of the teachers have purchased charts and Maps from the market. There had been no application of innovative ideas in developing TLM available at the schools visited by the M1.

**vii) EGS**

Both the SPO and the District reported that 17 EGS centres have been operating in the District with the help of local registered NGO named Mutanchi Lhom Aal Shezum since 2005-2006. The number of out of school children covered as on 31 – 03 – 2006 is 106. Out of which the number of male is 56 and female 50. All most all the children are attending the centre. The number of working EVS is 10 in the district. EVS are given academic backup by the BRC / CRC. The centres are functioning well. Class X passed EVS are taking care of the centres. An annual grant as per SSA norms is given to the NGO and all transaction relating to the EGS centres are taken care of by the NGO. The District coordinator looks after the EGS centres. The infrastructures available at the EGS centres are Black boards, books, carpets, benches, desks etc. The students of EGS centres use the text-books of the schools.

**Observations :**

The EGS centres visited so far by the M1 has been proved to be satisfactory. The EVS remuneration should not be kept under the control of NGO. It should be fixed after mutual consultation with the District. The functioning of EGS centres is satisfactory.

**viii) District Information System for Education**

EMIS has been set up in each district of the state and the requisite computers and computer operators have been put in position in the North District. The time schedule drawn up by the state for DISE / EMIS for the current year is December. As reported by the District, the data capture formats have been supplied to all schools during first week of November. It has been further reported that trainings have been imparted to the teachers for filling up data in the data capture format.

**Observation :**

On verification, it was found that the process of capturing data through format had been irregular. The role of both CRC / BRC has been very poor. Schools of all levels are not at all habituated to send regular information to the concerned authority. The DISE of the District need to revitalised, school administrations are to be oriented and trained accordingly. The M1 has strong reservation on the present functioning of DIET. The state authorities should give attention to improve the present position. An MIS in charge both at the State and District level is very much needed.

**ix) Research and Evaluation**

Research and Evaluation activities on SSA interventions have been extremely weak in the District. Not a single major or minor Research Project / Action Research has been undertaken in the year under observation. Even on inquiry, it is known that no such project was undertaken even in the previous years. The same story has been with the State Authorities.

**Observation :**

This area has been totally ignored and non-attended for years together. Both the District under study and the State should give priorities to this area. The M1 may provide intellectual support, if asked for, for providing required training both to the State and District level functionaries on the issues like, identification of Research Problem, Formulation of the proposal of Research / Action Research Project, Methodologies to be adopted and such other related sub-issues of research and evaluation on various areas / intervention of SSA programme.

**x) Functioning of VEC (School Management Committee for Sikkim).**

The total number of SMCs so far constituted in the North District is 106. As reported, a copy of the guidelines on delegation of powers to SMC has been distributed to each SMC. At least one women representative has been included in each SMC. At least four meetings of the SMC of every school take place in every academic year. The SMCs pay frequent visit to the School and check the attendance to teachers and the students.

**Observation :**

On verification, the role performance of the SMCs is a mixed kind of experience. Some of the members of some of the SMC are well aware about their roles and responsibilities and mostly others are non-active members. To the perception of the M1, the philosophy of establishment of social ownership over the schools through SMCs has not been truly realised. The SMCs are too dependent on government actions and on the officials of HRD department. Many of the members do not have idea on the guidelines of delegation of powers to SMCs, neither they have seen such guidelines either. The M1 has seen that every SMC, so far visited, has at least one woman representative. Relating to the frequency of meeting of SMC, experience of M1 vary from school to school. Most of them responded that one or two meetings are held yearly. Since North District is full of ST people, there is no dearth of backward class representation in the SMCs. On interview, the SMC members said that they were never trained. However, SMC members have strong sentimental attachment to schools. Regarding fund receipt, SMCs are not at all aware of such receipt of fund ever. Community Participation / Mobilization aspect has been extremely weak in the district. Both the state and District authorities should pay attention to this area of intervention.

**xi) Staffing at District level**

As reported both by the State and District SSA authorities, following is the position of staffing.

