



দ্বিতীয় ভাগ

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শিক্ষার্থীদের চাকরের
 প্রথম ভাগ
 প্রথমে নাম দিলাম। ছোট্ট ছোট্ট বাক্য বলে অ অ।
 শক্তিশালী উল্লিখিত। শেষে নি সে কথা কওয়া
 তার নাম দিয়ে

কোনো কীরকম
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বাসল করেছে। মোদের রঙ মন নীল। চ চ
 কীর নীলী কাজল। ঝঙ ছুতো মাগায় কোথায় যাবে।
 ও যাবে সাগর বাতুর বাসায়। সেখানে কাস-পায়ের
 জেঁকায় চলে। আর মহারাষ্ট্র হুগলীর সিংহ আসলেন।



Department of School Education
 Government of West Bengal
 Bikash Bhavan
 Bidhan Nagar, Kolkata-700.091

annual report

2004-2005

28-10-05

Restricted for official use



सत्यमेव जयते

Annual Report

2004 - 2005

**Department of School Education
Government of West Bengal
Bikash Bhavan, Bidhan Nagar
Kolkata 700 091**

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सत्यमेव जयते

Kanti Biswas

Minister-in-Charge

DEPT. OF EDUCATION (PRIMARY, SECONDARY AND MADRASA)
Government of West Bengal (India)

Dated, Calcutta.....200.....

Foreword

I am very happy to know that Annual Report of the Department of School Education for 2004-05 is going to be published very soon.

The importance of this Department has been accentuated to a great extent with the decision of the Government to universalise elementary education and to enrol maximum number of students in secondary stage of education. At the same time, in view of the situation developed out of globalisation, the importance of +2 stage of education has also been expanded. To that object in view, a good number of High schools have been upgraded to Higher Secondary schools. Proper importance has been laid on the upliftment of Madrasa Education. Adequate attention has also been imparted on the development and expansion of Sanskrit education.

For implementation of Sarva Siksha Abhijan, the role of this Department has further been widened and this Department has been discharging its duties and responsibilities with the huge army of officials and educationists.

In West Bengal, the governance of educational institutions is de-centralised and all the educational organisations like West Bengal Council of Higher Secondary Education, West Bengal Board of Secondary Education, West Bengal Board of Primary Education, West Bengal Board of Madrasa Education, West Bengal Council of Sanskrit Education, West Bengal Rabindra Mukta Vidyalaya are autonomous in true sense of the term.

The Department of School Education is to play its role in extending all sorts of assistance, guidance and in certain circumstances, regulate the performance of these educational organisations. Unlike other States in India, not only the resultant vacancies of teaching posts are regularly filled up but a good number of additional teaching posts are also created every year. Teachers are appointed in secondary schools with the recommendation of the School Service Commission. This is a unique example in the country. Similarly, Primary teachers are recruited through a common examination conducted by District Primary School Councils.

This Department has been functioning with the help and advise of a good number of veteran educationists of this State.

All these peculiarities has been successfully incorporated in this Report which will be of immense help to the interested persons and organisations.

I express my happiness to those who take initiative in preparing this Report.

Kanti Biswas
(Kanti Biswas) 27.6.2005

Ibha Dey
Minister of State
Department of School Education (P & S)
GOVERNMENT OF WEST BENGAL
Bikash Bhawan, Bidhan Nagar
Kolkata 700 091



ইভা দে
রাষ্ট্রমন্ত্রী
বিদ্যালয় শিক্ষা বিভাগ (প্রা. ও মা.)
পশ্চিমবঙ্গ সরকার
বিকাশ ভবন, বিধান নগর
কলকাতা ৭০০ ০৯১

Foreword

The 9th Annual Report for the period (2004-2005) of the School Education Department, Government of West Bengal, is going to be published very shortly. The Report though in a concise form endeavoured to furnish a consolidated information base. It has widened the scope of the readers including the researchers and the activists in the field of social upliftment for their enrichment.

I do personally believe that the issue will definitely benefit the readers and enrich them in the use of different inputs in a diverse statistical database.

I shall expect the positive criticism or suggestion from the well wishers in the event of any limitation in the publication so that the same can be rectified in the next issue accordingly.

Ibha Dey

(Ibha Dey)



D.Chakrabarti, IAS
Principal Secretary

GOVERNMENT OF WEST BENGAL
SCHOOL EDUCATION DEPARTMENT
BIKASH BHAVAN, SALT LAKE CITY
KOLKATA- 700091
Tel: 2334-2228, Fax No.2337-6561

Dated, the 23rd June, 2005.

The publication of the Annual Report of the Department is an important function and event. The earlier the publication, the better.

2. Every effort has been made to make the Annual Report for the year 2004-05 in respect of this Department as comprehensive and detailed as possible. Apart from traditional data and statistics, highlights of initiatives, schemes, plans and programmes have also been incorporated. During 2004-05, the Department and the Boards and Councils under the administrative management of this Department took several initiatives and measures for improved and enhanced performance and service delivery. During the year there has been significant reduction in the number of Out of School Children and Drop Out cases at the primary level, increase in the capacities and improved access to elementary education and steps have also been initiated for a significant expansion at the Secondary and Higher Secondary level. Both Pre-service and In-service Training of Teachers at different levels were scaled up.

3. I hope this Annual Report will be utilised by all concerned with management of education, and they will find this Report useful. Their suggestions and comments will also help us further improve the Report in future.

4. I take this opportunity to place on record our gratitude and sincere thanks to Shri Kanti Biswas, Minister-in-Charge and Smt. Iva De, Minister of State for their advice and guidance and abiding interest in ensuring that this document comes out as a user friendly and comprehensive reference material rather than a mere collection of major events and compilation of data and statistics. I am also grateful to my colleagues particularly, Shri Biman Mukhopadhyay, Deputy Director of School Education and his team who worked tirelessly to ensure that the Report is published in the quickest possible time.


(D. Chakrabarti)
Principal Secretary.



सत्यमेव जयते

Ardhendu Sekhar Biswas, IAS

Commissioner of School Education and
Director of School Education
&

Ex-officio Principal Secretary
School Education Department

GOVERNMENT OF WEST BENGAL
SCHOOL EDUCATION DIRECTORATE
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It is my immense pleasure that the Annual Report of School Education for the year 2004-2005 is being published. It is the 9th Issue and we have tried our best to enrich the report meaningfully. The report possibly will highlight the activities of all the sectors of this Department.

The area of Universalisation of Elementary Education has been greatly emphasised and the different interventions of 'Sarba Siksha Abhiyan' have been illustrated in the report. Besides this, necessary statistical, Survey, Study & Research Report have also been incorporated in this issue which may be of an immense help for the Educational Administrator, Educational Practitioner & Research worker in the field of Education. The relevant extract of World Human Development Report, State Human Development Report, Report of Economic Survey, GOI, Statistical Report of MHRD, GOI, Study and Research Report have been included in this Volume which may be extremely useful for the Educational Managers at different level.

Still I believe there may be some gaps and lacunas which may be covered in the next issue and we also invite constructive criticism from the reader in regard to desired improvement of this report. Their feedback & considered views will help us make it more comprehensive in future.

I am really grateful to our Honourable M.I.C., Mr. Kanti Biswas and Honourable M.O.S., Smt. Ibha Dey for their continuous guidance in preparation of the report and I am also thankful to my colleague Shri B. K. Mukherjee, Dy. Director of School Education for his tireless effort towards timely publication of the report.

(Ardhendu Sekhar Biswas)

2nd July 2005

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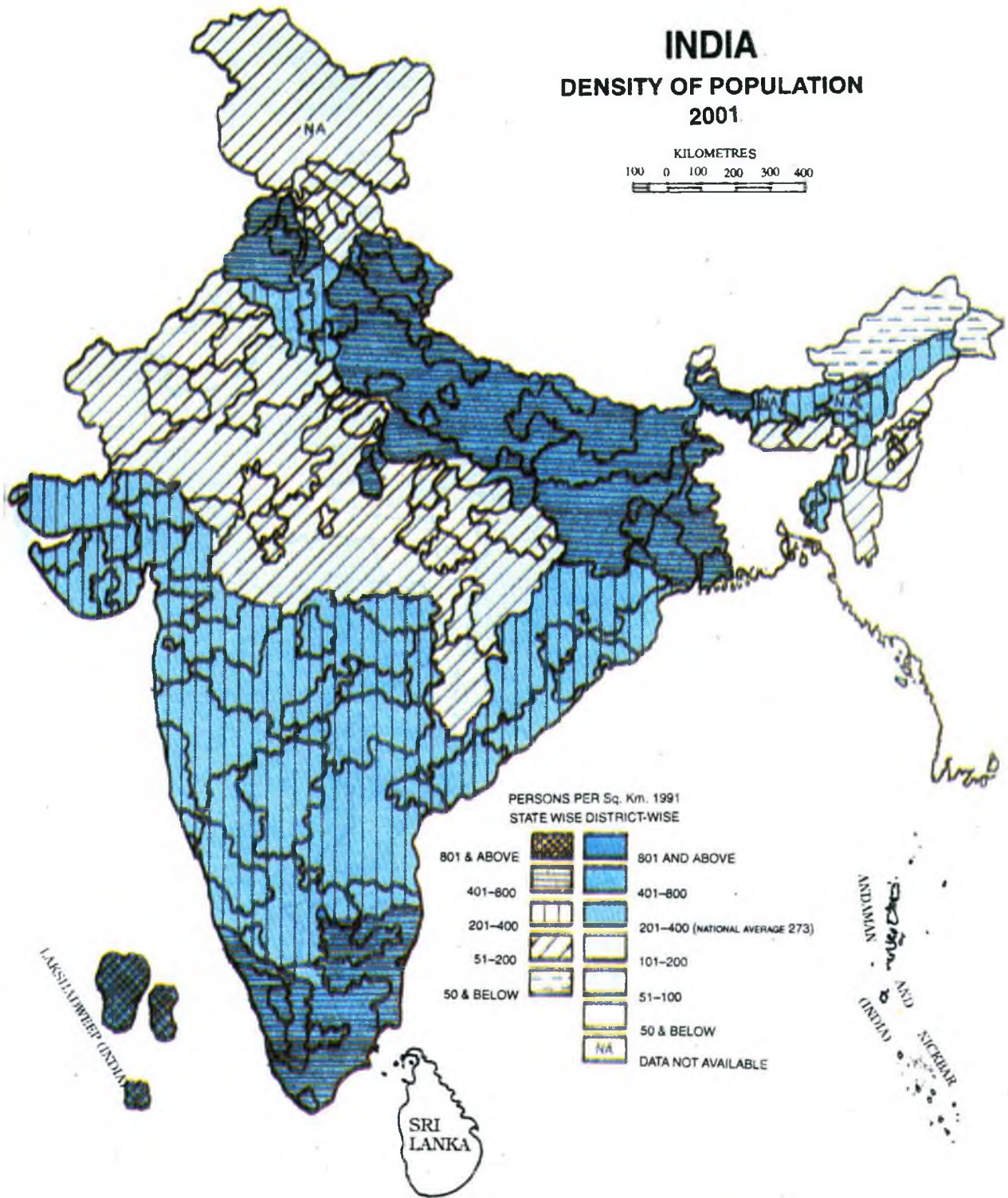
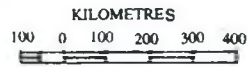
"A TEACHER CANNOT TEACH UNLESS HE IS STILL LEARNING. A LAMP CANNOT LIGHT ANOTHER LAMP UNLESS IT CONTINUES TO BURN."

- Tagore Rabindranath

INDIA

DENSITY OF POPULATION

2001



Human rights embody the fundamental values of human civilizations

People are different, and so are their cultures.

People live in different ways, and civilizations also differ.

People speak in a variety of languages.

People are guided by different religions.

People are born different colours, and many traditions influence their lives with varying colours and shades. People dress differently and adapt to their environment in different ways.

People express themselves differently. Music, literature and an art reflect different styles as well.

But despite these differences, all people have one single common attribute: they are all human beings-nothing more, nothing less.

And however different they may be, all cultures embrace certain common principles:

No culture tolerates the exploitation of human beings.

No religion allows the killing of the innocent.

No civilization accepts violence or terror.

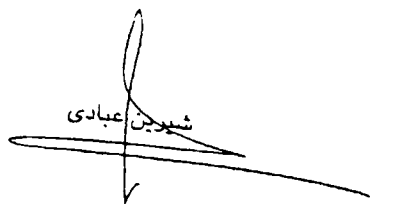
Torture is abhorrent to the human conscience.

Brutality and cruelty are appalling in every tradition.

In short, these common principles, which are shared by all civilizations, reflect our fundamental human rights. These rights are treasured and cherished by everyone, everywhere.

So cultural relativity should never be used as a pretext to violate human rights, since these rights embody the most fundamental values of human civilizations. The Universal Declaration of Human Rights is needed universally, applicable to both East and West. It is compatible with every faith and religion. Failing to respect our human rights only undermines our humanity.

Let us not destroy this fundamental truth; if we do, the weak will have nowhere to turn.



Shirin Ebadi
2003 Nobel Peace Prize Winner

CHAPTER I

Demographic Profile of West Bengal

West Bengal is the most densely populated state in the country.

A fundamental feature of West Bengal is the very high population density, which is nearly 3 times that of the Indian average. There has been a great concentration of population over the centuries in the alluvial lands of the Gangetic plains of West Bengal. Historical and socio-economic factors have determined the present very high density of population in the State. Apart from the internal migration from the neighbouring states such as Bihar, Orissa and Uttar Pradesh to Calcutta, Haora and other industrial areas of the State, partition led to an almost continuous stream of migrants into the State from across the Indo-Bangladesh borders. The phenomenal growth of population in some of the Northern districts such as Koch Behar and West Dinajpur and also in the Southern districts of Nadia and 24 Parganas in the first forty years after Independence gives an indication of the enormity of migration. The density of population consequently increased sharply in a number of areas of the State. With a population density of 904 persons per sq. km. in 2001, West Bengal is currently the most densely populated State in the country.

Greater population pressure inevitably puts more pressure on basic infrastructure as well as on the provision of health and education services. The extremely high population density obviously affects per capita resource allocation, so whatever West Bengal has achieved has been in spite of this critical negative factor of having the highest population density in the entire nation. The variation across districts in this regard also needs to be borne in mind when considering inter-district differences in human development indicators.

Table 1.1 Districtwise population density (persons per square km)

	1991	2001	Annual Population growth rate 1991-2001, per cent
Darjeeling	413	510	2.4
Jalpaiguri	450	547	2.2
Koch Behar	641	732	1.4
Uttar Dinajpur	604	778	2.2
Dakshin Dinajpur	555	677	2.9
Malda	706	881	2.5
Murshidabad	890	1101	2.4
Birbhum	562	663	1.8
Bardhaman	861	985	1.4
Nadia	981	1172	2.0
Kolkata	23783	24760	0.4
North 24 Parganas	1779	2181	2.3
Hugli	1383	1601	1.6
Bankura	408	464	1.4
Purulia	355	405	1.4
Medinipur	592	685	1.6
Haora	2542	2913	1.5
South 24 Parganas	574	694	2.1
West Bengal	767	904	1.8

Source: Guha Roy (2003) using Census of India.

As Table 1.1 indicates, there is substantial variation across districts even with respect to density of population, even if we exclude those districts which are dominantly urban (Kolkata) and suburban (Haora). Nor is there any clear pattern with respect to growth of population.

Birth and death rates have declined more quickly in West Bengal than in India as a whole.

Contrary to some popular perceptions, it is not very likely that recent increases in population density have resulted dominantly from in-migration from neighbouring countries. Out of the nineteen districts (Medinipur has recently been bifurcated) of the State, nine have international borders with Bangladesh. Two such districts—Jalpaiguri and Koch Bihar—show uniformly a declining rate of growth over the decades from 1961-71 to 1991-2001. Nadia, another border district, also experienced a sharp decline in growth rate from 3.3 per cent in 1971-81 to only 2.0 per cent in 1991-2001. In the cases of 24 Parganas and Dinajpur, the increase in growth rates from 1971-81 to 1981-91 was followed by a sharp decline in 1991-2001. The other two border districts Malda and Murshidabad contributed a little over 12 per cent to the decadal (1981-91) growth of population of West Bengal.

All the border districts together account for 44.5 per cent of the 13.4 million population that were added to 1981 census aggregate to make the State population size stands at 68 million in 1991. On consideration of the contribution of natural growth (that is, excess of births over deaths), which is not insignificant, a major concentration of recent migrants in the border districts does not seem to have occurred. Non-border districts accounted for 55.5 per cent of the total population growth of West Bengal in 1981-91. Given the moderate levels of vital rates, this implies that the reported increase in immigration over the decade was not confined to a few border districts, but has possibly undergone a spatial diffusion to other parts of the State.

West Bengal has been successful in bringing down both birth rates and death rates, with one of the most rapid decline in birth rate in India. As Table 1.2 indicates, the decline in the birth rate has been nearly double that of the all-India average over the period 1991-2001, while the decline in the death rate has been one and a half times that of the national average. Infant mortality had also decline at a marginally more rapid rate than all of India.

Table 1.2 Vital Rates of India and West Bengal (per thousand)

Year	Birth Rate		Death Rate		Infant Mortality Rate	
	India	West Bengal	India	West Bengal	India	West Bengal
1990	30.2	28.2	9.7	8.4	80	63
1996	27.5	22.8	9.0	7.8	72	55
2000	25.8	20.7	8.5	7.0	68	51
2001	25.4	20.5	8.4	6.8	66	51

Source: Sample Registration System, Register General of India.

Life expectancy in West Bengal is well above the national average, and the State is one of the better performing States in this regard, even in terms of increases over time. However, there are certain districts with life expectancy well below average, which require special attention, such as Malda, Koch Behar, Birbhum and Murshidabad, all of which have average life expectancy of below 60 years.

Table 1.3 Life expectancy at birth, (estimated for 2001)

	Female	Male		Female	Male
Darjeeling	71	67	North 24 Parganas	71	66
Jalpaiguri	63	61	Hugli	73	69
Koch-Behar	57	53	Bankura	68	62
Dinajpur	63	61	Purulia	63	60
Malda	55	54	Medinipur	67	65
Murshidabad	60	58	Haora	73	70
Birbhum	58	56	South 24 Parganas	70	65
Bardhaman	71	68			
Nadia	65	63	West Bengal	69	65
Kolkata	75	74	India	65	64

Source: Guha Roy (2003)

Table 1.4 Sex ratios by district

	1991	2001	Per cent change
Darjeeling	914	943	3.2
Jalpaiguri	927	941	1.5
Koch Behar	935	949	1.5
Uttar Dinajpur	921	937	1.7
Dakshin Dinajpur	944	950	0.6
Malda	938	948	1.1
Murshidabad	943	952	0.9
Birbhum	946	949	0.3
Bardhaman	899	921	1.4
Nadia	936	947	1.2
Kolkata	799	828	3.6
North 24 Parganas	907	927	2.2
Hughli	917	947	3.3
Bankura	951	953	0.2
Purulia	947	953	0.6
Medinipur	944	955	1.2
Haora	881	906	2.8
South 24 Parganas	929	938	1
West Bengal	917	934	1.8
India	927	933	0.6

Source: Census of India, 2001.

Sex ratios have shown faster improvement in West Bengal than in most other States.

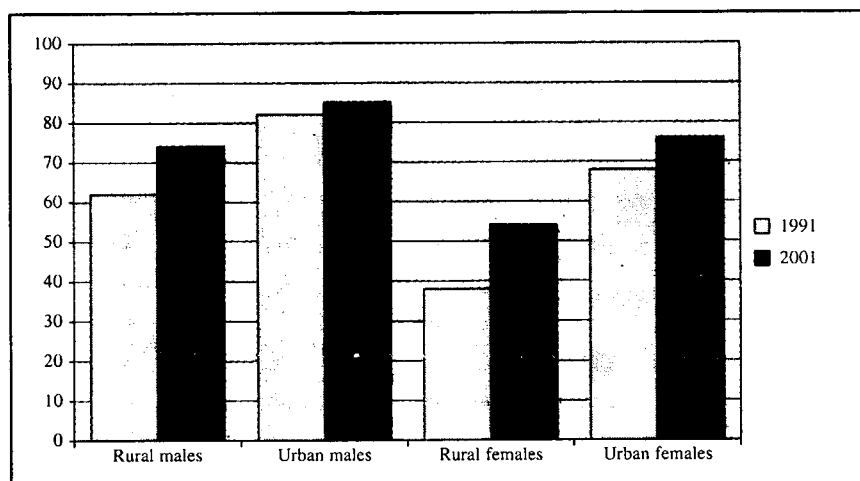
The sex ratio in West Bengal has historically been worse for women than the national average, but it has shown greater improvement in the recent period, so that it is now just above the national average. Further, the sex ratio for the age group 0-6 years, which has recently shown rapid deterioration at the all-India level, does not indicate such a decline in West Bengal, where it was 963 in 2001 compared to 927 for all-India. This is higher than the sex ratio for all age-groups, which is a very positive sign.

Literacy and Education

This chapter will examine the important features of the State with respect to literacy and primary education. While higher education, including scientific education and technical training, is obviously of great significance, this will not be covered in this report, although subsequent reports may take this up in more detail. The literacy rate is generally considered as one of the important indicators of the development of a population, and the educational level of a population is seen as an important determinant of its quality of life. In addition, of course, education interacts with other human development variables in crucial ways. For example, universal education and special attention to the education of women are critical in improving the health practices of a community. Universal education is also likely to be necessary for meaningful and effective decentralisation, especially in the coming phase when panchayats are being given greater responsibility for a very wide range of activities.

The literacy rate in West Bengal has always been higher than the all-India average, and West Bengal ranks sixth among the major States in this regard. But until the last decade, the improvement in literacy has been relatively slow in the State, especially for women. However, in the past decade, the State government has been making concentrated efforts through various special schemes such as 'total literacy campaigns', 'non-formal education', etc. apart from formal schooling for children to achieve the goal of 'education for all' as soon as possible. As a result, according to the Census, the literacy rate in West Bengal has increased from 48.6 per cent in 1981 to 57.7 per cent in 1991 and to 69.2 per cent in 2001. While rural literacy is predictably lower than in urban areas, it has improved more rapidly in the recent past. Furthermore, as can be seen from Figure 7.1, while literacy among rural females is still low compared to other groups, it has increased most rapidly in the recent past, going up by nearly 16 percentage points in the last decade.

Change in literacy in West Bengal



Some pockets of illiteracy required special attention

It is encouraging that the largest improvements in literacy in the past decade have been in some of what were the most "backward" districts and especially among females. Table 7.1 provides evidence of the changing profile of literacy rates across districts, according to the Census. Increases in the female literacy rate have been in excess of 20 percentage points in Dakshin Dinajpur and Koch Behar, and more than 15 percentage points in Jalpaiguri, Murshidabad, Malda, Darjeeling, Nadia and Birbhum, in the period between 1991 and 2001. So there is substantial improvement in literacy—and especially female literacy—in the recent period.

Table 7.1 Literacy rates across districts

	Aggregate literacy rate				Female literacy rate		
	Rank in per capita income	2001	Rank	% point change over decade	2001	Rank	% point change over decade
Darjeeling	2	72.9	6	14.9	63.9	6	16.1
Jalpaiguri	4	63.6	13	18.5	52.9	12	19.7
Koch Behar	13	67.2	9	21.4	56	10	23.7
Uttar Dinajpur	18	48.6	18	9.3	37.2	17	9.3
Dakshin Dinajpur	12	64.5	11	25.2	55.1	11	27.2
Malda	10	50.7	17	15.1	41.7	16	16.8
Murshidabad	15	55	16	16.8	48.3	15	18.7
Birbhum	17	62.2	14	13.6	52.2	13	15.1
Bardhaman	3	71	7	9.1	61.9	7	10.4
Kolkata	1	81.3	1	3.7	77.9	1	5.8
Nadia	6	66.6	10	14.1	60.1	8	15.7
North 24 Parganas	11	78.5	2	11.7	72.1	2	14.1
Hugli	5	75.6	4	8.8	67.7	4	10.8
Bankura	7	63.8	12	11.8	49.8	14	13.2
Purulia	16	56.1	15	12.8	37.2	18	13.9
Medinipur	9	75.2	5	5.9	64.6	5	8
Haora	8	77.6	3	10	70.9	3	13.1
South 24 Parganas	14	70.2	8	15.1	59.7	9	19.1
West Bengal		68.2		11.5	60.2		13.6

Source: BAES and Census of India, 2001.

Nevertheless, despite these improvements, there still remains a lot to be done in terms of improvement, and certain pockets of illiteracy in particular need to be addressed. According to the NSS, in 1999-2000, 27 per cent of households in rural areas and 12 per cent of all households in urban areas did not have any literate adult (15 years and above). The proportion of households without any female adult literate was substantially higher, at 51 per cent and 31 per cent in the rural and urban areas of West Bengal respectively. (the corresponding figures for the best State, Kerala, were 9 and 10 per cent respectively). Further, the literacy status of Scheduled Castes, Scheduled Tribes and minority community households is significantly worse than for other households, especially in rural West Bengal.

In literacy, agricultural labourers constitute the most deprived occupational group

Even among the literate population, a sizeable proportion (around 17 per cent in 1998-99 according to the NFHS-2) is only literate at "below primary" level. However, there is clear evidence of progress even in terms of level of education of the population. By 1998-99, 48 per cent of rural males and 27 per cent of rural females in the age groups of 15 years and above were estimated to have completed at least primary education, and around one-third of these had completed secondary education or above. In the urban areas, 79 per cent of adult males and 62 per cent of adult females were found by the NFHS-2 to be literate at least up to primary level or above.

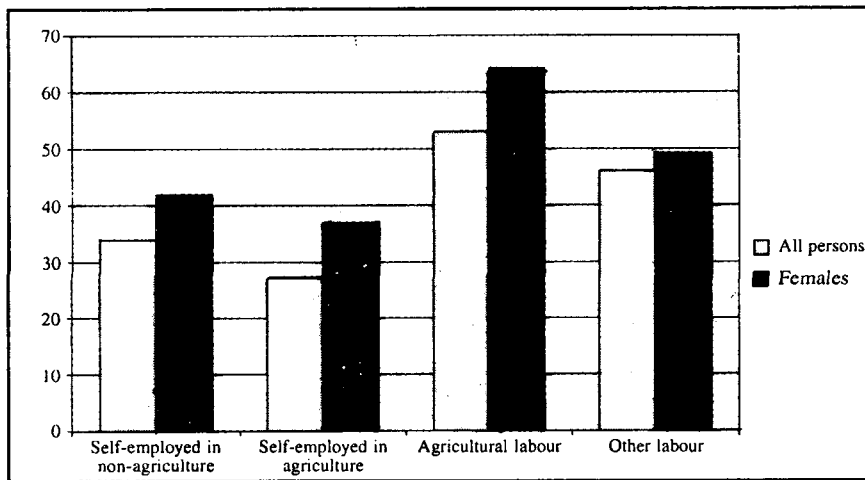
Literacy by Socio-economic categories

While there has been overall improvement in literacy in the State, there are clearly significant differences across socio-economic groups, which persist and suggest that access to literacy and education is still differentiated and may need to be addressed with targeted interventions. Figure 7.2 describes the variations in literacy rates across

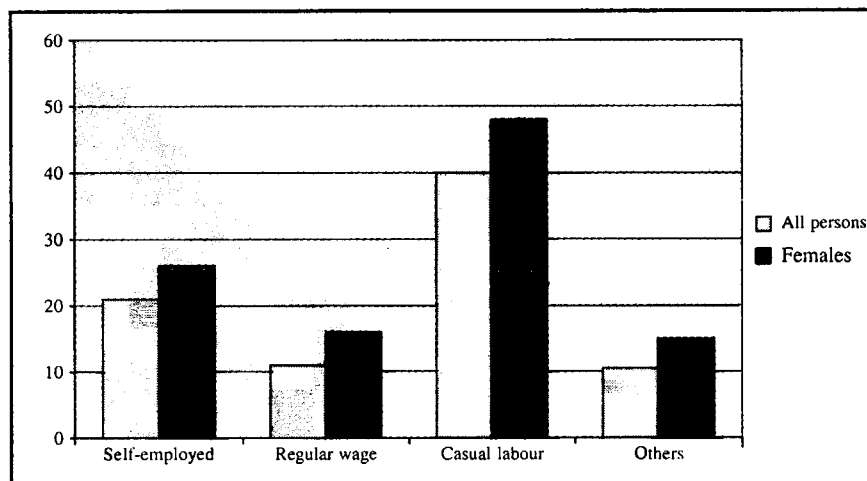
occupational groups in rural West Bengal for all the population above 7 years, and separately for females above 7 years. The relatively most deprived occupation group appears to be that of agricultural labour households, of whom more than half of all such population, and nearly two-thirds of the females, are non-literate. Households consisting of the self-employed in agriculture show the highest rates of literacy, for men and women in rural parts of the State. Gender gaps remain substantial, and women of rural labour households (both in agriculture and non-agriculture) are the worst off among the rural population in terms of illiteracy.

Interestingly, gender gaps in literacy appear to be slightly less marked in urban parts of the State. Here, as Figure 7.3 indicates, casual labour households are the worst off, and nearly half the women in such households are illiterate. In urban areas, those households where the main source of income is from regular wages, as well as "other" households, show the lowest rates of illiteracy.

Non-literacy by occupation in rural West Bengal



Non-literacy by occupation in urban West Bengal



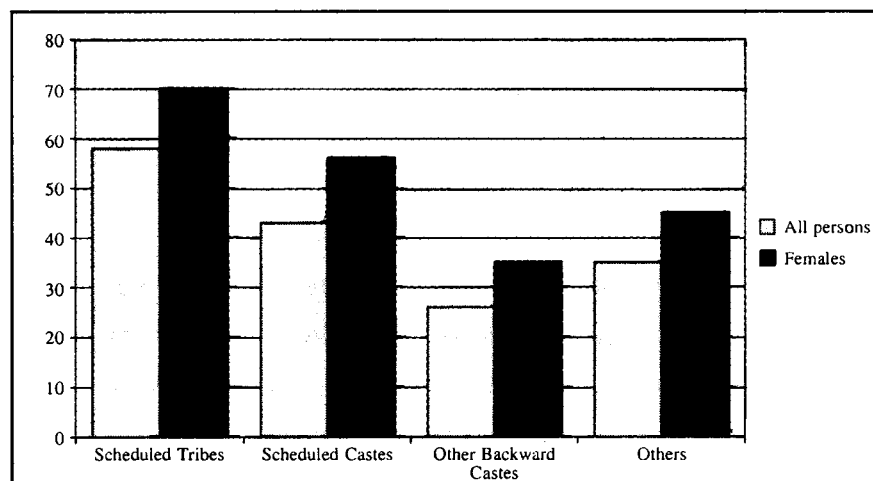
As could be expected from this, income categories are also relevant in determining access to education. People from the bottom 20 per cent of households according to income are more than twice as likely to be illiterate as those from households in the top 20 per cent income category. At the other end of the spectrum, those from the top quintile income group are more than 12 times as likely to have completed education up to higher secondary and above, than those in the bottom quintile. About 66 per cent of rural females of age 7 years and above are non-literate in the lowest quintile as compared to 30 per cent in the richest quintile. Further the percent of non-literate rural females decreases with increase in the quintile group. However, it should be noted that while these differences appear to be sharp, they are less so than in other parts of the country as a whole, and the apparent occupational discrimination in education is less in West Bengal (especially in rural parts of the State) than in India as a whole and in most other States. Furthermore, the income gaps in access to education have narrowed in the past two decades.

In terms of social and caste categories, the level of literacy among persons of age 7 years and above in the ST households is uniformly lower as compared to all other social categories. The problem of illiteracy is particularly acute among rural women from ST households, with 70 per cent of them being non-literate. Quite obviously, females in the ST households in the rural areas of West Bengal need special attention to improve the education levels in the rural West Bengal. Next come SC households, where more than half of the women are illiterate. The gender gap seems to be approximately equal across caste category, indicating that gender discrimination is not more marked among any particular caste group, but is shared across all castes. In the rural areas, interestingly, Other Backward Castes have the highest rates of literacy, better than "others", which includes not just Hindus of other castes but also other religious communities.

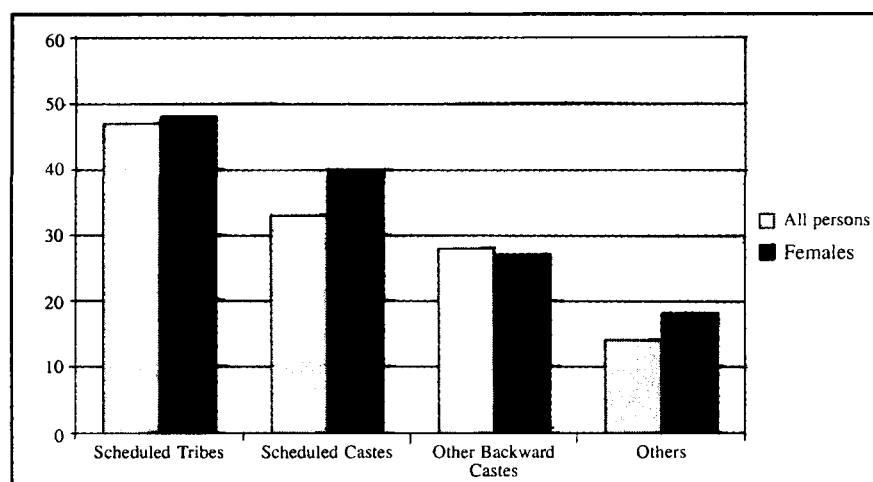
The low levels of literacy among ST households indicate that the problem also has a spatial or regional dimension, since ST households tend to be concentrated in certain regions/districts/blocks, and poor physical infrastructure in such areas makes communication and the provision of basic public services including education much more difficult. These have also been the groups less directly affected by Total Literacy and other such campaigns. Districts with higher proportion of ST population, and especially those with more remote and inaccessible blocks also tend to have lower rates of literacy in general because of this problem. The problem of intervention therefore has to address the need to rectify this regional imbalance, which then expresses itself also as an imbalance of social category.

However, it should be recognised that there has already been some progress towards rectifying this regional imbalance. It used to be observed that literacy rates in West Bengal were highest in Kolkata and deteriorated in concentric circles around that metropolis, with the more distant districts showing lower rates of literacy. The only exception was Darjeeling because of the impact of Siliguri. That was certainly true up to even as late as 1991. But in the last decade, as Table 7.1 indicates, while the top and bottom ranks have remained broadly the same (in terms of literacy rates) there has been much greater movement in the middle ranks of districts. While they can still broadly be classified in terms of distance from Kolkata, the literacy gap has reduced across different districts, especially for women.

Non-literacy by caste in rural West Bengal



Non-literacy by caste in urban West Bengal



From Figure 7.5 it is clear that even in urban areas, the literacy situation of STs and SCs is the worst. However, the absolute levels are not as bad as they are for rural West Bengal. Once again, for a given social category, there are disparities in the education levels among males and females. The most deprived category—female members of ST households—require special attention to improve literacy levels. In this case, since remoteness, absence of physical infrastructure and communication facilities are less evident, the required targeted intervention may be simpler to achieve.

There also appears to be some inequality in access to literacy and education across religious groups, although once again, this is not as marked as it is elsewhere in India. The important religious communities in the rural areas of West Bengal are Hindus (66 per cent of the population) and Muslims (32 per cent). The level of illiteracy among persons of age 7 years and above in the Muslim households (at 46 per cent) is uniformly higher as compared to the Hindu households (35 per cent). However, Muslims as a group are not more educationally deprived than either STs or SCs, both of which show higher rates of illiteracy in rural West Bengal. Nor is the gender gap among Hindus, indicating that the general perception that Muslim women are less likely to be educated than their Hindu counterparts, is not borne out by the data. In urban parts of the State, however, the differentials according to religious community are more marked than they are in rural areas, so Muslims in urban areas tend to be relatively more excluded from literacy/education than Muslims in rural areas. This may reflect the fact that land reform (in terms of tenancy registration and redistribution) disproportionately benefited rural Muslims from landless households, many of whom in consequence have experienced a general improvement in social conditions including in the access to education.

Primary school enrolment

Progress in literacy and education is depended upon the propensity of children to go to school and also to complete at least primary level of education. But this often means that lack of progress can become self-reinforcing, in terms of reducing the incentive among children to carry on with schooling when the parents are also not educated. It is well known that enrolment ratios of children in primary school tend to be strongly related to the educational levels among adults in the same households. This is also true of West Bengal, where studies indicate high correlation of both enrolment and attendance with parental literacy and with parents' education levels of primary and above as well as secondary and above, in both rural and urban areas. (Nagi Reddy 2003)

However, enrolment data are notoriously prone to inaccuracy for a variety of reasons. Official data based on school records tend to inflate enrolment, because of the pressure upon school authorities to indicate high levels of enrolment, because enrolment figures, especially for Class I, are typically taken as the relevant indicator for assessing the performance of the school authority as well as the resource requirement for that school. Regular attendance of students also tends to be overestimated for similar reasons. However, data based on sample surveys are often underestimates, for different reasons. A large number of children join school at pre-primary age, even in rural areas, because of the absence of local pre-primary schooling or creche facilities, and they all tend to be conflated into "Class I" in the data. So the "Class I" group tends to contain children in the age group 4 to 8 years, even if they are not actually "studying" in that class. This is one of the reasons why there appears to be a high dropout rate between Class I and Class II, because of the large number of underage children classified into Class I.

One proxy indicator of enrolment is literacy ratios among girls and boys of school-going age, since non-literates in this age group would suggest that such children are not and have not been enrolled in schools. It is evident from Figure 7.6 that a significant proportion of children in the age group 6-14 years were not effectively enrolled in schools in the rural West Bengal even in 1998-99. Data from the NSSO regarding school enrolment in 1995 are presented in Table 7.2. This shows that attendance rates for boys were generally slightly lower than the all-India average and substantially lower than the best performing State, which is Kerala, in both urban and rural areas. However, attendance rates for girls aged 6-10 years in rural West Bengal were generally better than the all-India average, although in urban areas the rate in West Bengal was slightly lower. For girls aged 11-13, attendance rates were higher or the same as the all-India average. Table 7.2 also indicates a surprising feature—higher attendance among the age group 11-13 years, for both boys and girls. This may be because the median age for school entry is above 7 years, and therefore taking the age group 6-10 years inflates the denominator.

Age specific school attendance ratios (per cent) in 1995

	6-10 years			11-13 years		
	Boys	Girls	Children	Boys	Girls	Children
			West Bengal			
Rural	69	61	65	74	67	71
Urban	79	75	77	83	83	83
Total			67			74
			All India			
Rural	71	58	65	75	57	67
Urban	84	82	83	87	83	85
Total			69			72
			Kerala			
Rural	96	97	97	97	98	97
Urban	98	97	97	97	98	97
Total			97			97

Source: Nagi Reddy, based on NSSO 52nd Round Report, No. 439 (52/25.2/1).

Note: Age specific attendance ratio is defined as the percentage of children attending school in the age group 6-10 years.

Girls' schooling

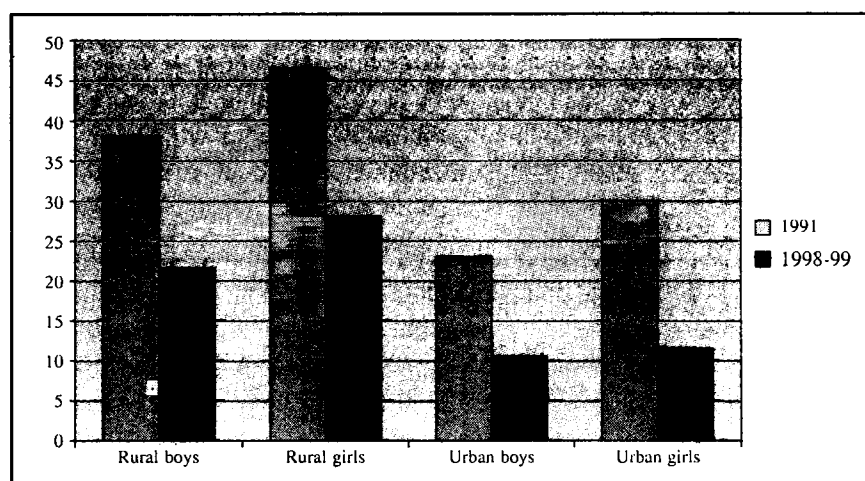
Malini is twelve years old, the younger daughter of a retired soldier who now lives in a village in Naxalbari in North Bengal. Malini is now in class VII, but cannot attend the Army School which is 15 kilometres away, so she walks 2 kilometres to a higher secondary school in a neighbouring village. However, because this school cannot accommodate all the students together, it functions three days a week for girls and three days a week for boys. There are no separate facilities for girls, including a common room, and Malini feels that the quality of instruction does not compare with the teaching at the Army primary school that she studied in previously. She would like to study further, but is not sure that she will gain admission to higher levels.

Shipra Singha's parents are illiterate, but she passed her Madhyamik school examination. Because her father, a small cultivator with 2 bighas of land, is a panchayat samiti member in the area of Darjeeling where they live, she has been appointed a sahayika in the village Sishu Shikha Kendra, even though officially only women above 35 years are eligible. Shipra believes that now there is no constraint on girls studying, but that their job prospects are more limited even after education. Her brother, who unlike her failed the Madhyamik examination, has a job as a peon earning Rs. 3,000 per month.

In the village school in one of the poorer and more backward islands of the Sunderbans region of South 24 Parganas, girls now outnumber boys in the middle and senior classes by a ratio of 2:1. The teachers believe this is because they are more serious and consistent as students, but other suggest that girls are keener to learn simply because they realise that they have access to something that was denied to their mothers. The examination results in this area tend to confirm that girls are performing better; in both Madhyamik and Higher Secondary examinations, girls' pass percentages and overall marks have been higher than those for boys in recent years.

It has been found by a number of studies relating to different parts of the State, that the never enrolled children tend to be more concentrated among the lower income groups and the Scheduled Tribe and minority populations.¹ This reinforces the point that was already observed, that regional differences tend to dominate in questions of literacy and education, with less developed and more inaccessible regions indicating less delivery of public education systems. At one level, this also makes it easier to identify the focus areas for policy intervention—mainly those regions with high ST/SC/ Muslim population.

Per cent of non-literates in the age group 7-14 years



There are a number of reasons for the relatively low ratio at attendance of schools in West Bengal, compared to say, Kerala. The most important reason relates to the sheer physical lack of schools in the vicinity. Lack of basic infrastructural facilities continues to be a serious concern for the proper growth of primary education in West Bengal. Not only are there not enough schools, even those that exist often do not have buildings to speak of, not to mention other facilities and equipment. Despite the rapid increase in the number of schools and school teachers over the 1990s, there are very severe gaps in physical availability of schools. The number of schools with no room is depressingly high, and amounts to nearly one-fifth of all schools, as can be seen from Table 7.3. When a school does not have a building, it does not only affect the quality of the learning experience; it can even affect the quantity of instruction, since such schools cannot function, for example, on rainy days.

Schools with only one room amounted to nearly another one-fifth. This suggests that all the primary classes are therefore taught together in one room, which also cannot be considered desirable, since multigrade classrooms are clearly less conducive to learning and can become major sources of distraction. While the average number of teachers per school is 3, this is still below the number of classes, which must cover at least Class I-IV and sometimes also Class V. This means that at least two classes would be taught together on average. It was estimated in 1997 that more than half the schools had only one or two teachers, so that multi-grade simultaneous classes were the norm in this schools. This makes the teacher-student ratio, which otherwise seems to be reasonable at under 50 students per teacher, appear much more problematic.

In addition, there are major inadequacies with respect to the physical condition of schools and the absence of necessary fitting and fixtures, toilets and basic equipment and teaching materials such as blackboards. Many rural school buildings are characterised by poor natural light and often no electricity, with inadequate toilet facilities (especially for girl students) and mostly very insufficient furniture, which make them unattractive places to be in for young children. Separate urinals for girls are very rare, while latrine facilities do not exist in most rural schools.

School facilities

Year	1986	1993	1997
Percentage of schools with			
No room	4.9	5.0	18.0
One room	26.9	23.5	18.0
Two rooms	23.0	32.4	23.1
Three or more rooms	45.2	39.1	40.9
Teachers per school	3.2	3.0	3.0
Students per teacher	36	46	47
Percentage of trained teachers	64	63	66

Source: Nagi Reddy (2003).

Very clearly, the infrastructure has not kept pace with the increase in the student enrolment which might have resulted either from the various reforms introduced at the primary education level or from the effects of the total literacy campaigns in changing parental attitudes towards education. This is despite the significant increase in the number of schools and school teachers in recent years, after a period in which all such expansion was stayed by a decision of the Calcutta High Court. There has been some improvement in basic infrastructure in terms of school buildings, as Table 7.4 below indicates. However, the number of students per teacher appear to have increased, even according to the official data.

The recent increase in the number of schools has still not been enough to meet the evident requirement and desire for education among the population. Sheer lack of physical infrastructure and facilities is therefore now a major bottleneck on the expansion of primary education facilities in the state. This suggests that the issue of finding more resources for education – especially for increasing the availability and quality of the physical infrastructure – is likely to become a crucial one.

The quality of primary education continues to be a serious concern.

Another important issue relates to dropout from school, especially in the early stages of primary education.² It has already been suggested that the dropout rates that are typically presented may be over estimates, mainly because enrolment itself is over estimated at the primary stage and therefore subsequent data for letter classes do not capture similar numbers. This is confirmed by field studies conducted by IIM Kolkata, which have found that the dropout of rural children from primary school is insignificant, at less than 3 per cent, compared to around 27 per cent of children who were never enrolled in this age group.³ Therefore the problem of high dropout at primary level may not be as severe as generally imagined. It should also be noted that all surveys point to high and growing positive interest in schooling among the population, including among less advantaged groups in society, which tend to ensure at least some continuation of schooling regardless of inherent difficulties. The typical reasons for dropout that surveys have revealed include lack of interest in education, inability to meet the expenses, distance of the school from the home, and the need to attend to domestic and other household duties, including collection of fodder and water. In Urban West Bengal, the most important reason that surveys have highlighted is the inability to meet the expenses associated with schooling.⁴ Dropouts rates tend to be higher in the 10-14 years age group, at around 18 per cent. This is not surprising, because of the shift from primary to middle school, and because of the lesser likelihood of middle schools in the vicinity.

There are serious and continuing concerns about the quality of primary education, in both urban and rural areas. The 1992 Report of the State Education Commission made a number of comments about delivery of public education, which were repeated by a more recent report of 2002 by the Pratchi Trust.⁵ Some of the areas of concern identified in both reports include: poor infrastructure and inadequate equipment in schools; sporadic and irregular attendance of some teachers; lack of accountability of teachers; and inadequate school inspection. The District Inspectorate has such a huge task that it is impossible for it to meet its responsibilities adequately. There is an average of 90 schools per sub-inspector, in addition to which this sub-inspectors are responsible for a large number of other administrative tasks, such as enforcing service and leave rules of teachers. This suggests that there may be a need to restructure the organisation and administration of schools, to make them amenable to greater local community control.

Public expenditure on education

The State government in West Bengal is directly responsible for much more of the overall educational system than in many other more "advanced" States, and therefore the public sector in West Bengal bears a disproportionate burden of the primary education system in particular. Education expenditure grew faster than the State domestic product during the 1980s until the early 1990s, and slowed down thereafter. As a result, education expenditure as a proportion of SDP increased from about 3 per cent in the early 1980s to 4.8 per cent in the early 1990s, and was around 3.5 per cent in the late 1990s.

It is essential to find more resources for universal schooling

The growth of education expenditure has been faster than the population growth. Per capita real expenditure on general education more than doubled during 1980-81 to 1997-98. Total expenditure on general education as a proportion of the total expenditure of the West Bengal government has similarly increased, from less than 6 per cent in the early 1980s to more than 7 per cent in the late 1990s. More than 90 per cent of the total public expenditure on education is spent through the Education Department. The remaining part is spent through Social Welfare, Tribal Welfare, Rural Development departments, etc.⁶ A very small proportion of the education department's expenditure (less than 1 per cent) is incurred on capital formation. The plan expenditure of the education department as a percentage of the total plan expenditure of the West Bengal government has remained constant around 7 to 8 per cent during 1980-81 to 1993-94 and declined substantially in recent years.

Per student expenditure at 1997-98 prices was about Rs. 590/- in 1980-81 and increased to about Rs. 1302/- by 1997-98. Since this does not include the spending by private unaided schools and Central schools, it may be an underestimate. However, it is worth noting that the relative importance of elementary education as a proportion of total general education expenditure fluctuated around 36 per cent during 1980-81 to 1987-88 and fell to around 33 per cent by the late 1990s. However, it increased subsequently, largely due to greater outlay on salaries after the Pay Commission award.

Salaries have been the largest single element of the expenditure on elementary education, accounting for about 90 per cent of the total during the triennium ending 1999-2000.⁷ The next most important items are textbook printing and school construction and repairs, each of which accounted for about 2.1 per cent of the expenditure. For mid-day meals, the expenditure incurred was 1.5 per cent, for teachers training 0.4 per cent and for inspection 1.6 per cent.

There are currently more than 2000 schools providing mid-day meals, and this number is likely to reach 5000 by the end of 2004. The provision of mid-day meals is an important step towards ensuring better nutrition among the young as well as providing incentives for children to attend school regularly, and clearly can be crucial in improving human development conditions generally. However, the problem of finding finances to support a mid-day meal programme for all the children in public schools at elementary level, still remains a difficult one. Besides the financial cost (currently an additional estimated Rs. 600 crore per year) there is the associated infrastructure requirement in terms of utensils, people to cook, centralised kitchens, etc.

A National Fund is necessary to ensure mid-day meals for children in government schools in all States.

However, the preparation of mid-day meals need not be within the school, and the State government is actively considering using other institutions for the purpose, such as involving ICDS and anganwadi workers in the activity, as well as getting the participation of parents' groups as in some other States. It is possible to argue that since the provision of mid-day meals in schools is both desirable and feasible at a country-wide level, but not so easy for State governments with hard budget constraints, a National Fund should be set up specifically for this purpose. This remains an area where the State government should take active steps to ensure universal provision.

The universalisation of primary education has become an important subject both for the State and Central governments, and the State government is making efforts to achieve the goal of free and compulsory primary education for all in spite of its resource constraints. Currently, there are around 54,000 primary schools in West Bengal, with more than 1.5 lakh teachers.⁸ However, universalising primary education would require substantial expansion of even these large numbers. This would require about Rs. 2,328 crore of additional expenditure including about Rs. 1000 crore as recurring costs. The State government also estimates that more than 7,000 new primary schools would need to be constructed.⁹ While there has been considerable progress in terms of recruiting new teachers, constructing new schools, constructing additional rooms in the existing schools, etc. in recent years, this still remains a gigantic task, for which the issue of resource mobilisation is now the most immediate concern.

Recent developments in primary education

The West Bengal DPEP¹⁰ was formally launched in 1997-98. The main objectives of the DPEP project are to support the public education system through interventions designed to enhance student enrolment, reduce dropout rate, provide enhanced access and better facilities for primary education, etc. It therefore involves recruiting additional trained teachers to cope with the expected enhanced student enrolment, as well as providing increased access to children for primary education by constructing new schools and appointing additional qualified teachers in those schools etc.

The project was launched initially in five districts of West Bengal (Bankura, Birbhum, Koch Behar, Murshidabad, South 24 Parganas) with a project cost of Rs. 200 crore over a period of 7 years. The project cost for each district is

Rs. 40 crore, out of which a maximum of 24 per cent can be spent on civil construction (basically building support for primary schools) and 6 per cent on administrative costs. The remaining 70 per cent of funds is to be spent mainly on access, retention, equity and quality improvement interventions as planned by each district, essentially training of teachers and members of the Village Education Committees. The DPEP project has recently been expanded into another five districts (Dakshin Dinajpur, Jalpaiguri, Malda, Purulia, Uttar Dinajpur). It has been found that the enrolment, retention and awareness of parents to send their children to schools have increased to some extent in the DPEP districts. The DPEP also has contributed in devising programs to provide primary education to deprived urban children and to disabled children.

However, the changes brought about by the DPEP programme may not have been as dramatic as originally hoped for. Table 7.4 shows the recent pattern of facilities as between primary schools in DPEP and non-DPEP districts. While official enrolment ratios are marginally better, it is evident that for several other indicators such as teachers and rooms per school, the non-DPEP districts are slightly better off even without the large additional resource outlay that has occurred in the DPEP districts.

Primary school data as on 1 April 2003

	DPEP districts	Non-DPEP districts	Total
Number of schools	23852	25976	49828
Number of teachers	71328	81744	153072
Net enrolment rate (5-8 years)	94.95	89.85	92.1
Teacher per school	3.11	3.19	3.15
Per cent 1-teacher schools	11.8	4.1	7.8
Per cent 2-teacher schools	34.6	26.7	30.5
Pupil-teacher ratio	56.62	57.07	56.84
Per cent without building	1.6	1.4	1.5
Per cent with 1 room	31.6	15.2	23

Source: West Bengal sarva shiksha Abhiyan

New Schemes of alternative schooling are being developed

In 1997 a new system of alternative schooling was launched by the State government, the Sishu Siksha Karmasuchi. The purpose was to provide access to basic education to the large number of children in the age-group 5-9 years who are unable to get enrolled in the formal primary school because of lack of easy access, unsuitable school timings, lack of accommodation or similar problems. Under this programme, more than 11,000 Sishu Siksha Kendras, or Child Education Centres, catering to 7.5 lakh students, were set up between 1997 and 2001, and many more are envisaged. The programme is under the supervision and control of the Department of Panchayats and Rural Development, which in turn means that the local panchayats have authority over the SSKs in their own villages and monitoring is done by the Village Education Committees. The SSK programme allows for an SSK to be set up in any village where there are twenty or more children in the age group 5-9 years who do not have access to the formal school system, with the proposal coming from the gram sansad and being vetted by the panchayat system. Each SSK has a Managing Committee constituted by the gram sansad, with 7 representatives of guardians, 1 person interested in education and 1 member of the gram panchayat – and at least 3 out of the 9 members must be women. The SSKs have to run for at least three hours a day for 200 days in a year, but all timings are flexible and depend upon local suitability. There are at least two teachers (called Sahayikas) in each SSK, who must be women above 35 years of age. They are appointed by the Managing Committee on an annual contractual basis at a monthly honorarium of only Rs. 1,000, compared to the normal monthly salary of a primary school teacher in the formal system, of at least Rs. 5,000 to 6,000. On average about 80 children are enrolled in each SSK.

The SSKs do not receive any infrastructural facilities from the State government. All such facilities, even buildings, etc., are to be provided by the panchayats from own resources. The State government provides the salaries of the Sahayikas and the free text books (which are the same as those used in the formal system) but there are no arrangements for other incentives such as mid-day meals or school uniforms.

The SSKs have apparently been deemed to be successful, which is why they continue to grow in number and similar schools are being opened in wards of urban municipalities. The programme is now being extended to cover middle school children as well. The Madhya Siksha Karmasuchi was launched in 2001, to provide community managed secondary education to children in the age group 9 years and above, who for various reasons are unable to attend formal secondary schools. The system is broadly similar to the SSK. However, the teachers can be male or female without age bar; the head teacher receives Rs. 3,000 per month and the other teachers Rs. 2,000 or Rs. 2,500 depending upon their degrees.

... but these should not divert attention and resources from universalising and strengthening the public education system.

There are many positive features of the alternative system, such as greater flexibility, greater responsiveness and approachability of the teachers, and more possibilities for supervision by and accountability to the local community through the Managing Committee and the panchayat. This may explain the enthusiasm on the part of the State government and many other observers for this programme.¹¹ However, there are problems with making this the basic way forward in expanding the scope of primary education in the State. Apart from proper infrastructural facilities, quality education is another important factor to be considered immediately for these otherwise out-of-school children. In many more backward areas where such education is really required, it is difficult to find a woman above 35 years who is able to teach primary children. More importantly, the basic assumptions, that anyone can teach children and that pedagogy is unimportant at elementary school level, must be faulted. The lower salaries paid to teachers, the lack of infrastructure and the absence of proper facilities all point to the creation of an inferior level of education compared to the formal school system, rather than ensuring equal opportunities for all children. Therefore it is necessary to avoid the possibility of this parallel system becoming another means of class differentiation in school education.

In turn, it is necessary to devise ways of making the formal system more responsive to local needs and to the specific requirements of children from disadvantaged groups, perhaps by increasing community participation in the supervision of such education. There is therefore a strong case for increasing the control of panchayats over the formal school system in the State. This is possible given the already evident strengths of panchayats and their greater degree of democratic representation in West Bengal. The model provided by the Kerala experience, whereby the primary education system was brought under the supervision and control of panchayats, may be useful in this context.

Source: West Bengal Human Development Report—2004.

¹Chattopadhyay et al, 1998; IIM Kolkata 2001; Pratichi Trust 2002.

²In India in general primary education refers to education in classes 1 to 5, but in West Bengal, most of the primary schools (except approximately 3500) have only classes 1 to 4. Class 5 is attached to junior/secondary/higher secondary schools. The elementary education referred to in this discussion comprises of classes 1 to 4 only.

³2 IIM Kolkata "The role of panchayats in primary education in West Bengal", August 2001.

⁴Ibid.

⁵Government of West Bengal: Report of the Education Commission, 1992; and the Pratichi Education Report, 2002, Kolkata.

⁶Budgetary Resources for Education, 1951-52 to 1993-94, Department of Education, MHRD, Government of India, 1995.

⁷The salary bill has been very significantly increased from 1997-98 onwards by the implementation of the Pay Commission award, which also affected school teachers. The increase in number of teachers has also played a role.

⁸IIM Kolkata 2001.

⁹Annual Report 1996-97, Department of School Education, Government of West Bengal.

¹⁰Funded by the Department for International Development, U.K.

¹¹The Pratichi Report, for example, finds instruction in SSKs to be more effective than formal schooling especially for children from backward and underprivileged groups.

CHAPTER II
AN EXTRACT FROM WORLD HUMAN
DEVELOPMENT REPORT
(UNDP)

Trends in human development

Progress in human development during the 20th century was dramatic and unprecedented. Between 1960 and 2000 life expectancy in developing countries increased from 46 to 63 years. Mortality rates for children under five were more than halved. Between 1975, when one of every two adults could not read, and 2000 the share of illiterate people was almost halved. Real per capita incomes more than doubled, from \$2,000 to \$4,200. But despite this impressive progress, massive human deprivation remains. More than 800 million people suffer from undernourishment (table 2). Some 100 million children who should be in school are not, 60 million of them girls. More than a billion people survive on less than \$1 a day. Some 1.8 billion people live in countries where political regimes do not fully accommodate democratic, political and civil freedoms. And about 900 million people belong to ethnic, religious racial or linguistic groups that face discrimination.

The Millennium Development Goals

Recognizing these problems, world leaders at the United Nations Millennium Summit in September 2000 expressed an unprecedented determination to end world poverty. They declared their commitment not only to the people of their own countries but to the people of the world. The 189 countries at the summit adopted the Millennium Declaration, committing themselves to do their utmost to achieve key objectives of humanity in the 21st century, including eradicating poverty, promoting human dignity and achieving peace, democracy and environmental sustainability. Stemming from the Declaration were the Millennium Development Goals—a set of 8 goals.

TABLE 2
Eliminating poverty: massive deprivation remains, 2000
(Millions)

Region	Living on less than \$1 (PPP US\$) a day	Total population under-nourished	Primary age children not in school	Primary age girls not in school	Children under age five dying each year	People without access improved water sources	People without access to adequate sanitation
Sub-Saharan Africa	323	185	44	23	5	273	299
Arab States	8	34	7	4	1	42	51
East Asia and the Pacific	261	212	14	7	1	453	1,004
South Asia	432	312	32	21	4	225	944
Latin America and the Caribbean	56	53	2	1	0	72	121
Central & Eastern Europe & CIS	21	33	3	1	0	29	—
World	1,100	831	104	59	11	1,197	2,742

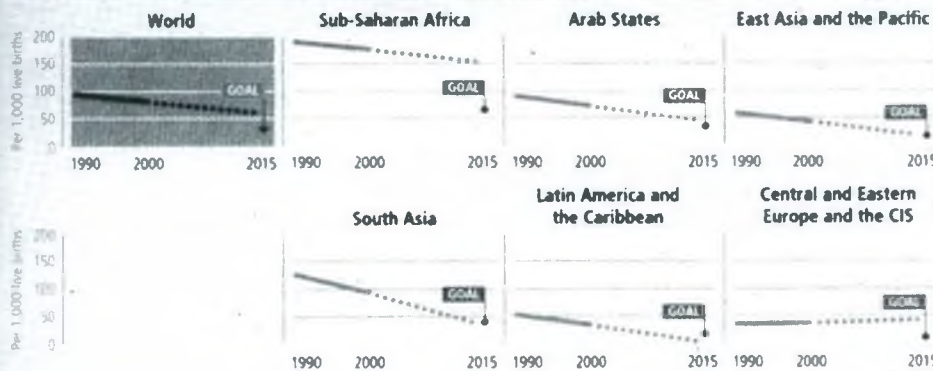
a. 1998-2000.

Source: World Bank 2003a, 2004f; UNESCO 2003; UN 2003.

Figure 3 **Not enough progress towards the Millennium Development Goals**

3

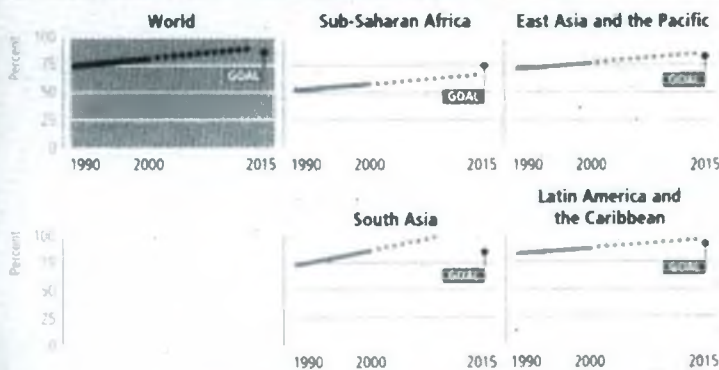
Child mortality: Under-five mortality rate (per 1,000 live births)



Regional distribution of children dying each year under age five, 2002 (% of total)



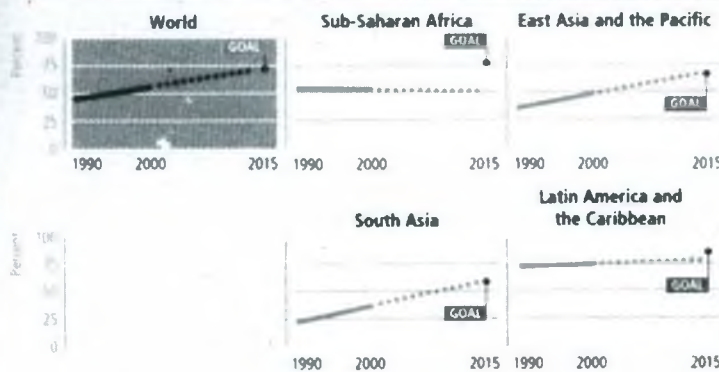
Access to water: People with access to an improved water source (%)



Regional distribution of people without access to improved water source, 2000 (% of total)



Access to sanitation: People with access to improved sanitation (%)



Regional distribution of people without access to adequate sanitation, 2000 (% of total)

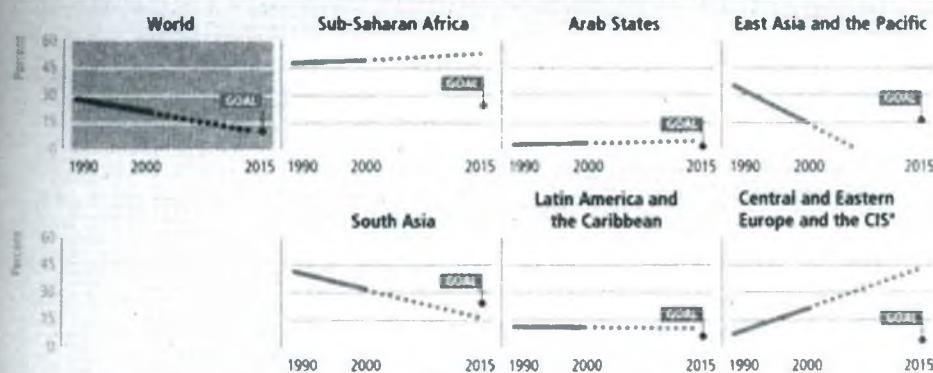


a: Refers to population living on less than \$2 a day.
 Sources: World Bank 2003a (income); FAO 2003, World Bank 2004f (hunger); UNESCO 2003 (primary education); UNESCO 2003 (gender equality); UN 2003, World Bank 2004f (child mortality); World Bank 2004f (access to water); World Bank 2004f (access to sanitation).

Figure 3 Not enough progress toward the Millennium Development Goals

3

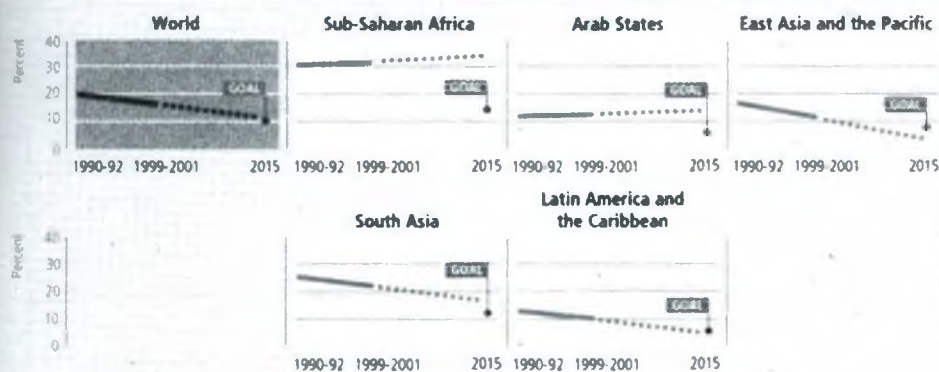
Poverty: Proportion of people living on less than \$1 a day (%)



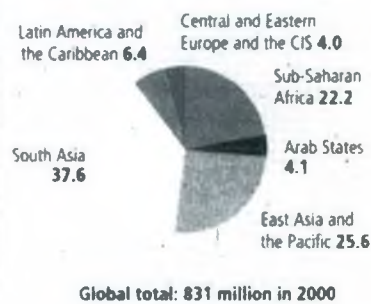
Regional distribution of population living on less than \$1 a day, 2000 (% of total)



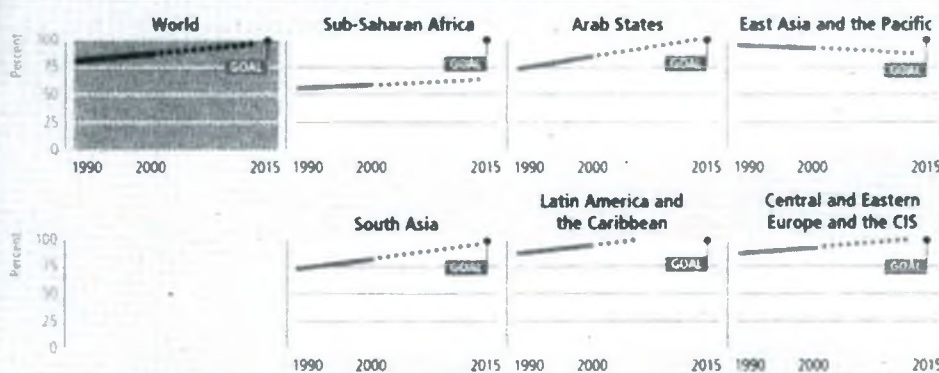
Hunger: Undernourished people (as % of total population)



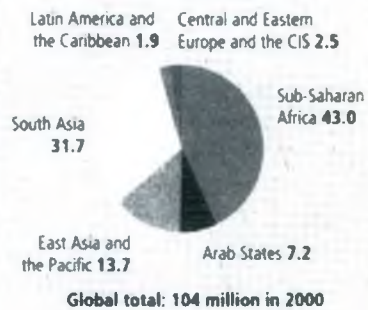
Regional distribution of population undernourished, 1998-2000 (% of total)



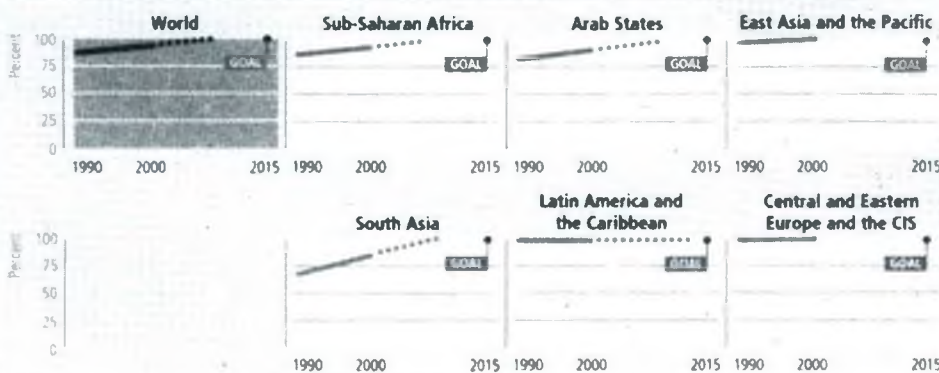
Primary education: Net primary enrolment ratio (%)



Regional distribution of primary age children not in school, 2000 (% of total)



Gender equality: Ratio of girls to boys in primary school (%)



Regional distribution of primary age girls not in school, 2000 (% of total)



**POSITION AND PLACEMENT
OF BENGALI LANGUAGE AMONGST
OTHER LANGUAGES IN INDIA**

Placement of Languages at the 8th Schedule of the Indian Constitution

Hindi	40.2%
Bengali	8.3%
Telegu	7.87%
Marathi	7.45%
Tamil	6.32%
Urdu	5.18%
Gujrati	4.9%
Kanara	3.9%
Malayalam	3.6%
Oriya	3.3%
Punjabi	2.8%
Assamese	1.6%
Santhali	0.62%
Sindhi	0.25%
Nepali	0.23%
Konkani	0.21%
Bodo	0.15%
Manipuri	0.15%
Dagri	0.01%
Kashmiri	0.007%
Sanskrit	0.006%

Percentage of other language-based people of this State

Bangali	85.99%
Hindi	6.58%
Santhali	2.73%
Urdu	2.14%
Nepali	1.27%
Others	1.29%

Percentage of other language-based people of this State

Assamese	4,021
Gujrati	38,319
Malayalam	17,215
Marathi	11,849
Oriya	1,70,001
Punjabi	71,376
Tamil	25,797
Telegu	1,08,443
Bodo	25,168
English	15,394

BRIEF OUTLINE OF ACTIVITIES OF SCHOOL EDUCATION

It is beyond expectation that the education scenario in West Bengal, being one of the federating states of India, will be different from the rest of the country. A demand for modernising education, albeit, was raised for the first time in the province of Bengal, a movement for expansion of education was also conducted for many years in Bengal during the British Rule. After independence, much, though not desired importance, was attached to education in the Constitution. Still, there wasn't adequate expansion and development of education. Retrogression of India in education has very often been reflected globally in a plethora of communiques. It was demanded time and again that at least 6% of the GDP be recommended towards development of education, but, unfortunately, expenditure on this account has been restricted to 2.4% of the GDP. In the budget of the Central Government, education has been ignored to the hilt. There is, however, a ray of hope that the Central Government have now pledged to earmark 6% of the GDP for education in a phased manner. For the purpose, provision of fund has been declared to be made by imposition of education cess. The new Government in the Centre have declared to review the Education Management System and to take some positive steps in the Common Minimum Programme. The scope of development of School Education in West Bengal has to be considered in this perspective.

1. Through the National Policy on Education, 1986 and several measures subsequently taken and ultimately 83rd and 86th Amendment of the Constitution, education has been declared as a fundamental right. The importance has been bestowed in more than one judgements of the Supreme Court of India. Effort has been taken to bring the children of age group 5-14 years under the purview of the Elementary education with the help of twin projects, viz. District Primary Education Programme and Sarba Shiksha Abhiyan. It has been provided in this programme: (i) to ensure to bring all the children in elementary stage to school during the current financial year, (ii) to bring all the children up to 14 years of age to schools by 2010 and (iii) to reduce the drop-out rate to zero per cent. Steps have been taken to achieve these under two programmes DPEP and SSA introduced in the years 1997 and 2001 respectively.
 - (a) **School Dress:** It has been ensured that all the girl students reading in Primary and Jr. Basic schools irrespective of their caste, creed and religion will be provided with school dress this year and the programme as usual will be kept in force in the next year also.
 - (b) **Text Books:** About 5.40 crore of Text Books consisting of 94 titles have been distributed among the students reading up to Class V of recognised Primary and Jr Basic schools including the Sishu Siksha Kendras. Nearly Rs. 23.58 crore has been utilised for the purpose during the academic year 2004-05 and Rs. 21.88 crore has already been spent till mid February, 2005 for the purpose for the academic year 2005-06. Special steps have been taken for proper and timely distribution of such books.
 - (c) **Mid-day Meal Programme:** It has been declared to provide cooked food to all the students of recognised Primary, Jr. Basic schools, Sisu Siksha Kendras and the students reading in Class V in Madhyamik schools of the State.

This scheme is in operation from the first January, 2003. Up to mid February, 2005 cooked food is being supplied to 85.00 lakh Primary School children of 65,000 Primary Schools and SSKs. In the meantime more than 85% of the total number of Primary schools including SSKs. in the State have been covered with the scheme and Rs. 106.20 crore only has been sanctioned by the State Government for the said purpose.
 - (d) **Expanded Operation Black Board Scheme:** Rs. 108.1844 crore out of a total amount of Rs. 110.5908 crore allotted so far has been utilised towards distribution of Teaching-learning Materials (TLM) and teachers' training. The said scheme has already been subsumed with Sarba Shiksha Abhiyan from 2002-03.
2. **Introduction of English from Class I:** English was introduced from 2nd semester of Class II accepting the recommendation of the Pabitra Sarkar Committee. Later it was further reviewed and English has been introduced from Class I from the academic session 2004-05.

3. **Review of curricula, syllabi and test books at the primary level:** The curricula and syllabi for primary education introduced during the last 60s have been thoroughly reviewed and revised syllabi was introduced in 1980-81 in order to keep pace with the advancement and combat adversities and to prepare the child as a self-conscious and self-confident social being. This revision was made on the basis of the views and suggestions of more than one lakh teachers, subject experts, personnel concerned with education, representative of different organisations, different erudite educationists from primary to higher secondary level. The attempt was made not only for a change over but the objective was to give impetus to the children belonging to the lowest level of socio-economic stratum to keep pace with all kinds of situation in practical life and progress in the world. The syllabus for English up to Class V has also been revised. Besides this, curricula and syllabi framed by the NCERT and recommendation of Delor's Committee have been thoroughly gone through and necessary elements have been incorporated after giving due weightage. 7 titles of text books have been revised during 2004-05 and 35 titles of text books have been taken up by the WBBPE for revision during 2005-06.

4. **Teachers' Training**

- (a) **Primary Teachers' Training Institute (PTTI):** At present there are 135 PTTIs in the State out of which 35 are Government, 16 are Government sponsored, 7 are non-Government aided and rest 77 are non-Government unaided institutions. The present total intake capacity of all the PTTIs is 16171. 50% intake capacity of the non-Government unaided PTTIs is to be filled by the untrained in-service teachers. Out of 7 Non-Government aided Institutions, two viz. (i) Teachers' Training Department, Gokhale Memorial Girls School and College and (ii) Chittaranjan Teachers' Training Institute both in Kolkata offer two years' Course. On the basis of revised recruitment rules, no untrained candidate can be appointed in the post of Primary School Teacher. As a result, in order to cope with the increased demand of trained teachers, West Bengal Primary Education Act, 1973 has been amended to the effect that the Government would allow NGOs to run PTTIs without financial assistance from the Government and WBBPE has been empowered to recognise such institutions. Accordingly, 37 PTTIs and 40 PTTIs have been accorded recognition from the end of WBBPE during the sessions 2003-04 and 2004-05 respectively mainly for training of fresher candidates. According to guidelines issued by National Council of Teachers' Education and in conformity with the rules and practices prevailing in other States and Union Territories, we also have to change the minimum qualification for recruitment of primary teachers raising it from Madhyamik pass to Higher Secondary pass. Similarly, the one-year training in PTTIs has to be extended to two years. Discussion are on for effecting these changes.
- (b) **District Institute of Education and Training (DIET):** In pursuance of National Policy on Education, 1986 and programme of action, 1992 the Government of West Bengal decided to set up at least one DIET in each district of the State. Accordingly 16 DIETs have been set up in the State, out of which 13 through upgradation of existing PTTIs. The Government of India has also been moved to set up three more DIETs in the rest three district namely Kolkata, Siliguri (Darjeeling) and Purba Medinipur. Civil work of the 16 DIETs has been completed. Pre-service training will also be provided to the candidates in these institutes. Government has sanctioned 415 posts of teaching and non-teaching staff for these 16 DIETs. Interview for the academic post of 5 DIETs has been held by the PSC, West Bengal. The candidates have started joining their respective institutes. A Committee has been formed in the district-level to recruit the non-academic staff and they have already started their functions. Best efforts are on to fill up all the posts in all the DIETs by July, 2005.
- (c) **Orientation of Primary Teachers:** Orientation of Primary Teachers mainly on activity based Science Teaching, Health Education and Functional English teaching in collaboration with British Council has been taken up by WBBPE. As the follow up action of this training programme in the successive phases, it was planned to train more than 1,70,000 teachers during 2004-05 academic session through the cascade-cum-concentric mode on teaching-learning material and this is going on successfully. WBBPE has arranged for further training programme of all the primary school teachers of our State and will

take up the task for developing all the text books up to Class V in the context of the changed scenario of education in accordance with the revised curriculum and syllabus for primary education with an emphasis on the development of competence of learners.

5. **Diagnostic steps to strengthen the continuous and comprehensive evaluation:** Several steps have been taken throughout the State to strengthen the system of continuous and comprehensive evaluation (CCE). In this area arrangements have been made to rectify the deficiency already detected. Since 1999 an external diagnostic achievement test for the students completing the last semester of Class II have been administered. Accordingly, performance of as many as 15.75 lakh students were evaluated on 6th and 8th April, 2004. SCERT, West Bengal in collaboration with WBBPE conducted a National level achievement survey organised by the Department of Educational Measurement and Evaluation, NCERT, New Delhi on four subjects, viz. Bengali, Mathematics, Science and Social Science. About 6000 students from 200 schools took part in the test.
6. **Sarba Shiksha Abhiyan:** Launched in 1997 initially in five districts, DPEP is now being implemented in 10 districts with an aim to universalise primary education in terms of access, enrolment, retention and quality of education. The programme has become a part of SSA from 2001-02 in all the districts of West Bengal both in primary and upper primary level of education with the following objectives:
- Universal enrolment by 2003
 - Universal retention at the primary education level by 2006
 - Universal retention at the elementary education level by 2010

During 2004-05 the progress achieved is as follows:

- ⇒ School Chalo Karmasuchi, an intensive enrolment drive for the children of 5+ to 13+ age group was launched. Nearly 10.50 lakh out of school children were enrolled by 30th September. The rest will be covered this year by opening of alternative schooling centres. The NER is being increased gradually and at present it is 97.34% and 71.62% for Primary and Upper Primary Sector respectively.
- ⇒ Nearly total 1236 New School Buildings (NSB) and total 4657 Additional Class-room (ACR) have been constructed and construction of 217 NSB, 2260 ACR, 533 D&W facilities are in progress. Facilities for Drinking Water (DW) and Toilets have been provided in 1783 schools.
- ⇒ Nearly 2,50,000 teachers are being provided with TLM grant @ Rs. 500/- per year, 59,368 schools (primary & upper primary stage) being provided with school grant @ Rs. 2000/- per year and 49,577 primary schools have been provided with Maintenance Grant @ Rs. 5000/- per year.
- ⇒ 338 existing circles have been upgraded to 338 Circle Resource Centres (CLRC) with new building facility.
- ⇒ Gender disparity has been reduced significantly. Now 49.52% and 48.23% of total enrolment are girls in primary and upper primary stages respectively. Out of this 28.32% and 22.87% in primary and upper primary sector respectively belong to S.C. community and 6.64% and 4.01% in primary and upper primary sectors respectively belong to S.T. community.
- ⇒ School based Mother Teacher Association (MTA) has been formed in 31,799 primary schools.
- ⇒ National Programme of Education for girls at Elementary Level (NPEGEL) had been running in 57 selected educationally backward blocks covering 11 districts and for this initially 33 schools have already been selected as resource schools.
- ⇒ Nearly 2.5 lakh teachers will be provided with at least 10 days' training on different subjects.
- ⇒ Moreover, District Project Offices have taken up appropriate action with regard to Integrated Education for the Disabled by creating resource support at the district and sub-district levels.

- ⇒ For quality improvement of children of the primary level, a new initiative called Integrated Learning Improvement Programme (ILIP) has been initiated in 5000 schools.
- ⇒ 16209 SSKs 847 MSKs have been set up covering 10,43,441 and 54,893 students respectively.
- ⇒ For the above activities GOI has already approved a budget amounting to Rs. 82496.76 lakh, out of which Rs. 20624.19 lakh is the State share.
- ⇒ Till mid-February, 2005 Rs. 305.00 crore has been spent out of the fund placed by the GOI and Government of West Bengal.

7. **Improvement of Madrasah Education:** Madrasah Education in the State has been able to acquire an All Indian recognition and respect in the National Plan maintaining its own features of education without allowing it to deviate from the mainstream of universal system of education by introducing some timely changes with firmness and courage in the syllabus and curriculum of the courses of study. The Board has now 508 recognised Madrasah, out of which 162 Jr. High Madrasah, 210 High Madrasah, 103 Sr. Madrasah, 33 Higher Secondary Madrasah with 3,13,815 students.

Computer Education and Computer Literacy Programme has been introduced in 23 Madrasah and steps have been taken by the Board to extend it to more number of Madrasah.

In collaboration with the West Bengal State Council, vocational training course have been introduced in Madrasah.

Arrangement has been made for establishment of centres of Rabindra Mukta Vidyalaya in Madrasahs for the drop-out students to improve upon their standard of education.

8. **School Service Commission:** For appointment to all recognised non-Government aided Junior High, High, Higher Secondary schools and Madrasahs in West Bengal, teachers, including Asstt. Headmaster/Mistress, Headmaster/Mistress and Superintendents of Sr. Madrasahs are being selected through School Service Commission. Till date, a total of nearly 42,000 candidates have been recommended for appointment as Assistant Teachers on the basis of results of the first four regional level selection tests. Moreover, 4100 candidates have so far been recommended for the posts of Headmaster and Headmistress and Superintendent of Sr. Madrasahs. During the financial year 2005-06, 10,306 reported vacancies of the Asstt. Teachers will be filled up from the 5th RLST, results of which was published on 29.11.2004 and personality test has already been completed.

9. **Rabindra Mukta Vidyalaya (State Open School):** It imparts open learning through study centres run in Secondary and Higher Secondary schools, Madrasahs and by NGOs by means of self study materials and personal contact programmes. There are at present 1020 accredited study centres in Upper primary level, 125 in the Secondary level and 54 centres in Higher Secondary level. The enrolment of learners for Madhyamik course for 2004-05 at present stands at 8397. However, 100% increase in the number is expected during this year. The present enrolment for the Uchcha Madhyamik course for 2004-05 stands at 981. Under a new system the students who have passed in some subjects as regular candidates in MP and HS examination but not declared as successful need not sit for those subjects. Preparation is going on for introduction of few vocational courses. Efforts are on to extend study centres and introduce new subjects and courses. 2076 candidates out of 6897 enrolled candidates passed Madhyamik Examination with all seven compulsory subject as in Madhyamik Examination of WBBSE in June, 2004.

10. **Physical Education and State Sports Schools:** The State Government has set up a fully residential Government Sports School in the State, namely Dr. B. R. Ambedkar Sports School at Banipur Educationl Complex in North 24-Parganas in the academic session, 2001-02. At present 113 students in Classes V to VIII are being trained there in athletics, gymnastics, archery and yogasana.

In primary level, the State Government also provide fund for purchasing sport equipment and physical education activities in primary/Jr. Basic Schools in the State. Every year, from lower level to district and State level Annual Primary Sports Meet is held in the State to encourage students of primary, Jr. Basic schools and SSKs in games and sports.

Two students have been awarded "Outstanding Football Players Trophy" participating in the State team in the Subrata Mukherjee Cub Football Tournament, 2004 and one student has been declared Best Youngest Player and awarded "Anup Trophy" participating in the State Team in Jawaharlal Nehru Hockey Tournament, 2004.

11. **Computer Education in Schools:** The School Education Department introduced Computer Literacy Training Programme (CLTP) in schools and Madrasahs during 2001-02. The programme is now running in 500 schools and Madrasahs through WEBEL-NIIT. Discussion is going on with service providers for introduction of CLTP in further 2500 schools. Students can choose computer as an additional subject in Classes IX & X and sit for Madhyamik Pariksha and as an elective subject in Higher Secondary Examination. Besides CLTP in schools, the State Government is setting up District Computer Centres in all the Districts of the State under the 'Upgradation Programme' of the 'Eleventh Finance Commission'. So far 23 centres have been set up out of the 34 centres for which funds were released to the Zilla Parishads.
12. **Amendments of the Regulations of the West Bengal Council of Higher Secondary Education:** Two amendments of the regulations of the Council have been made as proposed by the Council in order to bring about:
 - (i) Suitable changes in regard to courses and syllabi
and
 - (ii) Debarring the publication of final merit list of successful candidates
13. **Administrative Building:**
 - (a) **Siksha Bhawan:** In the meantime, construction work of Siksha Bhawan for 8 districts namely, Bankura, Birbhum, Purulia, Murshidabad, Malda, Dakshin Dinajpur, Howrah, Cooch Behar had been completed and handed over and started administrative functioning. Construction work of Siksha Bhawans in the districts of Hoogly & Paschim Medinipur is expected to be completed in this financial year. Siksha Bhawan in the district of North 24-Parganas has been shifted. The same in the district of Purba Medinipur has also been shifted to a new site.
 - (b) **New Bhawan of WBBPE:** WBBPE started functioning from their new building named 'Acharya Prafulla Chandra Bhawan' since December, 2003.
 - (c) **Regional Offices of West Bengal Council of Higher Secondary Education:** Administrative approval for acquisition of land and construction of Building for Medinipur office and the Plan and estimate for construction of Regional office in the district of Burdwan as proposed by the Council have been accorded.
 - (d) **Begum Rokeya Smriti Balika Vidyalaya:** The school has been shifted to its own building and Rs. 30.00 lakh has been sanctioned during this financial year for further construction work.
 - (e) **Regional Office of West Bengal Board of Madrasah Education:** The Regional Office building of WBBME in the district of Malda was inaugurated on 18 December, 2004 for proper management of Madrasah Education of North Bengal districts.
14. **Recognition and Upgradation of Schools:** To meet the demand of the students for access and to higher education, 7 schools have been recommended for recognition as 4-Class Jr. High School and 63 Jr. High Schools (4-Class) have been recommended for upgradation to High Schools and 154 High Schools and 4 Madrasah have been recommended for upgradation to Higher Secondary Schools and H.S. Madrasah respectively during 2004-05. This will meet the demand of nearly 42,000 students.
15. **Part time and full additional post of Asstt. Teachers in H.S. Section:** 108 part time additional posts and 276 full time posts have been sanctioned for existing schools whereas 159 part time additional posts and 210 full time posts have been approved for 154 schools and 4 H.S. Madrasahs which have been recommended for upgradation to H.S. Schools/Madrasah.
16. **Integrated Education for Disabled Children (IEDC):** It is one of the important Centrally sponsored

schemes which imparts educational opportunities for the disabled children in common schools, to facilitate their retention in the school system. The disabled children who are placed in special schools should also be integrated in the common schools once they acquire the functional communication and daily living skills at functional level.

A full0-fledged cell has been formed for implementation of this scheme. A proposal of Rs. 5,21,08,746- has been sent to Government of India for 35,462 disabled children. A sum of Rs. 26,17,525 has been distributed in different districts as IEDC benefit during the year 2004.

17. **Area Intensive Programme for Educationally Backward Minorities:** This Scheme has been introduced in the areas where educationally backward people of minority communities reside. Construction of additional class-room is existing primary and upper primary schools and also construction of new primary school building are being taken up under this scheme. Rs. 642.36 lakh out of total amount Rs. 971.26 lakh received so far has been utilised. Steps have been taken to utilise the unspent balance.
18. **Capital Expenditure:** In addition to the expenditure made out of SSA, certain capital expenditure has been incurred in connection with development of school infrastructure for district educational complexes in 9 districts, renovation of 10 PTTIs and 30 Government Schools out of sanctioned fund amounting to Rs. 5.40 crore.
19. **Administrative training of Inspectors:** Arrangement of administrative training of D.I. of Schools and A.I of Schools and S.I of Schools has been made at the Administrative Training Institute, Kolkata to build up the capacity of the officers at different levels.
20. **Education Committees:** Led by Prof. Ranju Gopal Mukherjee, it was constituted to review the status of education in different levels in the context of all India Educational scenario and the Committee has placed their recommendations for development of School education. Necessary steps have been taken to implement the recommendations.

The School Education Department also set up a committee under the chairmanship of Prof. Ramaranjan Mukherjee on rejuvenation of Tol (Sanskrit) Education in West Bengal. The Committee has submitted its recommendation which are under consideration of the State Government.
21. **Creation of New Circles:** 40 new educational circles have been created and 120 posts for manning these circles have been created (40 posts for S.I. of Schools, 40 for LDC and 40 for Group D).
22. **Filling up of Group C & D Post:** 1390 posts of LDCs, 2373 posts of Group D, 77 posts for Librarians as non-teaching posts in aided secondary and higher secondary schools including DPSCs have been filled up.
23. **Anglo Indian School:** 18 schools seeking affiliation to ICSE and CBSE, New Delhi have been granted 'No Objection Certificates'.
24. **State Council of Educational Research and Training, West Bengal (SCERT):** SCERT is a Post-Graduate Institute set up with the aim of carrying out trainings and researches in different areas of education. The major activities taken up at SCERT in this context are depicted below:
 - (i) Preparation of perspective plan on teachers' education in West Bengal.
 - (ii) SSA activities.
 - (iii) Environmental education.
 - (iv) Achievement survey, etc.
25. **Statement showing the Results of MP (Secondary Examination), Higher Secondary and High**

Madrasah (including Alim, Fazil, M.M.) Examination, 2004

Name of examination	Name of Board/Council	No. of Candidates			% of successful Candidates
		Enrolled	Appeared	Passed	
M.P. (Secondary Exam.)	West Bengal Board of Secondary Education	609961	591146	396837	67.13
H.S. (General)	West Bengal Council of Higher Secondary Education	387239	380912	215497	56.57
H.S. (Vocational)	West Bengal Council of Higher Secondary Education	2188	2121	970	45.73
High Madrasah (including Alim, Fazil, Kamil, M.M.)	West Bengal Board of Madrasah Education	20881	20404	13214	64.76

26. **Retirement Benefit of Teachers and Non-teaching staff:** The State Government is now in a comfortable position to expedite the matters in connection with the clearance of retirement benefit for the retired teaching and non-teaching staff and settlement of outstanding cases due to special initiative taken by the Finance Deptt. and introduction of extensive use of computers.

On the basis of statement furnished by the Director of Pension, Provident Fund and Group Insurance (DPPG), as on 28.02.2005 more than 1.66 lakh retired teaching and non-teaching staff have been receiving their pension and 7653 cases are left unsettled, out of which 1863 cases have been returned to the concerned D.I. of Schools for compliance with some objections and 5790 cases are pending with the DPPG. It is a pleasure to mention that many of the teaching and non-teaching staff have received their pension payment order (PPO) on the date of their retirement.

Conclusion

The area of education is fairly intricate. Different socio-economic issues are involved in it. India is a country of diversity. In the midst of it, we are trying to perform our duty in West Bengal. Indeed, we cannot be far from being infallible. We will endeavour our utmost to plug the flaws and frailties pointed out by the Hon'ble members by way of cogent and constructive interactions. We believe that we will be able to pave the way to achieve this successfully with the cooperation of all having a penchant for education.

**RELEVANT REPORT ON EDUCATION
FROM ECONOMIC SURVEY
GOVERNMENT OF INDIA**

**Total Expenditure of the Central Government on Social Services
(Combined Centre and States)**

Years	1986-87	1990-91	1995-96	2000-01	2001-02	2002-03	2003-04 (RE)	2004-05 (BE)
Absolute amounts in Rs. Crore								
Total Expenditure	100470	163673	303586	595595	652968	727151	887391	907363
Social Services	18967	33255	65531	131805	137843	145226	168190	175079
Education	8651	17094	32370	67036	68071	72535	80779	85358
Health	4566	7309	14135	27960	28578	31457	36850	40352
Others	5750	8852	19026	36809	41194	41234	50561	49369
As % to total expenditure								
Social Services	18.9	20.3	21.6	22.1	21.1	20.0	19.0	19.3
Education	8.6	10.4	10.7	11.3	10.4	10.0	9.1	9.4
Health	4.5	4.5	4.7	4.7	4.4	4.3	4.2	4.4
Others	5.7	5.4	6.3	6.2	6.3	5.7	5.7	5.4
As % of expenditure on social services								
Education	45.6	51.4	49.4	50.9	49.4	49.9	48.0	48.8
Health	24.1	22.0	21.6	21.2	20.7	21.7	21.9	23.0
Others	30.3	26.6	29.0	27.9	29.9	28.4	30.1	28.2

Source: Reserve Bank of India.

Education

The broad policy framework for the development of education and eradication of illiteracy is provided in the National Policy on Education (NPE) 1986, which had set a goal of expenditure on education at 6 per cent of the GDP. As against this target, the combined total expenditure on education by Central and State Governments was 3.74 per cent of GDP in 2003-04 (BE). The trend of total expenditure on education as a proportion of total government expenditure reveals a disturbing downward trend between 2000-01 and 2003-04 (Table 10.3). As reported in Economic Survey, 2003-04, a high priority has been accorded to this sector in the Tenth Five Year Plan (2002-07), with an allocation of Rs. 43,825 crore as against Rs. 24,908 crore made available in the Ninth Plan, representing an increase of 76 per cent.

The total Central plan allocation of Rs. 7,025 crore in 2003-04 (BE) has been increased to Rs. 8,225 crore in 2004-05 (BE), with Rs. 5,750 crore for Elementary Education, Rs. 250 crore for Adult Education and Rs. 2,225 crore for Secondary and Higher Education. Apart from this, an additional allocation of Rs. 2,000 crore is earmarked for the Department of Elementary Education & Literacy and Rs. 250 crore for the Department of Secondary and Higher Education for implementing the schemes related to the NCMP.

Literacy rates in India increased from 18.3 per cent in 1951 to 64.8 per cent in 2001. However, India continues to lag behind several other developing countries in the region in terms of adult literacy and youth literacy rates.

India's global position on adult and youth literacy rates

Country	Adult Literacy Rate (per cent 15 yrs. & above)		Youth Literacy Rate (per cent 15 yrs.-24)	
	1990	2002	1990	2002
China	78.3	90.0	95.3	98.9
India	49.3	61.3	64.3	73.3*
Nepal	30.4	44.0	46.6	62.7
Pakistan	35.5	41.5	47.4	53.9
Sri Lanka	88.7	92.1	95.1	97.0
Bangladesh	34.2	41.1	42.0	49.7

Figure relates to 2001.

Source: UNDP, Human Development Report 2004.

Elementary Education

The number of primary schools decreased from 6.64 lakh in 2001-02 to 6.51 lakh in 2002-03, whereas that of upper primary schools increased from 2.20 lakh to 2.45 lakh over the period, indicating upgradation of a large number of primary schools to upper primary schools. The total enrolment at the primary and upper primary levels has witnessed a steady increase. During 2001-02 and 2002-03, the growth rate of enrolment for girls at elementary level was higher than that of boys. Participation of girls at all levels of school education has improved appreciably over the years, but vast disparities amongst the States in gross enrolment ratio (GER) at primary/upper primary levels still persist.

Gross Enrolment Ratios (GER) (in per cent)

Year	Primary (I-V)			Upper Primary (VI-VIII)			Elementary (I-VIII)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1950-51	60.6	24.8	42.6	20.6	4.6	12.7	46.4	17.7	32.1
1960-61	82.6	41.4	62.4	33.2	11.3	22.5	65.2	30.9	48.7
1970-71	95.5	60.5	78.6	46.5	20.8	33.4	75.5	44.4	61.9
1980-81	95.8	64.1	80.5	54.3	28.6	41.9	82.2	52.1	67.5
1990-91	114.0	85.5	100.1	76.6	47.0	62.1	100.0	70.8	86.0
1991-92	112.8	86.9	100.2	75.1	49.6	61.4	101.2	73.2	87.7
1992-93	95.0	73.5	84.6	72.5	48.9	67.5	87.7	65.7	77.2
1993-94	90.0	73.1	81.9	62.1	45.4	54.2	80.2	63.7	72.3
1994-95	96.6	78.2	87.7	68.9	50.0	60.0	87.2	68.8	78.4
1995-96	97.1	79.4	88.6	67.8	49.8	59.3	86.9	69.4	78.5
1996-97	97.0	80.1	88.8	65.8	49.2	58.0	85.9	69.4	78.0
1997-98	99.3	82.2	91.1	66.3	49.7	58.5	87.4	70.7	79.4
1998-99*	100.9	82.9	92.1	65.3	49.1	57.6	87.6	70.6	79.4
1999-2000*	104.1	85.2	94.9	67.2	49.7	58.8	90.1	72.0	81.3
2000-01*	104.9	85.9	95.7	66.7	49.9	58.6	90.3	72.4	81.6
2001-02*	105.3	86.9	96.3	67.8	52.1	60.2	90.7	73.6	82.4
2002-03*	97.5	93.1	95.4	65.3	56.2	60.9	85.4	79.3	82.5

*Provisional

Source: Selected Educational Statistics 2002-2003, Ministry of Human Resource Development.

Of the estimated population of 205 million in the age group of 6-14 years on March 1, 2002, Nearly 82.5 per cent was enrolled in schools, compared to 82.4 per cent in 2001-02. The retention rate of students at the primary school stage was about 59 per cent (1992-97). At the primary level, the drop-out rate decreased from 39.0 per cent in 2001-02 to 34.9 per cent in 2002-03, while at the upper primary level, the drop-out rate decreased from 54.6 per cent to 52.8 per cent over the same period. In spite of the decline over the years, drop-out rate still remains very high, especially in the case of girl students, for whom the rates in 2002-03 were 33.7 per cent and 53.5 per cent, at the primary and upper primary levels, respectively.

The number of teachers at the elementary level rose from 3.4 million in 2001-02 to 3.5 million in 2002-03, while the share of female teachers increased from 37.2 per cent to 40 per cent over the same period. Despite the increase in the number of teachers over the decades, the Pupil Teacher Ratio (PTR) at the primary and upper primary levels has remained more or less constant around 42.1 and 34.1 respectively during 2002-03.

Sarva Shiksha Abhiyan (SSA)

Sarva Shiksha Abhiyan (SSA), launched in November 2000 as an umbrella programme, continued to be implemented to support and build upon other primary and elementary education projects. The programme aims to ensure five years of primary education for all children in the age group 6-14 years by 2007 and eight years of schooling by 2010. The programme is implemented in partnership with the States. The programme addresses the needs of 192 million children in 11 lakh habitations. 8.5 lakh existing primary and upper primary schools and 33 lakh existing teachers would be covered under the scheme. As on January 7, 2005, an amount of Rs. 3,031 crore has been released out of Rs. 3,057 crore for 2004-05 (BE).

In July, 2003, Government of India approved a new programme called '*National Programme for Education of Girls at Elementary Level*' (NPEGEL) as an amendment to the existing scheme of Sarva Shiksha Abhiyan (SSA) for providing additional support for education of under privileged/disadvantaged girls at the elementary level. The scheme is implemented in Educationally Backward Blocks (EBBs) where the level of female literacy is below, and the gender gap is above, the national average, in blocks of districts which are not covered under EBBs but have at least 5 per cent SC/ST population and where SC/ST female literacy is below 10 per cent, and also in select urban slums.

An estimated provision of Rs. 1064.80 crore has been kept for the Tenth Plan. Apart from NPEGEL, a new scheme called *Kasturba Gandhi Balika Vidyalaya (KGBV)* has been approved for launching during 2004-05 for setting up 750 residential schools with boarding facilities at elementary level for girls belonging predominantly to the SC, ST, Other backward castes (OBC) and minorities in difficult areas. A provision of Rs. 489 crore has been made for the Tenth Plan; and Annual plan allocation for the year 2004-05 is Rs. 100 crore. 525 KGBVs have been approved by the Department of Elementary Education, involving an amount of Rs. 123.03 crore for 2004-05.

An education cess of 2 per cent on all direct and indirect Central taxes has been imposed through the Finance (No. 2) Act, 2004. Soon after the relevant Bill was introduced in Parliament on July 8, 2004, action was initiated for creation of a separate, dedicated, non-lapsable Fund to be named as *Prathmik Shiksha Kosh* and maintained by the Ministry of HRD, Department of Elementary Education & Literacy. The proceeds would be available on a rollover basis for the schemes of basic Education and the Mid-Day Meal Scheme. Budget provision for the Mid-Day Meal Scheme during 2004-05 is Rs. 1,675 crore. In addition, Rs. 1,232 crore has been provided to the States/UTs as Additional Central Assistance (ACA) under State Sector as earmarked outlay for meeting cooking cost.

Adult Education

The National Literacy Mission (NLM), launched on May 5, 1988 as a Technology Mission to impart functional literacy to non-literates and modified from time to time, aims at attaining a literacy rate of 75 per cent by 2007. The Total Literacy Campaign (TLC) has been the principal strategy of NLM for eradication of illiteracy. These campaigns are area-specific, time-bound, volunteer-based, cost effective and outcome-oriented and are implemented by Zilla Saksharata Samities (District Level Literacy Societies).

NLM accorded high priority for the promotion of female literacy. As a result, female literacy rate increased by 14.4 percentage points from 39.3 per cent to 53.7 per cent during 1991-2001 compared to an increased by 11.2 percentage points for males from 64.1 per cent to 75.3 per cent over the same period, and thereby reducing the male-female literacy gap from 24.8 per cent in 1991 to 21.6 per cent in 2001.

Secondary and Higher Education

The Secondary Education sector prepares students in the age group of 14-18 years for entry into higher education and employment. The number of secondary and senior secondary schools increased from 7,416 in 1950-51 to 1,37,207 in 2002-03 with a student enrolment of 33.2 million.

There has been an impressive growth in the area of higher education with an increase in the student enrolment in higher education from 7.26 million in 1997-98 to 9.51 million in 2003-04. Enrolment of women students rose to 3.81 million constituting 40 per cent of the total in 2003-04. There has also been a significant increase in the students' enrolment under Open and Distance Education System.

Technical and Professional Education

In addition to 1349 approved engineering colleges at the degree level, there are 1030 institutes offering Master of Computer Application (MCA) programme and 990 approved Management Institutions imparting education in Management Studies. Recently, All India Council for Technical Education (AICTE) has delegated the powers of approval with respect to Diploma level technical institutions to the State Governments.

Source : Report of Economic Survey Government of India 2004-05.

ADMINISTRATION OF DIRECTORATE OF SCHOOL EDUCATION

The Administrative Section of School Education Directorate, West Bengal looks after all administrative and allied matters. A Report to highlight the achievement of the segment during this year 2004-2005 is as follows:

- (1) For decentralisation of educational planning and administration of School Education system in West Bengal, offices at the sub-divisional level have been restructured with an officer of W.B.E.S. (Inspection Branch) as head of the office for strengthening Inspection and supervising Administrative works at the sub-divisional level (both Primary and Secondary) during 2004-2005 and for expeditious disposal of the works relating to salaries, Provident fund and the pension cases of the teaching and non-teaching employees of the Secondary schools.
- (2) Arrangement for In-service Training of Inspecting Officers (Sub-Inspector of Schools) have been made during the year 2004-2005 at ATI, Salt Lake, West Bengal for effective educational planning and administration. Officers in the rank of Asstt. Inspector of Schools, district Inspector of Schools Asstt. Director of Schools and Dy. Director of School Education were deputed/nominated to undergo training at ATI, Salt Lake, Kolkata and at NIEPA, New Delhi on different issues and programmes of School Education during 2004-2005.
- (3) To meet the grievances of the public and assistance to and suggestions from them, a separate Public Grievance and Assistance Cell has been functioning in the School Education Directorate. Out of 193 applications received up to 31.12.2005—169 cases have been disposed of from Directorate's end and District Authority's end.
- (4) For Educational Administration, there are educational complex (Siksha Bhawan) in the District of Bankura, Purulia, Burdwan, Murshidabad, Malda, Dakshin Dinajpur, Cooch-Bihar, Darjeeling, Admn. Building for educational administration for Howrah, Hooghly. North 24 Parganas, Jalpaiguri, Nadia and extension of buildings of the office of the D.P.S.C. of Murshidabad are under construction as per sanction of the Government during the year 2001-2002. North 24 Parganas and Howrah districts are functioning in the new Education Complex.
- (5) A good number of participants attended one such administrative Training for the improvement of capacity building as well as discharging of academic & administrative functions of the newly entrant Inspecting Officer right from grass root level.
- (6) For qualitative and quantitative improvement of education (Primary and Secondary) importance has been given to inspection and supervision of Schools both at Circle level, Sub-divisional level and District level.
- (7) For the sake of smooth administration and setting up of well co-ordination in different sectors and for quick implementation of different Central and State Sponsored Educational Schemes in different districts, Joint Directors and Dy. Directors have been assigned as Area Officers of each district in order to minimise the problems as well as updating the works of the District through co-ordination and linkage with the District authorities like D.M., Sabhadhipati, Chairman, DPSC and District Inspector of Schools.

পশ্চিমবঙ্গ রাষ্ট্রীয় বিদ্যানয় সমূহের প্রধানদের
অভিমুখী করণ
 তারিখ - ১৬ থেকে ২০ মে, ২০০৫
 স্থান - জাতীয় বারিগরি শিক্কক শিক্কণ সপ্তস্থা ও
 গবেষণা কেন্দ্র - সল্টলেক, কলকাতা
 ব্যবস্থাপনা - বিদ্যানয় শিক্কক অধিকার ও পঃ বঃ ক্রম্য সর্কশিক্কস অভিযন্ত প্রকল্প



**NATIONAL INSTITUTE OF TECHNICAL TEACHERS' TRAINING AND
RESEARCH, KOLKATA**

(GOVT. OF INDIA)

Block FC, Sector III, Salt Lake City, Kolkata 700 106

Orientation Programme of Heads of the Institutions of

Govt. Boys & Girls High School

From 16th May to 20th May, 2005

*(Organised by Directorate of School Education, West Bengal &
State Project Office, DPEP & SSA)*

16th May, 2005

9.30 to 10.30 a.m.	Registration	
10.30 to 11.00 am	Focus on the programme	Course Coördinator
11.00 to 11.30 am	Inaugural Address	Mr. Kanti Biswas, Hon'ble MIC, School Education, West Bengal
11.30 to 11.45 am	Address to the participants	Smt. Iva Dey, Hon'ble MGS, School Education
11.45 to 12. noon	Welcome Address	Sri Ardhendu Biswas, IAS, Commissioner of School Education Directorate
12 noon to 12.15 pm	Key Note Address	Sri D. Chakraborty, IAS, Principal Secretary, School Education Dept.
12.15 to 12.30 pm	Salient points of the new syllabus at Higher Secondary Level	Prof. Gopa Dutta, President, WBHSC
12.30 to 12.45 pm	Training Needs	Prof. Dibyendu Hota, President, WBBSE
12.45 to 1.00 pm	Modernisation of Madrasah Education	Prof. Abdus Sttar, President, WBBME
1.00 to 1.15 pm	Coordination in between Primary and Upper Primary Level	Prof. S. Bhattacharya, President, WBBPE
1.15 to 2.00 pm	Launch Break	
2.00 to 3.15 pm	SSA-an opportunity to accelerate the momentum of existingsystem of education up to the level of Upper Primary	Sri D. Ghatak, Dy. Director of School Education, West Bengal
3.15 to 4.30 pm	Science and Life Skill Education	Mr. Abhijit Bardhan, Secretary, Science Communicators' Forum
4.30 to 4.45 pm	Tea Break	
4.45 to 6.00 pm	Panel Discussion on relevant issues of School Education	Resource Teachers of Govt. High Schools (NIEPA) oriented

17.5.2005 Tuesday

9.30 to 10.45 am	Functions of DDOs at Govt. High Schools	Sri A. K. Mukherjee, Dy. Director of Accounts, Higher Education
10.45 to 11.00 am	Tea Break	
11.00 to 1.00 pm	English Language Teaching-learning and listening skills	Mrs. Sanghita Sen, Director, Institute of English, Kolkata and Prof. Madhuri Dasgupta
1.00 to 2.00 pm	Lunch Break	

2.00 to 3.15 pm	Pay Fixation and other service matters	Sri Ashim Chakraborty, Dy. Director of Accounts, School Education
3.15 to 4.30 pm	Leadership Skill—a fundamental quality within a teacher	Sri A. R. Sanyal, Dy. Director of School Education, West Bengal
4.30 to 4.45 pm	Tea Break	
4.45 to 6.00 pm	Teaching Methodology—how to implement and monitor	Sri Swapan Chatterjee, Principal, Children's villa, Kolkata

18.5.2005, Wednesday

9.30 to 10.45 am	National Science Talent Search—related schemes and how to enthuse students	Prof. Susanta Dutta Gupta, Director, (Ex) S. N. Bose National Centre for Basic Science, Kolkata
10.45 to 11.00 am	Tea Break	
11.00 am to 12 noon	A Fundamental quality needed within a teacher	Sri B. K. Mukherjee, Dy. Director of School Education, West Bengal
12 to 1.00 pm	Methodology for Improvement of Teaching-Learning Strateg at Upper Primary Level	Resource Person of School Education
1.00 to 2.00 pm	Lunch Break	
2.00 to 3.15 pm	Duties and Responsibilities of Govt. employees	Sri S. R. Biswas, Addl. SPD, DPEP and SSA
3.15 to 4.30 pm	Constraints in Teaching and Learning and its remedies	Dr. Biswajit Dey
4.30 to 4.45 pm	Tea Break	
4.45 to 6.00 pm	'We believe in transparency to salute your performance, My Child'—how far does our system reflect the truth	Sri Sujit Das, Ex. Headmaster, Govt. School

19.5.2005 Thursday

9.30 to 10.45 am	School Complex and its effective implementation	Sri Sanat Ghosh, Dy. Director of School Education, West Bengal
10.45 to 11.00 am	Tea Break	
11.00 am to 12 noon and 12 to 1.00 pm	Quality issues—and Managerial Excellences—Steps and Strategies	Prof. Sekhsar Chakraborty, Guest, faculty, IIM, Joka, Kolkata NITTI & Research
1.00 to 2.00 pm	Lunch Break	
2.00 to 3.15 pm	Education for the Physically Challenged Children	Sri S. B. Pattanayak, Principal, Blind Boys Academy, Narendrapur
3.30 to 4.45 pm	Role of Head of Institutions in changed perspectives	Mr. Prasanta Dhar and Mr. Samir Bhattacharya. Resource Teachers of WBBSE
4.45 to 5.00 pm	Tea Break	
5.00 to 6.00 pm	Comprehensive Academic Calendar—An Effective Tool	Sri Binay Sarkar and Sri Ajit Saha, Resource Persons, WBBSE

20.5.2005 Friday

9.30 to 10.45 am	Panel Discussion on Office Procedure defects and remedies	Sri Sanat Ghosh, DDSE (B/H) Sri Manoranjan Ray, DDSE (W) Sri Prabir Saha, ADSE (Phy. Edn.)
10.45 to 11.00 am	Tea Break	
11.00 am to 12 noon	Legal Complications and its redressal	Sri A. R. Sanyal, DDSE (Law) Sri A. Sarkar, ADSE (Law)
12 to 1.00 pm	Initiation and Development in School Education	M. M. Mahasin, JDSE (Govt. Schools)
1.00 to 2.00 pm	Lunch Break	
2.00 to 3.00 pm	Summing up of programme	Mr. B. K. Mukherjee, DDSE (Dev.) Sri Sanat Ghosh, DDSE (B/H)
3.00 to 4.30 pm	Valediction	
4.30 to 4.45 pm	Tea Break	
4.45 to 5.30 pm	Valedictory Address and concluding session	1. Chair Person, Sri Devaditya Chakraborty, IAS, Principal Secretary, School Education 2. Sri A. S. Biswas, IAS, Commissioner of School Education

(Sanat Ghosh)
DDSE (B/H)
Joint Convenor

(Manoranjan Ray)
DDSE (W)
Joint Convenor

(B. K. Mukherjee)
DDSE (Plg & Dev) & DTO
Programme Director

Directorate of School Education
Strength of Officers (SI/AI/ADI/DI/ADSE/DDSE/JDSE) in different districts and headquarters

District	District Inspectorate of Primary Education No. of					District Inspectorate of Secondary Education					DPEP			Total																	
	DI/S	ADI/S	AI/S	SI/S	Circle	DI/S	ADI/S	AI/S	SI/S	DPO	ADPO	DDPO	JDSE	DDSE	ADSE	DI/S	ADI/S	AI/S	SI/S												
1. Bankura	1	1	7	46	45	1	1	16	10	1	1	1	0	0	0	2	1+2	24	57												
2. Barrackpore	0	0	0	0	0	1	0	12	8	0	0	0	0	0	0	1	0	12	8												
3. Birbhum	1	1	6	33	32	1	1	15	11	1	1	1	0	0	0	2	3	22	45												
4. Burdwan	1	1	8	56	55	1	2	23	19	0	0	0	0	0	0	2	3	31	75												
5. Kolkata	1	1	4	19	19	1	1	19	14	0	0	0	0	0	0	2	2	23	33												
6. Cooch Behar	1	1	6	24	23	1	0	13	17	1	1	1	0	0	0	2	2	20	42												
7. Dakshin Dinajpur	1	1+0	4	16	16	1	0	8	7	0	1	0	0	0	0	2	1+0	13	23												
8. Darjeeling (Hill)	1	1+0	4	10	10	1	0	6	10	0	0	0	0	0	0	2	1+0	10	20												
9. Hooghly	1	1	7	43	43	1	1+1	19	15	0	0	0	0	0	0	2	1+2	26	58												
10. Howrah	1	1	6	33	32	1	1+1	16	9	0	0	0	0	0	0	2	1+2	22	42												
11. Jalpaiguri	1	1	6	27	26	1	1	10	10	0	1	0	0	0	0	2	2	17	37												
12. Malda	1	0	6	29	28	1	0	8	6	1+0	1	0	0	0	0	2	1+0	15	35												
13. Paschim Medinipur	1	1	8	107	106	1	2	29	19	0	0	0	0	0	0	2	3	37	126												
14. Murshidabad	1	1	6	42	41	1	1	17	16	1	1	1	0	0	0	2	3	24	59												
15. Nadia	1	1	6	37	36	1	1+1	15	13	0	0	0	0	0	0	2	1+2	21	50												
16. North 24-Parganas	1	1	5	57	56	1	2+0	18	11	0	0	0	0	0	0	2	2+1	23	68												
17. Purulia	1	0	7	43	42	1	0	9	5	1+0	1	0	0	0	0	2	1+0	17	48												
18. Siliguri	1	0	3	6	6	1	0	3	4	0	0	0	0	0	0	2	0	6	10												
19. South 24-Parganas	1	1	4	57	56	1	1+1	25	15	1	1	1	0	0	0	2	1+3	30	73												
20. Purba Medinipur	0	1+0	0	0	0	1	1+1	10	3	0	0	0	0	0	0	1	2+1	10	3												
21. Uttar Dinajpur	1	1+0	3	17	17	1	0	5	8	0	1	0	0	0	0	2	1+0	9	25												
Total	19	17	106	702	689	21	21	296	230	07	10	5	0	0	0	40	45	412	937												
Directorate of School Education (HQ)													3	13	16			19	22												
													19	17	106	702	689	21	21	296	230	07	10	0	3	13	16	40	45	431	959
B.—16 Posts of ADIs created vide G.O. No. 259 SE (Appt.) dt. 8.4.1999.																															

The following posts have been created vide G.O. No. 841-SE (Apptt.) dated 4.9.2002

Sl. No.	Name of Circles with the name of the D.I.s Office	Name & No. of posts sanctioned with scale of pay		
		S.I. of Schools Rs. 4650-10175	LDC Rs. 3350-6325	Group-D Rs. 2600-4175
1. Batasi	D.I./S(P.E), Siliguri	1 (One)	1(One)	1(One)
2. Sonada	D.I./S(P.E.), Darjeeling	1	1	1
3. Mangpoo	-do-	1	1	1
4. Karimpur (New)	D.I./S(P.E.), Nadia	1	1	1
5. Panchla (North)	D.I./S(P.E.), Howrah	1	1	1
6. Rampur	D.I./S(P.E.), Cooch Behar	1	1	1
7. Barasat (West)	D.I./S(P.E.), North 24-Parganas	1	1	1
8. Janai	D.I./S(P.E.), Hooghly	1	1	1
9. English Bazar Urban-I	D.I./S(P.E.), Malda	1	1	1
10. Manbazar-3	D.I./S(P.E.), Puruliya	1	1	1
11. Naturia (New)	D.I./S(P.E.), Puruliya	1	1	1
12. Gangarampur (West)	D.I./S(P.E.), Dakshin Dinajpur	1	1	1
13. Kalna-4	D.I./S(P.E.), Burdwan	1	1	1
14. Kanksa-2	D.I./S(P.E.), Burdwan	1	1	1
15. Maynaguri-4	D.I./S(P.E.), Jalpaiguri	1	1	1
16. Lawada	D.I./S(P.E.), Midnapore	1	1	1
17. Haldia	-do-	1	1	1
18. Hem Chandra Kanoongo	-do-	1	1	1
19. Dantan (South)	-do-	1	1	1
20. Chandipur-II	-do-	1	1	1
Total		20	20	20

35

LIBRARY & DOCUMENTATION CENTRE
 National Institute of Educational
 Planning and Administration,
 17-B, Sri Aurobindo Marg,
 New Delhi-110016
 DOC. No. 28-19-275
 2-12-2002

Created vide G.O. No. 718-SE (Appr.) Dtd. 6.11.2003

PROPOSED CIRCLES WITH THEIR LOCATION

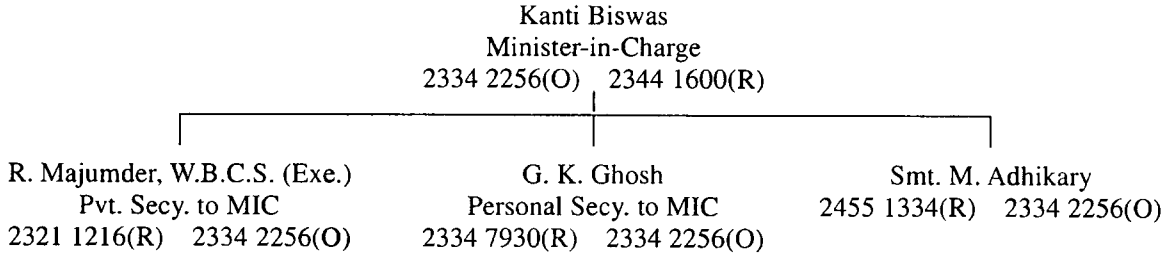
	Name of the proposed new Circle.	Name of the D.I. of Schools under which No Circle Office exists	Name of the old and evicting Circles required to be bifurcated
1.	Mogra (South)	D.I. of Schools (PE) Hooghly	Mogra Sadar, Hooghly
2.	Gourhati	-do-	Arambag
3.	Rishra	-do-	Serampore
4.	Kariali	D.I. of Schools (PE) Malda	Harishchandrapur (South) Circle.
5.	Gopalganj	-do-	Baishnabnagar Circle
6.	Bagnan (West)	D.I. of Schools, (PE), Howrah	Bagnan (South)
7.	Tapan (Uttar)	D.I. of Schools (PE) Dakshin Dinajpur.	Tapan
8.	Dinhata (West)	D.I. of Schools (PE) Cooch Behar.	Dinhata Intensive Area Dinhata-II
9.	Bamanhat	-do-	Dinhata-I
10.	Jamalpur-II	D.I. of Schools (PE) Burdwan.	Jamalpur.
11.	Ketugram-3	-do-	Ketugram (West)
12.	Raigunj-III	D.I. of Schools (PE) Jalpaiguri	Raigunj, Raiganj (West)
13.	Alipurduar-VI	-do-	Alipurduar (E) Alipurduar (N)
14.	Dhupguri-4	-do-	Dhupguri Dhupguri-3 Dhupguri (West)
15.	Vidyasagar	D.I. of Schools (PE) Paschim Medinipur	Ghatal (West)
16.	Kharagpur	D.I. of Schools (PE) Paschim Medinipur	Kharagpur (West) Sadar West
17.	Debarsarhat	-do-	Mahishadal (West) Theknachak
18.	Belpahari (West)	-do-	Belpahari Binpur-II Kharagpur, Nadpur.
19.	Jhalda (South)	Paschim Medinipur	Jhalda
20.	Nadiha	D.I. of Schools (PE) Purulia	Para Anara

TOTAL NO. SANCTIONED POSTS IN THE CADRE OF WBES, (INSPECTION BRANCH)

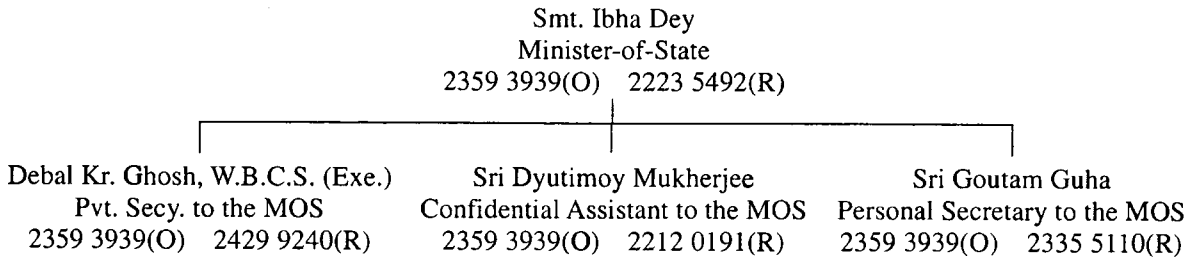
DI/S (PE)	=	19
ADI/S (PE)	=	17
DI/S (SE)	=	21
ADI/S (SE)	=	21
DPO	=	07
AD/S (SE)	=	16
		<u>101</u>

MANAGEMENT INFORMATION SYSTEM-A

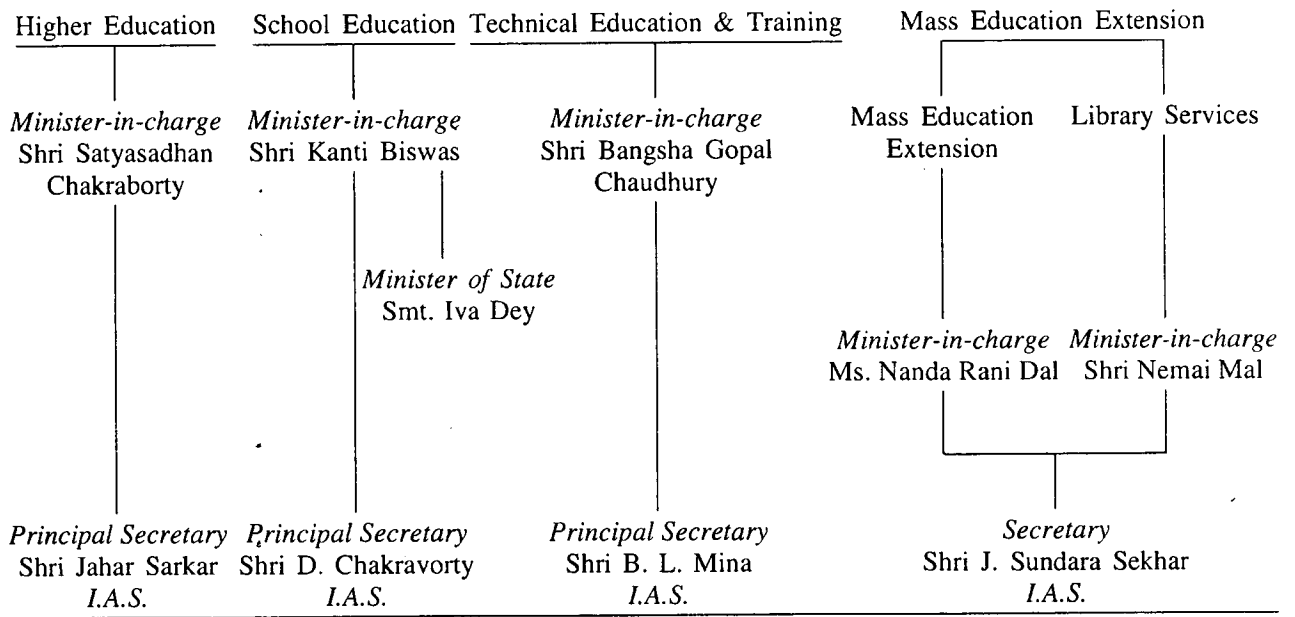
**THE OFFICE OF THE HON'BLE MIC OF SCHOOL EDUCATION
WEST BENGAL**



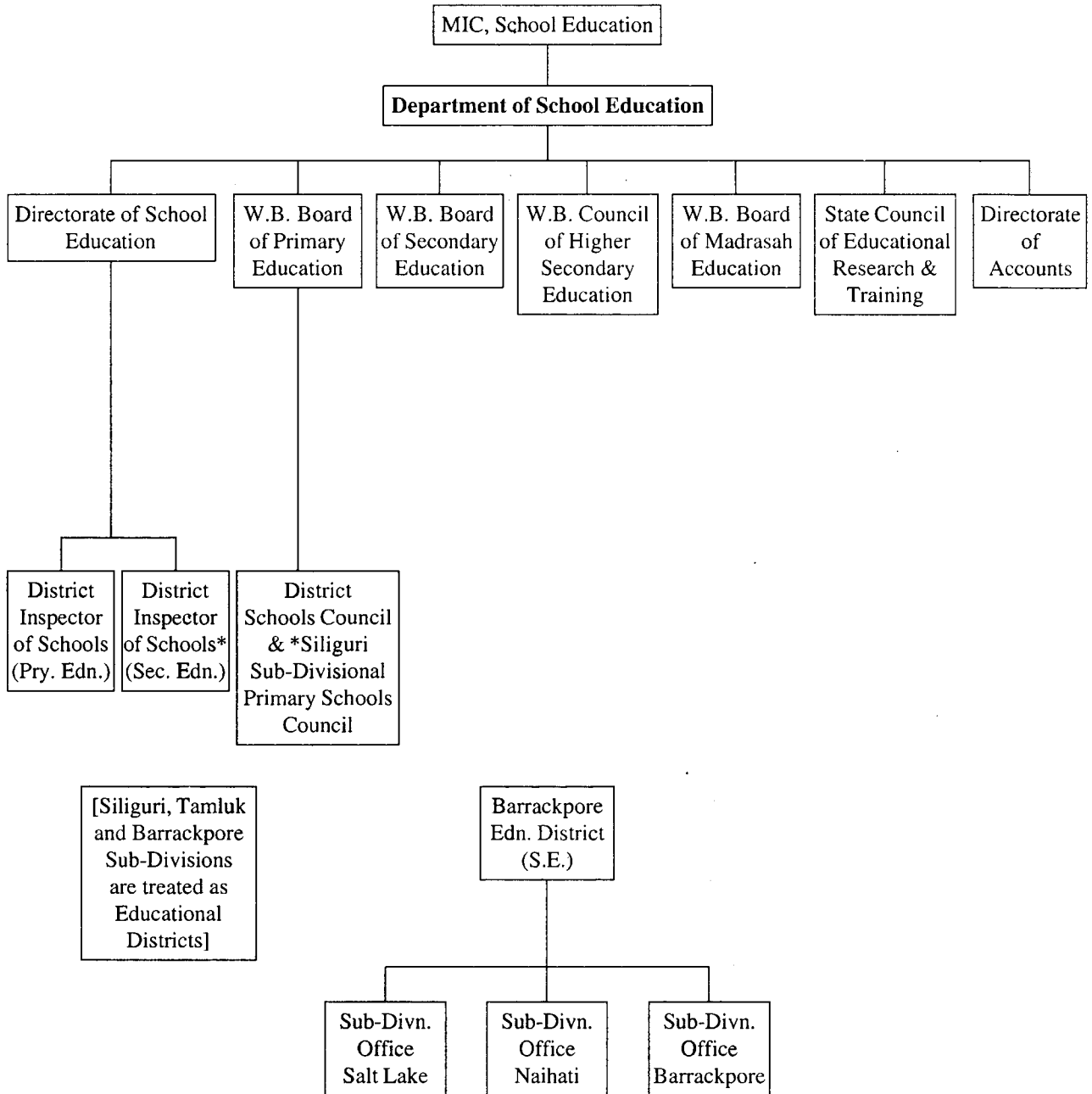
**THE OFFICE OF THE HON'BLE M.O.S., SCHOOL EDUCATION
WEST BENGAL**



DIFFERENT DEPARTMENTS OF EDUCATION



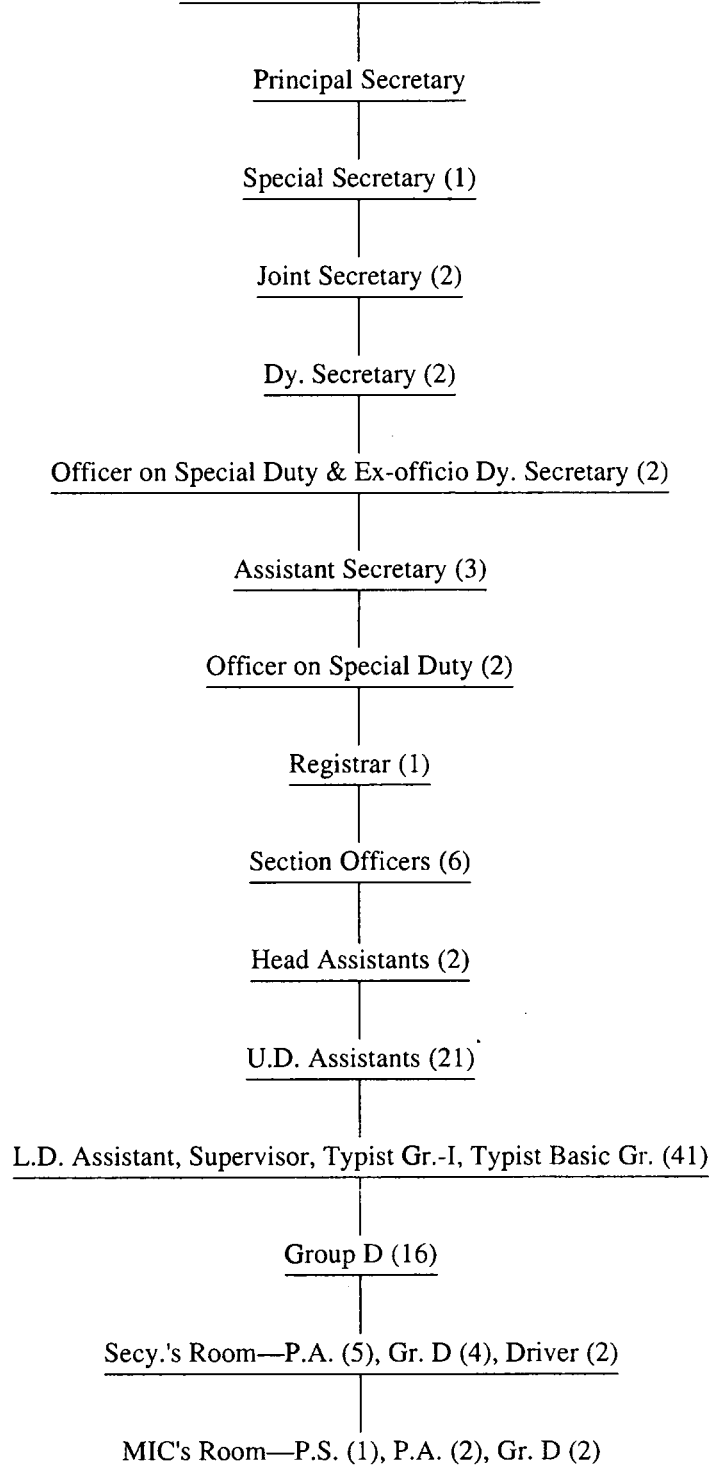
MANAGEMENT SYSTEM - I



**N.B.:* Barrackpore Education District Office is now being decentralised into three Sub-Division Offices viz. Salt Lake, Naihati and Barrackpore in order to maintenance of smooth office administration w.e.f. 1998-99.

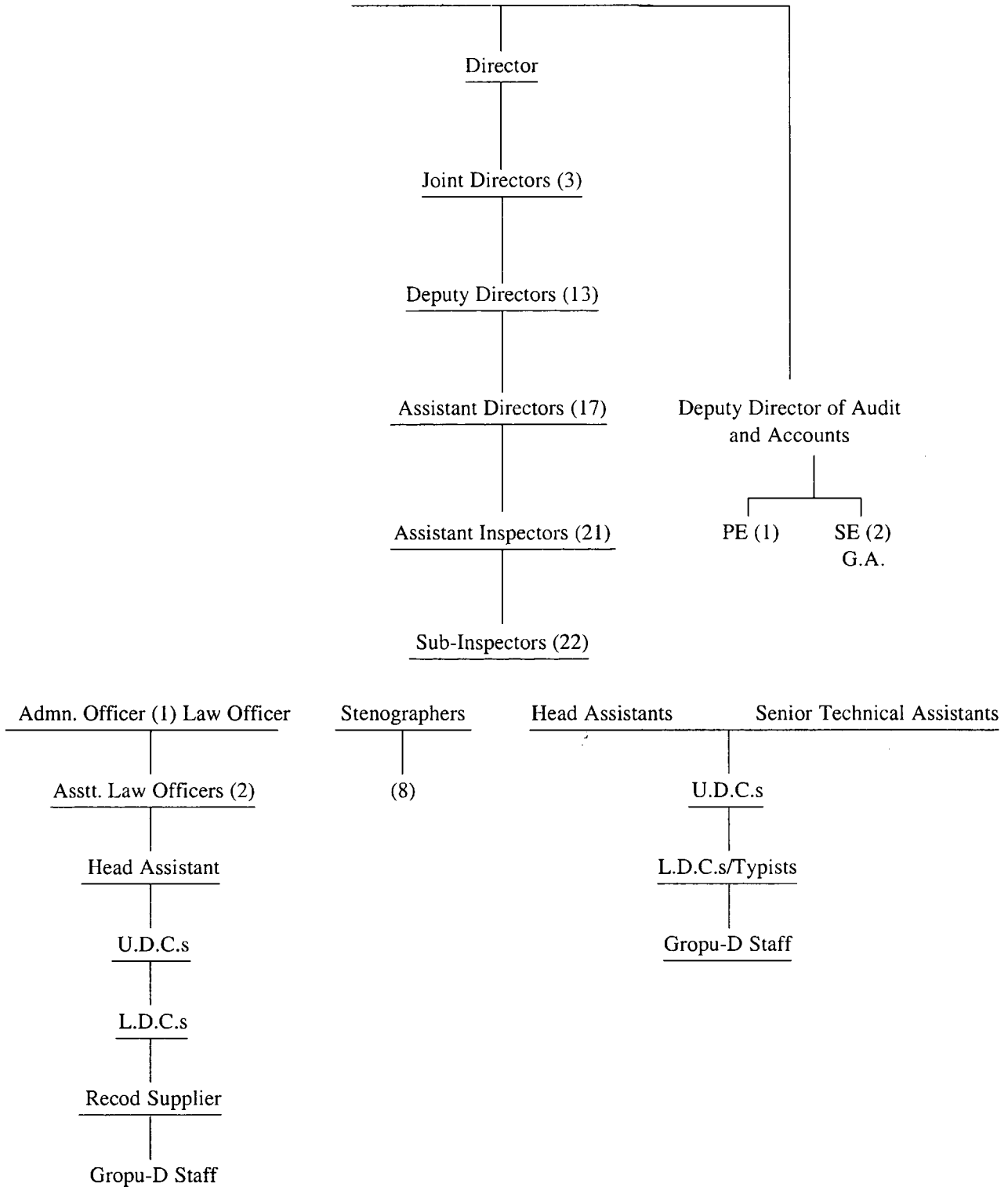
MANAGEMENT SYSTEM - II

School Education Department

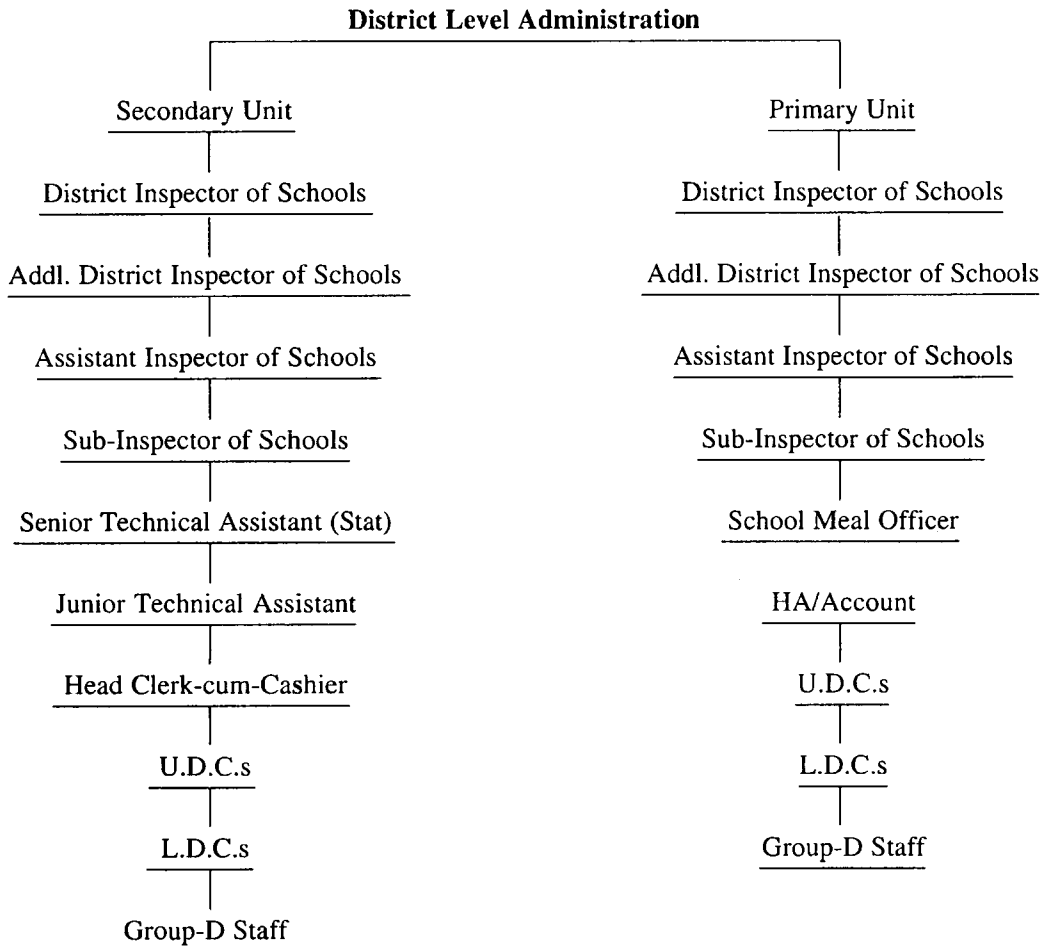


MANAGEMENT SYSTEM - III

Directorate of School Education

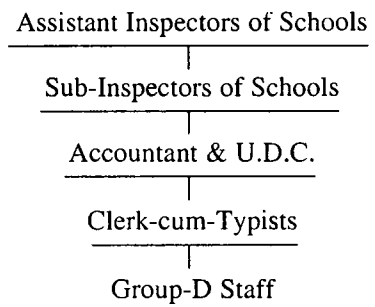


MANAGEMENT SYSTEM - IV

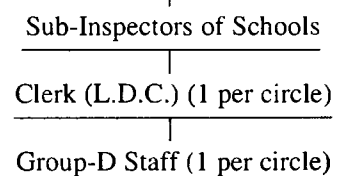


District Science Supervisors

(i) **At the Sub-Divisional Level
(for Secondary Education only)**



(ii) **At the Circle Level
(for Primary Education)**



CHAPTER III

PRIMARY EDUCATION

Primary Education, a top priority sector of the Government of West Bengal, is free for all children in the age group 5 to 9. The instruction of language at the primary stage is the mother tongue of a child, English has been introduced as second language in Class II. No detention policy has been introduced in primary classes since 1981 as per recommendation of different Education Commissions. With the nation-wide declaration of the programme "Sarva Siksha Abhiyan (SSA)" the State Government has also undertaken some effective strategies to universalize elementary education for all children in the 6 to 14 age group by 2010. The renewal of Text Book and curriculum, capacity building of teachers through Training & Orientation, supply of teaching learning materials, set up of new Primary Schools & Sishu Siksha Kendras, sanction of addl. teachers and Sahayikas, alternatives schooling/EGS (Education Guaranteed Scheme), infrastructural & environmental development, convergent planning among various departments and initiation of some incentive schemes are the main strategies of the State Government to materialise the aims and objectives of the SSA (Sarva Siksha Abhiyan).

The Project office of SSA with the help of district project office and wide participation of community has taken effective steps towards its successful implementation and completion. The State Government has a strong vigilance on it.

Incentive Programme: (School Sports)

School sports is an important incentive programme which has long been initiated by the Government of West Bengal in Primary Education Sector. It plays a vital role for the development of physical & Mental growth of students of Primary Schools. It develops the sense of punctuality, fellow feelings, community participation and other inner qualities in a student which help them to establish themselves in future life. The programme of Physical Education activities are observed through out the calendar year in Regular Routine activities, in school competitive programme of such activities are observed through schools sports organised in six different Tiers viz. School Level Anchal/Zonal, Circle, Sub-Division, District and finally ended in State Level Sports Meet with the participation of people of all sectors i.e. Students, Guardians, Teachers, Voluntary Organisations like Club, Panchayet, Municipality and Government Organisations. The successful competitors of State Level Sports Meet are awarded scholarships and get the opportunity to participate in National Level Sports Meet.

School Dress:

The programme for distribution of School Dress to the girl students in Primary Schools is one of the most important incentive Programmes in Primary Education Sector which has long been taken up by the Government in Primary Schools. Initially the programme was concentrated fully among the girl students of S.C., S.T. community and partially i.e. 25% of general girl including girls students of other Backward Classes. Government in the year 2002-03 has taken up the programme more extensively among the students involving all girl students of primary Schools irrespective of caste, creed and pecuniary condition. During the current financial year the Government has taken up the programme for supply of School Dress to the 100% girl students in primary & Jr. Basic Schools with the involvement of DPEP/SSA and DPSC of different District for successful conduct of the programmes.

Nationalised Text Book

The scheme of supply of free Text Books to all children of Class I to V of the recognised Primary/Secondary schools was also continued during the year 2004-2005. During the current session about 5.50 crores of books in 90 titles and five languages i.e. Bengali, Hindi, Urdu, Nepali & Olchiki are to be printed and distributed free of cost. Oriya medium books for Class I to IV were collected from the Orissa Government at free of cost and distributed to the Oriya medium schools in this State, Sishu Siksha Kendras under the Panchayet Rural Development Department have been included in the programme of distribution of free text books. Bengali medium books are also supplied to the authority of Andaman & Nicobar Island free of cost for the Bengali Medium students of the area. Free text books are also supplied for the Sikshalaya Prakalpa under D.P.E.P. in West Bengal and the Railway Schools managed by Eastern Railway at free of cost.

Revised Scales of Pay for posts in Primary Schools (Ropa-1998)

Sl. No.	Name of service/post with qualification (Rs.)	Existing pay scale/special pay/allowance, etc. (Rs.)	Revised scale of pay (Rs.)
(1)	(2)	(3)	(4)
State Government Sponsored or Aided Primary Schools/Junior Basic Schools (including Pre-Basic Schools)			
(A)	Teacher		
	(i) For trained Matriculated/School Final/Madhyamik passed or equivalent	1040-1920	3350-6325
	(ii) For untrained Matriculate/Madhyamik passed or equivalent	980-1755	3150-5680
	(iii) For Non-Matric/Non-School Final Non-Madhyamik passed school mother and craft teacher	—	—
(B)	Head Teacher	(i) Grade pay as Teacher according to Sl. No. 1 above (ii) Special pay Rs. 70/- for all	(i) Grade pay as Teacher according to Sl. No. 1 above (ii) No special pay
(C)	Matron	830-1357	2700-4480
(D)	Group 'D'	800-1265	2600-4175

**Total Number of Schools, Sanctioned Post & Teacher in
Position, shows under up to the Financial Year 2004-2005.**

Sl.	D. P. S. C	No. of Schools	Teachers Sanctioned	Existing	Remarks
1.	Bankura	3,465	10,224	9,538	Report placed on 02.05.2005 to D. D. S. E. (R/P).
2.	Birbhum	2,373	8,117	7,786	
3.	Burdwan	3,974	15,387	13,827	
4.	Kolkata	1,445	7,376	4,310	
5.	Cooch-Behar	1,825	7,376	4,310	
6.	Siliguri	399	6,517	6,190	
7.	Jalpaiguri	2,049	1,490	1,245	
8.	Howrah	2,216	7,628	7,032	
9.	Hooghly	3,019	9,623	8,170	
10.	Malda	1,901	12,126	10,755	
11.	Paschim Medinipore	4,687	7,229	6,070	
12.	Purba Medinipore	3,275	14,540	11,793	
13.	Murshidabad	3,166	11,327	10,064	
14.	Nadia	2,644	9,928	11,164	
15.	Purulia	2,997	7,943	8,365	
16.	Uttar Dinajpur	1,453	5,032	4,666	
17.	Dakshin dinajpur	1,182	4,359	4,063	
18.	North 24-Parganas	3,905	16,721	15,102	
19.	South 24-Parganas	3,670	14,062	9,350	
	Total	49,645	1,81,108	1,56,002	
20.	D. G. H. C.	775	2,872	2,681	
		50,420	1,83,980	1,58,683	

GOVERNMENT OF WEST BENGAL

School Education Directorate
(Primary Branch)
Bikash Bhawan, 7th Floor
Salt Lake City, Kolkata-91.

*District-wise break-up of Fund sanctioned towards conducting of Sports and physical
Education Activities during 2004-05 vide G.O. No. 74-SE (Social)
dated 14.12.2004 and G.O. No. 17-SE(Social) dated 2.3.2005.*

Sl. No.	Name of the District	Fund sanctioned vide G.O. No. 74-SE(Social) dated 14.12.04	Fund sanctioned vide G.O. No. 74-SE(Social) dated 2.3.05	Total fund sanctioned
1.	Bankura	Rs. 1,41,375.00	Rs. 24,000.00	Rs. 1,65,375.00
2.	Birbhum	Rs. 1,15,500.00	Rs. 22,000.00	Rs. 1,37,500.00
3.	Burdwan	Rs. 1,57,500.00	Rs. 23,000.00	Rs. 1,80,500.00
4.	Cooch-Behar	Rs. 1,12,500.00	Rs. 18,000.00	Rs. 1,30,500.00
5.	Kolkata	Rs. 1,31,625.00	Rs. 18,000.00	Rs. 1,49,625.00
6.	Darjeeling	Rs. 39,000.00	--	Rs. 39,000.00
7.	Dakshin Dinajpur	Rs. 83,250.00	Rs. 22,000.00	Rs. 1,05,250.00
8.	Howrah	Rs. 1,20,000.00	Rs. 21,000.00	Rs. 1,41,000.00
9.	Hooghly	Rs. 1,31,250.00	Rs. 22,000.00	Rs. 1,53,250.00
10.	Jalpaiguri	Rs. 1,08,750.00	Rs. 18,000.00	Rs. 1,26,750.00
11.	Malda	Rs. 1,08,750.00	Rs. 18,000.00	Rs. 1,26,750.00
12.	Purba Medinipur	Rs. 1,23,750.00	Rs. 22,000.00	Rs. 1,45,750.00
13.	Paschim Medinipur	Rs. 1,46,250.00	Rs. 24,000.00	Rs. 1,70,250.00
14.	Purulia	Rs. 1,23,750.00	Rs. 21,000.00	Rs. 1,44,750.00
15.	Murshidabad	Rs. 1,46,250.00	Rs. 24,000.00	Rs. 1,70,250.00
16.	Nadia	Rs. 1,20,000.00	Rs. 21,000.00	Rs. 1,41,000.00
17.	North 24-Parganas	Rs. 1,50,000.00	Rs. 27,000.00	Rs. 1,77,000.00
18.	South 24-Parganas	Rs. 1,42,500.00	Rs. 22,000.00	Rs. 1,64,500.00
19.	Siliguri Sub-Divn.	Rs. 64,500.00	Rs. 14,250.00	Rs. 78,750.00
20.	Uttar Dinajpur	Rs. 88,500.00	Rs. 22,000.00	Rs. 1,10,500.00
21.	Kolkata Municipal Corporation	Rs. 11,250.00	Rs. 4,000.00	Rs. 15,250.00
22.	Dakshin Dinajpur for State Level Meet	Rs. 4,00,000.00	Rs.1,02,000.00	Rs. 5,02,000.00
23.	Dr. B.R. Ambedkar Sports School Banipur, 24-Parg.(N)	Rs. 80,000.00	Rs. 60,000.00	Rs. 1,40,000.00
	Total	Rs.28,46,250.00	Rs.5,69,250.00	Rs.34,15,500.00

Statement showing the
Recruitment of Pry. Teachers under
different Districts out of the Approved Panel during 2004-2005

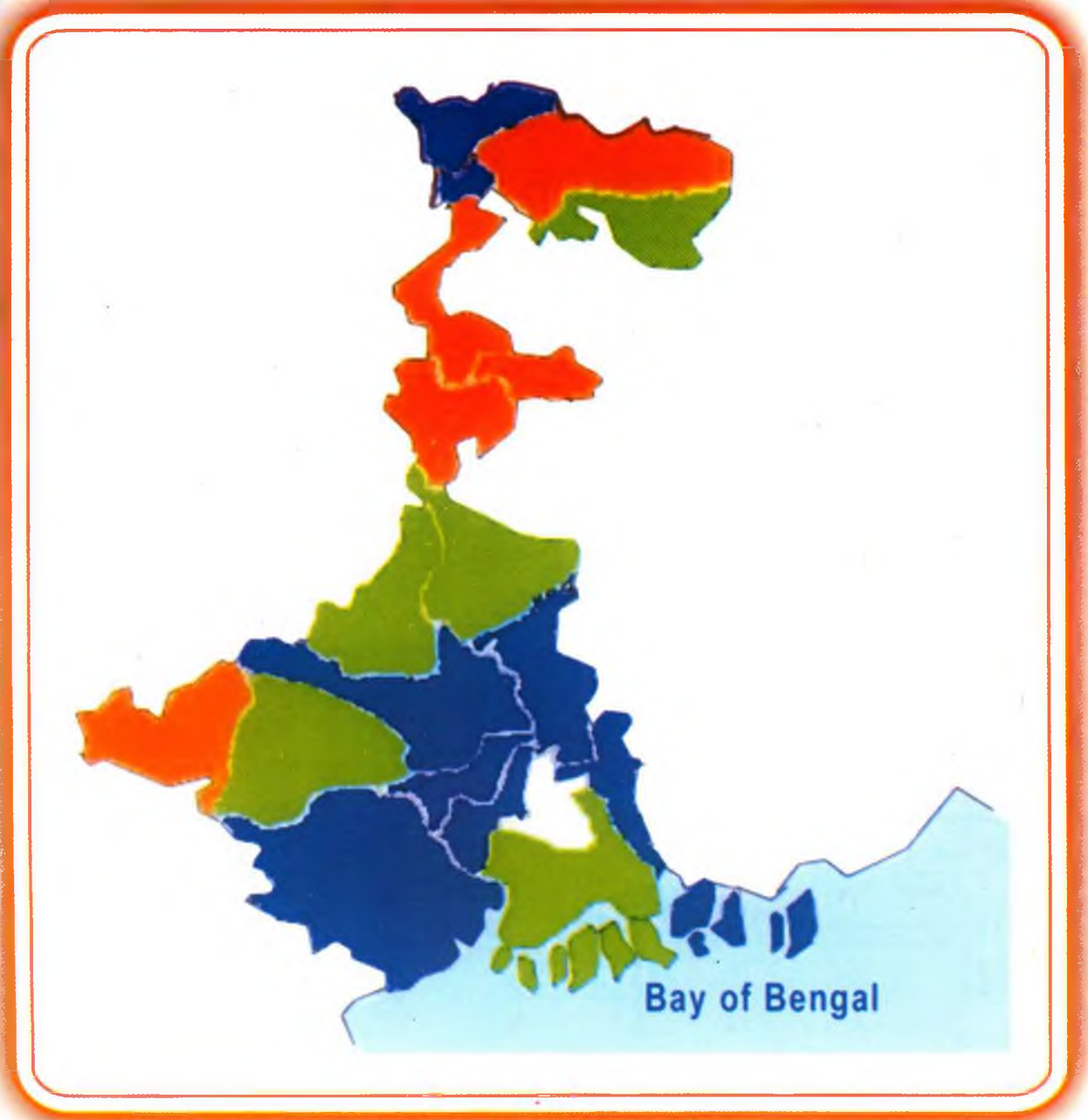
*No of candidates approved for recruitment in the post of
Primary School Teachers under different DPSC*

Sl.	Name of the District	No. of candidate approved	Combine	SC	ST	OBC	Ex-S	
1.	Siliguri	40	28	09	01	02	—	—
2.	Kolkata	70	38	19	06	06	01	—
3.	Bankura	—	—	—	—	—	—	—
4.	Purulia	275	275	—	—	—	—	—
5.	Howrah	—	—	—	—	—	—	—
6.	South 24-Parganas	—	—	—	—	—	—	—
7.	Birbhum	230	163	39	10	08	08	02
8.	Uttar Dinajpur	—	—	—	—	—	—	—
9.	Cooch-Behar	294	193	66	10	18	07	—
10.	Jalpaiguri	—	—	—	—	—	—	—
11.	Malda	248	239	01	01	04	01	02
12.	Paschim Medinipore	92	92	—	—	—	—	—
13.	Murshidabad	482	365	76	12	10	15	04
14.	Nadia	400	400	—	—	—	—	—
15.	Dakshin Dinajpur	—	—	—	—	—	—	—
16.	North 24-Parganas	1470	928	312	84	100	46	—
		454	28	97	26	31	14	—
	EC & Ex-S	416	211	86	26	27	01	65
		114	55	18	07	06	04	24
17.	Hooghly	462	461	—	—	01	—	—
18.	Purba Medinipore	888	845	18	04	09	12	—
19.	Burdwan	517	502	—	01	09	05	—
		6452	5081	714	188	231	114	97

Districtwise Break-up of Sanskrit Tols

Sl. No.	Name of the District	No. of Tols	No. of Staff			Allotment Placed During 2003-04 (Rs.)
			Pandit	Clerk	Servant	
1.	Malda	1	1	—	—	43,588
2.	Howrah	14	20	1	1	11,66,154
3.	Birbhum	32	43	6	4	28,11,538
4.	(a) Purba Medinipur	255	319	4	24	1,59,33,879
	(b) Purba Medinipur Govt. Tol	1	3	1	2	8,14,387
5.	Purulia	2	2	—	—	87,176
6.	Hooghly	76	96	2	11	50,03,343
7.	Kolkata	49	72	8	9	42,92,820
8.	Bankura	26	29	1	1	14,26,085
9.	South 24-Parganas	22	25	1	3	15,17,669
10.	Paschim Medinipur	97	125	—	6	72,56,584
11.	Jalpaiguri	1	1	—	—	45,954
12.	North 24-Parganas	25	37	4	4	21,70,800
13.	Darjeeling	1	1	—	—	67,248
14.	Uttar Dinajpur	1	1	—	—	55,418
15.	Murshidabad	2	2	—	—	89,908
16.	(a) Burdwan	62	90	4	3	45,91,537
	(b) Burdwan Sp. Tol	2	6	2	2	11,83,743
17.	(a) Nadia	21	26	—	2	15,07,058
	(b) Govt. Tol (Nadia)	1	—	1	1	1,55,884
18.	(a) Cooch-Bihar	2	3	—	1	1,92,820
	(b) Cooch-Bihar Govt. Tol	1	—	1	2	8,55,927
Total :		694	902	35	74	5,12,69,520

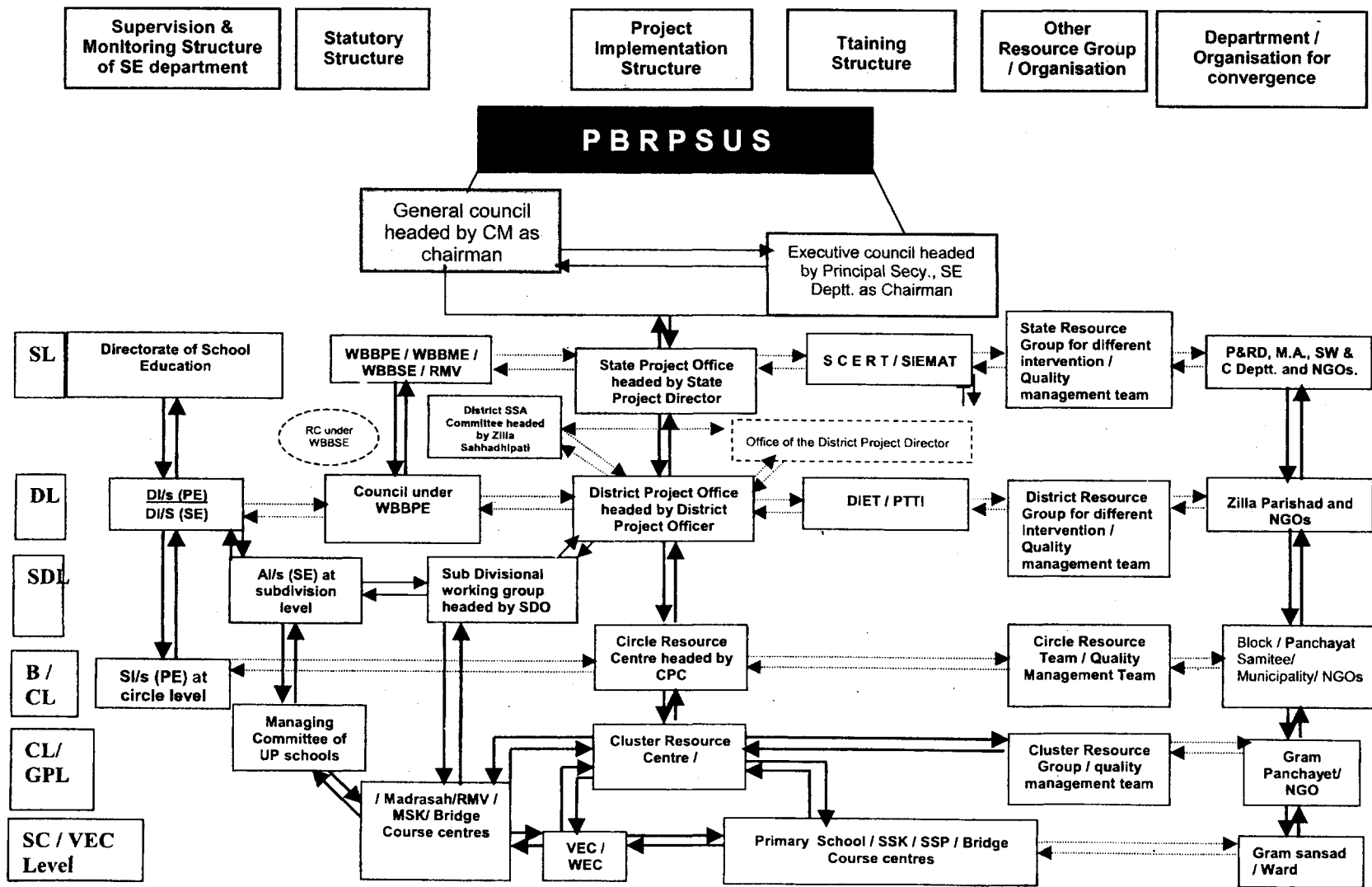
EDUCATIONAL DISTRICTS UNDER SSA IN WEST BENGAL



DPEP Districts	
Phase-I	Phase-II
Cooch Behar	Jalpiaguri
Murshidabad	Uttar Dinajpur
Birbhum	Dakshin Dinajpur
Bankura	Malda
South 24 Prgns	Purulia

Non-DPEP Districts	
Darjeeling	Purba Medinipur
Siliguri	Burdwan
Nadia	Hooghly
North 24 Prgns	Howrah
Paschim Medinipur	Kolkata

Structural And Organizational Set Up Of SSA, West Bengal



A Brief Report on WBDPEP & SSA.

Basic Statistics

The District Primary Education Programme (DPEP) has completed the 7th year of implementation in phase—I districts viz. Bankura, Birbhum, Cooch Behar, Murshidabad and South 24 Parganas, Whereas in phase—II DPEP districts viz. Dakshin Dinajpur, Jalpaiguri, Malda, Purulia and Uttar Dinajpur, the programme has just crossed fourth year of its implementation. The SSA Programme just completed its third year in all Educational Districts of West Bengal.

Some important statistical information about the 20 Educational Districts is given below:

Table—I shows the projected population total of West Bengal based on the 2001 census and decadal growth rate. The SC/ST population figures are projected on the basis of the proportion of these categories of population against the total population of the district as per the 2001 census. Cooch Behar has a high concentration of SC population and Jalpaiguri has a high concentration of ST population. Murshidabad is Characterized by the presence of high Muslim population. Similarly Uttar Dinajpur and Malda have high proportion of Muslim population.

Demographic information [As on 31.03.2004, Projected as per Census 2001]

District	Total Population	Male Population	Female Population	%SC Population	%ST Population	Total Literacy Rate%	Male Literacy Rate %	Female Literacy Rate %
Bankura	3351750	1716461	1635289	36.48	10.33	63.84	77.21	49.80
Birbhum	3162874	1635970	1526905	30.68	6.95	62.16	71.57	52.21
Kochbehar	2582132	1325007	1257125	51.76	0.60	67.21	76.83	57.04
Murshidabad	6229259	3191677	3037582	13.48	1.30	55.05	61.40	48.33
South 24 Prgns.	7147076	3685315	3461761	34.45	1.23	70.16	79.89	59.73
Total of DPEP phase I	22473091	11554429	10918661	30.49	3.33	63.63	72.93	53.76
Dk. Dinajpur	1591225	816829	774396	29.09	16.91	64.46	73.30	55.12
Jalpaiguri	3599556	1854364	1745192	36.99	21.04	63.62	73.64	52.90
Malda	3416230	1752811	1663418	14.54	5.21	50.71	59.24	41.67
Purulia	2640106	1351799	1288307	19.29	19.17	56.14	74.18	37.15
Uttar Dinajpur	2596259	1340484	1255775	26.97	5.40	48.63	59.27	37.16
Total of DPEP phase II	13843376	7116287	6727089	25.23	13.36	56.27	67.44	44.48
Total of DPEP Districts	36316467	18670716	17645750	28.49	7.15	60.83	70.84	50.23
Bardhaman	7110664	3709912	3400752	27.30	6.20	71.00	79.30	61.93
DGAHC	889063	455823	433240	16.15	13.78	72.87	81.28	63.92
Siliguri*	1759761	1015282	744479	36.20	12.10	68.43	76.42	57.89
Howrah	4457226	2338521	2118705	15.78	0.27	77.64	83.68	70.93
Hugli	5268233	2705507	2562725	24.12	4.05	75.59	83.05	67.72
Nadia	4849555	2478661	2370894	29.00	2.34	66.55	72.67	60.06
North 24 Prgns.	9466810	4948559	4518251	21.49	2.89	78.49	84.35	72.13
Paschim Medinipur	5454660	2778789	2675871	18.07	14.89	60.69	70.13	50.80
Purba Medinipur	4620191	2415100	2205091	14.48	0.56	69.24	76.91	61.14
Kolkata	4671476	2555777	2115698	6.45	0.49	81.31	84.07	77.95
Total of Non DPEP Districts	48547639	25401932	23145707	20.55	4.53	72.78	79.65	65.31
Grand Total/ Overall	84864105	44072648	40791457	23.96	5.65	69.22	77.58	60.22

*Siliguri Educational District Comprises 4 Blocks under Siliguri subdivision and the entire Siliguri Municipal Corporation area, a part of which falls under Jalpaiguri District.

Administrative Set up (As on 31.03.2004)

District	No. of Sub-Divisions	No. of Blocks/Panchayat Samities	No. of Municipalities	No. of Gram Panchayats	No. of Gram Samsads	No. of Municipal Wards
1. Bankura	3	22	3	190	2486	57
2. Birbhum	3	19	6	167	2108	101
3. Kochbehar	5	12	6	128	1712	79
4. Murshidabad	5	26	7	254	3625	126
5. South 24-Pgns.	5	29	7	312	4324	150
Total of DPEP phase I	21	108	29	1051	14255	513
6. Dk. Dinajpur	2	8	2	65	927	41
7. Jalpaiguri	3	13	4	146	2075	91
8. Malda	2	15	2	147	2027	42
9. Purulia	3	20	3	170	1925	47
10. Uttar Dinajpur	2	9	4	98	1422	71
Total of DPEP phase II	12	65	15	626	8376	292
Total of DPEP District	33	173	44	1677	22631	805
11. Bardhaman	5	31	11	277	3875	289
12. DGAHC	3	8	4	112	1043	84
13. Siliguri	1	4	1	22	359	47
14. Howrah	2	14	3	157	2244	107
15. Hugli	4	18	12	210	3029	273
16. Nadia	4	17	10	186	2369	186
17. North 24-Pgns.	5	22	28	200	2944	680
18. Paschim Medinipur	4	29	8	290	3491	131
19. Purba Medinipur	4	25	5	223	2970	93
20. Kokata	—	—	1	—	0	141
Total of Non DPEP Districts	32	168	83	1677	22324	2031
Grand Total/ Overall	65	341	127	3554	44955	2836

General Information on Primary Education (as on 31.03.2004)

District	5+ to 8+ Population (In Lakh)	No. of Primary Education Circles	No. of Schools (Govt.)	No. of Teachers (Govt.)	Total Enrolment (Overall)	Net Enrolment (Overall)	Ger (Overall)	Ner (Overall)
1. Bankura	3.57	45	3462	8806	347789	323579	92.3	90.53
2. Birbhum	3.43	32	2373	8109	409380	325793	119.45	95.06
3. Kochbehar	2.88	26	1794	6329	350497	271868	121.51	94.25
4. Murshidabad	6.88	41	3171	10867	910220	661441	132.22	96.08
5. South 24 Pgns.	8.11	51	3577	10117	857750	803256	105.77	99.05
Total of DPEP phase I	24.88	195	14377	44228	2875636	2385937	115.58	95.9
6. Dk. Dinajpur	2	18	1214	4278	222919	192945	111.27	96.31
7. Jalpaiguri	3.91	30	2031	7111	526105	376392	134.41	96.16
8. Malda	3.78	31	1886	6075	552445	352145	146	93.07
9. Purulia	3.03	45	2974	6515	290129	263549	95.63	86.87
10. Uttar Dinajpur	2.84	17	1438	4800	397981	259537	140.18	91.42
Total of DPEP phase II	15.57	141	9543	28779	1989579	1444568	127.75	92.75
Total of DPEP Districts	40.45	336	23920	73007	4865215	3830505	120.27	94.69
11. Bardhaman	8.62	59	3995	14236	851814	846600	98.8	98.19
12. DGAHC	0.91	14	775	2917	96234	88224	105.96	97.14
13. Siliguri	1.27	7	400	1274	125139	124167	98.79	98.03
14. Howrah	3.39	34	2115	8451	386885	318904	114.21	94.14
15. Hugli	5.86	47	2992	10900	591842	578945	101.01	98.81
16. Nadia	4.88	37	2668	8289	555965	475199	113.91	97.37
17. North 24 Pgns.	10.26	57	3735	11072	1010427	1006985	98.47	98.13
18. Paschim Medinipur	6.07	69	4631	12626	699427	588448	115.21	96.93
19. Purba Medinipur	5.14	47	3217	8559	520766	507855	101.35	98.84
20. Kolkata	5.17	23	1538	5665	518588	510642	100.26	98.72
Total of Non DPEP Districts	51.57	394	26066	83989	5357087	5045967	103.89	97.85
Grand Total/ Overall	92.02	730	49986	156996	10222302	8876471	111.09	96.46

General Information on Upper Primary Education (as on 31.03.2004)

District	9+ to 13+ Population (In Lakh)	No. of Schools (Govt./ Govt. aided)	No. of Schools Teachers (Govt./ Govt. aided)	Total Enrolment (Overall)	Net Enrolment (Overall)	GER (Overall)	NER (Overall)
1. Bankura	3.49	518	3076	270931	267916	77.64	76.77
2. Birbhum	3.30	605	2643	247749	244334	75.05	74.01
3. Kochbehar	3.09	330	1766	193450	167953	62.53	54.29
4. Murshidabad	6.78	587	3361	510633	505809	75.33	74.62
5. South 24 Pgps.	8.47	812	6430	435728	409873	51.43	48.38
Total of DPEP phase I	25.14	2852	17276	1658491	1595885	65.98	63.49
6. Dk. Dinajpur	1.65	185	1374	98437	89096	59.75	54.08
7. Jalpaiguri	4.16	352	2672	273839	264435	65.82	63.56
8. Malda	4.00	383	1934	289536	285611	72.36	71.38
9. Purulia	2.80	355	2751	195738	193507	69.94	69.15
10. Uttar Dinajpur	2.96	219	1549	106717	75391	36.09	25.5
Total of DPEP phase II	15.56	1494	10280	964267	908039.1	61.96	58.34
Total of DPEP Districts	40.70	4346	27556	2622758	2503924	64.44	61.52
11. Bardhaman	7.75	1038	5250	594105	581609	76.66	75.05
12. DGAHC	0.97	151	832	86954	83861	89.24	86.06
13. Siliguri	1.15	79	538	107524	104625	93.49	90.97
14. Howrah	3.29	638	3731	265532	205803	80.78	62.61
15. Hugli	5.75	825	4300	525666	522160	91.34	90.73
16. Nadia	4.97	536	6074	365182	358453	73.4	72.05
17. North 24 Pgps.	10.15	1362	8271	840670	829957	82.84	81.78
18. Paschim Medinipur	6.17	816	6311	473728	443990	76.73	71.91
19. Purba Medinipur	5.53	731	4022	464268	464115	83.9	83.88
20. Kolkata	6.42	918	6651	560226	553228	87.29	86.2
Total of Non DPEP Districts	52.17	7094	45980	4283855	4147802	82.12	79.51
Grand Total/ Overall	92.86	11440	73536	6906613	6651726	74.37	71.63

Status of Toilet and Drinking Water Facility (Primary)

District		No. of School (Govt.)	Drinking Water	Common Toilet	Girls Toilet
Phase I	Bankura	3462	2633	789	134
	Birbhum	2373	1722	715	171
	Kochbehar	1796	1676	1526	574
	Murshidabad	3171	2475	1468	470
	South 24 Parganas.	3564	2253	1539	430
Phase I Total		14366	10759	6037	1779
Phase II	Dakshin Dinajpur	1166	849	344	117
	Jalpaiguri	1963	1330	651	225
	Malda	1885	1383	744	114
	Purulia	2852	2039	416	109
	Uttar Dinajpur	1438	901	265	50
Phase II Total		9304	6502	2420	615
Grand Total		23670	17261	8457	2394
Non-DPEP	Bardhaman	3997	3417	2087	566
	Darjiling	773	294	216	71
	Howrah	2093	1507	1254	254
	Hugli	2914	2508	1480	375
	Kolkata	1403	1116	1046	313
	Nadia	2512	2109	793	234
	North 24 Parganas	3683	3113	2354	763
	Paschim Medinipur	4612	3949	4024	127
	Purba Medinipur	3217	2681	2764	81
	Siliguri	376	290	172	62
Non-DPEP Total		25580	20984	16190	2846
Grand Total		49250	38245	24647	5240

Status of Toilet and Drinking Water & Toilet Facility (Upper Primary)

	District	No. of School (Govt.)	Drinking Water	Common Toilet	Girls Toilet
Phase I	Bankura	452	436	240	325
	Birbhum	413	354	240	283
	Kochbehar	288	283	154	161
	Murshidabad	513	485	269	334
	South 24 Parganas	792	626	475	613
Phase I Total		2458	2184	1378	1716
Phase II	Dakshin Dinajpur	188	182	107	124
	Jalpaiguri	297	287	160	201
	Malda	333	324	206	255
	Purulia	457	414	204	239
	Uttar Dinajpur	195	186	114	114
Phase II Total		1470	1393	791	933
Non-DPEP	Bardhaman	807	783	451	623
	Darjiling	139	88	54	62
	Howrah	537	492	308	343
	Hugli	770	756	356	479
	Kolkata	584	565	308	309
	Nadia	1031	1022	270	369
	North 24 Parganas	984	965	537	705
	Paschim Medinipur	768	745	437	675
	Purba Medinipur	661	600	401	516
	Siliguri	97	91	43	54
Non-DPEP Total		6378	6107	3165	4135
Grand Total		10306	9684	5334	6784

Information on Trachers (Primary as on 31.03.2004)

District	Trained			Untrained			Overall			Key Indicator	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	% of total trained	% of Female trained
Bankura	5689	1815	7504	987	315	1302	6676	2130	8806	85.21	85.21
Birbhum	5791	1169	6960	956	193	1149	6747	1362	8109	85.83	85.83
Kochbehar	3372	1310	4682	1186	461	1647	4558	1771	6329	73.98	73.97
Murshidabad	5577	1018	6595	3612	660	4272	9189	1678	10867	60.69	60.67
South 24 Parganas	3909	790	4699	4507	911	5418	8416	1701	10117	46.45	46.44
Phase I Total	24338	6102	30440	11248	2540	13788	35586	8642	44228	68.83	70.61
Dakshin Dinajpur	2366	555	2921	1099	258	1357	3465	813	4278	68.28	68.27
Jalpaiguri	3689	1571	5260	1298	553	1851	4987	2124	7111	73.97	73.96
Maldah	1676	446	2122	3121	832	3953	4797	1278	6075	34.93	34.90
Purulia	4114	424	4538	1792	185	1977	5906	609	6515	69.65	69.62
Uttar Dinajpur	2461	580	3041	1423	336	1759	3884	916	4800	63.35	63.32
Phase II Total	14306	3576	17882	8733	2164	10897	23039	5740	28779	62.14	62.30
DPEP Total	38644	9678	48322	19981	4704	24685	58625	14382	73007	66.19	67.30
Bardhaman	7898	2427	10325	3199	712	3911	11098	3138	14236	72.53	77.33
Darjiling	1269	979	2248	428	241	669	1705	1212	2917	77.07	80.77
Siliguri	442	258	700	401	173	574	829	445	1274	54.95	58.01
Howrah	3167	1967	5134	2346	971	3317	6171	2280	8451	60.75	86.29
Hugli	5897	2421	8318	2049	533	2582	4891	6009	10900	76.31	40.29
Nadia	4529	2189	6718	1300	271	1571	5829	2460	8289	81.05	88.99
North 24 Parganas	3555	2157	5712	3710	1650	5360	7268	3804	11072	51.59	56.72
Paschim Medinipur	5101	1244	6345	5464	817	6281	10559	2067	12626	50.25	60.17
Purba Medinipur	1279	592	1871	5216	1472	6688	6497	2062	8559	21.86	28.72
Kolkata	1054	1731	2785	1601	1279	2880	3756	1909	5665	49.16	90.69
Non-DPEP Total	34190	15966	50156	25714	8119	33833	58603	25386	83989	59.72	62.90
Grand Total	72834	25644	98478	45695	12823	58518	117218	39768	156996	62.726	67.292

Information on Teachers (Upper Primary—as on 31.03.2004)

District	Trained			Untrained			Overall			Key Indicator	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	% of total trained	% of Female trained
Bankura	2148	242	2608	258	210	468	2377	699	3076	84.79	34.63
Birbhum	1776	696	2157	328	158	486	2092	551	2643	81.61	126.27
Kochbehar	1079	235	1369	160	237	397	1146	620	1766	77.52	37.83
Murshidabad	2220	435	2655	344	362	706	2484	877	3361	78.99	49.63
South 24 Parganas	2959	240	4057	1079	1294	2373	4286	2144	6430	63.09	11.19
Phase I Total	10183	1847	12846	2194	2261	4430	12400.4	4891	17276	74.36%	0.377701
Dakshin Dinajpur	841	242	1083	142	149	291	958	416	1374	78.82	58.14
Jalpaiguri	1384	696	2080	265	327	592	1571	1101	2672	77.84	63.20
Maldah	1095	235	1330	325	279	604	1410	524	1934	68.77	44.75
Purulia	1702	435	2137	449	165	614	2147	604	2751	77.68	72.02
Uttar Dinajpur	855	240	1095	244	210	454	1084	465	1549	70.69	51.63
Phase II Total	5878	1847	7725	1388.3	1130	2555	7187.01	3110	10280	75.15	0.593969
DPEP Total	16061	3694	20571	3581.9	3403	6985	19587.4	8001	27556	74.65	0.461768
Bardhaman	2142	738	2880	732	1638	2370	3536	1714	5250	54.86	43.02
Darjiling	504	293	797	7	28	35	429	403	832	95.79	72.59
Haora	57	40	97	119	322	441	275	263	538	18.03	15.14
Hugli	1591	852	2443	333	955	1288	2210	1521	3731	65.48	56.03
Kolkata	1480	1820	3300	215	785	1000	1677	2623	4300	76.74	69.38
Nadia	2386	1266	3652	1512	910	2422	3939	2135	6074	60.13	59.29
North 24 Parganas	3155	1736	4891	1202	2178	3380	4527	3744	8271	59.13	46.36
Paschim Medinipur	4591	1167	5758	78	475	553	4427	1884	6311	91.24	61.92
Purba Medinipur	696	299	995	1053	1974	3027	1625	2397	4022	24.74	12.48
Siliguri	818	710	1528	1647	3476	5123	3085	3566	6651	22.97	19.90
Non-DPEP Total	17422	8919	26341	6898	12741	19639	26300	20251	45980	57.29	44.04
Grand Total	33483	12613	46912	10480	16144	26624	46516	27020	73536	63.79	46.68

Supervision and Monitoring Set-up (Primary & Secondary collectively at district level)

Sl. No.	District	SI/s	AI/s	ADI/s	DI/s
1	Bankura	57	24	2	2
2	Birbhum	45	22	3	2
3	Kochbehar	42	20	2	2
4	Murshidabad	59	24	3	2
5	South 24-Parganas	73	30	3	2
Total of DPEP Phase I		276	120	13	10
6	Dk. Dinajpur	23	13	0	2
7	Jalpaiguri	37	17	2	2
8	Malda	35	15	0	2
9	Purulia	48	17	0	2
10	Uttar Dinajpur	25	9	0	2
Total of DPEP Phase II		168	71	2	10
Total of DPEP Districts		444	191	15	20
11	Bardhaman	75	31	3	2
12	DGAHC	20	10	0	2
13	Siliguri	10	6	0	2
14	Howrah	42	22	2	2
15	Hugli	58	26	2	2
16	Nadia	50	21	2	2
17	North 24-Parganas	76	35	1	3
18	Paschim Medinipur**	129	47	4	3
19	Purba Medinapur**				
20	Kolkata	33	23	2	2
Total of Non-DPEP Districts		493	221	16	20
Grand Total/ Overall		937	412	31	40

** PASCHIM/PURBA MEDINIPUR PRESENTED COLLECTIVELY

SOURCE: ANNUAL REPORT 2003-04, SCHOOL EDUCATION DEPTT. GOWB

State-level Organizational & Institutional Arrangements for Primary Education

The apex body in the organizational set-up is the **School Education Department**. This is the principal policy-making body and by virtue of having authority overall the arrangements and institutions (related to school education) achieves coordination between and among all of them as and when required.

Organizational Arrangement at the sub-district level

At the sub district level, Circle Resource Centre (CLRC) has emerged as the chief implementing agency of DPEP interventions since the last 3 years. Under Sarva Siksha Abhiyan, another new arrangement will come up at the GP level. One Cluster Resource Centre (CRC) will be formed for every 10-15 schools, and will be housed in one of the Primary or Upper Primary Schools situated in the GP. Each CLRC will have the SI/S as the Circle Project Coordinator, and he will have 2 Resource Teachers (RTs) to assist the CPC in Academic aspects. Each CRC will have one Coordinator and RT for coordinating the activities of the schools within the concerned CRC.

Organizational Arrangement at the School level

During the DPEP period VECs/ WECs have been formed and trained up to function as area-based committees on primary education and schooling. VECs are meant for Gram Sansad areas, and WECs are meant for the ward areas in municipalities which are the lowest level areas constituting political constituencies for the village/urban areas.

Schools function almost in a stand-alone mode particularly in the absence of a strong arrangement for school community linkage unless VECs/WECs come up being fully equipped and functional.

Drinking water, Toilet facilities, Major repair & Minor repair

District	Drinking water	Toilet	Major Repair	Minor Repair
Jalpaiguri	0	0	89	55
Dakshin Dinajpur	6	6	6	4
Uttar Dinanpur	18	18	63	5
Total	24	24	158	64

Cumulative Progress Overview in Civil Works under SSA (As on 31.03.2004)

	Planned for	Completed	In-Progress	Not started
NSB(P)	192	37	116	39
ACR (P)	2483	506	1276	701
ACR (UP)	2464	702	1661	1110
CLRC	182	25	102	87
DW/T(P)	452	81	216	155
DW/T (UP)	732	218	388	156

NSB WITH RAMP →



← COMMUNITY INVOLVEMENT UNDER CW

CIRCLE RESOURCE CENTRE →



← MA-O- MEYE MELA

CLRC BOOK FAIR →



← Gender Sensitisation on IED

MOBILE BOOK VAN →





← CHILD FRIENDLY ELEMENT UNDER DPEP

Inauguration of a distribution camp in district →



← Identification of Camp for CWSN in Uttar Dinajpur

VEC MEMBERS →



COMMUNITY MOBILISATION

Community Mobilisation is an important component of DPEP & SSA. Community is the Ultimate stakeholder of the programme, which primary aims towards Universalisation of Elementary Education. The objective of this intervention is to strengthen community participation in primary education with the ultimate aim of community ownership in fulfilling the objectives of UEE.

Following activities were undertaken during the year 2003-04:

***At District and Sub-district level:**

- Training of VEC/WEC members already initiated in the districts.
- Child Register updating completed. Compilation under process.
- Folk campaigns organized in pocket areas for sensitization and motivation of the community.
- Important days like Radindra Jayanti (15th May), Nazrul Jayanti (25th May), Independence Day (15th August), world Literacy Day (8th September), Matri Sachetanata Diwas (26th September) celebrated in the district and sub-district level.

***At State level:**

- Handbook for VEC/WEC members developed for capacity building of VEC/WEC members.
- State level training of Resource Persons for VEC/WEC completed.
- A meeting was organized with the district CM Coordinators to review the implementation of the School Chalo Karmasuchi programme.

Status report-VEC &WEC

District	No. of VECs formed/under formation	No of WEC formed	No. of VECs Members trained	No of WEC Members trained
Bankura	2486	57	14928	342
Birbhum	2108	101	12642	606
Kochbehar	1712	79	10206	474
Murshidabad	3625	127	15258	738
South 24-Parganas	4324	150	25980	900
Total of DPEP Phase-I	14255	514	79014	3060
Dakshin Dinajpur	927	41	5796	246
Jalpaiguri	2075	91	12672	546
Malda	2027	42	12162	252
Purulia	1925	47	11550	282
Uttar Dinajpur	1422	71	8856	354
Total of DPEP Phase-II	8376	292	51036	1680
Total of DPEP	22631	806	130050	4740
Bardhaman	3857	289	23040	1734
DGAHC	1043	84	6258	504
Siliguri	359	47	2154	282
Howrah	2244	107	13308	642
Hugly	3029	273	18006	1638
Nadia	2369	186	14214	1116
North 24-Parganas	2944	680	17538	4080
Paschim Medinipur	3491	131	20694	786
Purba Medinipur	2970	93	17820	558
Total of non-DPEP districts	22324	1890	131132	6600
Grand Total/Overall	44955	2696	261182	11340

N.B. VEC—Village Education Committee (Rural)

WEC—Word Education Committee (Urban)

School Chalo Karmosuchi, 2003: A special enrolment drive

Last year, the School Chalo Karmasuchi, a special enrolment drive was taken up for keeping the commitment of Universal Enrolment by 2003. In that activity, the people from all sections of the society took active part under the leadership of VECs and WECs. The updating of child register was the regular process to ensure active involvement of the local community and encouraged then is taken micro level intervention for improving the scenario of basic education of the locality. Beside the maintenance of the child register, the members of VECs/WECs maintained the exhaustive list containing the details of the profile of every out of school child.

Alternative Schooling

Quality primary education is a fundamental right of each and every child. There are children who have never been to school because of lack of schooling facilities as well as other manifold reasons. There are children, who were enrolled in school but have dropped out, the reasons being earning compulsion, household engagement, sibling care, etc. There are also children who belong to the vulnerable group, such as the children of sex workers, platform children, working children, juveniles, etc. The diversity of problems of such a diverse clientele of children demands the formulation of a variety of alternative and inovative strategies that would be more flexible and accessible.

Alternative schooling is an important complementary system of education to Formal System for ensuring universalisation of education. In order to achieve Universalisation of Elementary education under DPEP & SSA, the district authority should reinforce the alternative system of education through EGS & AIE Centers. Back to school camps, Bridge Course Centers, Summer camps, remedial teaching, open school in preparing plan, etc.

• EGS (Education Guarantee Scheme):

The EGS follows the formal course curriculum of the primary and upper primary level as designed by the concerned State Board imparted through SSK/SSP and MSK centers.

1. Shishu Shiksha Kendra (SSK)—To provide schooling access (primary level) to children of the rural unserved habitations.

The Panchayat and Rural Development, Government of West Bengal, runs Sishu Shiksha Kendras for primary students in areas where no formal school exists within a radius of 1 km. However, SSKs can also be opened in areas where a primary school exists but still there is a need of having additional schooling facilities. The purpose is to ensure educational access in unserved habitations, in areas having geographical barriers and even in the served habitations where the enrollment pressure is high.

Status of SSKs:

District	No. of SSKs running	Total No. of Children enrolled	No of Sahayika
Bankura	447	17536	689
Birbhum	649	37874	1303
Kochbehar	695	48196	1579
Murshidabad	1548	128363	4404
South 24-Parganas	1392	100815	3788
Total of DPEP-I	4731	322784	11763
Dakshin Dinajpur	540	33753	1227
Jalpaiguri	1085	74403	3048
Malda	586	58601	1541
Purulia	298	13824	415
Uttar Dinajpur	917	89720	2202
Total of DPEP-II	3426	270301	8431
DPEP Total	8157	593085	20194
Burdwan	1065	68319	2639
Howrah	296	20495	745
Hooghly	292	16223	729
Nadia	536	37812	1018
North 24-Parganas	969	62847	2498
Paschim Medinipur	2453	118229	5640
Purba Medinipur	1472	76824	3491
DGAHC	652	20335	1358
Siliguri	317	19272	766
Total of non-DPEP District	8052	440356	18884
Grand Total/Overall	16209	1033441	39078

*Source : DISE-2003 shared by PBRSSM

2. **Shishu Shiksha Prakalpa (SSP)**—To provide schooling access (primary level) to children in the urban habitations.

The Shishu Shiksha Prakalpa, a special primary component of EGS programme under Alternative Schooling is run by the Municipal Affairs Department, Government of West Bengal. It is a community based and community initiated and managed primary education programme. This supplementary effort addresses the out of school children (children of the deprived urban community) living in the urban areas/slums/squatters who are not properly served through the existing formal primary school.

Status of SSP

District	Total No. of SSP	No of Student Enrolled
Bankura	5	180
Birbhum	55	2777
Cooch Behar	17	783
Murshidabad	112	8747
South 24-Parganas	31	344
Total of DPEP-I	220	12831
Dakshin Dinajpur	130	5055
Jalpaiguri	38	1520
Malda	25	1903
Purulia	10	408
Uttar Dinajpur	25	1332
Total of DPEP-II	228	10218
TOTAL OF DPEP-I & II	448	23049
Hooghly	38	3437
Nadia	111	7437
North 24-Parganas	121	4403
Paschim Medinipore	61	1457
Purba Medinipore	35	329
DGAHC	12	258
Siliguri	0	0
Kolkata	100	5994
Total of NON DPEP	478	23315
Grand total/Overall	926	46364

3. Madhyamik Shiksha Kendra (MSK)

The Madhyamik Shiksha Karmasuchi (MSK), implemented by the Paschim Banga Rajya Shishu Shiksha Mission (PBRSSM) under the Panchayat & Rural Development Department, Government of West Bengal in the rural areas, is a Government supported EGS component for alternative Upper Primary Education System.

The syllabus, curriculum and textbooks for MSK centers are same as for formal upper primary education.

Status of MSKs

District	No. of SSKs	No. of Students enrolled	Total No. of Samprasaraks
Bankura	15	1245	30
Birbhum	62	3359	124
Cooch Behar	95	7846	188
Murshidabad	64	0	0
South 24-Parganas	34	3556	76
Dakshin Dinajpur	11	54	2
Jalpaiguri	28	3326	68
Malda	42	4520	124
Purulia	23	1202	47
Uttar Dinajpur	22	2090	55
Burdwan	66	4388	129
Howrah	18	0	0
Hooghly	6	335	13
Nadia	13	1413	27
North 24-Parganas	17	2136	53
Paschim Medinipur	194	11818	401
Purba Medinipur	83	552	174
DGAHC	46	1661	72
Siliguri	8	422	15
Kolkata	0	0	0
Grand Total	847	54893	1598

***Source : DISE-2003 shared by PBRSSM**

4. NGO run EGS Centres—To provide schooling access to the hardest-to-reach children living in remote, school-less habitations, both in the Urban and rural areas, the detailed proposals from reputed and experienced NGOs were accepted at district level. Those proposals were thoroughly scrutinized at district and subsequently at state level through 11 members Grant-in-Aid committee (GIAC).

The state level Grant-in-Aid Committee, in its first meeting had accorded approval to 4 NGOs for opening EGS centres in pocket areas covering the hardest to reach children.

Status of MSKs:

Districts	No. of Centres during 2002-2003	No. of Learners during 2002-03	No. of Learners maintreamed during 2003-04
Murshidabad	29	654	604
Jalpaiguri	25	673	540
DPEP Total	54	1327	1144
Burdwan	31	690	621
North 24-Parganas	21	486	410
Non-DPEP Total	52	1176	1031
Grand Total	106	2503	2175

Activities Undertaken during the year 2003-04:

- District Support Team Members have been recruited in the concerned districts for academic support and for monitoring the centres.
- First phase training imparted to the District Support Team Members, Bridge Course Instructors and the Resource Persons of Bridge Course completed in the 10 DPEP districts. Second phase training under process.
- Bridge Course materials for primary classes developed in Urdu, Hindi and Nepali.
- Teachers' module for Class-I to IV developed and distributed to districts.
- In the pilot project, out of 2503 students enrolled in 106 centres distributed in 4 districts, 2175 were mainstreamed in formal school.
- Primary Bridge Course Centres have been started in all the districts.
- Some districts have already started upper primary Bridge Course Centre for Class-V.
- District Support Team Members have been recruited in the concerned districts for academic support and for monitoring the centres.
- First phase training imparted to the District Support Team Members, Bridge Course Instructors and the Resource Persons of Bridge Course. Second phase training under process.
- Bridge Course material development under process for Class-VI & VII.
- Bridge Course materials for primary classes developed in Urdu, Hindi and Nepali.
- Teachers' module for Class-I to V developed and distributed to districts.

Circle Resource Centre (CLRC) & Cluster Resource Centre (CRC)

In order to coordinate activities relating to implementation of DPEP at the sub-district level in general and to provide academic resource support to the teaches of primary schools in particular, CLRCs in place of BRCs in the DPEP districts have been set up. This is unique in W.B. that the CLRCs are developed at the circle level with 60-70 schools and nearly 120-150 teachers. Circle is the lowest administrative set up at sub-district level for primary education. Sub-Inspector of schools of the circle has been authorized to function Circle Project Coordinator (CPC) of the concerned CLRC in addition to normal duties. All academic and administrative functions have been carried out from CLRC. Since SSA has been launched in the State and demand of quality education of each district is the area of concern of the local community, the concept of CRC with 10-12 primary schools and upper primary schools



ENROLMENT DRIVE



COMMUNITY LEADERS TRAINING



DRINKING WATER & TOILET



ACR WITH RAMP



ADDITIONAL CLASS ROOM



NEW SCHOOL BUILDING



NEW SCHOOL BUILDING

under each gram panchayat or in municipal level has been developed. The CRC is headed by one CRC coordinator. CRC is mainly looking after the quality of education within the area and coordinate all the agencies in the field of primary education under the guidance of CPC. The CLRC has two resource teachers-one for primary and other for upper primary intervention. It provides resource support to the schools, conducts evaluations, monitors and supervises organized mobilization of community and support to strengthen the planning and management process.

Major activities of CLRC

- RTs are holding noon and afternoon workshops for VEC members and teachers respectively.
- Each school and each VEC are being monitored by RTs/CPCs once in two months. School visit is being held regularly.
- Field level data are being compiled at CLRC level and being used for planning and monitoring.
- Compilation of data coming from VEC through monthly reporting system.

For capacity building of CLRC/CRCs both financial & material support have been provided. At the same time, a module for strengthening the capacity of Circle Project Coordinators (CPCs) and Resource Teachers (RTs) has been developed.

Integrated Learning Improvement Programme (ILIP)

The pedagogical improvement of WBDPEP & SSA undergoes quality change through introducing school-based teaching learning process, which leads to better achievement levels of children. One of such pedagogical experimentations was initiated as a pilot project named as Falta Learning Improvement Programme (**FLIP**) in South 24-Parganas district in the year 2000-2001. Encouraging response, the programme ran in 435 schools of 6 districts in the year 2001-2002.

In the immediate next year **SLIP** (School-based Learning Improvement Programme) was launched in 6 DPEP districts (5 districts of Phase-I & 1 district of Phase-II) covering 435 schools.

Two years after its conception, Integrated Learning Improvement Programme (**ILIP**) emerged as an outcome success in SLIP and expanded itself to cover more schools to ensure quality in elementary education from foundational stage as micro level quality intervention.

In the year 2003-2004 ILIP has expanded in 8 DPEP districts (5 Phase-I DPEP districts & 3 DPEP Phase-II districts namely Jalpaiguri, Dakshin Dinajpur and Uttar Dinajpur) with support of the organizations like WBBPE, DPSC, of each district, DSE, SCERT, West Bengal & UNICEF.

Principle

Overall development of a “child” through holistic approach involving community at large with introduction of scientific “Learning Initiatives” in the class-room.

Aim

Qualitative improvement of primary education through

- Self-learning.
- Peer learning.
- Cooperative learning.
- Elimination of existing disparity among the “advantaged” and “disadvantaged” group within the class-room.
- Shifting from teaching improvement initiative.
- Reduction of gender and social gaps.
- Ensuring community participation.

Administrative and managerial

Engagement of VRP from local community to combat high PTR. Formation & functioning of DQMT (District Quality Management Team)/CRT (Circle Resource Team). Engagement of DRF (District Research Fellow).→20 persons, addressing the infrastructure inadequacy, the morning shift introduced in some schools.

Monitoring each school by DQMT and State team at least once in a month.

Capacity Building

(i) Workshop

- Three State Level Workshop—sharing and feed-back of different activities undertaken and prepare action plan on future activities.
- Sensitization of district functionaries.
- Sensitization of sub-district functionaries.
- Regular CLRC afternoon workshops (monthly/bimonthly) for sharing feedback, planning, finding out solution for specific problem related to class-room teaching.
- District level TLM workshop-grade and subject specific preparation and improvisation of TLM.
- On class-room transaction with relevant teaching-learning material.
- Workshop with concerned organization on the issue of convergence.
- ILIP packages in relation to existing text books.
- DQMT Training.
- KRP/RP Training.
- Teachers' Training.
- VRP Training covering.

Different training programmes for the members of the District Quality Management Team, Resource Persons/ Key Resource Persons, Teachers and Voluntary Resource Persons have been organized at the district level as well as State level.

Research, Study & Analysis

- Baseline Assessment Survey to assess learners' level of achievement.
- Terminal evaluation to assess and compare learners' level of achievement time to time.
- Circle-wise comparative study of a particular district.
- Study on attendance with progress of the programme.

Material Development

- Designing of work-sheet for drill & practice, evaluations.
- Moderating work-sheet.
- Preparing teachers' manual & handbooks.
- Developing low cost, highly sustainable, competency based user-friendly TLMs of each subject.
- Preparing training materials, training schedule.



← Identification of Camp for CWSN in Uttar Dinajpur

Workshop in Progress at DIET,
Belakoba, Jalpaiguri
(14 - 15 March 05) →



← Distribution of Aids & Appliances in
Raigaunj Block, Uttar Dinajpur

Observation of World
Disabled Day
(Rajnagar Circle, Birbhum) →



OTHERS

***Community ownership programme**

- Conducting Participatory Learning and Action (PLA) programme to generate awareness and ensure participation of community as beneficiaries.
- Conducting regular meeting through MTA.

***Community approach initiatives**

- Exhibition of several documents, records & and teaching-learning materials in several state and national level fairs.
- Exhibition of several documents, records & teaching-learning materials in several district level fairs like 'Ma-o-meye mela'.

***Documentation**

- Process documentation with audio & audio-visual system.
- Research documentation with relevant database.

Achievement

(i) Inside class-room

- Teacher attached entirely for class-I is accountable for learning achievement in most cases.
- Participatory learning culture through large and small group activities.
- Teacher as a facilitator.
- Responsible function of group leader.
- Articulation of team spirit and cooperative work culture.
- Active engagement of student in task and sub-task.
- Flexible management between time and task.

- interlinking between cognition and experience by the VRPs in identification of relatively slow learners and also providing remedial teaching.
- Qualitative improvement of students' independent reading, writing and comprehensive ability.
- Qualitative improvement of student in mental computing and systematic problem solving activities.

(ii) Outside Classroom

Communities/parents have now become more conscious about importance of education. They have become more keen to attend PTA / MTA / PLA in order to solve basic problems of schools. They have turned towards quality consciousness.

Impact of the Initiative

(i) Increasing trend in attendance

Overall attendance study carried out in 2003-04 from November '03 to Feb '04, depicts the following:

Sample size – 25000 students

Month	Attendance (in %)
August '03	59.35
November '03	62.5
December '03	60.98
January '04	66.65
February '04	70.2

(ii) Increasing trend of achievement in academic subjects

Overall achievement in academic subjects for grade I & II shows the following:

Information on ILIP under DPEP

	District	No. of CLRs	No. of Schools	No. of Learners	No. of Teachers Trained	No. of VRPs	No. of DRFs	No. of DQMTs
Phase – I	Bankura	45	548	41000	1139	364	2	20
	Birbhum	32	334	32700	624	218	3	20
	Kochbehar	20	295	40960	630	55	0	20
	24-Parganas (South)	51	800	91173	1220	505	1	15
	Murshidabad	37	586	71280	1595	434	2	10
Phase – II	Jalpaiguri	22	230	47000	461	165	2	20
	Uttar Dinajpur	17	150	14650	233	0	0	10
	Dakshin Dinajpur	17	29	1689	29	0	2	12
Total		241	2972	340452	5931	1741	12	127

Information on ILIP under SSA

District	No. of CLRCs	No. of Schools	No. of Learners	No. of Teachers Trained	No. of VRPs	No. of DEFs	No. of DQMTs
Burdwan	56	200	12000	450	190	2	15
Hooghly	08	100	8000	20	0	0	0
Howrah	21	100	10000	200	0	0	12
Kolkata	22	130	9000	277	0	0	15
Nadia	36	100	7000	250	53	0	20
24-Parganas (North)	41	100	14406	200	25	1	10
Purba Medinipur	07	50	4000	150	105	1	0
Siliguri	06	100	11000	120	25	0	15
Total	197	880	75406	1667	398	4	87

Distance Education Programme (DEP)

The Distance Education Programme (DEP) has been envisaged as a national component and a major area of intervention under the DPEP activities to strengthen the ongoing training programmes for teachers and other personnel on the primary and upper primary sector.