<b>Sl. No.</b>	<b>Designation</b>	<b>Approved</b>	<b>Appointed</b>
01.	Project Head	01	01
02.	Joit Director	01	01
03.	Dy. Director	01	01
04.	Asst. Director	02	02
05.	Coordinator	02	02
06.	Sr. AO	01	01
07.	Accountant	01	Nil
08.	AEO	02	02
09.	LDC	01	01
10.	Computer Operator	02	02
11.	Peon	03	03

As reported, interview for the post of 14 school mothers and 9 monastic teachers has been conducted recently. The District Authority is awaiting for the results. As far graduate teachers, there is shortage of GT as there is no eligible candidate for this cadre in the district.

The required sanctioned staff for BRC / CRC has been put to order and there is no vacancy. The state authority does have clearly laid down rules for filling up posts of SSA teachers.

**Observation :**

The staffing pattern and the persons in position at the district is satisfactory. There has been dearth of mother teacher in some schools. However, the problem shall be resolved soon. Bhutia language teachers are to be recruited in some schools. The upgraded schools do have some Head Masters who are academically less qualified than the teachers recruited.

**xii) Mid-day Meal Scheme**

As reported both by the State and the District, (a) Mid-day Meals are served four days in a week; (b) The same quality of food is being served every day having varieties; (c) Khichudi is served in most of the days; (d) Vegetables are added in the meal; (e) Fruits, eggs are occasionally

served; (f) Children are happy with the quality and quantity of Meal; (g) Personnel from the Health Department are engaged to verify the micronutrients (Iron, folic and vitamin – A dosage) and deworming medicine periodically in regular frequency; (h) 100% of the students from Pre-V take MD Meals; (i) Unemployed youths have been designated as cook by the SMC from the locality; (j) The cooks are unemployed youth and special preference has been given to the underprivileged. In some schools underprivileged women have been designated as cooks. (k) Monthly remuneration is paid by the SMC to the cook; (l) Kitchen shades have been constructed in 20 schools by the DPO. In the schools, where MDM kitchen shed is not available, cooking is done in a temporary shed; (m) The food grains are stored in the kitchens in the schools. Wherever there is no kitchen, the food grains are stored in the staff room; (n) Potable water is available both for drinking and cooking purposes; (o) Utensils are adequate and those are provided by the District SSA; (p) Fire wood used as fuel in all schools; (q) The food supplied is environment friendly; (r) Children wash hands before and after the consumption of MDM; (s) MDM is served irrespective of caste, creed or class; (t) Daily supervision of MDM programme is satisfactory. SMC members take direct part in such supervision. The MDM programme is supervised regularly by the members of the SMC, CRCC, BRCC and personnel from the District.

### **Observation :**

On verification of the operations of MDM programme in more than 25 per cent of the schools in the North District, the experience of the M1 is not at all satisfactory. In some schools Mid-day Meals are given for twice a week only. In some schools, MDM is served occasionally. In some schools, food grains are distributed, and in some schools, in place of Mid-day Meal, biscuits are distributed! This picture suggests that MDM programme in the schools visited are not running satisfactorily with some exceptions. No person from health department ever come to verify the microneutrinatate and other things. In two of the schools, potable water facility is not there. Both the state and the District authorities should look into the matter more seriously.

### **Additional Items to be checked by M1**

The number of days the schools functioned during the last academic year in an average have been 220 days. All the schools visited have nature friendly environment and clean. In some schools proper lighting in the class rooms was absent. In most of schools, proper sitting arrangements exist; Black Boards and TLM are available. Health Camps are rarely held. Every school is having with play materials and those are in use, however not adequate in number. During visit, nearly 90 per cent students were present. There is no method exists to assess the achievement level of the school children. No such grading system exists in the schools. In North District Schools, the drop out rate is very low.

**Any other issue**

Reflected in the General Observation and policy prescriptions.

**General Observations For All The Schools Visited**

**Satisfactory**

- Majority of the students belong to Schedule tribe category.
- Student attendances is satisfactory.
- Drop out rate is quite low.
- Records of Maintenance Grants and School Grants are well maintained.
- Most of the schools are having its own play ground.
- Separate toilets for boys and girls have been constructed for majority of the schools visited by the monitoring team.
- Most of the schools are adequately staffed.
- Students have been made aware of their health and hygiene aspects.
- Medical check-ups of the students are also being conducted in some schools.
- Free textbooks are distributed but there are stray instances of delaying in distribution.
- Most of the schools are having regular water supply.
- Unlike previous years, SMCs, BRCs /CRCs have been constituted.