At the state level DEP has been designed to:

- Provide technical support in designing, developing, producing and delivering distance learning inputs and materials for training the primary, upper primary education personnel.
- Build capacity among institutions and people at state, district and sub district levels in designing, developing, producing and delivering DL inputs and materials.
- Assist in reducing transmission loss by suitable DL interventions, increasing consistency and quality of training efforts.
- Develop materials and organise training inputs for selected district level personnel.

Material Development:

- Development of a video film on teaching learning process named 'Shikhan Britee Shishu". This film is a part of the Pedgogy Teacher Training Module III and being used at the time of interaction session of the teachers training programme.
- Development of module on Multi-grade Teaching for large size classroom.
- Development of Teacher Training Module in Hindi, Urdu and Nepali completed in collaboration with SCERT and WBBME.
- Development of module on role and function of CLRC level afternoon Workshop.
- Development of module on effective use of library books.
- Designing of materials in the areas of gender, IED, Pedagogy & CM will be completed soon.

GIRLS' EDUCATION

Girls' Education has been one of the major components both under the DPEP & SSA.

The major activities under DPEP & SSA:

- (a) Awareness generation campaigns on Girls' Education with the help of Meena shows, using Folk-theatre, Folk Music and informative exhibitions in innovative programmes like Ma-O-Meye Mela, etc.
- (b) Developing slogans, hoardings, posters, leaflets, booklets, etc. for creating an environment in the community that is conducive to Girls' Education.
- (c) Conducting mass meetings with the parents and the community in general at block, GP and Samsad levels.
- (d) Sensitizing the functionaries of general and educational administration on gender issues with special emphasis on Girls' Education.
- (e) Sensitizing Panchayet functionaries and VEC/WEC members on various aspects of Girls' Education.
- (f) Sensitizing all teachers of the Primary Schools on gender issues in general, with special emphasis on Girls' Education.
- (g) Formation of Mother-Teacher Associations in all primary schools and capacity building of the members of these MTAs.
- (h) Developing Training Modules, Audio-Visual Aids and Supplementary Reading Materials for the purposes mentioned above.
- (i) Undertaking innovative programmes like Balika Shiksha Karmasuchi or Janarab based on the principles of Participatory Rural Appraisal.
- (j) Networking with other Govt. Depts. and voluntary organizations working with the issues of Education and Women's Development with the help of the State Resource Group members.

The District wise status under DPEP is given below:

District	Training/Orientation		Formation of Mother-Teacher Association	
	No. of Teachers	No. of Trained	No. of Schools	No. of MTAs formed
(Phase – I) DPEP				
Bankura	7894	7144	3462	3300
Birbhum	8117	8002	2372	2372
Coochbehar	6129	1800	1810	1806
Murshidabad	10719	10580	3170	3170
South 24-Parganas	11461	11361	3560	1750
Total (Phase-I) DPEP	44320	38887	14374	12398
(Phase-II) DPEP				
Dakshin Dinajpur	4023	1035	1214	152
Jalpiguri	6577	6571	1968	1903
Malda	6342	4016	1876	1876
Puruliya	5960	637	2976	165
Uttar Dinajpur	3955	1577	1438	1399
Total (Phase-II) DPEP	26857	13836	9472	5495
Grand Total	71177	52723	23846	17893

A Few Achievements:

Overall Enrolment Percentage of Girls

District	2002-03		2003-04	
	Primary	Upper Primary	Primary	Upper Primary
Phase-I	49.51%	46.21%	49.50%	47.24%
Phase-II	48.77%	44.50%	49.16%	45.43%
Non-DPEP	49.61%	49.03%	49.69%	49.51%
Overall	49.41%	47.52%	49.52%	48.23%

Enrolment Percentage of SC & ST Girls in the Primary Sector

District	Primary			
	% of SC girls among total SC Enrolment		% of SC girls among total ST Enrolment	
	2002-03	2003-04	2002-03	2003-04
Phase-I	48.56	48.71	47.70	48.24
Phase-II	48.56	49.09	47.36	48.00
Non-DPEP	49.67	49.59	47.80	48.24
Overall	49.12	49.18	47.60	48.14

Enrolment Percentage of SC & ST Girls in Upper Primary Sector under SSA

District	Upper Primary			
	% of SC girls among total SC Enrolment		% of SC girls among total ST Enrolment	
	2002-03	2003-04	2002-03	2003-04
Phase-I	42.92	43.66	38.84	38.62
Phase-II	44.02	44.90	39.94	41.14
Non-DPEP	45.98	46.44	41.02	43.05
Overall	44.50	45.19	40.21	41.59

NATIONAL PROGRAMME FOR EDUCATION OF GIRLS OF ELEMENTARY LEVEL (NPEGEL)

A Supplementary Programme for ensuring Girls' Education namely 'National Programme for Education of Girls at Elementary Level (NPEGEL)' was taken up at the selected cluster level distributed in Educationally Backward Blocks (EBBs). A Block is identified as Educationally Backward having all the following characters:

1. The overall literacy rate is lower than National average.
2. The gender gap relating to literacy is higher than National average.
3. SC/ST population is more than 10% but the literacy rate among them is lower than the National average.

Initiatives taken up in 2003-04:

- NPEGEL launched in 86 EBBs with 172 clusters distributed in 12 districts of the State through videoconference headed by Hon'ble MIC, SE Déptt. on 29.09.2003.
- State level gender unit formed with representatives from different State level organizations and NGOs.
- State level workshop on implementation of NPEGEL organized with district officials/DRG members.
- Baseline survey for the selected clusters completed.
- Cluster Resource Schools for Girls identified in 86 clusters.

INTEGRATED EDUCATION FOR DISABLED

The inclusive education for the children with special needs has drawn much attention since DPEP intervention. In SSA, the importance of inclusive education has been extended from primary sector to upper primary sector. For effective inclusion of the disabled children in formal primary/upper primary school, the integrated plan covering the barrier free/child friendly environment created at school through construction, intensive teacher orientation and providing aids and appliances to the needy children was prepared and implemented accordingly at grass root level.

Achievements:

- IED activity is going on in **190** No. of Blocks and in **43** Municipalities.
- A total of **82624** children with special needs (CWSN) have been assessed out of which **46647** CWSN have enrolled in primary schools.

Capacity building of teachers:

- A total of 47933 number of teachers have been sensitized through 2 days general teacher sensitization programme under DPEP.
- A total of 60572 number of teachers have been sensitized through 2 days general teacher sensitization programme.
- A total of 3467 number of teachers have been sensitized through 6 days intensive teacher's training programme.
- Teachers' training is also going on through Foundation course.
- Multi category orientation of special educators has been arranged to handle the children with special needs.

(a) Resource Support:

A total of 54 number of **DLROs** (District Level Resource Organizations) are working throughout the State with 184 number of **Special Educators**

(b) State Level Resource Organizations:

State Level NGOs working in the field of disabilities are engaged as State Level Resource Organization (SLRO) from 4 different areas of disabilities.

(c) Aids & Appliances:

Convergence made with ALIMCO and AUJNIHH for providing Aids & Appliances to the identified disabled children.

A total of 11715 number of Aids & Appliances have been distributed to the identified children with special needs.

- Involvement of parents and family members of the disabled children as a resource person to mobilize the community and creation of an advantageous environment.

Districtwise break up of information on IED

Intervention	District	Total no. of intervening Blocks/Municipalities		No. of Children Screened	Total enrolled	Total out of school	Total no. of teachers trained
		Blocks	Municipalities				
DPEP	Bankura	22	3	4155	3080	1075	3968
	Birbhum	19	6	5365	5311	54	7770
	Murshidabad	26	7	7412	5019	2393	10600
	Coochbehar	12	6	6605	3468	3137	339
	South 24-Parganas	29	7	14080	9430	4650	10461
	Jalpaiguri	10	0	6595	2875	3720	6571
	Utta Dinajpur	8	3	5567	2606	2961	1069
	Malda	7	1	14912	4044	10886	6020
	Dakshin Dinajpur	8	1	2864	878	1986	1035
	Purulia	2	0	1385	1385	0	100
SSA	Bardhaman	6	0	372	301	71	—
	DGAHC	8	4	903	406	497	—
	Hooghly	5	0	468	100	368	—
	Howrah	3	0	3291	2843	448	—
	Kolkata	0	1	343	343	0	—
	North 24-Parganas	15	2	5872	2828	3044	—
	Nadia	4	2	574	100	474	—
	Purba Medinipur	2	0	500	200	300	—
	Siliguri	4	0	1361	430	931	—
Total		190	43	82624	45647	36995	47933

RESEARCH & STUDY INTERVENTION

The Research & Study Cell at SPO functions in coordination with District Research & Study Cell and in association with the State Planning and Monitoring Cell under the guidance and supervision of SRG to identify the areas demanded focused attention towards formulating definite strategies. Various studies have been conducted and completed during the last financial year. Findings of these studies also have been disseminated not only of the district level but also CLRC level.

❖ **Activities undertaken:**

- ❑ Formation of State Resource Group to carry out research activities
- ❑ Formation of DARG at district level comprising with field experts and academic consultants to carry out district specific research activities
- ❑ Orientation on Action Research and formation of one special group towards smooth and successful implementation
- ❑ Finalization of the area and geographic location for conduction Action Research on the basis of district specificity
- ❑ Capacity building of district level functionaries
- ❑ Organizing PRA and FGD
- ❑ Common methodology for development of tools and techniques for universal study
- ❑ Generation and compilation of reports
- ❑ Dissemination of findings from several studies and adopting concerted strategies
- ❑ Extensive household survey to identify the number of out of school children

Studies conducted in 2003-04 at District Level

➤ **I. Transition from Primary to Upper Primary Level**

Major Findings from Murshidabad:

- a. 89% of the children admitted in grade-(V) after successful completion of primary level
- b. Rests of the children didn't admitted mainly due to the following reasons:
 1. They become able to add in their family income
 2. Parents are not willing to send them into the schools
 3. Parents are not able to meet the required expenditure
- c. Staring of girls and boys are more or less equal in time of dropping out at transition
- d. Among SC children percentage of girls are higher compared to boys regarding drop out at transition level

➤ **II. School Efficiency: Cohort Study at Upper Primary Level**

Major Findings from South 24-Parganas:

- a. Approximately 37% of the children completing Upper Primary Education in four years' time, i.e. CRF (Completion Rate in Four Years) = 37.26% of children complete Upper Primary Education in four years' time

- b. 39% (approx.) of the children continuing their education even after four years' time, i.e. 39.41% children unable to complete Upper Primary Level within four years' stipulated time
- c. 23.3% of the children dropped out of various grades. It is found that drop out rate is higher at the lower grades and it is lower at the higher grades in Upper Primary Education
- d. Though girls show a lower enrolment rate, they have a comparatively lower drop out and repetition rate

➤ **III. Status of ILIP and Non-ILIP Schools – A Comparative Study**

ILIP is a unique programme towards enhancement of quality at primary level. Again quality education depends on many factors like availability of infrastructure facility to provide joyful and systematic learning, regular attendance of both the students and teachers and so on.

Major Findings:

- a. PTR (People Teacher Ratio) is higher in Non-ILIP schools as compared to ILIP schools
- b. The enrolment trend is higher in ILIP schools compared to Non-ILIP schools
- c. The overall percentage of attendance is quite higher in ILIP schools
- d. Application and development of TLMs are very frequent in ILIP schools
- e. Less dependency of the children on Private Tutors in case of ILIP schools

➤ **IV. Impact Study on TLM Grants**

Major Findings from Uttar Dinajpur:

- a. Approximately 84% of the selected schools received TLM grants during the study period
- b. Only 21.94% of total grants disbursed from CLRCs were properly utilized
- c. Approximately 50% of the teaching staff shown their interests towards applying the TLMs
- d. Development of TLMs at school level by the children is not a common phenomenon
- e. It has been observed that the teachers are quite confused towards proper utilization of TLM Grants

Observation from DISE:

Districts such as DGAHC, Uttar Dinajpur, Malda, Birbhum, Nadia, Purulia, Bankura, Paschim Medinipur and Purba Medinipur required providing more attention towards the construction of girls' toilets.

With respect to the number of single class-rooms, the number of toilets to be constructed. Uttar Dinajpur, Dakshin Dinajpur, Siliguri and Bankura are the core emphasis districts.

The districts of South 24-Parganas and Paschim Medinipur is the core emphasis districts with respect to the number of class-rooms to be repaired.

Bankura and Paschim Medinipur have the highest number of schools with single class-rooms and Murshidabad has the lowest number of schools with single classrooms.

Studies under process:

1. COHORT Study (Primary) is being conducted over some selected schools in all twenty educational districts and covering all the circles.
2. COHORT Study (Upper Primary) in all twenty educational districts, to be conducted in all schools in each district.
3. Study on the **educational development among Minority girls** in the districts of Uttar Dinajpur and Murshidabad.

**WEST BENGAL BOARD OF PRIMARY EDUCATION:
QUEST FOR QUALITY WITH UNIVERSAL ENROLMENT**

I. Introduction

Policies, functions and challenges

The West Bengal Primary Education Act promulgated as early as in 1973 and amended from time to time vests in the West Bengal Board of Primary Education the development both in quantitative and qualitative terms supervision, management and control of the entire primary education in West Bengal. The Board claims uniqueness on two distinct counts:

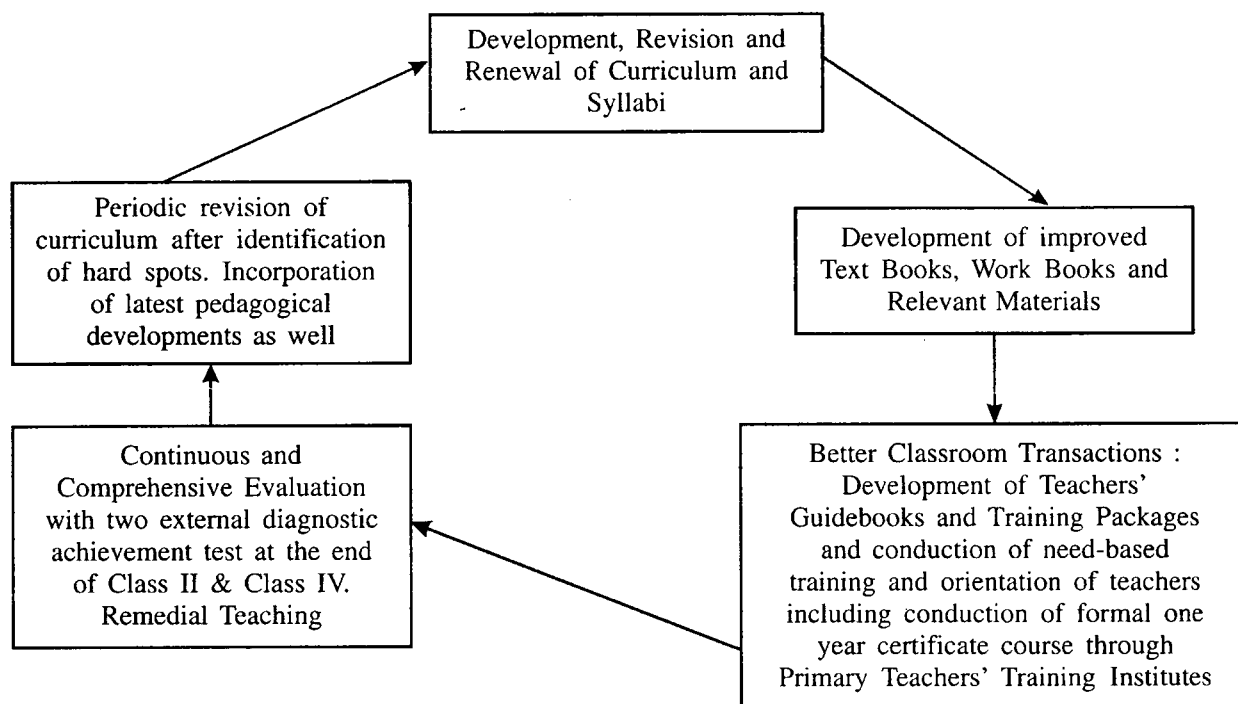
In the whole country the Board is the only one that has been created and entrusted with the sole authority to manage, supervise, develop and control primary education in the State.

Quite in tune with the avowed policy of the State Government the Board, a democratically elected autonomous body symbolizes democratization and decentralization of the entire primary education in the State. As many as 19 District Primary School Councils in the districts, all are democratically elected bodies work for primary education under the aegis of the Board which is headed by its President who is assisted by an Executive Secretary.

The Basic Interventions : What the Act vests

Basically with a view to attaining the goals of education for all at the primary level (5+ to 9+ age groups under the jurisdiction of primary education) the Board proposes to ensure (i) universal access, (ii) universal retention and (iii) universal quality achievement in the primary education sector. Obviously, to reach these goals the Board as per the power and functions vested in it by the Act (as amended from time to time) has successfully made so far the following strategic interventions that are logically coherent as the organogram below shows:

[The 5 Basic Functions as per Act of 1973]



Administrative tasks:

Besides this academic chain of activities the Board carries out as per Act of 1973 several administrative works in the best interest of primary education in West Bengal.

According approval/recognition to setting up of Primary Schools on the basis of the proposals sent by the District Primary Schools on the basis of the proposals sent by the District Primary School Councils in the light of the quota for the schools fixed by the State Government.

Granting or refusing recognition to the Primary Teachers' Training Institutes.

Administering and conducting of Primary Teachers' Training (one year certificate course) Examination.

Transferring any teacher or non-teaching staff from a Primary School within the jurisdiction of one Primary School Council to another Primary School Council.

Exercising general supervision and control over the work of Primary School Council.

II. A Resume of Performances during 2004-2005

Introduction of the revised and renewed Curricula and Syllabi

Curriculum is the soul of the educational process, the heart of the educational institutions and the mind of the academic programme. A perfect curriculum plays the dominant role to reach the goal of education. It serves various purposes to foster educational processes. It embraces everything around education, the infrastructure with all its components, teacher and the taught, administrative keenness, congenial environment; it leads to the total upbringing of the learner mentally and physically and pedagogically, to become a social being having democratic outlook and clear vision and distinct knowledge of man and environment.

Curriculum should be psychologically sound and should take into account the advantage of theories of learning and aim at bringing about an intelligent adjustment with the environment itself.

As curriculum development is a dynamic process and should never be static; it should always be in a process of revision leading to modernization, refinement and enrichment. It must be flexible so as to accommodate very many variables.

The curricula and syllabi for primary education prepared during late seventies under the leadership of the renowned Professor Himangshu Bimal Majumder was scientifically based on environmental approach having multifarious inputs covering almost all academic domains and earned a nationwide reputation. But during long passage of time a drastic socio-economic, physical and environmental changes have taken place and it is predominant everywhere irrespective of rural or urban area. This can be felt in transport, agriculture and industry, health, environment, scientific approach towards accessibility to different walks of life, technology and so on and especially on the erosive human values.

A thorough revision and modernization of the Curriculum and Syllabi was completed by 2003

Introduction of the renewed curriculum : the programme of Sensitization of Educational Functionaries and the Teachers : As noted in the last year's report, the modernized and renewed curriculum and syllabi was introduced in the academic session of 2004-05. But the basic characteristics of the newly devised curricula and syllabi, particularly in respect of its basic objectives. The competency-based teaching-learning methodology and evaluation, value education and above all new approaches to health and physical education, direct experience-based and creative and productive activities and environmental studies all need to be familiar with the educational functionaries and particularly the teachers who will directly transact the curriculum and syllabi. The District Primary School Council as instructed by the Board started implementation of the sensitization programmes. The DPSC Murshidabad and that of Burdwan have almost completed the task. A cascade-cum-concentric model was adhered to and experts from the Board were deputed to the district level sensitization programme. This sensitization programme is expected to be concluded by the end of 2005.

**A Report on the Implementation of Nationwide Achievement Survey—Phases I+II
during sessions 2000–2001 & 2001-2002 respectively**

Phase I

The Scheme of Nationwide Achievement Survey at the end of Class V was taken up by the DEME, NECRT (Deptt. of Educational Measurement and Evaluation) to keep a tab on the general health of the primary education in the country. The proposed survey was to ascertain the level of students' achievement at the end of first five years of schooling in three major curricular areas namely Language (1st), Mathematics & Environmental Studies.

The first phase of survey was conducted on sample basis and the objective of the activities was to stagger over a period of two years (April 2000 – March 2002). Afterward the 2nd phase of survey was conducted on a larger scale.

Scheme of Conduct of the Survey NAS—Phase I (as per norm of DEME) in West Bengal:

- (1) Two districts – Kolkata and Howrah were selected randomly. It comprised one urban area, One semi-urban area and one rural block. (far away from urban area).
- (2) Primary, upper primary and secondary schools which have Class V; were selected for the purpose.
- (3) No. of schools participated—15 (8 from Kolkata, 7 from Howrah)
- (4) No. of students selected for the try out – 300 (20 each school)
- (5) No. of students taking the test – 292
- (6) No. of student absent – 08
- (7) All the test Booklets were in questionnaire form having 1–40 questions bearing 1 (one) mark each as objective type were to be answered by encircling the Sl. No. of correct response and rest 3 to 5 were of descriptive questions.

The Evaluation (NAS) was held during the last week of March, 2001 (28.03.01) successfully.

Before conduct of NAS – Phase I a 4-day regional vetting workshop for North-Eastern States was held at SCERT, Dispur, Assam on 17-20 January, 2001.

Materials (common on the basis of national norm) were developed in the workshop and translated into regional languages and supplied to our State by DEME, NCERT.

Prof. Avtar Singh, National Coordinator of DEME expressed gratitude for carrying out the try-out of Achievement Tests during first phase of the project through a letter No. F. 17.5/2000-2001/DEME, May 28, 2001.

Nationwide Achievement Survey — Phase II

The second phase of NAS was held in West Bengal during February-March 2002 in randomly selected 4 districts, namely Kolkata, 24 Parganas (North), Purulia and Jalpaiguri. The Standardised Tests on the same subjects as were included in Phase I — 1st Language, Maths and Evs, were administered over a large number of students in the randomly selected schools.

Total no. of schools (Primary and Secondary) was 200 (50 from each district – 10 from urban area and 40 from rural area). At first rural blocks/urban wards were randomly selected and list of schools was prepared thereafter. Enrolment of students in Class V in the year (2000-2001) for each block and urban areas was brought for inclusion in the survey.

The common questionnaires of Phase I were reviewed and some modifications were made in the modality and norms of framing questions of respective subject.

Guidelines-cum-Training manual was supplied by the DEME. The guidelines provided the plan and programme of the survey. On the basis of the items and test parameters, test items were selected and printed at Delhi and sent to respective districts for approval and implementation by the District Coordinator.

The functions of State Coordinator

Arranging all blocks and urban areas in alphabetical order, four rural blocks and three urban areas for each district were selected by using random tables. Code 1-4 to rural block and 5-7 to urban areas were allotted.

District Coordinators were selected – generally the D.I. of Secondary Schools acted as District Coordinator.

One day orientation programme for District Coordinators was organised by State Coordinator. So field Investigators for each district were appointed. Test materials and money allotted for each district were handed over to respective District Coordinators.

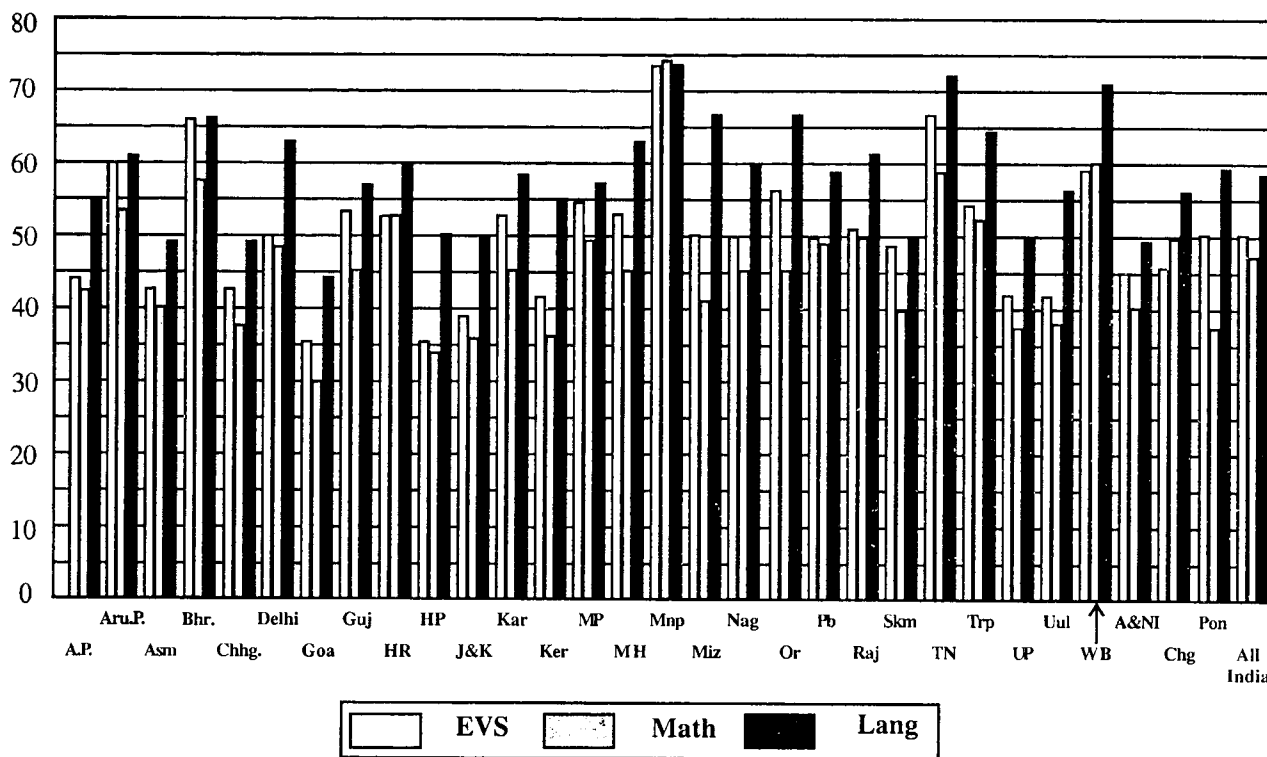
The most important feature of this survey was not only to conduct evaluation, but also to study through three questionnaires—School, Teacher and Student, the infrastructure and functioning of respective institution and socio-economic conditions of the students coming to school with the objective of determining the present condition of educational state and suggesting to undertake remedial measures for qualitative improvement.

At the end of the survey all materials along with Response Sheets were sent to DEME, NCERT for analysis, study and evaluation.

Afterward NCERT had carried out a detailed analysis of the data collected for each State and both State and national reports were ready in draft form. A workshop for showing outcome of the Achievement Survey at the end of Class V (Phase II) was organised by NCERT, New Delhi from 17-19, 2003. This was done with the objective of “Baseline Achievement Survey at the end of Class V” under SSA.

The DEME acknowledged this through a letter No. F. No. 19-4/02-03/DEME, dt. 12.11.02. Not only that, the analysis of results (done in New Delhi) significantly reflected the advanced picture of achievement by the students of W.B. in Language and Maths as will be evident from the Bar-chart given below:

Mean Achievement of Students in all subjects at a glance



Recently the results of the collected data were sent by DEME and it also confirms the reflection.

Training & Orientation

Primary School Health Education Programme: Health and adequate nutrition are pillars of learning throughout life. Prof. Dr. Hussein Kamel Bahaa El-Din, Egypt's, Minister of Education and himself a paediatrician concluded (EFA 2000, No. 30, January–March 1998, UNESCO, Paris, page 3): “The link between health and education is a major challenge to educational planners and policy makers. Rapid interventions and serious preventive measures must take place.” The West Bengal Board of Primary Education for the first time in the entire country introduced the “Primary School Health Education Programme” exactly in tune with what the UNESCO paper suggests with three major objectives to achieve.

The Basic Objectives

Three major objectives have been given importance to:

1. Annual/Half-yearly health check-up of the students by the Medical Personnel and expert Physicians through health camps and routine health check-up and screening of children for appropriate referral service.

2. Massive orientation of teachers of all primary schools in West Bengal, Teacher-Educators of Primary Teachers' Training Institutes (about 0.17 million) and other stakeholders of promotive, preventive and curative services. This orientation of teachers comprises regular health check-up of students both mental and physical taking down records and sending the children suffering from such diseases which are beyond the knowledge and control of the oriented teachers in respect of health.

3. Education of children for creating health and hygienic habits, health and environment, health and physical awareness and to disseminate this awareness amongst the locality through campaigns and other activities. Besides mentioning of the abovementioned major objectives, some other elements have been taken into account. These are—

- (a) Attempt should be there to free the students from blind faith, superstition etc. with regard to health.
- (b) There should be integration of games and sports, physical education, yogas etc. with health education in order to achieve the goal of the Art of Healthy and Productive Living.
- (c) Students should be made aware about nutritious and well-balanced diet and about their procurement.
- (d) To prepare a stage for congenial environment in school and outside, students should be trained— they will create their environment themselves by participating in cleanliness, anti-pollution environment and keeping their health in good state.
- (e) A close and congenial relation between the institutions and medical personnel, para-medical persons, voluntary organizations, guardians, Panchayats, representatives of the people and other persons concerned to promote implementation in the right way and make it a success.
- (f) School Health Education Programme is not an isolated issue, it is a part and parcel of Public Health system and also curricula and syllabi of primary education.
- (g) Successful implementation of the programme will surely make a bridge between the society and the institution. Society must be interested in participating in different programmes of the institution and devote all its efforts for the advancement in infrastructural and administrative affairs leading to making of the children as successful citizens of the country.

This programme can only be successful if this is performed in an integrated way. It must be continuous and comprehensive in collaboration with the Health and Family Welfare Department, Government of West Bengal, School Education Department, Govt. of West Bengal, Gram Panchayats, SSA authority, UNICEF and other trusted and tested voluntary organizations. Above all, concerted efforts from the community concerned will surely lead this to the destination and fulfilment of “Health for All”.

The Strategy Followed

This scheme of the programme can be stated in this way: It should be implemented through micro-level and macro-level processes. In macro-level, it will be executed through cascade-cum-concentric mode-sensitization of the Master Resource Persons and orientation of the Key Resources Persons, Resource Persons and teachers along with Teacher-Educators from Primary Teachers' Training Institute. In micro-level it will be either school-centered or village or ward-centered, circle-centred and alike. But everywhere the same module prepared under the guidance and control of the W.B. Board of Primary Education along with other organizations must be used.

For successful implementation of the PRIMARY SCHOOL HEALTH EDUCATION PROGRAMME stress should be given on school health first i.e. school health must be made congenial. It may be mentioned that the Health Module for Primary School Health Education Programme has been prepared by the Educationists, eminent Medical Personnel and other experts concerned through different workshops.

All the organizations devoted for the successful implementation of this programme expect that this programme will surely find the way to the total upbringing of the children of West Bengal as social beings with democratic outlook and knowledge of man and the world.

Update Implementation of the Programme

Planning

It is a cascade-cum-concentric mode programme. Sensitization of the Master Resource Persons and Orientation of Key Resource Persons, Resource Persons and Teachers and Teacher Educators of PTTIs.

In the State level, Sensitization of MRPs and Orientation of KRPs have been completed and in the District Level RPs and Teachers will be oriented in accordance with the plan and schedule to be framed by the WBBPE. In the MRP and KRP level it is a 5-day programme and in RP and Teacher level it is a 4-day programme.

The whole programme will be implemented jointly by the WBBPE and Health and Family Welfare Department, Government of West Bengal in collaboration with School Education Department, SSA, UNICEF and other trusted voluntary organizations. In District Level community participation is a must, as Panchayats will be entrusted to disseminate health awareness amongst the people of the villages.

Preparatory Stage

Preparatory meeting was held at SCERT on 27.5.2002 and 28.5.2002 for chalking out the plan for implementation of the programme and preparation of the Health Module.

Table showing the Implementation of the Programme

Zonal # venue	Date of holding the workshop	Participants
Kolkata	09–13 January, 2004	50
Berhampore	11–15 February, 2004	47
Midnapur (West)	05–09 February, 2004	41
Siliguri	February, 26–March 01, 2004	47

5 district in each zone.

Orientation of the Resource Persons at the District Level

The Key Resource persons in each of the four zones were next deployed for conducting the Orientation of the Resource Persons in each district. The DPSCs were instructed clearly how the RPs were to be instructed and Dr. S. Tudu and Dr. Asoke Banerjee from the Health Directorate were requested to monitor the programmes. The DPSCs were instructed to involve the Medical Officers at the district and sub-divisional levels in the training programmes. On an average about 200 RPs per district were prepared.

Teacher Training : The Final Stage : With the receipt of the fund from the Department of Health and Family Welfare the next phase of the programme was undertaken. As per guidelines received from the Department of Health and Family Welfare funds have been allotted to each of the 21 educational districts (including Kolkata Municipal Corporation) with clear instructions how 25 camps in each district are to be conducted following norms of expenditures as laid down in the Sarva Siksha Abhijan. This was duly informed to the Dept. of Health & Family Welfare. Programmes in the districts are being carried out and the DPSCs have been instructed to keep in touch with Dr. S. Tudu and Dr. Asoke Banerjee for necessary assistance in respect of medical expertise for orientation of teachers. The Board is also keeping a close watch as to effective implementation of the programme. Districts have been requested to send the feed back reports.

Diagnostic Achievement Test (DAT) as an integral part of CCE

Application of the CCE at the macro level often fails to detect the intra-State regional or inter-district disparities as well as to identify the hard spots in curriculum. Basically with a view to removing these deficiencies and to make a mid term appraisal the Board introduced in 1999 a diagnostic achievement test being held externally every year during March-April for the students completing just two years of schooling (*i.e.*, at the end of Class II). Tests on uniform items in the subjects like First Language (Bengali, Hindi, Urdu, Nepali, Telegu and Oriya) and Arithmetic are administered throughout the State in two days.

During 2004, the tests were duly held throughout the State on 5th and 7th April, 2004 and spot assessment by the invigilating teachers of other institutions followed. Marks are tabulated and communicated to the parents/guardians.

The Diagnostic Achievement Test at the end of Class IV

During the year under consideration the WBBPE undertook to conduct an external evaluation, Diagnostic Achievement Test (DAT) at the end of Class IV.

The main objective of DAT is to assess the exact status of the students *i.e.*, attainment of competencies in all levels throughout the academic sessions from Classes I to IV and to strengthen and empower the existing CCE system as has been mentioned earlier. [Although primary education comprises Classes I to V and all Text Books and allied academic packages are prepared by the West Bengal Board of Primary Education, most Class V Classes are being held in Secondary Section. That is quite a different and alien environment for the students belonging to Primary level]. It is to be noted that, all level of School Education from Primary to Higher Secondary should be integrated in respect of academic aspect. One of the objectives of introduction of DAT is to bridge a gap between Primary and Secondary Education.

Another important aim of this evaluation is to identify the strengths and weaknesses in acquiring competences by the students in different subjects and make an attempt to provide required remedial measures to cope with the future course of study *i.e.* from Class V onward. Not only the sum total of the specific subject, but the specific competences of the said subjects will be dealt with. It is known to us that, the main objective of Primary Education is the achievement of competencies through specific subject which is nothing but the medium to attain those competences. As a result it may be expected that, goal of universalisation of primary education through achievement of universal competences, will be possible.

It should be noted here that, this DAT is in no way incongruous with the policy of Non-Detention. It was proposed that, in coming years it should be held during December—January every year so that proper remedial measures could be provided with before the commencement of the regular terminal/summative evaluation as is in vogue in Primary Schools at the last phase of the session. As the decision of introducing DAT was taken in March, it was held from 19–21 April this year (2005). It is expected that, it will be held during December–January from next year (2006). DAT were held on all the text book based subjects *i.e.*, Ist Language, 2nd Language, Arithmetic, History and Geography.

The criteria followed for implementation of the programme

- The Test covered the entire subject matter as outlined in the syllabus of the specific subject, but out of 50 (Fifty) marks, 10 (Ten) marks from each term (10 + 10 = 20 from earlier two terms) should be meant for setting questions. We know that annual/summative evaluation is terminal competency-based, DAT also will be considered as terminal competency-based evaluation.

- The objectives set for the lessons as well as for the specific subject, such as attainment of desired levels of competencies were covered by the questions. The ratio of competency-based and content-based questions was 60% and 40% respectively (as far as practicable).

- The Test included questions on different types *i.e.* objective type, very short answer type and short answer type questions (except for First and Second Language—only a passage was given for composition. It may be considered as Essay type question to some extent).

- The students were supplied with questionnaire (Question-cum-Answer Sheet) for each subject.
- The subjects evaluated were First Language (Bengali, Hindi, Urdu, Nepali, Oriya and Telugu), Second Language (English), Mathematics, Natural Science, History and Geography having 50 (Fifty) as Full Marks for each subject.
- Instant and spot evaluation were done just immediately after the conclusion of each test and tabulation of marks was done later.
- Evaluation Report contains two fold aspects of results of the students—
 - (a) *Subject-based results*: Indirect grading (marks and grading – A, B, C, D, E) to be inserted along with their implications (very Good, Good, Satisfactory, Average and Not Satisfactory respectively).
 - (b) *Competency-based results*: Each subject will comprise 4 (four) competencies and marks allotted for each question-item of specific subject fell under any of the competencies and accumulated marks was posted in the specific box meant for specific competence. If any student secured less than 50% marks in any competency, he/she was recommended for remedial measures through an instruction—“Special Attention should be given in” (specific competence).
- The tools of test covered all the behavioural domains of knowledge, understanding, application, skills along with interests, attitudinal changes in the behaviour and attainment of moral attitudes (human values) by the students, but these were to be imbibed in the questions set and were not mentioned specifically.
- The Evaluation Report was supplied to each student comprising the results where marks were entered from the tabulation sheets along with a request to the subject teacher of next higher class (Class V) for offering remedial measures to weak spots identified in the specific competency.

The Diagnostic Achievement Test – 2005 was held in a decentralized manner. As per instruction of the Government of West Bengal this was organized by the West Bengal Board of Primary Education and implemented through all-round active participation from the District Primary School Councils, Inspectorate officials and co-operation from Department of School Education, Paschim Banga Rajya Prarambhik Siksha Unnayan Sangstha, Head of the Institutions and Teachers and Employees of the Primary and Secondary Sections, District Administrative Office, local self-Government, Village Panchayats, Guardians and all persons interested in education.

Not only the students of Government and Government Sponsored Institutions of West Bengal, but also students of High Madrasah, Kolkata Municipal Corporation and Sishu Siksha Kendras participated in the said evaluation. Total number of pupils appeared in the said evaluation is approximately 20 lakhs.

The Primary Teachers’ Training Institutes : The Board by an amendment to the West Bengal Primary Education Act, 1973 has been entrusted with power of management, supervision and control of primary teachers training in West Bengal. The Board is immensely benefited by this and it can design its training courses to cater to the needs of the teachers in transacting the Curriculum and Syllabuses so meticulously developed by the Board itself. Granting of affiliations to the proposed PTTIs under the banner of registered societies is nor a part and parcel of Board’s authorities after a careful scrutiny if the applications and inspection of the proposed institutes a member of institutions have so far been granted affiliation. The total number of PTTIs under the control of the Board is 135 including 58 Govt., Govt. sponsored and Govt. aided 58 and 77 non-Govt. self finance institution.

An Innovative Procedure for Selection of Candidates : To make the entire procedure of selection of candidates transparent it has been decided by the Board that form for admission will be distributed through 44 designated branches of the United Bank of India and will also be collected through them. The Board on receipt of these applications is now heavily engaged in preparing merit list of candidates districtwise (and different categorywise, General, SC, ST, PH, OBC, Ex Serviceman etc. within the district). The list will be handed over to the DPSCs where a District Counselling Committee will finalise the institutionwise admission of candidates.

HOLDING OF THE PTTI EXAMINATION

The final examination of the one-year certificate course of the PTTIs is now being conducted by the Board and in 2004 the final examinations were successfully conducted. The examination commenced on 27.06.2003. Altogether 11628 candidates appeared at the examination from different PTTIs and two Pre-Primary Teachers' Training Institutes. The stupendous task of examining the scripts, tabulation of the results and preparation of the mark-sheets was meticulously performed by the Board and the mark-sheets and certificates were duly handed over to the relevant PTTIs. The table below gives a bird's eye view:

Results of Primary Teachers' Training Final Examination—2004 (Session – 2003-2004)

Appeared	Distinction	1st Division	2nd Division	Passed	Failed	Total Passed	Percentage
11543	83	10591	191	146 (Ext)	532	11011	95.39

Results of Primary & Pre-Primary Teachers' Training Final Examination—2004 (Session – 2002-2004)

Appeared	Distinction	1st Division	2nd Division	'P' Division	Failed	Total Passed	Percentage
85	—	81	—	1	3	82	96.47

It may be noted in this connection that practical examinations in all these institutes have already been smoothly conducted. Examiners were appointed. The system of Registration of the students was introduced from the last year, 2004.

NET WORKING WITH NATIONAL AND INTERNATIONAL AGENCIES

- The West Bengal Board of Primary Education has become a member of the Council of Boards of School Education in India (COBSE). A brief profile of the Board was duly despatched to COBSE. The paper on Examination Reform : Continuous and Comprehensive Evaluation presented by Dr. Sulapani Bhattacharyya, President of the Board in the conference of the COBSE held in Thiruvananthapuram during February 2005 drew wide applause from the participants.

- It is heartening to note that the Board is gradually extending its network with other educational bodies at the national level. A number of Project Proposals sent to the Department of Measurement and Evaluation, NCERT were accepted by the Department and were approved for implementation by the Regional Institute of Education, Bhubaneswar under the aegis of the State Coordination Committee involving participants from West Bengal. Training of Teachers in Research Methodology, Science Teaching in Primary Schools are a few to mention where teachers/teacher-educators from West Bengal participated. Dr. Sarala Rajput in a letter to Board President conveyed her Department's willingness to shoulder the responsibility of holding surveys. Experts from RIE Bhubaneswar undertook a study on effective implementation of CCE in West Bengal. They appreciated the implementation process and proposed to suggest some improvement.

- The West Bengal Board of Primary Education is possibly the only Board that could cater to the demand as per Supreme Court's verdict for study of environmental sciences within its curricular area. The Board presented relevant documents to the NCERT/SCERT, West Bengal.

NET WORKING WITH THE INTERNATIONAL AGENCIES

- **UNICEF, Kolkata** has agreed to offer support for (i) Manpower, (ii) Mobility, (iii) Management of Information, (iv) Monitoring and (v) Media and Documentation necessary for smooth conduct of the Primary School Sanitation and Hygiene Education Programme.

- The representatives of the **Department for International Development (DFID), U.K.** pays occasional visits to the Board basically to discuss the progress of the on-going programme on interventions known as District Primary Education Programme. The Board is in collaboration with the Paschim Banga Rajya Prarambhik Siksha Unnayan Sanstha for effective implementation of the SSA in West Bengal.

- **The European Commission** with its Sector Investment Programme has already started supporting the Primary School Health Programme and is full of appreciation for the type of programme which is unique in nature in whole of India. The fund released by the Commission for the Programme is now being utilized for teacher training in the area.

ANNUAL SPORTS MEET

Annual Primary School Sports Meet originally initiated by the Directorate of School Education, West Bengal is now being organized regularly by the West Bengal Board of Primary Education. From the schools via district level a large number of competitors (nearly 1,000) finally participate in the State Level Meet usually organized in a district under the initiative of the Board. This is perhaps a unique one in the whole of the county at the primary education level. A number of events (nearly 40) are held including football competition as introduced in the last year. Last year the Meet was held in the district of Dakshin Dinajpur. Important dignitaries including Hon'ble Minister-in-charge of the School Education Department usually grace the annual sports meet by their presence.

It is needless to mention that holding of this type of sports meet at the primary education level is unique in nature and is quite in tune with the objective of the Board to make every student a full-fledged healthy citizen of future India.

The annual sports meet was held during the year under consideration in the district of Dakshin Dinajpur. The district of Jalpaiguri won the first prize among the districts for the best performance of its competitors. It has been decided that some more prizes and sports scholarships for each event will be awarded under the initiative of the DPSCs. Shri Kanti Biswas, Hon'ble MIC, School Education along with Smt. Iva De, MOS and Shri Narayan Biswas, MOS graced the occasion by presence.

PROMOTION OF SCHOOL SANITATION AND HYGIENE EDUCATION IN WEST BENGAL

As proposed by the UNICEF the West Bengal, Board of Primary Education has taken initiative to promote School Sanitation and Hygiene Education in West Bengal through a collaborative programme with the UNICEF. Accordingly a Primary School Sanitation and Hygiene Education Cell is being formed in the WBBPE. The DPSCs have meanwhile been instructed to collect data as to the status of availability of toilet and drinking water facilities in schools so that a database can be developed by the Board for utilization by the UNICEF in providing the aforesaid facilities in schools still lacking in them. The Board as a matter of fact, seek, to assign prioritise not only to the provision of water and sanitation facilities but also to the community based system of maintenance and proper upkeep of the physical facilities.

Installation of the Bust of 'Acharya'

Yet another unfinished task—the task of making the 'Bhavan' a living one by the constant presence of the renowned educationist and scientist, the dedicated soul 'Acharya' to draw constant inspiration from him was completed through the installation of his bust on the front plaza of the 6-storey building on the 17th August, 2004. A solemn inaugural ceremony was organized on the occasion. Shri Kanti Biswas, Hon'ble Minister-in-

Charge, Department of School and Madrasah Education, Govt. of West Bengal was kind enough to grace the occasion by unveiling the bust. Shri Biswas in his short but pointed speech upheld the ideals for which Acharya Prafulla Chandra dedicated his entire life and impressed all those present on the occasion to imbibe in the students the values relating to teachers and students that our country had been following from time immemorial. Many distinguished educationists including Prof. Ranjugopal Mukhopadhyay graced the occasion by their presence. Dr. J. P. Ghosh, President of the Board presided over the entire programme. He very briefly presented Acharya Prafulla Chandra's ideals and how the Board inspite of so many hardles, is proceeding towards its goal.

It may be mentioned in this connection that, the bust of 'Acharya' was made by the renowned sculptor, octogenarian Shri Kartic Chandra Paul. A commemorative volume on the occasion containing articles on Acharya : His life and activities was published. The programme solemnly ended with musical performances by the wellknown artist Smt. Swagatalakshmi Dasgupta and her group.

Publication of the Document : The Origin and Development of the West Bengal Board of Primary Education : In view of the growing volume of works and tremendous development of the Board established on the 2nd July, 1990 it was felt necessary to record its development chronologically. Accordingly a treatise entitled Quest for New Horizons : Glimpses of the Origin and Development of the West Bengal Board of Primary Education was developed and finally published on the 13th December, 2004. Shri Kanti Biswas, Hon'ble Minister, School and Madrasah Education graced the occasion organised for the purpose of publication as the Guest-in-Chief and ceremonially published the document.

Problems and Prospects : Looking to the Future : In spite of so many bottle necks the Board's progress in terms of its performance definitely calls for attention of all concerned in the area of education. We are never self-eulogistic and so invite constructive criticisms as well.

The Board proposes to undertake during the current year some important projects and programmes. A survey on the impact of mid-day meals, analysis of the results of the external evaluation at the end of Class IV, changes in the curriculum and syllabi for the Primary Teachers' Training Course, development of textual materials for PTTI courses and contrivance of the on going training programme are some of the activities the Board seeks to undertake in the next future.

ENGLISH ORIENTATION PROGRAMME & PREPARATION OF ENGLISH TEXT-BOOKS

Following the recommendations of Prof. Pabitra Sarkar Committee for teaching English as second language at the primary level from the second semester of Class II and acting up on the order of the School Education Department, Government of West Bengal, the West Bengal Board of Primary Education introduced the study of English in the year 1999. Thereafter, in 2000-2001, a massive Orientation Programme was conducted by the Board for providing training to more than one lakh primary teachers with the emphasis on the learner's empowerment. In continuation of the previous programme, further initiative was taken by the Board during 2003 in collaboration with the British Council and the English Language Teaching experts from the Institute of English, Kolkata and from other organization to make the teaching-learning process more effective by empowering the primary teachers so that they may teach English successfully with emphasis on teacher-talk device that may be instrumental to encourage the learners by reciprocating with desired answer.

With that purpose in view the WBBPE arranged for a two-day English Orientation Programme with the ELT experts from British Council and from our State in April 2003 at the AIKATAN COMPLEX, Salt Lake City, Kolkata.

These Master Resource Persons discussed in great details the possibilities for exploring specific areas in the text-books where teacher-talk could be developed. Following this, a massive training programme was taken up with the warm co-operation and assistance from the British Council Division, Kolkata. The programme was conducted at three phases:

- (a) School visits from 10.9.2003 to 13.9.2003;
- (b) Development of training materials from 14.9.2003 to 19.9.2003; and
- (c) Training of the Key Resource Persons from 20.9.2003 to 27.9.2003.

All through this programme, Dr. Raymond George Mackay, the noted ELT Expert from the British Council remained along with other State Experts, conducting very effectively the entire schedule of training in which 75 KRPs took part from all the districts of our State.

As the follow-up action of this training programme, the teaching-learning materials developed in the workshop were further developed for the preparation of a Training Module at the Board's initiative. A series of meetings were held with MRPs to give effect to this purpose keeping an eye on the teacher-talk section. The module has been completed and we have handed over this module to all the District Primary School Councils. Orientation programme in English as scheduled earlier has started. 14 districts have so far completed the training programme upto the district level with Resource Persons and seven districts have held the programme upto the circle level with the Primary teachers.

Another development programme has also been taken up in respect of revising the syllabuses for English language upto Class V. As directed by the School Education Department, Govt. of West Bengal English being introduced from Class I from 2004, the text-books of English for the Class I and subsequently for Class II have been prepared and handed over to the concerned Department of School Education. The manuscripts have been printed and the text copies have reached all the District Primary School Councils for distribution amongst the students in time.

The Board has already taken up the task for developing all the text-books upto Class V in the context of the changed scenario in education and in accordance with the revised curriculum and syllabus for Primary Section with an emphasis on the development of the competency of the learners in using English through conversation in the class room situations and in practical situations outside the class room.

RENEWAL OF PRIMARY TEXT-BOOKS : PREPARATION, REVISION ETC. DURING 2004-2005 SESSION

Continuous Revision and Renewal of Primary Text-books for Class I to Class V is one of the most important activities of the WBBPE which falls under the functional area of Board by virtue of the West Bengal Primary Education Act, 1973. As a matter of fact Renewal of Text-books is the prime activity of the Board and main objective of Renewal is to develop the most important Teaching-Learning material in a way that the children might not only be acquainted with the updated information, but be able to acquire and transform their competencies in all the subjects taught. So, the modalities of preparation and revision of the Text-books are dynamic and socio-cultural condition and cognitive abilities of the students are taken into account before any kind of textual change is suggested.

In terms of Memo No. 216-SE (PE) dated 24.07.09 of the School Education Department, Government of West Bengal, revision and renewal of Primary text-books started in 1998. The revised and renewed text books for Class I (1st Language and Arithmetic) were introduced from academic session 1999-2000. The process of renewal continued upto 2003 when the Primary Curriculum and Syllabus was renewed after almost long 24 years. Uptil then text-books for Class IV were renewed in cyclic order.

After the Revision of Curriculum and Syllabus, Text-books for Class I was reviewed and some new inputs were incorporated from the renewed Curriculum and Syllabus.

The process of development of text-books is being carried out in accordance with the following modalities.

The text-books with clearly identified competencies for each unit (lesson) and with elaborate exercises comprising self-learning material have been developed through workshops/group meetings so as to conform to the latest trends and developments, social, scientific, economic, political aspects that are conducive to the healthy growth of the young learners as responsible citizens of future India having good sense of humour and possessing human values etc. Volume of the contents has been reduced to provide extensive scope of exercise. This is also done to keep conformity with the Yashpal Committee recommendation of "Learning without burden". Another striking feature is that common Bengali spelling has been followed in all the text-books.

Text-books are prepared in 5 languages—Bengali, Hindi, Urdu, Nepali and Santhali to cater to the needs of the various linguistic communities of West Bengal.

During 2004-2005 (to be used during the session 2005-2006) session the following text-books were either revised or renewed:

- (a) 1st Language—Class II and Class V (in all languages), Class I (Santhali)
- (b) 2nd Language English for Class II
- (c) Maths for Class II
- (d) History & Geography for Class V
- (e) Natural Science for Class IV

10th May, 2005 was observed all over the State as the Book Day. The printing and distribution of text-books are monitored by the Directorate of School Education, Government of West Bengal with the beginning of new academic session from May in each year pupils of all the Primary Schools are supposed to get all the text-books. The process of distribution of text-books is almost over.

CHAPTER IV

Secondary Education

10+2 pattern of School Education is followed in West Bengal. In School sector, Secondary stage is divided in two stages viz. Junior High or Upper Primary which ends at the completion of Class VIII followed by 2 years of schooling which leads to first public examination called "Madhyamik Pariksha"/Secondary Examination taken at the end of 10 years of general studies. This is followed by 2 years of Higher Secondary Education. There are different types of schools viz. Junior High Schools, Junior Madrasahs, High Schools, High Madrasahs, Senior Madrasahs and Higher Secondary Schools. All Higher Secondary Schools have Classes V to Classes XII and that of High and High Madrasahs from Classes V to Classes X. Classes VI to Classes VIII are there in Jr. High and Jr. High Madrasahs. In addition to that most of the recognised Degree Colleges have Classes XI and XII of the Higher Secondary stage.

First public examination which a child sits at the end of Xth Class is conducted by the West Bengal Board of Secondary Education or West Bengal Board of Madrasah Education. These two are autonomous bodies and have the provision of representation through election of the teaching and non-teaching staff of recognised Schools and Madrasahs under the respective Boards. The elected teacher representatives constitute the majority in the Board.

At the end of XIIth year of schooling a student sits for the next public examination conducted by West Bengal Council of Higher Secondary Education. The examination is known as "Higher Secondary Examination".

Normal age of completion of Secondary stage is 15+ and that of Higher Secondary is 17+.

All schools sending their children for the public examination of West Bengal Board of Secondary Education, Madrasah Board and that of West Bengal Council of Higher Secondary Education are recognised by those Boards. Mother tongue is the medium of instruction in almost all schools. The students appearing at the public examination can write their answer scripts in Bengali, Hindi, Nepali, Urdu and English. However, as a language Tamil, Telegu, Oriya and some other languages can be offered at the appropriate stages of public examination. English is also the medium of instruction in few schools.

In the Higher Secondary stage students can opt for different subjects from science, humanities and commerce in addition to mother tongue and English. Some schools at this stage also offer vocational courses.

State Government directly controls a few schools, and most of the schools are non-Government aided schools. There is no tuition fees levied by the aided or Government schools in the State up to Class XII. The salary components of teachers of all these schools including post retirement benefits like pension, gratuity etc, at rates as that of a Government employee, are borne by the State Government. Few schools which charge tuition fees are not provided with the salary component by the Government. Few other schools get some aid in the form of D.A. though they charge tuition fees.

There is another type of schools which can be distinguished in terms of the management known as Government Sponsored Schools. These schools are run by a management which is partly nominated and partly elected. Amongst these schools there are a few Ashram Type Schools which are residential schools for Boys and Girls of SC/ST communities.

In addition the State Government also provides non-recurring grant, for the construction of school building, additional class rooms, development of libraries and laboratory facilities as well as some grant for the maintenance of hostels from time to time.

The management of each aided school consists of members elected from amongst the parents and teachers. However, there is a State Government nominee in the management.

GRANTS-IN-AID (2004-2005)

In West Bengal during the last two decades, social demand for education has been increased. Tremendous growth and enormous expansion in school education has been noticed. To meet the new challenges and major thrusts of education, the Government of West Bengal has been shouldering the responsibility to make the system work in a more productive and fruitful way for Human Resource Development and to build a developed society by expanding investment in education.

Grants-in-Aid Section of the School Education Directorate is a unit through which social investment passes through for running education particularly at the Secondary level.

For improving the efficiency of the education system and maximising the returns from education, teachers who are one of the main ingredients in the educational system, have an important role in the development of human resources in particular, and society and nation as a whole.

Government Schools of West Bengal

The Directorate of School Education directly controls and maintains 41 (forty-one) institutions within the State. Out of which 39 (thirty-nine) are Government Schools and the remaining 2 (two) are Teacher's Training Institutions. Recently one more school has been established at Bidhannagar, Salt Lake, named as Begum Rokeya Smriti Balika Vidyalaya. This school has started operation from the academic session, 2000-2001 and now able to meet the long standing demand of the local population for a separate Government Girls' School.

Most of the Government Schools have otherwise a long history. Quite a few of them are more than 100 years old. In the districts they are generally known as Zilla School and are held in high esteem for their quality of education and discipline. Every year they make excellent result in both Madhyamik and Higher Secondary Examinations and quite a few student find a place in the merit list of first 20 (twenty) students in both these examinations.

The Government School Section, under the Directorate of School Education (W.B.) is responsible for appointment, posting, transfer, salary, pension etc. of the teaching staff of these institutions. Full financial assistance for maintenance and modifications of these schools are borne by the State Government.

The entry point in these school are generally in Class-I (one) and Class-III (three). The admission of students in Class-I (one) in Government Schools (along with Government Sponsored Schools) is done through draw of lottery. The Directorate of State Lotteries are entrusted with the said job. Last year the draw was held at Malda and Purulia for the schools of North Bengal and South Bengal Zones respectively. The lottery for admission of student in Class-I of Calcutta Zone was held at Derozio Hall, Presidency College, Calcutta the admission of students in Class-III (three) is, however, held through a Common Admission Test in all the Government Schools in West Bengal.

(A) List of Government Schools of West Bengal with Phone Nos.

Sl. No.	Girls	Phone No.
1.	Alipur Multipurpose Girls' School	2479-7251
2.	Bethune Collegiate School	2241-0447
3.	Bidhan Chandra Memorial Girls' School	2582-8120
4.	Jalpaiguri Govt. Girls' School	(03561) 230097
5.	Purulia Govt. Girls' School	(03252) 222317
6.	Jhargram Rani Binod Manjuri Govt. Girls' School	953221-255075
7.	Krishnagar Govt. Girls' School	953472-252379
8.	Maharani Indira Debi Balika Vidyalaya	(03582) 222761
9.	Sakhawat Memorial Girls' School	2282-8165
10.	Begam Rokeya Smriti Balika Vidyalaya	2359-2315
11.	Sunity Academy	(03582) 222770
12.	Sardeswari Govt. Girls', Darjeeling	DGHC
13.	Calcutta Women's Teachers Training School	KOLKATA
14.	D. L. Roy Primary Teachers Training School	KRISHNAGAR

Boys

1.	Ballygunje Govt. High School	2475-4066
2.	Bankura Zilla School	953242-251133
3.	Barasat Govt. High School	2552-3526
4.	Barrackpur Govt. High School	2592-0514
5.	Bidhannagar Govt. High School	2337-2737
6.	Birbhum Zilla School	953462-255285
7.	Coochbehar Sadar Govt. High School	(03582) 222459
8.	Hare School	2241-3868
9.	Hindu School	2241-2987
10.	Hooghly Branch School	2680-2478
11.	Hooghly Collegiate School	2680-2510
12.	Hooghly Madrasah	2680-2653
13.	Howrah Zilla School	2660-3436
14.	Jenkins School	(03582) 222505
15.	Kalimpong Govt. High School	(03552) 255408
16.	Krishnanagar Collegiate School	953472-252204
17.	Malda Zilla School	(03512) 252462
18.	Nawab Bahadur Institution, Murshidabad	953482-270237
19.	Purulia Zilla School	(03252) 222296
20.	Sanskrit Collegiate School	2241-4605
21.	Taki Govt. School	953217-247232
22.	Uttarpara Govt. High School	2663-4011
23.	Calcutta Madrasah, A.P. Department	—
24.	Govt. Woodburn School	—
25.	Govt. Basic-cum-Multipurpose, Banipore	—
26.	Darjeeling Govt. High School	—
27.	Kareya Govt. M.E. School	—

(B) Sports School (Govt.)

1.	Dr. B. R. Ambedkar Sport School	(Off) (03216) 252032
	P.O. Banipur	(School) (03216) 239184
	Dist. North 24-Pgs.	FAX 252032

(C) List of Government Sponsored Schools for Girls

<p>District: Calcutta</p> <ol style="list-style-type: none">1. Bagbazar Multipurpose Girls' High School, 654, Bagbazar Street, Kolkata-3.2. Taki House Government Sponsored Girls' High School, 299C, A.P.C. Road, Kolkata-9.3. Lake Town Government Sponsored Girls' High School, P-502, C.I.T. Scheme-XLVII, Kolkata-55.4. Singheebagan Government Sponsored Girls' High School, 7, Rajendra Mallick Street, Kolkata-7.5. Adi Mahakali Pathsala, 35/C, Sri Kailash Bose Street, Kolkata-6.6. Surah Kanya Vidyapith, P-116, Scheme-IV-M, C.I.T. Road, Kolkata-85.7. Bhagabati Devi Balika Vidyalaya (Salt Lake), 556, A.E. Block, Bidhannagar, Kolkata-64.8. Bhagabati Balika Vidyalaya, 1, Bankim Chatterjee Street, Kolkata-73.9. Ultadanga Government Sponsored School for Girls, 59 & 60, Bagmari Road, Kolkata-54.10. Baptist Girls' School, 84, Dr. Suresh Sarkar Road, Kolkata-14.11. Jodhpur Park Girls' High School, P.O. Jodhpur Park, Kolkata-68.12. Giribala Balika Vidyalaya, 1/1B, Telipara Lane, Kolkata-4.13. Christopher Road Govt. Sponsored Girls' High School, C.I.T. Road, Entally, Kolkata-14.	<p>District: Nadia</p> <ol style="list-style-type: none">14. Nabadwip Bangavani Institution for Girls, P.O. Nabadwip, District: Nadia. <p>District: Darjeeling</p> <ol style="list-style-type: none">15. Maharani Girls High School, (Darjeeling), P.O. & District: Darjeeling. <p>District: Birbhum</p> <ol style="list-style-type: none">16. Bolpur Girls' High School, P.O. Bolpur, District: Birbhum. <p>District: Burdwan</p> <ol style="list-style-type: none">17. Durgapur Girls' High School, P.O. Durgapur, District: Burdwan.18. Bidhannagar Govt. Sponsored Boys' High School, P.O. Durgapur-12, District: Burdwan. <p>District: Midnapore</p> <ol style="list-style-type: none">19. Rajkumari Sanatanamoyee Girls' High School, P.O. Tamluk, District: Midnapore.20. Birsingha Bhagabati Balika Vidyalaya, P.O. Birsingha, District: Midnapore. <p>District: Purulia</p> <ol style="list-style-type: none">21. Sontaldih Thermal Power Girls' High School, P.O. Sontaldih Thermal Plant, District: Purulia. <p>District: Dakshin Dinajpur</p> <ol style="list-style-type: none">22. Balurghat Girls' High School, P.O. Balurghat, Dist. Dakshin Dinajpore. <p>District: Hooghly</p> <ol style="list-style-type: none">23. Saradeswari Kanya Vidyapith, P.O. Itachuna, District: Hooghly.
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(D) List of Government Sponsored Schools for Boys

<p>District: Calcutta</p> <ol style="list-style-type: none">1. Sailendra Sarkar Vidyalaya, 62A, Shyampukur Street, Calcutta-4.2. Taki House Government Sponsored Boys' High School, 299B, A.P.C. Road, Calcutta-9.3. Acharya Prafulla Chandra High School for Boys.4. Bagmari Maniktola Government Sponsored High Schools for Boys', 1, Bagmari Lane, Calcutta-54.5. Muraripukur Government Sponsored High School, 107 & 108/4, Ultadanga Main Road, Calcutta-67.	<ol style="list-style-type: none">6. B. T. Road Government Sponsored High School, 35/2, B. T. Road, C.I.T. Housing Estate, Kolkata-2.7. Dum Dum Road Government Sponsored High School, Dum Dum Road, Kolkata-30.8. Jodhpur Park Boys High School, Jodhpur Park, Kolkata-68. <p>District: South 24-Parganas</p> <ol style="list-style-type: none">9. New Alipur Multipurpose Government Sponsored High School, 23A/439/1, Diamond Harbour Road, Kolkata-53.
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<p>District: North 24-Parganas</p> <p>10. Naraindas Bangur Memorial Multipurpose School, Bangur Avenue, Kolkata-55.</p> <p>District: Nadia</p> <p>11. Pannalal Institution, P.O. Kalyani, Dist. Nadia.</p> <p>12. Kalyani University Experimental School, P.O. Kalyani, Dist. Nadia.</p> <p>District: Hooghly</p> <p>13. Rabindra Smriti Vidyaniketan, P.O. Angus, Dist. Hooghly.</p> <p>District: Burdwan</p> <p>14. Bidhannagar Government Sponsored Boys' High School, P.O. Durgapur-6, Dist. Burdwan.</p> <p>15. Ikrah Basanti Bijoy High School, P.O. Ikrah, Dist. Burdwan.</p>	<p>16. R.E. College Model High School, P.O. Durgapur, Dist. Burdwan.</p> <p>17. Durgapur Project Boys' High School, P.O. Durgapur-2, Dist. Burdwan.</p> <p>18. Ramlal Adarsha Vidyalaya, P.O. Shyamsundarpur, Dist. Burdwan.</p> <p>District: Midnapore</p> <p>19. Ergoda Nityananda Vidyapith, P.O. Ergoda, Dist. Midnapore.</p> <p>20. Hijli High School P.O. Kharagpur-2, Dist. Midnapore</p> <p>21. Haldia Government Sponsored High School, P.O. Haldia, Dist. Midnapore.</p> <p>District: Purulia</p> <p>22. Santaldih Thermal Power Boys' High School P.O. Santaldih, Dist. Purulia.</p> <p>District: Murshidabad</p> <p>23. Berhampore Krishnanath Collegiate School, P.O. Berhampore, Dist. Murshidabad.</p>
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(C) List of Government Sponsored Schools for Boys run by the R.K. Mission

<p>1. Narendrapur R. K. Mission High School, P.O. Narendrapur, Dist. South 24-Parganas.</p> <p>2. Sarisha R. K. Mission Vidyamandir, P.O. Sarisha, Dist. South 24 Parganas.</p>	<p>3. R. K. Mission Vidyapith, Purulia, P.O. Vivekanandanagar, Dist. Purulia</p>
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(D) List of Ashram Type Government Sponsored Schools (Boys and Girls)

<p>1. Bethula Government Sponsored Ashram Type High School (For Girls), P.O. Bethula, Dist. Bankura.</p> <p>2. Nagari Government Sponsored Ashram Type High School (For Girls) P.O. Nagari, Dist. Birbhum.</p> <p>3. Kenda Government Sponsored Ashram Type High School (For Girls), P.O. Balakdihi, Dist. Purulia.</p> <p>4. Phansidewa Government Sponsored Ashram Type Jr. High (For Girls), P.O. Phansidewa, Dist. Darjeeling.</p> <p>5. Chapri Government Sponsored Ashram Type Jr. High School (For Girls), P.O. Chapri, Dist. Nadia.</p> <p>6. Kakdwip Government Sponsored Ashram Type Junior High (For Girls) P.O. Kakdwip, Dist. South 24-Parganas.</p>	<p>7. Teor Government Sponsored Ashram Type Junior High (For Girls), P.O. Teor, Dist. Uttar Dinajpore.</p> <p>8. Dhapganj Government Sponsored Ashram Type Junior High (For Boys) P.O. Dhapganj, Dist. Jalpaiguri.</p> <p>9. Nathualhat Government Sponsored Ashram Type Junior High (For Boys), P.O. Nathuahat, Dist. Jalpaiguri.</p> <p>10. Ajodhya (Hills) Government Sponsored Ashram Type Junior High (For Boys), P.O. Bagmundi, Dist. Purulia.</p> <p>11. Nimpith Ramkrishna Government Sponsored Ashram Type Junior High (For Boys), P.O. Nimpith, Dist. South 24-Parganas.</p> <p>12. Bamnigaon Jharnadevi Nivedita Government Sponsored Ashram Type Junior High (For Boys), P.O. Bamnigaon, Dist. Dakshin Dinajpore.</p>
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(E) Name of Newly setup Government Girls' High School

<p>District: North 24 Parganas 1. Begam Rokeya Smriti** Bidhan Nagar Balika Vidyalaya Salt Lake City, Kolkata 70</p>	<p>** Presently the School has been functioning in a separate premises of the Newly Constructed Hostel of Begam Rokeya Girls School and the construction of the newly set-up School building is under process and it will be shifted as soon as the construction of the said school building is completed.</p>
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New Managing Committee for Government Sponsored Institutions

In terms of notification no.779-sb(s) dt. 8.10.98, the Government has amended the Management of sponsored Institutions (Secondary) Rules, 1972 read with G.O. No. 264-Pch(s) dt. 8.3.72 in the following manner.

- (i) President : to be appointed by the Education Department.
- (ii) Two representatives of the body/organisation/society aiding or co-operating with the State Government in setting up the School.
- (iii) One Government Official to be nominated by the Director of School Education, West Bengal.
- (iv) Two persons interested in Education to be nominated by the Director of School Education, West Bengal.
- (v) One medical practitioner to be nominated by the Director of School Education, West Bengal.
- (vi) The Head of the Institution concerned.
- (vii) Three representatives of teachers of the Institution to be elected in the manner prescribed in rule-6.
- (viii) Two representatives of Guardians of whom one shall be woman in case of a Girls' School, to be nominated by the President in the manner prescribed in rule-7.
- (ix) One representative of the whole-time non-teaching staff of the Institution to be elected in the same manner and according to the same procedure as laid down in the management of recognised Non-Government Institution (Aided and un-aided) Rules 1969.

The State Government shall have the right to approve special constitution of a Committee in respect of Schools sponsored by trusts or religious linguistic minorities.

SCALE OF PAY

FOR THE TEACHING AND NON-TEACHING STAFF OF STATE GOVERNMENT SPONSORED OR AIDED SECONDARY SCHOOLS UP TO CLASS XII STANDARD AS PER 'ROPA 1998'

State Government Sponsored or Aided Secondary Schools up to Class XII standard	Existing Scale of pay	New Scale of pay under ROPA '98
1. Headmaster/Headmistress of High School/High Madrasah [Trained Graduate with Hons. degree or Second Class master's degree holder (not less than 40% marks) with 10 years' teaching experience.] (Special Hons. is not eligible.)	2200-4000 With higher initial start at 2440/- plus special pay of Rs. 200/- for heads of H.S. Schools only. 2200-4000 With higher initial start at Rs. 2440/- for secondary schools. In case of an existing integrated secondary school if the morning section and day section are under the same administration the Head of the Institution shall draw a special pay of Rs.150/- per month	8000-13,5000 with no higher initial start and so special pay
<i>Superintendents of Govt. aided Senior Madrasah</i>		
(a) MM with MA, BT/B. Ed. or BA (Hons), BT/B. Ed. with 10 years' teaching experience.	2200-4000 With higher initial start of Rs. 2440/-.	8000-13,500
(b) MM with BA and with minimum 5 years' teaching experience, or MM with minimum 10 years' teaching experience.	1780-3780 plus special pay of Rs. 250/-	6000-12,000
(c) Those who do not possess qualifications prescribed at the above.	pay according to experience	pay according to experience
2. Asstt. Headmaster/Asstt. Headmistress of High and Higher Secondary School trained graduate with Hons. including special Hons. or Master's degree with 5 years' teaching experience.	pay according to qualification plus special pay of Rs. 150/- per month	pay according to qualification with no special pay.
3. Headmaster/Headmistress of Junior High School/ Junior High Madrasah (Existing trained Graduate with 3 years' teaching experience) or trained graduate with Hons. or Master's degree with 5 years' teaching experience (Special Hons. is not eligible).	Pay according to qualification plus special pay of Rs.150/- per month.	Pay according to qualification with no special pay.
4. <i>Assistant Teacher</i> Trained Masters degree holder.		
5 (i) Trained Hons. Graduate (including Special Hons.)	1780-3780	6,000-12,000
(ii) B.Sc. (Agriculture).	1640-3635	5500-11,325
(iii) Old Course B.Com. appointed before 24.12.1996		

(1)	(2)	(3)	(4)
6.	(i) Trained Graduate	1420-3130	4650-4075
	(ii) Two Sanskrit title holder of Bangiya Sanskrit Siksha Parishad or equivalent with 5 years' teaching experience.		
	(iii) M.M. title holder of West Bengal Madrasah Education Board with 5 years' teaching experience.		
	(iv) 5 years' diploma holder in Art and Craft from Government College of Art and Craft or degree.		
	(v) Teacher with B. Mus. degree.		
	(vi) Graduate teacher with Physical Education degree or Work Education degree.		
	(vii) Graduate Teacher of Physical Edn./Work Education Group with 1-year approved Diploma of Physical Education or Work Education.		
7.	(i) Teachers with Diploma in Engineering/ Work Education.	1390-2970	4500-9700
	(ii) Craft Teacher—		
	(a) With 5 year Diploma in Art & Craft from Government College of Art & Craft or Degree	1420-3130	4650-10,175
	(b) With any other Diploma	1390-2970	4500-9700
	(c) Matriculates/S.F. with one year Craft Training Certificate from recognised Institution or Non-Matriculates/S.F. with 2 years' training certificate from recognised Institution	1040-1920	3350-6325
	(iii) Music Teacher with—		
	(a) B. Music Degree	1420-3130	4650-10,175
	(b) Music Diploma	1390-2970	4500-9700
	(c) Certificate in Music from recognised Institution	1040-1920	3350-6325
8.	Teacher with Sub-Oversear's Certificate	1260-2610	4000-8850
9.	(i) Teacher with part-I B.A./B. Sc./B. Com. or Intermediate.	1200-2360	3800-7775
	(ii) Matriculate with one Sanskrit title (Kabyatirtha or Byakantirtha) of Bangiya Sanskrit Siksha Parishad or equivalent.		
	(iii) Matriculate with 2 years' training certificate from a recognised Institution or with 10 years' practical experience.		
	(iv) Matriculate with Kovid.		
	(v) Teacher With two recognised Sanskrit titles of Bangiya Sanskrit Siksha Parishad or equivalent with less than 5 years' teaching experience.		
	(vi) M.M. with less than 5 years' teaching experience.		
	(vii) Teacher with one Sanskrit title of Bangiya Sanskrit Siksha Parishad or equivalent with 5 years' teaching experience.		

(1)	(2)	(3)	(4)
(viii)	F.M. passed of West Bengal Madrasah Examination Board.	1040-1920	3350-6325
10.	(i) Other trained Matriculate teacher (ii) Non-Matric teacher with certificate in Music from recognised Institution (iii) Matriculate with one-year craft training (iv) Non-Matric Teacher with 2 years' training certificate from recognised Institution (v) Workshop Instructor with less than 10 years' experience (vi) Agricultural Instructor.		
11.	Untrained Matriculate or S.F. or equivalent examination passed.	980-1755	3150-5680
12.	(i) Non-Matric/V.M. Teacher. (ii) Work Education Assistant	920-1617	3000-5230
13.	Librarian Master's degree holder with recognised Diploma in Library Science.	1420-3130	4650-10,175
14.	Graduate with recognised Diploma in Library Science.	With higher initial start at Rs. 1465/- 1390-2970	4500-9700
15.	Matriculate with recognised certificate in Librarianship.	1040-1920	3350-6325
16.	(a) Non-Matric Librarian (existing) (b) Non-Matric Library Assistant.	920-1617 980-1755	3000-5230 3150-5680
17.	Clerk Matriculate/School Final or equivalent.	1040-1920	3350-6325
18.	Non-Matric (existing clerk).	Special pay of Rs. 75/- per month shall be allowed to one clerk for additional work in H.S. School where no post of clerk for H.S. section was/will be sanctioned.	With no special pay
19.	(i) Group 'D' employee (ii) Laboratory Attendant (iii) Workshop attendant	920-1617	3000-5230
	(i) If any Group 'D' staff not appointed as Night Guard performs duties as Night Guard in additional to his normal duties he shall get a special pay of Rs. 50/- p.m. (ii) Special pay of Rs. 50/- shall be allowed to one Group 'D' staff for additional work in H.S. school where no additional post was/will be sanctioned.	800-1265	2600-4175

WEST BENGAL BOARD OF SECONDARY EDUCATION

BOARD OF SECONDARY EDUCATION—STATUS AND JURISDICTION

The West Bengal Board of Secondary Education is an autonomous body created under section 2 of the West Bengal Board of Secondary Education Act, 1963. It has been vested with the power of advising the State Government, on all matters relating to secondary education, to lay down general policy for development of secondary education in West Bengal, to recognise/de-recognise, to amalgamate educational institutions under the direction of the State Government to publish text books etc. The Board consists of 65 nos. of Members of which 36 are elected from among teaching and non-teaching staff of recognised institutions and rest are ex-officio members. The ex-officio members include the Director of School Education, Presidents of WBHS Council, W.B. Board of Secondary Education, Madrasah Education Board, Director of Technical Education, two MLAs etc.

There are at present nearly 11000 Jr. High and High Schools under the Board including H.S. Schools.

2. Major activities of the Board

The Board is generally responsible for the following matters:

- (i) Holding of Madhyamik Pariksha (Secondary Education) including publication of result of both regular and external candidates and issue of certificates and mark-sheets.
- (ii) Granting or refusing recognition to institutions.
- (iii) Withdrawing recognition granted to institutions, after considering the recommendation of the Recognition Committee.
- (iv) Approving or withholding approval of the Constitution of the Managing Committee.
- (v) Approving Special Constitution of the Managing Committee.
- (vi) To intervene if functioning of a Managing Committee is found not properly conducted and to appoint Administrator in appropriate cases or ad-hoc Committee to manage the affairs of the school.
- (vii) Preparation of syllabus and review thereof.
- (viii) Publication of Text Books for Classes VI-X.
- (ix) Publication of Parshad Varta—monthly journal of the Board.
- (x) To arrange for the in-service training and orientation of Secondary school-teachers.
- (xi) To appoint committees of experts to advise on the syllabi curricula etc. for the different courses of study.
- (xii) To frame courses of study on the recommendation of expert committees that may be appointed for the purpose.
- (xiii) To draw up panels of question paper setters, moderators, head examiners, scrutineers and examiners etc.
- (xiv) To frame rules prescribing the minimum condition for selection of examiners H.Es., Scrutineers etc. and generally to frame such other rules as may be necessary for its effective functioning.
The executive powers needed to implement the recommendation of the Board are vested in the President of the Board.
- (xv) To decide appeal made by the teachers and non-teaching staff against decision of the Managing Committee of the institutions, adversely affecting them.

3. Different Committees and Sub-Committees

The major activities of the Board are undertaken through the undermentioned Statutory Committees:

- (i) Executive Committee
- (ii) Examination Committee
- (iii) Finance Committee
- (iv) Recognition Committee
- (v) Syllabus Committee
- (vi) Appeal Committee
- (vii) Committee constituted under section 24 of the Act.

Two Committee are functioning, One deals with affairs of disciplinary matters of teaching/non-teaching employees of schools. The other deals with prayers for correction of records. One building sub-committee has been constituted to advise the Board in the matter of construction/acquisition of buildings by the Board.

4. Regional Councils

4 Regional Councils namely (a) North Bengal (b) Burdwan (c) Midnapore (d) Kolkata as a measure of decentralisation of work load in the interest of the students as well as of teachers and guardians etc. have been functioning.

The main activities of these Regional Offices relate to the following:

- (1) Processing of registration forms of the students reading in Class IX.
- (2) Correction of Mark Shets/certificates.
- (3) Correction of Registration Certificates, distribution of Admit Cards including Mark Sheets.
- (4) Various functions connected with smooth conduct of examinations under instruction from the Board.
- (5) Administrative and Academic activities other than examination.

Function of the Executive Committee

The Executive Committee performs duties as conferred upon it vide section 19(a) under Chapter III of the Act. It advises the Board on all matters relating to development of Secondary Education like granting, refusing and withdrawing recognition to institutions after considering recommendation of the recognition committee, amalgamating two or more institutions into one institution, shifting from one site to another, approving/withholding approval of the constituted/reconstituted Managing Committee, Superseding Managing Committee and appointing Administrators, Ad-hoc Committee, maintaining register of recognised institutions, approving syllabus, preparing, publishing Text Book, sanctioning special leave and study leave to teaching/non-teaching employees of aided institutions approving rates of fees of examinees, rates of remuneration to the persons employed in connection with examination, making by-laws duly approved by the State Government and disposing of the court cases by taking hearing in the Executive Committee.

During the year 2004-2005, the Executive Committee took decision in the following matters in 7 (seven) meetings:

Cases dealt with	Total no. of cases dealt with
(a) New Recognition	10+1
(b) Withdrawal of recognition granted to the institutions	13
(c) Amalgamation of two or more institutions	Nil
(d) Extension of recognition	1

(e) Upgradation granted to schools	..	85
(f) Approval of Special Constitution of the Managing Committee	..	11
(g) Approval of Managing Committee after Constitution/ Reconstitution	..	21
(h) Dissolution of the Managing Committee	..	5
(i) Appointment of Administrator	..	63
(j) Extension of the tenure of Administrator	..	16
(k) Recommendation of the formation of Ad-hoc Committee	..	Nil
(l) Extension of the term of the Managing Committee under special circumstances	..	4
(m) Disposal of leave cases of the teaching and non-teaching staff of schools	..	38
(n) Disposal of leave cases under Rule 5(i) & 5(ii)	..	269
(o) Approval of the change of name of the school	..	4
(p) School Management affairs	..	47
(q) Hearing of the parties in different matters	..	35
(r) Disposal of the cases in terms of Hon'ble Court's order	..	24
(s) Others	..	86

Function of the Recognition Committee

During the year 2004-05, 6 meetings of the Recognition Committee were held to decide the cases of recognition of schools, upgradation of schools and withdrawal of recognition of schools as per Government order. During this year 2004-05, 8 schools were recognised as 4-Class Jr. High Schools, 1 (one) new set-up school was recognised, 2 (two) Jr. High Schools and 4 High Schools were recognised as per Hon'ble Court's order, 85 schools were upgraded to High Schools and 13 schools were de-recognised as per Government order and court's order in different districts of West Bengal. Enclosed statement reflects the number of different cases decided and also the schools recognised and upgraded in Annexure "X".

Function of the Finance Committee

This Committee has the responsibility to prepare the budget, to watchover expenditure. The Board is dependent on grant from the State Government to a great extent to meet the expenditure for conducting examinations, payment of salary to the staff, pension payment to the retired employees and for welfare oriented programmes and activities of the Board's employees. Board received Rs. 11,29,80,202 as grant from the State Government in the year 2004-05. During the year 2004-05 (1.4.2004 to 31.3.2005) 19 employees of this Board have come under pensionary benefits and Rs. 3,10,45,974 have been spent for this purpose.

The Board has sustained the endeavour to mobilize its own resources through examination fees and other fees for correction of age, duplicate certificate & mark sheet, sale of books etc.

However, Board tried its utmost to curtail or minimize the recurring expenditure to maintain its financial equilibrium. During the year 2004-05, 4 meetings of Finance Committee were held and Budget Meeting was held on 14.10.2004.

Section 24 Committee

The Section 24 Committee deals with the cases relating to disciplinary proceedings against teaching and non-teaching employees of the recognised Non-Government Institutions (Aided & Unaided) under Rule 28(8), 28(8b) & 28(9)(viiia) of the Management Rules.

During the year 2004-05 (1.4.2004 to 31.3.2005) nine meetings of the Section 24 Committee were held and the following resolutions (subjectwise) were adopted:

1. Proposals for suspension approved	..	21
2. Proposals to initiate disciplinary proceedings approved	..	10
3. Proposals for dismissal approved	..	04
4. Proposals of punishment other than dismissal (2nd stage of disciplinary proceedings) approved	..	02
5. Proposals for dismissal not approved	..	02
6. Proposals to initiate disciplinary proceedings not approved	..	04
7. Decision taken to give hearing to the concerned parties	..	16
8. Proposals to withdraw suspension and dismissal	..	06
9. Decision taken to inquire into the cases	..	07
10. Misc. decisions taken on various matters	..	09
11. Decisions taken for keeping some matters undisposed	..	06
12. Proposals for suspension not approved	..	08
	<hr/>	
Total (Ninety-five only)	Total	95

The Board has published “West Bengal Board of Secondary Education (Conduct and Discipline of Teachers and Non-teaching Staff) Regulations—2004” after amendment of section 27, clause (gg) of sub-section (2) of the West Bengal Board of Secondary Education Act, 1963 by the Government.

National Scholarship : 2003-2004

The merit list of National Scholarship for Madhyamik Pariksha, 2003-04 has been recorded on the basis of results of M.P. (S.E.), 2003. The students obtaining total 648 marks came under the purview of National Scholarship.

It has been decided that National Scholarship will be awarded to 1123 students out of 1300 students and 9610 students are entitled to merit certificate.

Total number of ranks on the basis of lowest mark 648 is 127.

Functions of the Appeal Committee

Section 22 of the West Bengal Board of Secondary Education Act provides for constitution of an Appeal Committee to dispose of appeals made by teaching and non-teaching staff of recognised institutions against any decision of the Managing Committees. The Committee is headed by a retired officer of the W.B. Higher Judicial Service nominated by State Government. In the administrative part the routine activities are looked after by the D.S. (Admn.).

Out of 50 cases for adjudication during the year 2004-05 16 cases were fully disposed of. The Committee held nine meetings during 2004-05.

Function of the Examination Committee

Policy decisions and connected affairs in respect of Madhyamik Examination are framed and looked after by the Examination Committee of the Board. These are executed through the Examination Section. During the year 2004, arrangements for conducting examination of 6,09,961 candidates (Regular & External) have been done. Result of the Madhyamik Examination for 2004 was published in time i.e. on 24.06.2004.

WEST BENGAL BOARD OF SECONDARY EDUCATION
SALIENT FEATURES OF MADHYAMIK PARIKSHA RESULTS '2005 TABLE-I

		2005				2004			
		REG	CC	COM	TOT	REG	CC	COM	TOT
1. ENROLLED	MALE:	279618	34514	26298		266336	33044	33950	
	FEMALE:	222366	33104	28079		210028	27985	34064	
	TOTAL:	501984	67618	54377	623979	476364	61029	68014	605407
2. APPEARED	MALE:	278745	30729	25731		261449	28487	33245	
	FEMALE:	221757	30617	27568		205259	25159	33370	
	TOTAL:	500502	61346	53299	615147	466708	53646	66615	586969
3. SUCCESSFUL	MALE:	208257	8795	18945		196917	7309	23491	
	FEMALE:	144696	7585	20737		137307	5587	24334	
	TOTAL:	352953	16380	39682	409015	334224	12896	47825	394945
3A. % OF	MALE:	74.71	28.62	73.62		75.31	25.65	70.66	
SUCCESSFUL	FEMALE:	65.24	24.77	75.22		66.89	22.20	72.92	
	TOTAL:	70.51	26.70	74.45		71.61	24.03	71.79	
4. ELIGIBLE	MALE:	21713	3764	6975		23438	3801	9962	
FOR COM.	FEMALE:	25264	4418	6931		25187	3916	9226	
	TOTAL:	46977	8182	13906	69065	48625	7717	19188	75530
4A. %	MALE:	7.78	12.24	27.10		8.96	13.34	29.96	
	FEMALE:	11.39	14.42	25.14		12.27	15.56	27.64	
	TOTAL:	9.38	13.33	26.09		10.41	14.38	28.80	
5. UN-	MALE:	48715	18149	106		42731	18219	194	
SUCCESSFUL	FEMALE:	51790	18610	126		44491	16054	121	
	TOTAL:	100505	36759	232	137496	87222	34273	315	121810
5A. %	MALE:	17.47	59.06	.41		16.34	63.95	.58	
	FEMALE:	23.35	60.78	.45		21.67	63.81	.36	
	TOTAL:	20.08	59.92	.43		18.68	63.88	.47	
6. R.A.	MALE:	61	21	6		37	28	5	
	FEMALE:	7	4	3		12	4	4	
	TOTAL:	68	25	9	102	49	32	9	90
7. R.W.	MALE:	51		3		1109	2	8	
	FEMALE:	32		1		656	2	4	
	TOTAL:	83		4	87.	1765	4	12	1781
8. INC	MALE:	—	—	—		22	7	9	
	FEMALE:	—	—	—		17	7	6	
	TOTAL:	NIL	NIL	NIL	NIL	39	14	15	68

WEST BENGAL BOARD OF SECONDARY EDUCATION

ADDITIONAL FEATURES OF MADHYAMIK PARIKSHA RESULTS '2005 TABLE-II

	2005				2004			
	REG	CC	COM	TOT	REG	CC	COM	TOT
1. APPEARED	MALE: 278745 FEMALE: 221757 TOTAL: 500502	30729 30617 61346	25731 27568 53299	615147	261449 205259 466708	28487 25159 53646	33245 33370 66615	586969
2. SUCCESSFUL	MALE: 208257 FEMALE: 144696 TOTAL: 352953	8795 7585 16380	18945 20737 39682	409015	196917 137307 334224	7309 5587 12896	23491 24334 47825	394945
2A. % OF SUCCESSFUL	MALE: 74.71 FEMALE: 65.24 TOTAL: 70.51	28.62 24.77 26.70	73.62 75.22 74.45		75.31 66.89 71.61	25.65 22.20 24.03	70.66 72.92 71.79	
3. STAR*	MALE: 15738 FEMALE: 8363 TOTAL: 24101	10 3 13	1 1 2	24116	14488 7631 22119	6 2 8		22127
3A. %	MALE: 5.64 FEMALE: 3.77 TOTAL: 4.81	.03 — .02	— — —		5.54 3.71 4.73	.02 — .01	— — —	
4. 1ST DIV.	MALE: 59610 FEMALE: 35871 TOTAL: 95481	83 25 108	47 44 91	95680	57459 35080 92539	56 23 79	92 97 189	92807
4A. % on APPEARED	MALE: 21.38 FEMALE: 16.17 TOTAL: 19.07	.27 .08 .17	.18 .15 .17		21.97 17.09 19.82	.19 .09 .14	.27 .29 .28	
4B. % on SUCCESSFUL	MALE: 28.62 FEMALE: 24.79 TOTAL: 27.05	.94 .32 .65	.24 .21 .22		29.17 25.54 27.68	.76 .41 .61	.39 .39 .39	
5. 2ND DIV..	MALE: 111654 FEMALE: 80958 TOTAL: 192612	2465 2291 4756	8494 10356 18850	216218	106413 77111 183524	2172 1702 3874	12512 14454 26966	214364
5A. % ON APPEARED	MALE: 40.05 FEMALE: 36.50 TOTAL: 38.48	8.02 7.48 7.75	33.01 37.56 35.36		40.70 37.56 39.32	7.62 6.76 7.22	37.63 43.31 40.48	
5B. % ON SUCCESSFUL	MALE: 53.61 FEMALE: 55.95 TOTAL: 54.57	28.02 30.20 29.03	44.83 49.93 47.50		54.03 56.15 54.91	29.71 30.46 30.04	53.26 59.39 56.38	
6. 3RD DIV.	MALE: 36993 FEMALE: 27867 TOTAL: 64860	6247 5269 11516	10404 10337 20741	97117	33045 25116 58161	5081 3862 8943	10887 9783 20670	87774
6A. % ON APPEARED	MALE: 13.27 FEMALE: 12.56 TOTAL: 12.95	20.32 17.20 18.77	40.43 37.49 38.91		12.63 12.23 12.46	17.83 15.35 16.67	32.74 29.31 31.02	
6B. % ON SUCCESSFUL	MALE: 17.76 FEMALE: 19.25 TOTAL: 18.37	71.02 69.46 70.30	54.91 49.84 52.26		16.78 18.29 17.40	69.51 69.12 69.34	46.34 40.20 43.22	

WEST BENGAL BOARD OF SECONDARY EDUCATION
FEATURES REGARDING EXTERNAL CANDIDATES OF MADHYAMIK PARIKSHA RESULTS
'2005 TABLE-III

EXTERNAL		2005	2004
1. ENROLLED	MALE:	2055	2568
	FEMALE:	1624	1986
	TOTAL:	3679	4554
2. APPEARED	MALE:	1900	2312
	FEMALE:	1507	1865
	TOTAL:	3407	4177
3. SUCCESSFUL	MALE:	728	1190
	FEMALE:	293	702
	TOTAL:	1021	1892
3A. % OF SUCCESSFUL	MALE:	38.31	51.47
	FEMALE:	19.44	37.64
	TOTAL:	29.96	45.29
4. ELIGIBLE FOR COMP.	MALE:	271	400
	FEMALE:	229	383
	TOTAL:	500	783
4A. %	MALE:	14.26	17.30
	FEMALE:	15.19	20.53
	TOTAL:	14.67	18.74

FEATURES ABOUT DISABLED STUDENTS AS WELL AS SC/ST CANDIDATES OF MP(SE) '2005
TABLE-IV

		BLIND	HEARING IMPAIRED	OPH	SC	ST
1. APPEARED	MALE:	72	2	135	77284	15043
	FEMALE:	25	11	87	53585	8424
	TOTAL:	97	13	222	130869	23467
2. SUCCESSFUL	MALE:	62	1	75	49259	6505
	FEMALE:	22	4	42	28255	3015
	TOTAL:	84	5	117	77514	9520
2A. % OF SUCCESSFUL	MALE:	86.11	50.00	55.55	63.73	43.24
	FEMALE:	88.00	36.36	48.27	52.72	35.79
	TOTAL:	86.59	38.46	52.70	59.23	40.56
3. 1ST DIV.	MALE:	36		16	8541	653
	FEMALE:	15	1	2	3410	300
	TOTAL:	51	1	18	11951	953
4. 2ND DIV.	MALE:	22		42	26932	3478
	FEMALE:	7	2	23	15485	1607
	TOTAL:	29	2	65	42417	5085
5. 3RD DIV.	MALE:	4	1	17	13786	2374
	FEMALE:		1	17	9360	1108
	TOTAL:	4	2	34	23146	3482

Annexure—'R'

Distinctive features of M.P. (S.E.)'2005 vis-a-vis those of 2004 Examination are as follows:

	2005	2004
1. Date of commencement of Examination	25.02.2005	05.03.2003
2. Examination ended on		
a. In respect of all compulsory subjects, additional papers other than WPS	07.03.2005	16.03.2004
b. In respect of Practical Examination	12.04.2005	13.04.2004
c. In respect of additional WPS Examination	21.04.2005	28.04.2004
3. Total number of candidates enrolled (Including external candidates)	6,27,658	6,09,961
4. Total number of candidates appeared at the Examination	6,18,554	5,91,146
5. Total candidates coming out successful	4,10,036	3,96,837
6. No. of Centres/Venues	932/1871	921/1852
7. Number of candidates whose results are		
(i) Incomplete	Nil	68
(ii) Withheld	87	2186
(iii) R.A.—Examination cancelled	102+2(Ext.)	91
Exonerated	22	29
8. Number of Examiners engaged	33,700	29,390
9. Number of Head Examiners engaged	704	535+115
10. Date of publication of results	31.05.2005	24.06.2004

RESULT OF M.P. EXAMINATION 2004

The distinctive features of M.P. (SE), 2004 are as follows:

	2004	2003
1. Date of Commencement of Examination	05.03.2004	03.03.2003
2. Examination ended on		
(a) In respect of all compulsory subjects, additional papers other than WPS	16.03.2004	12.03.2003
(b) In respect of Practical Examination	13.04.2004	11.04.2003
(c) In respect of additional WPS Examination	28.04.2004	24.04.2003
3. Total number of candidates enrolled (including External Candidates)	6,09,961	5,92,031
4. Total number of Candidates appeared at the Examination	5,91,146	5,80,063
5. Total Candidates coming out successful	3,96,837	3,77,863
6. No. of Centres/Venues	921/1352	899/1811
7. No. of Candidates whose result are		
(i) Incomplete	68	32
(ii) Withheld	2186	259
(iii) R. A.—Examination Cancelled	91	93
Exonerated	29	20
8. Number of Examiners engaged	23,332	26,365
9. Number of Head Examiners/Co-ordinators engaged	535/115	52/124
10. Date of publication of Results	24.06.2004	25.06.2003

Districtwise Statement of Regular Candidates enrolled for M.P. (SE) in 2005 is shown in Annexure “Y”. Results of Madhyamik Pariksha—2005 are shown in Annexure “R”.

Establishment Section

The Establishment Section is to look after all establishment matters of 650 employees of the Board. It also looks after recreation and welfare activities for the employees of the Board. A noteworthy feature is participation by the staff of the Board in 4th All India Education Board Tournament held at Dharamshala, H.P. between 28th December and 30th December 2004.

Construction of Buildings of the Board

Kanchanjagha Bhawan, the newly constructed office building of the North Bengal Regional Council office was inaugurated on 6.2.2005 by Sri Ashok Bhattacharyya, Hon'ble MIC, Municipal Affairs Department in presence of Sri Kanti Biswas, Hon'ble Minister, School Education Department and a host of distinguished persons in much gaiety.

Construction of work of Nivedita Bhawan for the Board's Head Office at Bidhannagar has become an urgent necessity. Non-availability of the fund for this purpose is the sole constraint for this purpose.

The Establishment Section of the West Bengal Board of Secondary Education already performed undermentioned works during the year 2004-05:

1. Arranged a function to provide Braille copies of Mark Sheets/Certificates to the blind students who appeared at the M.P. (SE), 2004.
2. Took necessary steps to maintain punctuality in attendance and departure, prompt disposals of work by the employees and officers.

3. Performed all works related to M.P. (SE), 2005 successfully as in the past.
4. Performed all works related to promotion, transfer and appointment of the staff of the Board.
5. Took prompt steps for appointment of wards of the Board's employees against died in harness.
6. Maintenance and sanction of leave enjoyed by the staff members of the Board.
7. Maintenance of reservation roster in case of appointment/promotion.
8. Organised inauguration ceremony of "Kanchenjangha Bhawan", the newly built regional office premises of Board at Siliguri.
9. Took necessary steps in connection with 4 nos. of Photo copier machine for Regional Council, Kolkata, Burdwan, Midnapore as well as for Confidential Section of the Head Office also to meet photo copying job.
10. Took all necessary steps in connection with Participation from West Bengal Board in the 4th All India Education Board Tournament, Dharamshala, Himachal Pradesh held on 28th December to 30th December 2004.
11. Took timely steps in order to provide officers/staffs as invigilator to the School Service Commission for the Regional Level Selection Test 2004.
12. Took proper steps in connection with optimum utilisation of computer already installed in this section.

Academic Section

Functions of the Academic Section of the Board are as follows:

1. Preparation of Syllabi and Curricula for Secondary Education, as per recommendation of Syllabus Committee and Sub-Committees;
2. Printing, publication and marketing of Text Books;
3. Arrangement and management of Orientation Programme of Secondary Teachers to update their knowledge and skill to be in tune with the changes of syllabi and curricula and with the changes of Teaching Methods and Technology;
4. Approval of "Computer Application as Addl. Subject in Classes IX and X and transmission of the prayers/ applications of different schools regarding the subject of "Computer Literacy" to the School Education Department with specific views thereon;
5. Publication of Parshad Varta—the monthly magazine of the Board;
6. Appointment of Head Examiners for Madhyamik Pariksha;
7. Approval of Books published by the private publishers according to syllabus prepared by the Board;
8. Organization of workshops/seminars by the Board with the help of different educational organizations and departments.

Other Area of Academic Section of the Board

Publication of Books by the Board:

The following books have been published by the Board as per new syllabus:

- (1) Learning English (IX);
- (2) History (Class VIII) (English & Hindi Medium);
- (3) Ganit (Class VII) (Bengali, English, Hindi Medium);
- (4) (a) Bangla Sikhi (1) (Class VI) (text books for non-Bengali students as Third Language);
(b) Bangla Sikhi (1) (Lekhar Bai)
- (5) Patha Sankalan (IX & X);
- (6) Sahayak Path (IX & X).

Nepali

The syllabus for Nepali as First Language and Second Language in the Hill Areas have been finalised and Text Books as per syllabus for Class VI to X have been published by the Board. Besides, Text Books for non-Bengali students ((Nepali) for Class VI in Bengali as Third Language have been published. This is a new venture of the Board. Text Books of History, Geography, Physical Science and Life Science for Class IX in Nepali medium have been published as per new syllabus and those for Class X will be published by the Board next year. This is also a new venture mean to cater the needs of the Nepali students.

Hindi

The syllabus for Hindi as First Language has been revised and Text Books are in the process of making accordingly.

Urdu

The responsibility of publication of books in Urdu medium as per new syllabus has been given to the West Bengal Urdu Academy.

The Text Books “Paribesh Parichiti” for Class VI to Class X are in the process of publication by the Board in pursuance of Hon’ble Supreme Court’s Order.

Santhali Books

The Board has been publishing First Language Santhali Books both in Bengali & “Olchiki” scripts since 2003-04.

Parshad Varta

Parshad Varta, a monthly journal, is published by the Board. During the year 2004-05 two volumes covering six journals in each volume have been published. Answer Scripts of the meritorious students of Madhyamik Pariksha are published. Moreover, other literary and educational articles, Government orders, Boards orders are published in this Parshad Varta.

New Syllabus

The Board has introduced new syllabus from the academic session 2004-05 in the following subjects already taught in Classes from VI to VIII and new syllabus has been introduced by the Board from the academic session 2005-06 in the following subjects to be taught in Classes VII to X.

Class	Session	Subjects
VI	2004-05	Bengali Text Book, Grammar, Non-detailed Study, General Science, Geography.
VII	2004-05	Geography, Life Science, Physical Science.
VIII	2004-05	Geography, History, Life Science and Physical Science.
VII & VIII	2005-06	Bengali Text Book, Grammar, Non-detailed Study.
IX & X	2005-06	Bengali Text Book, Grammar, Non-detailed Study, History, Geography, Life Science and Physical Science.

9. Sarba Siksha Abhijan

The Board started programmes of Sarba Siksha Abhijan in the State in the year 2003 for students at the elementary level (i.e. V to VIII) who are out of formal education. As per proposals and projects submitted by the Board, State Project Director, DPEP and Sarba Siksha Abhijan, released fund in favour of the Board to organize the said programme with effect from April, 2003. Since then, the Board has organized several programmes towards successful implementation of scheme within the stipulated period for this purpose. Orientation camps at the district level and sub-divisional level by the Key Resource Persons for the purpose of achieving goals of S.S.A. at the grass root level have been organized during 2004-05.

Workshops of Secondary Teachers on "Lifestyle Education" are held on and from 16.03.2005 to 18.03.2005 at Salt Lake, Yuba Bharati Krirangan to increase awareness among the students about the problems of adolescence and to make them conscious about the principles of health and hygiene.

10. Orientation Programmes

Board has organized workshops during the year 2004-05 for the orientation of Secondary Teachers on different subjects as per new and revised syllabus. The main objective is to sensitize them about the new method and innovative approaches of teaching and their applications in right perspective for qualitative improvement of education. 297 teachers and representatives of different organizations have participated in this workshops for this purpose of building up "Key Resource Teachers" at the State Level and for this purpose, different "Approach Papers" have been prepared by the experienced subject experts.

Publication

The Board published Text Books numbering about 31 titles almost on no profit no loss basis to make these books available to the students of different classes in West Bengal prior to the beginning of the session for 2005-06, the Board has been able to publish all new text books and has made tremendous task of publishing about 75 lakhs of both old and new books this year. As a result, there is no scarcity on books published by the Board in this academic session.

Arrangement has been made to sell these books through the different Regional Offices apart from through the enlisted book-sellers. Facility of retail sale is also provided by the Board's own Sales Counter at 77/2, Park Street, Kolkata-700 016.

O.S.D. Section

O.S.D. Unit of the West Bengal Board of Secondary Education, deals with all the matters, pertaining to the various problems of management of schools. It places records, papers & files in the Executive Committee Meeting for taking decision and preserves important documents and different circulars issued by the Board from time to time. It preserves booklets prepared for the purpose of Annual General Meeting where activities of different Sections of the Board are highlighted. Annual Report of the Board is prepared and sent to the School Education Department by this section.

Records Section

The Records Section of the Board deals with the important matters relating to the preservation of all examination-records of the Board, issuance of duplicate copy of Registration Certificates, Verification of records, Correction of name and age etc. The Section has to supply old records, required for the purpose of cases filed in the High Court and in district courts in West Bengal involving this Board as a party. The demand for verification of marksheets and Certificates by the different organizations and bodies has been increasing. Modernisation of this section is under active consideration of the Board.

Library

The Board has a well-equipped library having a collection of about 5971 books on various subjects. This section keeps records of the books and journals. Books are issued to the officers and employees of the Board. New books are purchased also from time to time to preserve portion of news daily which are relevant to the Board and the education at large form eight (8) dailies (both English & Bengali) is one of the most important activities of this section.

Report of the Court Cases of the Board

During the year 2004-05 (01.04.2004 to 31.03.2005) 1235 cases were filed in the High Court, Kolkata on behalf of the Board as a party. The Board decided to contest 580 cases with the appointment of Lawyer, out of 580 cases about 145 cases are mainly related to the Madhyamik Pariksha (S.E.) and its result for 2003 & 2004. The Board decided not to participate in 655 cases without engaging any Lawyer. Some Court cases were placed under the jurisdiction of Supreme Court also. Excepting the new court cases in the current financial year, about 10,000 cases are in the process of this Board.

The cases are mainly related to the management of school, election of Managing Committee. Appointment of Administrator, Ad-hoc Committee, D.D.O. etc., decision of 24 Committee, Recognition Committee in regard to recognition, de-recognition, upgradation, amalgamation, Review and Scrutiny of answer scripts of M.P. (S.E.) and Age Correction etc.

Moreover, many cases were disposed of by giving an opportunity of hearing to the parties concerned by the President, W.B.S.E. personally and in the meeting of the Executive Committee of the Board in terms of Hon'ble Court's order.

Madhyamik Pariksha 2005 at a glance

Total No. of candidates appeared:	6,18,554	27,408 more than the last year
Total No. of successful candidates:	4,10,036	13,119 more than the last year

Comparative analysis of results

	Total	Government School	Government Sponsored
Candidates appeared	6,18,554	2,382	4,616
Total No. of successful candidates	4,10,036	2,368	3,939
Percentage	66.29	99.41	85.33
Passed in 1st Division	95,481	1,909	1,954
Percentage of successful candidates	23.29	80.62	49.61
No. of star marks	24,101	992	—
Percentage of successful candidates	5.88	41.89	29.33

ANNEXURE 'X'

**DISTRICTWISE BREAK-UP OF RECOGNITION/UPGRADATION/NEW SET-UP SCHOOLS
ALONG WITH WITHDRAWAL OF RECOGNITION PERIOD STATED IN THE
LIST FROM 01-04-2004 TO 31-03-2005**

District	High School as per G.O.	High School as per Court's order	4-Class Jr. High as per G.O.	4-Class Jr. High as per Court's order	New Set-up	Withdrawal of recognitoin as per G.O.
Burdwan	10+1*		2		1	
Birbhum	5	1				
Jalpaiguri	0+1*					
Purulia	8+1*		1			
Kolkata			2			12
Malda						
24-Pasganas (N)	9		1			1
24-Parganas (S)	3			1		
Purba Medinipur	3		1			
Howrah	9			1		
Nadia	7	1				
Cooch Behar	9					
Dinajpur (S)	5					
Bankura	0+1*	2				
Paschim Medinipur	12+1*					
Darjeeling			1			
Murshidabad						
Total	80+5	4	8	2	1	13

Note : * First recognition as a high school.

UPGRADATION AS A X-CLASS HIGH SCHOOL IN THE DIST. OF BURDWAN
from 01.04.2004 to 31.03.2005

Board's Memo. No.	School Name & Address	G.O. No. & Date
S/Recog/2005/17 dt. 11.02.2005	Ispat Nagari Meghnad Saha Nimna Madhyamik Vidyalaya Bhaba Road, P.O. B. Zone Sub-Divn. Durgapur Dist. Burdwan	1090-SE(S) dt. 18.08.2004
,,/18	Gushkara Municipal Jr. High School College Para, P.O. Gushkara Sub-Divn. Sadar (Burdwan) Dist. Burdwan	-do-
,,/19	Saha Hussainpur Vidyaniketan Jr. High School Vill. & P.O. Hussainpur Sub-Divn. Sadar Dist. Burdwan	-do-
,,/20	Belar Bhurkunda Jr. High School Vill. & P.O. Belar Bhurkunda Sub-Divn. Sadar Dist. Burdwan	-do-
,,/21	Hatgacha Balika Vidyalaya Vill. Hatgacha, P.O. Kalui Sub-Divn. Kalna Dist. Burdwan	-do-
,,/22	Dignagar R. C. De Public Academy Vill. & P.O. Dignagar Dist. Burdwan.	-do-
S/Recog/2005/23 dt. 11.02.2005	Gramdihi Kalipada Public Jr. High School Vill. & P.O. Sadar, P.S. Bhatar Dist. Burdwan	-do-
,,/24	Akhra Jr. High School Vill. & P.O. Akhra Sub-Divn. Katwa Dist. Burdwan	-do-
,,/25	Rasuikhanda M. A. Public Institution Vill. Rasuikhanda, P.O. Sahajpur P.S. Raina, Sub-Divn. Sadar Dist. Burdwan	-do-
,,/48 dt. 08.03.2005	Gureghar Jr. High School Vill. Gureghar, P.O. Bishnubati Sub-Divn. Sadar Dist. Burdwan	1191-SE(S)

Board's Memo. No.	School Name & Address	G.O. No. & Date
District of Nadia		
S/Recog/2005/57 dt. 28.03.2005	Senpara Radharani Jr. High School Vill. & P.O. Senpara Sub-Divn. Tehatta Dist. Nadia	232-SE(S) dt. 02.03.2005
„/58	Rathtala Colony Jr. High School Vill. Rathtala Colony, P.O. Ranaghat Sub-Divn. Ranaghat Dist. Nadia	-do-
„/59	Khantura Sri Sri Ma Jr. High School Vill. Khantura, P.O. Gazna Sub-Divn. Sadar Dist. Nadia	-do-
„/60	Bareya Natun Para Jr. High School Vill. & P.O. Bareya Sub-Divn. Tehatta Dist. Nadia	-do-
„/61	Fakirdanga Jr. High School Vill. & P.O. Fakirdanga Sub-Divn. Sadar Dist. Nadia	-do-
„/62	Krishna Gopal Vidyapath Vill. & P.O. Silinda Sub-Divn. Kalyani Dist. Nadia	-do-
„/63	Nakashipara Jr. High School Vill. & P.O. Nakashipara Sub-Divn. Sadar Dist. Nadia	-do-
District of South 24 Parganas		
S/Recog/2005/40 dt. 24.02.2005	Dakshin Sangur Karunamayee Girls' High School P.O. Kustia, P.S. Sonarpur Dist. 24-Parganas (S)	1097-SE(S) dt. 19.08.2004
„/41	Gazirmshal G. C. Jr. High School Vill. Gazirmahal, P.O. G. Chitamari Sub-Divn. Diamond Harbour Dist. 24-Parganas (S)	-do-
„/52 dt. 08.03.2005	Paikan Barasta Jr. High School Vill. Barasta, P.O. Burul Sub-Divn. Diamond Harbour Dist. 24-Parganas (S)	711-SE(S) dt. 26.05.2004

Board's Memo. No.	School Name & Address	G.O. No. & Date
District of Cooch Behar		
S/Recog/2005/26 dt. 14.02.2005	Kuktikata Dharani Kanta Jr. High School Vill. Kuktikata, P.O. Kanfata Sub-Divn. Mathabhanga Dist. Cooch Behar	1268-SE(S) dt. 07.10.2004
„/27	Khattimari Sukanta Vidyapith P.O. Kuchni, Sub-Divn. Dinhata Dist. Cooch Behar	-do-
„/28	Kaluram Jr. High School Vill. Kashibari, P.O. Borahaldibari Sub-Divn. Sadar Dist. Cooch Behar	-do-
„/29	Khattimari Birendra Barman Jr. High School Vill. Atharokotha Kalpani R.O. Khattimari, Sub-Divn. Mathabhanga Dist. Cooch Behar	-do-
„/30	Kaliganj Jr. High School Vill. Dudherkuthi, P.O. D. K. Dewanbosh Sub-Divn. Sadar Dist. Cooch Behar	-do-
„/31	Chatra Chekadara Sumitra Devi Balika Vidyalaya Vill. Chatra Chekadara, P.O. Dhumur Balashi Sub-Divn. Sadar Dist. Cooch Behar	-do-
„/32	Baraibari Naranath Jr. High School Vill. Baraibari Part-II, P.O. Bokalirmath Sub-Divn. Sadar Dist. Cooch Behar	-do-
„/33	Moktarerbari Jr. High School Vill. & P.O. Kishamat Dashgram Sub-Divn. Dinhata Dist. Cooch Behar	-do-
„/34	Mugabhog Jr. High School Vill. Mogabhog, P.O. Bilsa Part-I Sub-Divn. Tufanganj Dist. Cooch Behar	-do-
District of Purba Medinipur		
S/Recog/2005/49 dt. 08.03.2005	Hatiberia Arun Chandra Jr. High School Vill. & P.O. Hatiberia Dist. Purba Medinipur	1284-SE(S) dt. 15.10.2004

Board's Memo. No.	School Name & Address	G.O. No. & Date
District of Purba Medinipur		
S/Recog/2005/50 dt. 08.03.2005	Kanpur Sriguru Sikshaniketan Vill. Kanpur, P.O. Pataspur Dist. Purba Medinipur	1292-SE(S) dt. 15.10.2004
„ /51	Dwarberia Adarsha Sikshasadan Vill. & P.O. Dwarberia Dist. Purba Medinipur	-do-
District of Howrah		
S/Recog/2005/1 dt. 17.01.2005	Jorehat Fakir Chandra Jr. High School for Girls Vill. & P.O. Jhorehat Dist. Howrah	1302-SE(S) dt. 18.10.2004
„ /2	Chakur Haris Seminary Vill. & P.O. Chakur Dist. Howrah	-do-
„ /3	Gondalpara Brajamayee Sikshaniketan Vill. & P.O.-Gondalpara Dist.-Howrah	-do-
„ /4	Goaveria Jr. Hig School Satyen Bose Road, P.O. Danesh Sk. Lane Dist. Howrah	-do-
„ /5	Boror Siksha Satra Jr. High School Vill. Boror, P.O. Antila Dist. Howrah	-do-
„ /6	Pipullyan Dhirendranath Koley Vidyapith Vill. Pipullyan, P.O. Kultikari Dist. Howrah	-do-
„ /7	Kolorah Haji Abdul Wahab Institution Vill. & P.O. Kolorah Dist. Howrah	-do-
S/Recog/2005/64 dt. 28.03.2005	Jhamtia Jr. High School Vill. & P.O. Jhamtia Sub-Divn. Uluberia Dist. Howrah	234-SE(S) dt. 02.03.2005
„ /65	Gangadharpur Balika Vidyamandir Vill. & P.O. Gangadharpur Sub-Divn. Howrah Sadar Dist. Howrah	-do-

Board's Memo. No.	School Name & Address	G.O. No. & Date
District of Birbhum		
S/Recog/2005/53 dt. 10.03.2005	Illambazar Balai Krishna Roy Smriti Balika Vidyalaya Vill. & P.O. Illambazar, P.S. Illambazar Dist. Birbhum	1098-SE(S) dt. 19.08.2004
„/54	Panchra Basanta Kumari Jr. High School Vill. Panchra, P.O. Panchrahat P.S. Khayrasole Dist. Birbhum	-do-
„/55	Banga Chhatra Labanga Latika Jr. High School Vill. & P.O. Banga Chhatra, P.S. Nancoor Dist. Birbhum	-do-
„/56	Joypur Jr. High School Vill. & P.O. Joypur, P.S. Rajnagar Dist. Birbhum	-do-
S/Recog/2005/66 dt. 29.03.2005	Dr. Md. Kudrat-E-Khuda Nari Siksha Niketan Vill. & P.O. Margram Sub-Divn. Rampurhat Dist. Birbhum	38-SE(S)
District of 24-Parganas (North)		
S/Recog/2005/9 dt. 08.02.2005	Itinda Girls Jr. High School Vill. & P.O. Itinda Sub-Divn. Basirhat Dist. 24-Parganas (N)	1131-SE(S) dt. 02.11.2004
„/10	Charghat Girls Jr. High School Vill. & P.O. Charghat Sub-Divn. Basirhat Dist. 24-Parganas (N)	-do-
„/11	Gar-Chandibari Jr. High School Vill. Padmapukur, P.O. Chandibari Sub-Divn. Basirhat Dist. 24-Parganas (N)	-do-
„/12	Udayrajpur Hariharpur Girls Jr. High School Vill. Hariharpur, P.O. Hridaypur Sub-Divn. Barasat Dist. 24-Parganas (N)	-do-
„/13	Bhagabati Smriti Vidyamandir Vill. East Dhanian, P.O. Mashunda Sub Divn. Barasat Dist. 24-Parganas (N)	-do-

Board's Memo. No.	School Name & Address	G.O. No. & Date
S/Recog/2005/14 dt. 08.02.2005	Bhebia Jr. High School Vill. & P.O. Bhebia Sub-Divn. Basirhat Dist. 24-Parganas (N)	1131-SE(S) dt. 02.11.2004
„/15	Ashutoshpally Satadal Sikshayatan Vill. Ashutoshpally, ghala Kachari Road House No. 1, P.O. Barasat, Sub-Divn. Barasat Dist. 24-Parganas (N)	-do-
S/Recog/2005/67 dt. 31.03.2005	Ramsankarpur Jr. High School Vill. & P.O. Ramsankarpur P.S. Gopalnagar, Sub-Divn. Bongaon Dist. 24-Parganas (N)	1131-SE(S) dt. 01.09.2004
„/68	Manik-Kole Jr. High School Vill. Manik-Kole, P.O. Mediahat Sub-Divn.-Bongaon Dist. 24-Parganas (N)	-do-
District of Purulia		
S/Recog/2004/16 dt. 23.12.2004	Sankhari Banseria Jr. High School Vill. Ragma, P.O. Barabhum Dist. Purulia	1231-SE(S) dt. 17.12.2004
„/17	Badra Jr. High School Vill. & P.O. Badra Dist. Purulia	-do-
„/18	Gadi Bero Sri Jagannath Girls Jr. High School Vill. & P.O. Gadi Bero Dist. Purulia	-do-
„/19	Aharrah Girls Jr. High School Vill. & P.O. Aharrah Dist. Purulia	-do-
„/20	Kushi Jr. High School Vill. Kushi, P.O. R-Nawadish Dist. Purulia	-do-
„/21	Bargaria Jr. High School Vill. & P.O. Bargaria Dist. Purulia	-do-
„/22	Kotshila Girls Jr. High School Vill. Goaladih (Kotshila), P.O. Jiudaru Dist. Purulia	-do-
„/23	Bartoria Jr. High School Vill. & P.O. Bartoria Dist. Purulia	-do-

Board's Memo. No.	School Name & Address	G.O. No. & Date
District of Dakshin Dinajpur		
S/Recog/2004/24 dt. 31.12.2004	Nirenjan Ghosh Smriti Vidyapaith Vill. Kadihat, P.O. Belbari Dist. Dakshin Dinajpur	1390-SE(S) dt. 17.11.2004
„/25	Mostafapur Sarat Chandra Jr. High School Vill. Mostafapur, P.O. Baridighi Dist. Dakshin Dinajpur	-do-
„/26	Buniadpur Jr. High School Vill. & P.O. Buniadpur Dist. D. Dinajpur	-do-
„/27	Ganguria Jr. High School Vill. & P.O. Ganguria Dist. D. Dinajpur	-do-
„/28	Jakhirpur Jr. High School Vill. & P.O. Jakhirpur Dist. D. Dinajpur	-do-
District of Paschim Medinipur		
S/Recog/2005/35 dt. 23.02.2005	Lowada Balika Vidyalaya Vill. & P.O. Lowada, P.S. Debra Sub-Divn. Kharagpur Dist. Paschim Medinipur	1099-SE(S) dt. 19.08.2004
„/36	Bhelaidiha S.C. & Tribes Jr. High School Vill. & P.O. Bhelaidiha, Sub-Divn. Jhargram Dist. Paschim Medinipur	-do-
„/37	Odalchua S.T. Jr. High School Vill. & P.O. Odalchua, Sub-Divn. Jhargram Dist. Paschim Medinipur	-do-
„/38	Madpur Balika Vidyalaya Vill. & P.O. Madpur, P.S. Kharagpur (Local) Sub-Divn. Kharagpur Dist. Paschim Medinipur	-do-
„/39	Parihati Pragati Sangha Jr. High School Vill. & P.O. Parihati, P.S. Jamboni Sub-Divn. Jhargram Dist.-Paschim Medinipur	-do-
S/Recog/2005/42 dt. 15.2.2005	Pingla Jogendranath Hazra Memorial Girls Jr. High School Vill. & P.O. Pingla, P.S. Pingla Sub-Divn. Kharagpur Dist. Paschim Medinipur	-do-

Board's Memo. No.	School Name & Address	G.O. No. & Date
S/Recog/2005/43 dt. 15.02.2005	Belpahari Girls Jr. High School Vill. & P.O. Belpahari, Sub-Divn. Jhargram Dist. Paschim Medinipur	1099-SE(S) dt. 19.08.2004
„/44	Bandeuli Jr. High School Vill. Bandeuli, P.O. Singai-Jamuna Dist. Paschim Medinipur	-do-
„/45	Babla Sohagpur Upendra Vidyabhavan Vill. Sohagpur, P.O. Babla, P.S. Belda Sub-Divn. Kharagpur Dist. Paschim Medinipur	-do-
„/46	Patashimul S.C. Jr. High School Vill. Patashimul, P.O. Jorananda, P.S. Jhargram Dist. Paschim Medinipur	-do-
„/47	Madansole Netaji Jr. High School Vill. Madansole, P.O. Janaghati P.S. Gopiballavpur Dist. Paschim Medinipur	-do-
S/Recog/2005/69 dt. 31.03.2005	Smritikana Shri Aurobinda High School Mirzapur, P.O. Medinipur Dist. Paschim Medinipur (Amalgamation with Upgradation)	53-SE(S) dt. 12.01.2004

First recognition as a X-Class High School from Class VI to X

S/Recog/2004/7 dt. 22.07.2004	Eklavya Model Residential School Mukut Monipur, P.O. Gorabari Dist. Bankura	842-SE(S) dt. 24/28.6.2004
„/8	Eklavya Model Residential School Raghunathpur, Kanksha Dist. Burdwan	-do-
„/9	Eklavya Model Residential School Sushunia, P.O. Kumari Block Manbazar 2 Dist. Purulia	-do-
„/10	Eklavya Model Residential School Vill. & P.O. Jhargram Dist. Medinipur (West)	-do-
„/11	Eklavya Model Residential School Vill. & P.O. Nagrakata Dist. Jalpaiguri	-do-

First recognition as a 4-Class Jr. School without any financial assistance from Government

S/Recog/2004/3 dt. 11.06.2004	Vidyasagar Abasik Balika Vidyalaya Vill. & P.O. Tamna, Sub-Divn. Purulia Sadar Dist. Purulia	750-SE(S) dt. 06.04.2004
S/Recog/2004/4 dt. 23.06.2004	Harak Chand Kankaria Jain Vidyalaya P.O. Jagatdal, Dist. 24-Pgs. (North)	1502-SE(S) dt. 21.09.2003
S/Recog/2004/5 dt. 02.07.2005	Vivekananda Mission Asram Sikshayatan Vill. Viveknagar (Keshabpur Rampur) P.O. Chaitanyapur, Sub-Divn. Haldia Dist. Purba Medinipur	385-SE(S) dt. 12.03.2004
S/Recog/2004/6 dt. 13.07.2004	Assembly of Holy Children School 15, Burnpur Road, Opposite Police Line P.O. Asansole, Dist. Burdwan	267-SE(S) dt. 18.02.2004
S/Recog/2004/12 dt. 05.08.2004	Navadiganta Jr. High School (Model) 15, Ramgopal Paul Road P.O. Sarsuna, P.S. Thakurpukur Sub-Divn. Sadar Alipur Kolkata-61	386-SE(S) dt. 12.03.2004
S/Recog/2004/13 dt. 23.09.2004	Guru Nanak Mission School G. T. Road, Fagpur, Dist. Burdwan	733-SE(S) dt. 03.06.2004
S/Recog/2004/14 dt. 12.10.2004	Angela High School Ramkrishna Road, Ashrampara P.O. Siliguri, Dist. Darjeeling	1058-SE(S) dt. 13.08.2004
S/Recog/2004/15 dt. 19.10.2004	Niva Ananda Vidyalaya Brahmanpur, P.O. Brahmanpur Dist. 24 Pgs., Kolkata-700 096	989-SE(S) dt. 30.07.2004

Upgradation as per Court's Order

S/Recog/2004/1 dt. 04/12.05.2004	Kartick Oraon Nutangram Saresh Kanali Sammilani Adibasi Jr. High School Vill. Saresh Kanali, P.O. Chagulia Dist. Bankura	
S/494 dt. 26.08.2004	Gokulbati Nanibala Smriti Vidyapith P.O. Bramhanpara, Dist. Birbhum	
69/C dt. 23.03.2005	Mother Centenary Institute Pratap Nagar, Nidaya Ghat P.O. Nabadwip, Dist. Nadia	
78/C(Law) dt. 01.04.2005	Iccharia 4-Class Jr. High School P.O. Iccharia, P.O. Sonamukhi Dist. Bankura	

Recognition as per Court's Order

S/Recog/2004/2 dt. 18.05.2004	Kamalpur Jr. High School P.O. Kamalpur, P.S. Sagar Dist. 24 Parganas (South)
389/S/MKC dt. 14.10.2004	Brahman Dukuria Sondial Nirenjan Jr. High School Vill. Brahman Dukuria P.O. Barunda, P.S. Bagnan Dist. Howrah

Recognition as a new set up 4-Class Jr. High School

S/Recog/2005/8 dt. 19.01.2005	Kazi Nazrul Islam Urdu Jr. High School Vill. Jamuria Bazar, P.O. Jamuria Dist. Burdwan
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De recognition from 1.4.2004 to 31.3.2005

Madhya Kalikata Jatiya Vidyalaya for Girls 102, Baithak Khana Road Kolkata-700 009	609-SE(S) dt. 21.05.2004
Jatiya Sevadal Vidyalaya 102, Baithak Khana Road Kolkata-700 009	-do-
Ideal National High School 39A, Hariram Goenka St. Kolkata-700 070	-do-
Bajrang Jr. High School 2, Narayan Prasad Babu Lane Kolkata-700 007	-do-
Sir Vir Abhumonya Jr. High School 5, Krishulal Lane Kolkata-700 007	-do-
Bani Balika Vidyalaya 71/B, W.C. Banerjee St. Kolkata-700 006	-do-
Dwijendra Nath Girls' High School 140, Sarat Ghosh Garden Road Kolkata-700 031	-do-
Swamiji Vidyapith Girls' Jr. High School 122, B. B. Ganguly Street Kolkata-700 012	-do-

Tollygunge Girish Chandra Institution for Girls 12D, Despran Sasmal Road Kolkata-700 033	609-SE(S) dt. 21.05.2004
Kalighat Oriental Academy 1A, Apurba Mitra Road Kolkata-26	-do-
Subhas Siksha Sibir for Girls 16/57, Murari Pukur Road Kolkata-700 067	-do-
Shyamapada Institution (Boys) Kolkata 206, Vivekananda Road Kolkata-700 006	1206-SE(S) dt. 20.09.2004
Ichhapur North Land (Morning) High School P.O. Ichhapur Dist. 24 Parganas (North)	1552-SE(S) dt. 24/30.12.2004

ANNEXURE 'Y'

Regional/Districtwise State of Regular Candidates enrolled for M.P. (SE) for 2005

Region	District	2005
Kolkata	Murshidabad	36,729
	Nadia	41,076
	Howrah	32,447
	24-Parganas (South)	52,910
	24-Parganas (North)	74,480
	Kolkata	32,568
Medinipore	Medinipur (Paschim)	40,652
	Medinipur (Purba)	38,551
	Purulia	21,078
Burdwan	Bankura	27,622
	Birbhum	22,785
	Hooghly	38,491
	Burdwan	56,210
North Bengal	Jalpaiguri	29,152
	Cooch Behar	21,220
	Malda	19,601
	Uttar Dinajpur	13,043
	Dakshin Dinajpur	10,985
	Darjeeling	15,340
Total:		6,24,940

CHAPTER V

HIGHER SECONDARY EDUCATION IN WEST BENGAL

In West Bengal, Higher Secondary Education is imparted in Classes XI & XII in Schools, Madrasahs and Colleges. In near future, there shall be classes XI & XII in Schools and Madrasahs only and for this purpose Classes XI & XII will be withdrawn from colleges phase by phase so that there may not arise any accommodation problem to students seeking admission after passing Madhyamik. There are two types of schools in the State for Higher Secondary Education.

The Higher Secondary courses are being taught in two streams. One is called as General Stream and the other is called as Vocational Stream. There are 54 Integrated Institutions and 1 Independent Institution where vocational courses are being taught. In 2927 Integrated Institutions and 19 Independent Institutions, courses are being taught in General Stream.

Directorate of School Education is the controlling authority for Schools and Madrasahs imparting Higher Secondary courses. The Schools imparting Higher Secondary Education means it includes Higher Secondary Madrasahs also. The syllabus and curriculum of Higher Secondary Education followed by Schools and Higher Secondary Madrasahs are same as prescribed by the West Bengal Council of Higher Secondary Education.

West Bengal Council of Higher Secondary Education

As per the Act of 1975, Government of West Bengal Council has been established in Kolkata with its regional offices functioning in the State till date.

The Head Office is located at Vidyasagar Bhavan, 9/2, Block-DJ, Sector-II, Salt Lake, Kolkata-700 091.

The Regional Offices are at—

- | | |
|--|---------------------|
| 1. Kolkata Regional Office
Bikash Bhavan, 2nd Floor
North Block, Kolkata-700 091 | 2334-3193/7125 |
| 2. Burdwan Regional Office
B.L. Hati Road, Radhanagar
P.O. & Dist. Burdwan | 95342-2663734 |
| 3. North Bengal Regional Office
Rural Sankrityayan Bhavan
P.O. North Bengal University
Dist. Darjeeling | 95353-258 2097/2156 |
| 4. Midnapore Regional Office
Sahid Matangini Bhavan
BE/72, Station Road
P.O. & Dist. Midnapore (West) | 953222-276318 |

Construction Programme

- ☞ A three storied Administrative Building for the North Bengal Regional Office has been completed and the said office has been functioning at the aforesaid building from 1999. One guest house and two officer's quarters have been completed at the above premises.
- ☞ A plot of land has been allotted on lease in favour of the Council by the Chairman, Burdhaman Municipality for construction of the Burdhaman Regional Office. Subsequently, it has been observed that the quantum of land allotted by the Burdhaman Municipality is too inadequate to accommodate the area of the proposed construction of the Bardhaman Regional Office. Therefore, the matter was taken up with Bardhaman Municipal Authority so that an additional land measuring 2.5 cotta was allotted by the said Municipal Authority. Now it is a matter of great pleasure that the Chairman, Bardhaman Municipality has been pleased to allot an additional quantum of land measuring 2.5 cotta in favour of the Council and the construction work of the proposed administrative building has already been started.
- ☞ During the year 1999-2000, an in-house computerized information system has been installed at some of the departments at the Central Office of the Council and now for better service to the persons and institutions belong to the educational community we are trying to develop a computerized network covering all the regional offices of the Council.

Academic Activities

Syllabus: Council has prepared revised syllabus for the following 27 subjects and the new syllabus is going to introduce from the current academic session i.e. from 2005-2006:

- | | | |
|---|--|------------------------|
| 1. Bengali 'A' | 2. Bengali 'B' | 3. Hindi 'A' |
| 4. Hindi 'B' | 5. Nepali 'A' | 6. Nepali 'B' |
| 7. English 'A' | 8. English 'B' | 9. Alternative English |
| 10. Urdu | 11. Physics | 12. Chemistry |
| 13. Mathematics | 14. Biological Sciences | 15. Statistics |
| 16. Economics | 17. Geography | 18. Political Science |
| 19. History | 20. Psychology | 21. Sociology |
| 22. Philosophy | 23. Education | 24. Accountancy |
| 25. Business Organisation
& Management | 26. Business Economics including
Business Mathematics | 27. Economic Geography |

Approval of Text-book: The following steps have been taken by the Council as the first time in the history of the Council:

- (a) Nearly 318 text books (first paper) have been reviewed and text-book number have already been given to approved books before commencement of the 2005-2006 academic session. Second Phase of approval of text-books (Second Paper) will be undertaken in the month of July 2005 and it is expected that the process will be completed by September, 2005.

The total number of text-books (First Paper) approved by the Council in each subject is given below:

Sl. No.	Subject	No. of Text-Books Approved
1.	Bengali	05
2.	English	06
3.	Biological Sciences	18
4.	Physics	18
5.	Chemistry	10
6.	Mathematics	24
7.	Statistics	2
8.	History	37
9.	Political Science	32
10.	Philosophy	21
11.	Geography	34
12.	Education	13
13.	Economics	22
14.	Economic Geography	19
15.	Accountancy	13
16.	Business Economics including Business Mathematics	15
17.	Business Organisation and Management	25
18.	Sociology	03
19.	Psychology	01

- (b) Council has sent booklet containing list of approved books with T. B. Number to each recognized H.S. Institutions in West Bengal with the instruction (Vide No. DS(A)SD/692/05, dated 05.05.2005) to publish booklist on the basis of the recommendation of the Academic Council of each institution before commencement of the session and in selecting books the institutions should exercise with utmost care as a book once prescribed should be allowed to continue at least for 3 years unless there are compelling reasons for a change. The institution will have to select one text-book in each subject. The school was also directed to send the copy of such booklist to the Council and in selecting text-books the following Government Order (Vide 2009-SE(s), dated 03.11.2000—4 in rule 30:—Rule (b) in sub-rule (3) should strictly be followed: "Selection of Books shall be made in consultation with the subject teachers of the Institution. In selecting books, schools should exercise the greatest care, and a book once prescribed, shall be allowed to continue at least for 3 years, unless there are compelling reasons for a change". H.S. schools are publishing 'Book list' at the + 2 level as a first time and the list contains the text books having text book number.

Teacher's Orientation Programme: The budget proposal for organizing the programme has already been placed to the Department of School Education, Government of West Bengal and accordingly out of Rs. 1 crore 18 lakh, we have received Rs. 50,00,000 from the same, as a first instalment for the scheme. Preliminary steps had already been taken by the Council to initiate the said programme.

Upgradation: In 2004-2005 total 158 Madhyamik Schools have been upgraded as H.S. Institutions. The list of districtwise break up of schools upgraded for 2004-2005 enclosed.

Total number of recognized H.S. Schools in West Bengal as on 31.12.2004 is 3383. The list of such schools (Districtwise break up) is opened below:—

Districtwise H.S. Institutions as on 2004-2005

Sl. No.	District	H. S. Institutions
1.	Kolkata	329
2.	South 24-Parganas	265
3.	North 24-Parganas	429
4.	Burdwan	299
5.	Midnapore	430
6.	Howrah	197
7.	Darjeeling	85
8.	Jalpaiguri	101
9.	Uttar Dinajpur	68
10.	Cooch Behar	88
11.	Malda	91
12.	Nadia	197
13.	Purulia	112
14.	Bankura	141
15.	Birbhum	125
16.	Murshidabad	157
17.	Hooghly	223
18.	Dakshin Dinajpur	46
Total		3383

Summary of the Districtwise Upgraded Schools for the year 2004-2005

Sl. No.	District	Total
1.	Kolkata	09
2.	South 24-Parganas	14
3.	North 24-Parganas	15
4.	Burdwan	14
5.	Paschim Medinipur	10
6.	Purba Medinipur	13
7.	Howrah	08
8.	Darjeeling	01
9.	Jalpaiguri	07
10.	Uttar Dinajpur	06
11.	Cooch Behar	07
12.	Malda	04
13.	Nadia	09
14.	Purulia	05
15.	Bankura	10
16.	Birbhum	04
17.	Murshidabad	09
18.	Hooghly	09
19.	Dakshin Dinajpur	04
Total		158

Comparative analysis of the financial function during 2003-04 and 2004-05:

Particulars	Budget for 2004-05	Revised Budget for 2004-05	(In lakhs of Rupees)	
			Actual Income & Expenditure	
			2003-04	2004-05 (Subject to finalisation)
Own Income of Council	1085.13	1032.76	1017.57	1138.00
Government Grant	—	—	—	50.00*
Total Income	1085.13	1032.76	1017.57	1138.00
Total Expenditure	1612.66	1386.86	1200.20	1381.66
Diff. between Income & Expenditure**	(-) 527.53	(-) 354.10	(-) 182.63	(-) 243.66

*Government grant to the tune of Rs. 50.00 lakhs received by Cheque on 31.03.2005 and the same was deposited into Bank on 02.04.2005. Therefore the said grant is not included in total income of 2004.2005.

**Opening and Closing Balances are not shown in the statement. The Government grant to the tune of Rs. 50.00 lakhs included in cash balances.

Report of Examination Department

The West Bengal Council of Higher Secondary Education conducts the Examination of plus two stage in the Council. At present, there are 3383 Higher Secondary institutions in the stage. At first, the students are get Registered and then enrolled for appearing at the Higher Secondary Examination. The Examination Department of the Council does the above jobs throughout the year.

The enrolment data, result extract and other necessary informations of Higher Secondary Examination-2004 are mentioned below:

Higher Secondary Examination, 2004

Result Extract

General Stream		Regular	Continuing	Special	Total
1. Enrolled:	Male	167803	12467	48860	
	Female	114816	5464	37919	
Total		282619	17931	86779	387329
2. Appeared:	Male	166141	9575	48860	
	Female	114137	4280	37919	
Total		280278	13855	86779	380912
3. Passed:	Male	105713	2680	20522	
	Female	69517	750	16315	
Total		175230	3430	36837	215497
4. % of Pass:	Male	63.73	28.08	42.09	
	Female	60.96	17.58	43.06	
Total		62.60	24.84	42.51	
5. 1st Division:	Male	21448	170	75	
	Female	16180	50	97	
Total		37628	220	172	38020
% on appeared		13.44	1.59	0.20	
% on passed		21.47	6.41	0.47	
6. 2nd Division:	Male	48845	1162	4498	
	Female	35928	305	4828	
Total		84773	1467	9326	95566
% on appeared		30.28	10.62	10.76	
% on passed		48.38	42.77	25.32	
7. Pass Division:	Male	45420	1348	15949	
	Female	7409	395	11390	
Total		52829	1743	27339	81911
% on appeared		18.87	12.62	31.55	
% on passed		30.15	50.82	74.22	

Higher Secondary Examination, 2004

Result Extract

Votational Stream		Regular	Continuing	Special	Total
1. Enrolled:	Male	967	244	643	
	Female	202	52	80	
Total		1169	296	723	2188
2. Appeared:	Male	961	193	643	
	Female	202	42	80	
Total		1163	235	723	2121
3. Passed:	Male	469	33	331	
	Female	94	03	40	
Total		563	36	371	970
4. % on Pass:	Male	48.80	17.10	51.48	
	Female	46.53	7.14	50.00	
Total		48.41	15.32	51.31	
5. 1st Division:	Male	283	15	78	
	Female	68	01	21	
Total		351	16	99	466
% on appeared		30.18	6.81	13.69	
% on passed		62.34	44.44	26.68	
6. 2nd Division:	Male	180	18	235	
	Female	26	02	18	
Total		206	20	253	479
% on appeared		27.71	8.51	34.98	
% on passed		36.58	55.56	68.13	
7. Pass Division:	Male	6	Nil	18	
	Female	Nil	Nil	01	
Total		6	Nil	19	25
% on appeared		0.52	0.00	2.53	
% on passed		1.07	0.00	5.12	

Higher Secondary Examination, 2004

Result Extract

External		Regular	Continuing	Special	Total
1. Enrolled:	Male	1656	192	359	
	Female	680	93	250	
	Total	2336	285	609	3230
2. Appeared:	Male	1235	81	359	
	Female	558	54	250	
	Total	1793	135	609	2537
3. Passed:	Male	536	19	147	
	Female	159	3	67	
	Total	696	22	214	931
4. % of Pass:	Male	43.68	23.75	41.06	
	Female	28.70	5.56	26.80	
	Total	39.02	16.42	35.20	
5. 1st Division:	Male	11	Nil	Nil	
	Female	7	Nil	Nil	
	Total	18	Nil	Nil	18
	% on appeared	1.05	0.00	0.00	
	% on passed	2.59	0.00	0.00	
6. 2nd Divivision:	Male	155	7	6	
	Female	56	2	2	
	Total	211	9	8	228
	% on appeared	11.85	9.72	1.32	
	% on passed	30.36	6.91	3.74	
7. Pass Division:	Male	370	12	141	
	Female	96	01	65	
	Total	466	13	206	685
	% on appeared	26.17	9.70	33.88	
	% on passed	67.05	59.09	96.26	

General Stream (Regular)

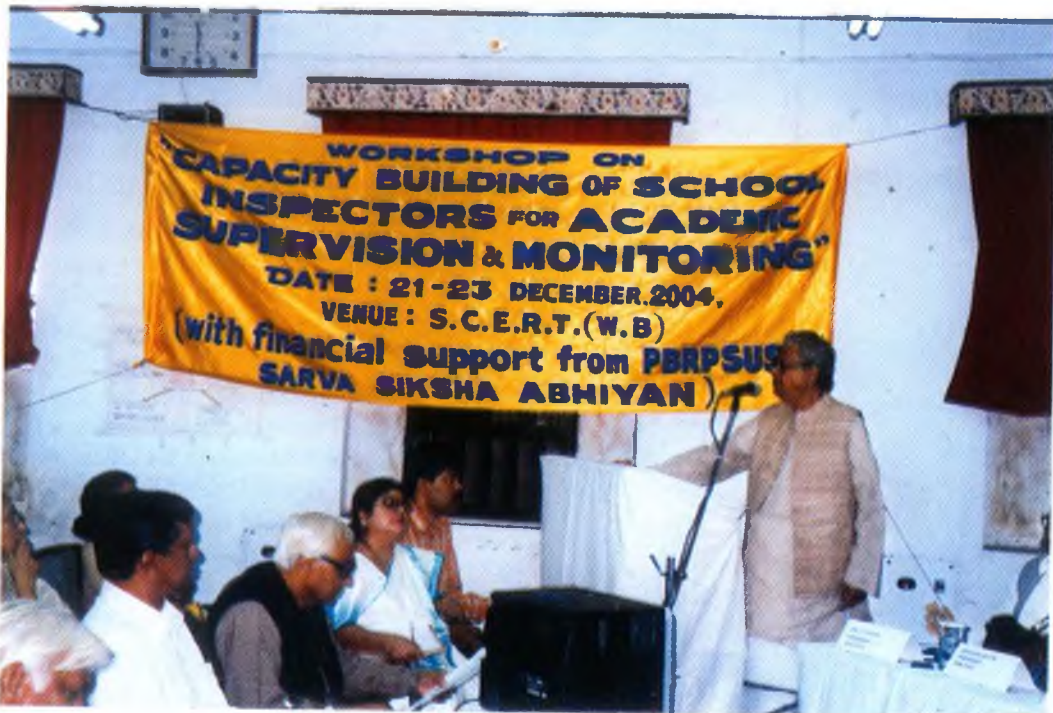
Higher Secondary Examination, 2004

Districtwise Result Summary

District	Enrolled		Appeared		Passed		% of Pass	Star Case		1st Division		2nd Division		Pass Division	
	Male	Female	Male	Female	Male	Female		Male	Female	Male	Female	Male	Female	Male	Female
1. Kolkata	16603	14210	16486	14148	12274	10918	75.80	893	463	3595	3740	5238	5505	3441	1673
2. 24-Parganas (S)	12768	8304	12662	8250	8327	4599	61.86	204	33	1172	505	3831	2385	3324	1709
3. 24-Parganas (N)	22236	16831	22063	16732	14575	9991	63.38	526	236	2888	2409	6940	5279	4747	2303
4. Burdwan	16496	11619	16325	11537	10217	7238	62.74	343	165	2062	1633	4596	3707	3559	1898
5. Purba Midnipur	10008	6160	9914	6128	6830	3628	65.26	203	89	1436	844	3732	1883	1662	901
6. Howrah	8897	8097	8844	8061	6344	5243	68.59	260	81	1339	938	2983	2694	2022	1611
7. Darjeeling	3563	2817	3520	2805	2422	1923	68.76	54	24	310	283	1114	1039	998	601
8. Jalpaiguri	4693	3128	4629	3099	2644	1601	55.25	57	28	387	324	1048	711	1209	566
9. Uttar Dinajpur	2532	1391	2503	1375	1504	747	58.12	44	18	229	146	670	406	605	195
10. Cooch Behar	4256	2650	4197	2626	2011	1124	46.10	64	31	313	274	941	530	757	320
11. Malda	4251	2452	4212	2434	2488	1315	57.36	51	23	387	238	1113	650	988	427
12. Nadia	10491	6726	10363	6675	5526	3352	52.16	156	53	944	673	2521	1792	2061	887
13. Purulia	4399	1798	4346	1788	2150	982	51.08	66	7	263	142	815	547	1072	293
14. Bankura	7522	3870	7408	3850	4302	2137	57.27	181	73	1173	704	2103	1069	1026	364
15. Birbhum	6001	3083	5923	3064	3228	1729	55.23	101	41	631	400	1498	876	1099	453
16. Murshidabad	8760	4639	8644	4611	4803	2273	53.43	81	16	614	278	2079	1196	2110	799
17. Hooghly	11812	9761	11722	9711	8668	6555	71.09	483	175	2163	1734	3958	3460	2547	1361
18. Dakshin Dinajpur	2087	1294	2059	1287	1095	687	53.35	29	24	220	180	506	301	369	206
19. Paschim Medinipur	10428	5996	10321	5956	6305	3475	60.15	244	61	1322	735	3159	1898	1824	842



Inauguration of the book " শিক্ষা প্রসারে বেতার " by Sri Kanti Biswas, Hon' ble MIC, School Education on 21 Dec. 2004.



Workshop on " Capacity Building of School Inspectors..... " in progress.
(21-23 Dec. 2004)



Inauguration of the Workshop on "Capacity Building of school Inspectors", (21-23 Dec. 2004)



Inaugural Session of State Level Consultation on Emerging Perspectives in Teacher Education. (22 - 23 June, 2004)



Interactive Session of Workshop on GLOBE Project. (20-23 April, 2004)

CHAPTER VI

S.C.E.R.T.

IMPORTANT ACTIVITIES OF STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (WB) DURING 2004-05

SCERT (WB) is a Post-graduate Research and Training Institute under the Department of School Education, Government of West Bengal, set up with the aim of carrying out training and research in different areas of school/teacher education. The major activities taken up at SCERT (WB) during the year 2004-05 in this context are listed below:

1. Preparation of Perspective Plan on Teacher Education in West Bengal

SCERT (WB) was entrusted with the responsibility of preparing the Perspective Plan on Teacher Education in West Bengal for Xth Five Year Plan in January, 2004. The Plan prepared on behalf of the State was to be submitted to the Ministry of Human Resources Development, Government of India. A core committee was formed with a number of noted educationists in the field of Teacher Education to elaborate on the various aspects of the plan. Two consultants were appointed to help the Director in preparing the plan. SCERT (WB) initiated discussions with

- (a) different stakeholders of teacher education in the State, e.g.,
 - (i) Presidents and Secretaries of West Bengal Boards of Primary, Secondary and Madrasah Education, West Bengal Council of Higher Secondary Education.
 - (ii) Chairman and Director of Rabindra Mukta Vidyalaya.
 - (iii) Heads of the Departments of Education of different Universities.
 - (iv) Principals of IASEs, CTEs, DIETs, a few B.Ed. colleges and PTTIs.
 - (v) Heads of a number of Primary, Secondary and Higher Secondary Schools and Madrasahs.
- (b) A number of distinguished national experts,
- (c) Renowned educationists of the State.

SCERT (WB) organized a two-day workshop on 28th and 29th June, 2004 to consider the views and opinions of different stakeholders of the State as well as the scheme and data placed by them in the context of needs of teacher education as envisaged by them. The data were collected and incorporated in the draft Perspective Plan. The Plan after being examined thoroughly was submitted to the MHRD in September, 2004. A team of MHRD representatives visited SCERT to gather some additional information regarding Teacher Education Institutions in the State on 5-7 January, 2005. The Plan is now being appraised by MHRD.

SCERT (WB) undertook to prepare a documentary film on the Teacher Education Institutions of West Bengal. Besides, the work of writing a Status Report on the Institutions was started. Two consultants were appointed for two months. The academic consultant monitored the initial planning, design, layout etc. of the Status Report. The technical consultant helped in shooting the documentary. Visits were made to different such Institutions of the State by academic and supporting staff of SCERT (WB) over the months of February and March.

The included—

- (a) Institutes of Advanced Studies in Education (IASE) at David Hare Training College, Kolkata and Kalyani University, Nadia.
- (b) Colleges of Teacher Education (CTEs) such as:
 - Government College of Education, Banipur (North 24-Parganas),
 - Institute of Education for Women, Hastings House (Kolkata),
 - Government Training College, Hooghly,
 - R. K. M. Sikshan Mandir B.Ed. College, Howrah,
 - Government Teachers' Training College, Malda (proposed),
 - Siliguri B.Ed. College, Siliguri, Darjeeling (proposed),
- (c) District Institutes of Education and Training (DIETs) at Jagatballavpur (Howrah), Banipur (North 24-Parganas), Gandhigram (Hooghly), Belakoba (Jalpaiguri), Shovanagar (Malda) and Beltala (Kolkata).

Apart from the actual visits made to some of these Institutes, data were collected from all the Institutes on the basis of a questionnaire, which was sent to them. The work of editing both the documentary and the Status Report on TEIs is going on at present.

2. SSA Activity

(a) *Meetings and Study Tour:* The Director, SCERT being a member of the Core Committee of PBRPSUS, there is a constant liaison between the two organizations. Meetings were held on Computer Assisted Learning and Teacher Orientation under SSA. The Director was a member of the study team that visited Tamil Nadu in October, 2004. A meeting of State Resource Group on NPEGEL issues took place on 28 February, 2005. One of the Research Fellows attended the meeting.

(b) *Publication:* A book entitled 'Shiksha Prasare Betar' was published. It contains the recommendations of the three workshops held by SCERT (WB) last year on "Formulation of guidelines and development of model scripts educational broadcasts" with financial support from SSA.

(c) *Workshop:* Two SSA project proposals were implemented. The first one was a workshop titled 'Capacity Building of School Inspectors for Academic Supervision and Monitoring' held on 21-23 December, 2004 at SCERT (WB). Inspectors from various districts, officials of different School Education Boards, teachers, teacher-educators, eminent educationists etc. attended the workshop and an endeavour was made to evolve a common format for inspection of schools throughout the State.

The second workshop was titled 'Teaching-learning and Technology—a broad overview' and it was held at SCERT (WB) on 11-12 January, 2005. A large number of school teachers, teacher-educators, educationists and multimedia firms involved in the production and marketing of educational software, participated in the workshop. The products were viewed and assessed. The workshop discussed on the method of procuring the appropriate software and its distribution in different schools. The house also deliberated on the application of other educational technology in the process of teaching-learning.

Workshops in three phases entitled 'Total Quality Monitoring of SSA activities' were organized by SSA at Kolkata in February and March, 2005. Research fellows of SCERT attended the workshops.

(d) *Radio Programmes:* SCERT (WB) has maintained a special relationship with All India Radio over the years. SCERT provides AIR with a schedule of radio lessons to be broadcast for Classes VI to XII. The schedules are sent every three months on a regular basis.

3. Environmental Education

The Ministry of Environment and Forests, Government of India, supported by the World Bank has taken up the Indian Environment Management Capacity Building Project. SCERT (WB) was chosen as the state level implementing agency. The Project entailed training of 100 schoolteachers on hands-on experiments related to environmental concepts or GLOBE (Global Learning and Observations to Benefit the Environment). SCERT (WB) imparted the training in two phases in collaboration with Indian Environmental Society, Paschim Banga Vigyan Mancha, West Bengal Board of Secondary Education and West Bengal Board of Madrasah Education.

SCERT is taking an active part in the formulation of strategy for the introduction of Environmental Education in school curricula at all stages as per the directive of the Supreme Court of India. Regular meetings are being held with the officials of West Bengal Board of Secondary Education, West Bengal Council of Higher Secondary Education and Association of Boards of School Education for the purpose.

4. National Population Education Project

This is a national level project run by NCERT in collaboration with MHRD, Government of India. SCERT (WB) being the state level implementing agency, various activities are carried out as a part of the Project. A Draft Teachers' Manual prepared at NCERT on 'Adolescence Education' was translated into Bengali with some changes at a workshop organized by SCERT. The translated document was titled 'Lifestyle Education' and it incorporated



Meeting of Advisory Board for NPEP activities at SCERT (WB) on 28 December, 2004.



Inaugural Session of the Workshop on "Preparation of Perspective plan on Teacher Education in West Bengal." (28 -29 June, 2004)

with views of the School Education Committee (Chairman—Prof. Ranju Gopal Mukherji) on the subject. The Draft document containing the outcome of the workshop has been submitted to the West Bengal Board of Secondary Education for their approval. The translation of another document on the subject is on the anvil.

An International Poster Competition was recently organized jointly by NCERT and UNFPA. The topics of the competition were 'Girl child and her future', 'Mother's promise to her child' and 'Equal rights and empowerment of women'. SCERT (WB) arranged for its advertisement in a leading daily and circulation in a number of schools in order to ensure widespread participation.

One Research Fellow of SCERT attended the regional workshop to 'analyse teacher training courses (elementary and secondary) syllabi of the States of Eastern and North-eastern region with respect to components of reconceptualised population education' organized by Regional Institute of Education, Bhubaneswar.

A twelve-member state level Advisory Board with Professor Ranju Gopal Mukherjee as Chairman has been formed to monitor the implementation of the Project in the State. The Board meets every month and determines the Plan of Action to be undertaken by SCERT with regards to NPEP.

The National Project Progress Review meeting was held at Pune on 3-7 February, 2005. Director, SCERT (WB) and one Research Fellow attended the meeting and submitted the Plan of Action and Budget for 2005-06.

A three-day workshop was organized by SCERT (WB) on 28-30 March, 2005 for training District Resource Persons on Lifestyle Education. The participants presented many examples of co-curricular activities to be carried out in school.

5. National Level Achievement Survey at the end of Upper Primary Stage

The survey was undertaken by NCERT at the national level and SCERT (WB) acted as the state nodal agency. Tests were conducted on 4 subjects, viz. Bengali, Mathematics, Science and Social Science. About 6000 students from 200 schools of 4 districts took part in the test. The raw data were collected at SCERT, the data were presented as computer printout, verified manually and were finally submitted to NCERT. They are now being processed at NCERT.

6. SCERT and DIETs

Several meetings of the Purchase and Operationalisation Committees of DIETs were held to decide the equipments to be bought, the faculty to be recruited—their qualification and other criteria and various related issues in order to make the DIETs fully functional. It has been decided that SCERT will coordinate the academic activities in the DIETs and provide essential support as and when necessary.

7. Networking with National Level Organizations

- The Eastern Region Consultation on EDUSAT was organised by Institute of Technical Education and Research, Bhubaneswar on 25-26 May, 2004. Director participated and a blue print was designed for effective utilization of EDUSAT.
- National Council for Teacher Education held a national meeting on the Teacher Education Curriculum prepared by it from 30 June to 2 July, 2004 in New Delhi, in which Director, SCERT participated and a National Curriculum Framework on Teacher Education was examined and scrutinized.
- Regional Institute of Education, Bhubaneswar held a regional seminar (Eastern region) on 'Innovative practices in DIETs' on 27-28 August, 2004. Director, SCERT presented a paper on innovative practices in WB.
- A meeting of the Directors of SCERTs was organized by NCERT on 22-23 November, 2004 in New Delhi to discuss the various issues of collaboration with NCERT.
- A seminar was held by NCTE at Kolkata on 16-17 November, 2004 on draft curriculum document entitled 'Some specific issues and concerns of teacher education'. Director participated and chaired a group on formulation of group report.

- A seminar was organized by National Core Group (EDUSAT), Distance Education Council and NCTE on 'ICT-enabled and IT-supported capabilities of Edusat for Education and Training'. It was held at IGNOU campus, New Delhi on 18-19 December, 2004. Director was invited and received Hands-on-training in Direct Television Broadcasting in the form of teleconferencing.
- A meeting was organized by NCERT for review exercise of National Curriculum Framework at New Delhi on 11 February, 2005. Director was invited and was asked to opine on the subject.
- A review meeting on Action Plan to be taken by SCERTs on Women's Education organized by NCERT on 10-11 March, 2005 in New Delhi. Major issues were discussed. Director and one Research Fellow participated and presented a Status Report on Girls' Education in West Bengal.
- SCERT provided support in holding the interviews for National Talent Search Examination from 23-26 July, 2004. Director was a Government nominee and programme coordinator of the event.
- SCERT (WB) organized a two-day state level consultation on 'Emerging Perspectives in Teacher Education' with financial and technical support from NCERT on 22-23 June, 2004 at Vidyasagar Bhavan (WBCHSE). It was attended by experts from NCERT including the Director, NCERT, teacher educators from IASEs, CTEs, DIETs, PTTIs, officials from School Education Boards and School Education Department and eminent educationists. Report and recommendations were incorporated in the Perspective Plan of Teacher Education for the Tenth Plan in West Bengal.
- A regional Workshop on ICT-enabled and IT-supported education was held at Bhubaneswar on 21-22 February, 2005 by IGNOU, NCTE (Eastern Region) and SCERT, Orissa. The participants were initiated in teleconferencing. Two Research Fellows attended the programme.
- A meeting of Pedagogy Coordinators of SSA was organized by Ed. CIL at Bhubaneswar on 16-17 March, 2005. It was attended by two Research Fellows.
- The Director was named as a member of the Regional Advisory Committee of the Kendriya Vidyalaya Sangathan.

8. Recent Developments at SCERT

- (a) Eight Research Fellows (Grade-II) were recruited at SCERT by the School Education Department through selection by West Bengal Public Service Commission. This has strengthened the organization and will help in taking up future activities at a greater pace.
- (b) The 4th meeting of the reconstituted Governing Body of SCERT was held on 9th November, 2004 at Bikash Bhavan. The major decisions taken in the meeting were:
 - SCERT may act as a common platform for comprehensive planning, organization and implementation of the Perspective Plan on Teacher Education. It would maintain liaison with the different stakeholders.
 - Strengthening of SCERT may be carried through appointment of academic and administrative personnel on ad hoc/contractual basis.
 - Different sub-committees may be formed to monitor the various academic and administrative functions of SCERT. Functional autonomy may be provided to SCERT for carrying out academic activities.
 - SCERT would coordinate the academic activities of the DIETs.
- (c) A composite building is going to be constructed for SCERT and SIEMAT at Salt Lake. Official proceedings have started at the government level and a building sub-committee is going to be formed.

9. Other Programmes and Activities

- (i) The Director, SCERT (WB) being a member of the Syllabus Committee of WBCHSE, took active part in several of its meetings for the formulation of new syllabus for 2005-06.
- (ii) Meetings with DFID and World Bank representatives were attended by the Director SCERT and Research Fellows.
- (iii) Liaison with NGOs was continued.
- (iv) Research Fellows of SCERT participated in a three-day workshop on Lifestyle Education organized by WBBSE on 14-16 March, 2005 at Yuvabharati Krirangan, Salt Lake.



Workshop on Life - Style Education. (28-30 March, 2005)



Workshop on " Teaching - Learning & Technology A Board overview " in Progress. (11-12 January, 2005)

- (v) Director, SCERT has been nominated as a representative of Government of West Bengal in the Managing Committee of RIE, Bhubaneswar and attended the meeting at RIE, Bhubaneswar on March 2nd, 2005.
- (vi) Director, SCERT shouldered a part of the responsibility in preparation of a teachers' manual for orientation of secondary teachers by WBBSE.
- (vii) Director, SCERT being a member of the Governing Body of Rabindra Mukta Vidyalaya attended its meetings held during the year.
- (viii) A two-day workshop was organized at Belakoba DIET on "Assessment of Educational needs of SC/ST/minorities children and children with special needs" on 14-15 March, 2005. Four sets of questionnaire were developed which would serve as tools for survey to assess various needs.
- (ix) Director and Research Fellows actively participated in a two-day workshop—on "Science Education and Awareness" organized by Bangiya Bijan Parishad, on 15-16 January, 2005.
- (x) The Joint Review Mission visited SCERT on 28 January, 2005 and had a lively discussion with its Director and Research Fellows.
- (xi) Two Research Fellows took part in an "Orientation-cum-Workshop to develop—State Level Key Resource Persons in Science and Mathematics at elementary level". It was organized by WBBME in collaboration with NCERT and SSA on 7 February, 2005.
- (xii) The programme "Training of English Language in West Bengal" organized by Institute of English Language on 10 February, 2005 at its premises was attended by one Research Fellow of SCERT.
- (xiii) The Indian Institute of Cerebral Palsy organized a workshop on "Empowerment, Access and Rights of Persons with Disability" on 26 February, 2005 at IICP auditorium. One Research Fellow took active part in the workshop.

Important Programmes to be undertaken during 2005-06

1. Development of educational materials like textbooks, teachers' guides and other classroom materials particularly for upper primary schools.
2. Creation and maintenance of database in collaboration with DIETs/PTTIs etc.
3. Broadcast of educational programmes in collaboration with All India Radio.
4. Analysis of educational software available in the market to study the scope of computer-assisted multimedia learning at the upper primary level in West Bengal and formulate strategies for utilization of EDUSAT.
5. Implementation of Centrally Sponsored Scheme of Teacher Education in West Bengal in accordance with the Perspective Plan for Tenth Plan Period prepared and submitted to MHRD.
6. Implementation of National Population Education Project.
7. Organisation of training programme for the Sahayak/Sahayikas teaching at MSKs (Madhyamik Siksha Kendras) in collaboration with Paschim Banga Rajya Sishu Siksha Mission.
8. Research activities:
 - Design and development of Mathematics Laboratory—making it compatible with the prevalent school education system.
 - Designing of hands-on-activity based Science teaching manuals for upper primary teachers.
 - To prepare a Teachers Training Manual on Inclusive Education for teachers at upper primary level.
 - To investigate the special educational need of the children at upper primary level in Sunderban and Jalpaiguri area.
 - Study on "out of school girls, 'girls with low attendance' and 'girls with low levels of achievement' in upper primary level".
 - Assessment of educational needs of children belonging to SC/ST/minorities and for children with disabilities to design suitable interventions in view of UEE. (Project already initiated in Jalpaiguri)
 - 'Celebrating International Year of Physics'.
 - Intervention of Educational Technology in the teaching—learning of English Language at the upper primary level in the State of West Bengal.

CHAPTER VII

REPORT ON ANGLO-INDIAN SCHOOLS IN WEST BENGAL

In West Bengal there are 67 Anglo-Indian D.A. getting schools (out of which 64 are secondary schools and 3 are primary schools) at present, affiliated to I.C.S.E. which are provided grants by the School Education Department in the form of Government D.A. and Ad hoc Bonus. Besides, there are 167 schools affiliated to I.C.S.E. Council, New Delhi as on 30.11.2003 and 60 C.B.S.E. schools other than Kendriya Vidyalaya as on 30.12.1999. These are called listed schools. Apart from these there are 44 Kendriya Vidyalaya schools affiliated to C.B.S.E. Delhi. In the year 2004-05, total fund released to the 57 Anglo-Indian schools amounts to Rs. 10,13,31,456/-. 10 such erstwhile D.A. getting schools (list enclosed) have foregone Government D.A. at present (i.e. w.e.f. March, 2003).

The State Government has also two Government schools, one for boys and other for girls affiliated to I.C.S.E. Council, New Delhi. Victoria Boys' school admits boys in Class-IV while Dow Hill Girls school admits both boys and girls in Lower K.G. which is pre-primary stage and maintains co-educational status up to Class-III. In Dow Hill Girls school students (both boys and girls) are admitted in Lower K.G. class through selection by lottery held in Kurseong. Both boys and girls in respective schools of Victoria Boys school and Dow Hill Girls school are admitted in Class-IV through common admission test held in Kurseong. Both the schools are residential and the medium of instruction in English. Second languages are Bengali, Hindi and Nepali in these two schools. To maintain the boarding facilities up to November, 2004 and other establishment cost (including salaries to the staff) Rs. 3,88,08,458/- were released to these schools in the year 2004-05.

There are four undergraduate teachers training college which teach a course leading to the certification known as T.T.C. (Teachers training Certificate) for primary schools. It is a 2 year course and medium of instruction is English. A Joint Committee of 9 members headed by Director of School Education, West Bengal, finalises results of T.T.C. Examination under the signature of Director of School Education, Dy. Director of School Education (Anglo-Indian schools) W.B. and the Principal of the concerned Training College, Certificates of the said examination are issued to successful candidates. The aforesaid committee selects a co-ordinator to conduct the T.T.C. Examination in each year. The co-ordinator prepares the panel of paper setters and examiners and submits the same to the Director of School Education for his approval. The State Government arranges for printing and distribution of question papers. In the T.T.C. Examination 2004, 120 candidates appeared out of which 96 qualified.

N.O.C. issued during the year 2004

Name of the school	Order no. and date
(1) The Scholar, Scholarcity, Islampur, Uttar Dinajpur PIN-733 202	46-SE(S), 8.1.2004
(2) The Heritage School, 994, Madurdaha, Anandapur Kolkata-700 107	91-SE(S), 27.1.2004
(3) Seraphim's Assembly School, 16, R. G. Avenue Kolkata-700 028	126-SE(S), 19.1.2004
(4) National English School, AA-1/1, Rajarhat Road Kolkata-700 059	231-SE(S), 9.2.2004
(5) Akshar, 35, Diamond Harbour Road. Kolkata-700 027	270-SE(S), 19.2.2004
(6) Queen's Hill School, Chotta Kakjhora Darjeeling	460-SE(S), 23.3.2004
(7) Dunlop English-medium School, Dunlop Estate Sahaganj, Hooghly	591-SE(S), 22.4.2004

Name of the school	Order no. and date
(8) Howard Memorial School, 77/1, Debinibash Road Dum Dum, Kolkata-700 074	592-SE(S), 22.4.2004
(9) Auxilium Convent School, Taki Road, Simultala Barasat, PIN-700 124	585-SE(S), 21.4.2004
(10) International Public School, Sukanta Nagar Jessore Road, Kolkata	
(11) Holy Child English Academy, Uttar Ramchandrapur Malda, PIN-732 101	944-SE(S), 19.7.2004
(12) St. Anthony's Day School, Devnagar Jalpaiguri	950-SE(S), 21.7.2004
(13) St. Ann's Day School, 67/1/2, Lakshman Das Lane Howrah-711 101	984-SE(S), 28.7.2004
(14) B. D. Jain Modern School, Birpatti East Khagrabari, Coochbihar	976-SE(S), 27.7.2004
(15) Father Le Blond School, Bhimbhar Madati, Darjeeling, PIN-734 426	1153-SE(S), 7.9.2004
(16) Aditya Academy (Sec) Kadambagachi Barasat, 24-Parganas (N)	1181-SE(S), 10.9.20004
(17) Bhawan's Netaji Subhas Ch. Bose Vidyaniketan Hatiberia, Haldia, Azad Hind Nagar PIN-721 607	1311-SE(S), 19.10.2004
(18) Ram Kumar Khaitan Shiksha Sadan 217, Midnapore Road, Girjapara, Raniganj, Burdwan	1445-SE(S), 2.12.2004
(19) Contai Public School, Dakshin Gopinathpur P.O. Contai, Purba Medinipur PIN-721 401	1477-SE(S), 9.12.2004
(20) Lakshmiapat Singhania Academy 12B, Alipur Road, Kolkata-700 027	1595-SE(S), 14.12.2004

N.O.C. issued during the year 2005

Name of the school	Order no. and date
(1) Vidya Niketan, Vivekanand Park Road Bansdroni, Kolkata-700 070	69-SE(S), 19.1.2005
(2) Rishi Aurobindo Memorial Academy 134, P. K. Guha Road, Dum Dum, Kolkata-700 028	88-SE(S), 25.1.2005
(3) Maharshi Vidya Mandir 344/1, Netaji Subhas Ch. Bose Road Kolkata-700 047	151-SE(S), 10.2.2005

WEST BENGAL BOARD OF MADRASAH EDUCATION

Madrasah System of Education

History, Development and Activities of Madrasah Education

The West Bengal Board of Madrasah Education has of late become the symbol of modernisation and development. To-day the Board is highly committed to quality improvement, active participation of Madrasah teachers and students in all internal and external programmes, strengthening of academic and community health activities and above all, reaching the unreached through all possible means. The Madrasah system of education, as it prevails, has two distinct types. The first type known is the Senior Madrasah Education system and the second one, as the High Madrasah Education system. But the Madrasah Education, in its initial connotation, had its origin with the development of Indian history of culture.

The system of education had a turning point with the conquest of India by the then East India Company and subsequently with the establishment of Calcutta Madrasah in 1780 under the initiative of Lord Warren Hastings, the then Governor General of Bengal, Bihar and Orissa. As per available records the said Madrasah was established for the education of Muslim students for imparting training for recruitment as Government Servants in the revenue administration and judiciary. Subsequently so many changes and developments were introduced in Calcutta Madrasah including English Education, Medical Education etc.

The Madrasah system of education with the traditional and new Calcutta Madrasah system had a new turn in 1915 under the initiative of the British Government. The then Government, on the recommendations of the Mohamaddan Advisory Committee, introduced the teaching of general subjects like History, Geography, English in addition to Islamic studies. These Madrasahs are known as the New Scheme of Madrasah or High Madrasah Education system. At the same time some madrasahs continued their old traditional pattern of Madrasah education and these are known as Senior Madrasah under the system of Senior Madrasah Education system.

After the partition the main Board was shifted to Dacca and an interim Board named West Bengal Madrasah Education Board was set up in Hooghly Islamic College (now Hooghly Madrasah) with Principal of that College as Ex Officio Registrar. Calcutta Madrasah was also reopened in 1949 at the initiative of Moulana Abul Kalam Azad, the then Education Minister of the Govt. of India. The Madrasah Board was then transferred to Calcutta Madrasah with its Principal as Ex officio Registrar and the D.P.I., West Bengal as its President. In 1964 the Board was renamed as West Bengal Madrasah Education Board. In 1973 the Board was reconstituted with 15 members with President and an Advisory body. The post of Registrar was abolished and a Secretary was appointed for running the daily administration. A new building for the Board was constructed at 19, Haji Md. Mohsin Square, Kolkata – 700016 with an approx. expenditure of Rs. 15 lakhs. It was inaugurated by Shri Jyoti Basu, the then Chief Minister of the West Bengal on 19th May, 1992.

Autonomous Board

The year 1994 was a historic day in the history of the Board when on 28th June, 1994 the Board had been given autonomous status through the passing of the West Bengal Board of Madrasah Education Act, 1994 (West Bengal Act XXXIX of 1994) in the West Bengal State Legislature. It enjoys status and privileges like other State School Education Boards/Council in West Bengal. It functions within the jurisdictions of the Act/rules and on the guidelines framed by the School Education Deptt., Govt. of W.B.

Major Functional areas of the Board

(a) Educational activities

It will be appropriate to mention for all concerned that the term “Madrasah” —an Arabic word meaning educational institutions/schools imparting education to all irrespective of religion, caste, creed and gender – a unique example in India not only at present but coming down from the historical times since the Medieval and British India. The recognized Madrasahs under the Board do not enjoy the minority status. With the promulgation

of the Constitutional principles of Liberty, Equality, Socialism, Secularism and Democracy the Madrasah Education in the State is the property of the common people – the cradle for “Education For All”.

- (i) Madrasah as a centre of education has two distinct types – a) Junior High and High Madrasahs and
- (b) Senior Madrasah Education System

Junior and High Madrasah

At present there are 508 recognized Madrasah in the State of which Calcutta Madrasah and Hooghly Madrasah are only two Government Madrasah. The first was established in 1780 under the then East India Company and the second, in 1817 (contemporary of the Hindu School). Calcutta Madrasah was the first unitary type institution imparting education in English, Arabic, Persian and Urdu Languages, some relevant theological subjects relating to land revenue and judicial deptt. jobs under the Company, Medical Education and Geological Survey and it was thought to develop it as a model centre for introducing and promoting the oriental and accidental cultures. Besides, these two historical madrasahs there are at present 167 Junior High and 238 High Madrasahs which are teaching the same syllabus and text books as prescribed by the West Bengal Board of Secondary Education. The management and service conditions of Madrasah teachers and employees are also same as those of other Boards. Here all teachers are appointed by the School Service Commission. The Department and Directorate of School Education at the State Level and the Dist. Inspector of Schools at the district level have administrative authority to the extent authorized by the West Bengal Board of Madrasah Education Act.

A large number of non-Muslim boys and girls including S.C and S.T students have been appearing at the High Madrasah Examination as regular and external candidates. The number are increasing year after year.

Almost all the Madrasahs are having co-educational facilities and a large number of girls are in enrolment in these Madrasahs.

The Madrasahs, at all levels, have many, from a long time, non-Muslim teachers for general subjects. The trend is appreciable under the West Bengal School Service Commission recruitment. As a result, the Madrasahs have now the same qualified teachers in all subjects as are recruited for High and Higher Secondary Schools.

That the syllabus and curriculum have the component (in addition to one compulsory additional subject) similar to the West Bengal Board of Secondary Education—

The students passing out of the High Madrasah Examination (which is equivalent to Madhyamik and other comparable All India Examinations) have the same privileges for admission to higher educational institutions and professional courses and enlistment to National Talent Search Examinations and National Scholarships. Needless to say that due to all these entitlements the number of Madrasahs are increasing year after year. The Comparative figure is appended below.:

	1947-48	1977-78	2004-2005
Junior High Madrasah	90	71	167
High Madrasah	07	92	238
Senior Madrasah	02	74	103

This indicates the positive policies pursued by the State Government since 1977.

Higher Secondary Madrasah

Till date the State Government has upgraded 32 existing High Madrasah into High Secondary Madrasah in different districts. The curriculum, syllabus examination etc. at this stage are under the exclusive authority of the

West Bengal Council of Higher Secondary Education and many students from other communities are receiving education at this stage.

No of Students	1948-49	2004-2005
High Madrasah	1,336	1,92,564
Jr. High Madrasah	6,540	64,743

In all fairness it can be said that the State Government and the Board desire to keep constant vigil that each recognized Madrasah imparts democratic and secular education, developing patriotic and other requisite value based education. Also it should be free from dogmatism and blind fundamentalism.

Senior Madrasahs Education System

Under the Board there are at present 103 Senior Madrasahs also including historic Calcutta Madrasah. Their system of education has some distinct differences, along with many similarities. It has some distinct phases as the following :

(i)	Primary Stage	-	Classes I-V
(ii)	Junior Stage	-	Classes VI-VIII
(iii)	Alim Stage	-	Classes IX-X
(iv)	Fazil Stage	-	Classes XI-XII
(v)	Kamil Stage	-	Two years
(vi)	M.M. Stage	-	Two years

Growth of Senior Madrasahs and their students are given below:

	<u>1947-48</u>	<u>1977-78</u>	<u>2004-2005</u>
Senior Madrasah	02	74	103
No. of Students	<u>1947-48</u>	<u>2004-2005</u>	
Senior Madrasah	450		
Alim		44,151	
Fazil		11,060	
Kamil		3,810	
MM		647	

The curriculum and syllabus of stages (i) to (iii) had already been made equivalent to Primary, Middle and Madhyamik level of State Boards of education by bringing up suitable changes and modernisation. The Alim Final examination has been declared, as such, equivalent to Madhyamik Examination in the State. The curriculum, syllabus and duration of the stages (iv) to (vi) need some re-structuring to make these equivalent to the examinations at the corresponding levels. There is popular demand for modernizing the education of these stages to bring equivalence and to upgrade the status of these certificates and degrees.

Management System

The Madrasahs are managed by the Managing Committees constituted in accordance with the provisions of Management Rules framed under Bengal Board of Madrasah Education Act, 1994. The Committee is composed of the members from guardians, teaching and non-teaching staff and includes staff and includes nominees from panchayats and education deptt. without having reference to minority privilege.

Staff Pattern

Staff patterns for Madrasahs have been prescribed by the State Government with the establishment of School Service Commission. The teaching staff in Madrasahs are appointed strictly on the basis of recommendation of the Commission. The Education Deptt. through respective Dist. Inspector of Schools, thereafter, accords approval to such appointment after maintaining necessary formalities.

Recognition & Upgradation

The recognition and upgradation of Madrasahs are decided by the Board on strict recommendation of the Government verifying necessary records and conditions which are in force.

Role of Madrasah

The Madrasahs have been playing a vital role in imparting education to the educationally backward community irrespective of religion. Most of these Madrasahs have come up in remote rural areas. The Madrasahs founded with the donations of the local muslim population in course of time came under the Board. Most of the students in these Madrasahs are first generation learners. Had there been no madrasah, they could not have seen the light of education. Admission of a student or appointment of a teacher in a madrasah is open to all sections of the people of the country.

At a time, when Muslims in general all over India were not favourably inclined to receive English education, these madrasahs nurtured and sustained them. In course of time, the enlightened environment in Bengal made it possible to bring about changes in the syllabus and curriculum of Madrasah education to meet the learners' needs, social expectations and community aspirations. As such the Madrasah education has become a permanent system of education in Bengal.

Since 1927 a large number of students after passing High Madrasah Examination conducted by this Board have become well established in their social and professional life, such as Doctors, Engineers, Teaching Personnel in Govt. and Non-Govt. educational institutions (colleges and schools) and legal practitioners in later life. At present a good number of non-Muslim students have either passed High Madrasah & Alim (Class X) Examinations conducted by this Board and at present are prosecuting studies in Madrasahs affiliated to this Board. Madhyamik (Secondary) Pariksha and High Madrasah/Alim Examination are being treated as equivalent in West Bengal by Govt. orders/circulars.

Computer Education

The present age is characterized by explosion in knowledge, communication and technology. It has cast its shadow on every walk of life including education. True to the tune of the age the State Government has introduced Computer Literacy Programme to 22 High Madrasahs till date. The Board of Madrasah Education, accordingly has introduced Computer Application as an additional subject in the High Madrasah Examination since 2001. The first group of students appeared at this additional subject in the High Madrasah Examination in 2003. Needless to say that this computer education has been highly appreciated by the common public and the students as a whole. The Board has already issued circulars to the Heads of all High Madrasah to introduce computer literacy education from classes VII to XII. The Govt. is also considering the proposals from the West Bengal Board of Madrasah Education for introduction of Computer Education in some more recognised Madrasahs.

Activities under WBDPEP & SSA

The SSA has a new direction and momentum to the total developmental initiatives in the State. The West Bengal Board of Madrasah Education has been included in the scheme and no doubt the impacts of these programmes have till date been very effective for the Madrasahs.

It is a common phenomenon that the Girls, particularly of the minority community are subjected to Gender discrimination and victims of exploitation. Though the enrollment of Girls students in recognised Madrasahs are coming in large numbers, the teachers and guardians overlook the interest of the girls. The problem is more acute in the case of 102 Senior Madrasahs. The programmes on Gender Equity, aiming at sensitizing the teachers on the right of girl child and to give and for giving proper attention to them, will create congenial environment and better educational atmosphere. This SSA sponsored project was organized through out the State with the teachers of the Madrasahs as stated below:

The Govt. of West Bengal has taken positive steps by undertaking printing and publication of Arabic Text-books for classes I and II and supplying the same to the students of Senior Madrasahs free of cost. These Text-books have been developed on new approaches like using of rhymes, recognition of alphabet through attractive pictures and including items which are suitable for these classes. The English Nursery books and Kishalaya Part –I have been followed as the model for making it attractive.

Present status of the Sanctioned Schemes under DPEP & SSA – 2004-05 (Programmes Completed)

- (A) Revision and finalisation of Curriculum & Syllabus—Arabic
 - a) Preparation of Textbooks on Arabic for classes I & II completed and published.
 - b) Textbook of class III on Arabic—Printing on the process.
 - c) Textbook of class VI & VII on Arabic—Printing on the process.
- (B) Development of Training Module on Arabic Language for Teachers' Training for classes I & II completed and ready for printing.
- (C) Madrasah Complexes have been formed through out the State.
(Total No. of Madrasah Complexes are 70)
- (D) Sensitization programme on Gender Equity & I.E.D. have been completed in 102 Senior Madrasahs and in Junior High Madrasahs of Murshidabad district and High Madrasahs of Nadia, Cooch Behar, Jalpaiguri, Darjeeling and Murshidabad districts.
- (E) 03–day orientation for Head of the 508 recognised Madrasahs on “Administrative Planning and Management”
- (F) 06-day in-service training of the teachers of 102 Senior Madrasahs on Pedagogy (General subjects-other than English & Arabic – taking 04 teachers from each Madrasah).
- (G) 02-day workshop with the Heads of the High and Junior High Madrasahs in the districts of Kolkata, Howrah, Hooghly, North and South 24 Parganas on “Quality Management and Curriculum Transaction” in collaboration with the NIEPA, New Delhi.
- (H) (01+10)–day workshop with the Headmasters and Science teachers of 40 Computerised Madrasahs on “Technology Aided Learning” in collaboration with the INTEL.
- (I) 01–day refreshers course with the Headmasters and Science teachers of 40 Computerised Madrasahs on “Technology Aided Learning” in collaboration with the INTEL.

(J) 05-day workshop with the 45 selected teachers on “Development of Balanced Question Papers in collaboration with the NCERT, New Delhi.

(K) 05-day in-service orientation with 50 teachers from different Madrasahs on “Science and Mathematics” in collaboration with the NCERT, New Delhi.

(L) One of the priority areas under the SSA is the improvement in the quality of teaching in the class-room. So that the students can master the basic competencies comfortably. Here the main emphasis is intensive teaching learning in class –I through activities and joyful mode under the personal guidance of a Resource Teacher. Most of the students in recognized Madrasahs come from poorer and backward families and most of them belong to first generation learners and therefore there is possibility of lesser understanding and consequent drop-outs. The ILIP, making the teaching-learning more participatory and joyful will help the reduce the incidents of drop-out.

The following programmes organized at the central level:

- (a) 03 day workshop on ILIP for preparation of State Level Resource Group
- (b) Sensitization programme of Head of the 102 Senior Madrasahs on ILIP.
- (c) Finalization of TLM and Workbooks in the subjects Bengali-English-Ganit- Paribesh Parichiti and Arabic.

(M) Development of Vocabulary Book for classes – VI to VIII — Printing on the process.

(N) Development of Textbooks on 06 different subjects for the classes VI – VIII — Printing on the process.

(O) Review of 14 Textbooks on different subjects for the classes I – VIII already published in the previous year.

Collaboration with INTEL

The Programme of Computer Education has been greatly strengthened by the collaborative programmes undertaken with the INTEL, Kolkata. West Bengal Board of Madrasah Education in collaboration with INTEL undertook the following programmes for 40 Madrasahs where Computers are available:

1. Technology Aided Learning - Teach to the Future
2. Information and Communication Technology (ICT) integration in Madrasah Education.

The Board is contemplating for more such programmes.

Collaboration with NCERT

The WBBME is now striving for quality improvement for bringing the system to the mainstream level through the collaboration with the national level agencies. The NCERT is an apexbody for helping the Boards for development of teaching competence in the teaching Community in respect of teaching-learning and evaluation of co-curricular and non-curricular subjects. The Board organized the following programmes with the assistance from the NCERT, New Delhi:

1. Development of Balanced Question Papers on different subjects.
2. Orientation-cum-Workshop for developing State Level Key Resource Persons at the Board level on Science and Mathematics at elementary level.

Discussions and practice session were conducted for making the orientation more class-room friendly and effective. The main theme of the orientation was to formulate instructional objectives, different domains of instruction, development of blue-print of a balanced question paper, preparation of question paper and analysis of the same. The active participation and interaction of the teachers made the programme highly successful.

The Board desires more such collaborations in the coming days on different educational issues.

Teachers' Package "Apar Santan Ke Apni Janun"

The Madrasah Board places much emphasis on the health aspects of the Madrasah Students. At present Education and Health have become integrated components and the soundness of the mental health of the child and the adolescent are vitally necessary. Side by side the ineffectual backwardness and its remediation needs serious attention by the Institutions. It is an attempt to understand the child as a whole physically and mentally, socially and intellectually. So that a child grows as a happy citizen. It will also educate the teachers to take up corrective measures as and when necessary.

Development of Madrasah Complex Scheme

The idea of "Institutional Complex" has become the dream of different Boards and Administrators for developing a co-operative network of Madrasahs for discharging different academic programmes internally and for sharing the resources and infrastructures among themselves in order to strengthen quality, co-curricular activities and to meet up deficiencies. The Madrasahs being primarily a community based institution lack many essential infrastructural components and here the formation of Madrasah Complexes can give a well meaning direction. Accordingly the Board has developed 71 Madrasah Complexes with all its 508 recognized Madrasahs in 2004-05 to achieve the desired objectives.

The functional part of the scheme will be undertaken by the Board in the next academic session 2005-2006.

"Maulana Abul Kalam Azad Bhavan"

Construction of the Second Office Complex at Salt Lake City, Kolkata :-

The Govt. of West Bengal has long been aware of accommodational problems in the existing Board Office Complex at 19, Haji Md. Moshin Square, Kolkata - 700016. Of late the academic and examination activities have been considerably increased. The Board has recently entered into collaborative activities with the UNICEF, the COBSE, the PBRPSUS etc. requiring additional space for additional manpower and other technological programmes. The State Govt. accordingly provided the Madrasah Board 12.02 cottah of land at DD-45 Block at Salt Lake City, Kolkata. The laying of the foundation ceremony of "Maulana Abul Kalam Azad Bhavan" was done on 18th February, 2004 by Sri Buddhadev Bhattacharya, the Hon'ble Chief Minister, in presence of Sri Kanti Biswas, Hon'ble Education Minister, Sri Md. Salim, Hon'ble Minister-in-Charge Youth Welfare, Minority & Technical Education, The Chairman, Salt Lake Municipality and Justice K.M. Yusuf, the Chairman, Minorities Commission, West Bengal. The eight storied building plan has been duly approved by the State Govt. The construction work has been started. It is expected that some parts of the building will be ready for office work by 2005-2006. The Board and the President, Dr. Abdus Sattar has conveyed their thanks to the State Govt. for this noble gesture. Needless to mention that Late Maulana Abul Kalam Azad, the then National Education Minister after independence was a pioneer of Madrasah Education and it was through his initiative that Calcutta Madrasah and the Madrasah Board were revived.

Opening of Board's North Bengal Regional Office at Malda

More than 60% of recognized Madrasahs are situated in the North Bengal region. The supervision, execution and monitoring of the Board's different activities and programmes including examination were facing various problems due to the absence of any Regional office in any part of the State as the Secondary Board and Higher Secondary Council usually enjoy. Accordingly the State Govt. on request from the Board and its President took the decision to open the Regional office within the "Siksha Bhavan Complex" at Malda. The opening of this Regional office has eased many of its functional problems for the North Bengal region and it will open new directions to the success of Madrasah Education problems.

Collaborative Activities with the NIEPA, New Delhi

Similar programme on quality improvement and total management in institutional administration was undertaken with the NIEPA during the academic year under review. The whole programme was conducted and monitored personally by Dr. Marmar Mukhopadhyay, the Director in-charge, NIEPA. He was ably supported by the NEIPA and NCERT Experts, Lecture-cum-demonstration-cum-active participation made the programme very effective. 50 selected Headmasters from different districts participated in the programme. The President of the Board while welcoming the initiative of NIEPA towards the total quality management of Madrasah Education, conveyed his thanks to all and particularly to Dr. Marmar Mukhopadhyay for his contribution towards this programme.

Collaboration with West Bengal Board of Secondary Education.

It seems sweeter if there is warm collaboration with other State Boards of Education. One such was with the WBBSE in connection with the training of the Madrasah Teachers on Computer Literacy programme. Madrasah teachers having computer from the State Govt. got this privileges side by side with the teachers from Secondary Schools. Text-book on Environmental Education is being developed in collaboration with WBBSE.

Collaboration with PRAYASAM

The Prayasam, an NGO at Salt Lake City, Kolkata entered into a 'Shuruyah' —a Pilot project with the Board for five years for enhancing and sustaining community participation in effective School Management, to improve performance of teachers in the use of interactive child-centred and gender sensitive methods in the multigrade system and to redress social constraints of children.

The Madrasah students already participated in three co-curricular activity programmes organized by the Prayasam and the Madrasah students performed allocation, one-act play and other items very well.

Collaboration with Rabindra Mukta Vidyalaya

The Madrasah Board feels that it has a bigger role to play for the education of the dropout after class VIII and economically and socially backward children and adults under the innovative scheme of the Rabindra Mukta Vidyalaya. These Madrasah centres are likewise open to all irrespective of religion, caste, creed and gender. Some limited (3) centres have been started at present in some High Madrasahs. The Board desires to open to such centres in collaboration with the RMV.

Other important activities

Side by side the Board has adopted internal quality improvement measures for each category of Madrasah for raising the total Madrasah education to the satisfaction of all concerned. A detailed Board's circular containing Annual Calendar, rules of the Managing Committee for the heads of the Madrasahs, teachers and all concerned, examination and evaluation schedules and organize of co-curricular activities, morning assembly, value education etc. have been sent to all the heads for implementing and pursuing the activities as directed.

At the same time the Board has published a detailed examination calendar associated with External Madrasah Examination so that these examinations can be conducted smoothly and efficiently through the involvement of all on time bound programme.

National Scholarship

The successful and eligible Madrasah students after the Alim and High Madrasah examination are entitled to National Scholarship. All the Madrasahs have been informed of this by sending prescribed forms for taking necessary action with the school and the Higher Education Department.

Examination and Evaluation

It has been already stated that two Board's Final Examinations at the end of class X, e.g. High Madrasah and

Alim Examination have been declared by the State Government as equivalent to Madhyamik Examination. All successful students are eligible for admission to H.S and similar courses at the State and National level.

Similarly, the syllabus and curriculum of the West Bengal Board of Primary Education is in vogue from classes I to V in Senior Madrasahs. The Board is contemplating to introduce External evaluation after class II at the Senior Madrasah level. Elaborate consultations are going on with the State Government, Board of Primary Education and concerned bodies for the same.

At the same time the Board has issued circulars to all the Heads of all categories of Madrasah to introduce continuous Evaluation in all classes. The process has already been started with a view to raising the achievement level of the Madrasah students. This process will be strengthened with the joining of the Inspector of Madrasahs- in the Board office.

Results of different Madrasah Examinations in 2005

The results of High Madrasa, Alim, Fazil, Kamil and MM Examinations 2005, which commenced on 1st March and concluded on 20th April 2005 have been declared. The results are being announced in 30 days after completion of the examinations.

The total number of candidates appeared were :

Examinations	2005			2004		
	Enrolled	Appeared	Passed Regular %	Enrolled	Appeared	Passed Regular %
High Madrasah	19612	19319	66.37	18672	18260	67.95
Alim	2515	2466	67.76	2209	2144	67.90
Fazil	413	401	87.50	422	407	85.33
Kamil	268	261	64.22	237	231	67.52
MM	168	164	93.12	181	177	97.15
Total	22976	22611		21721	21219	

Results at a glance – 2005

Examination	Enrolled			Appeared			Passed Division						Total passed	NC	RA
	Male	Female	Total	Male	Female	Total	1st	%	2nd	%	3rd	%			
High Madrasah	8640	10972	19612	8495	10824	19319	1642	8.49	7513	38.88	2969	15.36	12124	28	47
Alim	1459	1056	2515	1432	1034	2466	170	6.86	920	37.30	512	20.76	1602	5	3
Fazil	386	27	413	375	24	401	24	5.98	246	61.34	78	19.45	348	X	3
Kamil	262	06	268	255	06	261	13	4.98	131	50.19	22 (P.Div)	8.42	166	X	X
MM	162	06	168	158	06	164	11	06.70	141	85.97			152	X	01

HIGH MADRASAH EXAMINATION 2005

Examination	Enrolled			Appeared			Passed Division						Total Passed
	Male	Female	Total	Male	Female	Total	1st	%	2nd	%	3rd	%	
SC	248	182	430	237	174	411	18	4.37	132	32.11	92	22.38	242
ST	165	97	262	161	97	258	15	5.81	106	41.08	52	20.15	173
OBC	2423	3043	5466	2391	3006	5397	394	7.3	1947	36.07	809	14.98	3150

There is an increase of 1392 candidates (appeared) over the last year's number. At the same time there were more female examinees than male for the High Madrasah Examination, 2005 alike previous year.

As per decision of the Board, no Merit List will be published.

The results of various examinations conducted by the West Bengal Board of Madrasah Education were available through INTERNET at the following websites:

<http://www.wbgov.com>

<http://www.banglarmukh.com>

It is pertinent to mention that the Board has initiated some changes and innovations in the examination system as detailed below:

1. In order to prevent forgery, the Board has decided, like last year to affix hologram on the Marksheets and Certificates and also to insert the photograph on Marksheets and Certificates from this year besides Registration Certificates and Admit Cards, where photographs are being inserted from last few years.
2. Introduction of Mid-term Compartmental Examination to avoid loss of a full academic year for Compartmental candidates.
3. The entire examination process is being conducted according to an Examination Calendar notified to all concerned at the beginning of academic session.
4. Introduction of Geography of 100 marks instead of 50 marks, for students of High Madrasah to enable them taking Geography in higher studies.
5. Introduction of uniform holiday list for Madrasahs with the enhancement of class days up to 210 days in an academic session for Madrasahs where no external examination is held and 200 days for Madrasahs where external examinations of the Board are taken.
6. As religion plays a negative effect on the academic achievement of candidates at the external examination at different levels, the Board unanimously decided to write off the names of the appearing candidates on the answer-scripts. Rather it has directed the Madrasahs to train the teachers and the students to be accustomed to writing on the answer-scripts the Registration number and Roll number for identification.
7. A circular has been issued to all Madrasahs having percentage of pass below 40% of the appearing candidates at the external examinations directing the Heads to take necessary steps for improving the performance percentage of Madrasah.
8. Facility of availing of the PPS or PPR in respect of any answer-scripts within 30 days of publication of result for all examinees under the Board.

The Board has at present, 71 examination centers to conduct the different Madrasah Examinations all over the State.

House Journal of the Board – MADRASAH DARPAN

It's Published regularly on a quarterly basis. The first issue came out in 2001. Each issue contains articles on educational improvement and evaluation of Secondary Course which are helpful to the Madrasah students. It is to contain in addition, Board's activities in detail, notifications, directives to its recognized institution. This Journal will act as the link between the Board and the Madrasahs. Its yearly subscriptions have been fixed at Rs. 60 for four quarterly issues published in June, September, December and March.

Districtwise list of different types of Madrasahs up to 31.03.2005

Name	Jr.High Madrasah	High Madrasah	Senior Madrasah	Total Madrasah
Bankura	05	04	01	10
Birbhum	11	14	04	29
Burdwan	15	16	03	34
Kolkata	—	08	02	10
Coochbehar	16	05	02	23
Dakshin Dinajpur 05	07	04	16	
Uttar Dinajpur	09	06	05	20
Darjeeling	02	01	—	03
Hooghly	11	16	09	36
Howrah	12	13	03	28
Jalpaiguri	04	03	01	08
Malda	16	38	14	68
East Midnapur	06	08	02	16
West Midnapur	07	06	03	16
Murshidabad	14	43	16	73
Nadia	05	09	04	18
North 24 Pgs	10	18	17	45
South 24 Pgs	15	23	12	50
Purulia	04	—	01	05
Total	167	238	103	508

including Calcutta Madrasah

List of Higher Secondary Madrasahs

Sl.No	District	Name of the Madrasah	P.O.
1.	Paschim Midnapur	Mahisa Geria AMA High Madrasah	Garbeta Paschim Midnapur
2.		SMI High Madrasah	
3.	Purba Midnapur	Contai Rahmania High Madrasah	Darua
4.	D/Dinajpur	Belpukur High Madrasah	Sihol
5.	U/Dinajpur	Rahatpur High Madrasah	Domohona
6.	Malda	Malda Model High Madrasah	Malda Town
7.		NMS High Madrasah	Choto Sujapur
8.		Abbasganj High Madrasah	Mothabari
9.		Khanpur High Madrasah	Goraksha
10.		Majharul Ulum High Madrasah	Alipur
11.		Maharaj Nagar High Madrasah	Haripur
12.		Kanua Bhabanipur KRHN High Madrasah	Deviganj Uttar Haripur Fatchkhani
13.		Dariapur High Madrasah	
14.		Fatchkhani High Madrasah	
15.	Nadia	Islamganj High Madrasah	Bangaljhi
16.	Mursidabad	Dhuliyon High Madrasah	Madhabnagar Jangipur Devkunda Manickchawk Bhabta Chhaighori Daharpar Kalukhali
17.		Jangipur High Madrasah	
18.		Devkunda High Madrasah	
19.		Manickchawk High Madrasah	
20.		Bhabta Ajija High Madrasah	
21.		Chhaighori High Madrasah	
22.		Aurangabad High Madrasah	
23.		Sharfia High Madrasah	
24.	Hooghly	Pandua Sultania High Madrasah	Hooghly
25.		Kalachhara High Madrasah	Kalachhara
26.		Hooghly High Madrasah	Hooghly
27.	N 24-Pgs.	Hatiara High Madrasah	Hatiara
28.		Dariapur High Madrasah	Dariapur
29.	S 24-Pgs.	Danga High Madrasah	Bon Hoogly
30.		Akra High Madrasah	Akra
31.	Darjeeling	Shamsia High Madrasah	Siliguri Bazar
32.	Birbhum	Bholageria High Madrasah	Bheramari

Eradication and Routine Immunization Programme (UNICEF assisted)

In request from the UNICEF, Kolkata in April 2003 to fight out Polio Eradication Programme among the population in the State Dr. Abdus Sattar, the President and Prof. Md. Rafatullah, the then Secretary, accepted the same with much boldness with the hope that the involvement of the Board will go a long way to improve the Community Health of the minority and backward children. The initiative of the Board has been highly successful

and the Board is duly proud of its role, a rare kind of activity taken up by any Board. As in previous year the Board undertaken following programmes and meetings:

1. Meeting with village leaders, teachers, community pupil and mothers for sensitization and awareness on the issue.
2. Meeting with District Officials, Health Department Officials and District level functionaries to chalk out details of strategies to be taken up.
3. Meeting, training and re-training of more than 2500 volunteers and monitoring their activities.
4. Organising rallies with students and teachers in different districts of West Bengal.

The Polio Eradication activity had been reinforced by the leadership of Prof. Sudin Chattopadhyay, now acting of Director of the Cell.

In the mean time, the UNICEF, Kolkata being highly satisfied with the result of our wholehearted effort to remove resistance to take polio drops in Muslim community, allowed us to appoint 3500 volunteers by the Madrasahs of West Bengal. The ex-students of Madrasahs were appointed volunteers of whom 50% male and 50% female volunteers. They worked about 3500 booths in highly Muslim populated and Madrasah related areas of all the districts noted herein above.

To organise and monitor the activities of the Madrasahs in West Bengal an administrative set up was provided with the financial assistance of the UNICEF, Kolkata in the premises of the West Bengal Board of Madrasah Education at 19, Haji Md. Mohsin Square, Kolkata.

From January, 2004 the UNICEF, Kolkata entrusted the West Bengal Board of Madrasah Education to take part in awareness campaign for Routine Immunization programme. It was decided to appoint volunteers in G.P. based sub-centers. At present UNICEF allotted us 185 sub-centres in South and North 24-Pgs., Uttar and Dakshin Dinajpur, Malda, Murshidabad districts. According to the directions we have appointed with the help of the Madrasahs generally married, at least Madhyamik pass muslim lady volunteers numbering 185 for 185 sub-centers. The Cell is being looked after by Prof. Md. Refatullah as Director.

The volunteers are working among the population of their respective sub-centers and collecting datas of pregnant women, children of small age group. They are persuading the mothers or would be mothers to come to the sub-centers and to be immunized according to the schedule against six deadly diseases. Our target is to bring the cent percent women and children under the fold of Routine Immunization.