### Areas of Concern

- No methods are followed for upgradation of the performance of students.
- Teachers' training has been carried on piece meal basis.
- No innovation in Teaching –learning aids has been found.
- In most of the schools, playing materials are inadequate.
- Training for SMC members have hardly been conducted.
- SMCs are to be sensitised and they should understand the meaning of social ownership of school.
- BRC/CRCs are to be strengthened and they have to play more pro-active role to build a proper synergy between State and district administration and SMCs / VECs.
- The schools are to be properly trained to provide required data and information to the District / BRC / CRC personnel. Such elaborated system is yet to be evolved.
- EGS centres are not adequate in number and also not well spread out across the schools.
- **No mechanism has so far been devised to train the children with special needs.**
- **Mid-day meal is in chaos. Majority of the schools are not providing cooked food rather distributing rice occasionally. Hardly any schools are having kitchen sheds. The uses of green vegetables, serving fruits, eggs etc. have been a distant reality. Question of giving micronutrients and de-worming initiatives could not be dreamt of.**
- **No hording / stickers / paintings were available disseminating philosophy of SSA in Sikkim at the Schools premises.**

### **Some Policy Recommendations**

- DIET for North District should be constituted on priority basis. At present, one DIET located at Gangtok looks after both East and North Districts. Considering the terrain and relative backwardness, establishment of DIET at North District is urgently called for.

- ❑ CRC / BRC should well be linked with DIET. CRC / BRC coordinators and resource persons should be adequately trained and oriented for getting exposure and far knowing proper job-responsibility.
- ❑ Resource persons and Coordinators of CRC / BRC are not in a position to carry on dual responsibilities of teaching as well as sensitising the SMC members. A token amount should be assigned for doing the coordination work. Additional works should be addressed by additional honorarium.
- ❑ Two general teachers could be appointed under SSA as per State Government rule.
- ❑ Educational qualification of Headmaster should be higher than the teachers recruited in the upgraded schools under SSA.
- ❑ Immediate attention should be given towards Research and Evaluation. No action research has so far been undertaken by the District SSA authority.
- ❑ For physically disabled students alternative polices should be formulated and initiated. The state Government should immediately take certain immediate positive action to this direction. Without giving a fixed sum to the Disabled Children, the assistance should be made need based.
- ❑ Programmes for community mobilisation should immediately be initiated. Organisation of parents meeting, festival, local cultural competition, local sports and other innovative activities is extremely important for such mobilisation.
- ❑ Monastic teachers as well school mothers should be brought under regular scale of pay from present format of consolidated payment.
- ❑ Civil engineers should be contacted and consulted before selecting the spot for the construction of school building.
- ❑ Construction in the hills entails higher cost than the plain region. Therefore allocation of fund for construction needs to be revised.
- ❑ While distributing free books among the students no discrimination should be made towards the non-local students (Mostly GREF workers children).
- ❑ Every school of the District should display hordings / boards / stickers / paintings on various interventions of SSA so that SSA programme implementation may be identified

with the local people. Such activity may be made compulsory for schools receiving grants of SSA.

- ❑ Serious complains have been received against three truant (absentees for a long time) teachers. The district officials are in favour of taking stringent action against them. Monitoring agency also feels the same way. The name of the teachers are as under:

Phurba Lama (Head Master)-GNON Primary School

Dhatup Lepcha (Bhutia Language teacher)- Lingdong Primary School.

Rinzing Lepcha (Bhutia Language teacher)- Thingchin Jr. High School.

- ❑ To ensure the quality as well as quantity in primary education, rational transfer policy of school teachers needs to be evolved.
- ❑ Mechanism / methodology has to be devised and resources to be generated to measure the qualitative changes of the students enrolled at primary level and between the age group of 4-16 years. Creation of human capital does not only depend on high enrolment ratio but also on the educational quality of the students.
- ❑ To ensure social ownership of schools, SMC members have to be sensitised and community mobilisation at different levels should be initiated with a vigour.
- ❑ Small type action research may be identified to ensure quality education, students and teachers performance, teaching and learning qualities etc. The monitoring institution may identify such areas if requested both by the District and State authorities.
- ❑ Above all, regular fund flow to the District from the State as per AWP is urgently required. This area needs special care for the effective realisation of the programme as per AWP and B. An action oriented, goal oriented and development driven bureaucracy can only rightfully take care of the systemic delay and such other inhouse constraints of SSA programme implementation. Since SSA has been initiated as a mission mode, both the central and state Government should provide additional thrust to avoid unwarranted delay in realising the mission.