Our intervention through our administrative set up for such work has yielded inspiring result.

Introduction of Vocational Courses in the Madrasahs

The Madrasah Board genuinely feel that the Madrasah Education system caters to mainly the backward and poorer minority sections of population. It is expect that the Madrasah Board should provides vocational education to its students side by side with academic programmes. In this respect the Board in collaboration with has introduced vocational education at Danga High Madrasah, South 24-Parganas in 2004-05. Many more such proposal are under consideration of the same directorate consultation are also going on with Netaji Subhash Open University, West Bengal University of Technology and Jadavpur University.

List of Madrasahs with Computers under CLP

Sl.No	District	Name of the Madrasah
1	Howrah	Khajutty High Madrasah
2	N 24-Pgs.	Hatiara High Madrasah
3	S 24-Pgs.	Danga High Madrasah
4		Akra Girls' High Madrasah
5	Kolkata	Beniapukur High Madrasah
6	Hooghly	Hooghly High Madrasah
7		Furfura Fatiha Sr. Madrasah
8		Pandua Sultania High Madrasah
9	Jalpaiguri	Badaitari Ujiria High Madrasah
10	U/Dinajpur	Rahatpur High Madrasah
11	Murshidabad	Dhuliyani High Madrasah
12		Devkunda High Madrasah
13		Bhabta Ajijia High Madrasah
14		Jangipur Quarania High Madrasah
15		Manikchawk NB High Madrasah
16	Burdwan	Orgram Chatuspally
17	Darjelling	Shamsia High Madrasah
18	Malda	Malda Model High Madrasah
19		NMS High Madrasah
20		Abbasganj High Madrasah
21		Majharul Uloom High Madrasah
22		Khanpur High Madrasah

Observance of the hundred years of the 'Banga Bhanga' (Partition of Bengal)

The partition of Bengal was effected on 16th October, 1905 by the imperialist British Government through Lord Courzon, the then Viceroy of India. The main motive behind that partition was to destroy the strong and unified national spirit of the Bengalees and to reduce the status of Bengali Language as the minority language and to make the Bengalees a weak fighting group. Naturally there were huge protest all over Bengal against this heinous intention. Leaders like Sir Surendranath Banerjee, Rabindranath Tagore, Anandamohan Bose, Abdulla Rosul and different Patrikas like 'the Mussalman' & 'the Dawn' eloquently criticized the evil intention of the Government. There were Hartal, Processions, Rakhi Bandhan, Meeting. Arandhana etc. R. N. Tagore played the leading role through his songs for the awakening of Nationalism through preaching 'Swadeshi Mantra'. It was a symbol of communal harmony and a fight against imperialism.

- (a) The Madrasah Board wanted to observe that incident at the Madrasah level to educate the teachers & students the value of communal harmony and the impact of imperial exploitation still present in India.
- (b) All the Madrasahs of North 24-Parganas organized one function presided over by the Sabhadhipati of Zilla Parishad, North 24-Parganas. Such programmes were also organised in different Madrasahs through Drama, Dance, Recitation, Lecture etc.

These were very educative and encouraging.

SANSKRIT EDUCATION

The Government of West Bengal is aware of spreading Sanskrit Education throughout the State. Because of this, various Government sponsored and non-Government Sanskrit Tols (DA getting) are formed in various districts. V.S.S.P. has been formed to make better provision for development, expansion, management and control of Sanskrit Education.

There are 698 non-Government, 2 sponsored and 4 Government Sanskrit Tols with 934 Adhyapaks (Pandits) & 120 non-teaching staff excluding the staff of the Parishad. The Director of School Education, West Bengal releases grants to the authorities of Government and sponsored Sanskrit Tols directly and also releases grants to non-Government Tols through Vangiya Sanskrit Siksha Parishad (V.S.S.P.) to incur various expenditure including payment of salary to Adhyapaks and staff. A considerable amount were spent for the financial year 2004-2005. Each Tol has a separate Managing Committee which supervises the Tols locally.

V.S.S.P. & its Responsibilities

V.S.S.P. is the main statutory body which looks after Sanskrit Education with the help of School Education Department and Directorate of School Education. An Ad-hoc Committee is formed by the State Government for one year duration comprising 10 eminent educationists under the Chairmanship of Dr. Murarimohan Vedantaditirtha with the authority to perform and discharge all powers, function and duties of the Parishad. This Committee is also empowered to prepare syllabus and curriculum to take Examination to issue certificates to qualified candidates and also to release grants (DA only) to Adhyapaks, clerks, servants, students, of the Tols and staff of the Parishad.

Subject Taught

Laghu Kaumudi, Siddhanta Kaumudi, Panini, Saraswat, Harinamamrita, Kalap, Sankshiptasar, Mugdhabodh, Panini Bhasavritti, Kavya, Nyaya (Ka, Kha, Ga), Nyaya (Gha), Vedanta (Ka, Kha, Ga), Sankhya, Upanishad, Puran, Jyotish, Mimansa, Sadharan Darshan, Vaisnav Darshan, Veda, Paurohitya, Smriti (Ka, Kha, Ga), Pali (Suttapitak, Binaypitak, Abhidhanapitak).

List of the Government & Government Sponsored Sanskrit Tols

Sl. No.	Name	District	Category	No. of Pandit	No. of Non-Teaching Staff
1.	To Department, Sanskrit College, Kolkata	Kolkata	Government	04	03
2.	Pandit D.V.P. Government Sanskrit College, Contai	Midnapore	Government	04	04
3.	Nabadwip Government Sanskrit College	Nadia	Government	05	03
4.	M.G.N. Government Sanskrit College, Cooch Behar	Cooch Behar	Government	06	03
5.	Shyamsundar Chatuspathi	Burdwan	Govt. Sponsored	03	02
6.	Bijoy Chatuspathi	Burdwan	Govt. Sponsored	03	02

Existing Staff of the V.S.S.P.

President	1
Secretary	1
U.D.C.	4
L.D.C.	5
Group-D	9
Tol Inspector	1
Addl. Tol Inspector	1
Total	22

List of Non-Government Sanskrit Tols

Sl. No.	Name of the District	Name of the Treasury	No. of Tols	No. of Pandits	No. of Clerks	No. of Group D
1.	BANKURA	Bankura Sadar	16	19	0	1
		Bishnupur	9	10	1	0
		Khatra	1	1	0	0
2.	KOLKATA	Kolkata Pay & Accounts	50	73	9	9
3.	24-PGS. (NORTH)	Barrackpur	19	33	4	4
		Basirhat	2	2	0	0
		Barasat	4	4	0	0
4.	JALPAIGURI	Alipurduar	1	1	0	0
5.	BURDWAN	Burdwan Sadar	25	41	3	2
		Asansol	1	1	0	1
		Durgapur	1	1	0	0
		Kalna	1	1	0	0
		Katwa	37	49	0	1
6.	HOOGHLY	Arambagh	53	68	0	6
		Chandannagar	4	6	0	1
		Hooghly-II	10	10	2	2
		Serampore	9	12	0	2
7.	MALDA	Malda	1	1	0	0
8.	HOWRAH	Howrah Sadar	13	19	1	1
		Uluberia	1	1	0	0
9.	DARJEELING	Kalimpong	1	1	0	0
10.	COOCH BEHAR	Cooch Behar	2	3	0	1
11.	NADIA	Krishnanagar	20	26	0	1
		Ranaghat	3	3	0	1
12.	DAKSHIN DINAJPUR	Raigunj	1	1	0	0
13.	MURSHIDABAD	Kandi	2	2	0	0
14.	PURULIA	Raghunathpur	2	2	0	0
15.	BIRBHUM	Bolpur	7	10	3	1
		Rampurhat	10	13	1	0
		Suri	16	21	3	3
16.	MIDNAPORE	Tamluk	17	21	0	2
		Ghatal	7	9	0	0
		Haldia	7	7	0	0
		Jhargram	2	2	0	0
		Midnapur Sadar	22	29	0	3
		Contai	232	284	4	23
17.	24-PGS. (SOUTH)	Alipore	8	9	1	1
		Kakdwip	11	14	0	2
Grand Total			698	909	32	71

CHAPTER VIII

PHYSICAL EDUCATION

Physical Education, Games & Sports plays an important role of the educational process. It is not a frill or an ornament talked on to the School Education Programme as a means of keeping students busy. It is indeed a vital part of the total education. Through a well directed and organized Physical Education Programme, young people develop skill from the worthy use of leisure time and holistic development of personality. Engagements in activities, conducive to healthful living develops socially and contribute to the physical and mental health of students.

For the above mentioned purpose every year Physical Education Section provided fund for holding sports and games activities, coaching camps for school students and Central Residential Refresher Course for Physical Education Teachers throughout the year. Most of the activities for holding sports and games and coaching camps in districts are organized through different "District School Sports Association (D.S.S.A.)" under active supervision of their mother organization "West Bengal School Sports Association (WBSSA)", who takes the lion's share of these responsibilities of behalf of School Education Department. Of course, all the activities are done through the District Officer for Physical Education and Youth Welfare of respective districts under active control of the Physical Education and Youth Welfare of respective districts under active control of the Physical Education Section of School Education Directorate.

The District Officer for Physical Education and Youth Welfare [DOPE & YW] (WBES) supervises the activities of the DSSA, sub-divisional and Zonal School Sports Association. The DOPE & YW acts as the Liaison Officer between the local administration and different associations, who is also the ex-officio Vice President of the DSSA, member of the Shiksha, Sasthya-O-Krira Sthayee Samiti of the Zilla Parishad and ex-officio Secretary of the District Youth Welfare Council.

In addition to normal assignments the District Organizers of Physical Education also act as a Liaison Officer between Block and District level organisations for the promotion of School Sports and Physical Education.

In the year 2004, one hundred and five nos. Assistant Teachers in Physical Education and Officials took part in the Central Residential Course and the said course has been successfully completed. The disciplines of the said course were in : Athletics, Gymnastics, Kho-Kho, Kabaddi and Yogasanas.

This year the state school team had participated in eighteen disciplines in the National School Games Competition under the aegis of School Games Federation of India (SGFI). Out of which one National School Games in Archery (all age group-boys and girls) was held in the State. List of participants in various age groups both boys and girls of zonal level in different districts during the year 2004-2005 is marked at Annexure-Y and detailed results of the State and National School Games Competitions during 2004-2005 is appended at Annexure-X.

In order to promote football and hockey in the schools all the participating schools of the state level tournaments of the Dr. B. C Roy Memorial Cup in football (leading to Subroto Mukherjee Cup) and Jr. Nehru Hockey have been provided special grant. With a view to encourage participation in indigenous games, the champion and runners-up schools of other tournaments are extended financial assistance under "Incentive Scheme".

From 2001-02 academic year the state's only Government Sports School under the title of "Dr. B. R. Ambedkar Sports School" has started functioning at Banipur Education Complex in North 24-Parganas with only 30 students in class-V (15 boys and 15 girls). At present the total number of students of the said sports School is 140 (One hundred and forty) in class-V, VI, VII, VIII & IX and the students are trained in Athletics, Gymnastics and Archery. This is a fully residential Sports School and get recognition as a High School by West Board of Secondary Education vide their letter no. S/Recog/2005/81 dated 19.4.05 and henceforth the name of the school will be recorded as "Dr. B. R. Ambedkar Sports School (High)". The State Government bears all the financial liabilities and other responsibilities. Last year in the state and national level games at the Open & School Meet the students got satisfactory results in Athletics, Archery, Gymnastics and Yogasanas. A detailed result sheet is enclosed herewith in Annexure-Z.

To encourage the primary school children throughout the state in games and sports, every year a district and state level annual primary sports meet is held in our state. Last year the 22nd State Primary School Sports Meet was held at Balurghat Stadium in the district of Dakshin Dinajpur.

**Number of Officials in the Physical Education Section of the Directorate and Districtwise
Break-up in Respect of the District Officers (WBES) and District Organisers**

Office of the Dy. Director of School Education
(Physical Education) West Bengal

1 (one) post of D.D.S.E. (Phy. Edn.) W.B.
&
1 (one) post of A.D.S.E. (Phy. Edn.) W.B.

Sl. No.	Name of the District	No. of Post of D.O.P.E. & Y.W.	No. of Post of D.O.P.E.	Total Post
1.	Bankura	1	1	2
2.	Birbhum	1	1	2
3.	Burdwan	1	1	2
4.	Kolkata	1	1	2
5.	Coochbehar	1	1	2
6.	Darjeeling	1	X	1
7.	Jalpaiguri	1	1	2
8.	Murshidabad	1	1	2
9.	Malda	1	1	2
10.	Purba Medinipur	1	1	2
11.	Paschim Medinipur	1	1	2
12.	Purulia	1	1	2
13.	Uttar Dinajpur	1	1	2
14.	Dakshin Dinajpur	1	1	2
15.	24-Parganas (North)	1	1	2
16.	24-Parganas (South)	1	1	2
17.	Hooghly	1	1	2
18.	Howrah	1	1	2
19.	Nadia	1	1	2
20.	Siliguri	1	1	2
Total		20	19	39

Directorate level Management

District level Management

Director (I.A.S.)	Jt. Directors WBSES Dy. Director (Phy. Edn.) (1) Vacant ↓ Asst. Director (Phy. Edn.) (1) ↓ Head Assistant ↓ L.D.C.S.-Steno Typist ↓ Gr. D. Staff	District Officer for Phy. Edn. & Youth Welfare (WBES) ↓ Dist. Organiser ↓ Clerk-cum-Typist ↓ Gr. D. Staffs
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GRANTS ON DIFFERENT HEADS DURING 2004-05

1. Grant to District School Sports Association	:	Rs. 841,000/-
2. Central Residential Refresher Course	:	Rs. 200,000/-
3. Grant to Darjeeling Gorkha Hill Council School Sports Association	:	Rs. 40,000/-
4. Grant for National School Games Participation	:	Rs. 500,000/-
5. Grant for holding Subroto Mukherjee Cup Football Tournament in state and national level	:	Rs. 377,330/-
6. Grant for holding Jr. Nehru Hockey Tournament in state and national level	:	Rs. 106,523/-
7. Grant for holding one national school games in West Bengal	:	Rs. 300,000/-
8. Grant to West Bengal School Sports Association	:	Rs. 300,000/-
9. Grant for establishment for B.R. Ambedkar Sports School	:	Rs. 191,250/-
Total :		Rs. 2,856,103/-

Phone Numbers of the District Officer for Physical Education & Youth Welfare

1. Bankura	..	..	953242-253841
2. Birbhum	..	..	953462-255266
3. Burdwan	..	..	95342-2562447
4. Coochbehar	..	..	953582-222411
5. Dakshin Dinajpur	..	..	953522-255263
6. Darjeeling	..	..	95354-2254232
7. Howrah	..	..	266-05976
8. Hooghly	..	..	268-02035
9. Jalpaiguri	..	..	953561-222705
10. Kolkata	..	..	246-34745
11. Paschim Medinipur	..	..	953222-275721
12. Murshidabad	..	..	953482-252560
13. Malda	..	..	953512-252789
14. Nadia	..	..	953472-252246
15. Purulia	..	..	953252-222673

**NATIONALSCHOOL GAMES 2004-2005
RESULTS OF WEST BENGAL**

Name of Discipline	Sex	Age	Vanue	Date	
Volleyball	Girls	17	Delhi	24 to 29 Dec-04	3rd
Athletics	B+G	19.17.14	Pune	10 to 14 Jan-05	Overall Remarks Up
Athletics	Boys	14	Pune	10 to 14 Jan-05	Champion
Athletics	Girls	14	Pune	10 to 14 Jan-05	Champion
Yoga	Girls	14	Gujrat	13 to 16 Jan-05	3rd
Yogs	Girls	17	Gujrat	13 to 16 Jan-05	Individual 3rd
Judo			Gujrat	13 to 16 Jan-05	2nd
Judo					3rd
T.T.	Boys	19	Kanpur	18 to 23 Jan-05	Champion
T.T.	Girls	19	Kanpur	18 to 23 Jan-05	Champion
T.T.	Boys	17	Kanpur	18 to 23 Jan-05	Champion
T.T.	Girls	17	Kanpur	18 to 23 Jan-05	Champion
T.T.	Girls	14	Kanpur	18 to 23 Jan-05	Champion
Badminton	Boys	14	Thane	27/12 to 1/1/05	Individual Winner
Gymnastic	B+G	19.17.14	Pune	3 to 8 Jan-05	Aerobetic overall champion in all Gr. B+G Artistic Gym U-19 Girls—Champion U-19 Boys—2nd U-17 Boys—2nd U-14 Girl—2nd
Archery	B+G	19.17.14	West Bengal	31/1 to 4/2/05	Indiana Round 17 Girls Individual 3rd 14 Girls Individual 3rd Fita Round 14 Boys Team 1st 14 Girls Team 1st 17 Boys Team 3rd Overall 2nd

WEST BENGAL SCHOOL SPORTS ASSOCIATION

Yuba Bharati Krirangan, Salt Lake, Kolkata-700 098

Result : For State Level Championship 2004-2005

Sl. No.	Name of Discipline	Sex	Age	Vanue	Date	Winners	Runners
1.	S.M.C.	Boys	17	Burdwan	9 to 11 Aug-04	Ram Krishna H/S-Darjeeling	X
2.	Football	Girls	19	Cooch Behar	10 to 13 Sept-04	Darjeeling	24-Parganas (N)
3.	Football	Boys	19	Cooch Behar	10 to 13 Sept-04	Cooch Behar	Burdwan
4.	Football	Boys	17	24-Parganas (S)	12, 13 Sept-04	Hooghly	24-Parganas (S)
5.	Football	Boys	14	Murshidabad	25, 26 Sept-04	Darjeeling	Paschim Midnapur
6.	Kabaddi	Boys	19	Nadia	19, 20 Dec-04	Hooghly	Nadia
7.	Kabaddi	Girls	19	Nadia	19, 20 Dec-04	Hooghly	Nadia
8.	Kabaddi	Boys	17	Paschim Midnapur	25, 26 Sept-04	Hooghly	Howrah
9.	Kabaddi	Girls	17	Paschim Midnapur	25, 26 Sept-04	Hooghly	Howrah
10.	Kabaddi	Boys	14	Howrah	2, 3 Oct-04	Howrah	Nadia
11.	Kabaddi	Girls	14	Howrah	2, 3 Oct-04	Hooghly	Burdwan
12.	Kho-Kho	Boys	19	Malda	25, 26 Sept-04	Malda	Hooghly refused to play
13.	Kho-Kho	Girls	19	Malda	25, 26 Sept-04	24 Parganas (N)	Jalpaiguri
14.	Kho-Kho	B+G	17	S.A.I.	18 Nov-04	Selection	Trial
15.	Kho-Kho	Boys	14	Hooghly	15, 16 Nov-04	Hooghly	24-Parganas (N)
16.	Kho-Kho	Girls	14	Hooghly	15, 16 Nov-04	Hooghly	Nadia
17.	Swimming	Boys	19.17.14	24-Parganas (N)	29, 30 Sept-04	24-Parganas-S & Hooghly	Howrah
18.	Swimming	Girls	19.17.14	24-Parganas (N)	29, 30 Sept-04	Hooghly	24-Parganas (S) & C. Kol
19.	Jr. Nehru Hockey	Boys	19	S.A.I.	13 to 15 Sept-04	Behala Parosri	Kalsa H. S.
20.	Volleyball	Boys	19	Birbhum	7, 8 Nov-04	Dakshin Dinajpur	Burdwan
21.	Volleyball	Girls	19	Birbhum	7, 8 Nov-04	24-Parganas (N)	Hooghly
22.	Volleyball	Boys	17	Hooghly	11, 12 Dec-04	Hooghly	24-Parganas (N)
23.	Volleyball	Girls	17	Hooghly	11, 12 Dec-04	24-Parganas (N)	Hooghly
24.	Volleyball	Boys	14	C. Kolkata	18, 19 Dec-04	Burdwan	S. Kolkata
25.	Volleyball	Girls	14	C. Kolkata	18, 19 Dec-04	Hooghly	Howrah
26.	Basketball	Boys	19	S.A.I.	18, 19 Nov-04	Burdwan	S. Kolkata
27.	Basketball	Girls	19	S.A.I.	18, 19 Nov-04	Darjeeling	Hooghly
28.	Handball	Boys	17	S.A.I.	18 Nov-04	Nadia	C. Kolkata

Sl. No.	Name of Discipline	Sex	Age	Vaue	Date	Winners	Runners
29.	Hockey	Boys	19	S.A.I.	18 Nov-04	S. Kolkata	C. Kolkata
30.	Badminton	Boys	19	S.A.I.	18, 19 Nov-04	24-Parganas (N)	C. Kolkata
31.	Badminton	Girls	19	S.A.I.	18, 19 Nov-04	Howrah	X
32.	Badminton	Boys	17	S.A.I.	18, 19 Nov-04	C. Kolkata	Hooghly
33.	Badminton	Girls	17	S.A.I.	18, 19 Nov-04	Purba Midnapur	C. Kolkata
34.	Badminton	Boys	14	S.A.I.	18,19 Nov-04	C. Kolkata	Hooghly
35.	Badminton	Girls	14	S.A.I.	18, 19 Nov-04	C. Kolkata	24-Parganas (N)
36.	T.T.	Boys	19	S.A.I.	18, 19 Nov.-04	24-Parganas (N)	C. Kolkata
37.	T.T.	Girls	17	S.A.I.	18, 19 Nov-04	S. Kolkata	Siliguri
38.	T.T.	Boys	14	S.A.I.	18,19 Nov-04	24-Parganas (N)	N. Kolkata
39.	T.T.	Girls	14	S.A.I.	18, 19 Nov-04	Hooghly	Howrah
40.	Athletics	Boys	19.17.14	24-Parganas (S)	27 to 29 Dec-04	Nadia	Brass
41.	Athletics	Girls	19.17.14	24-Parganas (S)	27 to 29 Dec-04	Nadia	Hooghly
42.	Yoga	Boys	19.17.14	Yuba Bharati Krirangan	21 Dec-04	24-Parganas (S)	Howrah
43.	Yoga	Girls	19.17.14	Yuba Bharati Krirangan	21 Dec-04	24-Parganas (S)	24-Parganas (N)
44.	Gymnastics	Boys	19	24-Parganas (N)	18, 19 Dec-04	24-Parganas-N	24-Parganas (N)
45.	Gymnastics	Girls	19	24-Parganas (N)	18, 19 Dec-04	24-Parganas-N	24-Parganas (N)
46.	Gymnastics	Boys	17	24-Parganas (N)	18, 19 Dec-04	24-Parganas-N	24-Parganas (N)
47.	Gymnastics	Girls	17	24-Parganas (N)	18, 19 Dec-04	Hooghly	24-Parganas (N)
48.	Gymnastics	Boys	14	24-Parganas (N)	18, 19 Dec-04	24-Parganas-N	24-Parganas (N)
49.	Gymnastics	Girls	14	24-Parganas (N)	18, 19 Dec-04	24-Parganas-N	24-Parganas (N)
50.	Judo	Boys	19	S.A.I.	26 Dec-04	24-Parganas-N	Howrah
51.	Judo	Girls	19	S.A.I.	26 Dec-04	Howrah	24-Parganas (N)
52.	Judo	Boys	17	S.A.I.	26 Dec-04	24-Parganas (N)	24-Parganas (N)
53.	Judo	Girls	17	S.A.I.	26 Dec-04	24-Parganas (N)	Hooghly
54.	Judo	Boys	14	S.A.I.	26 Dec-04	24-Parganas (N)	Hooghly
55.	Judo	Girls	14	S.A.I.	26 Dec-04	Hooghly	24-Parganas (N)
56.	Archery	Boys	19.17.14	S.A.I.	18 Nov-04	Indian Round N-Kolkata	Darjeeling
57.	Archery	Girls	19.17.14	S.A.I.	18 Nov-04	Darjeeling	24-Parganas (N)
58.	Archery	Boys	19.17.14	S.A.I.	18 Nov-04	Fita Round Darjeeling	24-Parganas (N)
59.	Archery	Girls	19.17.14	S.A.I.	18 Nov-04	24-Parganas (N)	N. Kolkata
60.	Chess	Boys	19	Yuba Bharati Krirangan	17 Dec-04	Sankar Majumdar	Subhajit Nandy

Sl. No.	Name of Discipline	Sex	Age	Vanue	Date	Winners	Runners
61.	Chess	Girls	19	Yuba Bharati Krirangan	17 Dec-04	X	X
62.	Chess	Boys	17	Yuba Bharati Krirangan	17 Dec-04	Suman Basu	Sumit Shaw
63.	Chess	Girls	17	Yuba Bharati Krirangan	17 Dec-04	Priyadarshini Das	Malini Banerjee
64.	Chess	Boys	14	Yuba Bharati Krirangan	17 Dec-04	Sandipan Chatterjee	Antarip Roy
65.	Chess	Girls	14	Yuba Bharati Krirangan	17 Dec-04	Sriya Bhattacharya	Mohana Sengupta

GOVERNMENT OF WEST BENGAL
DR. B. R. AMBEDKAR SPORTS SCHOOL
P.O. Banipur, 743233, Dist. North 24-Parganas
Tel-Hab. (03216) 252032 (O), 239184 (School), Fax 252032, E-mail pgipe@ cal.2vsnl.net.in

Following students have been selected for National Camp

Athletics—Girls

- | | |
|------------------|------------|
| 1. Antana Khatun | Class—IX |
| 2. Putul Hembram | Class—IX |
| 3. Lilima Barman | Class—VIII |
| 4. Pinki Dey | Class—IX |
| 5. Labina Khatun | Class—VIII |

Athletics—Boys

- | | |
|----------------------|------------|
| 1. Prosenjit Gharami | Class—IX |
| 2. Anil Soren | Class—IX |
| 3. Ashis Mondal | Class—VIII |
| 4. Md. Milan Ali | Class—VIII |

Archery

- | | |
|------------------|------------|
| 1. Bachhan Murmu | Class—VIII |
| 2. Bhanjana Das | Class—VIII |

Sports Achievement of the following Students in Athletics of Dr. B. R. Ambedkar Sports School, Banipur, North 24 Parganas, for the Session 2004-2005

Sl. No.	Name	Event	West Bengal School Ath. Meet		50th School National Atm Meet		
			Place	Record	Plate	Record	Remarks
1.	Antana Khatun	High Jump	1st	1.58 Mt.	1st	1.59 Mt.	NMR
		Long Jump	1st	5.56 Mt.	1st	5.45 Mt.	NMR
		Shot Put	3rd	7.60 Mt.	—	—	
		4 × 100 M Rel.	1st	52.80 Sec.	—	—	
2.	Labina Khatun	Long Jump	2nd	5.38 Mt.	2nd	5.40 Mt.	
		100 M Run	2nd	13.30 Sec.	—	—	
		200 M Run	1st	26.90 Sec.	2nd	26.73 Sec.	
		4 × 100 M Rel.	1st	22.80 Sec.	—	—	
3.	Putul Hembram	100 M Run	1st	13.00 Sec.	1st	12.84 Sec.	
		200 M Run	2nd	27.30 Sec.	—	—	
		4 × 100 M Rel.	1st	52.80 Sec.	—	—	
4.	Tanjila Khatun	High Jump	2nd	1.45 Mt.	2nd	1.53 Mt.	
5.	Pinki Dey	Shot Put	1st	9.45 Mt.	1st	10.07 Mt.	NMR
6.	Rini Das	400 M Run	2nd	1:02.20 Sec.	5th	58.98 Sec.	
7.	Ashis Mondal	200 M Run	1st	23.90 Sec.	1st	23.74 Sec.	
		400 M Run	1st	53.60 Sec.	1st	51.97 Sec.	
		600 M Run	1st	1:29.60 Sec.	1st	1:26.09 Sec.	
		4 × 100 M Rel.	1st	46.60 Sec.	1st	45.80 Sec.	
8.	Prosenjit Gharami	High Jump	2nd	1.78 Mt.	2nd	1.80 Mt.	
		4 × 100 M Rel.	1st	46.60 Sec.	—	—	
9.	Md. Milon Ali	High Jump	1st	1.78 Mt.	1st	1.83 Mt.	NMR
		Long Jump	3rd	5.91 Mt.	—	—	
10.	Anil Soren	80 M M	1st	10.90 Sec.	—	—	
		Long Jump	1st	6.30 Mt.	—	—	
		4 × 100 M Rel.	1st	46.60 Sec.	—	—	
11.	Arif Hossain Mallick	Long Jump	2nd	6.69 Mt.	—	—	
12.	Bappa Chalak	200 M Run	2nd	24.00 Sec.	3rd	24.24 Sec.	
		4 × 100 M Rel.	1st	46.60 Sec.	1st	45.80 Sec.	
13.	Laltu Murmu	80 M M	2nd	11.60 Sec.	2nd	11.52 Sec.	
		4 × 100 M Rel.	—	—	1st	45.80 Sec.	
14.	Sanjoy Barman	Pole Vault	1st	3.09 Mt.	—	—	

**Sports Achievement of the following Students of Dr. B. R. Ambedkar Sports School,
Banipur, North 24 Parganas in Gymnastics and Yogasana for the Session 2004-2005**

Sl. No.	Name	Event	School State Meet	Open State Meet	School National	National
1.	Kamalika Mukherjee	Gymnastics	Participation	1st (Team)	Nil	Nil
2.	Gargi Mukherjee	Gymnastics Yogasana	Participation Participation	2nd (Team) Nil	Nil Nil	Nil Nil
3.	Sayanti Ghosh	Gymnastics	Participation	2nd (Team)	Nil	Nil
4.	Chumki Biswas	Gymnastics Yogasana	Participation Participation	2nd (Team) Nil	Nil Nil	Nil Nil
5.	Pallabi Mallick	Gymnastics Yogasana	Participation Participation	1st (Team) Nil	Nil Nil	Nil Nil
6.	Munni Das	Gymnastics	Participation	2nd (Team)	Nil	Nil
7.	Rehana Khatun	Gymnastics	Participation	Nil	Nil	Nil
8.	Karamchand Murmu	Gymnastics	1st (Team)	1st (Team)	Nil	1st (Team)
9.	Dharamchand Murmu	Gymnastics	Participation	2nd (Individual, Vaul.) 1st (Team)	Nil Nil	Nil Nil
10.	Bikash Ghosh	Gymnastics Yogasana	Participation 3rd (Individual) 1st (Team)	Participation Participation	Nil Participation	Nil Nil

**Sports Achievement of the following Students of Dr. B. R. Ambedkar Sports School,
Banipur, North 24 Parganas in Archery for the Session 2004-2005**

Sl. No.	Name	Event	School State Meet	Open State	Open National	School National
1.	Bachhan Murmu	Archery (FITA)	Participation	2nd (50 Mt.) 2nd (60 Mt.)	3rd (40 Mt.) 1st (Team)	3rd (30 Mt.) 2nd (Overall)
2.	Rajkishore Bouri	„	„	3rd (50 Mt.)	Nil	Participation
3.	Mirazul Ishlam	„	„	3rd (60 Mt.)	Nil	Participation
4.	Ashis Digar	„	„	Nil	Nil	Nil
5.	Shyamal Mondal	„	„	Participation	Nil	Nil
6.	Bhanjana Dás	„	2nd (Individual)	2nd (50 Mt.) 2nd (60 Mt.)	1st (Team)	Participation
7.	Ranjana Roy	„	Participation	Participation	Participation	2nd (Individual)
8.	Dibakar Shing	Archery (Indian)	2nd (Individual)	„	„	Participation
9.	Biswanath Patra	„	3rd (Individual)	„	„	„
10.	Arup Bagdi	„	1st (Individual)	„	„	„
11.	Susama Sardar	„	Participation	„	„	„

**Sports Achievement of the following Students in Athletics of Dr. B. R. Ambedkar Sports
School, Banipur, North 24 Parganas, for the Session 2004-2005**

Sl. No.	Name	Event	School State Meet	Open State	Open National	School National
15.	Lilima Barman	100 + M	Nil	Nil	2nd, 13.43 Sec.	Nil
		200 + M	3rd, 27.2 Sec.	„	Nil	„
		Triathlon	Nil	1st – 1172 Pts.	„	„
16.	Rekha Majumder	80 M H	Participation	3rd – 18.9 Sec.	„	„
		Foot Ball	Winners	—	—	—
17.	Lakshmi Rani Das	600 M	3rd, 1:50.0 Sec.	—	—	—
		4 × 100 M Rel.	1st 52.8 Sec.	—	—	—
		Triathlon	—	3rd, 1425 Pts.	—	—
18.	Anita Oraon	100 M H	3rd, 18.60 Sec.	1st, 18.3 Sec.	—	—
19.	Shila Maiti	400 M	3rd, 1:05.1 Sec.	—	—	—
20.	Sushil Bhangi	Shot Put	2nd, 11.61 Mt.	—	—	—
21.	Ganesh Kisku	Pole Vault	3rd, 2.78 Mt.	—	—	—
22.	Chandan Nandi	Triathlon	—	1st, 1935 Pts. NMR	—	—

CHAPTER IX

RABINDRA MUKTA VIDYALAYA WEST BENGAL

Formal education at the school level has been vastly expanded in West Bengal with the aim of ensuring 'education for all'. The process is still continuing. Yet there are many people in our society who could not avail themselves of this opportunity at their proper age—and cannot do so even now—because of socio-economic and various other hurdles. It is the urge to reach education to this section of men and women of different age groups that made the State Government appreciate the need for open learning system and set up the State Open School as a wing of the School Education Department in 1997. In 1998 it was named Rabindra Mukta Vidyalaya (RMV) which subsequently became a Statutory Organisation with effect from 1st August, 2001 on the basis of Rabindra Mukta Vidyalaya Act, 2001, passed by the West Bengal State Legislature.

RMV imparts open learning through self-study materials and personal contact programmes. More flexible and less rigid rules and procedures have been formulated taking into account the special need and circumstances of the target group of learners. RMV is conducting study, examination and certification at the Secondary (Class X) and Higher Secondary (Class XII) levels, and contemplating further diversification and expansion of programmes. RMV has taken up Upper Primary Programme for out-of-school children in the age group of 9+ to 13+ jointly with Paschim Banga Rajya Prarambhik Siksha Unnayan Sanstha this year.

The study centres of RMV are located mostly in Government aided Primary, Upper Primary, Secondary, Higher Secondary schools and Madrasah spread over all the districts of West Bengal. For secondary and higher secondary education some of the study centres are NGOs, a few of which cater to the needs of physically and mentally handicapped learners.

The activities of Rabindra Mukta Vidyalaya have been further consolidated and expanded in 2004-2005. The number of study centres for Madhyamik rose from 125 to 140 and for Higher Secondary from 44 to 54.

There has been a marked increase in the number of enrolment of learners both for Madhyamik and Higher Secondary Courses in 2004-2005. In this year 18011 learners have registered themselves for the Madhyamik Course as against 15328 learners registered in 2003-2004. For Higher Secondary Course 1879 learners have been registered in 2004-2005 as against 1242 in the previous year.

The West Bengal Council of Higher Secondary Education has declared learners passing Madhyamik Examination from Rabindra Mukta Vidyalaya eligible for admission into the affiliated schools and colleges of the Council. The H.S. pass outs of RMV have been declared eligible for admission to Graduate courses under the University of Kolkata.

Rabindra Mukta Vidyalaya has become a member of the Council of Boards of School Education in India (COBSE).

EQUIVALENCE OF CERTIFICATES ISSUED BY RABINDRA MUKTA VIDYALAYA

Madhyamik (Secondary) and Uchcha Madhyamik (Higher Secondary) certificates awarded by Rabindra Mukta Vidyalaya, West Bengal to successful candidates who have cleared the compulsory subjects in the examination similar to those in the Madhyamik Examination under West Bengal Board of Secondary Education and cleared the compulsory and minimum number of Elective subjects as stipulated for the Higher Secondary Examination under West Bengal Council of Higher Secondary Education respectively have been recognised by the Government of West Bengal by Government order no. 742-SE (Appt) dated, Kolkata, the 31st July, 2002.

Target Groups:

Rabindra Mukta Vidyalaya is open to all. But neo-literates, school drop-outs, unemployed and self-employed young men and women, whole-time or part-time workers in different establishments, peasants, elderly people, the handicapped and other weaker sections of the society are the main target groups of Rabindra Mukta Vidyalaya.



শ্রেণিকক্ষে মা ও ছেলে পাশাপাশি বসে নোট নিচ্ছেন।

Upper Primary Programme:

With a view to providing educational facilities to the children in the age group of 9+ to 13+ who don't normally accommodate themselves in the formal system or who are confirmed drop-outs, RMV has undertaken Upper Primary Programme jointly with Paschim Banga Rajya Prarambhik Siksha Unnayan Sanstha (PBRPSUS).

The programme is being conducted through accredited study centres where classes are held at least four days a week.

Role of RMV in the programme:

- (1) Developing study materials for Classes VI, VII and VIII and sending these to the DPOs of the districts for printing and distribution to the study centres.
- (2) Accreditation of upper primary study centres on the basis of the proposals sent by the DPO's of the district.
- (3) Preparation of evaluation sheet and printing of the same for all the children of Class VIII and model evaluation sheet for other classes.
- (4) Conducting evaluation in collaboration with District Resource Group (OBE) at the end of Class VIII and issuing certificates to successful learners.
- (5) Conducting the training of Key Resource Persons at the State level.
- (6) Visiting the training programme at the district level and visiting the study centres.
- (7) Monitoring and supervision of district and study centre activities.

RMV has already given accreditation to 1094 study centres

A small space has been provided by the Government of West Bengal and an SSA unit has been opened there after renovation.

Courses offered in Secondary Level:

A wide range of subjects—(1) Bengali (Two papers in Bengali have been introduced from June, 2003 admission), (2) English, (3) Mathematics, (4) Physical, (5) Life Science, (6) History, (7) Geography, (8) Political Science, (9) Economics, (10) Home Science and (11) Commerce are at present being offered to give learners sufficient choice. A learner is free to choose as many subjects as he/she desires to learn—may be one or all of the listed subjects. But if a learner desires equivalence he/she will have to clear all the subjects stipulated compulsory by the West Bengal Board of Secondary Education.

Courses offered in Higher Secondary Level:

Higher Secondary Course in the following subjects has been introduced from August, 2001—(1) Bengali, (2) English, (3) History, (4) Commercial Geography, (5) Political Science, (6) Education, (7) Accountancy, (8) Business Organisation and Management. The following subjects are being introduced from 2005-2006—(1) Mathematics, (2) Physics (3) Chemistry (4) Biology and (5) Economics. The learners seeking admission in H.S. Courses will get the benefit of credit-transfer from the session 2005-2006. Credit transfer will be restricted to maximum three subjects. A learner is free to offer any number of subjects according to his/her choice, but if a learner desired equivalence he/she will have to clear the compulsory and minimum number of Elective Subjects as stipulated for the Higher Secondary Examination under West Bengal Council of Higher Secondary Education.

Transfer of Credit:

The system for Transfer of Credit for Secondary Education has been introduced from the December admission session, 2003. Credits of a maximum of four subjects may be transferred from West Bengal Board of Secondary Education, Tripura Board of Secondary Education, NIOS, and other State Open Schools and credits of a maximum

of three subjects may be transferred from other State and Central Boards. For transfer of credit in a subject a learner is required to secure not less than 34% of marks in that subject.

For a learner of RMV who could not pass in all the subjects in five years, the credits of all the subjects in which they obtained pass marks will be transferred if he/she takes readmission.

Study Materials and Learning Assistance:

Study materials specially designed for self-learning have been prepared by subject experts and experienced teachers. Students get the Study Materials of the subjects offered by them free of cost through their Study Centres after registration. Study Centres engage qualified teaching staff with the approval of Rabindra Mukta Vidyalaya who render assistance through personal contact programme (P.C.P). Teaching sessions are conducted on days and time to suit the convenience of the learners of the locality.

Examination:

(MADHYAMIK) Examinations are held twice a year—once in June and the other in December. A learner is to take his/her first Madhyamik Examination on completion of at least one year after registration. He/She need not appear in all his/her subjects at a time and can avail himself/herself of a maximum of nine chances at an interval of six months within five years to complete the course. Credits are stored till certification criteria are fulfilled. Of course a student can sit for the examination in all the subjects after one year i.e. a learner may pass the Madhyamik Examination one year after his/her admission.

(HIGHER SECONDARY) Higher Secondary Examination is scheduled to be held once in a year. A learner can sit for the examination with a maximum of three subjects on completion of at least one year after registration and he/she can avail himself/herself of a maximum of five chances at an interval of one year within five years to complete the course. Certificates will be issued to the students passing with two language subjects and three optional subjects.

A list of Secondary and Higher Secondary Study Centres enjoying recognition is given below:

Sl. No.	District	Name and Address
*1.	Coochbehar	Gosair Hat Uchha Vidyalaya, Gosair Hat Bandar, Pin-736 172
2.	Coochbehar	Moyamari Bistwanath Vidyapith
3.	Coochbehar	Toofangunj Vivekananda Vidyalaya
4.	Coochbehar	Chowpathi Junior High School
*5.	Jalpaiguri	Mc William Higher Secondary School, P.O. Alipurduar Court, Pin-736 122
*6.	Jalpaiguri	Caesar School Mal, P.O. Mal, Pin-736 221
7.	Jalpaiguri	Jalpaiguri Meherunnisa Uchha Vidyalaya, P.O.-Jalpaiguri
8.	Jalpaiguri	Motinagar Colony T.P. High School, Pin: 735 101
9.	Jalpaiguri	Dhupguri High School, Pin-735 210
10.	Jalpaiguri	Jurapani High School, Pin-735 220
11.	Jalpaiguri	Sahidgarh High School, Pin: 735 224
12.	Jalpaiguri	Purbamallick Para Uchha Vidyalaya, Vill: Purbamallick Para, P.O.: Gosairhat, Pin-735 210
13.	Jalpaiguri	Khagenhat N.S. High School, Pin-735 204
**14.	Jalpaiguri	Jalpaiguri Higher Secondary School, P.O.: Jalpaiguri, Pin: 735 101
*15.	Darjeeling	Jyotsnamoyee Girls' High School, P.O. Siliguri, Pin-734 404
16.	Darjeeling	Balashan Paribesh Unnayan Samiti
*17.	Dakshin Dinajpur	Teor Krishnastami High School, P.O. Teor, Pin-733 145
18.	Dakshin Dinajpur	Noorpur High Madrasah, Vill-Noorpur, P.O. Aminpur, Pin-733 132
*19.	Dakshin Dinajpur	'ASHA' Paschimbanga Bijnan Mancha, Gangarampur Zonal Office, Gangarampur, Pin-733 124
*20.	Uttar Dinajpur	Raiganj Coronation High School, P.O. Raiganj, Pin-733 134
*21.	Malda	Malda Town High School (H.S.), P.O. Malda, Pin-732 101
*22.	Murshidabad	Brahma Vidyanubarti Sangha, P.O. & Village-Gangedda, Pin-742 137
23.	Murshidabad	Rasora Ambika Uchha Vidyalaya, P.O. Rasora, Pin-742 139
*24.	Murshidabad	Padmanavapur High Madrasah, P.O. Padmansvapur, P.S. Hariharpara, Pin-742 166
25.	Murshidabad	Kusabaria High School, Vill & P.O. Kusabaria, P.S. Domkal, Pin-742 303
*26.	Murshidabad	Nazirpur Esserpara High School, Vill. Nazirpur, P.O.-slampur, Pin-742 304
*27.	Murshidabad	Minerva Educational and Welfare Society, Sadikhardiar, Jalangi, Pin-742 305

Sl. No.	District	Name and Address
28.	Murshidabad	Boalia Health Care Association, Vill. Boalia, P.O. Baghdanga, Pin-742 138
*29.	Murshidabad	Panchagram High School, P.O. Panchagram, Pin-742 184
30.	Murshidabad	Singer High School, P.O. Singer, Nabagram, Pin-742 184
31.	Murshidabad	Prabharani Educational & Charitable Social Trust, 2, Banjetia, P.O. Kashimbazar Raj, Berhampur, Pin-742 101
32.	Murshidabad	Jangipur Muniria High Madrasah, P.O. -Jangipur
33.	Murshidabad	Bartanabad Educational & Social Welfare Society, Vill-Bartanabad, P.O.-P.T. Rasulpur. P.S.-Domkal
34.	Murshidabad	Saralpur High School, P.O.-Phulpur, P.S.-Ranitala, Bhagabangola Block-2, Sub-division: Lalbag
35.	Nadia	Bahirgachhi High School, P.O. Bahirgachhi Hat, Pin-741 501
*36.	Nadia	Chakdah Purbachal Vidyapith, P.O. Chakdah, Pin-741 222
*37.	Nadia	Vidyanketan Sishu Bihar, Village-Ushagram, P.O. Birnagar, Pin-741 127
38.	Nadia	Kalyani Central Model School, B-4/486 Kalyani, Pin-741 235
39.	Nadia	Chapra Social & Economic Welfare Association, Vill-Chapra, P.O.-Bangalji, Pin-741 123
40.	Nadia	Ranaghat Debnath Institution, Mission Road, P.O. Ranaghat, Pin-741 201
41.	Nadia	Rambaks Chetlangia High School
42.	North 24-Parganas	Nahata High School, P.O. Nahata, Pin-743 290
43.	North 24-Parganas	Kalinagar High School, P.O. Kalinagar Hat, Pin-743 442
44.	North 24-Parganas	Sarberia High School, P.O. F.S. Hat, Via Canning Town, Pin-743 329
*45.	North 24-Parganas	Chandpara Bani Vidyabithi, P.O. Chandpara, Pin-743 235
*46.	North 24-Parganas	Bongaon High School, P.O. Bongaon, Pin-743 245
*47.	North 24-Parganas	Kartickpur Deganga Adarsha Vidyapith, P.O. Deganga, Pin-743 423
*48.	North 24-Parganas	Ichhapur Bibhukinkar High School, P.O. Ichhapur, Pin-743 144
*49.	North 24-Parganas	Belghoria High School, 7, Umesh Mukherjee Road, P.O. Belghoria, Pin-700 056
50.	North 24-Parganas	Halisahar High School, P.O. Halidahar, Pin-743 134
*51.	North 24-Parganas	Baranagar Rameswar Uchha Vidyalaya, 21, Roy Mathuranath Chowdhury Street, Pin-700 036
52.	North 24-Parganas	Khantura Pritilata Sikshaniketan (Boys), P.O. Khantura, Pin-743 273
53.	North 24-Parganas	Pifa Anchalik Nari Sikshalaya, P.O. Pifa, P.S. Basirhat, Pin-743 744
54.	North 24-Parganas	Dum Dum Sarvoday Vidyapith, 215, Rafi Ahmed Kidwai Road, Pin-700 055
*55.	North 24-Parganas	Kalyangarh Sanskriti Sangha Sikshaniketan, Vill. & P.O. Haripur
*56.	North 24-Parganas	Hingalgunj Uchha Madhyamik Vidyalaya, Vill. & P.O. Hingalgunj, Pin-743 435
57.	North 24-Parganas	Sonapukur Vidyapith, Vill & P.O. Sonapukur, Pin-743 502
58.	North 24-Parganas	Mata Manomohini High School, 104 B.T. Road, Bonhooghly, Pin-700 035
*59.	North 24-Parganas	Bidhannagar Poura Mukta Vidhyalaya, FE 175/1, Sector 3, Bidhannagar. Kolkata 700 106
*60.	North 24-Parganas	Rajarhat Anchalik Bratachari Samiti, Vill-Basina, P.O. Rajarhat-Bishnupur, Pin-743 510
*61.	North 24-Parganas	Dum Dum Ananda Ashram Sarada Vidyapith, 104, B.T. Road, Bonhooghly, Pin-700 108
62.	North 24-Parganas	Charghat Milan Mandir Vidyapith, P.O.-Charghat, Via-South Chatra
63.	North 24-Parganas	Uttar Akhratala Sahadev Memorial Institution, P.O.-Chaital, Block-Minakhna via-Bhebia
64.	North 24-Parganas	Banamalipur Barasat Muktangan Welfare Society, Kazipara, Banamalipur, P.O.-Barasat. Kolkata 700 134
65.	North 24-Parganas	Narayanpur Haricharan Tarafdar High School, P.O. -Kankinara
66.	North 24-Parganas	Ariadaha Manikuntala Balika Vidyalaya
*67.	South 24-Parganas	Ramkrishna Mission Loksiksha Parishad, Ramkrishna Mission Ashram, P.O. Narendrapur, Pin-743 508
*68.	South 24-Parganas	Sitakundu Vidyayatan (H.S.), P.O. & Village Sitakundu, Pin-743 387
*69.	South 24-Parganas	Bhangar Uchcha Vidyalaya, P.O. & P.S. Bhangar, Pin-743 502
*70.	South 24-Parganas	Bratachari Vidyashram (Uchcha Madhyamik Vidyalaya), P.O. Joka, P.S. Thakurpukur, Pin-700 104
71.	South 24-Parganas	Rai Baghini High School, P.O. Paschim Dighir Par, P.S. Canning, Pin-743 329
*72.	South 24-Parganas	Pathankhali Adarsha Vidyapith, Vill. & P.O. Pathankhali, Pin-743 611
*73.	South 24-Parganas	Narayanitala Dhaneswar Siksha Sadam, Vill-Dakshin Shibpur. P.O. Fraserganj, P.S. Namkhana, Pin-743 393
74.	South 24-Parganas	Melia Raicharan Vidyapith, Vill Melia, P.O. Beniabou, P.S. Baruipur, Pin-743 613
75.	South 24-Parganas	Jot Sibrampur Sikshaniketan, Vill & P.O. Jot Sibrampur, P.S. Maheshtala, Pin-700 141
76.	South 24-Parganas	Panchagram Woman Institute for Social Upliftment & Education, P.O.-Panchagram
77.	South 24-Parganas	Budge Budge Sphulinga, 7 Haldar Para Road, P.O. Budge Budge
78.	Kolkata	Rabindranagar Kshetramohan Vidyamandir, Behala, Pin-700 060
*79.	Kolkata	Adarsha Hindi High School (Tollygunge Branch), 37 Deshapran Sashmal Road, Pin-700 033
80.	Kolkata	Sailendra Sircar Vidyalaya (Government Sponsored), 62A Shyampukur Street, Pin-700 004
81.	Kolkata	Metropolitan Institution (Main), 39 Sankar Ghosh Lane, Pin-700 006
82.	Kolkata	Indian Institute of Cerebral Palsy, P-35/L, Taratala Road, Pin-700 088
83.	Kolkata	Speech & Hearing Research Cente, 7/B, Kankulia Road, Pin-700 029
*84.	Kolkata	Netaji Nagar Vidyamandir, 170/436, N. S. C. Bose Road, Pin-700 092
85.	Kolkata	Ramrick Institution, 20, Justice Dwarakanath Road, Pin-700 020
86.	Kolkata	Jyoti Chakraborty Karmanir, 37/3, Kasba Eastern Bypass, Pin-700 078
*87.	Kolkata	Adi Ballygunge Vidyalaya, 4/2, Rifle Range Road, Pin-700 017
**88.	Kolkata	Shyambazar A. V. School, P.O. Shyambazar, Pin-700 005

Sl. No.	District	Name and Address
89.	Kolkata	The Park Institution
90.	Howrah	Howrah Rural Teachers' Forum
91.	Howrah	Ramkrishnapur High School, 25, Umacharan Bhattacharyya Lane, Pin-711 101
92.	Howrah	Deulgram Mankur Bakshi Uchcha Vidyalaya, Vill. & P.O. Mankur, Pin-711 303
*93.	Howrah	Ananda Niketan, P.O. Bagnan, Pin-711 303
94.	Howrah	Anantapur Siddheswari Uchcha Vidyalaya, P.O. Anantapur, P.S. Shyampur, Pin-711 301
95.	Howrah	Rajapur Seba Niketan, Vill. Rajapur, P.O. Karatberia, P.S. Uluberia, Pin-711 316
*96.	Howrah	Ramkrishna Mission Janasiksha Mandir, P.O. Belur Math, Pin-271 1202
97.	Howrah	Bally Little Buds School, 106G Bireswar Chatterjee Street, P.O. Bally, Pin-711 201
*98.	Howrah	Udang High School, P.O. Udang, P.S. Amta, Pin-711 401
*99.	Hooghly	Bandel Vidyamandir, P.O. Bandel, Pin-712 123
*100.	Hooghly	Tarakeswar Mahavidyalaya (H.S.), P.O. Tarakeswar, Pin-712 410
101.	Hooghly	Pratibandhi Kalyan Kendra, Abinash Mukherjee Road, Pin-712 103
102.	Hooghly	Nibedita Community Care Centre, Village Ichhapur, P.O. Gopinagar, Pin-712 423
*103.	Hooghly	Uttarpara Amarendra Vidyapith, P.O. Uttarpara, Pin-712 258
*104.	Hooghly	Nabagram Vidyapith, Adiratma, P.O. Nabagram, Konnagar, Pin-712 246
105.	Hooghly	Rammohan Institute of Culture, Vill. & P.O.-Khanakul, Pin-712 406
106.	Hooghly	Siksha Sangbad And Educational Welfare Society, Nabapalli, T. N. Mukherjee Road, P.O. Makhla, P.S. Uttarpara, Pin-712 245
107.	Midnapur (West)	C.F. Andrews Memorial School, Raghunathpur, Jhargram, Pin-721 507
*108.	Midnapur (West)	Vidyasagar Vidyapith, P.O. Midnapur, Pin-721 101
109.	Midnapur (West)	Jahalda High School, Vill. & P.O. Jahalda, P.S. Belda, Pin-721 443
*110.	Midnapur (West)	Maitrigrām Lokayata Abasik Vidyalaya, Sub-division Jhargram, Mouza Sipahibandh, P.O. Bodhna, Banstala, Jhargram
111.	Midnapur (West)	Daspur Vivekananda High School, Vill. & P.O. Daspur, Pin-721 211
112.	Midnapur (West)	Chainpat Uchcha Vidyalaya, Vill & P.O.-Chainpat, P.S. Daspur, Sub-division-Ghatal, Pin-721 148
113.	Midnapur (West)	Baramohanpur Uchcha Madhyamik Vidyalaya, Vill. Baramohanpur, P.O. Khakurda, P.S. Belda
114.	Midnapur (West)	Kharagpur Atulmoni Polytechnic Uchcha Madhyamik Vidyalaya, Malancha Road, Kharagpur-4
115.	Midnapur (West)	Nilchegeera Tarun Sangha, P.O.-Bonpura
*116.	Midnapur (East)	Janasikshan Sangsthan, Utsab Bhaban, City Centre, P.O.-Debbhog (Haldia), Pin-721 657
117.	Midnapur (East)	Moyna Ramkrishnayan Association, Vill. Garh Moyna, P.O.-Moyna
118.	Bankura	Bankura Christian Collegiate School, P.O. Bankura, Pin-722 101
*119.	Bankura	Kusumbani Jamunadas Khemka Uchcha Vidyalaya, Station Road, P.O. Bishnupur, Pin-722 122
120.	Bankura	Pairaguri High School, P.O. Pairaguri, P.S. Raipur, Pin-722 140
121.	Purulia	Raghunathpur Municipal Managed High School, P.O.-Raghunathpur, Pin-723 133
*122.	Purulia	Manbhūm Victoria Institution, P.O. Purulia, Pin-723 101
*123.	Burdwan	Bhiringi T. N. Institution, Durgapur-13, Pin-713 213
*124.	Burdwan	Siksha Niketan, P.O. Kalanabagram, Pin-713 124
125.	Burdwan	Dr. Sailendranath Mukherjee Muk Badhir Vidyalaya, Chandnimore, G.T. Road, P.O. Jothram, Pin-713 101
126.	Burdwan	Bardhaman Rabindra Parishad, Naimisaranya Rabindra Bhavan, P.O. Natunganj, Bardhaman-2
*127.	Burdwan	Kalna Maharaja High School, P.O. Kalna, Pin-713 409
128.	Burdwan	Barnamala Universal Education & Cultural Society, Alisha, G.T. Road Bypass, P.O.-Jothram, Pin-713 101
129.	Burdwan	Adrashapally High School, P.O. Panuhat, P.S. Katwa
130.	Birbhum	Bolpur Sailabala Girls' High School, P.O. Bolpur, Pin-731 204
131.	Birbhum	Kirnahar Sibchandra Uchcha Vidyalaya, Vill. & P.O.-Kirnahar, Pin-731 302
132.	Birbhum	Purandarapur High School, P.O. Purandarapur, Pin-731 129
133.	Birbhum	Kajuli Hemchandra Uchchatara Madhyamik Vidyalaya, P.O. Mohammad bazar, Pin-731 127
*134.	Birbhum	Kotasur Uchcha Vidyalaya, P.O. Kotasur (Via-Sainthia), Pin-731 254
*135.	Birbhum	Suri Benimadhab Institution, P.O. Suri, Pin-731 101
136.	Birbhum	Nagari Sudhanshubadoni Siksha Niketan, P.O. Nagari
137.	Birbhum	Chinpai High School, P.O. Chinpai, Block-Dubrajpur, Sub-division: Suri
138.	Birbhum	Janubazar Pitambar High School, P.O. Janubazar, Pin-731 124
**139.	Birbhum	Bolpur High School, P.O. Bolpur Santinketan, Pin-731 204.

* Indicates both Secondary and Higher Secondary.

** Indicates only Higher Secondary.

Enrolment

Number of learners registered in 2004-2005 in the Madhyamik Course: 18,011

Number of learners registered in 2004-2005 in the Higher Secondary Course: 1879.

Results of Examinations:

Madhyamik Examination

Two examinations were held—one in June, 2004 and the other in December, 2004. The results of the examinations are given below:

Table—1

	Date of commencement	Date of completion	Date of publication of result
June, 2004 Examination	June 7, 2004	June 19, 2004	August 19, 2004
December, 2004 Examination	December 4, 2004	December 19, 2004	February 18, 2005

Table—3

Break-up of successful candidates with all seven compulsory subjects as in Madhyamik Examination of WBBSE

	Total no. of Successful candidates		Successful Scheduled Caste candidates		Successful Scheduled Tribe candidates		Successful handicapped candidates	
	Male	Female	Male	Female	Male	Female	Male	Female
June, 2004 Examination	713	1363	156	361	40	51	13	09
December, 2004 Examination	1107	2534	223	661	65	108	26	20

Table—4
Subject-wise result
June, 2004 Examination

Subject	No. of candidates registered in the Subject	Actual no. of candidates sitting for the subject	No. of successful candidates in the subject	Percentage of success
Bengali	5880	5562	4347	79.78
English	6470	6172	2696	43.68
Mathematics	5922	5600	3709	66.23
Physical Science	6194	5895	3867	65.60
Life Science	5777	5496	4676	85.08
Geography	5637	5333	4466	83.74
History	5942	5637	3878	68.83
Home Science	639	601	592	98.50
Political Science	141	131	71	54.20
Economics	9	4	4	100.00
Business Studies	30	24	16	66.67

December, 2004 Examination

Subject	No. of candidates registered in the subject	Actual no. of candidates sitting for the subject	No. of successful candidates in the subject	Percentage of success
Bengali	6275	5870	4754	73.48
English	8218	7784	3933	50.52
Mathematics	6990	6632	4852	73.16
Physical Science	7634	7220	4788	66.32
Life Science	6021	5692	4982	87.53
Geography	5998	5639	4809	85.28
History	6848	6469	5115	79.07
Home Science	545	497	481	96.78
Political Science	170	142	38	26.76
Economics	9	5	3	60.00
Business Studies	18	16	8	50.00

Higher Secondary Examination

Higher Secondary Examination was held in September, 2004. The result of the examination is given below:

1. Date of commencement of examination : September 8, 2004
2. Date of completion of examination : September 24, 2004
3. Date of publication of result : January 7, 2005

Table—5

Successful candidates with tow language subjects and at least three other subjects

Total no. of candidates registered	No. of candidates registered with two languages and at least three other subjects	No. of successful candidates with two languages and at least three other subjects
981	327	133 (Male 74, Female 59) [First Division 02 Second Division 54 Third Division 77]

Table—6
Subject-wise Result

Subject	No. of registered Examinees	No. of Examinees actually appeared	No. of successful Examinees	Percentage of success
Bengali	667	661	429	64.90
English	650	605	219	36.20
History	544	498	274	55.02
Political Science	405	357	280	78.43
Education	303	282	213	75.53
Economic Geography	325	296	258	87.16
Business Organisation	63	58	46	79.31
Accountancy	42	38	31	81.58

Achievements

Rabindra Mukta Vidyalaya is steadily progressing towards achieving its goal—to reach the unreached. Some striking features are given below:

- (1) Out of 28408 candidates, registered up to June 2003, 14458 are female, 6297 scheduled caste, 1775 scheduled tribe and 705 handicapped.
- (2) Elderly female members are coming out of all social barriers to take the unique opportunities, offered by RMV and get themselves education. Here is an encouraging picture.

Rebeka Khatun, mother of three children is now studying the H.S. Courses with her son Saheed Anwar after passing Madhyamik Examination from Kartickpur Deganga-RMV Study Centre. In 2004 Sufia Begam passed the Madhyamik Examination from the same centre at the age of 37.

Future Programmes envisaged

- (i) Introduction of Vocational courses on the basis of need survey which is being conducted.
- (ii) Setting up of regional centres for monitoring the functioning of study centres.
- (iii) Conducting survey to identify areas that need open schooling.
- (iv) Studying the desirability and feasibility of using modern information and communication technology for helping the learners.
- (v) Undertaking research activities and setting up a library.
- (vi) Organising seminars/workshops for the orientation of teachers and learning assistants.
- (vii) Keeping track of pass-outs in academic and work-place.
- (viii) Bringing the out-of-school children of the age group 9+ to 13+ in the Upper Primary Programme.

NATIONAL FOUNDATION FOR TEACHERS' WELFARE

The NFTW was set up in the year 1962 under the Charitable Endowment Act, 1890 by the Government of India. The main objective was to provide relief to teachers and their dependent, who may be in indigent circumstances. A general committee was set up under the Chairmanship of the Union Education Minister for Management and Administration of the Foundation. At the State Level Working Committee had been appointed for similar work under the Chairmanship of the Hon'ble Minister-in-Charge of Primary and Secondary Education, Government of West Bengal.

The fund of the foundation is made up of the contribution and collection, made through the sale of flags on the occasion of Teachers' Day every year. Usually teachers and students of schools contribute on this day by purchasing flags.

A separate establishment other than that of the Director of School Education is maintained at Bikash Bhavan, Salt Lake City, Kolkata-700 091 in the Office of the Director of School Education, where one Assistant on part-time basis with a remuneration of Rs. 2,500 is looking after the office work. He is a retired employee of the State Government. Dy. Director of School Education (Boys' High) on behalf of the Director of School Education operates the accounts of the NFTW.

In 2004 the particulars of State Awardees paid to the retired teachers are epitomised below:

STATE AWARDEES—2004

MADRASAH	..	1 Teacher
PRIMARY	..	6 Teachers
SECONDARY	..	5 Teachers
TOTAL :		<u>12 Teachers</u>

12 Teachers @ Rs. 7,500 per Teacher (Rs. 7,500 × 12 Teachers) = Rs. 90,000

(Rupees ninety thousand only)

In the year of 2004, His Excellency Governor Mr. Biren J. Shah presided over the function of Teacher's Day on 5th September & the State Awardees were felicitated in a befitting manner at Rabindra Sadan Kolkata when the Hon'ble Minister-in-charge of School Education, Higher Education & Technical Education were present. Traditionally, it is one of the colourful event of the School Education Deptt.

শিক্ষাদর্শন

শিক্ষাবিভাগ সমূহের ত্রৈমাসিক মুখপত্র
সপ্তম বর্ষ : প্রথম সংখ্যা : মার্চ ২০০৫



শিক্ষাচিন্তা : রাজনারায়ণ বসু • আমার শিক্ষক : অশোক মিত্র
ভাবনাচিন্তা : বন্দনা দে • ভাষা ক্রোড়পত্র : কান্তি বিশ্বাস, রামকৃষ্ণ ভট্টাচার্য,
সুমিতা ভাদুড়ি, বিপ্লব চক্রবর্তী • মুখোমুখি : অমিতাভ ঘোষ
পুস্তক সমালোচনা : জীবেন্দু রায় • শিক্ষাতত্ত্ব ও শিক্ষাব্যবস্থা : দিব্যাগোপাল ঘটক
বিশেষ প্রতিবেদন : রূপা আইচ • প্রতিবেদন • খবর • আদেশনামা

পশ্চিমবঙ্গ সরকার

ভারতীয় সংবিধানের অষ্টম তালিকায় নথিভুক্ত ভাষাগুলি
(মৈথিলী ব্যতীত) ভারতে মোট জনসংখ্যার শতকরা
হারে নিচে দেখানো হলো :

হিন্দি	৪০.২	শতাংশ
বাংলা	৮.৩	শতাংশ
তেলেগু	৭.৮৭	শতাংশ
মারাঠি	৭.৪৫	শতাংশ
তামিল	৬.৩২	শতাংশ
উর্দু	৫.১৮	শতাংশ
গুজরাটি	৪.৯	শতাংশ
কানাড়া	৩.৯	শতাংশ
মালয়ালাম	৩.৬	শতাংশ
ওড়িয়া	৩.৩	শতাংশ
পাঞ্জাবি	২.৮	শতাংশ
অসমীয়া	১.৬	শতাংশ
সাঁওতালি	০.৬২	শতাংশ
সিন্ধি	০.২৫	শতাংশ
নেপালি	০.২৩	শতাংশ
কোঙ্কনি	০.২১	শতাংশ
বোডো	০.১৫	শতাংশ
মণিপুরি	০.১৫	শতাংশ
ডগরি	০.০১	শতাংশ
কাশ্মীরী	০.০০৭	শতাংশ
সংস্কৃত	০.০০৬	শতাংশ

“SIKSHA DARPAN”

‘Siksha Darpan’, the only Government journal on Education of the State aspires to create a space for Educationists, Students, Teachers, intellectuals and all concerned to exchange reviews, information and approaches on Education. The writers of repute like Jibendu Roy, Sukumari Bhattacharya, Amiya Kumar Bagchi, Paresh Ch. Mazumder, Ramkrishna Bhattacharya, Sankho Ghosh, Asoke Mitra, Satyendra Nath Ray, Somendra Nath Bandhopadhyay, Kanti Biswas, Amitava Bhattacharya, Dipendu Chakraborty and others are regularly contributing articles on reviews in Siksha Darpan. It has been accepted by the people with appreciation. Related to International news on Education are also published here. Educational profiles of districts are a special feature of the journal.

Name of the Journal	: School Education Department
Publisher and Editor of the Journal	: Representatives of Information & Cultural Affairs Department
Areas in all the ways	: All the Education Departments
First Publication	: December, 1997
Date of last Publication	: March, 2005
Registration	: October, 1999

THE WEST BENGAL CENTRAL SCHOOL SERVICE COMMISSION

The Act

The West Bengal School Service Commission Act, 1997 (West Bengal Act IV of 1997) was enacted vide notification No. 936-L dated 1.4.97. It came into force with effect from 1.11.97 for the purpose of recruitment of teachers which includes Headmasters/Headmistress/Superintendents of Senior Madrasahs in recognised non-Government Aided Schools including Madrasahs in West Bengal.

In terms of Sub-section (1) of Sec. 3 of the above Act, a Central Commission in the name of West Bengal Central School Service Commission along with five Regional Commissions in the name of West Bengal Regional School Service Commission was constituted therewith. Later, by a notification No. 211-SE(S) dated 5.2.2004 a new Regional Commission in the name of West Bengal Regional School Service Commission, South Eastern Region came into being.

(b) The following is the territorial jurisdiction of the Regional School Service Commissions:

- | | |
|--|--|
| (i) Eastern Region | Districts of Burdwan, Birbhum, Hooghly with Headquarters at Burdwan. |
| (ii) Southern Region | Districts of Kolkata, South 24-Parganas, Howrah with Headquarters at Kolkata. |
| (iii) South-Eastern Region | Districts of Nadia, North 24-Parganas with Headquarters at Barasat. |
| (iv) Western Region | Districts of Purba Medinipur, Paschim Medinipur, Bankura, Purulia with Headquarters at Bankura. |
| (v) Northern Region | Districts of Coochbehar, Jalpaiguri, Siliguri (Non DG HC area of Darjeeling), Dakshin & Uttar Dinajpur, Malda, Murshidabad with Headquarters at Malda. |
| (vi) Hill Region
(Operation is now under suspension vide G.O. No. 1141-SE(S)/15-19/2003 dt. 5/9. 9. 2003. | DGHC areas of Darjeeling District with Headquarters at Darjeeling. |

The Regional Commission under the Act consists of five members including Chairman appointed by the State Government. The office of the Chairman is wholetime and the other members are honorary both for the Regional Commission and Central Commission. The Central Commission has seven members including the Chairman. The Chairman and other members holds office for a term of four years.

The Act is not applicable to a School established and Administered by minority; whether based on religion or language or a school under any Trust established and Administered by minority, whether based on religion or language or a school not in receipt of any financial assistance from the State Government or a school in receipt of a financial assistance from the State Government towards dearness allowance only of teachers of such school or a Government School.



Shri Kanti Biswas, Hon ble M.I.C., School
Education Department, Govt. of West Bengal
Inaugurating the office building, "Acharaya Sadan"
of the West Bengal Central school Service
Commission on August 26, 2004



Shri Kanti Biswas, Hon ble Minister-in-Charge, School
Education Department, Govt. of West Bengal
Inaugurating a Seminar on "Amendment to the Regulations for effective
and better functioning of the Commission"
organised by the West Bengal Central school Service
Commission at Acharya Sadan on November, 01.2004

Functions of Religious Commissions

The duty of the Religious Commission is to select persons for appointment to the posts of teachers in schools within its territorial jurisdiction. A teacher under the Act means an Assistant teacher or any other person, holding a teaching post of a school and recognised as such by the Board of Secondary Education or the Higher Secondary Council or the Board of Madrasah Education, as the case may be and includes the Headmaster or the Headmistress but shall not include the Assistant Headmaster or the Assistant Headmistress or the teacher holding a post against short term vacancy caused by deputation, leave or lien.

The manner and scope of selection of persons for appointment to the post of teachers shall be such as may be prescribed.

Functions of Central Commission

The Central Commission, inter alia, shall monitor, supervise, control and co-ordinate the activities of the Regional Commissions which shall be subordinate to the Central Commission.

Regional Level Selection Test

The first Regional Level Selection Test for selection of Assistant Teachers was held on 10.5.98 followed by the 2nd RLST 1999 held on 26.03.2000, the 3rd RLST 2001 on 14.10.2001 and on 29.12.2001 (for Eastern Region only), the Fourth RLST 2002 on 16.3.2003 and the 5th RLST 2004 on 18.7.2004. Regional Level Selection Test for selection for the post of Headmaster/Headmistress/Supdt. of Senior Madrasah was held during the year '99, 2001, 2002, 2003 and 2004.

For Assistant Teachers a written test on the subject (Paper I) of 40 marks and a test on general awareness etc. (Paper II) of 20 marks are held while the academic score is counted out of 30 marks as prescribed. Qualifying marks for General, OBC and PH Category candidates is 40% in Paper I which is pre-condition for evaluation of the answer scripts in Paper II. In 5th RLST held on 18.7.2004, qualifying marks in Paper I in respect of General, OBC & PH candidates was relaxed subjectwise, categorywise and sexwise while that in respect of SC/ST candidates was waived.

Selection procedure for Assistant Teachers

Table – 1

Academic qualifications including professional qualifications		30 marks
Written Test	Paper I	40 marks
	Paper II	20 marks
Personality Test (Interview including oral test to assess (i) environment & social awareness (3 marks) (ii) communication skill & independent thinking ability (4 marks) and (iii) extra curricular activity, teaching ability and perception (3 marks)		10 marks
	Total	100 marks

Written Test for selection of Headmaster/Headmistress etc. has been waived and the criteria for selection has been as follows:

Selection for the post of Headmaster/Headmistress/Superintendents of Sr. Madrasah and for the post of H.M. etc. of Jr. High School/Jr.High Madrasah

Table – 2

Academic qualifications including Professional qualifications		30 marks
Higher Qualifications (M.Phil. 2 marks & Ph. D. (candidates having Ph.D. shall not get any extra credit for having M. Phil.) 3 marks		3 marks
Experience in Teaching		7 marks
(a) For H.M. etc.of High/Higher Secondary etc.		
Up to 10 years	Nil	
Above 10 years but up to 15 years	3 marks	
Above 15 years but below 20 years	2 marks	
20 years and above	2 marks	
(b) For H.M. etc. of Jr. High School		
Up to 5 years	Nil	
Above 5 years but up to 15 years	3	
Above 15 years but below 20 years	2	
20 years & above	2	
Personality Test (Interview including oral test to assess)		10 marks
(i) Environment and social awareness	3 marks	
(ii) Communication skill & Independent thinking ability	3 marks	
(iii) School Management and Leadership	4 marks	
	Total	50 marks

Applicants for Headmaster/Headmistress etc. must satisfy the following requirements:

- (a) 45% marks in Secondary & Higher Secondary level.
- (b) 40% marks in Hons. level or 45% marks at Pass level without Hons.
- (c) 40% marks in Postgraduate level.
- (d) Bachelor of Education.

Table – 3

The following is the distribution of recommendations vis-a-vis vacancies among the Regions.

	Vacancies reported by the DIS of Schools			Recommendations made by the Commissions		
	2001	2002	2004	2001	2002	2004 (up to 10.6.2005)
Southern	2512	2583	1932	2512	2501	1402
Northern	2168	2215	1753	1948	1843	1270
Eastern	5226	3454	2731	5226	2911	1599
Western	2917	2725	1824	2917	2725	1416
South Eastern	—	—	2066	—	—	7274
Total	12,823	10,977	10,306	12,603	9,980	7,274

The vacancies in different subjects include vacancies in General, OBC, SC/ST & PH categories (both male and female) in Schools and Madrasahs of Bengali, Hindi, Oriya, Telegu, Urdu & Nepali Medium. As per provision of the regulations qualified candidates from the written test to the tune of 2.5 times of the vacancies are called for Personality Test (10 marks) and 1.5 times of the vacancies are considered for preparation of panel of which 0.5 is kept as reserved. Panels are prepared subjectwise, mediumwise, sexwise, categorywise for Junior High Schools/ Higher Secondary/Secondary Schools and Madrasahs. A panel remains valid for one year from the date of approval of the panel by the Regional Commission and in special circumstances, the validity is extended for one year upto a maximum period of three years.

Subject Identification and Advertisement of Vacancies

The Commission at the outset identifies the subjects regionwise, categorywise and sexwise for advertisement. Candidates belonging to reserve categories viz., SC, ST, OBC, PH both male and female are eligible to apply against general categories and are considered on merit besides consideration against particular category if vacancy exists. Vacancies available categorywise and sexwise are advertised in newspapers at the time of publication of result for personality test which includes candidates equal to 2.5 times of the vacancies on the basis of Academic score and marks secured in Paper I and Paper II. For preparation of panel candidates equal to 1.5 times of vacancies are considered on the basis of Academic score and marks secured in Paper I, Paper II and Personality Test.

Table – 4

Region	No. of Candidates appeared in the written test		
	RLST 2001	RLST 2002	RLST 2004
Southern	69,874	68,656	41,407
Northern	60,182	58,131	45,067
Eastern	1,02,407	91,177	47,834
Western	60,451	67,387	51,203
South-Eastern	—	—	40,238
Total	2,91,914	2,85,351	2,25,749

Table – 5

Number of candidates appeared at RLST 2004 (sexwise and categorywise):

Region	Male	Female
Western	36,277	14,926
Southern	20,762	20,645
Northern	30,564	14,503
Eastern	29,616	18,218
Southern-Eastern	24,132	16,106
Total	1,41,351	84,398 = 2,25,749

Region	General	SC	ST	OBC	PH
Western	35,723	7,593	1,161	6,211	544
Southern	28,393	10,160	446	2,211	197
Northern	26,536	12,587	792	4,727	425
Eastern	34,466	8,378	861	3,712	417
South-Eastern	23,342	12,643	309	3,699	245

Application forms and submission of the samewith fees for 5th RLST 2004

Blank application forms along with syllabi have been made available at the designated branches of the Allahabad Bank under the Regions where intending applicants were required to submit the forms duly filled in together with fees as prescribed for the 5th RLST held on July 18, 2004. All information regarding advt. & bank branches have been made available at website. www.wbschoolservcom.com.

Table – 6

Number of Regionwise designated Bank Branches of Allahabad Bank

Region	Male	Female
Eastern	3	20
Western	4	19
Northern	7	18
Southern	3	25
Southern-Eastern	2	15
		97

Table 7

Regionwise Total No. Recommendations made for the posts of Asstt. Teachers and Headmasters/Headmistress/Superintendent of Senior Madrasahs in Non-Government Aided Schools all over West Bengal based on the result of different Regional Level Selection Tests by the School Service Commission commencing from RLST—1998 under the School Service Commission Act, 1997

Name of Region	Name of Examination held by the SSC	Sexwise, categorywise number of Candidates Recommended															Total No. Recommended				
		General			SC			ST			OBC			PH			Male	Female	Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
Eastern	RLST-1998 for Asstt. Teacher	1070	558	1628	208	96	304	3	1	4	113	31	144	2	0	2	1396	686	2082		
	RLST-1999 for Asstt. Teacher	1665	560	2225	654	182	836	106	36	142	221	96	317	43	9	52	2689	883	3572		
	RLST-2001 for Asstt. Teacher	1282	1219	2501	1110	620	1730	407	134	541	281	129	410	33	11	44	3103	2113	5216		
	RLST-2002 for Asstt. Teacher	1111	549	1660	462	223	685	181	70	251	196	60	256	49	10	59	1999	912	2911		
	RLST-2004 for Asstt. Teacher Up to 28.4.2005	478	399	877	302	107	409	40	10	50	140	60	200	51	12	63	1011	588	1599		
																		Grad Total 15380			
	RLST-1999 (H.M.)																	238	13	251	
	RLST-2001 (H.M.)																	442	130	572	
	RLST-2002 (H.M.)																	211	50	261	
	RLST-2003 (H.M.)																	147	39	186	
RLST-2004 (H.M.)																	167	39	206		
																			Grant Total 1476		
Western	RLST-1998 for Asstt. Teacher	961	419	1380	202	79	281	41	17	58	109	25	134	9	0	9	1322	540	1862		
	RLST-1999 for Asstt. Teacher	1237	257	1494	485	85	570	171	26	197	124	20	144	14	0	14	2031	388	2419		
	RLST-2001 for Asstt. Teacher	933	452	1355	670	195	865	309	76	385	236	51	287	22	11	33	2170	785	2925		
	RLST-2002 for Asstt. Teacher	1090	409	1499	509	155	664	169	43	212	231	75	306	39	5	44	2038	687	2725		
	RLST-2004 for Asstt. Teacher	428	225	653	275	92	367	78	24	102	165	32	197	84	13	97	1030	386	1416		
																			Grant Total 11347		

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
		RLST-1999 (H.M.)																236	30	266
		RLST-2001 (H.M.)																349	35	384
		RLST-2002 (H.M.)																238	28	266
		RLST-2003 (H.M.)																140	23	163
		RLST-2004 (H.M.)																223	37	260
		Up to 29.4.2005																		Grand Total 1339
Northern		RLST-1998 for Asstt. Teacher	736	309	1045	183	77	260	8	4	12	71	19	90	Nil	Nil	Nil	998	409	1407
		RLST-1999 for Asstt. Teacher	1091	311	1402	412	102	514	60	8	68	122	20	142	25	2	27	1710	443	2153
		RLST-2001 for Asstt. Teacher	477	323	800	422	185	607	225	75	300	140	74	214	18	9	27	1282	666	1948
		RLST-2002 for Asstt. Teacher	722	375	1097	293	106	399	138	44	182	95	40	135	27	3	30	1275	568	1843
		RLST-2004 for Asstt. Teacher	370	240	610	215	91	306	86	25	111	135	57	192	38	13	51	844	426	1270
		Up to 3.6.2005																		Grand Total 8621
		RLST-1999 (H.M.)																141	10	151
		RLST-2001 (H.M.)																313	52	365
		RLST-2002 (H.M.)																134	16	150
		RLST-2003 (H.M.)																87	16	103
		RLST-2004 (H.M.)																147	10	157
		Up to 3.6.2005																		
Southern		RLST-1998 for Asstt. Teacher	1169	743	1912	394	129	523	23	8	31	172	78	250	5	Nil	5	1763	958	2721
		RLST-1999 for Asstt. Teacher	1284	512	1796	504	169	673	64	21	85	182	65	247	33	9	42	2067	776	2843
		RLST-2001 for Asstt. Teacher	371	819	1190	433	413	846	104	79	183	141	117	258	19	16	35	1068	1444	2512
		RLST-2002 for Asstt. Teacher	616	772	1388	428	252	680	119	64	183	131	85	216	20	14	34	1314	1187	2501
		RLST-2004 for Asstt. Teacher	244	423	667	188	172	360	83	49	132	105	87	192	37	14	51	657	745	1402
		Up to 3.6.2005																		Grand Total 11979

DIAGRAM-II

Category-wise, regionwise distribution of candidates recommended for RLST 1998, 1999, 2001, 2002 & 2004
(upto 10-06-2005)

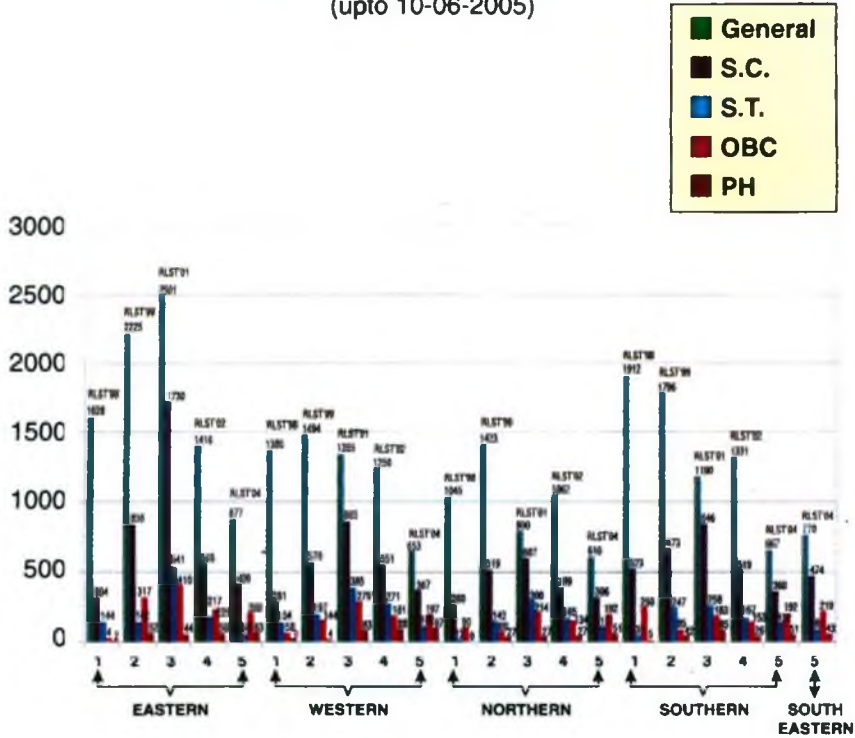
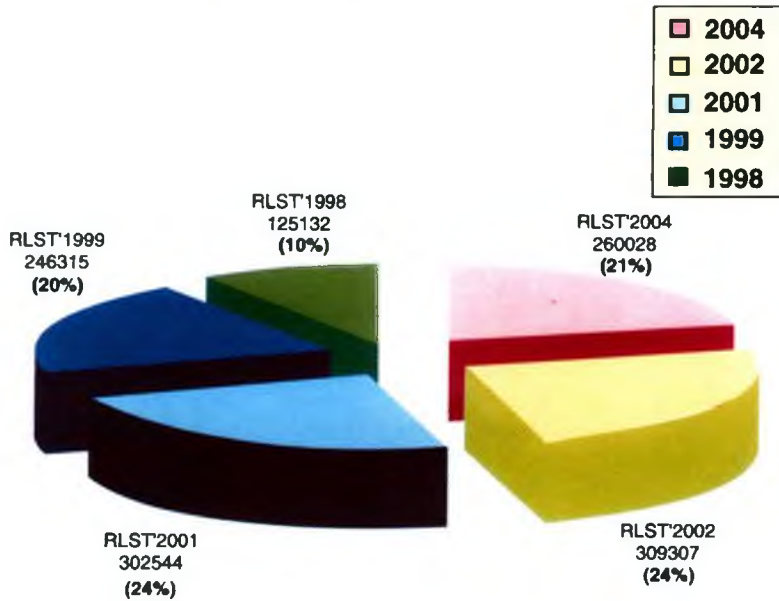


DIAGRAM-I

Number of applicants for RLST 1998, RLST 1999, RLST 2001, RLST 2002 and RLST 2004



1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	RLST-1999 (H.M.)																221	51	272
	RLST-2001 (H.M.)																258	153	411
	RLST-2002 (H.M.)																90	36	136
	RLST-2003 (H.M.)																171	50	221
	RLST-2004 (H.M.)																145	37	182
																	Grand Total 1212		
South- Eastern	RLST-2004 for Asstt. Teacher	318	452	770	269	205	474	55	26	81	130	89	219	34	9	43	806	781	1587
	RLST-2004 (H.M.)																95	25	120
Asstt. Teachers																			
All Regions	RLST-1998	3936	2029	5965	987	381	1368	75	30	105	465	153	618	16	Nil	16	5479	2593	8072
	RLST-1999	5277	1640	6917	2055	538	2593	401	91	492	649	201	850	115	20	135	8497	2490	10987
	RLST-2001	3063	2813	5876	2635	1413	4048	1045	364	1409	798	371	1169	92	47	139	7633	5028	12641
	RLST-2002	3539	2105	5644	1692	736	2428	607	221	828	653	260	913	135	32	167	6626	3354	9980
	RLST-2004*	1838	1739	3577	1249	667	1916	342	134	476	675	315	990	244	61	305	4348	2916	7264
																	Grand Total 48944		
	RLST-1999 (H.M.)																836	104	940
	RLST-2001 (H.M.)																1362	370	1732
	RLST-2002 (H.M.)																673	132	805
	RLST-2003 (H.M.)																545	128	673
	RLST-2004 (H.M.)**																777	148	925
																	Grand Total 4193 882 5075		

*Further recommendations on the basis of RLST—2004 for the posts of Asstt. Teachers are in progress.

** (a) Being single cadre vacancy no separate SC/ST figures are maintained for Headmaster/Headmistress/Superintendent etc.

(b) Further recommendations on the basis of RLST—2004 for the posts of Headmaster/Headmistress/Superintendent etc. are in progress.

Accommodation of Central Commission

The office of the Central School Service Commission was shifted/from its earlier hired premises at ATI Complex, Block FC, Sector 3, Salt Lake, Kolkata to its new premises built on plot No. 11 & 11/A, Sector 2, Block EE, Bidhannagar (Salt Lake), Kolkata-91 measuring 8.77 cottah on 26.8.2004. It is a four-storeyed building built at the cost of Rs. 1.07 crores. Besides the office premises in the first floor and second floor, the building has a conference room and a seminar hall in the top floor and a guest house in the ground floor. In the second floor of the building, there is a big hall for Computer Section.

The building has been named as "Acharya Sadan". The construction of the building was started on 23.6.2003 and the construction of the building with total furnishing was completed in the end of July, 2004.

The building was inaugurated in a humble ceremony on 26.8.2004 by the Hon'ble Minister-in-Charge, School Education Department when Hon'ble Minister also unveiled the busts of Acharya Jagadish Chandra Bose and Acharya Prafulla Chandra Roy installed within the premises.

On 1.11.2004 Hon'ble Minister-in-Charge unveiled the vitrified terra cota mural depicting the transformation of education system starting from the days when education was used to be imparted by a Guru in his own house.

Regional Commission

The Western Region has earlier shifted its office from the present premises to the District Primary Council building on rental basis in the campus of the District Magistrate of Bankura. Under an arrangement between the Regional Commissions and the D.P.C., Bankura old building of the Primary Council at Bankura was handed over to the Regional Commission and the building has been named as "Acharya Bhavan" which was inaugurated by the Hon'ble M.I.C., S.E. Department.

The Northern Region has been allotted a piece of land measuring 2.8573 acres only in the campus of Zilla School at Malda by the School Education Department, while Eastern Region has been allotted a piece of land measuring 0.42 acre outside the campus of M.B.C. Institute of Engineering and Technology by the Technical Education Department for the purpose of construction of the Commission's building. Efforts have also been taken by the South-Eastern Region for acquiring a built-up premises/land for the purpose of its own office accommodation. Possession of lands is now awaited by the Northern Region and Eastern Region.

The West Bengal School Service Commission (Recruitment, Terms & Conditions of Service of Employees) Regulations, 2004 has been notified vide Notification No. 901/1564/CSSC/ESTT/2004 dated 15.6.2004 with the approval of the State Government in the School Education Department. A revised proposal for augmentation of the office set up of the Central Commission and the Regional Commissions has been submitted to the School Education Department for sanction for better functioning of the Commission. Necessary sanction is awaited, However, as a temporary arrangement in consonance with the policy of the State Government, the Central and Regional Commissions appointed a few retired Government personnel to manage the existing workload of the Commission.

The following important amendments have been proposed:

Regulation

- (1) District Inspector of Schools (SE) shall furnish a report regarding the number of vacancies in approved posts of teachers which exists or expected to exist within 2nd January next ensuing to the concerned Regional Commission by 31st day of March every year.
- (2) The Central Commission shall, on receipt of the above report advertise such vacancies in newspapers.
- (3) On the basis of the result of the written examination and academic scoring, each Regional Commission shall call for P.T. of the candidates not exceeding 2.00 times the number of vacancies reported and advertised.
- (4) On the basis of the results of the written examination, academic scoring and P.T. all taken together each Regional Commission shall, for each subject, prepare final merit list, i.e., a panel of candidates

which includes names equal to the number of vacancies. The candidates equal to 0.5 times the number of the said vacancies, but not figuring in the panel, shall be included in a waiting list in order of merit.

- (5) Each such panel and waiting list shall remain valid for one year from the date of approval of the panel or waiting list by the concerned Regional Commission.
- (6) If the Central Commission thinks it expedient to extend the validity of the panel or waiting list beyond its normal period of one year for any reasonable cause the validity of such panel or waiting list may be extended for a further period of six (6) months, beyond which the panel or waiting list shall not be extended.
- (7) If a recommended candidate shall not be appointed to the vacancy, for which he was recommended, for the reason that such vacancy ceased to exist, the appointing authority shall send an information in this regard to the concerned Regional Commission and such Regional Commission may, on receipt of such information, shall recommend his name for any other appropriate vacancy.

Procedure

- (8) For the post of Headmaster of Junior High School/Junior High Madrasah/High/H.S. Schools/High Madrasah and Superintendent of Senior Madrasah the qualification of Master Degree with at least 45% marks both at Secondary level and H.S. level, 40% marks in the Hons. subject in the Hons. level or 45% marks at pass level for a candidate without having Hons. Degree and 40% marks at the Post Graduate level is required.
- (9) The above criteria of marks shall not apply to a H.M. etc. in approved service in High/H.S. Schools/High Madrasah.
- (10) Medium of Instruction: For selection in any aided non-Government School including Madrasah having Bengali, English, Urdu, Nepali or Hindi as the medium of instruction the essential qualification for the candidates must be Bengali, English, Urdu, Nepali or Hindi as the case may be, as the first or second language at the Secondary level of the W.B.B.S.E., W.B.B.M.E., or from any equivalent Board or must have succeeded at any subsequent higher level of Education with 300 marks in that language paper.
- (11) The procedure '4B' be substituted inter alia in the manner as follows:
 - (a) A Regional Commission shall not recommend a person for appointment to the post of a teacher (which includes both Assistant Teacher and Headmaster etc.) who, at the time of submitting application before the Regional Commission, is appointed to the post of a Teacher in a school or Madrasah on the basis of recommendation made by the W.B.R.S.S.C. of any region and continues his service as such Teacher, has not completed continuous three years approved service in the school in which he was rendering service at the time of submitting such application.

Use of Computer

The Central Commission conducts R.L.S.T. through Regional Commissions. Necessary data processing both for pre and post examination works are presently being done by hiring Computer Agencies from outside. During this year, the Central Commission has decided to open its own computer system in its office building for doing entire post examination work for which expertise of technical expert from Jadavpur University will be utilised.

Power of State Government to stop financial assistance to school for wilful failure to issue appointment to the post of teacher

If the State Government is of the opinion that the Managing Committee, by whatever name called, or the ad hoc Committee, or the Administrator, if any (where there is no Managing Committee), of a School wilfully fails to discharge its function to issue appointment letter to the post of Teacher in such school on the recommendation of the Regional Commission having jurisdiction, it may, by order, and for reasons to be recorded in writing, stop all financial assistance to such School and also issue of a direction upon the West Bengal Board of Secondary Education or the West Bengal Council of Higher Secondary Education or the West Bengal Board of Madrasah Education, as the case may be, to withdrawn recognition of such School.

Participation of experienced college and University teachers and experts

Services of Teachers of different Universities and Colleges affiliate thereto are gainfully utilised along with the services of experts of important Institutions in the matter of framing, developing and revisions of syllabi in different subjects. Besides, their participation in the whole examination process particularly in paper setting, moderation, invigilation, supervision, evaluation and attending Personality Test Boards deserves appreciation. The period of their participation in serving in Commission is required to be deemed to be on duty. This aspect holds good in respect of the members of the Commission who are not whole timers. The matter has been taken up with the Government for issue of necessary directions/notification. Of course, Government by notification No. 21-Edn (C.S.) dated 6.1.03 permitted the period spent by teachers of College/University (including Principal) for purpose of acting as Members of the Commission, personality Test Board or for attending meeting of the Commission besides holding whole time office as Chairman/Member as on duty. The services of teaching and non-teaching employees of the Schools are also utilised at the time of conducting RLST for Assistant Teachers.

Fax machines have been installed in all the Regional Offices and Central Commission office to strengthen the tele-link and effective communication. The fax numbers are as follows:

Uniqueness of the functioning of the Commission

The School Service Commission is a unique body which can claim to be the first of its kind in the Country. Systems have been developed to cater to more than seven thousand Secondary Schools, more than three thousand Higher Secondary Schools and more than two thousand Jr. High Schools and five hundred seven Madrasahs. Spot evaluation of answer scripts duly coded, decoding of answer scripts after evaluation to maintain anonymity and to be free from bias, scanning of ICR sheets of the objective type questions in paper II and transparency are a few of the unique features of the system followed by the Commission.

I.E.D.C.

INTEGRATED EDUCATION OF CHILDREN WITH DISABILITIES IN WEST BENGAL

The right of every child to an education is proclaimed in the Universal Declaration of Human Rights and is forcefully reaffirmed by the World declaration on Education for All. It draws from this principle that schools should accommodate all children regardless of their physical, intellectual, social, emotional and linguistic or other conditions. This should include disabled children. This condition creates a range of challenges to school systems. The term "special educational needs" refers to all those children whose needs arise from disabilities. Schools have to find ways of successfully educating all children who have disabilities. There is emerging consensus that children with special educational needs should be included in the educational arrangements made for the majority of children. This had led to the concept of the inclusive school which is the goal to be achieved through integration. The first step is developing a child-centered pedagogy capable of successfully educating all children, including those with disabilities. The establishment of such school is a crucial step in providing quality education to all children and in helping to change discriminatory attitudes, in creating welcoming communities and in developing an inclusive society. A change in social perspective is imperative. The focus has to be on potentialities rather than impairments. This change is beginning to take place in 20 educational districts and will soon be strengthened with converge effort of centrally sponsored Integrated Education for the Disabled Children (IEDC) scheme and Sarva Siksha Abhiyan (SSA).

IEDC activities under School Education Department are being implemented in all the districts of West Bengal in convergence with State SSA Society. A common plan of action has been developed for implementing IEDC scheme and IED component of SSA. Present status of the Integrated Education in West Bengal is as follows:

A. IDENTIFICATION AND ASSESSMENT

- Primary data being collected from Child Register of Village Education Committee (VEC)/Ward Education Committee (WED).
- Multidisciplinary Assessment Team has been formed with the following personnel:
 - ⇒ Medical Doctors (from the field of orthopaedic, E.N.T., Ophthalmology)
 - ⇒ Educational Psychologists
 - ⇒ Special Educator (from the field of MR, HH & VH)
 - ⇒ Experts from ALIMCO/NIOH/NIHH (Occasional)
- Organising, assessment camp at Block level aimed at identifying the special educational needs of the disabled children.
- Maintaining separate register for in-school and out of school disabled children.
- Preparation of bi-monthly assessment camp schedule.

Status of disabled children presently enrolled in-schools

Sl. No.	District	Children Identified through assessment	Children Enrolled in-School
1.	Bankura	4383	3520
2.	Birbhum	7846	6488
3.	Coochbehar	6605	3597
4.	Murshidabad	7412	6701
5.	South 24-Pgs.	14080	9430
6.	D. Dinajpur	3541	1186

Sl. No.	District	Children Identified through assessment	Children Enrolled in-School
7.	Jalpaiguri	7521	3140
8.	Malda	14912	5066
9.	Purulia	3382	1391
10.	U. Dinajpur	5085	2766
11.	Burdwan	3633	3332
12.	Darjeeling	903	408
13.	Siliguri	2173	750
14.	Hooghly	5133	1900
15.	Howrah	2358	856
16.	Kolkata	334	297
17.	North 24-Pgs.	11008	5569
18.	Nadia	454	100
19.	Purba Medinipur	8563	5846
20.	Paschim Medinipur	5036	3905
	TOTAL	114362	66248

B. IEDC BENEFITS TO THE DISABLED CHILDREN

- During 2004-05 a proposal was sent to MHRD for financial assistance for 38,325 disabled children in primary and upper primary schools.
- It has been made mandatory that the list of the beneficiaries along with the benefits given must be displayed in the notice board at all concerned schools as well as the office of the Assistant Inspector of Schools (SE)/Sub-Inspectors of Schools (PE).
- All the benefits are being routed through District Project Officer, SSA.
- VEC/WEC providing benefits to the disabled children and their family members for primary schools.
- Managing Committee (MC) is providing benefit directly to children of secondary schools.

IFDC Benefits extended to the 19,162 disabled children out of 38,325 in the following manner:

Sl. No.	Item/Activity	Unit Cost	No. of Children	Expenditure
1.	Books & Stationary	Rs. 400/child	19162	Rs. 76,64,800
2.	Uniform	Rs. 200/child	19162	Rs. 38,32,400
3.	Transport Allowance	Rs. 50/child/month	3833	Rs. 19,16,500
4.	Escort Allowance	Rs. 75/child/month	958	Rs. 7,18,500
5.	Reader Allowance	Rs. 50/child/month	1342	Rs. 6,71,000

- Benefits to the rest of the disabled children could not be provided due to non-availability of fund (2nd installment) from GOI.

C. EQUIPMENT FOR RESOURCE ROOM

- A comprehensive list was prepared keeping in mind the guidelines of IEDC Scheme. The list was prepared in a State level meeting with District Co-ordinator of SSA, RTs of IEDC and experts from National Institutions.
- The resource materials were kept in Circle Level Resource Centre (CLRC) for primary and H.S. school in case of upper primary.
- Equipment were procured for 10 districts @ Rs. 30,000 in each districts namely, South 24-Parganas, Kolkata, Jalpaiguri, Cooch Behar, Howrah, Birbhum, Bankura, Purulia, Dakshin Dinajpur and Siliguri Sub-Division.

D. TEACHER TRAINING & SENSITIZATION

- Three sets of sensitization are going on with the convergence with Pedagogy Unit of SSA. (1) Two days sensitization, (2) Six days intensive training, (3) Foundation Course of RCI.
- Resource Teacher of IEDC, District IED Coordinators and professionals in the field of disability education are the Key Resource Persons (KRP) for training.
- Cascade mode through KRP ➤ Resource Persons (RP) ➤ Teachers.
- For Foundation Course RCI recognized training institutions conducting the contact classes through distance mode.
- Module developed by the State Resource Group, SCERT and approved by W.B. Board of Primary Education.
- A total of 12,255 teachers sensitized on 2 days training.
- 2,057 teachers receive 6 days intensive training.