**List of schools in north Sikkim**

**Senior Secondary School**

1. Hee-gaythang
2. Mangan
3. Phodong

**Secondary School**

1. Chungthang
2. Gor
3. Kabi
4. Lachen
5. Lachung
6. Lingdong
7. Mangshils
8. Passingdong
9. Phensong
10. Singhik
11. Tingbong

**Junior High School**

1. Gnon sangdong
2. Lingthem
3. Lingzya
4. Manul
5. Namok
6. Namphrick
7. Pakshek
8. Phamtam
9. Rangrang
10. Ringhem
11. Salimpakayal
12. Sarchuk
13. Swayam
14. Thebuk
15. Tingchim
16. Tumlong

**Primary School**

1. Burfok
2. Chawang
3. Gaikhana
4. Gnon
5. Labi rangdam
6. Laven
7. Leek
8. Lingdsem
9. Lower mangshila
10. Lum
11. Malling
12. Men rongong
13. Nadey
14. Naga
15. Nampatam

16. Pentong
17. Ralak
18. Ramom
19. Ramthang
20. Sakyong
21. Sangtok
22. Shipgyer
23. Tanek
24. Tareng
25. Upper mangshila

**SSA Primary School**

1. Bakcha
2. Bichu
3. Brainbong
4. Chandara
5. Gairigoan
6. Hee-ravom
7. Kabi loop
8. Kusong
9. Malam
10. Mangzing
11. Meyong
12. Pheedang
13. Tadong
14. Voong

**Lower Primary School**

1. Bay
2. Chatten
3. Donkong
4. Fourth mile
5. Kaley
6. Langbu
7. Lingchom
8. Lintyang
9. Linkoo
10. Muguthang
11. Paneng
12. Pegong
13. Phodong gumpa
14. Rarik
15. Ringdam
16. Sankalang
17. Theng
18. Tingda
19. Tinzim
20. Tsoten

**MONITORING REPORT ON THE IMPLEMENTATION OF SARVA SHIKSHA  
ABHIYAN IN THE NORTH DISTRICT OF THE STATE OF SIKKIM FOR 2006(JUNE-  
OCTOBER 2006)**

**Table-1: SCHOOLS VISITED IN NORTH SIKKIM**

<b>Sl. No.</b>	<b>Name of the school</b>	<b>Place</b>	<b>Altitude</b>
1.	Tingda Lower Primary School	Tingda	5200 ft.
2.	Kalzang Gyatso Secondary School	Kabi	5400 ft.
3.	Molong Primary School	Phensong	5400 ft.
4.	Tumlong Upper Primary School (SSA Upgraded)	Tumlong	5450ft.
5.	Phodong Monastic School	Phodong	5900ft.
6.	Nanday Primary School	Nandey	4750ft
7.	Meyong Primary School	Meyong	4900ft.
8.	Mushithang Primary School	Mushithang	4500ft.
9.	Sarchok Upper Primary School	Sarchok	5000ft.
10.	Mangan Senior Secondary School	Mangan	5400ft.
11.	Phensong Secondary School	Phensong	4850ft.
12.	Ganon Sangdong Junior High School	Ganon Sangdong	5200ft.
13.	Phamtam Junior High School	Phamtam	5600ft.
14.	Tumlong Junior High School	Tumlong	5100ft.
15.	Labi Rangdam Primary School	Labi Rangdam	4800ft.
16.	Laven Primary School	Laven	5100ft.
17.	Sakyong Primary School	Sakyong	5600ft.
18.	Naga Primary School	Naga	5300ft.
19.	Bichu SSA Primary School	Bichu	4800ft.
20.	Meyong SSA Primary School	Meyong	5300ft.
21.	Kabi Loop SSA Primary School	Kabi	5450ft.
22.	Fourth Mile Lower Primary School	Fourth Mile	4800ft.
23.	Lingchom Lower Primary School	Lingchom	4950ft.
24.	Rarik Lower Primary School	Rarik	5000ft.
25.	Paneng Lower Primary School	Paneng	5200ft.

## **Some Important Observations (on some schools)**

### **1. TINGDA LOWER PRIMARY SCHOOL (KABI CLUSTER)**

- Total Enrolment: 59
- Boys: 23
- Girls: 36
- Most of the teachers are trained.
- School management committee needs to be strengthened.
- More proactive role from BRC/CRC is expected.
- Water supply is available.
- Nothing has been done for the disabled children excepting taking them for medical check-up at near by public health centre.
- Construction work is satisfactory.
- In case of mid-day meal no cooked food is served, rice was occasionally distributed among the students.

### **2. KALZANG GYATSO SECONDARY SCHOOL (KABI CLUSTER)**

- Total Enrolment at primary level: 159
- Boys: 66
- Girls: 93
- Most of the teachers are trained.
- Poor classrooms condition and infrastructure, especially at primary level have been observed. Situation might change after the completion of construction of new CRC building.
- In case of mid-day meal no cooked food is served, generally rice is distributed among the students.
- It was reported by a section of teachers that the role SMC is very insignificant and in the meeting with SMC (hardly takes place), teachers were not allowed. No training was imparted to SMC members.

### **3. MOLONG PRIMARY SCHOOL (SSA)-PHENSONG**

The school was established in 2005 under SSA. Students are enrolled at pre-primary, class-I and class-II standard.

- Total Enrolment: 12
- Boys: 8
- Girls: 4
- The school is constructed at landslide prone site.
- There is a need for proper approach road.
- A play ground, even if small, is required for the kids.

### **4. TUMLONG UPPER PRIMARY SCHOOL (SSA UPGRADED)-PHODONG CLUSTER**

- Total Enrolment: 137
- Boys: 56
- Girls: 81
- Expenditure incurred on the construction of approach road and the eco-friendly gate is little abnormal. The costs of construction of approach road and eco friendly gate have shown as Rs.3, 05,000 and Rs.25, 000 respectively.
- A proactive SMC has been found. Members of SMC have donated furniture to the school.
- The students as well as teachers have felt a need for playground.
- It is claimed by the school authority that cooked mid-day meal is served among the students.

### **5. PHODONG MONASTIC PRIMARY SCHOOL (PHODONG CLUSTER)**

It has long been felt that in monastic schools in Sikkim, students should also learn mathematics, English and social science along with their regular religious curricula. Under SSA, the department of State HRD decided to appoint teachers on above mentioned subjects. State also decided to lend infrastructural support to various monastic schools. Phodong monastic school is one of them to receive such supports.

- Two teachers, respectively on mathematics and English have been appointed under SSA.
- Furnitures are also being provided.
- It is requested by the head lama of the monastic school that students should provided with monastic dress instead of uniform chosen and distributed by the state.

**6. NANDAY PRIMARY SCHOOL (SINGHIK CLUSTER)**

The old school building was completely gutted. The new school building was constructed in the year 2005, by using SSA fund. The school enrolls students at pre-primary, Class-I, class-II level.

- Total Enrolment: 28
- Boys: 10
- Girls: 18
- The land was donated by one of the SMC members.
- Play ground, even if very small and supporting wall need to be constructed keeping in mind the healthy growth of kids and their safety.
- No cooked food is supplied under mid-day meal scheme; rather rice is being distributed in most of the times.

**7. MEYONG PRIMARY SCHOOL (SSA)**

- Total Enrolment: 22
- Boys: 11
- Girls: 11
- Inadequacy of playing material has been noticed.
- Majority of the students are from Lepcha community, the need for a Lepcha language teacher is required.
- The terrain is a hilly one; therefore to have a playing field for every school is a difficult proposition, in spite of that effort should be taken in that direction.
- It is claimed by the school authority that cooked meal is served to the students but our observation fails to make us convinced.

**8. MUSHITHANG PRIMARY SCHOOL (SSA)-(CHUNGTHUNG CLUSTER)**

- Total Enrolment: 43
- Boys: 28
- Girls: 15
- Inadequacy of playing material has been noticed.
- Teachers are yet to be trained.
- School mother has not been appointed.

- School is yet to have water supply facility.
- Approach road along with steps need to be built.
- SMC members need to be sensitised.
- School fencing is yet to be done.
- Teachers claim that the students are getting mid-day meals four days in a week but reality does not say so.

**9. SARCHOK UPPER PRIMARY SCHOOL (LACHUNG CLUSTER)**

The monitoring team reached at this school around 10.45A.M. on 17<sup>th</sup> November,2006. Surprisingly the school was closed without having any notice displayed on the notice board. It has been learnt that teachers are very irregular in their attendance and students are hardly being taken any care.

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