E. REMOVAL OF ARCHITECTURAL BARRIER

- Civil works unit of SSA is monitoring & looking after the construction matter.
- A detailed guideline was prepared for construction of Ramp and Handrail.
- @ Rs. 6,000 was given to VEC/WEC (Pri) and MC (Sec) for construction of Ramp and Handrails.
- Providing barrier-free environment through construction of ramps and handrail in new school buildings (NSB).
- The construction was made in 50 schools (5 each in selected 10 districts namely, South 24-Parganas, Jalpaiguri, Cooch Behar, Howrah, Birbhum, Bankura, Purulia, Dakshin Dinajpur and Siliguri Sub-Division).

F. RESOURCE TEACHERS

- Six (6) Resource Teachers (IEDC) are posted in the districts.
- Resource Teachers are visiting schools (at least 18 in a month) as well as CLRC.
- One RT has joined during April, 04.
- 3 more RT is likely to join on June, 05 (formalities for selection has already completed).

G. RESOURCE SUPPORT

◆ District Level Resource Organisation (DLRO):

- Providing assistance to DPO in survey and screening activities.
- Preparing plan of integration.

- ☞ Micro plan for each identified child including school readiness.
 - ☞ Micro plan for IED activities in IED Blocks.
 - Follow-up the integrated children through special educators.
 - Parental counselling through its special educators.
 - Community sensitisation including that of Panchayat functionaries.
 - Liaison between District Project Office and different National Institutes for Disabilities or concerned organisation for ensuring supply of aids and appliances to the disabled children.
 - Providing assistance in creation of a conducive school environment and display of aids and appliances in schools.
 - Assisting DPO in planning/organising IED activities in the district.
- ◆ **State Level Resource Organisation (SLRO):**
- Orientation and sensitisation of primary school teachers.
 - Refresher Course to the special educators of DLRO.
 - Evaluation and monitoring of IED activities in the district.
 - Providing assistance to the DLRO in selection of special educators.
 - Assist SPO to select DLRO.
 - Evaluating performance of DLRO and submitting reports to SPO.
 - Assisting DLRO as and when required, as per the advice of SPO.
- ◆ **Circle Resource Centre (CLRC):**
- Orienting teachers on IED and IEDC at afternoon workshop.
 - Orienting VECIWEC members on IED and IEDC at noon workshop.
 - Regularly visiting/monitoring the school under each CLRC by CPC (SI of Schools), RTs etc.
 - Providing resource materials on IED/IEDC directly from SPO to each CLRC.
 - Arrangement of specific corner within Resource Centres at CLRC.
 - Construction of Resource Centre at each CLRC with the convergence of IEDC.
- ◆ **Aids and Appliances:**
- Establish contact with ALIMCO, National Institutes (NIOH) and other State level NGOs for providing aids and appliances to the identified disabled children.
 - 14,819 aids and appliances distributed.
- ◆ **Resource Kit:**
- Providing Resource Kit to all schools under the IED intervening Blocks.
 - Resource Kit consists of different teaching learning materials for educating the disabled children.
- H. AWARENESS BUILDING and CAMPAIGN:**
- Orienting the local administrators and Panchayat members on disability.
 - Orienting the ICDS Supervisor, workers and Shiksha Sahayika of SSK on integration of the disabled children into main stream.

- Distribution of leaflets/pamphlets, posters, wall-writing at the GP level of all IED Blocks.
- Observation of World Disabled Day of 3rd December for awareness.
- Van miking and using other modes before screening and assessment camps.
- Sensitisation and awareness through House to House Survey in the Block.

I. COMMUNITY MOBILISATION

- Using folk media to mobilise the community.
- Sensitisation of VEC/WEC members on disability specially in the intervening Blocks.
- VEC members take up the issue with community through group meeting, personal contact and parents counselling etc.
- Cascade of Training.
- Resource Persons—VEC members.
- 2,77,328 VEC/WEC members oriented on inclusion.

J. DEVELOPMENT OF MATERIALS

- A compendium on different Government circular related to disability.
- Suggested readings on IED for the primary school teachers.
- Teachers sensitisation module on disability for the primary school teachers.
- Developing posters on disability for distribution to the district.
- Developing a handbook for Special Educators of DLRO.
- Developing training packages for VEC members for noon workshop at CLRC.
- Developing training packages for teachers for afternoon workshop at CLRC.

K. OTHERS

- Monthly meeting with District Coordinators of SSA and RTs for monitoring of IEDC activities.
- Convergence made with Artificial Limbs Manufacturing Corporation of India (ALIMCO) for distribution of Aids and Appliances in free of cost.

CHAPTER X

TRAINING AND EXAMINATION

PRIMARY TEACHERS TRAINING AND EXAMINATION

The **TRAINING AND EXAMINATION CELL** of the School Education Directorate runs two teacher training courses, looks after the functioning of DIETs and conducts three examinations every year within the State of West Bengal. The pre-service teachers training courses are:

- (i) **2 years' Pre-primary and Primary Teachers' Training** (conducted in 2 institutes) and
- (ii) **1 year Primary Teachers' Training** (conducted in 135 institutes).

Apart from the above named teachers' training courses pre-service and in-service courses are also conducted in the state in 16 DIETs.

The name of the examinations are:

- (i) **Central and Middle Scholarship Examination**
- (ii) **National Scholarship Examination for talented students of rural areas**
- (iii) **NTS Examinations**

PRE-PRIMARY AND PRIMARY TEACHERS' TRAINING COURSE

Only two institutes in Kolkata run this course. The names of the institutes are:

- (1) Teachers' Training Department Gokhale Memorial Girls' School & College and
- (2) Chittaranjan Teachers' Training Institute.

The Pre-primary and Primary Teachers' Training Course is of two years duration. A woman candidate having passed HS Exam. is admitted to any of the two institutes after qualifying in a written admission test and viva voce test. The intake capacity of two institutes is 78 and 42 respectively.

The trainees can appear at the Final Pre-primary and Primary Teachers' Training Examination that is generally held in the month of June every year simultaneously with the PTT Final Exam.

The subjects taught in this training and full marks of the examination are as under:—

Group—A : Knowledge based subjects: (Theoretical) Full Marks—450

- | | | |
|-----|---|-------------------------|
| (1) | Modern Tr. & Problems of Pry.
Edn. and History of Edn. | Carrying Full Marks—100 |
| (2) | Educational Psychology and Child
Study | Carrying Full Marks—100 |
| (3) | School Org. Admn. Gen. Methodology
and Evaluation | Carrying Full Marks—100 |
| (4) | Pre-Pry. Education | Carrying Full Marks—100 |
| (5) | Health and Hygiene | Carrying Full Marks—50 |

Group—B : Contents and skill based subjects

Full Marks—400
Pass Marks—160

- | | | |
|-----|-----------------|-------------------------|
| (1) | Mother language | Carrying Full Marks—100 |
| (2) | Arithmetic | Carrying Full Marks—100 |
| (3) | English | Carrying Full Marks—50 |
| (4) | History | Carrying Full Marks—50 |
| (5) | Geography | Carrying Full Marks—50 |
| (6) | Natural Science | Carrying Full Marks—50 |

Group—C : Practical based subjects and Practice teaching

Full Marks—700

Pass Marks—280

- | | | |
|-----|------------------------------------|-------------------------|
| (1) | Teaching Practical: | Carrying Full Marks—400 |
| (2) | Games and Physical Culture | Carrying Full Marks—50 |
| (3) | Music and Cultural Activity | Carrying Full Marks—50 |
| (4) | Creative activity | Carrying Full Marks—75 |
| (5) | Productive activity | Carrying Full Marks—75 |
| (6) | Work relating to direct experience | Carrying Full Marks—50 |

Group—D : Compulsory optional subjects:

Carrying Full Marks—50

Total Full Marks—1600

Pass Marks—640(40%)

For Division Distinction : 1280(80%)

1st Division : 960(60%)

2nd Division : 640(40%)

PRIMARY TEACHERS' TRAINING COURSE

At present total number of PTTIs in the State is 135. The PTTIs in the State are of 4 categories, viz. Govt. PTTIs, Govt. Sponsored PTTIs, Non-Govt. Aided PTTIs and Non-Govt. Unaided Privately Managed PTTIs. Detail break up with intake capacity is given below:

Category		Co-Ed.	Male	Female	Total	Intake Capacity
A.	Govt.	20	12	03	35	4088
B.	Govt. Sponsored	08	04	04	16	1890
C.	Non-Govt. Aided	00	00	07	07	618
D.	Non-Govt. unaided	76	00	01	77	9575
Total :		104	16	15	135	16171

Out of 35 Govt. PTTIs two institutes viz. Kolkata Women's Govt. PTTIs., Hasting House, Kolkata and D.L. Roy Govt. PTTIs, P.O. Krishnanagar, Dist. Nadia are controlled by the Women Education Cell of the Directorate.

Govt. Sponsored Institutes have their Governing Body formed according to the rules framed by the relevant Govt. order except Sri Ramkrishna Govt. Sponsored PTTIs, Darjeeling which is run by an Administrator.

Out of 07 Non-Govt. Aided Institutes, two viz. (i) Teachers' Training Department, Gokhale Memorial Girls School & College and (ii) Chittaranjan Teachers' Training Institutes both in Kolkata offer two years' course.

77 Non-Govt. unaided privately managed PTTIs are recognized by the W.B.B.P.E. and entire financial responsibility of these PTTIs. is with the institute authority concerned.

The financial responsibility of the 58 Govt. and Govt. Sponsored PTTIs is borne by the State Govt. Almost all the institutes are residential in nature. It is compulsory to reside within the campus on the part of the teachers and staffs. All the Training Institutes offer training by living together inculcating homogeneous India Life Style and ensuring unity and integrity of the nation.

In Govt., Govt. sponsored and Govt. aided PTTIs 50% of seats are filled up from amongst the existing untrained teachers on deputation and rest 50% are selected from the applications of fresher candidates purely on the basis of marks obtained in the Madhyamik Pariksha, co-curricular activities and performance in the written/oral interview.

District-wise list of PTTIs
(Govt., Govt. Sponsored and Non-Govt Aided PTTIs)

District	Sl. No.	Name of the PTTIs with postal address	Phone No.	Status	Type Co-educational/ Male/Female)
BANKURA	1.	Chhander Govt. PTTI P.O. Chhander	03241-259604	Govt.	Co-Ed.
	2.	Sabrakone Govt. PTTI P.O. Sabrakone	03241-259604	Govt.	Male
	3.	Sarenga Govt. Sp. PTTI P.O. Sarenga	03243-269377	Govt. Spond.	Co-Ed.
BIRBHUM	1.	Mahammadbazar Govt. Sp. PTTI P.O. Mahammadbazar	260265 95462-06265	Govt. Spond.	Co-Ed.
	2.	Shayampahari Govt. PTTI P.O. R.K. Sikshapith	03461-240285 03463-256228	Govt.	Male
	3.	Siksha Charcha Govt. Sp. PTTI P.O. Sriniketan	03463-252706	Govt. Sp.	Co-Ed.
BURDWAN	1.	Katwa Govt. PTTI P.O. Katwa	03453-258671	Govt.	Co-Ed.
	2.	Loudaha Govt. PTTI P.O. Loudaha	0341-2670405	Govt.	Co-Ed.
	3.	Saktigarh Govt. Sp. PTTI Unit-II, P.O. Borsul	2586363 0342-586363	Govt. Sp.	Female
	4.	Saktigarh Govt. Sp. PTTI Unit-I, P.O. Borsul	0342-2586549	Govt. Sp.	Male
	5.	Shiksha Niketan Govt. PTTI, P.O. Kalanabagram,	299713 0342-399713	Govt.	Co-Ed.
	6.	Vidyanagar Govt. PTTIs, P.O. Vidyanagar		Govt.	Male
COOCHBEHAR	1.	Coochbehar Govt. PTTI P.O. Coochbehar	03582-27235	Govt.	Co-Ed.
	2.	Nigamananda Sikshaniketan Govt. Sp. PTTI, P.O. Nigamanagar	03582-2446	Govt. Sp.	Co-Ed.
DAKSHIN DINAJPUR	1.	Balurghat Govt. PTTI P.O. Kamarpara	03522-56666	Govt.	Co-Ed.

District	Sl. No.	Name of the PTTIs with postal address	Phone No.	Status	Type Co-educational/ Male/Female)
DARJEELING	1.	Kalimpong Govt. PTTI P.O. Kalimpong	03552-255653	Govt. (Nepali only)	Co-Ed.
	2.	Sri Ramkrishna Pry. Teachers' Training Inst. P.O. Darjeeling	0354-252504	Govt. (Nepali only)	Co-Ed.
HOOGHLY	1.	Gandhigram Govt. PTTI P.O. Rajhat	9113-25319	Govt.	Co-Ed.
	2.	Raja Rammohan Roy Govt. PTTI, Langua para		Govt.	Co-Ed.
	3.	Itachuna Govt. Sp. PTTI, P.O. Itachuna	2680-5364	Govt. Sp.	Co-Ed.
	4.	Urdu Medium Govt. PTTI P.O. Nalikul		Govt.	Male
HOWRAH	1.	Jagatballavpur Govt. P.O. Jagatballavpur	256325	Govt.	Co-Ed.
	2.	Radhanagar Govt. PTTI P.O. D. Radhanagar		Govt.	Male
	3.	Salkia Govt. Sp. Govt. PTTI, 37/1, Bhairab Dutta Lane, Salkia	2665-3677	Govt. Sp.	Co-Ed.
JALPAIGURI	1.	Belakoba Govt. PTTI P.O. Prasannagar	03561-240238	Govt.	Co-Ed.
	2.	Jalpaiguri Govt. PTTI P.O. Jalpaiguri	03561-222939	Govt.	Male
KOLKATA	1.	Beltala Govt. Sp. PTTI 98, Beltala Rd., Kolkata-26	2475-6162	Govt. Sponsd.	Co-Ed.
	2.	Brahmo PTTI 211/1, Bidhan Sa. Kol-6	2241-2280 2241-6896	Non- Govt.	Female
	3.	Calcutta Women Govt. PTTI, Hastings House 20-B, Judges Court Rd. Kol-27	2479-8965	Govt.	Female
	4.	Loreto St. Mary's R.C. PTTI, 1, Convent Lane P.O. Tangra, Kolkata-15	2329-5717	Non- Govt.	Female
	5.	Saroj Nalini PTTI, 23/1, Ballygunge Circular Rd. Kol-19	2440-6852	Non- Govt.	
	6.	United Missionary PTTI 1, Ballygunge Circular Rd. Kol-19	2274-3784	Non- Govt.	Co-Ed.

District	Sl. No.	Name of the PTTIs with postal address	Phone No.	Status	Type Co-educational/ Male/Female)
KOLKATA	7.	Vidyasagar Bani Bhawan PTTI, 294/3, APC Road Kol-9	2350-4884	Non-Govt.	Female
	8.	Teaches' Trg. Deptt. Gokhale Memorial Girls' School & College 1/1, Harish Mukherjee Rd. Kol-20 (Two years Course)	2223-3704	Non-Govt.	Female
	9.	Chittaranjan Teachers' Trg. Instt., 7, Hajra Rd., Kol-26 (Two years Course)	2474-3698	Non-Govt.	Female
MALDA	1.	Sovanagar Govt. PTTI P.O. Sovanagar	03512-274061	Govt.	Co-Ed.
MURSHIDABAD	1.	Berhampore Govt. PTTI Berhampore	03482-253060	Govt.	Co-Ed.
	2.	R.K.M. Ashrama Govt. Sp. PTTI, Saragachi	03482-232402	Govt. SP.	Male
NADIA	1.	Bara Andulia Govt. PTTI P.O. Bara Andulia	03474-68382	Govt.	Co-Ed.
	2.	Dharmada Govt. PTTI	03472-268362	Govt.	Co-Ed.
	3.	D.L. Roy Women Govt. PTTI, P.O. Krishnanagar	03472-252491	Govt.	Female
	4.	Krishnanagar Govt. PTTI P.O. Krishnanagar	03472-252761	Govt.	Male
	5.	Prajnanananda Govt. PTTI P.O. Barajagulia	9173-222907 0353473-222907	Govt.	Co-Ed.
NORTH 24-PARGANAS	1.	Bibhuti Bhusan Govt. PTTI, P.O. Ghatbour		Govt.	Co-Ed.
	2.	North 24-Parganas DIET, P.O. Banipur		Govt.	Co-Ed.
	3.	Rahara R.K.M. Govt. Sp. PTTI, P.O. Rahara	2568-2850	Govt. Sp.	Male
PASCHIM MEDINIPUR	1.	Deuli Govt. PTTI, Belda		Govt.	Male
	2.	Jhargram Govt. PTTI Jhargram	03221-257359	Govt.	Male
	3.	Medinipur Govt. PTTI P.O. P. Medinipur	03222-267972	Govt.	Female
PURBA MEDINIPUR	1.	Kelomal Govt. PTTI Kelomal		Govt.	Male

District	Sl No.	Name of the PTTIs with postal address	Phone No.	Status	Type Co-educational/ Male/Female)
PURULIA	1.	Purulia Govt. Sp. PTTI Vivekananda Nagar	03252-222316	Govt. Spon.	Co-Ed.
	2.	Sanka Govt. PTTI, Sanka		Govt.	Male
SOUTH 24-PARGANAS	1.	Kulpi Govt. PTTI (DIET at Joynagar) P.O. Ramakantanagar Mojpur	03218228154	Govt.	Male
	2.	Sarisha R.K.M. Govt. Sp. PTTI, Unit-I, Sarisha	03174244699	Govt. Spon.	Female
	3.	Sarisha R.K.M. Govt. Sp. PTTI, Unit-II, Sarisha	035174245144	Govt. Spon.	Female
	4.	Siksha Sangha Govt. Sp. PTTI, Bishnupur	24808218	Govt. Spon.	Male
UTTAR DINAJPUR	1.	Ramganj Govt. PTTI Ramganj	0356140238	Govt.	Co-Ed.
	2.	Taranagpur Govt. PTTI Taranagpur	03523266576	Govt.	Co-Ed.

- N.B.* (a) Urdu Medium Govt. Primary Teachers' Training Institute is located in the district of Hooghly and meant for day scholars only.
- (b) Kalimpong Govt. Primary Teachers' Trainig Institute and Sri Ramkrishna Primary Teachers' Training Institute both in the district of Darjeeling are meant for Nepali Medium candidates only.
- (c) Salkia Primary Teachers' Training Institute in the district Howrah is only for Hindi Medium candidates.

**List of Non-Govt. Unaided Privately Managed Recognised PTTIs
(Recognised in the year 2003 w.e.f 1.7.2003)**

District	Sl No.	Name of the PTTIs with postal address	Type	Medium of instruction
Kolkata	1	Kolkata PTTI 39 Shakespeare Sarani, Kolkata 17	Co-Ed.	Bengali
	2	Institute of Educational Research and Studies 6/1 Swinhoe Street, Kolkata 19	Co-Ed.	Bengali
South 24 Pgs.	1	Panchanani Nandi Memorial PTTI Namkhana	Co-Ed.	Bengali
	2	Vivekananda PTTI Vill: Dhukrijhara, P.O. Sadhurhat	Co-Ed.	Bengali
	3	Sonargaon Vivekananda Institute for Primary Teachers' Training, Sonarpur Teghoria Narendrapur Station Rd., P.O. R.K. Mission Pally	Co-Ed.	Bengali

District	Sl No.	Name of the PTTIs with postal address	Type	Medium of instruction
Hooghly	1	Chandannagar Computech Academy PTTI Taldanga, GT Road, Chandannagar	Co-Ed.	Bengali
	2	Dr. Ashutosh Das Memorial PTTI Khamarchandi	Co-Ed.	Bengali
Burdwan	1	Kalna PTTI Kalna (Senpara)	Co-Ed.	Bengali
Birbhum	1	Santiniketan Boniad PTTI Rabindrapally, Santiniketan	Co-Ed.	Bengali
Purba Medinipur	1	Vidyasagar PTTI Bhupatinagar	Co-Ed.	Bengali
	2	Panskura PTTI Kanakpur, P.O. Naranda	Co-Ed.	Bengali
	3	Vivekananda PTTI Faridpur, Dakshin Dauki	Co-Ed.	Bengali
	4	Purba Medinipur PTTI P.O. Chaitanyapur	Co-Ed.	Bengali
	5	Netaji Subhas PTTI Jararnagar, Haria	Co-Ed.	Bengali
	6	Gimageria Welfare PTTI Gimageria P.O. Contai Srirampur	Co-Ed.	Bengali
	7	Vidyasagar PTTI Dhamait, P.O. Amdan	Co-Ed.	Bengali
	8	Vidyasagar PTTI Sec. 13, Township Haldia	Co-Ed.	Bengali
Paschim Medinipur	1	Renuka PTTI Makarda, Aknageria	Co-Ed.	Bengali
	2	Paschim Medinipur PTTI Barua, P.O. Bhadutala	Co-Ed.	Bengali
	3	Harisinghapur Satyanarayan Sangha PTTI Radhakantapur	Co-Ed.	Bengali
	4	Aloke Kendra Samabay PTTI Aloka Kendra	Co-Ed.	Bengali
	5	Bhagabati Devi PTTI Khakurda	Co-Ed.	Bengali

District	Sl No.	Name of the PTTIs with postal address	Type	Medium of instruction
Paschim Medinipur	6	Prof. P. K. Sen PTTI Kapgari	Co-Ed.	Bengali
	7	Kharagpur Tribal PTTI Matkatpur	Co-Ed.	Bengali
	8	Swami Dhyananda PTTI Harirampore	Co-Ed.	Bengali
Murshidabad	1	Probharani PTTI 2 No. Banjetia, P.O. Berhampore	Co-Ed.	Bengali
	2	Minerva Academy PTTI Jalangi	Co-Ed.	Bengali
	3	Model PTTI Domkal	Co-Ed.	Bengali
	4	Kandi PTTI Jemo Rajbati	Co-Ed.	Bengali
	5	I.S.W.E.R. PTTI Cossimbazar Raj	Female	Bengali
Malda	1	Uttar Banga PTTI Meherpur	Co-Ed.	Bengali
Dakshin Dinajpur	1	Dr. B. R. Ambedkar PTTI Bharila	Co-Ed.	Bengali
Jalpaiguri	1	Jalpaiguri Dooars PTTI Alipurduar	Co-Ed.	Bengali
Purulia	1	Sister Nivedita PTTI P.O. Pathardih, Baghmundi	Co-Ed.	Bengali
	2	Majhihira Ashram PTTI Majhihira	Co-Ed.	Bengali
Bankura	1	Bankura PTTI Katjuridanga, P.O. Kenduadihi	Co-Ed.	Bengali
Darjeeling	1	Master Preet Nath PTTI Milanpally, Station Rd. (South), Siliguri	Co-Ed.	Bengali & Hindi

**List of Non-Govt. Unaided Privately Managed Recognised PTTIs
(Recognised in the year 2004 w.e.f 1.7.2004)**

District	Sl No.	Name of PTTIs	Address	Type	Medium of instruction
Bankura	1	Athena PTTI	Sonamukhi	Co-Ed.	Bengali
	2	Bishnupur Public PTTI	Bishnupur	Co-Ed.	Bengali
	3	Jayrambati Ramkrishna Sarada PTTI	Jayrambati	Co-Ed.	Bengali
	4	Kamalpur Adibasi PTTI	Kamalpur	Co-Ed.	Bengali
Burdwan	1	Gobindapur Sephali Memorial PTTI	Gobindapur, Keleti	Co-Ed.	Bengali
	2	Bardhaman Sikshak Samsad PTTI	Burdwan Sikshak Samsad Trust Bhavan, Burdwan	Co-Ed.	Bengali
	3	Panagarh PTTI	Panagarh Bazar	Co-Ed.	Bengali
	4	Indira Memorial PTTI	Court More, Asansol	Co-Ed.	Hindi
	5	SKS PTTI	Mangalpur, Raniganj	Co-Ed.	Bengali & Urdu
	6	Vidyasagar PTTI	Sramiknagar Colony, B. C. Roy Avenue, Durgapur	Co-Ed.	Bengali & Hindi
Birbhum	1	Hetampur Rajbati PTTI	Hetampur	Co-Ed.	Bengali
	2	Tarasankar Bandapadhyay PTTI	Ahemedpur	Co-Ed.	Bengali
Coochbehar	1	Mekhliganj Netaji PTTI	Mekhliganj	Co-Ed.	Bengali
	2	Z Education PTTI	Nakkatigachh, P.O. Tufanganj	Co-Ed.	Bengali
Dakshin Dinajppur	1	Vidyasagar PTTI	Dhaldighi, Gangarampur	Co-Ed.	Bengali
Hooghly	1	Khamargachi PTTI	Sija Kamalpur (Khamargachi)	Co-Ed.	Bengali
Howrah	1	Aragati PTTI	Kalikata, Rasahpur	Co-Ed.	Bengali
	2	Vivekananda Adarsha PTTI	Pirpur	Co-Ed.	Bengali
Jalpaiguri	1	Malbazar PTTI	Batabari	Co-Ed.	Bengali & Hindi
Kolkata	1	I.P.E.R. PTTI	P-39/1, Prince Anwar Shah Road, CIT Scheme 114A, Kolkata-45	Co-Ed.	Bengali
Malda	1	Vidyasagar PTTI	Ratanpur, Samsi	Co-Ed.	Bengali

District	SI No.	Name of PTTIs	Address	Type	Medium of instruction
Murshidabad	1	Baluchar PTTI	Jiaganj	Co-Ed.	Bengali
	2	Nathulal Das PTTI	Jaladiurpur, Chachanda	Co-Ed.	Bengali
	3	Netaji Subhash Ch. Bose PTTI	Ramsagar	Coed	Bengali
	4	Godagari Vidyasagar Educational Institute and Social Welfare PTTI	Godagari	Coed	Bengali
Nadia	1	Chakdaha PTTI	Ghola, Gouripur	Coed	Bengali
	2	Derozio PTTI	Karimpur	Coed	Bengali
	3	Dr. Ambedkar PTTI	Sahapara, Bethuadahari	Coed	Bengali
North 24-Pgs.	1	Adyapith Monikuntala PTTI	50, D.D. Mondal Ghat Road, Dakshineswar	Female	Bengali
	2	Jamini Nandi PTTI	Sthirpara, Mandalpara	Coed	Bengali
	3	Sahid Kshudiram Bose PTTI	Maslandapur	Coed	Bengali
Purulia	1	Chetana PTTI	Bishpuria	Coed	Bengali
	2	Panchkot PTTI	Sarbari More	Coed	Bengali
South 24-Pgs.	1	Chatta PTTI	Chatta Kalikapur, Via Batanagar	Coed	Bengali
	2	Mass Education PTTI	Dakshin Shibgunj, Patharpratima	Coed	Bengali
	3	Sabuj PTTI	Nandakumarpur	Coed	Bengali
	4	Kakdwip PTTI	Kakdwip	Coed	Bengali
Uttar Dinajpur	1	Chittaranjan Smriti PTTI	Bhupalpur	Coed	Bengali
	2	Scholastic PTTI	Islampur	Coed	Bengali & Urdu
	3	Uttar Dinajpur PTTI	Halalpur, Runia	Coed	Bengali

The total sanctioned strength of the teaching staff in all the Govt., Govt.-sponsored and Non-Govt. Aided 58 Institutes is 365. The teaching personnel in each institute comprise of one Principal or Lecture-in-Charge, 3 or 4 Lecturers, one Music Teacher/Music Instructor, one Art and Craft Teacher and Hindi Teacher.

Curriculum of PTTI

The West Bengal Board of Primary Education vide their No. 437/BPE/2001 dated 15.5.2001 has prescribed curriculum to be followed in all PTTIs of the State. The salient features of the prescribed curriculum is stated below.

The curriculum of PTTI is divided into four broad sections namely:

- A. Knowledge based area,
- B. Skill based area and contents and methodology of primary text books,
- C. Practical subject work and practice teaching, and
- D. Compulsory optional subjects for acquiring knowledge in different areas of primary education.

Group A: Knowledge based subjects:

- (a) Modern trends and problems of Primary Education and its problems,
- (b) Child psychology and child study/action research project,
- (c) School organisation, administration, general methodology, evaluation and simulation/case study in educational management.

Group B: Skill based subjects:

- (a) Contents and methods of teaching mother language (Bengali, Hindi, Urdu, Nepali, Oriya and Santhali),
- (b) Contents and methods of teaching Arithmetic,
- (c) Contents and methods of teaching English (second language) construction, administration of diagnostic tests and interpretation thereof,
- (d) Environment based subjects:
 - (i) Contents and method of teaching Natural Science,
 - (ii) Contents and method of teaching History,
 - (iii) Contents and method of teaching Geography.

Group C: Practical based subjects and Practice Teaching:

- (a) Physical and health education and participation in games and sports,
- (b) Creative work and productive work,
- (c) Direct experience based activities, participation in work experience projects and participation in school activities/features, cultural activities and supervised library works etc.,
- (d) (1) Practice teaching (demonstration lesson and discussion on teaching aids) including micro teaching,
(2) Practical works—
 - (i) conduct of micro teaching/simulative teaching lessons,
 - (ii) observation of demonstration lessons,
 - (iii) observation lessons,
 - (iv) operation of audio-visual equipment and
 - (v) discussion and preparation of teaching-learning materials.

Group D: Compulsory Optional subject:

Student-trainee will take up one of the following subject:

1. Pre-primary education (theoretical only)
2. Social education -do-

3. Evaluation and measurement in primary education/ preparation/administration and interpretation of achievement interest and intelligence tests (theoretical only)
4. Special Music (theoretical and practical)
5. Special Fine Arts -do-
6. Sewing and Needle Works -do-
7. Computer practice for necessary computer literacy -do-

Examination scheme:

Group A: Knowledge based subjects (theoretical): Full Marks of the Group : 150

- (1) Modern Trends and problems of Pry. Education
 - (2) Child Psychology and Child Study
 - (3) School Organisation, Administration. General Methodology & Evaluation
- Each carrying Full Marks—50 (Internal—10, External—40).

Group B: Contents and skill based subjects (theoretical): Full Marks of the Group: 400

- | | |
|---------------------|--------------------------------|
| (1) Mother Language | Each carrying Full Marks : 100 |
| (2) Arithmetic | (Internal—20, External—80) |
| (3) English | Each carrying Full Marks: 50 |
| (4) Natural Science | (Internal—10, External—40) |
| (5) History | |
| (6) Geography | |

Group C: Practical based subjects and Practice Teaching: Full Marks of the Group: 500

- (1) Practical Teaching: Carrying Full Marks: 300
Internal—140 (Micro—40, Macro—100)
External—160 (Micro—60, Macro—100)
- (2) Health and Physical Education | Each carrying Full Marks: 50
- (3) Creative Works | (Internal—20, External—30)
- (4) Productive Work
- (5) Work relating to Direct Experience—Full Marks 50 (internal only)

Group D: Compulsory Optional subject: Full Marks—50 (Internal—10, External—40)

Summary of the scheme:

	Internal	External	Total
Group—A	30	120	150
Group—B	80	320	400
Group—C	250	250	500
Group—D	10	40	50
Grand Total	370	730	1100

Total Marks—1100

Pass Marks—440 (40%)

For Division:

1st Division : 660 (60%)

2nd Division : 440 (40%)

Evaluation System:

The success of a trainee of a PTTI shall be determined on the basis of internal evaluation and external examinations separately and taken together. The internal performance of works of a trainee shall be evaluated on the basis of works done in the institute throughout the year.

Duration of the Course:

The duration of the courses of studies including examinations in a PTTI shall be of one year generally from 1st July to 30th June.

CENTRAL & MIDDLE SCHOLARSHIP EXAMINATION

This scholarship scheme is in operation since 1971-72 and the examination is held in the month of February every year. Both boys and girls students of Class VI studying in recognised Jr. High Schools of the State can appear at this examination. The awardees are granted scholarship @ Rs. 5/- per month for four years in recognition of their meritorious performance and top position in the examination. The number of awardees is decided upon the number of successful candidates within the quota sanctioned for the concerned year.

NATIONAL SCHOLARSHIP EXAMINATION FOR TALENTED STUDENTS OF RURAL AREAS

This scholarship scheme was introduced in the year 1971-72. The examination is held generally in the month of February every year. Both boys and girls students reading in Class VIII in recognised Secondary and Higher Secondary Schools of the **rural areas** of the State can appear at this Examination. Scholarship @ Rs. 30/- per month for day scholar and @ Rs. 100/- per month for Boarders is granted for three years to such number of successful candidates as are covered within the Blockwise and Districtwise quota for the concerned year.

It is necessary to note that the rate of scholarship for both the Central and Middle Scholarship and National Scholarship for talented students of rural areas remains unchanged since introduction.

Statement showing the number of candidates enrolled, appeared at the Examination and Result of Examination held in the year 2004.

Sl. No.	Name of the Examination	No. of Candidates enrolled	No. of Candidates appeared in the Exam.	No. of successful Candidates/ No. of Awardee	Percentage of pass
1.	Central and Middle Scholarship	1789	1459	215	14.74
2.	National Scholarship	10539	8813	992	11.26

NATIONAL TALENT SEARCH EXAMINATION**(STATE LEVEL)**

To find out brilliant students at the end of Class X and give financial assistance for obtaining quality education, so that their talent may develop further and they may serve the discipline as well as the country, the National Council of Educational Research and Training (NCERT) under its National Talent Search Scheme awards 1000 scholarships throughout the country every year.

Under the scheme, the selection is done at two stages:

- (1) State Level Examination
- (2) National Level Examination

On the basis of enrolment at Secondary stage of each State/UT, a quota of no. of scholarship is fixed by NCERT. The scholars are searched out on the basis of the merit of the result of State Level Examination. The said exam in West Bengal is normally held in the month of November each year (3rd Sunday of November).

All the students studying in Class X in any recognised Secondary School including Kendriya Vidyalaya, Navodaya Vidyalaya, Schools under CBSE/ICSE Board are eligible to appear at the State Level Examination. In our State students reading in Class X and who have secured 50% and above marks excluding additional subject in the last examination in Class IX are generally allowed to appear at the State Level Examination. In case of SC/ST students the qualifying marks at the end of Class IX is 40% and above.

No fee is charged from the students for appearing at the State Level Examination and no award/prize or scholarship is given to the qualified candidates.

The State Level Examination consists of two parts:

- (1) Part-I—Mental Ability Test (MAT) carrying 100 marks
- (2) Part-II—Scholastic Aptitude Test (SAT) carrying 100 marks

In each part students are to answer every question that carries 1 marks without having any alternative. In Scholastic Aptitude Test 40 marks allotted in Science Group (Physics, Biology and Chemistry), 40 marks in Social Science Group (History, Geography and Civics) and 20 marks for Mathematics. No negative marking is done in the evaluation. Duration of Examination is $1\frac{1}{2}$ hours in each part. The qualifying marks in both the part is 40 for General candidates and in case of SC/ST it is 32. The State quota at the National Level NTS Exam: 240 (Gen-173, SC-53, ST-14).

During last academic year State Level NTS Examination 2004-2005 was held on 28.11.2004. All necessary steps were taken for smooth conduct of the examination.

Some information about the NTS Exam. 2004-2005:

- (1) The Liaison Officer in the State Level NTS Exam 2004-2005: Sri Sudarshan Das, Asstt. Director of School Education (T&E), West Bengal.
- (2) Total enrolment at the NTS Exam 2004-2005:
- (3) Total candidates appeared: 5007 (Gen-4531, SC-419, ST-57)
- (4) Total no. of Exam. Centres: 50
- (5) State quota at the National Level NTS Exam: 240 (Gen-173, SC-53, ST-14)

The relevant information of State Level NTS Exam 2005-2006:

- (1) The Liaison Officer in the State Level NTS Exam 2005-2006: Sri Sudarshan Das, Asstt. Director of School Education (T&E), West Bengal.
- (2) The State Level NTS Examination 2005-2006 will be held on 27.11.2005 (Sunday)
- (3) Announcement regarding the Exam has been made through Radio, T.V. and leading dailies.
- (4) The application forms will be distributed to the candidates through D.I. of Schools (SE) on and from 20.6.05
- (5) Last date of submission of the application forms by the candidates to the D.I. of Schools (SE) will be decided by the concerned D.I.s (S.E.)
- (6) From the session 2005-2006, in Scholastic Aptitude Test, there will be 8 subjects namely Physics (14), Chemistry (13), Biology (13), Mathematics (20), History (12), Geography (12), Civics (8) and Economics (8).

DIET—A Status Report

1. Background: Operationalisation of DIET is one of the major interventions in the field of elementary education of our State.

Universal elementary education and eradication of adult illiteracy are the basic goals of educational development in India since independence. In order to cope with this challenge Government of India adopted National Policy of Education in 1986. Improvement in quality in education is one of the major components of such National Policy of Education. With the introduction of NPE 1986 and its programme of Action 1992 restructuring & re-organisation of teacher education for improvement of quality of teacher's training are felt by Government of India. One of the five components of the programme is the establishment of the Dist. Institute of Education and Training (DIET).

2. Mission of DIET:

In accordance with the GOI norms DIET's only mission is to provide academic and resource support at the grass root level through various strategies and programme for universal elementary education and adult education (15-35 age group). DIET will be expected to become a model for another educational institutions in the district in terms of meticulous, efficient and effective planning and execution of functions, harmonious and creative organisational climate, maintenance of a clear and attractive campus.

3. Organisational structure of a DIET:

Each DIET would comprise of the following seven academic branches:

- (a) Pre-Service Teacher Education (PSTE) Branch;
- (b) Work Experience (WE) Branch;
- (c) District Resource Unit (DRU) for Adult and Non-formal Education;
- (d) In-service programme, Field interaction and innovation co-ordination (IFIC) Branch;
- (e) Curriculam material Development and Evaluation (CMDE) Branch;
- (f) Educational Technology (ET) Branch;
- (g) Planning & Management (P&M) Branch.

4. Position of DIET in West Bengal

In West Bengal the Government of India has already sanctioned 19 DIETs one in each district during 9th plan period and onwards. Out of 19 DIETs 15 (fifteen) DIETs would be established by way of upgradation of the existing Government PTTIs and the remaining 4 (four) DIETs would be new set up.

The names of DIETs are mentioned hereunder:

(a) By upgradation

Sl No.	Phase	District	Name of DIET	Upgraded from
1.	1st phase	North 24-Parganas	Banipur	Banipur Govt. PTTI (Unit I & II)
2.		Malda	Sovanagar	Sovanagar PTTI
3.		Paschim Medinipur	Jhargram	Jhargram Govt. PTTI
4.		JalpaiguriBelacoba	Belacoba	Govt. PTTI
5.		Bankura Chhandar	Chhandar	Govt. PTTI
6.	2nd phase	Howrah	Jagatballavpur	Jagatballavpur Govt. PTTI
7.		Hooghly	Gandhigram	Gandhigram Govt. PTTI

Sl No.	Phase	District	Name of DIET	Up-graded from
8.		Nadia	Barajagulia	Pragnanananda Govt. PTTI P. O. Barajagulia
9.		Burdwan	Kalanabagram	Shikshaniketan Govt. PTTI P. O. Kalanabagram
10.		Murshidabad	Berhampore	Berhampore Govt. PTTI
11.		Cooch-Bihar	Cooch-Bihar	Cooch-Bihar Govt. PTTI
12.	3rd phase	Uttar Dinajpur	Tarangapur	Tarangapur Govt. PTTI
13.		Dakshin Dinajpur	Balurghat	Balurghat Govt. PTTI
14.		Purba Madinipur	Kelomal	Kelomal Govt. PTTI
15.		Kolkata	Beltala	Beltala Govt. Spon. PTTI

(b) New set up

Sl No.	Phase	District	Name of DIET
1.	2nd phase	Birbhum	Abdarpur, Suri
2.		South 24-Parganas	Joynagar (Mouzpur)
3.	3rd phase	Purulia	Vivekananda Nagar
4.		Darjeeling	—

5. Operationalisation of DIETs:

According to the terms and conditions of MOU signed by the Government of West Bengal with the Government of India our State has already taken some sincere steps to operationalise DIET as follows:

(a) Infrastructural Development

PWD was entrusted by the State Government for Civil and Electrical works for 19 DIETs. PWD has completed both Civil and Electrical work of all the 16 DIETs under different phases, except some minor and additional works. The charge of the completed DIET Buildings has already been taken over by the concerned authority. Additional plan and work thereof will be completed by the PWD Department shortly as per provision of fund. The Civil and Electrical work of three DIETs will be started shortly.

(b) Procurement of Furniture and Equipment

In the first phase SE Department of the State Government released fund amounting to Rs. 50 lakh in favour of D.S.E., W.B. for procurement of Furniture, Equipment, Library Books, Computer etc. for five DIETs. A purchase Committee has already been framed for purchasing such materials. The Committee completed its responsibility to supply such materials to 5 DIETs in the 1st phase within a stipulated time.

Rs. 59,32,696/- are spent for such purpose. Fund for the 11 DIETs would be released, shortly by the SE Department for the same purpose. Our target is to supply all furniture, equipment etc. by Sept.'5. Moreover, effective steps have already been taken for procurement of furniture etc. to the remaining three DIETs.

(c) Faculty and Recruitment thereof

The existing qualified teaching and non-teaching staff of the PTTIs have been working under PSTE Branch 16 PTTIs which were upgraded to DIET. Besides, 90 posts of both teaching and non-teaching staff including Principals for five DIETs (marked as annex.—A) have already been created by the SE Department vide Memo No. 1004(PE) dt. 24.9.98. SC has taken steps for filling up the post of teaching, librarian & technicians. The selection process for PSC post except Lecturer has already been completed. Six Principals, two Sr. Lecturers, three Librarians and three Technicians have already joined.

The post of Head Clerk and Accountant will be filled up by D.S.E. through promotion and other non-teaching post will be filled up by the District Authorities as per recruitment rules vide Memo No. 1885-SE(P.E.) dt. 14.12.2000. Both the D.S.E. and the District Authorities have taken initiatives to fill up such non-teaching posts. 325 posts both teaching and non-teaching for 11 DIETs (marked as annex.—B₁ & B₂) have already been sanctioned. The concerned authorities have taken steps to fill up such vacant posts at an early date. The staff position as per Government of India Norms is noted below and the State Government will decide its Norms:

Staff Position per DIET (as per GOI Norms)

Sl No.	Teaching staff	No. of posts	Scale of pay (Rs.)
1.	Principal	1	10,000-15,525
2.	Vice-Principal or Senior Lecturer	7	6,000-12,000
3.	Lecturer	17	6,000-12,000
<i>Non-Teaching Staff</i>			
4.	Technician (Instructor)	3	5,550-11,325
5.	Head Clerk	1	4,500-9,700
6.	Accountant	1	4,000-8,850
7.	Librarian	1	4,650-10,175
8.	Hostel Warden	1	4,000-8,850
9.	Hostel Superintendent	2	6,000-12,000
10.	Medical Officer	1	2,000 (Contractual Per month Honarium)
11.	Group 'D'	6	2,600-4,175
12.	Steno-cum-Clerk	8	3,350-6,325

(d) Administrative and Academic issues

The D.S.E., West Bengal, is entrusted to look after the overall administrative & financial control of DIETs.

The academic matters will be looked into and supervised by SCERT in accordance with the guidelines issued by NCERT, NCTE & NIEPA.

For PSTE Branch (Pre-Service Teacher Education), the DIETs, for the time being will follow the syllabus etc. as well as the Examination, evaluation etc. as prescribed by West Bengal Primary Education Board to maintain parity with the training imparted by other Government, Government sponsored and private PTTIs of the State).

(e) Workshop on "Implementation of FFA in the Districts—challenge for the DIETs"

One day workshop on "Implementation of FFA in the Districts—A challenge for the DIETs" was organised by SCERT held at SCERT (W.B.) on 30th April, 2005. 18 Principals & Senior Lecturers of DIET and Government PTTIs participated in the workshop. The Principal Secretary, School Education Department, CSE & Ex-officio Principal Secretary & Director of School Education, West Bengal, President, WBBPE, Director, SCERT,

Academic Consultant, PBR & SM, JDSSES, D.D.S.E., Research Fellows, SCERT remained present at the workshop. How DIET can take initiatives more effectively with a view to implement the strategy 'Education For All' was discussed in details. Some programmes were taken to fulfil our aims and objects.

(f) Training Programme

In-service training programme is being organised in the DIETs in collaboration with other related agencies/ organizations like SSA, PBRSSM, Dte, WBBPE etc.

(g) Supervision and Monitoring

Under the active participation of the Hon'ble MIC (P+S+M), Government of West Bengal, SE Department, DTE of School Education, SCERT, WBBPE several steps have been taken to supervise and monitor the DIET scheme so that all DIETs may be operationalised fully. Monthwise meeting with the key functionaries is being arranged regularly under the Chairmanship of the Hon'ble MIC (Primary, Secondary and Madrasah Education). Government of West Bengal and follow up action is also being taken as per proceedings taken in the meeting. Even Sr, JDSE & DDSE visit frequently at each DIET to oversee the latest development.

Last of all, it will be expected that DIET in our State will really become a model in terms of improvement in quality in Education & Teacher Education for another Educational Institutions in the Districts for UEE & Adult Education within a very short time as per guidelines framed by GOI.

ANNEXURE—A

**No. of post sanctioned by School Education Department
vide G.O. No. 1004(P.E.) dt. 24.9.1998**

**Statement of the posts created for each of the 5 (five)
District Institute of Education & Training (DIETs)**

1. Banipur 2. Jhargram 3. Chander 4. Sovanagar 5. Belakoba

Sl No.	Name of Post	No. of posts created	Scale of pay (Rs.)
1.	Principal	5	10,000-15,525
2.	Senior Lecturer	8	6,000-12,000
3.	Lecturer	5	6,000-12,000
4.	Assistant Technician	15	5,550-11,325
5.	Head Clerk	5	4,500-9,700
6.	Accountant	5	4,000-8,850
7.	Clerk-cum-Typist	7	3,350-6,325
8.	Librarian	5	4,650-10,175
9.	Group 'D'	15	2,600-4,175
10.	Hostel Warden	5	4,000-8,850
11.	Hostel Superintendent	10	Grade Pay of Senior Lecturer & Special pay of Rs. 100/- per month
12.	Medical Officer (Part time)	5	Rs. 2,000/- per month as fixed as honorarium

Annexure to G.O. NO. 692-SE(Pry) Dated 27.07.2004

Statement of the posts created for each of the 11 (eleven)
District Institute of Education & Training (DIETs)

SI No.	Name of Post	No. of posts created in each DIET	Scale of pay (Rs.)
1.	Principal	1 (one)	10,000-15,525
2.	Senior Lecturer	5 (five)	6,000-12,000
3.	Lecturer	8 (eight)	6,000-12,000
4.	Assistant Technician/ Laboratory Assistant	3 (three)	5,550-11,325
5.	Head Clerk	1 (one)	4,500-9,700
6.	Accountant	1 (one)	4,000-8,850
7.	Clerk-cum-Typist	2 (two)	3,350-6,325
8.	Librarian	1 (one)	4,650-10,175
9.	Group 'D'	5 (five)	2,600-4,175
10.	Hostel Warden	1 (one)	4,000-8,850
11.	Hostel Superintendent	2 (two)	Grade Pay of Senior Lecturer & Special Pay of Rs. 100/- per month
12.	Medical Officer (Part time on contract basis)	1 (one)	Rs. 2,000/- per month as fixed as honarium

**Roster of Reservation for different Non-Teaching posts (Non-PSC) sanctioned
in terms of G. O. No. 692-SE(Pry) dated 27.7.2004**

Sl. No.	Category of post	Total No. of posts	Reservation of posts	Distribution of posts in 11 DIETs with reservation										
				Jagatballavpur (Howrah)	Gandhi-gram (Hooghly)	Barajagulia (Nadia)	Kalanaba-gram (Burdwan)	Berhampore (Murshidabad)	Cooch-Bihar (Cooch-Bihar)	Abdarpur (Birbhum)	Vivekananda Nagar (Purulia)	Jay-nagar (24-Pgs. South)	Tarangapur (Uttar-Dinajpur)	Balurghat (Dakshin Dinajpur)
1.	Head Clerk	11	S.C. 3 Gen. 7 B.C. 1	Gen. 1	S.C. 1	B.C. 1	Gen. 1	S.C. 1	Gen. 1	Gen. 1	Gen. 1	Gen. 1	Gen. 1	S.C. 1
2.	Accountant	11	S.C. 3 Gen. 7 B.C. 1	Gen. 1	Gen. 1	Gen. 1	Gen. 1	Gen. 1	S.C. 1	S.C. 1	S.C. 1	B.C. 1	Gen. 1	Gen. 1
3.	Hostel Warden	11	S.C. 3 Gen. 7 B.C. 1	S.C. 1	Gen. 1	Gen. 1	Gen. 1	Gen. 1	S.C. 1	Gen. 1	Gen. 1	S.C. 1	B.C. 1	Gen. 1
4.	Clerk-cum-Typist	11	S.C. 3 Gen. 7 B.C.1	B.C. 1	Gen. 1	S.C. 1	S.C. 1	Gen. 1	Gen. 1	Gen. 1	Gen. 1	Gen. 1	S.C. 1	Gen. 1
5.	Gr. 'D'	33	S.C. 7 S.T. 2 B.C. 1 Gen. 23	S.T. 1 Gen. 2	B.C. 1 Gen. 2	S.C. 1 Gen. 2	S.C. 1 Gen. 1 P.H. 1 (Gen.)	S.C. 1 Gen. 2	S.C. 1 Gen. 2	S.C. 1 Gen. 2	S.T. 1 Gen. 2	S.C. 1 Gen. 2	Gen. 3	S.C. 1 Gen. 2

Report on Lady Brabourne Diploma Examination, 2004-2005

Lady Brabourne Needle-work Diploma Examination is conducted by the Director of School Education, West Bengal and controlled by the Deputy Director of School Education (Women), through the officers of the District Inspector of Schools (S.E.). This examination is exclusively for women teachers and women students, which is held yearly in three phases viz Primary, middle and Final.

Centrally, women teachers & students need recommendation from the Head of the Institution of Primary, Basic, Junior High & Senior Basic, High, Higher Secondary, Multipurpose and Training Schools for appearing at the said examination. The Examination was held approximately in twenty eight (28) centres in the year 2004, the number of candidates were 2279, 1020 & 815 (approximately) in Primary, Middle & Final respectively.

The examination consists of parts, i.e. Part-I specimen and Part-II theoretical & practical taken together.

Distribution of works in two parts is as follows:

	Full Marks	Pass Marks
Part-I (specimen throughout the year as per prescribed syllabus)	200	100
Part-II Paper-I	100	40
Paper-II	100	40

Candidates who obtain 70%, 55% and 45% marks in aggregate are placed in First class, second class and Third class respectively.

Initially the Examination fees were nominal and even now the same rate of fees are mentioned. The rates of fees are as follows:

Primary Rs. 3/-, Middle Rs. 4/-, Final Rs. 5/- only.

The grant is placed at the Disposal of Director of School Education, W.B. and subsequently distributed to all the districts according to the enrolment of the candidates.

The concerned examiners and paper setters get remuneration contingent expenditure incurred for conducting the examination are sanctioned to the District Inspectors of Schools (S.E.) from the allotment Director of School Education, West Bengal.

At Present successful candidates have spacious room to be appointed as teachers in Work Education Group through School Service Commission.

**SELECTED STUDY,
RESEARCH AND
SURVEY REPORTS**

CHAPTER XI
A Brief Survey Report on
Learning Achievement of Class V Students

Introduction

The Education is intended to develop basic learning skills, reading, writing, arithmetic and life skills, necessary for the children to survive and improve the quality of life. During childhood, developments in the domains of literacy and numeracy take place through acquisition of basic learning competencies (BLC). These competencies represent levels of learning in a particular subject comprising basic knowledge, understanding, abilities, interests, attitudes and values. The competencies are essentially to be acquired by the end of a particular stage or standard of education. As far as the primary stage is concerned it is in fact the foundation stage for the development of basic competencies.

Primary education in particular has remained a serious concern of the nation since independence. A large number of programmes and schemes have been initiated both by the Union and State Governments to realize the goal of the universalization of primary education. This has led to the opening of a large number of schools with emphasis on enrolment and retention coupled with quality of education. The quantitative expansion seems to have overshadowed the quality of education. Research studies conducted both at National and State levels point out low level of learning in schools and the situation becomes worse as children move to higher classes. Poor level of achievement at primary level is a big de-motivating factor resulting in repetition and drop-out from the schools. Though there are a number of factors which determine the quality of education, the most vital one that attracts the attention of one and all is the level of achievement. These levels of achievement for any nation are so important that they need to be known periodically to keep a tab on the general health of the education system. Such a requirement warrants the conduct of periodical achievement surveys at different stages of school education in order to initiate remedial measures to improve the quality of learning. National Policy on Education (NPE)-1986 recommended the conduct of periodical achievement surveys at all stages of school education. This has also been reiterated in the National Curriculum Framework for School Education-2000.

Since 1990 no major achievement study on all India basis has been undertaken. More than a decade has elapsed and a concern has been expressed both at the State and National levels for the need of a large scale achievement survey to know the health of our education system. NCERT has also been thinking of institutionalizing periodic achievement surveys. Therefore this survey undertaken. The objectives of this study were:

- To study the level of achievement of children in Language, Mathematics and Environment Studies at the end of Class V.
- To study the differences in achievement, categorywise, areawise and genderwise.
- To study the influence of intervening variables like home, school and teacher on students achievement.

This survey was initiated in April, 2000 as a NCERT approved project.

Tools

For capturing the learning attainment of students across the States, tests in the three main subjects were developed and standardized. These tests were produced in 17 Indian Languages and used in different States/UTs. Each test used in achievement survey had 40 multiple choice items each. In EVS most of the test items were based on concepts related to daily life activities, environment, health, hygiene, food functions, powers of different organs of democracy etc. In Mathematics the test items broadly covered number system, four fundamental operations, problems involving, HCF, LCM, decimals, fractions, percentage and its simple applications, sale-purchase, average, mensuration and problems on geometrical figures etc. The Language test had two parts. The first part contained 20 items testing usage and grammar. A number of competencies testing grammatical structures, use of appropriate vocabulary, use of correct spelling and recognition of errors etc. were covering this part. The second

part of the test focused on the reading ability of the students. It contained three different activities. The first activity was based on the comprehension of different signs and hoardings that children come across at different places. In the second reading activity, a school time table has been given and the children have to interpret it. Then there were two unseen passages which were not only interesting from students point of view but also value oriented. The questions on these texts were set to evaluate the students ability to locate informations, grasp ideas and the theme of the passage, identify relationships between ideas, events, characters etc. and to interpret ideas and events. Besides the achievement tests, to study the influence of school and home environment on students achievement, three questionnaires e.g. School Questionnaire, Teacher Questionnaire and Pupil Questionnaire were also developed and used for collection of relevant data.

Sampling

Multistage stratified random sampling design was used for the selection of districts, rural blocks, urban areas, schools, teachers and pupils from each State and Union Territory of the country. It was planned to select 10% districts with a minimum of 4 districts from each State except Goa which had only two districts and one of them was selected. Each Union Territory was considered as one district. Finally, 116 districts were selected for the survey. In each selected district, four rural blocks and three urban areas were selected. Further, from each district a maximum of 50 schools were selected both from rural blocks and urban areas on proportionate basis. In the sampled school, a maximum of 30 students of Class V were selected. Three teachers teaching EVS, Mathematics and Language to these students were selected for filling teacher questionnaire.

Out of 35 States/UTs, Jharkhand State and three UTs i.e. Lakshadweep, Dadar & Nagar Haveli and Daman & Diu could not participate in this survey. Meghalaya State participated in the survey but could not be included in this report as the data received was incomplete and of very few schools. Therefore, students, teachers and schools from remaining 27 States and 3 UTs formed the target population for this survey. The data was collected from 88,271 students, 10,796 teachers, 4,787 schools from 105 districts spread over 27 States and 3 UTs. The data was collected in all States/UTs during the year 2002.

Keeping in focus the objectives of the achievement survey a detailed 'Framework for Analysis of Data' was developed. This framework provided details regarding data entry, data cleaning, data verification, preparation of different files, format of various tables and use of various statistical techniques for getting the answers to the some basic questions often raised about the school education. The data was analysed to know the profiles of schools, teachers and students. The achievement of students was analysed to study the differences in achievement among social groups areas, genders within and across the States. Besides, the influence of intervening variables such as school, teacher and home on students' achievement was also analysed.

Profiles

School Profile

In rural areas pre-primary classes were attached with about 27% schools whereas in urban areas, it was attached with about 28.5% schools. Facilities related to teaching-learning process such as maps were available in approximately 85% schools, children books, globes and charts were available in 77% to 80% schools. Magazines, journals and newspapers were available only in 35% schools. Infrastructural facilities i.e. chairs for teachers, school bell, blackboard, chalk and duster were in 91% to 95%, water pitcher, ladel and glasses were in 72% but musical instruments were available in only 36% schools. Ancillary facilities namely Computer and TV were between 8% and 16%, separate toilet for girls was in 39%, first-aid-kit and electric connection were in 40%, safe drinking water was available in about 73%, toilet facilities and immunization facilities were available in 55% to 58%, annual medical check-up facilities for students was available in 61% schools. Competency Based Teaching Materials such as text books, teacher's handbook and teaching aids were more available in 2001 as compared with 1998. All incentives were equally availed by both boys and girls. However, mid-day meal and free text books were better availed as compared to other incentive schemes. The average number of working days in schools was approximately 213 days. On an average, schools were having 7 periods in a day of approximately of 40 minutes

duration. Overall 65% schools had PTAs, followed by 56% VECs, 50% SMCs and 20% AECs. VECs were more in rural schools and others in urban schools.

Teacher Profile

Overall number of female teachers was more than the male teachers. In urban schools female were more than twice than male teachers. However, the trend was reverse in rural schools. The average number of teachers per school in rural and urban areas was approximately 6 and 9 respectively. Average pupil teacher ratio was approximately 39:1. Approximately 1% teachers had qualifications below Class X level. Overall, more than 50% teachers were degree or PG degree holders. The percentage of female teachers holding PG degree and secondary certificate was more than male teachers. The percentage of male teachers who studied Mathematics and Science subjects up to degree level was more than female teachers. But the trend was reverse in case of Language and Social Sciences. Besides, the percentage of male teachers who had studied Mathematics, Language and Science below Class X was less than female teachers. Approximately 67% teachers had diploma/certificate in Primary/Elementary Education and approximately 33% teachers had B.Ed. degree. Very few teachers were having M.Ed. degree. Majority of teaching aids were available to more than 85% teachers in schools except flash cards, science kit and mathematics kit. Overall teaching aids were available more to female teachers than male teachers. In-service Training was provided by Block Resource Centres, DIET, School Complexes, Cluster Resource Centre and by SCERT. But maximum number of teachers were trained by School Complex. Maximum in-service training programmes were conducted on 'Competency Based Teaching-Learning' and it was followed by Content Enrichment. Activity based joyful learning and 'General Training Programmes'. But, minimum programmes were conducted on 'Use of Instructional Material'. Further, approximately 46% training programmes had average effectiveness in terms of utility of knowledge gained during training programmes. However, 37% programmes were rated as 'Highly' useful. The impact of these training programmes was rated as average by 48% to 51% teachers in different subjects. Improvement in teaching skills in all subjects due to these training programmes was rated 'High' by 31% to 35% teachers. Out of total sampled teachers approximately 50% teachers were without any in-service training during last three years (2000-2002). The percentage of male teachers who have not attended any in-service programme was more than female teachers. Teachers both in rural and urban areas were getting maximum assistance from Head of the school and sometimes they were also getting assistance from other sources like DIET etc.

Pupil Profile

The medium of instruction for approximately 80% students in the schools was same as the language spoken at home. About 18% fathers and 39% mothers of the students were illiterate. Only 5% fathers and 2% mothers were having degree or higher educational qualification. Overall educational status of mothers was poorer than fathers. In rural areas majority of mothers were housewives and fathers were farmers. In urban areas also majority of mothers were housewives but fathers were skilled workers. Only few mothers and approximately 5% fathers were manager/senior officers. In decreasing order, fathers were working as farmers, skilled workers, agricultural labourer, manual unskilled workers, others managers, senior officers, clerical workers and shopkeepers etc. In decreasing order mothers were working as household/housewives, farmers, agricultural labourer, other domestic servants, manual unskilled workers, skilled workers and managers/senior officers, etc. Overall, girls were getting better academic assistance than boys in both rural and urban areas from all family members. In urban areas girls' mothers were more helpful than elder brother/sister and others. Approximately 90% students were attending school for more than 70% of working days. Only 3-4% boys and girls were attending schools less than 60% of total working days.

Students Achievement

A cursory glance of the achievement of class V students in EVS, Mathematics and Language showed that the distribution of scores covered the entire range from 0 to 100 per cent. However the overall average performance of students in EVS, Mathematics and Language was 50.30%, 46.51% and 58.57% respectively. The least number of cases in EVS (523), in Mathematics (1,176) and in Language (250) were in the range 0-10 per cent. The maximum number of cases in EVS (16,113), in Mathematics (18,123) and in Language (16,489) were in the range 30-40

per cent, 30-40 per cent and 50-60 per cent respectively. The 48.52% students in EVS, 41.26% in Mathematics and 69.75% in Language scored more than 50% marks whereas 34.25% in EVS, 27.69% in Mathematics and 51.07% in Language scored more than 60% marks. Students achievement was better in Language than EVS which in term was better than in Mathematics.

The average achievement in EVS was 50.30% with standard deviation 20.67. The performance of students across the States varied from 34.93% in Himachal Pradesh to 73.60% in Manipur. There were as many as 17 States/UTs who performed below the national average achievement of 50.30%. Himachal Pradesh, J&K and Goa are the three States who performed below 40% level. The average achievement of 4 States i.e. Arunachal Pradesh, Bihar, Manipur and Tamil Nadu was found to be more than 60%. Eleven States displayed achievement between 50 and 60 per cent. The standard deviation varied from 12.01 in Himachal Pradesh to 23.43 in Madhya Pradesh.

The average achievement in Mathematics was 46.51% with standard deviation 21.30. The score of students across the States varied from 30.48% in Goa to 74.46% in Manipur. There were as many as 17 States/UTs whose average was below the national average of 46.51%. The average achievement in 8 States/UTs was even less than 40%. Only 3 States, Manipur, Bihar and West Bengal demonstrated more than 60% achievement. Four States demonstrated achievement between 50 and 60 per cent. The standard deviation varied from 13.49 in Goa to 23.92 in Nagaland.

The average achievement of students in language was 58.57% with standard deviation 18.30. The performance of students across the States/UTs varied from 44.68% in Goa to 73.39% in Manipur. There were as many as 15 States/UTs who performed below the national average of 58.57%. The average achievement in 12 States was found to be more than 60% and of them 3 demonstrated more than 70% achievement level. The standard deviation varied from 10.38 in Mizoram to 21.91 in Madhya Pradesh.

The level of achievement of students in EVS, Mathematics and Language across the States showed that only Manipur in EVS and Mathematics and Manipur, Tamil Nadu and West Bengal in Language displayed performance above 70% level. Majority of States had average achievement between 40-60% in EVS, 40-50% in Mathematics and 40-60% in Language. Three States in EVS and eight States in Mathematics performed below 40 per cent level.

In all the States except in Bihar, Chandigarh, Manipur and West Bengal the achievement in Language was better than EVS followed by Mathematics. In Bihar, achievement in EVS was better than Language followed by Mathematics. In Manipur, achievement in Mathematics was better than EVS and in all three subjects achievement crossed 70% mark. In West Bengal, achievement in Language was better than Mathematics followed by EVS. In Bihar, the achievement of students crossed 60% mark in all the three subjects. The nation wide average achievement in decreasing order was Language (58.57%), EVS (50.30%) and Mathematics (46.51%).

Genderwise and Areawise Achievement

In Environmental Studies the performance of urban students, both boys and girls was significantly better than their counterparts in rural areas. The achievement of boys was significantly better than girls. In rural areas boys performed significantly better than girls.

In Mathematics the performance of urban students, both boys and girls was significantly better than their counterparts in rural areas. The achievement of boys was better than girls both in urban and rural areas.

In Language the achievement of urban students, both boys and girls, was significantly better than the rural students. In rural areas boys performed significantly better than girls whereas in urban areas girls performed better than boys.

In Grammar & Usage component of Language test the achievement of urban students, was significantly better than the students from rural areas. In rural areas boys performed significantly better than girls. However, in urban areas there was no significant difference in achievement between boys and girls.

In Reading Comprehension component of Language test the achievement of urban students, both boys and

girls, was significantly better than their counterparts in rural areas. In rural areas boys performed significantly better than girls whereas in urban areas girls performed better than boys.

Genderwise and Categorywise Achievement

In Environmental Studies the achievement of students, both boys and girls of Others category was better than their counterparts in ST category followed by SC category and the differences in achievement were significant across the categories. Within categories, boys performed significantly better than girls.

In Mathematics the achievement of students, both boys and girls of Others category was better than their counterparts in SC category followed by ST category and the differences in achievement were significant across the categories except between girls of ST and SC. Within each category, boys performed significantly better than girls.

In Language the achievement of students, both boys and girls of Others category was better than their counterparts in ST category followed by SC category and the differences in achievement were significant across the categories. In SC category, boys performed significantly better than girls.

In Grammar & Usage component of Language test the achievement of students, both boys and girls of Others category was better than their counterparts in ST category followed by SC category and the differences in achievement were significant across the categories except between boys of ST and SC categories. In SC and ST categories, boys performed significantly better than girls.

In Reading Comprehension component of Language test the achievement of students, both boys and girls of Others category was better than their counterparts in ST followed by SC category and the differences in achievement were significant across the categories. In SC category, boys performed significantly better than girls.

Areawise and Categorywise Achievement

In Environmental Studies the achievement of both rural and urban students of Others category was better than their counterparts in ST followed by SC category and differences in achievement were significant across the categories. Within each category, urban students performed significantly better than rural students.

In Mathematics the achievement of both rural and urban students of Others category was better than students of SC and ST categories and differences in achievement were significant across the categories except between rural ST and rural SC. Within SC and Others categories, urban students performed significantly better than rural students.

In Language in rural areas, Others performed significantly better than both SC and ST students. In urban areas, ST performed better than Others followed by SC students and the differences in achievement were significant across the categories. Within each category, urban students performed significantly better than rural students.

In Grammar & Usage component of Language test in rural areas, Others performed significantly better than both SC and ST students. In urban areas, differences in achievement were significant between Others vs SC and ST vs SC favouring Others and ST respectively. Within each category, urban students performed significantly better than rural students.

In Reading Comprehension component of Language test, in rural areas achievement of Others was better than ST followed by SC students and differences in achievement were significant across the categories. In urban areas, ST performed better than Others followed by SC students and differences in achievement across the categories were significant. Within each category, urban students performed significantly better than rural students.

Classification of Test Items

Majority of items had facility value between 25 and 75. Majority of items in all the three subjects were of average discrimination index. The reliability of tests varied between 0.75 and 0.89.

Contribution of Intervening Variables

School

Availability of competency based hand books, work books, text books, availability of competency based teaching aids, number of working days in a year, community participation, teaching time and physical facilities influenced the learning achievement of children in all the three subjects. The positive association of availability of competency based work books, teaching aids, community participation and physical facilities with the three criteria indicates that use of competency based work book, availability of teaching aids, active participation of community and physical facilities help the children in improving their learning achievement in the three subjects.

The negative association of number of working days in a year and teaching time in school with the three criteria indicate that higher the number of working days in a year and longer the teaching hours in schools adversely affects the learning achievement of children at primary stage in school. This suggests that the school hours at primary stage should be of less duration.

Teacher

Teaching aids & teaching style of teachers and academic help from school organization and teachers' qualification influence the learning achievement of children in the three subjects. The positive association of these variables with the three criteria indicates that use of teaching aids and teaching style of teachers, academic help from senior colleagues of school organization and teachers' qualification helped the children in improving their learning achievement in the three subjects.

Pupil

Teaching-learning processes adopted by teachers, schooling practices and academic assistance provided by family members, percentage attendance of students in school, age of children and educational status and occupation of parents influence the learning achievement of children in the three subjects, EVS, Mathematics and Language. The positive association of teaching-learning processes adopted by teachers, schooling practices and academic assistance provided by family members and percentage attendance of students in school with the three criteria indicates that active involvement of teachers in school, and that of family members at home and attending school regularly helped the children in improving their learning achievement in the three subjects.

The negative association of age of students with the criteria indicates that children of higher age score poorly. It is possible that some children are repeaters, in spite of 'no detention' policy in vogue. The negative association of educational status and occupation of parents with the three criteria indicates that the parents and teachers teach at variance.

The analysis indicates that availability of competency based work books, teaching aids, participation of community, physical facilities in schools helped the children in improving their learning achievement in all the three subjects.

Major Findings

- School bell, black board, chalk & duster and chairs for teachers were available in more than 90% schools.
- Safe drinking water facility was available in approximately 73% schools.
- Separate toilet for girls were available in less than 50% schools.
- Competency based text books, work books, teachers' hand books and teaching aids were available in less than 25% schools.
- More students were getting the benefit of mid-day meal scheme as compared to rest of the schemes implemented in the States.
- Average number of working days in schools in States/UTs were approximately 213 with seven periods of 40 minutes each.
- In rural areas more than 67% schools were having Village Education Committees whereas the PTAs were functioning in 65% schools in the country.
- Percentage of female teachers was more than twice than male teachers in urban schools.
- Average number of teachers per school in urban schools was higher than in rural schools.
- The number of boys and girls in the sampled schools are nearly equal.
- Average pupil-teacher ratio was 39:1 which was almost same in both urban and rural areas.
- Approximately 58% teachers had diploma/certificate in primary/elementary education.
- Majority of teaching aids were available to more than 85% teachers.
- Maximum in-service training programmes were conducted on 'Competency Based Teaching-Learning' and minimum on 'Use of Instructional Material' during last three years.
- Majority of training programmes were conducted by DIETs.
- Approximately 50% of the teachers had not attended any in-service training programme during last three years.
- In most of cases teachers were getting assistance from 'Head of the School'.
- The educational qualification of fathers was higher than mothers.
- Both boys and girls were getting more academic assistance from father/guardian than other family members.
- Approximately 90% students were attending schools more than 70% of working days and less than 4% students were attending schools less than 60% of the total working days.
- In rural areas, boys performed significantly better than girls in all the three subjects whereas in urban areas, girls performed significantly better than boys.
- In all the three subjects, students of Others category performed significantly better than both SC and ST students.
- Within each category, boys performed significantly better than girls in EVS and Mathematics. However in Language, only SC boys performed significantly better than girls.
- In all the three subjects, in each category, except in Mathematics in ST category, the urban students performed significantly better than rural students. In Mathematics, there was no significant difference in

achievement between rural and urban students.

- Within Language the achievement in Grammar and Usage was higher than Reading Comprehension.
- In EVS and Language, ST students performed significantly better than SC students and in Mathematics SC performed better than ST students.
- The Manipur students scored the highest by topped list by crossing 73% mark in all the three subjects.
- Four States crossed 60% mark in achievement and three States had average achievement below 40% in EVS.
- Three States crossed 60% mark in achievement in Mathematics.
- In eight States, the average score was less than 40% in Mathematics.
- Twelve States crossed 60% mark and three States i.e. Manipur, Tamil Nadu and West Bengal crossed 70% mark in achievement in Language.
- The performance of half the States/UTs was below the all India average.
- The availability of competency based work books, teaching aids, participation of community, physical facilities in school helped the children in improving their achievement in the three subjects.
- Use of teaching aids and teaching style of teachers, academic help from senior colleagues of school organization and teachers' qualification also helped the children in improving their skills in the three subjects.
- Active involvement of teachers in school and that of family members at home and the regularity in attending the school helped the children in enhancing their achievement in the three subjects.

**Mean percent of Achievement of Class V students in
EVS, Mathematics and Language**

State	No. of Students	EVS		Diff. in Mean with National Average	Mathematics		Diff. in Mean with National Average	Language		Diff. in Mean with National Average
		M%	SD		M%	SD		M%	SD	
A.P.	2333	44.58	20.23	-5.72	43.53	20.98	-2.98	54.83	17.11	-3.74
Arunachal P.	1571	60.40	20.08	10.10	53.47	18.61	6.96	61.33	16.36	2.76
Assam	3689	42.90	16.31	-7.40	40.03	16.84	-6.48	49.16	12.61	-9.41
Bihar	2239	65.97	22.02	15.67	62.62	23.25	16.11	65.22	18.95	6.65
Chhatisgarh	2597	43.15	18.11	-7.15	38.36	17.26	-8.15	49.69	16.08	-8.88
Delhi	5876	49.96	19.57	-0.34	48.20	19.75	1.69	63.15	16.88	4.58
Goa	1231	35.60	15.47	-14.70	30.48	13.49	-16.03	44.68	14.31	-13.89
Gujarat	2453	52.38	19.55	2.08	48.36	19.12	1.85	56.18	18.09	-2.39
Haryana	4604	53.21	20.00	2.91	53.33	18.52	6.82	60.45	17.33	1.88
H.P.	4553	34.93	12.01	-15.37	34.41	13.55	-12.10	49.99	14.30	-8.58
J & K	1247	39.14	17.37	-11.16	36.30	16.48	-10.21	49.59	16.38	-8.98
Karnataka	3853	51.46	20.39	1.16	46.03	21.27	-0.48	58.63	18.97	0.06
Kerala	4342	41.36	13.64	-8.94	35.90	14.64	-10.61	54.99	14.46	-3.58
M.P.	3791	54.09	23.43	3.79	49.03	22.68	2.52	58.25	21.91	-0.32
Maharashtra	4981	52.82	20.27	2.52	44.32	20.73	-2.19	62.12	20.10	3.55
Manipur	2140	73.60	15.98	23.30	74.46	19.71	27.95	73.39	13.60	14.82
Mizoram	2392	49.93	14.77	-0.37	41.07	14.68	-5.44	66.91	10.38	8.34
Nagaland	1038	50.05	21.86	-0.25	45.71	23.92	-0.80	59.55	17.91	0.98
Orissa	2979	56.03	19.31	5.73	46.95	20.75	0.44	60.73	17.89	2.16
Punjab	3143	50.18	20.70	-0.12	49.62	21.34	3.11	58.05	15.77	-0.52
Rajasthan	2357	50.77	21.43	0.47	49.37	20.82	2.86	60.65	17.44	2.08
Sikkim	2451	48.16	16.11	-2.14	40.66	14.95	-5.85	50.26	13.13	-8.31
Tamil Nadu	4768	66.01	18.71	15.71	58.37	22.81	11.86	71.09	17.50	12.52
Tripura	1587	54.50	22.63	4.20	52.71	22.58	6.20	63.79	15.95	5.22
U.P.	5098	41.45	19.10	-8.85	37.81	19.74	-8.70	50.20	19.24	-8.37
Uttaranchal	2741	43.27	17.46	-7.03	38.83	16.82	-7.68	56.35	17.62	-2.22
West Bengal	4739	58.65	20.68	8.35	60.11	21.94	13.60	70.67	15.31	12.10
A & N Island	811	44.80	16.48	-5.50	40.69	16.96	-5.82	54.49	15.95	-4.08
Chandigarh	1405	41.81	13.12	-8.49	44.98	13.81	-1.53	55.99	15.33	-2.58
Pondicherry	1262	49.59	16.19	-0.71	36.59	17.24	-9.92	59.23	17.87	0.66
Total	88271	50.30	20.67	—	46.51	21.30	—	58.57	18.30	—

Selected Districts and Number of Schools, Teachers and Students

Sl. No.	State	No. of Districts	Name of Sampled Districts	No. of Sampled Schools		No. of Sampled Teachers		No. of Sampled Students	
				R	U	M	F	B	G
1.	Andhra Pradesh	22	Hyderabad, Medak, Cuddapah, Nellore	156 (77 + 79)		329 (181 + 148)		2333 (1107 + 1226)	
2.	Arunachal Pradesh	13	Tirap, Papumparea*, Changlang, West Kameng	124 (111 + 13)		279 (212 + 67)		1571 (847 + 724)	
3.	Assam	23	Nalbari, Dibrugarh, Karbi Anglong, Kamrup	169 (133 + 36)		501 (353 + 148)		3689 (1784 + 1905)	
4.	Bihar	37	Gaya, Jamui*, Bhagalpur, Sitamarhi	84 (69 + 15)		248 (182 + 66)		2239 (1311 + 928)	
5.	Chhattisgarh	16	Sarguja, Rajnandgaon, Bastar, Raipur	188 (157 + 31)		271 (198 + 73)		2597 (1434 + 1163)	
6.	Delhi	9	New Delhi, West Delhi North-West, North-East	200 (56 + 144)		423 (109 + 314)		5876 (2876 + 3000)	
7.	Goa	2	South Goa	44 (33 + 11)		130 (37 + 93)		1231 (650 + 581)	
8.	Gujarat	26	Gandhi Nagar, Bhavnagar Panchmahal, Junagarh*	137 (114 + 23)		152 (103 + 49)		2453 (1379 + 1074)	
9.	Haryana	19	Kaithal, Rohtak, Hissar, Panchkula	192 (155 + 37)		433 (201 + 232)		4604 (2407 + 2197)	
10.	Himachal Pradesh	12	Chamba, Kangra, Kinnaur, Shimla	200 (176 + 24)		599 (404 + 195)		4553 (2227 + 2326)	
11.	Jammu & Kashmir	14	Budgam*, Srinagar*, Leh, Jammu	100 (82 + 18)		286 (119 + 167)		1247 (558 + 689)	
12.	Karnataka	32	Gulbarga South, Dharwad, Kodagu, Bangalore South	200 (144 + 56)		489 (161 + 328)		3853 (2001 + 1852)	
13.	Kerala	14	Malappuram, Ernakulam, Thiruvananthapuram, Trichur	187 (139 + 48)		537 (172 + 365)		4342 (2165 + 2177)	
14.	Madhya Pradesh	45	Mandour, Shivpuri, Damoh, Rewa, Bhopal	250 (191 + 59)		356 (223 + 133)		3791 (2082 + 1709)	
15.	Maharashtra	34	Mumbai, Beed, Amaravati, Satara	195 (129 + 66)		520 (329 + 191)		4981 (2521 + 2460)	
16.	Manipur	09	Thoubal, Chandel*, Churachandpur, Imphal East	145 (119 + 26)		428 (320 + 108)		2140 (1083 + 1057)	
17.	Meghalaya	07	Jainta Hills*, South Garo Hills*, East Garo Hills*, East Garo Hills*	—		—		—	
18.	Mizoram	08	Champhai, Aizawl, Kolasib, Lawngthai	169 (83 + 86)		459 (345 + 112)		2392 (1220 + 1172)	
19.	Nagaland	08	Kohima, Tuensang, Dimapur, Workha	72 (63 + 9)		77 (57 + 20)		1038 (491 + 547)	

Sl. No.	State	No. of Districts	Name of Sampled Districts	No. of Sampled Schools		No. of Sampled Teachers		No. of Sampled Students	
				R	U	M	F	B	G
20.	Orissa	30	Sambalpur, Khurda, Raygarh, Balasore	200 (161 + 39)		395 (278 + 117)		2979 (1551 + 1428)	
21.	Punjab	17	Hoshiarpur, Ludhiana, Amritsar, Sangrur	185 (147 + 38)		311 (92 + 219)		3143 (1589 + 1554)	
22.	Rajasthan	32	Jaipur, Udaipur, Jalore, Jhunjuna	193 (159 + 34)		480 (324 + 156)		2357 (1312 + 1045)	
23.	Sikkim	04	East Sikkim, North Sikkim, South Sikkim, West Sikkim	158 (150 + 8)		469 (326 + 143)		2451 (1143 + 1308)	
24.	Tamil Nadu	30	Tiruvanmalai, Karur, Tirundveli, Chennai	197 (128 + 69)		341 (136 + 205)		4768 (2396 + 2372)	
25.	Tripura	04	West Tripura, South Tripura, North Tripura, Dhalai Tripura	163 (139 + 24)		479 (367 + 112)		1587 (792 + 795)	
26.	Uttar Pradesh	70	Bijnor, Agra, Lakhimpur, Khiri, Gorakhpur, Pratapgarh, Chitrakoot, Lucknow	349 (281 + 68)		560 (380 + 180)		5098 (2699 + 2399)	
27.	Uttaranchal	13	Chamoli, Almora, Dehradun, Udham Singh Nagar	197 (149 + 48)		345 (153 + 192)		2741 (1348 + 1393)	
28.	West Bengal	18	Jalpaiguri, Kolkata, Purulia, North 24-Parganas	196 (120 + 76)		577 (360 + 217)		4739 (2431 + 2308)	
Total		561	113						
29.	A & N Island	01	A & N Island	43 (34 + 9)		115 (49 + 66)		811 (420 + 391)	
30.	Chandigarh	01	Chandigarh	50 (20 + 30)		93 (5 + 88)		1405 (657 + 748)	
31.	Pondicherry	01	Pondicherry	44 (26 + 18)		116 (48 + 68)		1262 (649 + 613)	
Grand Total		564	116		4787	10796		88271	

* These eleven districts were selected in the sample but survey could not be completed due to one or the other reason.

A STUDY REPORT
ON
SECONDARY EDUCATION IN WEST BENGAL
STATE POLICY, EQUITY AND PERFORMANCE

Abstract

This paper reports the results of a survey of 93 government and 'aided' secondary schools in 5 districts of West Bengal. We find that there are sharp disparities between rural and urban schools in terms of both physical and human resources as well as retention rates and performance in the secondary examination. We argue that this is—at least partly—an unintended consequence of the decision to fully fund all aided schools and to raise teacher pay scales which has led to a severe pressure on government resources. The resource constraint has hit the comparatively newer schools—mostly in rural areas—the hardest, leading to sharp disparities in school resources. These inequalities have been compounded by the tendency in urban and metropolitan areas to shift to unaided English medium schools as well as by the widespread prevalence of private tutoring that has emerged as a response to poor school resources and more intense job market competition. The paper makes some tentative suggestions for modification of the present system.

"To touch your feet, in my heart's love
I bow—but my heart does not move
Where your feet, suffering insult, go
There my heart's reverence has not crossed
Among the least, among the low, among the lost"

—*Rabindranath Tagore, Gitanjali 107 (trans Joe Winter 2004)*
(Translation of poem quoted in Annual Report, 2002-2003,
Dept. of School Education, Govt. of West Bengal)

1. Introduction

South Asian countries have the highest percentages of illiteracy anywhere in the world—one of the main factors behind their being ranked pretty low on the Human Development Index. Almost all experts agree that the priority of the development agencies—whether governmental, NGOs, private or foreign—should be towards ensuring primary education of the poorest in the most backward regions with a special emphasis on girls and minorities.

It is not surprising, therefore, that most of the research in India and South Asia is focused on primary education (see for example, PROBE, 1999, Govinda/NIEPA, 2002, Pratichi 2002, Kochar, 2001, Banerjee *et al*, 2003). The few studies on Secondary Education available concentrate on the middle school level (Kingdon, 1996). To transform these regions into modern progressive economics, however, ensuring primary education is not enough. To survive and compete in the world market in this era of globalisation—even at a lower end of the technological spectrum—requires a competent labor force with at least an adequate secondary education. To quote the Human Development Report 2001 (page 90):

"The social benefits of primary education—such as lower fertility and improved health for mothers and children—have made universal primary education a worldwide goal. But developing countries cannot ignore secondary and post-secondary education, though the social benefits from investment at these levels are less

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well documented. Getting the balance right is difficult countries around the world find that they need to finance skill development through a mix of public resources, private finance and the direct contributions of individuals."

This paper reports some of the results of (the West Bengal part of) a study on 104 secondary schools in Bangladesh and 93 in West Bengal, carried out in 2003-2004. Our principal objective is to present a broad albeit preliminary picture of state funded secondary schools in rural, urban and metropolitan areas of West Bengal—the physical and human resources, aspects of the students' background as well as performance in the secondary (Madhyamik) examination.

Our major area of concern is the presence of disparities in physical and human infrastructure between secondary schools in relatively more affluent urban and metropolitan areas and the poorer rural regions and the impact of these disparities on school retention rates and student performance. These disparities not only persist despite the government's policies to eliminate them but—in our view—may actually have widened as a result of these policies.

In order to substantiate this argument, we present a brief account of the policies that have been introduced to spread secondary education to the more disadvantaged areas and sections of society with specific focus on the decisions to provide complete funding to all 'aided secondary schools and to raise teachers' pay scales. We then attempt to link the physical and human inputs to student performance in the light of existing literature.

Finally, we discuss the appropriateness of existing policies and offer tentative suggestions to deal with some of the crucial problems. The paper is organized as follows. Section 2 briefly describes the coverage of our survey and presents the descriptive findings in tabular form. Section 3 attempts to analyse some of the principal patterns discerned in the survey in the light of government policy and to link school resources and performance in the context of the existing literature. Section 4 reviews the appropriateness of government policy given the broad objectives and makes some tentative suggestions.

2. The Survey

2.1 Selection of Schools and Students

We selected 93 'aided' and government schools from the 5 districts, Kolkata, Barddhaman, Birbhum, Murshidabad and Maldah in the manner shown in Table 1:

Table 1
Sample Schools by district, Location and Level

District	Rural		Urban		Metro		All
	Sec	HS	Sec	HS	Sec	HS	
Birbhum	15	4	2	3	0	0	24
Barddhaman	4	10	3	2	0	2	21
Kolkata	0	0	0	0	5	13	18
Maīda	4	6	0	1	0	0	10
Murshidabad	10	5	2	2	0	0	19
Total	33	25	7	8	5	15	93

The school resources, enrolment and performance relating to classes V-X were covered by the survey. We also interviewed 4-5 students from each of Classes VI, IX and those that had immediately passed the Secondary/Madhyamik Examination from each school. This was not difficult for the students who were still enrolled (in classes VI, IX or the Higher Secondary section of the school). However, for students who had left the school after passing the Board Examination, the process was much more difficult.

Data collection from the field was conducted over a period of six months from November 2003 to April 2004. The field investigators were sent to schools pre-selected from school lists obtained from the District Inspectors of Schools.

2.2 Basic Features

The data related to **location and levels** of the selected schools is provided in Table 2. The locations have been classified as Rural (Panchayat area), Urban (Municipality area) and Metropolitan (Corporation area). We deliberately chose a majority of schools from rural locations. Although our sample contains a relatively lower proportion of HS schools in rural areas, it is in fact an overestimate of the the true proportion¹.

Table 2
Distribution of Sample Schools by Location and Level

Location	Number of Schools					
	Secondary		Higher Secondary		Total	
	No.	%	No.	%	No.	%
Rural (Panchayat)	33	56.90	25	43.10	58	62.37
Urban (Municipality)	7	46.67	8	53.33	15	16.13
Metropolitan (Corporation)	5	25.00	15	75.00	20	21.51
Total	45	48.39	48	51.61	93	100.00

Table 3 presents the **genderwise distribution** of schools in our sample at each location, i.e., rural, urban and metropolitan. Boys, Girls and Co-educational Schools at different locations. A remark is needed regarding the overwhelming majority of co-educational selected from the rural areas. School lists available from the District Inspectors of Schools do not usually specify whether a school is boys', girls' or co-educational. Although the name of the sometimes indicates if it is a girls' school, this is rarely true if the school is a boys' or co-educational school. Thus, while we attempted to ensure that an adequate number of girls' schools (at least 15) were included in the sample, did not distinguish between boys' and co-educational schools at the time of selecting the sample schools.

The final genderwise distribution of sample schools, therefore, may be a reflection of the fact that a majority of rural schools are co-educational, while relatively more urban and metropolitan schools are genderwise segregated. A possible reason may be that there are not enough students in rural locations to justify separate secondary schools for boys and girls.

Table 3
Distribution of Sample Schools by Gender

Location	No. of Schools			
	Boys	Girls	Co-ed.	Total
Rural (Panchayat)	8 (13.8)	3 (5.2)	47 (81.3)	58
Urban (Municipality)	5 (13.3)	4 (26.6)	6 (40.0)	15
Metropolitan (Corporation)	8 (40.0)	9 (45.0)	3 (15.0)	20

The distribution of the sample schools by their **date of establishment** or founding is given in Table 4. Note that almost two-thirds of the schools in our sample were established during 1944-73, 30-60 years back, or roughly between the period of independence and the introduction of the Salary Deficit Scheme in 1973. Only 5 schools were set up after 1974. The remaining 29 schools were also set up before 1944, of which 17 were established before 1904, i.e., over a hundred years ago.

¹ The official school lists were frequently inaccurate regarding the level of the school. After the government decided to withdraw Higher Secondary courses from colleges, it has been decided to rapidly upgrade High Schools to Higher Secondary Schools. Accordingly 468 schools were upgraded in the last four years (see Annual Report 2000-03). Since this revision is reflected in the published school lists after a considerable lag, many schools selected as secondary schools ultimately turned out to be Higher Secondary.

There may be two possible reasons for the presence extremely low proportion of schools in our sample established after 1973. The financial burden on the government after the introduction of the Salary Deficit Scheme may have prevented it from encouraging the setting up of more 'aided' schools. Also, there may be a lag between the founding of a school, its recognition (usually as a junior high school) and its eventual promotion to the status of an 'aided' high school.

Table 4 also indicates that while two-thirds of metropolitan schools in our sample have been established before 1944, this is true of one-third of the rural schools and a quarter of urban schools. Since we chose the schools randomly from official school lists, this may indicate that since independence there has been an increasing tendency to set up 'aided' schools in non-metropolitan areas.

Table 4
Distribution of Sample Schools by Date of Establishment

Date	Metropolitan		Urban		Rural		Total	
	Number	%	Number	%	Number	%	Number	%
1994-2003	1	5	0	0.00	0	0.00	1	1.08
1984-1993	0	0	0	0.00	0	0.00	0	0.00
1974-1983	0	0	1	6.67	3	4.41	4	4.30
1964-1973	2	10	7	46.67	10	14.71	19	20.43
1954-1963	1	5	1	6.67	13	19.12	15	16.13
1944-1953	3	15	2	13.33	8	11.76	13	13.98
1934-1943	4	20	2	13.33	6	8.82	12	12.90
1924-1933	1	5	0	0.00	2	2.94	3	3.23
1914-1923	1	5	0	0.00	3	4.41	4	4.30
1904-1913	1	5	1	6.67	3	4.41	5	5.38
1894-1903	1	5	0	0.00	2	2.94	3	3.23
Pre-1894	5	25	1	6.67	8	11.76	14	15.05
Total	20	100	15	100	58	100	93	100

2.3 Physical Infrastructure

The most important element of physical infrastructure for a school is obviously the **number of class-rooms**. The distribution of schools by the number of class-rooms as well as the average number of class-rooms at each type of locality is given in Table 5. Note that we have lumped the urban and metropolitan schools into a single category (non-rural) as there is no significant difference between them in this respect.

Over half of the schools covered by our survey have between 6 and 13 class-rooms. Only 11 schools have 26 or more class-rooms, 10 of which are non-rural and one a rural HS school. In rural areas, while over 70% (27) secondary schools have between 6 and 9 rooms, 80% of HS schools have over 10 rooms and about 60% over 13 rooms. The higher number of class-rooms in HS school may be due to (a) the higher number of enrolled students HS schools, and (b) partly for the requirement of +2 level students. This however, does not explain the difference in class-rooms between same level schools in rural areas on the one hand and urban and metropolitan schools on the other. Over 70% of non-rural secondary schools in our survey have more than 10 class-rooms (average number 12.33) against less than 30% of rural secondary schools (average number 8.79). Again, almost 40% of the non-rural HS schools have more than 25 class-rooms (average number 19.53) which only 4% of rural HS schools have (average number 17.7).

Table 5
Distribution of Schools at each Location by Number of Class-rooms

Class-rooms	Rural Schools				Urban & Metro Schools				All Schools	
	Sec.	%	HS	%	Sec.	%	HS	%	No.	%
6.0-9.0	24	72.73	1	4	3	25.00	1	4.35	29	31.18
10.0-13.0	7	21.21	6	24	4	33.33	3	13.04	20	21.51
14.0-17.0	2	6.06	7	28	4	33.33	4	17.39	17	18.28
18.0-21.0	0	0.00	7	28	1	8.33	2	8.70	10	10.75
22.0-25.0	0	0.00	3	12	0	0.00	4	17.39	7	7.53
26.0-29.0	0	0.00	1	4	0	0.00	3	13.04	4	4.30
30.0-33.0	0	0.00	0	0	0	0.00	1	4.35	1	1.08
34.0-37.0	0	0.00	0	0	0	0.00	3	13.04	3	3.23
38+	0	0.00	0	0	0	0.00	2	8.70	2	2.15
Total	33	100	25	100	12	100	23	100	93	100
Average	8.79		17.7		12.33		19.53		15.34	

Table 6 presents the availability of **other infrastructural facilities** in the sample schools. About half the schools in our sample have **libraries** (51.61%) and **laboratories** (56.99%) and the average number of laboratories per school is 1.51. There seems to be no significant difference between the facilities available to rural and urban secondary schools, though metropolitan schools appear to have a substantially higher level of facilities. Higher Secondary schools in our sample have a higher level of facilities than Secondary schools. The share of H.S. schools with libraries is similar in rural (68%) and urban (75%) areas but higher in metropolitan areas. By contrast, the proportion of H.S. schools with labs. as well as the average number of labs. per school is much lower in rural areas [72%, 1.84] compared to urban [100%, 3.35] or metropolitan areas [93.33%, 3.33].

Table 6
Other Facilities in Sample Schools

	No.	No. of Schools with Library	No. of Schools with Labs.	Average No. of Labs.	Separate Teachers' Rooms	Separate Office Rooms	School with Toilets	Average No. of Toilets	Schools with Ladies' Toilets	Average No. of Ladies' Toilets
Rural Secondary	33	7	7	0.21	24	11	31	1.67	25	0.94
Rural HS	25	17	18	1.84	24	24	25	2.84	19	1.20
Urban Secondary	7	1	1	0.28	7	6	7	2.57	6	1.29
Urban HS	8	6	8	3.25	8	6	8	6.13	4	1.88
Metro Secondary	5	3	5	1.80	5	4	5	5.40	4	0.80
Metro HS	15	14	14	3.33	15	15	15	10.73	13	4.73
Secondary	45	11	13	0.4	36	21	43	2.22	35	0.98
HS	48	37	40	2.54	47	45	48	5.85	36	2.42

All schools in the sample have a **Headmaster's room**, and except for rural secondary schools, nearly all schools have a **teachers' room** and a **separate office**. Most rural secondary schools (72.73%) have teachers' rooms but only one-third (33.33%) have separate offices.

Out of 93 schools in our sample, 91 have at least one **toilet** and 71 (76.34%) have at least one girls' toilet. It may be mentioned that of the 22 schools without **ladies' toilet**, 11 are co-educational schools 10 of which are in rural areas. The remaining are all boys' schools. Further, metropolitan and urban schools have, on the average, more toilets and ladies' toilet than rural schools. Also, as expected, higher secondary schools have more toilets than secondary schools.

Just a little over 50% of Rural Secondary Schools and around three quarters of Rural HS and Urban Secondary Schools have **electrical connections and fans** in the class-room. Almost all Urban HS and all Metro Schools have electrical connections and fans. Note that the variability of seating facilities across schools in different across is much lower than for fans. This is shown in Table 7.

Table 7
Class-room Facilities in Sample Schools

School Type	No. of Schools	Schools with Adequate						% Rooms with Fans	% Rooms with Light
		Benches	%	Fans	%	Lights	%		
Rural Secondary	33	21	63.64	11	33.33	15	45.45	53.80	62.40
Rural HS	25	17	68.00	14	56.00	19	76.00	72.90	87.60
Urban Secondary	7	6	85.71	3	42.86	3	42.86	74.16	78.65
Urban HS	8	7	87.50	8	100.00	8	100.00	100.00	100.00
Metro Secondary	5	4	80.00	5	100.00	5	100.00	100.00	100.00
Metro HS	15	13	86.67	13	86.67	13	86.67	96.92	96.92
Secondary	45	31	68.89	19	42.22	23	51.11	64.15	70.77
Higher Secondary	48	37	77.08	35	72.92	40	83.33	85.31	92.60
All Schools	93	68	73.12	54	58.06	63	67.74	78.36	85.42

One reason for this difference may be that fans require electricity and not all rural locations have access to electricity. This may not be the entire explanation, however, as Table 4.5 points to the fact that there are a substantial proportion of rural schools that have lights (and hence electrical connections) in the class-rooms (and a still larger proportion with electricity in the office) but no fans. The other reason may be the inability of the rural schools to meet the operating costs (i.e., the electricity bills) every month.

Table 8
Teaching Aids in Sample Schools

School Type	No. of Schools	Maps per School	Globes per School	Books per School	Schools with Computer	% of Schools with Computer	No. of Computers
Rural Secondary	33	20.12	1.64	1044.94	1	3.03	1
Rural HS	25	21.92	1.56	1225.92	7	28.00	40
Urban Secondary	7	22.57	1.57	2945.71	3	42.86	6
Urban HS	8	23.38	1.38	2500.00	6	75.00	34
Metro Secondary	5	11.40	2.00	2482.80	4	80.00	32
Metro HS	15	24.73	2.40	3680.00	11	73.33	152
Secondary	45	19.53	1.67	1500.38	8	17.78	39
Higher Secondary	48	23.04	2.00	2463.79	24	50.00	226
All Schools	93	21.34	1.84	1997.62	32	34.41	265

Finally, we consider the **teaching aids** like blackboards, **maps**, **globes**, **books** and **computers**. Practically all class-rooms in our sample schools have blackboards so that we have not presented it along with other teaching aids in Table 8. Only one Rural Seoncary School and around a quarter of the Rural HS schools in our survey had a computer.

Just less than a half of urban secondary schools and three-quarters of Urban HS as well as Metro Secondary and HS schools had computers.

2.4 Teachers

The average number of sanctioned and working teachers per school and the distribution of sample schools by number of working teachers for different school levels and location is given in Table 9.

Table 9
Distribution of Sample Schools by Number of Working Teachers

School Type	Sanctioned Posts (Mean)	Working Teachers		% of Posts Filled	Number of Working Teachers						
		Mean	SD		<= 9	10-13	14-17	18-21	22-25	26-29	>= 30
Rural Secondary	13.55	11.27	3.00	83.22	9	18	5	1	0	0	0
Rural HS	22.44	20.20	5.66	90.02	0	2	6	9	4	1	3
Urban Secondary	17.71	15.71	3.35	88.71	0	2	2	3	0	0	0
Urban HS	27.25	24.25	10.05	88.99	0	0	3	1	1	0	3
Metro Secondary	14.20	12.40	2.70	87.32	0	4	1	0	0	0	0
Metro HS	32.80	29.93	11.63	91.26	0	1	2	0	2	2	8
Secondary	14.27	12.09	3.37	84.74	9	24	8	4	0	0	0
Higher Secondary	26.48	23.92	9.52	90.32	0	3	11	10	7	3	14
Total	20.57	18.19	9.33	88.45	9	27	19	14	7	3	14

About three-quarters (70) of all schools in our survey have between 10 and 30 **working teachers**. Secondary level schools, irrespective of their location, have a much smaller number of teachers than HS level schools. Only 9 schools have less than 10 teachers, all of them Rural Secondary level schools, while 14 schools have more than 30 teachers all of them HS schools. Rural schools have less than the average number of teachers for all schools both for the Secondary and HS levels. The higher number of teachers at the Secondary level in Higher Secondary schools must be qualified by the fact that some of the teachers also teach for classes XI and XII. For Rural HS schools over three-quarters (19) have between 14 and 25 teachers. There are only 2 schools with less than 14 teachers and 4 with more than 25. For teachers in HS schools outside the rural areas, not only the mean but also the variance is much higher. There are almost a third (7 schools) with 18 or less teachers and over 40% (10) with more than 30. There is thus a remarkable difference between the average number of teachers between HS schools in and outside rural areas.

Note also that the difference between the number of teachers in rural and urban schools and Secondary and HS schools is mainly due to the **number of Sanctioned posts** as there is no significant difference in the percentage of posts filled up between schools in different locations and of different levels.

The proportion of different **categories of teachers—female, SC, ST and Minorities**—as well as the proportion with **teachers training and post-graduate** qualifications is presented in Table 10.

Table 10
Category of Teachers in Sample Schools

School Type	% Female	% SC	% ST	% Min	Proportion Trained	Proportion with Masters
Rural Secondary	15.59	13.71	2.42	14.25	84.68%	39.52%
Rural HS	13.27	17.03	3.17	9.11	87.33%	64.36%
Urban Secondary	36.36	10.00	0.91	4.55	89.09%	46.36%
Urban HS	25.77	17.01	2.06	9.28	88.66%	60.82%
Metro Secondary	59.68	9.68	3.23	1.61	79.03%	62.90%
Metro HS	48.11	12.25	2.23	4.23	89.53%	75.72%
Secondary	24.82	12.50	2.21	10.85	84.93%	43.57%
HS	29.01	15.16	2.61	7.23	88.41%	68.21%
All Schools	27.66	14.30	2.48	8.39	87.29%	60.28%

The percentage of SC, ST and Minority teachers are somewhat higher in rural schools than in urban and metropolitan schools. However, while the proportion of Schedule Caste and minority teachers at least in rural schools is close to their norms/population ratio that of the Schedule Tribes is much lower. By contrast the **proportion of female teachers** is much higher in Metropolitan schools compared to Urban and Rural schools. As Table 10 shows, this ratio is around 15% in rural schools, between 25 and 35% in urban schools and 50% or more in metropolitan schools. There is no striking difference between the **percentage of SC, ST, Minority and female teachers** in Secondary and HS schools.

Table 10 also shows that the **proportion of teachers with Masters Degree** is higher in Higher Secondary schools compared to Secondary schools and in metropolitan schools compared to Urban and Rural Schools. However, the **proportion of teachers with teacher training degree** is same for all schools irrespective of their location.

2.5 Enrollment and Retention

The overall **pattern of enrollment** in the sample schools is given in Table 11. The enrollment for all schools lies in the range 200-1600. Over 60% of the schools (57) have an enrollment rate between 400 and 900. The average enrollment (in classes V-X) in secondary schools in our sample is lower than in Higher Secondary schools irrespective of school location. Moreover, the average enrollment in rural and urban schools is higher than in metropolitan schools for every school level. For secondary schools, 60% of those in metropolitan areas have an enrollment below 400 and none above 800. By contrast only 10% of rural secondary schools and none among the urban secondary schools have an enrollment below 400 while around 25% and 15% respectively have more than 800 students. On the other hand while more than three-fourths of rural and urban HS schools have over 800 students, only a third of metropolitan schools do so. This is in general consonance with our finding that the enrollment in rural areas is on the average higher for all 'aided' schools in West Bengal.

Table 11 also shows that the **proportion of girls** among those enrolled in classes V-X in our sample is lower in rural and urban locations compared to metropolitan areas for both the secondary and HS schools. Further, it is interesting to note that the proportion of girls enrolled appear to be higher in secondary than in HS schools.

Table 11
Enrollment Pattern in Sample Schools

School Type	No. of Schools	Av. Enrol.	% of Girls	Distribution of Sample Schools by Total Enrollment								
				< 400	401-500	501-600	601-700	701-800	801-900	901-1000	1001-1100	> 1101
Rural Sec.	33	668.85	46.21	9.09%	27.27%	9.09%	18.18%	12.12%	9.09%	3.03%	3.03%	9.09%
Rural HS	25	959.08	28.13	0.00%	4.00%	4.00%	8.00%	8.00%	28.00%	12.00%	16.00%	20.00%
Urban Sec.	7	642.57	49.09	0.00%	14.29%	57.14%	14.29%	0.00%	0.00%	0.00%	0.00%	14.29%
Urban HS	8	968.63	38.66	0.00%	0.00%	0.00%	12.50%	0.00%	12.50%	25.00%	25.00%	25.00%
Metro Sec.	5	415.40	60.86	60.00%	20.00%	0.00%	0.00%	20.00%	0.00%	0.00%	0.00%	0.00%
Metro HS	15	768.67	45.68	13.33%	6.67%	6.67%	20.00%	26.67%	0.00%	13.33%	6.67%	13.33%
Secondary	45	636.60	47.73	13.33%	24.44%	15.56%	15.56%	11.11%	6.67%	2.22%	2.22%	8.88%
HS	48	901.17	34.70	2.08%	4.17%	4.17%	12.50%	12.50%	16.67%	14.58%	14.58%	18.75%
All	91	273.15	39.89	7.53%	13.98%	9.68%	13.98%	11.83%	11.83%	8.60%	8.60%	9.68%

It is important to note that the total enrollment in a school is at least partly endogenous, being the combined result of the initial enrollment in class V and the retention rate thereafter. Table 12 presents the distribution of sample schools by class V enrollment. The **enrollment in class V** is between 101 and 300 in over 70% schools. Only 12 schools have less than 100 students in class V and only 9 have more than 300.

Table 12
Distribution of Sample Schools by Enrollment in Class V

School Type	Enrollment Range					
	< 100	101-150	151-200	201-250	251-300	301-350
Rural Secondary	15.15%	21.21%	27.27%	15.15%	6.06%	15.15%
Rural HS	4.00%	12.00%	16.00%	24.00%	16.00%	28.00%
Urban Secondary	0.00%	57.14%	28.57%	0.00%	14.29%	0.00%
Urban HS	0.00%	12.50%	25.00%	37.50%	12.50%	12.50%
Metro Secondary	80.00%	20.00%	0.00%	0.00%	0.00%	0.00%
Metro HS	13.34%	40.00%	26.67%	6.67%	0.00%	13.34%
Secondary	20.00%	26.67%	24.44%	11.11%	6.67%	11.11%
Higher Secondary	6.25%	20.83%	20.83%	20.83%	10.42%	20.83%
All Schools	12.91%	23.66%	22.58%	16.13%	8.60%	16.13%

As expected, metropolitan schools have a lower average enrollment in Class V compared to rural and urban schools. Over 40% of urban and 60% of rural secondary schools but no metropolitan secondary school have over 150 students enrolled in Class V. Similarly, just about one-fifth of metro HS schools have a Class V enrollment of over 200 students, over one-third of rural and almost two-third of urban schools do so.

We next look at changes in enrollment in Class V over the period 1998-2003. From Table 13 it is clear that (1) while enrollment substantially increased for rural and urban schools, the change in enrollment in "aided" metropolitan schools was insignificant or negative, (2) in rural areas, enrollment increased more in secondary schools, while in urban areas, the change was greater in the HS schools.

Table 13
Enrollment Pattern and Retention Rates 1998-2003

School Type	No. of Schools	Enrollment							Retention %
		Class V 1998	Class V 2003	Class X 2003	Class V 1998 per school	Class V 2003 per school	Class X 2003 per school	% Change 1998-2003		Class V-X 1998-2003
Rural Secondary	33	4928	6546	1607	149.33	198.36	48.70	32.83	32.60
Rural HS	25	5364	6190	1897	214.56	247.20	75.40	15.39	35.36
Urban Secondary	7	906	1085	327	129.43	155.00	46.71	19.76	36.09
Urban HS	8	1514	1984	996	171.38	228.63	114.63	31.04	65.78
Metro Secondary	5	350	333	254	69.20	66.60	50.80	-4.86	72.57
Metro HS	15	2250	2316	1467	163.27	164.73	103.07	2.93	65.20
Secondary	45	6162	7964	2188	136.93	176.98	48.62	29.243	35.51
HS	48	9184	10480	4348	191.33	218.33	90.58	14.11	47.34
All	93	15346	18444	6536	165.01	198.32	70.28	20.18	42.59

We defined retention rates to be Class X enrollment in 2003 as a percentage of Class V enrollment in 1998. In terms of this definition, rural secondary and HS schools and urban secondary schools had retention rates of around 30-35% while urban HS schools and metropolitan secondary and HS schools had retention rates of 65-75%.

2.6 Resources per Student

In this section we look at the levels of physical and human resources in schools of different levels and at different locations. Here physical infrastructure per student is summarized by the student : classroom ratio while human resources per student is given by the student : teacher ratio. As Table 14 shows both HS schools at each location—except urban—have better resources than secondary schools, while for urban schools the resources are almost identical. For schools of the same level metropolitan schools have superior resources than urban followed by rural schools.

Table 14

Student : Teacher and Student : Classroom Ratios in Sample Schools

Schools type	Number of Schools	Average	Average	Students:	Av. No. of	Students:	Av. No.	Student
		Enrollment	Sanctioned Posts	Sanctioned Posts	Teachers	Teachers	Clrooms	Clrooms
Rural Secondary	33	668.85	13.55	49.38	11.27	61.48	8.17	81.87
Rural HS	25	959.08	22.44	42.74	20.2	47.48	17.04	56.28
Urban Secondary	7	642.57	17.71	36.27	15.71	40.89	12.43	51.70
Urban HS	8	968.63	27.25	35.55	24.25	39.94	18.50	52.36
Metro Secondary	5	415.4	14.20	29.25	12.4	35.50	12.00	34.62
Metro HS	15	768.67	32.80	23.43	29.93	25.68	24.73	31.08
Secondary	45	636.6	14.27	44.62	12.09	53.95	9.71	65.56
Higher Secondary	48	901.17	26.48	34.03	23.92	37.68	19.69	45.77
All Schools	93	773.15	20.57	37.59	18.19	42.82	15.30	50.53

2.6 Performance in Secondary Examination

We next present the students' performance at the Secondary (Madhyamik) Examination conducted by the West Bengal Board of Secondary Education. Table 15 shows that the proportion of girls appearing in the Madhyamik examination increases as we move from rural to urban and to metropolitan areas and decreases for HS schools compared to secondary schools in the same location—as in case of the girls' enrollment pattern. However, it is interesting to note that while in rural and urban areas the proportion of girls appearing in the secondary examination is lower than their enrollment proportion, the reverse is true in metropolitan areas.

Further percentage of students passing the Secondary Examination—Out of those who have appeared—increases as we move from rural to urban and to metropolitan areas, and from secondary to HS schools. However, while the percentage of girls passing the examination is quite noticeably lower than average in rural areas, this is not true of the urban areas. In metropolitan schools the situation is completely reversed. The situation is similar for the percentage of students passing in the first division (60%) or with STAR (75%), except that (i) the difference between rural urban and metropolitan areas is sharper and (ii) urban secondary schools perform close to rural schools.

Table 15
Schoolwise Madhyamik performance by School Level and Location

Schooltype	Girl enrolled %	Girl appeared %	Pass %	Girl pass %	1st Divn. %	Girl 1st %	Star %
Rural Sec.	46.21	36.48	63.28	52.43	10.90	10.84	1.78
Rural HS	28.13	26.25	74.86	60.76	16.94	13.08	3.27
Urban Sec.	49.09	44.67	68.67	71.64	7.33	5.97	1.33
Urban HS	38.66	36.71	85.04	79.46	44.13	19.19	20.64
Metro Sec.	60.86	69.29	80.91	98.20	53.53	76.05	43.15
Metro HS	45.68	47.53	91.97	95.15	58.46	68.14	21.13
Second	47.73	42.30	66.57	66.00	16.07	24.44	7.30
High Secondary	34.70	36.12	83.14	81.11	37.52	40.92	13.23
All	39.89	37.98	78.15	76.05	31.06	35.40	11.45

Table 16 shows the distribution of sample schools by percentage of students passing the Secondary Examination of the West Bengal Board. We find that only around 9% of rural secondary schools have a lower than 30% passing rate, while around a fifth of metropolitan and a quarter of rural secondary schools have a passing rate lower than 40%. On the other end, more than half of all categories of schools except rural and urban secondary schools have passing rates of over 80%.

Table 16
Distribution of Sample Schools by Percentage passing the Secondary (Madhyamik) Examination of the West Bengal Board

Schooltype	0-9.99	10-19.99	20-29.99	30-39.99	40-49.99	50-59.99	60-69.99	70-79.99	80-89.99	90-100
Rural Sec.	0	6.06	3.03	15.15	3.03	15.15	18.18	9.09	18.18	12.12
Rural HS	0	0.00	0.00	0.00	4.00	4.00	16.00	24.00	32.00	20.00
Urban Sec.	0	0.00	0.00	0.00	14.29	28.57	0.00	14.29	14.29	28.57
Urban HS	0	0.00	0.00	0.00	0.00	0.00	25.00	12.50	25.00	37.50
Metro Sec.	0	0.00	0.00	20.00	20.00	0.00	0.00	0.00	20.00	40.00
Metro HS	0	0.00	0.00	0.00	6.67	6.67	0.00	6.67	0.00	80.00
Second	0	4.44	2.22	13.33	6.67	15.56	13.33	8.89	17.78	17.78
High Sec.	0	0.00	0.00	0.00	4.17	4.17	12.50	16.67	20.83	41.67
All	0	2.15	1.08	6.45	5.38	9.68	12.90	12.90	19.35	30.11

2.7 Student Background and Private Tuitions

In this section, we take a brief look at the background 407 randomly selected students currently in Class XI regarding their family composition, parental education, amount of money spent on private tuitions in Class X and Madhyamik scores. Table 17 shows that the proportion of girls appear to be lower in the rural areas. Further, the number of siblings goes down as we move from rural to urban and metropolitan areas, as from secondary to HS schools while the mean level of parental education (3-5.5 years for mothers and 4-6 years for fathers) increases.

We also note that private tuitions are taken by all students irrespective of location or level although tuition expenditure increases steeply from Rs. 166 per student in rural secondary schools to Rs. 944 in metropolitan HS schools. Here too tuition expenditure increases sharply as the school level increases and we move to more urban locations.

Table 17
Student Background and Private Tuitions

School Loc. & Lev.	No. student	Per cent girls	No. brothers	No. sisters	Father edu.	Mother edu.	Expense		
							Tuition %	Tuition	Score
Rural Sec	196	37.24	1.66	1.69	4.12	2.99	85.20	161.99	437.83
Rural HS	81	37.04	1.35	1.46	4.94	3.70	96.30	253.15	484.31
Urban Sec	29	48.28	1.45	1.41	4.66	3.45	93.10	275.52	426.24
Urban HS	18	50.00	1.39	1.00	5.67	4.56	100.00	452.78	469.78
Metro Sec	12	100.00	1.17	1.75	4.58	3.58	83.33	345.83	467.00
Metro HS	71	50.70	1.08	0.73	6.14	5.55	90.14	944.30	585.35

An important aspect of student background is family income. However, it was impossible to obtain reliable data on family income from the students. We therefore collected data on household infrastructure and possession of durable consumer goods by students, families which is presented in Table 18.

Table 17
Student Background and Private Tuitions

School Loc. & Lev.	Electricity	Toilet	Fan	TV	Bicycle	Two wheeler	Phone	Friz	Car
Rural Sec	0.61	0.54	0.61	0.55	0.86	0.22	0.21	0.10	0.08
Rural HS	0.74	0.79	0.70	0.67	0.93	0.36	0.41	0.17	0.14
Urban Sec	0.86	0.90	0.83	0.83	0.93	0.24	0.41	0.24	0.14
Urban HS	0.89	0.78	0.89	0.83	1.00	0.33	0.44	0.44	0.00
Metro Sec	1.00	1.00	1.0	0.83	0.42	0.17	0.58	0.33	0.00
Metro HS	0.85	0.93	0.94	0.93	0.59	0.31	0.42	0.51	0.14

Note that while urban and metropolitan student families are likely to be better off in respect to most infrastructure (electricity, toilets) or consumer durables (fan, refrigerators, televisions), the difference is lower or reversed in the case of vehicles like bicycles, two wheelers and even cars.

Some of the principal findings of our survey of 100 schools in West Bengal during 2003-04 may be summarized as follows:

8. The higher proportion of rural and urban schools compared to metropolitan schools set up after independence and the low proportion of secondary schools after 1973 and the predominance of coeducational schools in rural areas.
9. The lower physical and human infrastructure in rural schools compared to urban and metropolitan schools and in secondary compared to HS schools.
10. The higher and rising enrolment in rural schools and to a lesser extent in urban schools compared to metropolitan schools. Relatively lower enrolment of girls in rural schools and in HS relative to secondary schools.
11. The higher retention rates and better passing rates in metropolitan and urban compared to rural schools. Much better performance of women in metropolitan and urban schools compared to rural schools.
12. Better family composition and parental education of students in urban and metropolitan schools compared to rural schools and in HS schools compared to secondary schools.
13. The wide prevalence of private tuitions.

3. The Rural-Urban Disparity and its Consequences

In this section we propose to explore three important questions that are crucial in understanding the present state of affairs of the aided secondary schools in West Bengal. These are as follows:

1. What explains the substantial difference in infrastructure of government aided schools in rural and urban areas,
2. To what extent, if at all, does this disparity in resources explain the difference in performance between rural, urban and metropolitan schools as well as secondary and HS schools with regard to retention and secondary examination results,
3. The extent to which student background as well as private tuitions affect performance.

3.1 Education policy and the rural urban disparity

Our study finds a substantial difference between rural and urban schools, both in terms of physical and human resources per school as well as per student. This would seem natural under a private school system where the demand for secondary education is higher in urban than in rural areas. With higher ability to pay in urban areas, one would expect urban and metropolitan schools to have superior physical and human infrastructure than their rural counterparts. But it is surprising to find such substantial differences under a system where—at least for the last 25 years—all ‘aided’ schools have fully funded by a government that claims to support greater equity in distribution between income classes as well as regions.

In order to explain this disparity we need to examine the organization of the secondary education system in West Bengal. The state system of school education in West Bengal was governed—since (at least) the beginning of the nineteenth century—by the *Grant-in-Aid* system, where privately set up schools were recognized and aided by the government subject to (i) constitution of proper management committees, (ii) assurance of financial stability, (iii) recruitment of suitable teachers, (iv) appropriate fees, and (v) adequate infrastructure.

Immediately after Independence, the Government of West Bengal outlined its **general principles for the award of Grants-in-Aid** to High Schools. These included:

- (a) grant to be based on Classes V-X,
- (b) maximum enrolment of 40 per section,
- (c) minimum enrolment of 200 of which at least 20% in the top two classes.
- (d) average Student : Teacher ratio of 20 : 1,
- (e) at least half of teachers to be trained (Honours/M.A. with 5 years teaching experience regarded as trained) graduates graduated minimum fee structure lower for junior classes and rural areas,
- (f) salary of teachers was to form 75%-80% of total budget while the balance would cover administration, books and equipment and other expenses.
- (g) the government would provide half the salary of trained teachers (60% in rural areas), one-third of the salary of untrained teachers and other expenses up to an amount not exceeding the net deficit.²

Payment of Grants-in-Aid was conditional upon the maintenance of satisfactory discipline and an **acceptable standard of academic efficiency**. In 1968-69, the government stipulated that the minimum standard of efficiency was to be a passing rate of 33 $\frac{1}{3}$ % in urban, 25% in other and 20% in backward areas.³

At the time of Independence, the secondary education system in West Bengal was one of the **most 'privatized'** among the major states of India. In 1951-52, only 5% of the schools in West Bengal were directly under the management of government or local bodies compared to over 47% in India. Another 66% were Private Aided Schools receiving Grants-in-Aid from the government. The remaining 28% were Private Unaided schools. The corresponding all-India figures were about 40% and 12%.⁴

In 1965-66, after 15 years of operation of this system, only 2.38% of West Bengal Schools were fully controlled by the government and local bodies compared to 63.34% in India. The proportion of Private Aided and Unaided Schools were 88.11% and 9% respectively, whereas the overall all-India figures were around 31.11% and 5.53%.⁵

Due to this high ratio of private schools, direct government expenditure on secondary education per student was much below the all-India average. The percentage of direct **expenditure on secondary schools met from government funds** was much lower in West Bengal in 1951-52 (16.8%) compared to all-India average (39.7%). It continued to be much below the all-India average in 1971-72 both for High/Higher Secondary (59.74% WB and 75.39% India) and middle schools (71.07% WB and 86.34% India).

In 1973, the government introduced the **Salary Deficit Scheme** for all High and Higher Secondary Schools recognized up to 1.1.70. The government accepted the responsibility for paying the difference between the teacher and staff salaries at approved scales and the income earned from tuition fees at prescribed rates, endowed property and other specified sources. To be eligible, the school had to have an enrolment of 250-750 students for High Schools and 300-1000 students for HS schools and a student teacher ratio of between 25-30 : 1.⁶ In 1978, recognized schools under salary deficit scheme which did not have sufficient funds for meeting the expenditure on rent, rates, taxes etc. were brought under the **Complete Deficit Scheme**.⁷

In 1980, the Government of West Bengal introduced **free education up to Class X**. Tuition fees were abolished from all government aided schools and Grants-in-Aid covering full pay and allowances were made to all Institutions subject to the usual conditions.⁸

²GOWB: Directorate of Education No. 1059 Dated 2.9.1948 (B.B. Kundu, 543-44).

³GOWB, Education Dept., Sanction & Release of Grant, Instructions (General) 1968-69.

⁴See *Education in India, 1951-52*.

⁵*Education in India, 1965-66*.

⁶GOWB, Education Department: (Secondary Branch) No. 343-Edn(S) dated Calcutta, the 3rd March, 1973.

⁷GOWB, Education Department: (Secondary Branch) No. 968-Edn(S)/9P-11/76 dated Calcutta, the 25th July, 1978.

⁸GOWB, Education Department (Secondary Branch) No. 197-Edn(S) dated Calcutta, the 14.03.1980.

Along with abolishing fees, the government raised the pay scales of teachers at much faster rates than earlier (Table 18), while simultaneously establishing state control over the process of teacher recruitment. This process culminated in setting up the West Bengal School Services Commission in 1997 that presently has complete control over selection and appointment of school teachers.

Table 18
West Bengal Teachers Pay Scale

	Mas + Training	Honours + Training	Bach + Training	Untr Grad/ Traundergrad
1st Scale	90-2.5/5-150 [^]	90-2.5/5-150 [^]	75-2.5/5-150	60-2.5-100 70-2.5-100
1.4.54	125-2.5/5-150 [^]	125-2.5/5-150 [^]	100-2.5/5-150 ^{^^}	(+10 ini 10 y ex)
1.3.57	140-5/10-350 \$	130-5/10-350 \$	100-5/10-225 # \$	70-3/4-150 \$
1.4.61	230-10-450 \$	210-10-450 \$	160-7/8-295 # \$	115-3-185 \$
1.4.66	240-10/15/470 \$	220-10/15/470 \$	167-7/8-317 # \$	120-5-230 \$
1.4.70	340-10/15/600 \$	320-10/15/600 \$	265-7/10-450 # \$	220-5-350 \$
1.4.75	390-20/-/40-920 \$	340-20/-/40-920 \$	300-15/25-750 # \$	230-5/10-400 \$
1.4.81	550-25/-/50-1470*	500-20/-/50-1360 + *	440-20/-/40-1170 # *	360-10/25-815
1.1.86	1780-65/-/100-3780*	1640-65/-/100-3635 + *	1420-45/-/75-3130 # *	1200-35/60-2360
1.1.96	6000-225/-/275-12000**	5500-200/-/250-11325 + **	4650-150/-/225-10175 **	3800-100/175-7775
(+)				includes Masters IIIrd class
(#)				distinction 2 advance increments
(^)				or with 5 years experience in approved schools
(^)				or Masters/Hons w/o training and Bach with 10 years exp.
(\$)				No increment until trained
(*)				Untrained teachers increment stopped after 5 years until trained
(**)				Untrained increment stopped after 5 years if not trained, resumed after 10 years

Source: Headmasters' Manual (2004).

However, the responsibility of full funding of all 'aided' schools along with the rise in teachers' salaries, led to severe financial stringency and in 1998 changed the rules to permit a new class section only when the number of students exceeded 80 and the **number of teaching staff admissible** for secondary schools was revised downward as shown in Table 19.

Table 19
No. of Approved Teachers in High Schools

No. of class Units	Teachers admissible, 1975	Teachers admissible, 1998
6	12	12
7	13	12
8	14	12
9	16	13
10	18	13
11	20	14
12	22	14
13	23	14
14	25	15
15	27	15
18	32	16
20	36	17

Source: Headmasters' Manual 2004.

This reduction in the permissible number of teachers relative to students led to a virtual freeze in the number of teachers in secondary schools since 1998 and a gradual rise in the student : teacher ratio.

Table 20
Secondary Enrolment and Teachers in West Bengal

1992-93	3200876	124889	25.63
1996-97	3578000	136654	26.18
1997-98	3590000	137142	26.18
1998-99	3827000	147515	25.94
1999-2000	4035000	149688	26.96
2000-01	4289000	148596	28.86
2001-02	4587000	140343	32.68

1. Sixth All India Education Survey, 1993.
2. Annual Report, Dept. of School Education, Government of West Bengal 2001-02 and 2002-03.

The situation with regard to infrastructure was, if anything, even worse as most of the available budget went to pay for salaries of the teaching and non-teaching staff. Recall that a much higher proportion of the metropolitan schools were established earlier (Table 4) and therefore had a sizable infrastructure and number of sanctioned teachers before being faced by the financial constraint. The schools in rural and small to mid sized urban locations were much harder hit.

As we could find no classification of secondary schools by location, we classified schools by districts which had different levels of urbanization (Table 21). This showed that districts with a greater proportion of population in rural areas also had (a) a higher proportion of Junior High schools and (b) a lower proportion of Higher Secondary and unaided or partially aided non-Bengali medium schools relative to their share of population.

Table 21
Share of various School types by location

	% Urban	% Pop	% Junior High	% Govt.	% HS	% not fully aided
High Urban	>50.0	22.169	16.62	47	28.95	52.28
Mid Urban	30-50	16.911	14.83	13	17.56	28.10
Rural	<30	58.846	68.36	40	53.49	19.60

Since there is usually a period of waiting after which a Junior High school is upgraded to a High school and then to a HS school, this also points to the fact that a higher proportion of schools in the more rural districts were established later.

The later establishment date of a higher proportion of schools as well as a higher proportion of lower level schools both imply that schools in the more rural areas have an inferior level of infrastructure. Coupled with this is the fact that a larger proportion of English medium schools—which most students from better off families choose in preference to ‘aided’ Bengali schools—are in the more urban areas. This explains the process through which the financial constraints involved in full funding of all aided schools has led to the stark differences in physical and human resources per student between secondary schools in urban and rural areas.

3.2 School Resources and Performance: A brief survey of literature

In this section, we will briefly review the literature on the impact of school resources on performance before studying the impact of the difference in resources between rural and urban schools.

The Coleman Report on School Education in the USA (1966) was the first influential research that found that there was little association between the quality of schools and student achievement on standardized tests and that family differences were more important. This was supported by others (Hanushek 1986) for public schools in the USA. Later studies with US data (Hanushek 2003) show that although pupil teacher ratios fell by almost 40% during 1960-2000, per student expenses increased from \$ 2235 to \$ 7591 and proportion of teachers with Masters Degrees almost doubled during the same period, these do not seem to have had any appreciable effects on student performance over 1960-90. National Assessment of Educational Progress (NAEP) scores increased marginally in reading and mathematics, declined significantly in science between 1969-99 and was discontinued in writing after it fell steadily between 1984-96. Scores in SAT plunged between mid-1960 and end-1970s.

The absence of any significant impact of school inputs on performance was apparently confirmed by studies in other developed and developing countries (Hanushek, 1996, Hanushek and Kimiko, 2000, Kremer, 1996) and it was thought that the “traditional approach to providing quality—simply providing more inputs—is frequently ineffective”. It was argued that family background, performance based teacher incentives, ongoing evaluation, transmission of performance information, and rational decision rules are the major determinants of performance (Hanushek (2003)).

Others, however, challenged the validity of this result. They recognize that one of the difficulties in estimating the impact of school inputs on outcomes is the potential endogeneity of inputs. Parents who care more about education would try to admit their children in schools with better resources may also spend extra effort to ensure that their children are progressing well in school. In such cases, a positive relationship between school resources and outcomes for children may be due to unobserved parental tastes for education, and it is often difficult to disentangle the effects of such tastes from those of school inputs (Lazear 1999).

Under these constraints some studies have attempted to take a number of innovative ways to isolate the impact of school resources on performance. Kureger (1999) uses data from a large randomized experiment to show positive impact of student teacher ratio on performance. Angrist and Lavy (1999) show that the discontinuities in class size by following 40:1 student-teacher ratios in primary schools in Israel is mirrored by students' test scores. Case and Deaton (1999) study the impact of school quality in the South African Apartheid regime where blacks have little mobility or control over the school inputs. They find that school resources do affect educational outcomes for black schools with high pupil teacher ratios and students from better off black families do better.

In India, several studies find that school variables affect school attainment. Sipahimalani (1998)—in a framework that does not allow for the endogeneity of school level variables—finds that the distance to a school, the proportion of male teachers, and the provision of mid-day meals positively affect schooling attainment. Dreze and Kingdom (1999) find that the child-teacher ratio has a negative effect on schooling attainment, even in instrumental variable regressions with distance of the school from home being chosen as the instrument.

Kochar (2001) estimates regressions using both the OLS and instrumental variable method on the 1993 HDI (Human Development of India) data set collected by the National Council of Applied Economic Research (NCAER) which provides information on schooling as well as on standard household socio-economic variables for approximately 30,000 rural Indian households in 15 of India's major states. While the OLS estimates, which treat the student-teacher ratio as an exogenous variable, yield no statistically significant effect of school quality on schooling attainment, the instrumental variable regressions find that school quality does matter, both for boys and for girls; an increase in the number of teachers per student, or a decline in the student-teacher ratio, significantly increases the probability that both boys and girls will attend school. Like Case and Deaton (1999) the paper also finds the effect of school quality to vary with the socio-economic characteristics of the household. In particular, households and regions with a lower level of education attainment are more adversely affected by poor school quality than are better-schooled households and regions.

Kochar (2001) also suggests that schooling inequality—defined as the ratio of 15 to 18 year olds completing middle school from the top expenditure quartile relative to the bottom quartile—is negatively correlated with public expenditure on education per student. Inequality is highest in West Bengal, the state that spent the lowest per student in 1995-96. Kochar attempts to explain this by greater use of home tutoring by more affluent families where public education is low, again the highest being West Bengal where 90% report private tutoring. Other work in the Indian context are the comparison of the quality and efficiency of private and public schools (Govinda and Verghese, 1993, Kingdom, 1996), of private tutoring services (Majumdar and Vaidyanathan, 1995) and effectiveness of specific programmes (Banerjee *et. al.*, 2003).

Biswal (1999) suggests that when teachers are poorly paid and it is difficult to monitor teaching effort, students may require home tutoring simply because teachers do not teach properly in school. Saha and Saha (2001) argue that provided parents are not very poor, the demand for tutoring rises if school infrastructure is inferior (i.e. class sizes are high) and prompts teachers to shirk school work and devote their effort to private tutoring.

3.3 School Resources, Student Background and Performance in sample schools

In this section we present some of the results of the preliminary analysis of the data obtained from our survey of sample schools. Specifically we examine the determinants of the number of teacher (3.3.1), the retention rate (3.3.2) and passing rate.

3.3.1 The Determinants of the Number of Teachers: OLS

We first attempt to analyze the determinants of the number of teachers in a secondary school. The number of teachers as per stated policy of the government ought to depend on enrolment. As Table 19 indicates, a rigid formula is supposed to be applied for the number of teachers approved given present enrolment. However, it must be also

noted that this ratio is somewhat different for the Higher Secondary sections. On the other hand, the number of class-rooms in the school is an indicator of the real number of sections in all that a class has, and a school with a greater number of rooms can afford to have more sections than another with a smaller number but the same roll strength. Thus being able to demonstrate the presence of more class sections may lead to approval for more teachers. Finally, as the number of teachers permissible per section was drastically reduced later, older schools could have more sections after controlling for the enrolment, school level and number of class-rooms.

However, even after including the above factors our discussion regarding the distribution of teachers across schools suggests that rural schools have a lower number of teachers. Hence we estimate the following regression equation by the OLS method. The relevant variables are the following:

1. No. of teachers in the school teaching classes V-X [TEACHER]
2. Total School Enrollment [ENROLL]
3. No. of class-rooms in the school used by students of classes V-X [CLROOM]
4. Year of Establishment of School [YEAREST]
5. Higher Secondary School [HSDUM] = 1 if school is HS, else = 0
6. Rural School [RURALDUM] = 1 if school is in rural area, else = 0

In keeping with the preceding discussion we estimate the teacher response function:

$$\text{TEACHER} = \beta_0 + \beta_1\text{HSDUM} + \beta_2\text{ENROLL} + \beta_3\text{CLROOM} + \beta_4\text{YEAREST} + \beta_5\text{RURALDUM} \quad (1)$$

The Mean and Standard Deviation of the variables is given in Table 22.

Table 22
Mean and Standard Deviation of the Teacher Response Equation

	Urban & Metro				Rural			
	Secondary (15)		H.S. (20)		Secondary (33)		H.S. (25)	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
TEACHER	14.33	3.41	27.95	11.22	11.27	3.00	20.20	5.65
ENROLL	561.40	254.00	838.21	265.80	668.80	305.50	959.08	291.00
CLROOM	12.33	3.55	23.78	10.47	8.78	2.57	17.68	5.05
EST	1940.00	51.80	1926.90	43.33	1955.00	22.09	1916.10	33.45

The result of estimating this equation by the OLS method using the data from our survey is given in table 23. As expected the school level as indicated by the dummy variable for Higher Secondary Schools [HSDUM] has a positive effect on the number of teachers which is significant at the 5% level. Similarly, total school enrolment [ENROLL] also has a positive effect that is significant at the 5% level. The number of classrooms indicating the number of classrooms indicating the number of class sections [CLROOM] has a positive effect on the number of teachers that is significant at the 1% level.

Table 23
OLS Regressions on number of Teachers in Schools

Dependent Independent	Teacher	Teacher	Teacher	Teacher	Teacher
	(1)	(2)	(3)	(4)	(5)
CONSTANT	8.747	2.851	43.671	56.168	5.155
HSDUM	0.564 (6.449)**	0.061 (2.030)*	0.145 (1.789)	0.135 (1.723)	0.161 (2.075)*
ENROLL	0.176 (2.018)*	0.111 (1.700)	0.109 (1.671)	0.151 (2.314)*	0.151 (2.303)*
CLROOM		0.670 (8.688)**	0.644 (7.997)**	0.550 (6.410)**	0.591 (7.227)**
YEAREST			-0.085 (-1.262)	-0.105 (-1.605)	
RURALDUM				-0.175 (-2.620)*	-0.158 (-2.432)*
R Square	0.431	0.692	0.696	0.718	0.712
Adj R Square	0.419	0.682	0.682	0.702	0.699
F	34.149	66.770	49.162	43.386	54.320
Sig F	0.000	0.000	0.000	0.000	0.000
DW	1.276	2.005	1.892	1.888	2.012

** indicates significance at 1% and * significance at 5% level.

While the year of establishment of the school [YEAREST] does not appear to have a statistically significant effect, the sign is negative, indicating that older schools may have more teachers. The most important fact, from our point of view is that rural schools have a fewer number of teachers even after controlling for the school level, enrolment and the number of class sections. This is seen from the negative sign on the rural dummy (RURALDUM) which is significant at the 1% level.

The results of the regression model are also reasonably satisfactory as the Model explains almost 70% of the variation in number of teachers per school [R Square = 0.712, Adj R Square = 0.699] and the Durbin Watson Statistic of 2.012 shows that there is unlikely to be very significant autocorrelation. This points to an undesirable discrimination against rural schools. It also ensures that the number of teachers and enrolment are not so highly correlated as a result of government policy that including student : teacher ratios would be practically meaningless.

3.3.2 The Determinants of Retention Rate

The preceding analysis of data indicates that the location but not the level of the school—except for urban schools—is likely to effect retention rate in schools. The other determinants likely to be of importance are the (a) *human resources* of the school e.g. the Student : Teacher Ratio, the proportion of post-graduate teachers, (b) *physical resources* like the number of class-rooms per student and (c) *student background* variables such as the proportion of girl, minority, and scheduled caste students. We exclude teachers training as the rate appears to be common to all categories of schools and also the percentage of scheduled tribe students as it is very small. The variables included are as follows:

In this preliminary stage we develop a model of the determinants of retention rate where the RETENRATE is defined as the ratio of students currently (2003) in Class X to students in Class V in the year 1998. Note that this is entirely a preliminary exercise and is done because of several reasons. The variables are:

1. RETENRATE = Ln (retention prop in school j/(I-retn prop))
2. RURAL = Dummy for Rural Schools

3. HS = Dummy for HS Schools
4. STRATIO = Student in Class V : Teacher Ratio
5. CLRATIO = Classroom : Student Ratio
6. PGRATIO = Proportion of Teachers with Masters Degree
7. GIRLRATIO = Proportion of Female Students in Class V
8. MINRATIO = Proportion of Minority Students in Class V
9. SCRATIO = Proportion of SC Students

We adopt a LOGIT model to analyze the determinants of retention rate:

LN (RETNRATE/(1-RETNRATE))

$$= \beta_0 + \beta_1 \text{RURAL} + \beta_2 \text{HS} + \beta_3 \text{STRATIO} + \beta_4 \text{CLRATIO} + \beta_5 \text{PGRATIO} + \beta_6 \text{MINRATIO} + \beta_7 \text{SCRATIO} + \beta_8 \text{GIRLRATIO} \quad (4)$$

by the method of Weighted Least Squares using the weight

$$\sigma^{\wedge} = \sqrt{(1/N * \text{RETNRATE} * (1 - \text{RETNRATE}))}$$

where N indicates the number of students enrolled in Class V. The result of our LOGIT analysis are given in the following table:

Table 24
Result of LOGIT Analysis on Retention Rate for Schools

	RETENRATE	RETENRATE	RETENRATE	RETENRATE	RETENRATE
	(1)	(2)	(3)	(4)	(5)
RETENWT	-0.462 (-2.842)	0.125 (0.746)	-0.938 (-3.241)	-0.916 (-3.157)	-0.803 (-2.352)*
RURAL	-0.579 (-4.794)**	-0.376 (-3.556)**	-0.288 (-2.903)**	-0.299 (-3.001)**	-0.238 (-2.110)*
HS	0.394 (3.414)**	0.254 (2.518)*	0.135 (1.341)		
STRATIO		-0.752 (-6.182)**	0.394 (-2.853)**	-0.404 (-2.922)**	-0.389 (-2.549)*
CLRATIO			0.376 (2.960)**	0.369 (2.891)**	0.373 (2.804)*
PGRATIO			0.502 (2.306)*	0.618 (3.077)**	0.565 (2.608)*
GRLRATIO					-0.023 (-0.248)
MINRATIO					-0.101 (-1.042)
SCRATIO					-0.096 (-0.851)
N	93	93	93	93	93
RSQUARE	0.588	0.718	0.771	0.766	0.770
ADJ R SQUARE	0.573	0.705	0.755	0.752	0.748
F	41.785	54.644	47.109	55.649	34.315
SIG	0.000	0.000	0.000	0.000	0.000
DURBIN WATSON	1.834	1.915	2.139	2.080	2.069

** indicates significance at 1% and * significance at 5% level.

Note that:

1. As indicated in the preceding discussion that the location dummy (RURAL) but not the level dummy (HS) is a significant determinant of the retention rate.
2. All the school resource variables have statistically significant impact on the rate of retention. While the number of students per teacher is a significant negative determinant, class-rooms : student ratio as well as proportion of post-graduate teachers are significant negative determinants.
3. Although the student background variables such as the proportion of girls, scheduled castes and minorities are not significant determinants, the signs are all negative as expected.

3.3.3 The Determinants of Secondary Examination Scores: OLS

Next we attempt to make a preliminary examination of the contribution of both school resources and student background to the students' performance in the Secondary Examination through a simple OLS regression. For this we merge the data on 400 students in 93 schools who have passed the secondary stage with their corresponding school level data. Note that we have the scores only for students who have passed the secondary examination.

The determinants of scores here are both (a) school human resources like student : teacher ratios, (b) school physical resources like laboratory room, and (c) student specific variables like mothers level of education, sex, expenditure on private tuition and proxies of the family's economic condition.

Next, we have used proxies for the parent's income level because (i) the response on the parents income seemed quite unsatisfactory, (ii) the proxies are quite highly correlated with income and (iii) this avoids any substantial correlation that might exist between parents' income and money spent on tuition. The variables included in this analysis are:

1. SCORE = Score in Secondary Examination of West Bengal Board
2. LOCALDUM = 0 for Schools in Rural Areas,
= 1 for Schools in Urban Areas
3. TUITION = Rupees spent per day on private tuition
4. STURATIO = Student-Teacher Ratio
5. LABROOM = 0 if School has no laboratory, = 1 if school has laboratory
6. GENDER = 0 if male, = 1 if female
7. HSTOILET = 1 if student's house has sanitary toilet, = 0 otherwise
8. MOTHERED = Mother's education level
9. MOTH*TUIT = Interaction of mother's education and tuition

We estimate the following model of determinants of students' score in the Madhyamik examination:

SCORE

$$= \beta_0 + \beta_1 \text{STURATIO} + \beta_2 \text{TUITION} + \beta_3 \text{MOTHERED} + \beta_4 \text{LOCALDUM} + \beta_5 \text{GENDER} \\ + \beta_6 \text{MOTHERTUIT} + \beta_7 \text{HSTOILET}$$

The OLS estimate of the model is presented in Table 25.

Table 25

OLS Regressions based on Students Secondary Examination Scores

Dependent	Score	Score	Score	Score
	(1)	(2)	(3)	(4)
CONSTANT	437.03 (26.558)**	439.047 (26.902)**	425.449 (24.179)**	424.581 (24.165)**
STURATIO	-0.589 (-2.712)**	-0.535 (-2.472)*	-0.511 (-2.370)**	-0.576 (-2.630)**
TUITIONDY	2.702 (7.608)**	2.616 (7.404)**	4.337 (4.703)**	4.096 (4.390)**
MOTHERED	6.98 (2.949)**	8.766 (3.614)**	11.539 (4.152)**	9.706 (3.229)**
LOCALDUM	-35.015 (-2.995)**	-30.162 (-2.578)**	-31.032 (-2.659)**	-33.747 (2.867)**
LABROOM	9.799 (3.142)**	9.735 (2.807)**	8.624 (2.782)**	8.455 (2.731)**
GENDER		-23.677 (-2.878)**	-23.393 (-2.855)**	-22.53 (-2.749)**
MOTH*TUIT				17.027 -1.582
R Square	0.324	0.338	0.345	0.349
Adj R Square	0.315	0.328	0.333	0.336
F	37.688 0.00	33.37 0.00	29.41 0.00	26.146 0.00
Durbin Watson	1.466	1.49	1.458	1.457

** indicates significance at 1% and * significance at 5% level.

To interpret the results of the OLS regression model, note that—

1. Expenditure on private tuition (TUITION) has a statistically significant positive impact on SCORES. The statistically significant and strong impact shows that despite introducing free secondary and higher secondary education as far back as 1980, the attempt to provide equal opportunity for academic achievement to all economic categories has not been achieved.

2. School variables such as Student-Teacher Ratio (STUSQR), and presence of Laboratory room (LABROOM) have statistically significant effect on scores. Thus in contrast to some of the results observed in developed countries we observe that high student-teacher ratio has a significant negative impact while the presence of laboratory room and a high proportion of post-graduate teachers have a significant positive impact.

3. Personal and Family Level variables such as Mother's education level (MOTHERED), GENDER and indicators of family wealth level (HSTOILET) also have statistically significant effect. It is remarkable that while mother's and father's education are very highly correlate and cannot both be included, it is the former that has a stronger statistically significant impact.

4. Finally note that school location appears to have a strong effect on results. Students from rural schools obtain—on the average—about 30 marks less than their urban counterparts.

4. Secondary Education Policy: Review and Prospects

The principal objective behind complete funding of all aided schools must have been to make quality secondary education accessible to all—especially disadvantaged students. The same intention may be discerned in recruiting teachers in a centralized manner through the School Services Commission.

However, complete funding of all aided schools has led to tremendous pressure on the state budget leading to almost a complete freeze on teaching posts as well as meagre resources for school infrastructure facilities except for what has been available through programmes like DPEP and Sarva Shiksha Abhijan—which are mainly directed at primary sections. This has hit rural schools, which have been of comparatively recent origin and have relatively more students from less well to do families, the hardest.

In the early years of complete funding, when teacher recruitment was still done by the school—subject to approval by education officials—there used to be widespread allegation of bribes being paid for teaching positions, which became permanent well paid jobs with complete job security. The money often went to the members of school management committees but also sometimes to the school ‘development fund’ to improve school infrastructure.

In principle any candidate could pay a bribe. But it may be expected that local candidates—with residence, local connections and lower travel costs—would have higher private valuations and would be more likely to get these positions either because of better connections or higher bribes, particularly in distant rural areas. Thus rural schools would be likely to hire more teachers—often with lesser ability or qualifications—from neighbouring locations. This would imply a quality difference between rural and urban or metropolitan schools.

Centralized recruitment and teacher allotment through the School Services Commission may be expected to redress this imbalance. However, it is also likely to bring in teachers with few local connections and commuting to the school from longer distances—at least until they set up permanent residence, which many from urban backgrounds are unwilling to do. It is widely alleged that ‘commuting’ teachers have lower commitment and are prone to late arrivals, early departures and frequent absences. It is true that part of the reason may be the well known rural bias against ‘outsiders’. And it would be much easier for the school management committee to carry out action against an unknown outsider than the offspring of a well connected village resident, who has moreover paid a substantial bribe. But unless these factors fully outweigh the greater responsibility as well the absence of external commitments that a local resident would have, centralized recruitment may have its own share of disadvantages.

Further, the shift from the conventional Grant-in-Aid system to complete funding and centralized recruitment with complete job security has left both the teachers bereft of any incentives to improve the performance of their students and the management committees without any substantial power to impose sanctions on truant teachers. Combined with the decline in the school inspection process—with the top district official being paid less than the headmaster of a secondary school and the number of officials now much lower relative to the number of schools—the system has practically degenerated into one where public funds are paid out without any corresponding monitoring of outcomes.

In this era of liberalization, the competition in the job market has become more intense as the decline in public sector recruitment has not immediately been matched by private sector job opportunities. In this scenario, the fully funded but practically unmonitored aided school system with poor infrastructure (and often large class size) leaves the parents—with rising aspirations—in possession of substantial amounts that they would readily pay for improving their child’s educational attainment. Those—in urban or metropolitan areas—who have access to private English medium schools and can afford it—transfer their children to those schools. The rest spent the money mainly on home tutoring.

In addition to inferior physical and human resources in backward areas, as well as the difference in access to private English medium schools, widespread prevalence of home tutoring has introduced an additional dimension of inequality in provision of secondary education.

Given these scenario what could be the possible directions of a school education policy that seeks to improve the quality of schools education along with reducing the inequalities that have become entrenched in the system—all within the restricted budget? Clearly, any set of policies that seek to:

- (1) augment the publicly available funds by taking advantage of the parents’ willingness to pay for quality education of their children;
- (2) allocate these funds in a manner that is more economically equitable and efficient than the present system that involves sharp rural urban disparities and widespread supplementary private tutoring;

- (3) devise appropriate incentives for school officials, managements as well as teachers to improve student performance;
- (4) put more emphasis on the monitoring of performance.

In what follows we propose a scheme that—we believe—may go some way in fulfilling most of the preceding objectives.

The scheme we propose is similar to the three-tier system prevalent in the days of the old Grant-in-Aid system but with a difference. It will consist of Private Unaided, Private Aided and Fully funded Government schools. As always, the **private unaided schools** would be free to charge their own fees, recruit teachers and the only monitoring would be exercised by the Examination Board—ICSE, CBSE, West Bengal Secondary etc.—which recognize the school and to which it is affiliated. The **private aided schools** would be similar to the Grant-in-Aid system in that it would be able to charge a system of regulated fees (according to locality), admit a limited number of students through admission tests, and receive a public grant according a formula that takes account of total enrolment, number of free students admitted, proportion of students in higher classes (a proxy for retention) and performance in the secondary examination. The School Service Commission would recruit the teachers in these schools but the school management committees would be permitted to pay them a regulated individual or group bonus or increment according to student performance.

It is the third component of the system, the fully funded—or what may be called **the Government schools**—that would be substantially different from the previous Grant-in-Aid structure. Unlike the previous Government schools—which were the ones with the best infrastructure and located in metropolitan areas or district headquarters—these would be the schools meant for the truly disadvantaged children in backward urban and rural areas. There would be minimal or zero fees, much like the present fully funded system, but unlike the present system the student: teacher ratio would be kept low by allocating more teachers and funds diverted from the partially aided schools. Teachers in these schools could be provided with residential quarters to avoid ‘commuting’. They could also be provided with special rural allowances, performance incentives and monitored more intensely.

We believe this system—or a variant of it would improve student performance and reduce the inequities inherent in the present system of secondary education, including the widespread dependence on private tutoring.

N.B.—Study was conducted by Sarbajit Sengupta and Srabani Chakraborty (Centre for Studies in Social Science), Kolkata.

UPDATED ON 30-11-2004

**ABSTRACT OF
SELECTED EDUCATIONAL
STATISTICS
2002-03**

(As on 30th September, 2002)

***Source:* Planning Monitoring & Statistics Division
Department of Secondary and Higher Secondary Education
MHRD, Government of India
2004**

INDIA

Educational Profile

Elementary Education

Year	No. of Primary Schools	No. of Upper Primary Schools	No. of teachers (in lakh)		Enrolment** (in lakh)		Enrolment in classes (in lakh)		Total Enrolment 1-VIII (in lakh)
			Primary Schools	Upper Primary Schools	Primary Schools	Upper Primary Schools	1-V	VI-VIII	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1990-91	560935	151456	16.16	10.73	696.47	396.36	973.75	340.26	1314.01
1996-97	603646	180293	17.56	12.00	756.18	443.63	1082.88	381.54	1464.42
1997-98	619222	185961	18.23	12.37	774.21	456.72	1103.27	394.85	1498.12
1999-2000*	641695	198004	19.19	12.98	823.93	493.26	1136.13	420.65	1556.78
2000-01*	638738	206269	18.97	13.27	810.26	498.41	1138.27	428.10	1566.37
2001-02*	664041	219626	19.28	14.68	830.21	504.81	1138.83	448.28	1587.11
2002-03*	651375	245271	19.13	15.82	803.71	541.42	1223.98	468.45	1692.43

Elementary Education

Year	No. of Schools		No. of teachers (in lakh)		Enrolment* (in lakh)		Enrolment in classes (in lakh)		Total Enrolment IX-XII (in lakh)
	Secondary	Hr. Sec./ Inter.	Secondary	Hr. Sec./ Inter.	Secondary	Hr. Sec./ Inter.	IX-X	XI-XII	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1990-91	60594	19209	8.09	5.26	250.64	167.31	143.65	46.92	190.57
1996-97	74339	28902	9.33	6.80	286.11	227.11	169.51	70.37	239.88
1997-98	76663	30477	9.36	7.08	288.95	240.69	177.61	76.29	253.90
1999-2000*	82273	34547	9.71	7.50	287.28	256.07	185.82	96.33	282.14
2000-01*	87675	38372	10.06	7.56	310.06	262.26	189.93	98.51	288.44
2001-02*	91435	42057	10.19	7.59	333.96	269.44	200.54	104.53	305.07
2002-03*	90757	46428	9.96	10.37	301.56	361.51	217.96	114.18	332.14

**Attached pre-primary enrolment is included in Primary, U. Primary, Secondary and Hr. Secondary Schools except in 2002-03.

Higher Education (Degree level & above)

Year	No. of Institutions							Total Enrolment in Higher Education (in lakh)	Number of Teachers (In lakh)
	Universities/ Deemed Universities/ Institutions of National Importance	Research Institutions	Arts, Science & Commerce Colleges	Engg., Tech., & Arch. Colleges	Medical Colleges (Allop/Ayur/ Homoeo Unani/Nurs./ Pharm. etc.)	Teacher Training Colleges	Other		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1986-87	159	47	4135	258	367	442	780	59.83	2.72
1996-97*	228	65	6759	418	655	697	1411	68.43	3.54
1997-98*	229	65	7199	458	769	848	1404	72.60	3.70
1999-2000*	244	71	7782	635	685	804	1959	80.51	3.98
2000-01*	254	77	7926	680	709	834	2657	83.99	4.12
2001-02*	272	79	8737	838	725	846	2004	88.21	4.27
2002-03*	304	81	9166	978	759	873	1982	95.17	4.36

*Provisional

Note: 2002-2003 School data is based on the flash data of 7th All India Educational Survey conducted by NCERT for all the States.

Public Expenditure on Education in India

(In crore)

Year	Govt. Expenditure on Education (Trg. & Rev.) by Education and other Deptts. (Center + State)	Total Govt. Expenditure on all sectors (Rev.)	GDP at current prices (at factor cost) base year 1993-94	% of Expenditure on Education to Expenditure on all sectors	% of Education Expenditure to GDP
(1)	(2)	(3)	(4)	(5)	(6)
1951-52	64.46	814.13	10080	7.92	0.64
1955-56	118.39	1111.26	10332	10.65	1.15
1960-61	239.56	1997.93	16220	11.99	1.48
1965-66	432.61	4404.82	25586	9.82	1.69
1970-71	892.36	8787.12	42222	10.16	2.11
1975-76	1849.47	17958.99	75709	10.30	2.44
1980-81	3884.20	36398.39	130178	10.67	2.98
1985-86	8713.02	67091.41	249547	12.99	3.49
1990-91	19615.85	146711.53	510954	13.37	3.84
1991-92	22393.69	170370.38	589086	13.14	3.80
1992-93	25030.30	190327.45	673221	13.15	3.72
1993-94	28279.69	218535.15	781345	12.94	3.62
1994-95	32606.22	251691.92	917058	12.95	3.56
1995-96	38178.09	286194.55	1073271	13.34	3.56
1996-97	43896.48	329389.92	1243546	13.33	3.53
1997-98	48552.14	380728.45	1390148	12.75	3.49
1998-99	61578.91	439768.11	1598127	14.00	3.85
1999-2000	74816.09	512519.33	1761838	14.60	4.25
2000-2001	82486.43	572160.14	1902998	14.42	4.33
2001-2002	79865.70	619713.14	2090957 P	12.89	3.82
2002-2003	89220.45 (R.E)	700389.87 (R.E.)	2249493 Q	12.74	3.97

Source:

1. National Accounts statistics published by C.S.O.

2. 'Analysis of Budgeted Expenditure on Education' published by D/o Sec. & Higher Education Provisional Estimates, Quick Estimates, Revised Estimates

BUDGETED EXPENDITURE (REVENUE ACCOUNT) ON EDUCATION 2002-2003

Sl. No.	States/UTs	Total Budget (Centre/States) (Rev. Account) (RE)	Expenditure (Rev. Acct.) on Edu. & Trg. by Edu. & other Depts. (RE)	Population as on 01.03.2001 (Census 2001)	Per Capita Expenditure (RE)	% age of Expenditure (RE) on Edn. & Trg. by Edu. & other Depts. to total Budget
1	2	3	4	5	6	7
1.	Andhra Pradesh	27272.46	5396.45	7.62	708.10	19.79
2.	Arunachal Pradesh	1111.77	156.32	0.11	1423.68	14.06
3.	Assam	8888.80	2574.51	2.67	965.84	28.96
4.	Bihar	14025.35	3301.87	8.30	397.82	23.54
5.	Chattisgarh	6325.48	1264.23	2.08	606.82	19.99
6.	Goa	2442.66	310.18	0.13	2301.58	12.70
7.	Gujrat	23361.96	4047.71	5.07	798.82	17.33
8.	Haryana	9868.34	1690.29	2.11	799.40	17.13
9.	Himachal Pradesh	5624.49	950.00	0.61	1563.04	16.89
10.	Jammu & Kashmir	6412.68	994.07	1.01	979.99	15.50
11.	Jharkhand	7737.22	2020.58	2.69	749.87	26.12
12.	Karnataka	20384.81	3772.05	5.29	713.72	18.50
13.	Kerala	13350.00	2843.80	3.18	893.11	21.30
14.	Madhya Pradesh	15691.65	3149.52	6.03	521.89	20.07
15.	Maharashtra	41801.75	10343.47	9.69	1067.67	24.74
16.	Manipur	1555.79	330.59	0.22	1525.71	21.25
17.	Meghalaya	1444.09	266.09	0.23	1147.54	18.43
18.	Mizoram	1181.30	200.53	0.09	2256.78	16.98
19.	Nagaland	1533.00	203.93	0.20	1024.74	13.30
20.	Orissa	10896.31	1982.95	3.68	538.78	18.20
21.	Punjab	15422.46	2309.07	2.44	947.93	14.97
22.	Rajasthan	17570.56	3596.68	5.65	636.50	20.47
23.	Sikkim	1927.61	139.92	0.05	2587.05	7.26
24.	Tamil Nadu	26604.16	5313.29	6.24	851.41	19.97
25.	Tripura	2019.26	508.71	0.32	1590.12	25.19
26.	Uttar Pradesh	36698.91	6932.36	16.62	417.11	18.89
27.	Uttaranchal	4137.37	1026.57	0.85	1209.25	24.81

1	2	3	4	5	6	7
28.	West Bengal	25199.27	5980.33	8.02	745.90	23.73
29.	A&N Islands	751.43	97.36	0.04	2733.79	12.96
30.	Chandigarh	812.19	188.53	0.09	2093.35	23.21
31.	D&N Haveli	327.95	17.93	0.02	812.98	5.47
32.	Daman & Diu	229.22	18.30	0.02	1157.04	7.99
33.	Delhi	4758.79	1258.40	1.39	908.56	26.44
34.	Lakshadweep	215.55	20.97	0.01	3457.43	9.73
35.	Pondicherry	1157.23	181.97	0.10	1867.60	15.72
	States/UTs Total	358741.87	73389.54	102.86	713.48	20.46
	Central*	341648.00	15830.91			
	INDIA (G. TOTAL)	700389.87	89220.45	102.86	867.39	12.74

*Statewise RE not available

RE=Revised Estimates

EXPENDITURE BY LEVEL OF EDUCATION IN INDIA (In crore)

Year	Total Exp. on Education & Trg. (Rev.) by Education and other Departments															Total expt. on all sectors (Rev.)	GDP at current prices (at factor cost) base year 1993-94
	Elementary			Secondary/Higher Secondary			Adult Education			University & Higher Education*			Total				
	Expenditure	Percentage to GDP	Percentage to Total expt. on all sector	Expenditure	Percentage to GDP	Percentage to Total expt. on all sector	Expenditure	Percentage to GDP	Percentage to Total expt. on all sector	Expenditure	Percentage to GDP	Percentage to Total expt. on all sector	Expenditure	Percentage to GDP	Percentage to Total expt. on all sector		
1990-91	9076.28	1.78	6.19	6310.33	1.24	4.30	273.15	0.05	0.19	3956.09	0.77	2.70	19615.85	3.84	13.37	146711.53	510954
1991-92	10367.83	1.76	6.09	7400.56	1.26	4.34	228.52	0.04	0.13	4396.78	0.75	2.58	22393.69	3.80	13.14	170370.38	589086
1992-93	11321.5	1.66	5.95	8574.97	1.27	4.51	210.97	0.03	0.11	4922.9	0.73	2.59	25030.30	3.72	13.15	190327.45	673221
1993-94	13071.14	1.67	5.98	9371.34	1.20	4.29	280.01	0.04	0.13	5557.20	0.71	2.54	28279.69	3.62	12.94	218535.15	781345
1994-95	15133.05	1.65	6.01	10835.33	1.18	4.30	338.31	0.04	0.13	6299.53	0.69	2.50	32606.22	3.56	12.95	251691.92	917058
1995-96	18433.93	1.72	6.44	12530.38	1.17	4.38	259.71	0.02	0.09	6954.07	0.65	2.43	38178.09	3.56	13.34	286194.55	1073271
1996-97	21543.63	1.73	6.54	14164.00	1.14	4.30	205.74	0.02	0.06	7983.11	0.64	2.42	43896.48	3.53	13.33	329389.92	1243547
1997-98	24083.17	1.73	6.49	15663.05	1.13	4.22	209.8	0.02	0.06	8595.67	0.62	2.32	48552.14	3.49	13.09	370838.48	1390148
1998-99	30191.07	1.89	6.87	20100.97	1.26	4.57	189.45	0.01	0.04	11097.42	0.69	2.52	61578.91	3.85	14.00	439768.11	1598127
1999-2000	34068.78	1.93	6.65	25447.89	1.44	4.97	186.53	0.01	0.04	15112.89	0.86	2.95	74816.09	4.25	14.60	5125.19.32	1761838
2000-01	39274.60	2.06	6.86	26057.50	1.37	4.55	226.12	0.01	0.04	16928.21	0.89	2.96	82486.43	4.33	14.42	572160.14	1902998
2001-02	40019.36	1.91	6.46	25163.47	1.20	4.06	359.56	0.02	0.06	14323.32	0.69	2.31	79865.71	3.82	12.89	619713.14	2090957
2002-03 (R)	43403.45	1.93	6.20	28301.35	1.26	4.04	415.77	0.02	0.00	17099.87	0.76	2.44	89220.44	3.97	12.74	700389.87	2249493

*Including expenditure on Physical Education, Technical Education, Language Development etc.

Note: Expenditures on Education by other Departments has been distributed by level, on the basis of expenditure (%) by Education Departments

RE : Revised Estimates

Abstract of selected educational statistics 2002-2003

Sl. No.	States/UTs	INSTITUTIONS					
		University*	Deemed University*	Institutions of National Importance*	Research Institutions	Arts, Science & Commerce Colleges	Engg., Tech. & Arch. Colleges
1	2	3	4	5	6	7	8
1.	Andhra Pradesh	18	5	0	5	1197	222
2.	Arunachal Pradesh	1	0	0	0	8	1
3.	Assam	5	1	1	0	309	3
4.	Bihar	11	1	0	11	743	9
5.	Chattisgarh	9	0	0	0	213	2
6.	Goa	1	0	0	0	24	4
7.	Gujrat	10	2	0	16	422	31
8.	Haryana	4	3	0	0	155	41
9.	Himachal Pradesh	4	1	0	3	69	2
10.	Jammu & Kashmir	5	0	0	0	73	4
11.	Jharkhand	4	2	0	1	132	2
12.	Karnataka	13	6	0	1	923	116
13.	Kerala	7	1	1	1	186	66
14.	Madhya Pradesh	14	3	0	0	513	30
15.	Maharashtra	19	13	1	19	1208	167
16.	Manipur	2	0	0	0	58	1
17.	Meghalaya	1	0	0	0	44	0
18.	Mizoram	1	0	0	0	27	0
19.	Nagaland	1	0	0	0	35	0
20.	Orissa	8	1	0	0	567	19
21.	Punjab	5	2	1	0	209	16
22.	Rajasthan	9	6	0	0	334	7
23.	Sikkim	1	0	0	1	2	1
24.	Tamil Nadu	16	9	2	1	478	96
25.	Tripura	1	0	0	0	14	1
26.	Uttar Pradesh	22	7	1	10	733	69
27.	Uttaranchal	4	2	1	0	47	2
28.	West Bengal	14	1	2	11	354	43
29.	A & N Islands	0	0	0	0	2	0
30.	Chandigarh	1	0	1	0	12	2
31.	D & N Haveli	0	0	0	0	0	0
32.	Daman & Diu	0	0	0	0	1	0
33.	Delhi	5	8	2	1	63	16
34.	Lakshadweep	0	0	0	0	0	0
35.	Pandicherry	1	0	0	0	11	5
	India	217	74	13	81	9166	978

*Source: Association of Indian Universities (AIU) as on January, 2003.

Abstract of selected educational statistics 2002-2003

Sl. No.	States/UTs	INSTITUTIONS						
		Medical Colleges (Allo/Ayur/ Homeo/ Unani/ Nurs./ Pharm. etc.)	Teacher Training Colleges	Others (includes Law, Management, MCA/IT, Agriculture etc.)	Total Higher Education Institutions (col. 7 to 11)	Teacher Training Schools	Polytech. Institutes	Technical/ Industrial/ Arts & Craft Schools*
1	2	9	10	11	12	13	14	15
1.	Andhra Pradesh	30	87	93	1629	25	103	569
2.	Arunachal Pradesh	0	0	0	9	0	1	2
3.	Assam	7	39	21	379	1	8	27
4.	Bihar	23	15	63	853	58	15	41
5.	Chattisgarh	2	1	32	250	4	1	127
6.	Goa	9	2	5	44	1	5	15
7.	Gujrat	41	51	107	652	78	48	233
8.	Haryana	8	21	35	260	37	29	102
9.	Himachal Pradesh	7	4	24	106	12	6	57
10.	Jammu & Kashmir	6	8	34	125	14	12	38
11.	Jharkhand	4	7	14	159	29	6	27
12.	Karnataka	172	68	214	1493	134	183	507
13.	Kerala	40	21	82	395	102	56	535
14.	Madhya Pradesh	28	21	209	801	27	49	157
15.	Maharashtra	116	242	128	1861	286	256	613
16.	Manipur	1	3	1	64	1	1	7
17.	Meghalaya	0	2	0	46	6	1	7
18.	Mizoram	0	2	0	29	2	2	1
19.	Nagaland	0	2	17	54	1	2	3
20.	Orissa	16	16	153	771	67	5	167
21.	Punjab	44	24	51	344	27	19	145
22.	Rajasthan	24	45	96	506	46	25	110
23.	Sikkim	1	1	1	6	1	2	1
24.	Tamil Nadu	97	22	184	877	82	165	672
25.	Tripura	1	1	5	22	2	1	4
26.	Uttar Pradesh	34	121	273	1230	56	95	293
27.	Uttaranchal	1	1	28	79	9	2	50
28.	West Bengal	19	26	46	488	58	40	61
29.	A & N Islands	0	1	1	4	1	2	1
30.	Chandigarh	4	3	3	24	1	1	2
31.	D & N Haveli	0	0	0	0	0	1	1
32.	Daman & Diu	0	1	0	2	1	1	2
33.	Delhi	18	10	56	163	23	25	55
34.	Lakshadweep	0	0	0	0	0	0	1
35.	Pandicherry	6	5	6	33	10	5	14
	India	759	873	1982	13758	1202	1173	4647

*Source: Annual Report of Ministry of Labour.

Abstract of selected educational statistics 2002-2003

Sl. No.	States/UTs	INSTITUTIONS					
		Board of Inter/Hr. Sec./ Secondary Education	Pre-Degree Junior Colleges/ Higher Sec. Schools	High/Post Basic Schools	Middle/ Senior Basic Schools	Primary/ Junior Basic Schools	Pre-Primary/ Pre-Basic Schools
1	2	16	17	18	19	20	21
1.	Andhra Pradesh	2	2861	12371	15054	61167	25
2.	Arunachal Pradesh	0	72	132	360	1337	51
3.	Assam	2	1017	3719	7704	30045	199
4.	Bihar	2	785	3041	9783	40511	1
5.	Chattisgarh	1	1564	1207	6293	23951	548
6.	Goa	1	81	344	75	1037	0
7.	Gujrat	2	2452	4629	30646	7245	2923
8.	Haryana	1	1636	3446	2263	9619	27
9.	Himachal Pradesh	1	819	1320	1902	10868	10
10.	Jammu & Kashmir	1	380	1513	3976	10488	0
11.	Jharkhand	2	331	1161	4270	17059	0
12.	Karnataka	2	1849	7739	23643	26254	5020
13.	Kerala	1	1596	1419	2988	6697	851
14.	Madhya Pradesh	1	3986	4101	27643	54233	1946
15.	Maharashtra	1	4076	13181	25775	40850	48355
16.	Manipur	2	147	540	794	2552	1
17.	Meghalaya	1	128	513	1083	5807	0
18.	Mizoram	1	49	339	848	1253	0
19.	Nagaland	1	52	227	427	1352	1
20.	Orissa	2	993	6398	11515	36677	373
21.	Punjab	1	1921	2230	2546	13340	2
22.	Rajasthan	1	2915	5616	23181	32953	66
23.	Sikkim	0	44	94	129	497	739
24.	Tamil Nadu	2	4065	4356	6544	33394	3183
25.	Tripura	1	240	403	435	2054	0
26.	Uttar Pradesh	1	7036	4441	28936	113546	43
27.	Uttaranchal	1	1068	759	3471	13902	0
28.	West Bengal	2	2912	4785	2003	49851	0
29.	A & N Islands	0	48	45	56	207	24
30.	Chandigarh	0	57	72	7	26	0
31.	D & N Haveli	0	10	14	86	126	0
32.	Daman & Diu	0	6	20	24	50	21
33.	Delhi	3	1171	448	661	2111	52
34.	Lakshadweep	0	5	7	20	4	9
35.	Pandicherry	0	75	130	133	319	242
	India	39	46447	90760	245274	651382	64712

Abstract of selected educational statistics 2002-2003

Sl. No.	States/UTs	ENROLMENT								
		Higher Education			Polytechnic Institutes			Teacher Training Schools		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	22	23	24	25	26	27	28	29	30
1.	Andhra Pradesh	480780	288897	769677	28137	10920	39057	2381	1464	3845
2.	Arunachal Pradesh	4556	2099	6555	476	72	548	0	0	0
3.	Assam	145803	96948	242751	3994	504	4498	70	71	141
4.	Bihar	375856	184493	560349	2533	160	2693	456	318	774
5.	Chattisgarh	96503	54092	150595	180	160	340	360	125	485
6.	Goa	8056	11021	19077	1784	496	2280	5	84	89
7.	Gujrat	298270	239463	537733	30133	6168	36301	5707	6276	11983
8.	Haryana	146758	100508	247266	11871	2322	14193	2213	1225	3438
9.	Himachal Pradesh	51422	38292	89714	1142	315	1457	116	83	199
10.	Jammu & Kashmir	31472	26769	58241	608	286	894	2142	897	3039
11.	Jharkhand	137240	79236	216476	528	138	666	1104	547	1651
12.	Karnataka	328556	215799	544355	41218	11792	53010	3544	3645	7189
13.	Kerala	101226	143720	244946	18450	8047	26497	1278	6023	7301
14.	Madhya Pradesh	297166	175007	472173	12551	4390	16941	1638	735	2373
15.	Maharashtra	738905	503366	1242271	67911	17057	84968	10478	11816	22294
16.	Manipur	20161	15399	35560	351	102	453	12	39	51
17.	Meghalaya	15075	12966	28041	166	39	205	210	168	378
18.	Mizoram	5928	4538	10466	210	171	381	120	87	207
19.	Nagaland	7515	4645	12160	84	41	125	20	60	80
20.	Orissa	221608	119188	340796	315	495	810	3700	3500	7200
21.	Punjab	115031	123694	238725	6517	2632	9149	392	1634	2026
22.	Rajasthan	320489	192315	512804	9390	889	10279	1780	2080	3860
23.	Sikkim	2457	1787	4244	139	24	163	28	49	77
24.	Tamil Nadu	389532	303420	692952	72162	10128	82290	2031	2695	4726
25.	Tripura	12014	8349	20363	277	72	349	119	145	264
26.	Uttar Pradesh	724335	446093	1170428	22621	1364	23985	2448	1501	3949
27.	Uttaranchal	73903	46575	120478	161	92	253	241	150	391
28.	West Bengal	436757	257304	694061	4910	1140	6050	2640	1754	4394
29.	A & N Islands	1222	1174	2396	277	132	409	29	88	117
30.	Chandigarh	14049	18383	32432	758	506	1264	11	27	38
31.	D & N Haveli	0	0	0	539	35	574	0	0	0
32.	Daman & Diu	311	273	584	212	31	243	0	59	59
33.	Delhi	92658	86422	179080	3201	1825	5026	180	150	330
34.	Lakshadweep	0	0	0	0	0	0	0	0	0
35.	Pandicherry	9691	9233	18924	1118	674	1792	160	287	447
	India	5705305	3811468	9516773	344924	83219	428143	45613	47782	93395

Abstract of selected educational statistics 2002-2003

Sl. No.	States/UTs	ENROLMENT								
		Tech. Indus., Arts & Crafts Schools"			Classes XI-XII			Classes IX-X		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	31	32	33	34	35	36	37	38	39
1.	Andhra Pradesh	101482	7695	109177	669517	436054	1105571	817700	645652	1463352
2.	Arunachal Pradesh	250	118	368	8084	5168	13252	14310	10405	24715
3.	Assam	3797	760	4557	112511	80075	192586	260141	237359	497500
4.	Bihar	11636	1332	12968	334860	118194	453054	536279	241577	777856
5.	Chattisgarh	7435	6885	14320	119712	66991	186703	231301	140140	371441
6.	Goa	2549	363	2912	10775	11018	21793	20108	18423	38531
7.	Gujrat	66775	8415	75190	363344	260035	623379	655451	438338	1093789
8.	Haryana	11811	2806	14617	227946	148981	376927	322043	231193	553236
9.	Himachal Pradesh	3350	2063	5413	78487	64200	142687	117448	105527	222975
10.	Jammu & Kashmir	3083	1073	4156	71924	47438	119362	124147	91164	215311
11.	Jharkhand	3400	544	3944	130780	69803	200583	183051	104881	287932
12.	Karnataka	40383	5805	46188	285357	200162	485519	680909	584208	1265117
13.	Kerala	48138	9815	57953	197161	238886	436047	521224	519265	1040489
14.	Madhya Pradesh	15577	5637	21214	320742	173188	493930	732521	389301	1121822
15.	Maharashtra	73239	20460	93699	915929	681564	1597493	1556975	1258423	2815398
16.	Manipur	387	153	540	20021	17805	37826	32278	30643	62921
17.	Meghalaya	547	379	926	15369	14087	29456	21351	22705	44056
18.	Mizoram	88	206	294	5745	5596	11341	10822	11056	21878
19.	Nagaland	203	201	404	4648	3591	8239	11013	10566	21579
20.	Orissa	15750	2990	18740	166136	106535	272671	379177	300095	679272
21.	Punjab	12170	4209	16379	176857	155011	331868	262578	239815	502393
22.	Rajasthan	9290	946	10236	331850	142530	474380	697140	285385	982525
23.	Sikkim	131	9	140	3152	3026	6178	5806	5701	11507
24.	Tamil Nadu	80046	1582	81628	499619	484897	984516	865546	815201	1680747
25.	Tripura	329	71	400	17457	12404	29861	44251	38386	82637
26.	Uttar Pradesh	46142	2330	48472	997978	680068	1678046	2482061	1318991	3801052
27.	Uttaranchal	4507	2149	6656	79266	64648	143914	180059	129783	309842
28.	West Bengal	11352	1064	12416	419986	258811	678797	768211	605942	1374153
29.	A & N Islands	147	57	204	3057	3036	6093	5828	5404	11232
30.	Chandigarh	519	465	984	11224	10607	21831	12826	11381	24207
31.	D & N Haveli	215	13	228	1116	734	1850	2233	1564	3797
32.	Daman & Diu	341	47	388	1200	865	2065	1949	1558	3507
33.	Delhi	9589	1171	10760	120438	110453	230891	187767	163583	351350
34.	Lakshadweep	50	46	96	509	452	961	1320	1235	2555
35.	Pandicherry	1008	672	1680	9141	9554	18695	17871	17190	35061
	India	585716	92531	678247	6731898	4686467	11418365	12763695	9032040	21795735

Abstract of selected educational statistics 2002-2003

Sl. No.	States/UTs	Enrolment								
		Classes VI-VIII			Classes I-V			Pre-Primary		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	40	41	42	43	44	45	46	47	48
1.	Andhra Pradesh	1805755	1561195	3366950	4364178	4251430	8615608	279570	246530	526100
2.	Arunachal Pradesh	31560	26857	58417	93529	78263	171792	19428	14473	33901
3.	Assam	551884	506411	1058295	1620771	1508215	3128986	388294	374731	763025
4.	Bihar	1143570	613328	1756898	5413929	3999717	9413646	101	85	186
5.	Chattisgarh	650179	495966	1146145	1428168	1323405	2751573	163856	137944	301800
6.	Goa	39370	35185	74555	58416	53510	111926	—	—	—
7.	Gujrat	1507636	1094973	2602609	3433573	2901825	6335398	105610	76896	182506
8.	Haryana	611170	488240	1099410	1154838	969346	2124184	1154	876	2030
9.	Himachal Pradesh	231185	208428	439613	376554	344288	720842	11775	8509	20284
10.	Jammu & Kashmir	285779	217136	502915	597470	493469	1090939	22318	12132	34450
11.	Jharkhand	418192	279893	698085	1627236	1292554	2919790	—	—	—
12.	Karnataka	1481007	1306652	2787659	3244476	3041979	6286455	109105	103226	212331
13.	Kerala	891897	813094	1704991	1275926	1220174	2496100	39192	32924	72116
14.	Madhya Pradesh	1855784	1212433	3068217	4140536	3569822	7710358	107538	79580	187118
15.	Maharashtra	3192121	2765087	5957208	5712842	5187191	10900033	1128398	1137722	2266120
16.	Manipur	64218	60692	124910	184559	172240	356799	56300	52386	108686
17.	Meghalaya	50017	54403	104420	193920	197810	391730	85143	90252	175395
18.	Mizoram	26210	25139	51349	69895	64255	134150	—	—	—
19.	Nagaland	30679	28565	59244	88165	79807	167972	55447	49912	105359
20.	Orissa	815766	657479	1473245	2377943	2131750	4509693	17000	14000	31000
21.	Punjab	530196	477190	1007386	1000055	889958	1890013	21411	14119	35530
22.	Rajasthan	1646341	867004	2513345	4310352	3536149	7846501	85061	58163	143224
23.	Sikkim	13611	14472	28083	39337	39721	79058	11755	10528	22283
24.	Tamil Nadu	1828718	1688321	3517039	3352919	3115338	6468257	76700	65274	141974
25.	Tripura	94965	85548	180513	234945	214520	449465	1351	989	2340
26.	Uttar Pradesh	3850652	2702510	6553162	12227344	10484963	22712307	26317	16569	42886
27.	Uttaranchal	279872	243511	523383	596198	559519	1155717	—	—	—
28.	West Bengal	1809940	1588514	3398454	4977016	4797527	9774543	—	—	—
29.	A & N Islands	11545	10290	21835	20603	19022	39625	2975	2224	5699
30.	Chandigarh	21921	19009	40930	35828	29655	65483	6227	5027	11254
31.	D & N Haveli	6889	4192	11081	17649	14827	32476	—	—	—
32.	Daman & Diu	4478	3896	8374	8590	7668	16258	1206	839	2045
33.	Delhi	444895	390013	834908	752471	673037	1425508	26793	25743	52536
34.	Lakshadweep	2712	2155	4867	4033	3320	7353	605	603	1208
35.	Pandicherry	34753	31959	66712	50115	47062	97177	13103	11070	24173
	India	26265467	20579740	46845207	65084379	57313336	122397715	2863733	2643826	5507559

Abstract of selected educational statistics 2002-2003

Sl. No.	States/UTs	Number of Teachers						
		Higher Education Institutions	Higher Secondary Schools/Junior Colleges			High/Post Basic Schools		
		Total	Men	Women	Total	Men	Women	Total
1	2	49	50	51	52	53	54	55
1.	Andhra Pradesh	39551	26999	10272	37271	84315	57834	142149
2.	Arunachal Pradesh	274	1615	370	1985	1448	447	1895
3.	Assam	13357	15590	7036	22626	32422	12428	44850
4.	Bihar	27537	6861	2369	9230	22406	3213	25619
5.	Chattisgarh	4676	15876	8887	24763	5343	2559	7902
6.	Goa	1550	667	796	1463	2080	3803	5883
7.	Gujrat	15025	33515	14184	47699	20764	6003	26767
8.	Haryana	9391	18378	20292	38670	21043	15625	36668
9.	Himachal Pradesh	3281	10675	7079	17754	7788	5454	13242
10.	Jammu & Kashmir	3958	5934	4239	10173	14642	11052	25694
11.	Jharkhand	8217	3771	3564	7335	7492	3258	10750
12.	Karnataka	48073	20949	9774	30723	42915	29133	72048
13.	Kerala	19305	23570	48655	72225	12467	28279	40746
14.	Madhya Pradesh	15663	43340	29245	72585	22345	13931	36276
15.	Maharashtra	53645	72160	29793	101953	102157	52188	154345
16.	Manipur	3973	1723	1381	3104	5540	3635	9175
17.	Meghalaya	3003	1016	1185	2201	2916	2117	5033
18.	Mizoram	467	599	438	1037	1935	654	2589
19.	Nagaland	1000	507	424	931	2576	1592	4168
20.	Orissa	19534	3733	1988	5721	43647	12086	55733
21.	Punjab	10750	17709	24321	42030	11575	17416	28991
22.	Rajasthan	12706	37565	16734	54299	41946	14435	56381
23.	Sikkim	47	847	856	1703	1082	844	1926
24.	Tamil Nadu	47833	52313	82308	134621	18959	38508	57467
25.	Tripura	859	6408	3372	9780	6621	2297	8918
26.	Uttar Pradesh	28801	100129	36371	136500	28766	12475	41241
27.	Uttaranchal	3206	15262	6093	21355	4807	1688	6495
28.	West Bengal	23191	48535	22404	70939	40342	17372	57714
29.	A & N Islands	285	973	932	1905	430	458	888
30.	Chandigarh	5394	507	2501	3008	345	1894	2239
31.	D & N Haveli	—	118	147	265	79	66	145
32.	Daman & Diu	43	76	46	122	162	153	315
33.	Delhi	10724	16161	32493	48654	3369	5992	9361
34.	Lakshadweep	0	119	63	182	209	60	269
35.	Pandicherry	925	1293	1350	2643	970	1202	2172
	India	436246	605493	431962	1037455	615903	380151	996054

Abstract of selected educational statistics 2002-2003

Sl. No.	States/UTs	Number of Teachers					
		Middle/Sr. Basic Schools			Primary/Junior Basic Schools		
		Men	Women	Total	Men	Women	Total
1	2	56	57	58	59	60	61
1.	Andhra Pradesh	63896	44326	108222	104937	75024	179961
2.	Arunachal Pradesh	2080	784	2864	2235	983	3218
3.	Assam	46299	12404	58703	56833	29279	86112
4.	Bihar	42608	13126	55734	63973	14231	78204
5.	Chattisgarh	18648	7306	25954	43468	14880	58348
6.	Goa	149	403	552	476	2047	2523
7.	Gujrat	91522	104866	196388	7996	10212	18208
8.	Haryana	7639	5810	13449	19810	19219	39029
9.	Himachal Pradesh	6822	3078	9900	16231	12787	29018
10.	Jammu & Kashmir	21272	15523	36795	16069	10270	26339
11.	Jharkhand	18174	8127	26301	23899	6294	30193
12.	Karnataka	79366	88085	167451	34958	26046	61004
13.	Kerala	14876	31668	46544	11582	30915	42497
14.	Madhya Pradesh	94113	54220	148333	100650	46116	146766
15.	Maharashtra	107457	82126	189583	65950	57442	123392
16.	Manipur	5224	3610	8834	5064	3181	8245
17.	Meghalaya	3301	2239	5540	7217	7180	14397
18.	Mizoram	4194	1976	6170	2417	2211	4628
19.	Nagaland	3043	1520	4563	4335	2676	7011
20.	Orissa	35845	12832	48677	59130	26630	85760
21.	Punjab	6403	7334	13737	14913	26611	41524
22.	Rajasthan	113153	44131	157284	63912	28802	92714
23.	Sikkim	1012	649	1661	1703	1043	2746
24.	Tamil Nadu	17071	39015	56086	36324	87045	123369
25.	Tripura	4355	1317	5672	7245	1706	8951
26.	Uttar Pradesh	105583	42812	148395	256786	127819	384605
27.	Uttaranchal	10463	4821	15284	16141	20782	36923
28.	West Bengal	8319	2956	11275	113743	37782	151255
29.	A & N Islands	354	369	723	401	387	788
30.	Chandigarh	14	78	92	37	263	300
31.	D & N Haveli	299	313	612	143	82	225
32.	Daman & Diu	85	71	156	92	185	277
33.	Delhi	1911	6384	8295	7408	15203	22611
34.	Lakshadweep	191	126	317	22	14	36
35.	Pandicherry	727	866	1593	745	1009	1754
	India	936468	645271	1581739	1166575	746356	1912931

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Sl. No.	States/UTs	Gross Enrolment Ratio (GER)								
		Classes I-V (6-11 years)			Classes VI-VIII (11-14 years)			Classes I-VIII (6-14 years)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	62	63	64	65	66	67	68	69	70
1.	Andhra Pradesh	95.47	96.41	95.93	65.81	60.27	63.12	84.35	83.04	83.71
2.	Arunachal Pradesh	112.36	99.15	105.93	69.76	61.48	65.69	97.36	85.73	91.68
3.	Assam	88.17	85.43	86.83	52.00	50.39	51.22	74.93	72.72	73.85
4.	Bihar	80.74	65.58	73.52	30.36	18.77	24.98	62.62	49.25	56.31
5.	Chattisgarh	107.30	101.54	104.45	79.18	62.75	71.12	96.57	86.89	91.80
6.	Goa	106.22	102.13	104.22	109.08	101.45	105.34	107.35	101.86	104.67
7.	Gujrat	114.06	108.61	111.50	82.85	68.12	75.94	102.30	93.40	98.12
8.	Haryana	80.78	81.23	80.98	70.28	63.97	67.33	76.81	74.50	75.74
9.	Himachal Pradesh	116.56	116.27	116.42	106.83	101.15	104.06	112.66	110.07	111.41
10.	Jammu & Kashmir	89.92	78.54	84.39	67.02	54.42	60.93	80.97	69.17	75.25
11.	Jharkhand	81.31	67.93	74.79	36.19	26.32	31.46	64.79	53.01	59.09
12.	Karnataka	112.13	109.11	110.65	77.34	71.09	74.28	98.27	94.01	96.18
13.	Kerala	98.48	97.73	98.11	99.27	94.77	97.07	98.80	96.52	97.69
14.	Madhya Pradesh	98.62	91.15	95.02	72.94	53.01	63.50	88.93	77.09	83.26
15.	Maharashtra	107.74	105.27	106.55	89.51	84.22	86.97	100.41	96.85	98.70
16.	Manipur	148.83	144.85	146.88	80.76	80.14	80.46	122.24	119.67	120.98
17.	Meghalaya	113.59	118.85	116.19	50.25	55.97	53.08	90.26	95.67	92.93
18.	Mizoram	131.38	125.91	128.70	78.70	78.23	78.47	111.10	107.49	109.33
19.	Nagaland	66.00	64.39	65.22	34.89	35.32	35.10	53.65	52.91	53.30
20.	Orissa	106.12	99.77	103.02	61.07	51.57	56.43	89.29	81.75	85.61
21.	Punjab	68.55	74.26	71.12	57.84	60.53	59.09	64.42	68.81	66.42
22.	Rajasthan	101.60	92.43	97.25	68.93	40.78	55.67	89.83	73.98	82.33
23.	Sikkim	120.46	122.92	121.68	62.13	68.36	65.19	97.04	101.32	99.16
24.	Tamil Nadu	116.61	114.34	115.50	100.21	97.88	99.08	110.24	107.96	109.13
25.	Tripura	126.98	120.58	123.85	73.51	69.24	71.42	105.00	99.54	102.33
26.	Uttar Pradesh	93.02	89.26	91.25	51.57	41.43	46.84	78.01	72.18	75.27
27.	Uttaranchal	106.95	108.87	107.87	81.53	75.96	78.84	97.26	96.23	96.76
28.	West Bengal	102.60	103.41	102.99	60.28	55.60	58.00	86.42	85.19	85.82
29.	A & N Islands	119.02	113.64	116.38	98.81	91.64	95.30	110.88	104.81	107.90
30.	Chandigarh	73.25	71.85	72.61	74.45	74.95	74.68	73.70	73.03	73.39
31.	D & N Haveli	136.77	117.03	126.99	94.43	62.00	78.83	121.48	97.88	109.91
32.	Daman & Diu	116.46	111.37	114.00	107.74	97.67	102.81	113.32	106.35	109.93
33.	Delhi	90.73	93.10	91.83	88.75	87.87	88.34	89.98	91.11	90.51
34.	Lakshadweep	118.10	103.43	110.99	112.72	97.52	105.44	115.88	101.02	108.71
35.	Pandicherry	117.26	115.03	116.17	122.92	117.52	120.27	119.51	116.02	117.80
	India	97.53	93.07	95.39	65.34	56.22	60.99	85.43	79.33	82.51

Abstract of selected educational statistics 2002-2003

Sl. No.	States/UTs	Drop-out Rates								
		Classes I-V			Classes I-VIII			Classes I-X		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	71	72	73	74	75	76	77	78	79
1.	Andhra Pradesh	41.66	41.76	41.71	58.10	62.00	59.94	67.36	70.78	68.95
2.	Arunachal Pradesh	38.42	37.37	37.94	59.50	56.13	58.01	70.17	73.59	71.66
3.	Assam	62.51	59.63	61.17	67.07	70.85	68.76	74.28	75.65	74.91
4.	Bihar	62.74	61.66	62.31	77.91	80.78	79.01	82.27	85.83	83.60
5.	Chattisgarh	—	—	—	—	—	—	—	—	—
6.	Goa	0.08	5.45	2.69	2.28	9.01	5.54	40.18	39.14	39.68
7.	Gujrat	26.02	23.14	24.77	43.09	48.76	45.48	59.21	67.13	62.82
8.	Haryana	3.45	10.74	6.89	5.70	14.82	9.90	22.31	37.05	29.14
9.	Himachal Pradesh	10.82	14.08	12.42	7.90	11.32	9.56	28.75	31.23	29.95
10.	Jammu & Kashmir	33.06	11.50	24.82	27.53	25.57	26.71	50.29	52.08	51.07
11.	Jharkhand	—	—	—	—	—	—	—	—	—
12.	Karnataka	19.77	17.59	18.74	47.46	49.61	48.46	60.67	63.72	62.14
13.	Kerala	0.00	0.00	0.00	0.00	0.00	0.00	16.78	8.88	12.90
14.	Madhya Pradesh	32.66	29.87	31.43	43.29	51.78	46.94	58.36	70.78	63.79
15.	Maharashtra	14.40	16.80	15.55	29.51	35.98	32.59	48.98	55.42	52.05
16.	Manipur	25.92	25.24	25.60	35.43	30.08	32.93	61.92	59.01	60.54
17.	Meghalaya	58.19	54.81	56.51	73.13	70.21	71.67	81.40	80.45	80.93
18.	Mizoram	56.25	56.52	56.38	60.05	56.39	58.31	77.11	74.11	75.68
19.	Nagaland	49.16	54.49	51.80	53.79	52.93	53.38	77.08	77.90	77.47
20.	Orissa	50.40	40.05	46.13	63.97	58.39	61.73	71.04	72.56	71.74
21.	Punjab	26.37	24.07	25.29	33.71	31.67	32.75	48.81	47.10	48.01
22.	Rajasthan	54.81	59.86	56.93	62.74	72.44	66.60	72.66	81.16	75.77
23.	Sikkim	54.74	49.29	52.06	72.68	66.32	69.66	76.85	73.07	75.12
24.	Tamil Nadu	14.56	16.22	15.37	46.06	39.00	42.85	47.31	46.26	46.80
25.	Tripura	43.28	42.62	42.97	65.17	65.22	65.19	74.24	74.29	74.27
26.	Uttar Pradesh	24.19	22.75	23.55	47.53	42.46	45.57	43.05	51.47	46.31
27.	Uttaranchal	—	—	—	—	—	—	—	—	—
28.	West Bengal	37.39	35.32	36.41	67.26	69.30	68.23	77.08	80.61	78.74
29.	A & N Islands	0.73	4.00	2.31	17.64	19.26	18.42	51.44	51.24	51.35
30.	Chandigarh	32.32	28.05	30.44	0.00	0.00	0.00	23.28	20.29	21.90
31.	D & N Haveli	16.99	33.96	24.82	39.87	58.14	48.00	72.69	71.86	72.34
32.	Daman & Diu	0.00	0.00	0.00	9.57	20.44	14.83	43.81	46.93	45.24
33.	Delhi	6.72	17.64	12.13	19.46	27.75	23.57	44.88	49.59	47.19
34.	Lakshadweep	0.00	6.06	3.03	0.00	8.36	4.48	25.51	22.63	24.13
35.	Pandicherry	0.00	0.00	0.00	0.00	0.00	0.00	22.97	20.32	21.69
	India	35.85	33.72	34.89	52.28	53.45	52.79	60.72	64.97	62.58

*Drop out rates are shown combined with the respective parent State.

Abstract of selected educational statistics 2002-2003

Sl. No.	States/UTs	Drop-out Rates (SC Students)								
		Classes I-V			Classes I-VIII			Classes I-X		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	80	81	82	83	84	85	86	87	88
1.	Andhra Pradesh	45.67	47.63	46.63	64.07	70.07	66.90	74.00	78.93	76.29
2.	Arunachal Pradesh	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3.	Assam	49.80	47.73	48.80	65.98	66.38	66.16	72.71	68.94	71.02
4.	Bihar	56.61	62.64	58.81	82.88	83.88	83.23	88.59	90.97	89.36
5.	Chattisgarh	—	—	—	—	—	—	—	—	—
6.	Goa	37.13	32.81	35.13	53.47	62.63	57.95	78.57	78.98	78.77
7.	Gujrat	28.83	23.71	26.44	39.95	59.11	48.93	70.29	81.21	75.58
8.	Haryana	25.47	25.16	25.32	35.36	48.65	41.58	59.55	66.57	62.77
9.	Himachal Pradesh	18.05	22.01	20.02	27.38	31.50	29.34	44.64	46.92	45.73
10.	Jammu & Kashmir	35.44	11.15	25.72	41.01	36.05	38.77	72.53	68.58	70.89
11.	Jharkhand	—	—	—	—	—	—	—	—	—
12.	Karnataka	15.64	20.81	18.14	56.38	58.77	57.50	65.49	68.19	66.74
13.	Kerala	0.00	0.00	0.00	0.00	0.00	0.00	28.89	18.19	23.67
14.	Madhya Pradesh	35.39	34.52	35.00	45.76	60.25	51.89	70.22	82.66	75.44
15.	Maharashtra	6.81	10.68	8.68	36.85	43.08	39.82	54.68	63.05	58.71
16.	Manipur	46.03	34.58	40.51	42.68	51.12	46.74	54.62	62.88	58.67
17.	Meghalaya	70.15	70.51	70.33	74.97	74.39	74.69	73.91	80.77	77.31
18.	Mizoram	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
19.	Nagaland	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
20.	Orissa	37.87	34.68	36.48	66.55	72.34	69.13	66.23	79.48	72.14
21.	Punjab	32.84	30.60	31.78	54.49	53.19	53.87	62.91	63.88	63.35
22.	Rajasthan	51.20	57.52	53.82	54.79	67.77	59.67	76.95	86.07	79.95
23.	Sikkim	60.05	46.12	53.85	78.66	68.89	74.28	88.14	86.34	87.31
24.	Tamil Nadu	40.00	25.51	33.53	44.01	40.44	42.32	56.66	57.44	57.03
25.	Tripura	36.70	36.02	36.37	62.44	68.01	65.11	74.44	77.06	75.68
26.	Uttar Pradesh	47.88	56.23	51.02	64.34	76.14	68.77	62.13	76.18	67.40
27.	Uttaranchal	—	—	—	—	—	—	—	—	—
28.	West Bengal	50.31	54.74	52.32	63.48	63.65	63.54	83.47	86.91	84.93
29.	A & N Islands	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
30.	Chandigarh	14.31	14.35	14.33	55.36	37.06	47.88	80.74	75.92	78.52
31.	D & N Haveli	33.33	33.90	33.60	42.59	36.17	39.60	27.78	34.09	30.61
32.	Daman & Diu	2.99	-3.45	0.00	0.00	0.00	0.00	0.00	0.00	0.00
33.	Delhi	16.33	15.34	15.85	50.76	44.62	47.93	80.23	73.58	77.45
34.	Lakshadweep	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
35.	Pandicherry	0.00	0.00	0.00	0.00	0.00	0.00	25.46	26.25	25.84
	India	41.13	41.91	41.47	58.24	62.19	59.91	69.74	74.93	71.92

*Drop out rates are shown combined with the respective parent State.

Abstract of selected educational statistics 2002-2003

Sl. No.	States/UTs	Drop-out Rates (SC Students)								
		Classes I-V			Classes I-VIII			Classes I-X		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	89	90	91	92	93	94	95	96	97
1.	Andhra Pradesh	63.29	68.71	65.82	78.59	84.34	81.09	84.70	89.32	86.64
2.	Arunachal Pradesh	43.92	44.99	44.41	67.12	64.28	65.85	72.47	75.06	73.62
3.	Assam	59.49	52.88	56.72	68.49	73.42	70.60	76.52	74.19	75.52
4.	Bihar	66.60	65.39	66.13	82.43	85.57	83.73	89.01	91.24	89.89
5.	Chattisgarh	—	—	—	—	—	—	—	—	—
6.	Goa	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7.	Gujrat	36.13	43.10	39.32	58.26	67.04	62.30	78.45	82.33	80.22
8.	Haryana	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9.	Himachal Pradesh	16.23	21.70	18.95	26.79	37.43	31.90	32.36	50.54	41.10
10.	Jammu & Kashmir	43.48	39.16	41.76	73.79	79.29	76.14	79.59	80.62	79.95
11.	Jharkhand	—	—	—	—	—	—	—	—	—
12.	Karnataka	1.79	10.77	6.13	52.73	56.65	54.53	63.87	64.96	64.36
13.	Kerala	2.20	5.96	4.01	33.63	40.03	36.73	58.16	49.71	54.11
14.	Madhya Pradesh	51.90	50.51	51.30	65.56	70.16	67.47	78.56	87.42	82.15
15.	Maharashtra	28.79	40.23	34.21	61.03	66.43	63.54	71.90	82.12	76.66
16.	Manipur	37.57	52.74	45.23	62.70	61.56	62.18	78.54	78.54	78.54
17.	Meghalaya	61.42	59.29	60.36	81.11	80.30	80.71	87.05	86.74	86.90
18.	Mizoram	55.90	54.90	55.43	59.89	56.34	58.20	76.89	73.37	75.23
19.	Nagaland	37.38	37.01	37.21	42.81	44.19	43.47	67.72	67.91	67.81
20.	Orissa	58.03	53.50	56.28	77.45	79.12	78.12	84.38	85.84	84.97
21.	Punjab	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
22.	Rajasthan	50.61	59.87	54.31	52.58	73.17	60.27	78.44	87.24	81.17
23.	Sikkim	48.52	38.69	43.84	73.20	64.03	68.89	87.21	85.32	86.34
24.	Tamil Nadu	27.24	21.01	24.41	56.98	54.36	55.80	74.43	77.48	75.79
25.	Tripura	58.08	61.31	59.60	78.45	80.33	79.31	85.31	87.22	86.17
26.	Uttar Pradesh	31.19	30.02	30.69	36.97	36.45	36.75	47.38	69.01	56.36
27.	Uttaranchal	—	—	—	—	—	—	—	—	—
28.	West Bengal	53.70	59.26	55.54	60.73	42.42	55.81	61.76	75.86	67.16
29.	A & N Islands	19.34	15.34	17.56	35.55	26.59	31.42	62.92	54.72	59.40
30.	Chandigarh	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
31.	D & N Haveli	23.21	41.31	31.52	47.96	67.99	56.86	78.55	81.69	79.86
32.	Daman & Diu	6.13	1.41	4.01	28.83	48.94	38.94	64.83	71.43	67.57
33.	Delhi	68.75	71.43	70.04	72.30	72.55	72.42	76.67	74.51	75.89
34.	Lakshadweep	0.00	0.00	0.00	0.00	0.00	0.00	29.92	20.34	25.47
35.	Pandicherry	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	India	50.82	52.10	51.37	66.86	71.17	68.67	78.35	82.97	80.29

*Drop out rates are shown combined with the respective parent State.

Abstract of selected educational statistics 2002-2003

Sl. No.	States/UTS	No. of girls enrolment per 100 boys enrolment in Classes				% of trained teachers			
		I-V	VI-VIII	I-VIII	IX-XII	Hr. Sec. Schools/ Inter-Colleges	High/ Post Basic Schools	Middle/ Sr. Basic Schools	Primary/ Jr. Basic Schools
1.	Andhra Pradesh	97	86	94	73	95	91	88	94
2.	Arunachal Pradesh	84	85	84	70	64	47	33	28
3.	Assam	93	92	93	85	30	30	36	73
4.	Bihar	74	54	70	41	95	99	95	95
5.	Chattisgarh	93	76	88	59	68	62	68	61
6.	Goa	92	89	91	95	81	97	98	94
7.	Gujrat	85	73	81	69	99	99	94	98
8.	Haryana	84	80	83	69	97	95	92	89
9.	Himachal Pradesh	91	90	91	87	99	98	99	87
10.	Jammu & Kashmir	83	76	80	71	75	75	69	61
11.	Jharkhand	79	67	77	56	95	95	95	95
12.	Karnataka	94	88	92	81	100	100	100	100
13.	Kerala	96	91	94	106	59	99	96	98
14.	Madhya Pradesh	86	65	80	53	75	68	67	65
15.	Maharashtra	91	87	89	78	99	98	96	96
16.	Manipur	93	95	94	93	47	28	19	22
17.	Meghalaya	102	109	103	100	98	36	36	45
18.	Mizoram	92	96	93	101	38	64	80	82
19.	Nagaland	91	93	91	90	24	44	42	37
20.	Orissa	90	81	87	75	100	100	99	99
21.	Punjab	89	90	89	90	99	99	98	95
22.	Rajasthan	82	53	74	42	95	89	91	86
23.	Sikkim	101	106	102	97	51	44	42	50
24.	Tamil Nadu	93	92	93	95	100	100	100	100
25.	Tripura	91	90	91	82	34	25	20	28
26.	Uttar Pradesh	86	70	82	57	97	97	95	98
27.	Uttaranchal	94	87	92	75	100	100	100	100
28.	West Bengal	96	88	94	73	86	86	81	67
29.	A & N Islands	92	89	91	95	99	99	96	93
30.	Chandigarh	83	87	84	91	100	100	100	100
31.	D & N Haveli	84	61	78	69	93	96	97	96
32.	Daman & Diu	89	87	88	77	100	95	100	100
33.	Delhi	89	88	89	89	100	100	100	100
34.	Lakshadweep	82	79	81	92	100	100	100	100
35.	Pandicherry	94	92	93	99	96	94	92	96
	India	88	78	85	70	90	89	87	86

Abstract of selected educational statistics 2002-2003

Sl. No.	States/UTs	No. of female teachers per 100 male teachers				Pupil Teacher Ratio (PTR)				
		Hr. Sec. Schools/ Inter-Colleges	High/ Post Basic Schools	Middle/ Sr. Basic Schools	Primary/ Jr. Basic Schools	Higher Education Institutions	Hr. Sec. Schools/ Inter-Colleges	High/ Post Basic Schools	Middle/ Sr. Basic Schools	Primary Jr. Basic Schools
1	2	106	107	108	109	110	111	112	113	114
1.	Andhra Pradesh	38	69	69	71	19	32	29	37	33
2.	Arunachal Pradesh	23	31	38	44	24	29	27	16	27
3.	Assam	45	38	27	52	18	21	18	38	30
4.	Bihar	35	14	31	22	20	30	48	26	83
5.	Chattisgarh	56	48	39	34	32	32	29	15	43
6.	Goa	119	183	270	430	12	23	25	18	21
7.	Gujrat	42	29	115	128	36	36	30	57	31
8.	Haryana	110	74	76	97	26	30	28	37	41
9.	Himachal Pradesh	66	70	45	79	27	24	24	28	22
10.	Jammu & Kashmir	71	75	73	64	15	25	19	28	19
11.	Jharkhand	95	43	45	26	26	32	42	37	59
12.	Karnataka	47	68	111	75	11	35	27	17	26
13.	Kerala	206	227	213	267	13	30	27	17	28
14.	Madhya Pradesh	67	62	58	46	30	28	25	11	36
15.	Maharashtra	41	51	76	87	23	39	34	13	36
16.	Manipur	80	66	69	63	9	20	19	38	21
17.	Meghalaya	117	73	68	99	9	23	18	18	22
18.	Mizoram	73	34	47	91	22	22	13	31	19
19.	Nagaland	84	62	50	62	12	27	20	15	12
20.	Orissa	53	28	36	45	17	21	23	40	40
21.	Punjab	137	150	115	178	22	27	25	20	38
22.	Rajasthan	45	34	39	45	40	29	28	35	41
23.	Sikkim	101	78	64	61	90	19	18	19	12
24.	Tamil Nadu	157	203	229	240	14	33	30	50	34
25.	Tripura	53	35	30	24	24	23	23	17	23
26.	Uttar Pradesh	36	43	41	50	41	50	40	24	55
27.	Uttaranchal	40	35	46	129	38	29	22	44	29
28.	West Bengal	46	43	36	33	30	50	55	31	53
29.	A & N Islands	96	107	104	97	8	19	18	27	17
30.	Chandigarh	493	549	557	711	6	26	27	21	34
31.	D & N Haveli	125	84	105	57	—	32	34	23	40
32.	Daman & Diu	61	94	84	201	14	34	33	34	39
33.	Delhi	201	178	334	205	17	29	30	27	40
34.	Lakshadweep	53	29	66	64	—	19	19	21	20
35.	Pandicherry	104	124	119	135	20	32	27	23	21
	India	71	62	69	64	22	35	30	34	42

Abstract of selected educational statistics 2002-2003

Sl. No.	States/UTs	PROJECTED POPULATION (in 000's) as on 1st March, 2002								
		6-11 years			11-14 years			14-18 years		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	115	116	117	118	119	120	121	122	123
1.	Andhra Pradesh	4571	4410	8981	2744	2590	5334	3335	3068	6403
2.	Arunachal Pradesh	83	79	162	45	44	89	51	48	100
3.	Assam	1838	1765	3604	1061	1005	2066	1214	1113	2327
4.	Bihar	6705	6099	12804	3767	3267	7034	3917	3160	7077
5.	Chattisgarh	1331	1303	2634	821	790	1612	930	863	1793
6.	Goa	55	52	107	36	35	71	49	47	96
7.	Gujrat	3010	2672	5682	1820	1607	3427	2273	1998	4272
8.	Haryana	1430	1193	2623	870	763	1633	1073	884	1957
9.	Himachal Pradesh	323	296	619	216	206	422	273	257	530
10.	Jammu & Kashmir	664	628	1293	426	399	825	517	486	1003
11.	Jharkhand	2001	1903	3904	1156	1063	2219	1261	1098	2358
12.	Karnataka	2893	2788	5881	1915	1838	3753	2400	2213	4613
13.	Kerala	1296	1249	2544	898	858	1756	1198	1174	2372
14.	Madhya Pradesh	4198	3916	8115	2544	2287	4832	2875	2404	5279
15.	Maharashtra	5303	4928	10230	3566	3283	6849	4466	3848	8314
16.	Manipur	124	119	243	80	76	155	99	97	196
17.	Meghalaya	171	166	337	100	97	197	115	111	225
18.	Mizoram	53	51	104	33	32	65	41	40	82
19.	Nagaland	134	124	258	88	81	169	115	105	220
20.	Orissa	2241	2137	4378	1336	1275	2611	1544	1518	3061
21.	Punjab	1459	1198	2657	917	788	1705	1153	979	2132
22.	Rajasthan	4243	3826	8068	2388	2126	4515	2682	2293	4974
23.	Sikkim	33	32	65	22	21	43	28	26	54
24.	Tamil Nadu	2875	2725	5600	1825	1725	3550	2470	2363	4832
25.	Tripura	185	178	363	129	124	253	157	148	305
26.	Uttar Pradesh	13144	11747	24891	7466	6523	13990	8250	6751	15001
27.	Uttaranchal	557	514	1071	343	321	664	420	386	806
28.	West Bengal	4851	4639	9491	3002	2657	5859	3553	3207	6760
29.	A & N Islands	17	17	34	12	11	23	16	14	31
30.	Chandigarh	49	41	90	29	25	55	41	31	72
31.	D & N Haveli	13	13	26	7	7	14	9	7	16
32.	Daman & Diu	7	7	14	4	4	8	7	5	12
33.	Delhi	829	723	1552	501	444	945	647	524	1171
34.	Lakshadweep	3	3	7	2	2	5	3	3	6
35.	Pandicherry	43	41	84	28	27	55	39	37	76
	India	66735	61582	128317	40200	36603	76803	47220	41308	88527

*Source: Estimated Population for India and States on the basis of 2001 Census.

Abstract of selected educational statistics 2002-2003

Sl. No.	States/UTs	Scheduled Caste (SC) population, its percentage to total population and literacy rate								
		Scheduled Caste Population			%age SC Population to Total			Literacy Rate (SC) Population		
		Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
1	2	124	125	126	127	128	129	130	131	132
1.	Andhra Pradesh	6228011	6111485	12339496	16.17	16.22	16.19	63.51	43.35	53.52
2.	Arunachal Pradesh	3590	2598	6188	0.62	0.50	0.56	76.31	54.99	67.64
3.	Assam	943674	882275	1825949	6.85	6.85	6.85	75.74	57.14	66.78
4.	Bihar	6784676	6263932	13048608	15.69	15.76	15.72	40.23	15.58	28.47
5.	Chattisgarh	1213194	1205528	2418722	11.58	11.64	11.61	78.70	49.22	63.96
6.	Goa	12047	11744	23791	1.75	1.78	1.77	81.56	62.05	71.92
7.	Gujrat	1866283	1726432	3592715	7.07	7.11	7.09	82.56	57.58	70.50
8.	Haryana	2188585	1902525	4091110	19.26	19.45	19.35	66.93	42.26	55.45
9.	Himachal Pradesh	763333	738837	1502170	24.72	24.71	24.72	80.01	60.35	70.31
10.	Jammu & Kashmir	403256	366899	770155	7.52	7.67	7.59	69.57	47.46	59.03
11.	Jharkhand	1640583	1548737	3189320	11.82	11.86	11.84	51.59	22.55	37.56
12.	Karnataka	4339745	4224185	8563930	16.13	16.28	16.20	63.75	41.72	52.87
13.	Kerala	1525114	1598827	3123941	9.86	9.77	9.81	88.07	77.56	82.66
14.	Madhya Pradesh	4804881	4350296	9155177	15.28	15.05	15.17	72.33	43.28	58.57
15.	Maharashtra	5063062	4818594	9881656	10.05	10.37	10.20	83.29	59.98	71.90
16.	Manipur	29934	30103	60037	2.73	2.81	2.77	81.78	62.97	72.32
17.	Meghalaya	5920	5219	11139	0.50	0.46	0.48	65.86	45.21	56.27
18.	Mizoram	212	60	272	0.05	0.01	0.03	88.44	92.16	89.20
19.	Nagaland	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
20.	Orissa	3073278	3008785	6082063	16.47	16.58	16.53	70.47	40.33	55.53
21.	Punjab	3714350	3314373	7028723	28.60	29.14	28.85	63.38	48.25	56.22
22.	Rajasthan	5067679	4626783	9694462	17.23	17.08	17.16	68.99	33.87	52.24
23.	Sikkim	13807	13358	27165	4.79	5.29	5.02	70.15	55.71	63.04
24.	Tamil Nadu	5932925	5924579	11857504	18.89	19.11	19.00	73.41	53.01	63.19
25.	Tripura	283186	272538	555724	17.24	17.50	17.37	81.85	67.24	74.68
26.	Uttar Pradesh	18502838	16645539	35148377	21.13	21.17	21.15	60.34	30.50	46.27
27.	Uttaranchal	780772	736414	1517186	18.05	17.69	17.87	77.26	48.74	63.40
28.	West Bengal	9469659	8982896	18452555	22.84	23.21	23.02	70.54	46.90	59.04
29.	A & N Islands	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
30.	Chandigarh	86187	71410	157597	17.00	18.14	17.50	76.20	57.22	67.66
31.	D & N Haveli	2159	1945	4104	1.77	1.97	1.86	88.37	67.05	78.25
32.	Daman & Diu	2498	2340	4838	2.70	3.56	3.06	94.03	75.82	85.13
33.	Delhi	1265182	1078073	2343255	16.63	17.27	16.92	80.77	59.07	70.85
34.	Lakshadweep	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
35.	Pandicherry	78140	79631	157771	16.05	16.34	16.19	78.41	60.05	69.12
	India	86088760	80546940	166635700	16.18	16.22	16.20	66.64	41.90	54.69

*Note: Excluding Mao-Maram, Paomata and Purul sub-divisions of Senapati district of Manipur.

Abstract of selected educational statistics 2002-2003

Sl. No.	States/UTs	Scheduled Tribe (ST) population, its percentage to total population and literacy rate (Census 2001)								
		Scheduled Tribe Population			%age ST Population to Total Population			Literacy Rate (ST)		
		Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
1	2	133	134	135	136	137	138	139	140	141
1.	Andhra Pradesh	2548295	2475809	5024104	6.61	6.57	6.59	47.66	26.11	37.04
2.	Arunachal Pradesh	352017	353141	705158	60.70	68.17	64.22	58.77	40.56	49.62
3.	Assam	1678117	1630453	3308570	12.18	12.66	12.41	72.34	52.44	62.52
4.	Bihar	393114	365237	758351	0.91	0.92	0.91	39.76	15.54	28.17
5.	Chattisgarh	3287334	3329262	6616596	31.39	32.14	31.76	65.04	39.35	52.09
6.	Goa	299	267	566	0.04	0.04	0.04	63.49	47.32	55.88
7.	Gujrat	3790117	3691043	7481160	14.36	15.20	14.76	59.18	36.02	47.74
8.	Haryana	0	0	0	0.00	0.00	0.00	—	—	—
9.	Himachal Pradesh	122549	122038	244587	3.97	4.08	4.02	77.71	53.32	65.50
10.	Jammu & Kashmir	578949	527030	1105979	10.80	11.02	10.90	48.16	25.51	37.46
11.	Jharkhand	3565960	3521108	7087068	25.68	26.96	26.30	53.98	27.21	40.67
12.	Karnataka	1756238	1707748	3463986	6.53	6.58	6.55	59.66	36.57	48.27
13.	Kerala	180169	184020	364189	1.16	1.12	1.14	70.78	58.11	64.35
14.	Madhya Pradesh	6195240	6038234	12233474	19.70	20.89	20.27	53.55	28.44	41.16
15.	Maharashtra	4347754	4229522	8577276	8.63	9.10	8.85	67.02	43.08	55.21
16.	Manipur	374319	366822	741141	34.16	34.25	34.20	73.16	58.42	65.85
17.	Meghalaya	996567	996295	1992862	84.74	87.19	85.94	63.49	59.20	61.34
18.	Mizoram	422963	416347	839310	92.13	96.95	94.46	91.71	86.95	89.34
19.	Nagaland	913203	860823	1774026	87.21	91.30	89.15	70.26	61.35	65.95
20.	Orissa	4066783	4078298	8145081	21.79	22.48	22.13	51.48	23.37	37.37
21.	Punjab	0	0	0	0.00	0.00	0.00	—	—	—
22.	Rajasthan	3650982	3446724	7097706	12.41	12.72	12.56	62.10	26.16	44.66
23.	Sikkim	56940	54465	111405	19.74	21.58	20.60	73.81	60.16	67.14
24.	Tamil Nadu	328917	322404	651321	1.05	1.04	1.04	50.15	32.78	41.53
25.	Tripura	504320	489106	993426	30.71	31.41	31.05	67.97	44.60	56.48
26.	Uttar Pradesh	55834	52129	107963	0.06	0.07	0.06	48.45	20.70	35.13
27.	Uttaranchal	131334	124795	256129	3.04	3.00	3.02	76.39	49.37	63.23
28.	West Bengal	2223924	2182870	4406794	5.36	5.64	5.50	57.38	29.15	43.40
29.	A & N Islands	15127	14342	29469	7.84	8.79	8.27	73.61	59.58	66.79
30.	Chandigarh	0	0	0	0.00	0.00	0.00	—	—	—
31.	D & N Haveli	67663	69562	137225	55.61	70.39	62.24	55.97	26.99	41.24
32.	Daman & Diu	7190	6807	13997	7.77	10.36	8.85	74.23	51.93	63.42
33.	Delhi	0	0	0	0.00	0.00	0.00	—	—	—
34.	Lakshadweep	28611	28710	57321	91.91	97.26	94.51	92.16	80.18	86.14
35.	Pandicherry	0	0	0	0.00	0.00	0.00	—	—	—
	India	42640829	41685411	84326240	8.01	8.40	8.20	59.17	34.76	47.10

Abstract of selected educational statistics 2002-2003

Sl. No.	States/UTs	Population				Dandity (Per sq km.) of Total Pop.	Sex Ratio		
		Number of Districts (Revenue)	Male	Female	Total		Females per 1000 Males		
						1981	1991	2001	
1	2	142	143	144	145	146	147	148	149
1.	Andhra Pradesh	23	38527413	37682594	76210007	275	975	972	978
2.	Arunachal Pradesh	13	579941	518027	1097968	13	862	859	893
3.	Assam	23	13777037	12878491	26655528	340	910	923	935
4.	Bihar	37	43243795	39754714	82998509	880	948	907	919
5.	Chattisgarh	16	10474218	10359585	20833803	154	996	985	989
6.	Goa	2	687248	660420	1347668	363	975	967	961
7.	Gujrat	25	26385577	24285440	50671017	258	942	934	920
8.	Haryana	19	11363953	9780611	21144564	477	870	865	861
9.	Himachal Pradesh	12	3087940	2989960	6077900	109	973	976	968
10.	Jammu & Kashmir	14	5360926	4782774	10143700	99	892	896	892
11.	Jharkhand	22	13885037	13060792	26945829	338	940	922	941
12.	Karnataka	27	26898918	25951644	52850562	275	963	960	965
13.	Kerala	14	15468614	16372760	31841374	819	1032	1036	1058
14.	Madhya Pradesh	45	31443652	28904371	60348023	196	921	912	919
15.	Maharashtra	35	50400596	46478031	96878627	314	937	934	922
16.	Manipur	9	1095634	1071154	2166788	107	971	958	978
17.	Meghalaya	7	1176087	1142735	2318822	103	954	955	972
18.	Mizoram	8	459109	429464	888573	42	919	921	935
19.	Nagaland	8	1047141	942895	1990036	120	863	886	900
20.	Orissa	30	18660570	18144090	36804660	236	981	971	972
21.	Punjab	17	12985045	11373954	24358999	482	879	882	876
22.	Rajasthan	32	29420011	27087177	56507188	165	919	910	921
23.	Sikkim	4	288484	252367	540851	76	835	878	875
24.	Tamil Nadu	29	31400909	31004770	62405679	478	977	974	987
25.	Tripura	4	1642225	1556978	3199203	304	946	945	948
26.	Uttar Pradesh	70	87565369	78632552	166197921	689	882	876	898
27.	Uttaranchal	13	4325924	4163425	8489349	159	936	936	962
28.	West Bengal	21	41465985	38710212	80176197	904	911	917	934
29.	A & N Islands	2	192972	163180	356152	43	760	818	846
30.	Chandigarh	1	506938	393697	900635	7903	769	790	777
31.	D & N Haveli	1	121666	98824	220490	449	974	952	812
32.	Daman & Diu	2	92512	65692	158204	1411	1062	959	710
33.	Delhi	9	7607234	6243273	13850507	9294	808	827	821
34.	Lakshadweep	1	31131	29519	60650	1894	975	943	948
35.	Pandicherry	4	486961	487384	974345	1979	985	979	1001
	India	599	532156772	496453566	1028610328	324	934	927	933

Abstract of selected educational statistics 2002-2003

Sl. No.	State/UTs	Literacy Rate (1991 Census) (in %)		GAP (col. 3-4)	Literacy Rate (2001 Census) (in %)		GAP (Col. 6-7)	Decadal changes in Literacy Rates	
		Males	Females		Males	Females		Males	Females
1	2	150	151	152	153	154	155	156	157
1.	Andhra Pradesh	55.13	32.72	22.41	70.32	50.43	19.89	15.19	17.71
2.	Arunachal Pradesh	51.45	29.69	21.76	63.83	43.53	20.31	12.38	13.84
3.	Assam	61.87	43.03	18.84	71.28	54.61	16.67	9.41	11.58
4.	Bihar	51.37	21.99	29.38	59.68	33.12	26.56	8.31	11.13
5.	Chattisgarh	58.07	27.52	30.55	77.38	51.85	21.53	19.31	24.33
6.	Goa	83.64	67.09	16.55	88.42	75.37	13.05	4.78	8.28
7.	Gujrat	73.39	48.92	24.47	79.66	57.80	21.87	6.27	8.88
8.	Haryana	69.10	40.47	28.63	78.49	55.73	22.76	9.39	15.26
9.	Himachal Pradesh	75.41	52.26	23.15	85.35	67.42	17.93	9.94	15.16
10.	Jammu & Kashmir	N.A.	N.A.	N.A.	66.60	43.00	23.60	N.A.	N.A.
11.	Jharkhand	55.80	25.52	30.28	67.30	38.87	28.43	11.50	13.35
12.	Karnataka	67.26	44.34	22.92	76.10	56.87	19.23	8.84	12.53
13.	Kerala	93.62	86.17	7.45	94.24	87.72	6.52	0.62	1.55
14.	Madhya Pradesh	58.54	29.35	29.19	76.06	50.29	25.77	17.52	20.94
15.	Maharashtra	76.56	52.32	24.24	85.97	67.03	18.94	9.41	14.71
16.	Manipur	71.63	47.60	24.03	80.33	60.53	19.80	8.70	12.93
17.	Meghalaya	53.12	44.85	8.27	65.43	59.61	5.82	12.31	14.76
18.	Mizoram	85.61	78.60	7.01	90.72	86.75	3.97	5.11	8.15
19.	Nagaland	67.62	54.75	12.87	71.16	61.46	9.71	3.54	6.71
20.	Orissa	63.09	34.68	28.41	75.35	50.51	24.83	12.26	15.83
21.	Punjab	65.66	50.41	15.25	75.23	63.36	11.87	9.57	12.95
22.	Rajasthan	54.99	20.44	34.55	75.70	43.85	31.85	20.71	23.41
23.	Sikkim	65.70	46.76	18.94	76.04	60.40	15.63	10.34	13.64
24.	Tamil Nadu	73.75	51.33	22.42	82.42	64.43	17.99	8.67	13.10
25.	Tripura	70.58	49.65	20.93	81.02	64.91	16.12	10.44	15.26
26.	Uttar Pradesh	54.82	24.37	30.45	68.82	42.22	26.60	14.00	17.85
27.	Uttaranchal	72.79	41.63	31.16	83.28	59.63	23.65	10.49	18.00
28.	West Bengal	67.81	46.56	21.25	77.02	59.61	17.41	9.21	13.05
29.	A & N Islands	78.99	65.46	13.53	86.33	75.24	11.09	7.34	9.78
30.	Chandigarh	82.04	32.34	49.70	86.14	76.47	9.67	4.10	44.13
31.	D & N Haveli	53.56	26.98	26.58	71.18	40.23	30.95	17.62	13.25
32.	Daman & Diu	82.66	59.40	23.26	86.76	65.61	21.15	4.10	6.21
33.	Delhi	82.01	66.99	15.02	87.33	74.71	12.63	5.32	7.72
34.	Lakshadweep	90.18	72.89	17.29	92.53	80.47	12.06	2.35	7.58
35.	Pandicherry	83.68	65.63	18.05	88.62	73.90	14.72	4.94	8.27
	India	64.13	39.28	24.85	75.26	53.67	21.59	11.13	14.39

Abstract of selected educational statistics 2002-2003

Sl. No.	States/UTs	Literacy Rates of Major Religions 2001								
		Hindus			Muslims			Christians		
		Person	Male	Female	Person	Male	Female	Person	Male	Female
1	2	158	159	160	161	162	163	164	165	166
1.	Andhra Pradesh	59.42	69.48	49.18	68.00	76.55	59.11	75.29	81.02	69.81
2.	Arunachal Pradesh	64.55	73.26	52.37	57.74	64.97	44.86	46.97	56.27	37.81
3.	Assam	69.97	78.16	61.13	48.43	56.05	40.23	56.41	64.53	47.98
4.	Bihar	47.94	61.15	33.39	41.99	51.84	31.49	71.07	75.65	66.42
5.	Chattisgarh	63.86	76.85	50.79	82.48	90.46	74.00	75.29	82.63	68.16
6.	Goa	81.89	88.91	74.23	75.35	79.88	70.04	83.80	89.38	78.84
7.	Gujrat	68.31	79.09	56.65	73.47	82.86	63.50	77.65	84.13	71.16
8.	Haryana	69.36	79.95	57.14	39.97	55.85	21.55	85.34	88.58	81.80
9.	Himachal Pradesh	76.79	85.76	67.69	57.54	66.10	46.61	82.80	85.46	79.51
10.	Jammu & Kashmir	71.21	81.17	59.05	47.31	58.66	34.94	74.81	82.72	60.88
11.	Jharkhand	54.61	68.77	39.24	55.58	67.59	42.65	67.92	76.22	59.83
12.	Karnataka	65.62	75.61	55.31	70.07	76.85	62.98	87.38	90.90	83.99
13.	Kerala	90.17	93.84	86.75	89.37	93.66	85.49	94.80	96.14	93.52
14.	Madhya Pradesh	62.85	75.51	49.00	70.31	79.77	60.10	85.76	90.08	81.43
15.	Maharashtra	76.24	85.78	65.92	78.12	84.54	70.80	91.05	94.64	87.44
16.	Manipur	75.27	85.63	64.68	58.55	75.02	41.63	65.94	73.26	58.48
17.	Meghalaya	69.30	76.57	60.27	42.69	49.17	35.22	65.27	67.24	63.32
18.	Mizoram	79.28	78.69	81.20	74.70	78.54	57.40	93.12	94.87	91.36
19.	Nagaland	74.93	79.97	65.64	48.23	56.46	33.28	66.22	70.54	61.61
20.	Orissa	63.29	75.62	50.64	71.30	79.76	62.34	54.91	66.05	44.15
21.	Punjab	74.64	80.06	68.27	51.17	57.25	43.36	54.60	61.43	46.99
22.	Rajasthan	60.17	75.78	43.25	56.64	71.37	40.79	83.01	88.30	77.67
23.	Sikkim	69.38	76.82	60.46	57.81	60.05	52.04	72.43	79.45	65.17
24.	Tamil Nadu	71.98	81.43	62.43	82.86	89.73	76.19	85.81	90.17	81.61
25.	Tripura	75.26	82.81	67.28	60.86	69.73	51.43	67.87	77.73	57.33
26.	Uttar Pradesh	57.98	71.24	43.08	47.79	57.29	37.38	72.85	78.14	67.36
27.	Uttaranchal	74.15	86.48	81.70	51.11	60.44	40.32	87.94	90.52	85.25
28.	West Bengal	72.44	81.12	63.09	57.47	64.61	49.75	69.72	77.20	62.30
29.	A & N Islands	81.74	87.13	75.10	89.80	92.34	86.79	77.04	81.87	71.63
30.	Chandigarh	80.49	85.18	74.18	64.08	68.76	56.29	88.47	91.65	85.06
31.	D & N Haveli	56.49	70.40	38.68	80.43	85.36	72.89	64.55	76.60	50.83
32.	Daman & Diu	77.69	86.60	64.35	80.33	86.48	72.44	88.23	93.52	82.66
33.	Delhi	82.82	88.83	75.40	66.63	72.31	59.08	93.95	96.38	91.73
34.	Lakshadweep	96.36	96.49	95.80	85.13	92.16	80.16	97.36	97.56	96.39
35.	Pandicherry	80.27	87.99	72.46	87.84	93.77	82.56	87.31	92.28	82.88
	India	65.09	76.16	53.21	59.13	67.56	50.09	80.25	84.37	76.19

*Source: Primary Census Abstract: Census of India 2001.

Note: Excluding Mao-Maram, Paomata and Purul Sub-divisions of Senapati district of Manipur.

Abstract of selected educational statistics 2002-2003

Sl. No.	States/UTs	Literacy Rates of Major Religions 2001								
		Sikhs			Buddhists			Jains		
		Person	Male	Female	Person	Male	Female	Person	Male	Female
1	2	167	168	169	170	171	172	173	174	175
1.	Andhra Pradesh	78.68	83.38	72.70	54.78	68.06	40.96	93.18	96.53	89.60
2.	Arunachal Pradesh	92.40	95.49	79.20	44.89	54.86	34.63	85.16	91.67	75.68
3.	Assam	90.36	94.67	83.76	69.88	78.76	60.36	95.26	97.23	92.96
4.	Bihar	79.83	85.55	73.29	58.96	72.75	42.22	93.34	95.66	90.79
5.	Chattisgarh	88.99	92.92	84.66	84.89	93.05	76.90	96.82	98.68	94.81
6.	Goa	95.53	95.94	94.86	82.84	88.64	75.59	95.73	96.27	95.16
7.	Gujrat	85.12	89.62	79.70	66.86	78.65	53.60	95.96	98.38	93.50
8.	Haryana	68.94	75.17	62.15	67.39	77.04	54.93	94.18	97.43	90.67
9.	Himachal Pradesh	82.95	89.10	76.19	73.75	82.25	64.74	96.35	97.73	94.83
10.	Jammu & Kashmir	85.37	91.67	77.62	59.74	69.81	49.02	86.50	89.18	83.35
11.	Jharkhand	87.85	92.46	82.32	62.55	75.02	48.70	90.94	95.60	85.96
12.	Karnataka	83.70	88.31	77.30	54.82	66.36	41.98	84.33	90.95	77.21
13.	Kerala	92.40	94.67	89.15	92.09	95.26	88.41	95.50	97.63	93.39
14.	Madhya Pradesh	82.90	88.40	76.71	74.38	85.57	62.64	96.17	98.52	93.65
15.	Maharashtra	88.87	92.48	84.51	76.17	86.73	65.22	95.38	98.28	92.33
16.	Manipur	88.49	92.73	79.76	53.34	66.55	38.17	94.52	95.35	93.54
17.	Meghalaya	74.72	82.10	64.11	70.77	76.43	64.29	69.91	74.07	65.30
18.	Mizoram	91.84	92.53	88.68	45.78	56.24	34.49	61.74	65.91	55.74
19.	Nagaland	82.77	87.33	72.73	74.62	78.16	70.06	94.54	96.57	92.18
20.	Orissa	90.50	94.26	86.08	70.98	81.97	58.76	93.25	96.63	89.65
21.	Punjab	67.26	72.85	61.16	72.67	79.96	64.37	95.86	97.36	94.25
22.	Rajasthan	64.68	74.52	53.79	71.35	84.27	55.09	94.05	98.64	89.32
23.	Sikkim	97.22	98.19	87.13	67.34	74.38	59.84	90.74	93.81	86.15
24.	Tamil Nadu	83.74	88.47	77.16	86.30	91.19	80.65	92.21	95.81	88.38
25.	Tripura	98.41	99.14	89.53	49.23	60.43	37.44	82.86	86.88	78.39
26.	Uttar Pradesh	71.92	79.13	63.76	56.21	70.34	40.29	93.21	95.90	90.29
27.	Uttaranchal	73.15	81.25	64.21	76.31	82.77	67.98	96.33	98.18	94.36
28.	West Bengal	87.19	91.37	81.98	74.73	83.09	66.22	92.81	96.46	88.87
29.	A & N Islands	94.10	96.87	90.69	91.41	94.26	83.00	100.00	100.00	100.00
30.	Chandigarh	91.95	95.12	88.52	91.70	93.92	39.14	97.26	98.67	95.76
31.	D & N Haveli	91.74	90.91	95.24	63.44	75.32	43.07	94.36	97.70	90.68
32.	Daman & Diu	93.02	95.12	89.36	84.40	91.46	62.96	94.56	97.50	91.60
33.	Delhi	92.12	94.97	89.10	83.77	90.45	75.63	96.84	98.53	95.05
34.	Lakshadweep	100.00	100.00	—	100.00	—	100.00	—	—	—
35.	Pandicherry	90.91	97.01	78.13	92.75	92.31	93.33	96.32	98.85	93.60
	India	69.45	75.23	63.09	72.66	83.13	61.69	94.08	97.41	90.58

*Source: Primary Census Abstract: Census of India 2001.

Note: Excluding Mao-Maram, Paomata and Purul Sub-divisions of Senapati district of Manipur.

A BRIF REPORT OF CABE COMMITTEE ON REGULATORY MECHANISM FOR THE TEXT BOOKS AND PARALLEL TEXT BOOKS

Minutes of the Meeting of the Sub-Committee of CABE on the subject of “Regulatory Mechanism for the Textbooks and Parallel Textbooks Taught in Schools Outside the Government System” held on 02.05.2005 in the Committee Room, Zakir Husain Block, First Floor, NCERT.

The fourth meeting of the sub-committee of CABE on the above subject was held on 02.05.2005. The following members attended the meeting:

- | | |
|---|------------------|
| (1) Professor Zoya Hasan
139 Uttar Khand, Jawaharlal Nehru University
New Delhi-110 067 | Chairperson |
| (2) Professor Gopal Guru
90, New Transit House
Phase-III, JNU Campus
New Delhi-110 067 | Chairperson |
| (3) Dr. S. Chellappa
Principal Secretary, School Education
Government of Andhra Pradesh
Hyderabad | Member |
| (4) Dr. Sharad Chandra Purohit
Rajasthan State Institute of Educational
Research & Training
Rajasthan | Member |
| (5) Dr. Sajen Peter
Secretary, School Education
Government of Kerala
Thiruvanthapuram
Kerala | Member |
| (6) Professor G. P. Deshpande
10B, Athashree, Pashan-Sus Road
Pashan, Pune | Member |
| (7) Shri Avinash K. Srivastava
Secretary, Secondary Education, Uttar Pradesh
Lucknow | Member |
| (8) Shri Biman Kumar Mookerjee
Sr. Dy. Director of School Education
Government of West Bengal
Bikash Bhawan, Salt Lake City, Kolkta-700 091
West Bengal | Member |
| (9) Professor Krishna Kumar
Director, NCERT | Member-Secretary |

Coordinating Team

Prof. Sushma Gulati
Head of Department
DEPFE, NCERT

Dr. Anjum Sibia
Reader
DEPFE, NCERT



National Seminar & Work -Shop
on WORK AND EDUCATION
(CABE Sub-Committee) at Gauhati.



National Seminar of CABE Sub Committee
on Work and EDUCATION at Gauhati(NIPCCID)

Ms. Teesta Seetalvad could not attend the meeting.

Professor Krishna Kumar, Director, NECERT and Member-Secretary welcomed the members of the Committee. He informed the Committee that the CAGE meeting would be held at the end of the month. The Committee was therefore asked to submit its final report by the 10th of May. He said that the Committee should submit the final report by 7th May to the translators and by 15th May to the Ministry of Human Resources Development (MHRD). He also informed the members that the working of the other committees was at pace with this committee. He invited the Committee to finalise the report.

Professor Zoya Hasan, Chairperson, also extended words of welcome to the Committee members and informed them that as things stand, all members have been sent the interim report. In addition to the members, she had also shared the report with educationists, academicians, lawyers and experts to elicit comments and suggestions. Professor Hasan informed the Committee that some changes had been made in the report, which were mainly editorial in nature. She also informed the Committee that some important and useful suggestions had been made at the national consultation meeting held on the 7th April 2005, some of which have been taken into account while some clearly fall outside the purview of the Committee's terms of reference.

The Committee took note of the discrepancy between the title and the terms of reference (TOR), which had come up in previous meetings of the committee as well as in the national consultation, it was clarified that the Committee was working on the basis of the TOR which asked the Committee to examine textbooks and parallel textbooks in the schools in the government system and outside it. The Committee's Report is based on the TOR.

The main purpose of this Committee as the title suggests is to recommend regulatory mechanisms, which is a complex issue as it pertains to textbooks and textual materials. Given the variety of patterns of schooling and the diversity of textbooks in use in schools and the short time available to the Committee, the Committee had attempted to systematically examine the existing patterns and make recommendations. The Committee had aimed at looking at, and had contacted experts in 15 states. Reports have been received from 11 states.

Also, the point raised by Teesta Seetalvad regarding the ambiguity of the categorisation of religious, social and political organisations was discussed in detail and it was decided to add a footnote, on the issue of the definition of religious and social organisations. Some further clarifications were sought and changes made to the formulation of the same.

The Committee was also informed of the changes made in response to comments made by Dr. Govinda, Dr. Geeta Nambissan and Dr. Janaki Rajan. Also tables based on responses to questionnaires that the Committee had received from 18 states have been included in the main text.

Professor Hasan also informed the Committee that she had been in touch with Rajeev Dhawan who had prepared a detailed legal note. It was decided to include this note as an annexure as it provided an extremely useful legal analysis of the whole issue of textbooks.

Professor Krishna Kumar suggested that since the problem with textbooks was a persistent one, the proposed Standing Committee would need to be supplemented with institutional facility outside the NCERT and SCERT.

The second paragraph of the recommendations was therefore modified to include the recommendation to set up a National Textbook Council as well as Councils at the regional level. Professor Krishna Kumar reiterated that there were not enough institutions in this regard and that the civil society needed to be vigilant on what textbooks found their way into the hands of children. The Proposed National Textbook Council can draw upon experts as well as act as a public forum. This would be a unique body, which would be neither like the Film Censorship Board, or the Press Council, which were described as extremes and yet would exercise vigilance with regard to textual materials. In matters of implementation it was suggested that the proposed National Textbook Council could pursue the removal of objectionable material in textbooks by raising public awareness campaign and even approach a court of law.

Professor Hasan invited members to share their views on the issue. Dr. Sajen Peter endorsed the views expressed. There was a discussion on whether the proposed Council should have a statutory status and it was agreed to leave that matter to be decided by the government. Dr. Sharad Chandra Purohit emphasised that the system must be strengthened and made free from political control. The system must be strengthened so as to be unaffected by changes in government. Shri Biman Kumar Mookerjee also suggested that the recommendations should propose the setting up of state level councils rather than national level councils. This was accepted.

Shri Avinash K. Srivastava raised the issue that since state governments have their own mechanisms, the proposed council may express concern regarding state textbooks, but it is the state governments who should look after their own books. Professor Gopal Guru and Professor Krishna Kumar however pointed out those state level organisations like SCERTs could not be expected to have such objectivity so as to evaluate their own products. Professor Gopal Guru also pointed out that the main idea was that all textbooks should be subject to scrutiny regarding their quality. Professor Krishna Kumar also pointed out that textbooks were a fluid commodity. Textbooks produced in Mumbai found their way to Rajasthan. Shri K. Srivastava pointed out that this was a question of setting up an administrative structure as there were levels of getting things done.

Professor G. P. Deshpand suggested that the Committee could recommend that the state governments could also be encouraged to establish their own councils. It was suggested that so as to not foreclose options, the proposed National Textbook Council should be allowed to decide about its functioning.

Shri K. Srivastava suggested that instead of emphasizing complaints, the Council should be made inter alia so that it can also suo motu investigate on objectionable materials. Professor Hasan however pointed out that the whole point of setting up such a council was to have an interface between those concerned with progressive education in civil society and the government. Professor Krishna Kumar pointed out that if it is made suo motu, when the government changes, even good institutions could be targeted. Besides, it was a fact that there was no forum where citizens and especially parents could raise their concerns. Professor Hassan also pointed out that the government would eventually set up a group to work out the legalities of this.

After a detailed discussion on various issues and especially the modifications and recommendations, the report was approved and adopted by the Committee. It was agreed that the report adopted in the meeting on 2nd May 2005 is the final report and it would be submitted to NCERT by 7th May 2005.

Regarding Teesta Seetalvad's absence due to ill health, it was decided that the final report would be e-mailed to her. Professor Krishna Kumar informed the Committee that any further material or note submitted to the Committee after the adoption of the final report may be communicated to the MHRD.

Professor Krishna Kumar made concluding remarks in which he said that the Committee had finalized the report after due deliberations. He thanked all the members and chairpersons on behalf of the Council.

In conclusion, Professor Hasan said that the task given to this committee of all the CABE committees was perhaps the most challenging and a sensitive one given that we are dealing with the issue of textbooks. In the short time available Committee tried its best to do a representative report, but the report was illustrative and not exhaustive of all types of books or issues related to them. The findings underlined the need for some form of regulation so that textbooks are prepared within the framework of the National Education Policy and the constitutional vision of an inclusive education for all. The spirit in which this report was written was to help children develop a critical faculty and to work towards a liberal, progressive and inclusive education for all children.

Professor Hasan thanked the Member-Secretary and the NCERT faculty, staff and the three Research Assistants for their help and support in preparing the Report and related work. She also said that the the textbook issue had evoked great deal of interest and that a large number of people had provided support to the committee which included participation in the national consultation and inputs and suggestions given by a large number of educationists, experts and activists. Professor Hasan expressed the hope that the government would do the needful.

Major decisions taken

The report was finalized.

It was agreed that the final report be handed over by the Chairpersons for translation by the 10th May, 2005.

School Education in the last 25 years (1977-2002)

Imparting quality education not to few but to the majority, irrespectively of class, caste and religion is the major achievement of the Left-Front Government in the area of School Education in the last twenty-four years. The political will and administrative resoluteness coupled with public awareness could create an atmosphere where enrolment, management and quest for quality in education have undergone a significant change towards new direction of development.

Growth of School & enrolment

The quantitative expansion of Primary Education has been unquestionably tremendous and quite in tune with the declared goal of the Government. It becomes amply clear from the growth of recognised Schools and enrolment. The increase in this time in the number of Primary Schools by 28% and enrolment by 97% is shown by the table below:

Table – 1
No. of Schools & Enrolment in Primary Level

Year	No. of Schools (in thousand)	Enrolment (in lakh)
1976-77	40941	50.83
2000-2001	52385	100.16
2001-2002	52426	101.51

The following table shows the steady increase in GER from 1977-78 to 2001-2002

Table – 2

Year	Number of Primary School	Gross Enrolment Percentage to total child population of the same age-group	No. of Junior High & Secondary & Higher Secondary School	GER
1977-78	42881	84.34	4623	49.10
2001-02	52385	104.23	12086	68.30

The increase in girls enrolment and that of SC/ST children have shown a major advancement over the years.

Table – 3

Primary

Year	GER (Girls)	GE (SC student)	GE (ST student)
1977-78	57%	1074	234
2001-2002	87%	2318	605

Table – 4

Upper Primary + Secondary

Year	GE	GE (SC)	GE (ST)
1979-80	57	270	55
2001-2002	8800	1250	330

To remove the disparities, the State Government operates the following programmes for the age-group 9-14.

- A. Tuition-fee-free education : Before 1977 education of the girls up to Class - VIII in rural areas only was free, but now it has been made free to all, both boys and girls in towns and rural areas up to Class - VIII.
- B. Free tiffin for all girl students through Mid-Day.Meal Scheme.
- C. Provision of free uniform for all girls students including backward classes.
- D. Attendance scholarship for scheduled castes and tribes of this age-group at the rate of Rs. 60 per annum.
- E. Book grants to poor and meritorious girl students and students of educationally backward communities of this age-group at the rate of Rs. 60 per annum.
- F. Setting up of Text Book banks in Junior High Schools in backward areas.

Before 1977, Scheduled Castes and Scheduled Tribes have lagged behind. However, constant efforts and operation of several schemes of the benefit of Scheduled Castes and Tribes have succeeded in providing a steady increase in enrolment of students belonging to these communities in age-group 5-14.

Similar Expansion unit the Junior High, High and Higher Secondary level has been brought about cater to the tremendous increasing enrolment trund at the primary level.

Table – 5

No. of School & Enrolment in Secondary and H.S. Level

Year	Schools	Enrolment (in lakh)
1978-79	4623	19.24
2000-2001	11884 (including Madrasah)	48.59
2001-2002	12086	51.74

In case of Madrasah, the total no. of Madrasah in 1977 was 238, where as in 2001 it increased up to 507.

To achieve the teachers—student ratio level of 40:1 the increasing in appointment of teachers needs attention.

Table – 6

Year	Number of Teachers	
	Primary	Secondary & HS
1978-79	149313	74964
2000-2001	156255	148596
2001-2002	183172	173485

Quest for Quality: Higher Achievement Level

Of late, the ratio of good results in secondary level from the districts and villages in West Bengal has drawn special attention of the educational world. Even the students from below poverty level are coming up to the top of the merit list competing with the students belonging to the urban class. This unique achievement of the Left-Front-Government has only been possible for the distinctive oriented educational curriculum and syllabus that definitely includes introduction of mother tongue as the only medium of instruction in Primary Level.

Special Initiative of Quality Improvement in Primary Education

To improve quality of primary education, certain innovative measures have been undertaken as pilot project in 6 districts of West Bengal. The programme is named as School based Learning Improvement Programme (SLIP). This has made a major advancement of quality learning within the class-room in the schools where it has been initiated. The experience will be expanded to all primary schools in course of time.

Similarly, in upper primary sector, similar measures have been adopted. Besides, the general result of Secondary and Higher Secondary examinations has continually been extended towards excellence. The tables below indicate that the percentage of students passing exams in third division is gradually declining while passing of First and Second divisions is gradually increasing. This definitely signifies the qualitative improvement towards excellence.

- **Table - 7**
Result of regular Madhyamik Candidates (in percentage)
(% of different division to total number of candidates appeared)

	1977	1997	1998	1999	2000	2001	2002
1st Division	1.8	18.94	20.21	18.53	19.86	20.38	19.57
2nd Division	14.00	33.81	36.70	36.02	37.70	38.04	40.89
3rd Division	x	15.39	12.55	14.39	12.88	11.80	9.92
Total no. of candidates passed	43.2	68.15	69.46	68.94	70.45	70.23	70.38

Table - 8
Result of regular Higher Secondary Candidates (in percentage)
(% of different division to total number of candidates appeared)

	1977	1998	1999	2000	2001
1st Division	11.71	15.23	17.47	20.11	18.18
2nd Division	44.44	47.42	47.79	47.59	48.50
3rd Division	43.85	37.36	35.74	32.30	33.33
Total no. of candidates passed	51.34	60.36	64.77	64.30	66.45

After passing Secondary and Higher Secondary levels the students are also doing very good in the joint entrance examinations of National and International levels.

The following scientifically worked out incentive programmes, pedagogical research on syllabus and curriculum, infrastructural facilities and extensive teachers' training have acted in multiplicity to bring about this significant expansion and enhancement of merit.

1. Free education up to HS level.
2. Distribution of text books, free of cost up to Class – V.
3. Introduction of mother tongue as medium of instruction in the early primary level.
4. Physical existence of a primary school within a kilometre.
5. Provision for drinking water facility to the students.
6. Provision for free schools dress to all SC/ST girls children and 25% of the girls belonging to economically weaker section.
7. Implementation of the Mid-day meal scheme to all students up to Class – V.
8. Performance of Sanskrit Shiksha Parishad for the administration of Sanskrit education in the State, particularly through Tols.
9. Implementing centrally sponsored scheme of District Primary Education Programme (DPEP) in ten districts of the State for universalisation of elementary education and improving quality of education with community involvement.
10. In the Non-DPEP districts, implementation of an integrated programme for universalisation of primary education on the pattern of DPEP. Subsequently, Sarva Shiksha Abhiyan (SSA) aiming to bring every children in the age group 5 to 13 years to schools by 2003, is being implemented in these districts.
11. Providing adequate funds for new construction of buildings, for repair and construction of additional rooms of Primary and Upper Primary Schools.
12. Filling up vacancies of Primary teachers in every District and providing teachers in the ratio of 1:40 (1 teacher for 40 students).
13. Holding election to the District Primary School Council in terms of W.B. Primary Education Act, 1973 and completion of formation of councils with elected members.
14. Setting up new Primary schools, Upgrading upper primary to High schools and High to Higher Secondary schools, Secondary and Higher Secondary schools including Madrasahs of equivalent standard.
15. Updating syllabus at the Secondary stage and introduction of new elective subjects at Higher Secondary level.
16. Running Vocational Education Course in 57 Higher Secondary schools.
17. Setting up Rabindra Mukta Vidyalaya (State Open School) for providing quality education to those who could not take education through formal system.
18. Introduction of Computer literacy training in 100 Secondary schools and planning to bring 200 more Secondary schools under the programme.
19. Setting up School Service Commission with five Regional Commissions for selection of teachers of all Secondary, Higher Secondary Schools and Madrasahs.
20. Setting up of commission on Madrasah education. Setting up a committee on Santhali language in Alchiki.
21. Holding of public examinations at Secondary and Higher Secondary levels regularly as per schedule and bringing out results within stipulated dates with merit list, certification and announcement of the dates of the next year's examination.
22. Providing security of service to the teachers and extending pay service benefits including pension and family pension to the teaching and non-teaching staff at par with the Govt. servants.
23. Periodic revision of text books incorporating the concepts of minimum levels of learning (MLL).
24. External Evaluation of the students at the end of Class II involving nearly 16 lakhs of students.
25. Regular extensive teachers training: Teachers training, the crucial factor contributing to the quality of education has been given due weightage. Besides strengthening the existing teacher training institutions and expansion of the intake capacity, short term training courses have so far been conducted under (i) Programme of massive orientation school teachers (ii) Training in evaluation (iii) Special Orientation Programme for teachers (SOPT) etc. by the SCERT, WBBPE and WBBSE, WBBME and the HS Council from time to time. Funds have been released to establish District Institute of Education and Training (DIET) in 16 districts at the initial stage. The expanded Operation Black Board scheme of the Govt. of India also deserve in this connection.

26. Commissions and Committees to suggest measures for improvement have been appointed from time to time as and when necessary. The important recommendations of Asok Mitra Commission (The Education Commission 1992) have been implemented. Committee under the chairmanship of Mr. A. R. Kidwai, Ex-Governor of West Bengal is now working on the improvement of Madrasah Education. A committee under the chairmanship of Pabitra Sarkar on Santhali language in Alchiki script has been functioning.
27. Libraries in the schools: Besides the link programme in 10 DPEP districts at the primary level move is a foot to make sufficient grants strengthening the libraries in the schools at all levels.
28. For the first time in West Bengal "Siksha Darpan"—a quarterly journal is getting regularly published in collaboration with the Department of I&CA publicise the total academic achievements of West Bengal, to give vent to the opinions of academicians, students, teachers, guardians on educational issues and also to cater information of Education of regional, national and international levels.

Budget Education Management Democratisation & De-centralisation

West Bengal is the only State that allocates 3.7% of its Net State Domestic Product (1995-96) for education while national average is 2.8% only.

Table — 9

Increasing Budget over the years

Year	Amount
1976-77	114 crores
2001-02	4220 crores
2002-03	4542.88 crores

86% of this total education budget is earmarked for school education.

Democratisation of education budget is one of the important Left Front policies that has drawn national and international attention and has contributed vastly to gear up the achievement in the field of school education. Besides the two tier system of Governmental administration department and directorate, the entire school education is run by democratically elected autonomous bodies viz. i) West Bengal Board of Primary Education ii) W. B. Board of Secondary Education iii) W.B. Board of Madrasah Education and iv) W.B. Council of Higher Secondary Education. The West Bengal Board of Primary Education is unique in its position to look after exclusively the entire arena of Primary education in the State. The District Primary School Councils, the autonomous elected bodies look after the district level primary education in close liaison with the district inspectorate. At the Secondary and Higher Secondary level schools are run by the elected bodies and the framing management and revision as regard to syllabus, examination and others are conducted by the HS Council.

In a bid to involve people at the grass-root level and to mobilise the community as a whole, the village education committee has started functioning in close liaison with the Panchayati Raj Institution (PRI).

Computer Education Programme in Schools

School Education Department took up the programme of introduction of Computer Literacy Training in Schools and Madrasahs during 2001-2002. Initially, the programme was introduced in 100 selected Higher Secondary Schools and Madrasahs in the State through WEBEL-NIIT and computer education in these schools was started from October last. In each of the 100 schools across the State 10 PCs, 10 UPS, one external CD ROM driven one Printer, Multimedia kits in two computers and necessary Software were supplied. The programme providing at Computer Literacy Training to at least 400 students from Class VII to XII in each school. The learning services are being provided by the NIIT in these schools and the students enrolled to the programme are to pay a fee of Rs. 50/- per month. The course curriculum has been devised by Committee comprising the Presidents of the Higher

Secondary Council and of the Board of Secondary and Madrasah Education, Technical Director of NIC and other members. Though the training was not made compulsory it was expected that all the students of Class VII to XII would participate in the programme. 5% of the students are being provided training free of cost. For the 1st phase of schools, total registration of students crossed 30,000.

School Education Department took up further 200 Schools and Madrasahs for computerization and introduction of Computer of Computer Literacy Training Programme through WEBEL-IBM from May, 2002 i.e. from the beginning of the current academic session. In these schools besides the Hardware and Software as already mentioned LAN facility in the Computer is being provided. Computer Literacy Training classes in these 200 schools has either started are going to staff shortly. Besides the Computer Literacy Training the Agency viz. NIIT and IBM are teaching Computer Science and Modern Computer Applications as additional/elective subject in Class IX, X, XI and XII following the syllabus as decided by the Secondary Board/Higher Secondary Council. The State Government, for the present, proposes to take up computerization of a minimum of 300 schools per annum for the next five years.

Number of schools so far brought under Computer Literacy Training Programme in each District of the State is shown in the Table below:

Table—10

District	No. of schools
Bardhaman	18
Howrah	15
Darjeeling	11
Kolkata	46
North 24-Parganas	38
South 24-Parganas	20
Bankura	10
Midnapore	29
Purulia	10
Birbhum	10
Uttar Dinajpur	7
Dakshin Dinajpur	8
Coochbehar	9
Hooghly	22
Malda	11
Murshidabad	13
Nadia	12
Jalpaiguri	11
Total	300

Further number of schools in different districts have been covered till the end of Financial year of 2004-05.

District Computer Centres

Besides Computer Literacy Training Programme in schools, the State Government is setting up District Computer Centres (DCC) in all the 17 districts of State under the 'Upgradation Programme' of the School Education Department. 11th Finance Commission has allocated fund to be released over a period of four years, for setting a District Computer Centre (DCC) in each of the 17 districts at total cost of Rs. 43 lakh per centre for computer education of school children. Children studying in Classes VII to XII and enrolled as regular students in recognised schools only in the vicinity of the centres, would be entitled to use these centres on payment of a fee of Rs. 50 per month. Here also 5% of the students would be provided training free of cost. Weekends (Saturdays and Sundays) and all other holidays would, however, be reserved for students from the schools in rural areas. A student would be allowed to use the centre for two hours in a week and would get about 50 hours of Computer training in a year. For the present 15 computers are being provided to each centre.

Fund released the Government during the first year of implementation (2000-2001) of the scheme was allocated to ten districts, from the funds released during 2nd year (2001-2002) allocation has been made to the remaining 7 districts total fund released to the districts till now is Rs. 17.15 lakh each, which constituted 40% of the total fund for each of the DCC balance fund @ 20% will be released over the next three years subject to full utilisation of the present allotment.

A committee as follows, will function under the Chairmanship of the District Magistrate, for management and control of the functioning of the centre.

(a) District Magistrate	Chairman
(b) District Inspector of Schools (SE)	Member
(c) Addl. District Inspector of Schools (SE) or the seniormost AI in cases there is no ADI	Member Convener
(d) District Planning Officer	Member
(e) Secretary, Zilla Parishad	Member
(f) DIO, District Centre, NIC	Member
(g) Headmaster of the School locating DCC/ Seniotmost offcer of the institution where the centre is located	Member
(h) Headmaster of the participating schools	Member

Other members as may be necessary for proper functioning of the centre may be co-opted by the Committee. Addl. DI of School (SE) will be officer-in-charge for execution of the programme and the Headmaster of the School locating the DCC will look after the day to day functioning of the centre under the overall control and guidance of the ADI (SE).

CHAPTER XII
BUDGET ON SCHOOL EDUCATION
2005-2006

Government expenditure is usually classified in different ways. Estimation of income and expenditure of any establishment is defined as Budget Estimate. In Education widely used system is to classify the Budget as well as income and expenditure into i.e. Plan and Non-Plan. Plan Expenditure comprises all the estimation of expenditure in respect of a new Project/Scheme initiated in a particular period. It includes both Capital and Non-Capital. After completion of a Plan period if any Scheme continues during the next Plan its expenditure falls under committed head of account and after completion of two Plan periods the expenditure of that particular scheme falls within the Non-Plan estimation. Non-Plan estimation is to be made for the schemes which started functioning in the earlier plan period/periods.

As per existing financial rules Budget Estimate is prepared in the regional unit and the regional unit transmits the same to this Directorate where compilation of Budget works is undertaken to prepare the State Education Budget.

From the current year (2005-2006) Budget estimate for School Education is presented to the State Assembly under Demand No. 15 which is independent Demand for the School Education only. The School Education has to maintain Primary to Higher Secondary institutions along with Sanskrit Tole and non-Government recognised Madrasahs. Budget estimation of School Education Department comprises cost towards Maintenance of the teaching and non-teaching staffs of those institutions and other Development works for the infrastructure of the School Education.

REVENUE EXPENDITURE

DEMAND No. 15

B-SOCIAL SERVICES – (a) Education, Sports, Art and Culture

Head of Account : 2202 – General Education

Voted Rs. 4627,20,70,000

Charged Rs. Nil

TOTAL Rs. 4627,20,70,000

	Voted Rs.	Charged Rs.	Total Rs.
Gross Expenditure	4627,20,70,000	...	4627,20,70,000
Deduct - Recoveries	...	...	...
Net Expenditure	4627,20,70,000	...	4627,20,70,000

ABSTRACT ACCOUNT

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
01 - ELEMENTARY EDUCATION				
053—Maintenance of Buildings				
NP - Non Plan	...	1,32,77,000	1,32,77,000	1,36,75,000
SP - State Plan (Annual Plan and Tenth Plan)	13,41,138	...	...	...
Total - 053	13,41,138	1,32,77,000	1,32,77,000	1,36,75,000
101—Govt. Primary School				
NP - Non Plan	4,00,98,453	5,57,81,000	4,30,62,000	4,47,52,000
Total - 101	4,00,98,453	5,57,81,000	4,30,62,000	4,47,52,000
102—Assistance to Non-Govt Primary Schools				
NP - Non Plan	1320,71,71,888	1381,21,03,000	1432,48,30,000	1461,09,07,000
Total - 102	1320,71,71,888	1381,21,03,000	1432,48,30,000	1461,09,07,000
104—Inspection				
NP - Non Plan	22,71,10,464	41,77,51,000	23,05,37,000	24,25,84,000
SP - State Plan (Annual Plan and Tenth Plan)	...	2,00,000	2,00,000	1,98,000
Total - 104	22,71,10,464	41,79,51,000	23,07,37,000	24,27,82,000
107—Teachers Training				
NP - Non Plan	5,01,63,003	9,92,46,000	5,80,92,000	6,05,64,000
CS - Centrally Sponsored (New Schemes)	...	2,00,00,000	2,02,50,000	2,02,50,000
Total - 107	5,01,63,003	11,92,46,000	7,83,42,000	8,08,14,000
108—Text Books				
NP - Non Plan	13,46,01,706	15,99,23,000	25,99,23,000	26,77,21,000
SP - State Plan (Annual Plan and Tenth Plan)	...	3,50,00,000	3,76,33,000	20,00,00,000
Total - 108	13,46,01,706	19,49,23,000	29,75,56,000	46,77,21,000

REVENUE EXPENDITURE
ABSTRACT ACCOUNT-- Contd.

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
109—Scholarships and Incentives				
NP - Non Plan	...	37,95,000	37,95,000	39,09,000
SP - State Plan (Annual Plan and Tenth Plan)	74,05,950	3,50,00,000	6,93,00,000	17,00,00,000
Total - 109	74,05,950	3,87,95,000	7,30,95,000	17,39,09,000
110—Examinations				
NP - Non Plan	16,38,284	14,00,000	17,20,000	18,06,000
Total - 110	16,38,284	14,00,000	17,20,000	18,06,000
789—Special Component Plan for SC				
NP - Non Plan	1,01,95,864	1,94,55,000	1,32,26,000	1,38,37,000
SP - State Plan (Annual Plan and Tenth Plan)	22,32,07,735	38,54,32,000	90,05,07,000	117,04,00,000
Total - 789	23,34,03,599	40,48,87,000	91,37,33,000	118,42,37,000
796—Tribal Areas Sub-Plan				
NP - Non Plan	43,92,080	1,16,97,000	86,88,000	91,04,000
SP - State Plan (Annual Plan and Tenth Plan)	1,00,15,475	9,53,58,000	22,54,30,000	36,51,00,000
Total - 796	1,44,07,555	10,70,55,000	23,41,18,000	37,42,04,000
800—Other Expenditure				
NP - Non Plan	32,49,99,032	37,70,67,000	30,65,33,000	36,64,53,000
SP - State Plan (Annual Plan and Tenth Plan)	53,84,29,647	110,04,60,000	270,38,70,000	319,06,12,000
CS - Centrally Sponsored (New Schemes)	12,21,67,851	11,50,00,000	14,32,76,000	14,96,90,000
CN - Central Sector (New Schemes)	...	2,00,00,000	2,08,75,000	2,00,00,000
Total - 800	98,55,96,530	161,25,27,000	317,45,54,000	372,67,55,000
Total - 01	1490,29,38,570	1677,79,45,000	1938,50,24,000	2092,15,62,000
02 - SECONDARY EDUCATION				
001—Direction and Administration				
NP - Non Plan	20,01,59,964	28,39,74,000	28,07,07,000	28,93,99,000
Total - 001	20,01,59,964	28,39,74,000	28,07,07,000	28,93,99,000
101—Inspection				
NP - Non Plan	19,49,12,401	45,01,20,000	23,34,57,000	24,25,66,000
SP - State Plan (Annual Plan and Tenth Plan)	14,09,712	2,00,000	2,00,000	2,00,000
Total - 101	19,63,22,113	45,03,20,000	23,36,57,000	24,27,66,000
105—Teachers' Training				
NP - Non Plan	36,88,975	6,15,37,000	4,41,53,000	4,63,12,000
Total - 105	36,88,975	6,15,37,000	4,41,53,000	4,63,12,000

REVENUE EXPENDITURE
ABSTRACT ACCOUNT-- Contd.

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
106—Text Books				
NP - Non Plan	1,86,003	2,93,000	2,22,000	2,30,000
Total - 106	1,86,003	2,93,000	2,22,000	2,30,000
107—Scholarships				
NP - Non Plan	48,87,537	3,57,000	72,89,000	65,73,000
Total - 107	48,87,537	3,57,000	72,89,000	65,73,000
109—Government Secondary Schools				
NP - Non Plan	24,46,59,358	26,88,43,000	26,83,01,000	27,86,95,000
SP - State Plan (Annual Plan and Tenth Plan)	11,43,763	50,000	50,000	50,000
CN - Central Sector (New Schemes)	...	50,000	50,000	50,000
Total - 109	24,58,03,121	26,89,43,000	26,84,01,000	27,87,95,000
110—Assistance to Non-Government Secondary Schools				
NP - Non Plan	2132,74,53,168	2274,63,91,000	2275,36,19,000	2389,07,89,000
SP - State Plan (Annual Plan and Tenth Plan)	25,38,000	1,26,20,000	4,26,90,000	3,93,60,000
CN - Central Sector (New Schemes)	...	1,00,000	1,00,000	1,00,000
Total - 110	2132,99,91,168	2275,91,11,000	2279,64,09,000	2393,02,49,000
789—Special Component Plan for SC				
NP - Non Plan	8,67,818	77,20,000	38,91,000	40,82,000
SP - State Plan (Annual Plan and Tenth Plan)	69,91,000	1,72,12,000	2,25,16,000	2,25,40,000
Total - 789	78,58,818	2,49,32,000	2,64,07,000	2,66,22,000
796—Tribal Areas Sub-Plan				
NP - Non Plan	2,46,29,903	6,24,65,000	2,64,02,000	2,77,19,000
SP - State Plan (Annual Plan and Tenth Plan)	35,79,000	58,10,000	74,17,000	1,14,92,000
Total - 796	2,82,08,903	6,82,75,000	3,38,19,000	3,92,11,000
800—Other Expenditure				
NP - Non Plan	11,74,41,868	17,84,23,000	17,59,88,000	18,62,78,000
SP - State Plan (Annual Plan and Tenth Plan)	1,93,99,326	4,73,78,000	4,11,47,000	4,96,68,000
CS - Centrally Sponsored (New Schemes)	51,12,364	7,17,65,000	8,28,92,000	8,28,92,000
CN - Central Sector (New Schemes)	...	...	61,60,000	60,00,000
Total - 800	14,19,53,558	29,75,66,000	30,61,87,000	32,48,38,000
Total - 02	2215,90,60,160	2421,53,08,000	2399,72,51,000	2518,49,95,000

REVENUE EXPENDITURE
ABSTRACT ACCOUNT-- Contd.

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
04 - ADULT EDUCATION				
796—Tribal Areas Sub-Plan				
NP - Non Plan	6,51,600	5,000	5,000	5,000
CN - Central Sector (New Schemes)	...	50,000	50,000	50,000
Total - 796	6,51,600	55,000	55,000	55,000
Total - 04	6,51,600	55,000	55,000	55,000
05 - LANGUAGE DEVELOPMENT				
102—Promotion of Modern Indian Languages and Literature				
NP - Non Plan	2,40,070	5,96,49,000	5,96,49,000	6,14,40,000
Total - 102	2,40,070	5,96,49,000	5,96,49,000	6,14,40,000
103—Sanskrit Education				
NP - Non Plan	4,72,63,079	3,17,82,000	4,93,75,000	5,17,90,000
Total - 103	4,72,63,079	3,17,82,000	4,93,75,000	5,17,90,000
200—Other Language Education				
NP - Non Plan	1,41,275	4,22,000	4,26,000	4,40,000
Total - 200	1,41,275	4,22,000	4,26,000	4,40,000
Total - 05	4,76,44,424	9,18,53,000	10,94,50,000	11,36,70,000
80 - GENERAL				
001—Direction and Administration				
NP - Non Plan	1,77,09,578	2,18,11,000	1,91,15,000	1,98,56,000
SP - State Plan (Annual Plan and Tenth Plan)	1,50,000	3,05,000	10,50,000	3,05,000
Total - 001	1,78,59,578	2,21,16,000	2,01,65,000	2,01,61,000
004—Research				
NP - Non Plan	...	3,65,000	3,65,000	3,76,000
Total - 004	...	3,65,000	3,65,000	3,76,000
107—Scholarships				
NP - Non Plan	...	12,000	12,000	12,000
CN - Central Sector (New Schemes)	...	50,000	50,000	50,000
Total - 107	...	62,000	62,000	62,000

REVENUE EXPENDITURE
ABSTRACT ACCOUNT-- Contd.

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
800—Other Expenditure				
NP - Non Plan	1,64,30,850	2,36,17,000	2,98,01,000	3,11,89,000
Total - 800	1,64,30,850	2,36,17,000	2,98,01,000	3,11,89,000
Total - 80	3,42,90,428	4,61,60,000	5,03,93,000	5,17,88,000
Grand Total - Gross	3714,45,85,182	4113,13,21,000	4354,21,73,000	4627,20,70,000
Voted	3714,45,85,182	4113,13,21,000	4354,21,73,000	4627,20,70,000
Charged	...	...	...	...
NP - Non Plan	3620,16,94,221	3916,92,81,000	3921,64,60,000	4077,30,63,000
SP - State Plan (Annual Plan and Tenth Plan)	81,56,10,746	173,50,25,000	405,20,10,000	521,99,25,000
CS - Centrally Sponsored (New Schemes)	12,72,80,215	20,67,65,000	24,64,18,000	25,28,32,000
CN - Central Sector (New Schemes)	...	2,02,50,000	2,72,85,000	2,62,50,000
Deduct - Recoveries	...	...	...	...
Grand Total - Net	3714,45,85,182	4113,13,21,000	4354,21,73,000	4627,20,70,000
Voted	3714,45,85,182	4113,13,21,000	4354,21,73,000	4627,20,70,000
Charged	...	...	...	...
Total Expenditure(Net) under the Major Head: 2202 Excluding Buildings(as shown above)				
Voted	3714,45,85,182	4113,13,21,000	4354,21,73,000	4627,20,70,000
Charged	...	...	...	...
Buildings (as shown separately)				
Voted	...	...	...	...
Charged	...	...	...	...
Total Expenditure(Net) under the Major Head: 2202 (including Buildings)				
Voted	3714,45,85,182	4113,13,21,000	4354,21,73,000	4627,20,70,000
Charged	...	...	...	...

DETAILED ACCOUNT NO. 2202-01-053— MAINTENANCE OF BUILDINGS

01—ELEMENTARY EDUCATION				
053—Maintenance of Buildings				
NP - NON PLAN				
001—Maintenance and Repairs of Primary School Buildings[ES]				
31—Grants-in-aid				
02—Other Grants	...	1,32,77,000	1,32,77,000	1,36,75,000
Total - 053 - NP - Non Plan	...	1,32,77,000	1,32,77,000	1,36,75,000
SP - STATE PLAN (ANNUAL PLAN AND TENTH PLAN)				
002—Improvement of Buildings of Existing Primary Schools [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
003—Free and Compulsory Primary Education (Universal). Improvement of Buildings of existing Primary Schools (PMGY) [ES]				
31—Grants-in-aid				
02—Other Grants	13,41,138	...	...	...
004—Provision for Toilet/Drinking Water facilities in Primary Schools (PMGY) [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
Total - 053 - SP - State Plan (Annual Plan and Tenth Plan)	13,41,138	...	...	...
Total - 053	13,41,138	1,32,77,000	1,32,77,000	1,36,75,000

REVENUE EXPENDITURE

DETAILED ACCOUNT No. 2202-01-101— GOVT. PRIMARY SCHOOL

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
101—Govt. Primary School				
NP - NON PLAN				
001—Government Primary Schools- [ES]				
01—Salaries				
01—Pay	2,50,91,613	3,40,69,000	2,58,44,000	2,66,19,000
02—Dearness Allowance	1,07,89,304	1,53,31,000	1,22,76,000	1,30,43,000
03—House Rent Allowance	39,66,536	51,10,000	38,77,000	39,93,000
04—Ad hoc Bonus	2,51,000	5,11,000	3,88,000	3,99,000
12—Medical Allowances	...	3,41,000	2,58,000	2,66,000
Total - Salaries	4,00,98,453	5,53,62,000	4,26,43,000	4,43,20,000
07—Medical Reimbursements	...	19,000	19,000	20,000
11—Travel Expenses (Domestic)	...	1,00,000	1,00,000	1,03,000
13—Office Expenses				
01—Electricity	...	10,000	10,000	10,000
02—Telephone	...	10,000	10,000	10,000
03—Maintenance / P.O.L. for Office Vehicles	...	30,000	30,000	31,000
04—Other Office Expenses	...	50,000	50,000	52,000
14—Rents, Rates and Taxes	...	1,00,000	1,00,000	1,03,000
50—Other Charges	...	1,00,000	1,00,000	1,03,000
Total - 001	4,00,98,453	5,57,81,000	4,30,62,000	4,47,52,000
Total - 101 - NP - Non Plan	4,00,98,453	5,57,81,000	4,30,62,000	4,47,52,000
SP - STATE PLAN (ANNUAL PLAN AND TENTH PLAN)				
001—Government Primary Schools (BMS) [ES]				
01—Salaries				
01—Pay	...	...	...	...
02—Dearness Allowance	...	...	...	...
03—House Rent Allowance	...	...	...	...
Total - Salaries	...	...	...	...
Total - 101 - SP - State Plan (Annual Plan and Tenth Plan)	...	...	...	...
Total - 101	4,00,98,453	5,57,81,000	4,30,62,000	4,47,52,000

REVENUE EXPENDITURE

DETAILED ACCOUNT No. 2202-01-102— ASSISTANCE TO NON-GOVT PRIMARY EDUCATION

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
102—Assistance to Non-Govt Primary Education				
NP - NON PLAN				
001—Schools for Boys and Girls [ES]				
31—Grants-in-aid				
01— Salary Grants	1319,27,12,670	1380,80,00,000	1430,96,48,000	1459,49,65,000
02—Other Grants	42,287	1,95,000	44,000	47,000
002—Schools for Boys and Girls (Anglo-Indian) [ES]				
31—Grants-in-aid				
01— Salary Grants	1,24,97,936	8,53,000	1,31,23,000	1,37,79,000
003—Pre-Primary (Basic Education) [ES]				
31—Grants-in-aid				
01— Salary Grants	19,18,995	30,55,000	20,15,000	21,16,000
Total - 102 - NP - Non Plan	1320,71,71,888	1381,21,03,000	1432,48,30,000	1461,09,07,000
Total - 102	1320,71,71,888	1381,21,03,000	1432,48,30,000	1461,09,07,000

DETAILED ACCOUNT No. 2202-01-104— INSPECTION

104—Inspection				
NP - NON PLAN				
001—Primary Schools [ES]				
01—Salaries				
01—Pay	13,20,48,956	24,89,69,000	13,60,10,000	14,00,90,000
02—Dearness Allowance	5,64,00,405	11,20,36,000	6,46,05,000	6,86,44,000
03—House Rent Allowance	2,10,02,905	3,73,45,000	2,04,02,000	2,10,14,000
04—Ad hoc Bonus	13,35,045	37,35,000	20,40,000	21,01,000
12—Medical Allowances	1,77,684	24,90,000	13,60,000	14,01,000
Total - Salaries	21,09,64,995	40,45,75,000	22,44,17,000	23,32,50,000
07—Medical Reimbursements	...	19,000	19,000	20,000
11—Travel Expenses (Domestic)	33,63,942	19,33,000	19,33,000	19,91,000
13—Office Expenses	85,37,888	...	...	...
01—Electricity	...	1,51,000	1,51,000	1,56,000
02—Telephone	...	1,51,000	1,51,000	1,56,000
03—Maintenance / P.O.L. for Office Vehicles	...	4,52,000	4,52,000	4,66,000
04—Other Office Expenses	...	7,54,000	7,54,000	7,77,000
14—Rents, Rates and Taxes	19,51,928	14,08,000	3,00,000	33,00,000
50—Other Charges	22,91,711	82,75,000	23,27,000	24,30,000
Total - 001	22,71,10,464	41,77,18,000	23,05,04,000	24,25,46,000
002—Strengthening of Administrative and Supervisory Staff [ES]				
01—Salaries				
01—Pay	...	18,000	18,000	20,000
02—Dearness Allowance	...	8,000	8,000	10,000
03—House Rent Allowance	...	3,000	3,000	4,000
04—Ad hoc Bonus	...	1,000	1,000	1,000
12—Medical Allowances	...	2,000	2,000	2,000
Total - Salaries	...	32,000	32,000	37,000
07—Medical Reimbursements	...	1,000	1,000	1,000
Total - 002	...	33,000	33,000	38,000
Total - 104 - NP - Non Plan	22,71,10,464	41,77,51,000	23,05,37,000	24,25,84,000

REVENUE EXPENDITURE

DETAILED ACCOUNT No. 2202-01-104 — INSPECTION - Contd..

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
SP - STATE PLAN (ANNUAL PLAN AND TENTH PLAN)				
001—Strengthening of Administrative and Supervisory Staff [ES]				
01—Salaries				
01—Pay	...	1,15,000	1,15,000	1,15,000
02—Dearness Allowance	...	51,000	51,000	51,000
03—House Rent Allowance	...	17,000	17,000	17,000
04—Ad hoc Bonus	...	1,000	1,000	1,000
12—Medical Allowances	...	1,000	1,000	1,000
Total - Salaries	...	1,85,000	1,85,000	1,85,000
07—Medical Reimbursements	...	1,000	1,000	1,000
11—Travel Expenses (Domestic)	...	6,000	6,000	6,000
13—Office Expenses
01—Electricity	...	1,000	1,000	1,000
02—Telephone	...	1,000	1,000	1,000
03—Maintenance / P.O.L. for Office Vehicles	...	2,000	2,000	2,000
04—Other Office Expenses	...	2,000	2,000	...
50—Other Charges	...	2,000	2,000	2,000
Total - 001	...	2,00,000	2,00,000	1,98,000
Total - 104 - SP - State Plan (Annual Plan and Tenth Plan)	...	2,00,000	2,00,000	1,98,000
Total - 104	22,71,10,464	41,79,51,000	23,07,37,000	24,27,82,000

DETAILED ACCOUNT No. 2202-01-107— TEACHERS TRAINING

107—Teachers Training

NP - NON PLAN

001—Primary Teachers' Training Institute- (Government,
Government Sponsored and Non-Govt. Aided)

[ES]

01—Salaries

01—Pay	1,80,20,743	2,55,23,000	1,85,61,000	1,91,18,000
02—Dearness Allowance	77,87,817	1,14,85,000	88,16,000	93,68,000
03—House Rent Allowance	12,04,819	38,28,000	27,84,000	28,68,000
04—Ad hoc Bonus	97,000	3,83,000	2,78,000	2,87,000
12—Medical Allowances	39,350	2,55,000	1,86,000	1,91,000

Total - Salaries	2,71,49,729	4,14,74,000	3,06,25,000	3,18,32,000
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REVENUE EXPENDITURE

DETAILED ACCOUNT No. 2202-01-107 — TEACHERS TRAINING - *Contd.*

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
07—Medical Reimbursements	...	19,000	19,000	20,000
11—Travel Expenses (Domestic)	3,54,984	4,42,000	4,42,000	4,55,000
13—Office Expenses	3,71,161	...	...	...
01—Electricity	...	40,000	40,000	41,000
02—Telephone	...	40,000	40,000	41,000
03—Maintenance / P.O.L. for Office Vehicles	...	1,19,000	1,19,000	1,23,000
04—Other Office Expenses	...	1,99,000	1,99,000	2,05,000
14—Rents, Rates and Taxes	3,89,860	4,91,000	4,91,000	5,06,000
31—Grants-in-aid				
01— Salary Grants	1,96,53,536	3,12,75,000	2,06,36,000	2,16,68,000
02—Other Grants	12,61,273	2,09,90,000	13,24,000	13,91,000
34—Scholarships and Stipends	...	15,04,000	15,04,000	15,49,000
50—Other Charges	9,82,460	26,53,000	26,53,000	27,33,000
Total - 001	5,01,63,003	9,92,46,000	5,80,92,000	6,05,64,000
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003—School for Mothers and their Training [ES]				
31—Grants-in-aid				
02—Other Grants
Total - 107 - NP - Non Plan	5,01,63,003	9,92,46,000	5,80,92,000	6,05,64,000
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SP - STATE PLAN (ANNUAL PLAN AND TENTH PLAN)				
002—Orientation Training of Teachers [ES]				
50—Other Charges	...	...	...	...
004—Orientation Training of teachers (PMGY)[ES]				
50—Other Charges
Total - 107 - SP - State Plan (Annual Plan and Tenth Plan)
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CS - CENTRALLY SPONSORED (NEW SCHEMES)				
001—Strengthening of Teachers' Training Institute[ES]				
01—Salaries				
01—Pay	...	...	25,00,000	25,00,000
02—Dearness Allowance	...	...	11,83,000	12,25,000
03—House Rent Allowance	...	...	3,75,000	3,75,000
04—Ad hoc Bonus	38,000	38,000
12—Medical Allowances	25,000	25,000
Total - Salaries	41,21,000	41,63,000
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31—Grants-in-aid				
01— Salary Grants
02—Other Grants	...	2,00,00,000	1,58,79,000	1,58,37,000
Total - 001	...	2,00,00,000	2,00,00,000	2,00,00,000
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002—Preparation of State Perspective Plan under Teacher Education Programme. [ES]				
31—Grants-in-aid				
01— Salary Grants	...	...	1,50,000	1,50,000
02—Other Grants	...	...	1,00,000	1,00,000
Total - 107 - CS - Centrally Sponsored (New Schemes)	...	2,00,00,000	2,02,50,000	2,02,50,000
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Total - 107	5,01,63,003	11,92,46,000	7,83,42,000	8,08,14,000

REVENUE EXPENDITURE

DETAILED ACCOUNT No. 2202-01-108— TEXT BOOKS

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
108—Text Books				
NP - NON PLAN				
001—Free Books etc. for children of Primary School[ES]				
75—Purchase	13,46,01,706	15,55,00,000	25,55,00,000	26,31,65,000
002—Printing of Nationalised Text Books for the children at Primary Stage. [ES]				
75—Purchase	...	44,23,000	44,23,000	45,56,000
Total - 108 - NP - Non Plan	13,46,01,706	15,99,23,000	25,99,23,000	26,77,21,000
SP - STATE PLAN (ANNUAL PLAN AND TENTH PLAN)				
001—Printing of Nationalised Text Books for Children at the Primary Stage (BMS) [ES]				
50—Other Charges	...	...	...	...
002—Establishment of Text Book Corporation [ES]				
31—Grants-in-aid				
01— Salary Grants	...	...	...	...
003—Printing of Nationalised Text Books for children at Primary stage (PMGY) [ES]				
50—Other Charges	...	...	...	...
004—Printing of Nationalised Text Book for Children at the Primary Stage [ES]				
75—Purchase	...	3,50,00,000	3,76,33,000	20,00,00,000
Total - 108 - SP - State Plan (Annual Plan and Tenth Plan)	...	3,50,00,000	3,76,33,000	20,00,00,000
Total - 108	13,46,01,706	19,49,23,000	29,75,56,000	46,77,21,000

DETAILED ACCOUNT No. 2202-01-109— SCHOLARSHIPS AND INCENTIVES

109—Scholarships and Incentives				
NP - NON PLAN				
001—Incentive to the development of Elementary Education [ES]				
31—Grants-in-aid				
02—Other Grants	...	37,95,000	37,95,000	39,09,000
Total - 109 - NP - Non Plan	...	37,95,000	37,95,000	39,09,000
SP - STATE PLAN (ANNUAL PLAN AND TENTH PLAN)				
002—School Dress for girl students in primary schools (PMGY) [ES]				
31—Grants-in-aid				
02—Other Grants	74,05,950	...	...	...
003—School Dress for Girls Students in Primary Schools [ES]				
31—Grants-in-aid				
02—Other Grants	...	3,50,00,000	6,93,00,000	17,00,00,000
Total - 109 - SP - State Plan (Annual Plan and Tenth Plan)	74,05,950	3,50,00,000	6,93,00,000	17,00,00,000
Total - 109	74,05,950	3,87,95,000	7,30,95,000	17,39,09,000

REVENUE EXPENDITURE

DETAILED ACCOUNT No. 2202-01-110 — EXAMINATIONS

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
110—Examinations				
NP - NON PLAN				
001—Examination Expenses [ES]				
31—Grants-in-aid				
02—Other Grants	16,38,284	14,00,000	17,20,000	18,06,000
Total - 110 - NP - Non Plan	16,38,284	14,00,000	17,20,000	18,06,000
Total - 110	16,38,284	14,00,000	17,20,000	18,06,000

DETAILED ACCOUNT No. 2202-01-789 — SPECIAL COMPONENT PLAN FOR SC

789—Special Component Plan for SC				
NP - NON PLAN				
002—Incentive to the development of elementary education [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
004—Free and Compulsory Primary Education (Universal) [ES]				
31—Grants-in-aid				
01— Salary Grants	95,85,664	99,35,000	1,00,65,000	1,05,68,000
02—Other Grants	6,10,200	70,00,000	6,41,000	6,73,000
005—Improvement of Buildings of Existing Primary Schools [ES]				
31—Grants-in-aid				
02—Other Grants	...	15,00,000	15,00,000	15,45,000
006—Printing of Nationalised Text Books for children at the primary stage. [ES]				
75—Purchase	...	10,20,000	10,20,000	10,51,000
Total - 789 - NP - Non Plan	1,01,95,864	1,94,55,000	1,32,26,000	1,38,37,000
SP - STATE PLAN (ANNUAL PLAN AND TENTH PLAN)				
008—Health Scheme for the students of Primary Schools.[ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
009—Assistance for upgradation of education as recommended by the Tenth F.C. (10-FC) [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
012—Free and Compulsory Primary Education(Universal). i)Establishment of Primary Schools-Teaching and Non-Teaching Staff Cost. [ES]				
31—Grants-in-aid				
01— Salary Grants	...	...	...	...
013—Mid-day Meal for children. [ES]				
31—Grants-in-aid				
02—Other Grants	...	5,52,00,000	3,60,00,000	57,60,00,000
014—Assistance for Upgradation for Development of Elementary Education as recommended by the Eleventh Finance Commission (11-FC)[ES]				
31—Grants-in-aid				
02—Other Grants	...	1,30,32,000	6,17,50,000	...

REVENUE EXPENDITURE

DETAILED ACCOUNT No. 2202-01-789 — SPECIAL COMPONENT PLAN FOR SC - Contd..

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
015—Improvement of Building of existing Primary Schools(PMGY) [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
016—Provision for Toilet/Drinking Water facilities in Primary Schools (PMGY) [ES]				
31—Grants-in-aid				
02—Other Grants	1,75,36,275	...	...	...
017—Orientation Training of Teachers (PMGY) [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
018—Printing of Nationalised Text Books for children at Primary stage (PMGY) [ES]				
31—Grants-in-aid				
02—Other Grants	1,00,00,000	...	...	...
019—School Dress for girl students in primary schools(PMGY) [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
020—District Primary Education Project for the Development of Primary Education. [ES]				
31—Grants-in-aid				
02—Other Grants	2,81,90,460	72,00,000	3,54,76,000	2,40,00,000
021—Provision for Sarbasiksha Abhijan (State Share)[ES]				
31—Grants-in-aid				
02—Other Grants	16,74,81,000	9,60,00,000	33,22,18,000	24,00,00,000
022—Development of Academic Infrastructure [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
023—Mid-Day Meal for Children (PMGY) [ES]				
31—Grants-in-aid				
02—Other Grants	...	19,00,00,000	19,00,00,000	19,00,00,000
024—Printing of Nationalised Text Book at Primary Stage[ES]				
75—Purchase	...	1,20,00,000	1,29,03,000	6,80,00,000
025—School Dress for Girls Students [ES]				
31—Grants-in-aid				
02—Other Grants	...	1,20,00,000	2,37,60,000	5,80,00,000
026—Mid-day Meals for Children under NCMP (NCMP)[ES]				
31—Grants-in-aid				
02—Other Grants	...	...	20,84,00,000	...
027—Assistance for Upgradation for Development of Elementary Education as recommended by the Twelfth Finance Commission (12-FC)[ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	1,44,00,000
Total - 789 - SP - State Plan (Annual Plan and Tenth Plan)	22,32,07,735	38,54,32,000	90,05,07,000	117,04,00,000
Total - 789	23,34,03,599	40,48,87,000	91,37,33,000	118,42,37,000

DETAILED ACCOUNT No. 2202-01-796 — TRIBAL AREAS SUB-PLAN

796—Tribal Areas Sub-Plan NP - NON PLAN

001—Free and Compulsory Primary Education (Universal) Primary Schools-Teaching and Non-Teaching Staff Cost. [ES]				
31—Grants-in-aid				
01— Salary Grants	43,92,080	77,72,000	46,12,000	48,43,000
02—Other Grants	...	30,25,000	31,76,000	33,34,000
006—Printing of Nationalised Text Books for Children at Primary Stage. [ES]				
50—Other Charges	...	9,00,000	9,00,000	9,27,000
Total - 796 - NP - Non Plan	43,92,080	1,16,97,000	86,88,000	91,04,000

REVENUE EXPENDITURE

DETAILED ACCOUNT NO. 2202-01-796 — TRIBAL AREAS SUB-PLAN - Contd..

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
SP - STATE PLAN (ANNUAL PLAN AND TENTH PLAN)				
008—Health Scheme for Primary Students . [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
011—Free and Compulsory Primary Education (Universal). Establishment of Primary Schools Teaching and Non-Teaching Staff Cost. [ES]				
31—Grants-in-aid				
01— Salary Grants	...	...	...	...
013—Mid-Day Meal for children. [ES]				
31—Grants-in-aid				
02—Other Grants	...	1,38,00,000	90,00,000	14,40,00,000
014—Assistance for Upgradation for Development of Elementary Education as recommended by the Eleventh Finance Commission (11-FC)[ES]				
31—Grants-in-aid				
02—Other Grants	...	32,58,000	1,68,40,000	...
015—Improvement of Building of Primary Schools. (PMGY) [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
016—Provision for Toilet/Drinking Water facilities in Primary Schools (PMGY) [ES]				
31—Grants-in-aid				
02—Other Grants	2,49,275	...	...	...
017—Orientation Training of Teachers (PMGY)[ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
018—Printing of Nationalised Text Books for children at Primary stage (PMGY) [ES]				
31—Grants-in-aid				
02—Other Grants	11,70,000	...	...	...
019—School Dress for girl students in primary schools(PMGY) [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
020—District Primary Education Programme for Development of Primary Education. [ES]				
31—Grants-in-aid				
02—Other Grants	80,40,000	18,00,000	88,69,000	60,00,000
021—Provision for Sarbasiksha Abhijan (State Share)[ES]				
31—Grants-in-aid				
02—Other Grants	5,56,200	2,40,00,000	8,30,55,000	6,00,00,000
022—Development of Academic Infrastructure [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
023—Mid-Day Meal for Children (PMGY) [ES]				
31—Grants-in-aid				
02—Other Grants	...	4,65,00,000	4,65,00,000	4,65,00,000

REVENUE EXPENDITURE

DETAILED ACCOUNT No. 2202-01-796 — TRIBAL AREAS SUB-PLAN - *Contd.*

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
024—Printing of Nationalised Text Book at Primary Stage[ES]				
75—Purchase	...	30,00,000	32,26,000	9,20,00,000
025—School Dress for Girls Students in Primary Schoois[ES]				
31—Grants-in-aid				
02—Other Grants	...	30,00,000	59,40,000	1,30,00,000
026—Mid-day Meals for Children under NCMP (NCMP)[ES]				
31—Grants-in-aid				
02—Other Grants	...	...	5,20,00,000	...
027—Assistance for Upgradation for Development of Elementary Education as recommended by the Twelfth Finance Commission (12-FC)[ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	36,00,000
Total - 796 - SP - State Plan (Annual Plan and Tenth Plan)	1,00,15,475	9,53,58,000	22,54,30,000	36,51,00,000
Total - 796	1,44,07,555	10,70,55,000	23,41,18,000	37,42,04,000

DETAILED ACCOUNT No. 2202-01-800 — OTHER EXPENDITURE

800—Other Expenditure				
NP - NON PLAN				
001—State Institute of Education for Improvement of Elementary Education [ES]				
01—Salaries				
01—Pay	97,633	18,95,000	...	...
02—Dearness Allowance	8,844	8,55,000	...	...
03—House Rent Allowance	...	2,85,000	...	...
04—Ad hoc Bonus	...	32,000	...	...
12—Medical Allowances	...	22,000	...	...
Total - Salaries	1,06,477	30,89,000	...	...
07—Medical Reimbursements	...	1,000	...	...
11—Travel Expenses (Domestic)	...	...	...	...
13—Office Expenses	...	...	...	...
01—Electricity	...	...	...	...
02—Telephone	...	...	...	...
03—Maintenance / P.O.L. for Office Vehicles	...	...	...	...
04—Other Office Expenses	...	...	...	...
31—Grants-in-aid				
02—Other Grants	...	...	...	...
50—Other Charges	...	...	...	...
Total - 001	1,06,477	30,90,000	...	...

REVENUE EXPENDITURE

DETAILED ACCOUNT No. 2202-01-800 — OTHER EXPENDITURE - Contd..

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
002—Mid-day Meals for Children [ES]				
01—Salaries				
01—Pay	27,73,887	37,30,000	28,57,000	29,43,000
02—Dearness Allowance	12,25,712	16,79,000	13,57,000	14,42,000
03—House Rent Allowance	4,59,952	5,60,000	4,29,000	4,41,000
04—Ad hoc Bonus	55,075	56,000	43,000	44,000
12—Medical Allowances	23,459	37,000	29,000	29,000
Total - Salaries	45,38,085	60,62,000	47,15,000	48,99,000
02—Wages	...	...	...	...
07—Medical Reimbursements	...	19,000	19,000	20,000
11—Travel Expenses (Domestic)	16,384	20,000	20,000	21,000
13—Office Expenses	...	...	...	...
01—Electricity	...	2,000	2,000	2,000
02—Telephone	...	2,000	2,000	2,000
03—Maintenance / P.O.L. for Office Vehicles	...	6,000	6,000	6,000
04—Other Office Expenses	...	9,000	9,000	9,000
31—Grants-in-aid	...	...	...	...
02—Other Grants	...	15,000	15,000	15,000
50—Other Charges	...	9,04,000	9,04,000	9,31,000
Total - 002	45,54,469	70,39,000	56,92,000	59,05,000
003—District Primary Schools Council/Board [ES]				
01—Salaries				
01—Pay	...	...	...	...
02—Dearness Allowance	...	...	...	...
03—House Rent Allowance	...	...	...	...
04—Ad hoc Bonus	...	...	...	...
Total - Salaries	...	...	...	...
11—Travel Expenses (Domestic)	...	...	...	...
13—Office Expenses	...	...	...	...
01—Electricity	...	...	...	...
02—Telephone	...	...	...	...
03—Maintenance / P.O.L. for Office Vehicles	...	...	...	...
04—Other Office Expenses	...	...	...	...
14—Rents, Rates and Taxes	...	...	...	...
31—Grants-in-aid	...	...	...	...
01— Salary Grants	29,62,78,742	31,17,45,000	26,10,93,000	32,66,48,000
02—Other Grants	1,21,16,104	3,09,25,000	1,27,22,000	1,33,58,000
50—Other Charges	...	...	73,97,000	10,000
Total - 003	30,83,94,846	34,26,70,000	28,12,12,000	34,00,16,000
004—Primary Education Tax Establishment [ES]				
01—Salaries				
01—Pay	1,33,594	1,37,000	1,38,000	1,42,000
02—Dearness Allowance	62,913	62,000	66,000	70,000
03—House Rent Allowance	19,131	21,000	21,000	21,000
04—Ad hoc Bonus	2,000	2,000	2,000	2,000
12—Medical Allowances	...	20,000	1,000	1,000
Total - Salaries	2,17,638	2,42,000	2,28,000	2,36,000
07—Medical Reimbursements	1,200	20,000	20,000	21,000
Total - 004	2,18,838	2,62,000	2,48,000	2,57,000

REVENUE EXPENDITURE

DETAILED ACCOUNT No. 2202-01-800 — OTHER EXPENDITURE - Contd..

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
009—State Board of Primary Education [ES]				
11—Travel Expenses (Domestic)	...	18,000	18,000	19,000
31—Grants-in-aid				
01— Salary Grants	...	28,55,000	28,55,000	29,40,000
02—Other Grants	...	7,10,000	7,10,000	7,31,000
Total - 009	...	35,83,000	35,83,000	36,90,000
010—Free and Compulsory Primary Education (Universal) Primary School Teaching and Non-teaching Staff Cost [ES]				
31—Grants-in-aid				
01— Salary Grants	1,09,09,199	1,80,70,000	1,14,55,000	1,20,28,000
011—Appointment of Women Teachers in Educationally Backward States [ES]				
31—Grants-in-aid				
01— Salary Grants	8,12,240	9,20,000	8,53,000	8,95,000
013—State Council of Educational Research and Training, West Bengal. [ES]				
01—Salaries				
01—Pay	...	2,30,000	18,95,000	19,52,000
02—Dearness Allowance	...	1,05,000	8,55,000	9,56,000
03—House Rent Allowance	...	35,000	2,85,000	2,93,000
04—Ad hoc Bonus	...	3,000	32,000	29,000
12—Medical Allowances	...	2,000	22,000	20,000
Total - Salaries	...	3,75,000	30,89,000	32,50,000
07—Medical Reimbursements	...	1,000	1,000	1,000
11—Travel Expenses (Domestic)	77	38,000	38,000	39,000
13—Office Expenses	2,886	...	...	...
01—Electricity	...	14,000	14,000	14,000
02—Telephone	...	14,000	14,000	14,000
03—Maintenance / P.O.L. for Office Vehicles	...	41,000	41,000	42,000
04—Other Office Expenses	...	69,000	69,000	71,000
14—Rents, Rates and Taxes	...	30,000	30,000	31,000
31—Grants-in-aid				
02—Other Grants	...	6,57,000	...	...
50—Other Charges	...	1,94,000	1,94,000	2,00,000
Total - 013	2,963	14,33,000	34,90,000	36,62,000
014—Mid-Day Meal for Children [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
Total - 800 - NP - Non Plan	32,49,99,032	37,70,67,000	30,65,33,000	36,64,53,000

REVENUE EXPENDITURE

DETAILED ACCOUNT NO. 2202-01-800 — OTHER EXPENDITURE - *Contd.*

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
SP - STATE PLAN (ANNUAL PLAN AND TENTH PLAN)				
001—Free and Compulsory Primary Education (Universal)				
Primary School -Teaching and Non-Teaching Staff				
Cost. (BMS) [ES]				
31—Grants-in-aid				
01— Salary Grants	4,72,471	...	...	...
004—Establishment of a Board for Primary Education.[ES]				
31—Grants-in-aid				
01— Salary Grants	52,36,529	4,55,000	6,50,000	44,55,000
02—Other Grants	20,17,471	20,00,000	22,00,000	40,00,000
020—District Primary Education Project for the Development of Primary Education [ES]				
31—Grants-in-aid				
02—Other Grants	6,79,65,481	1,50,00,000	10,34,73,000	7,00,00,000
023—Free and Compulsory Primary Education (Universal).				
i) Establisshment of Primary School-Teaching and Non-Teaching Staff Cost. [ES]				
31—Grants-in-aid				
01— Salary Grants	...	...	...	...
024—Development of Distrct Primary School Council.[ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
025—Mid-day Meal For Children. [ES]				
31—Grants-in-aid				
02—Other Grants	...	16,10,00,000	10,50,00,000	168,00,00,000
026—Health Scheme for the Students of Primary Schools.[ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
028—Provision for Sarbo Siksha Abhijan (State Share)[ES]				
31—Grants-in-aid				
02—Other Grants	39,07,93,333	28,00,00,000	96,89,72,000	70,00,00,000
029—Assistance for Upgradation for Development of Elementary Education as recommended by the Eleventh Finance Commission (11-FC)[ES]				
31—Grants-in-aid				
02—Other Grants	...	3,80,10,000	20,20,80,000	...
030—Transportation Cost of movement of Food Grains under National Programme of Nutritional support of Primary Education under Mid - day - meals.[ES]				
31—Grants-in-aid				
02—Other Grants	7,19,44,362	84,95,000	10,34,95,000	9,46,57,000
031—Development of Academic Infrastructure . [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
032—Evaluation of Primary School Students. [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	1,50,00,000	...
033—Mid-Day Meal for Children (PMGY) [ES]				
31—Grants-in-aid				
02—Other Grants	...	59,55,00,000	59,55,00,000	59,55,00,000

REVENUE EXPENDITURE

DETAILED ACCOUNT No. 2202-01-800 — OTHER EXPENDITURE - Contd..

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
034—Mid-day Meals for Children under NCMP (NCMP)[ES]				
31—Grants-in-aid				
02—Other Grants	...	...	60,75,00,000	...
035—Assistance for Upgradation for Development of Elementary Education as recommended by the Twelfth Finance Commission (12-FC) [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	4,20,00,000
Total - 800 - SP - State Plan (Annual Plan and Tenth Plan)	53,84,29,647	110,04,60,000	270,38,70,000	319,06,12,000
CS - CENTRALLY SPONSORED (NEW SCHEMES)				
002—Implementation of Expanded Operation Black Board [ES]				
31—Grants-in-aid				
01— Salary Grants	12,21,67,851	10,00,00,000	12,82,76,000	13,46,90,000
02—Other Grants	...	1,50,00,000	1,50,00,000	1,50,00,000
003—Implementation of Sarva Siksha Abhijan [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
Total - 800 - CS - Centrally Sponsored (New Schemes)	12,21,67,851	11,50,00,000	14,32,76,000	14,96,90,000
CN - CENTRAL SECTOR (NEW SCHEMES)				
002—Area Intensive Programme for Educationally Backward Minorities [ES]				
31—Grants-in-aid				
02—Other Grants	...	2,00,00,000	2,08,75,000	2,00,00,000
Total - 800 - CN - Central Sector (New Schemes)	...	2,00,00,000	2,08,75,000	2,00,00,000
Total - 800	98,55,96,530	161,25,27,000	317,45,54,000	372,67,55,000

DETAILED ACCOUNT No. 2202-02-001 — DIRECTION AND ADMINISTRATION

02—SECONDARY EDUCATION

001—Direction and Administration NP - NON PLAN

003—Directorate of School Education [ES]

01—Salaries				
01—Pay	1,70,60,665	1,98,53,000	1,75,72,000	1,80,99,000
02—Dearness Allowance	73,79,734	89,34,000	83,47,000	88,69,000
03—House Rent Allowance	24,95,987	29,78,000	26,36,000	27,15,000
04—Ad hoc Bonus	1,25,637	2,98,000	2,64,000	2,71,000
12—Medical Allowances	12,700	1,99,000	1,76,000	1,81,000
Total - Salaries	2,70,74,723	3,22,62,000	2,89,95,000	3,01,35,000

REVENUE EXPENDITURE

DETAILED ACCOUNT No. 2202-02-001 — DIRECTION AND ADMINISTRATION - *Contd.*

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
07—Medical Reimbursements	...	19,000	19,000	20,000
11—Travel Expenses (Domestic)	98,745	1,50,000	1,50,000	1,55,000
13—Office Expenses	11,49,850	...	...	...
01—Electricity	5,48,669	60,000	60,000	62,000
02—Telephone	...	60,000	60,000	62,000
03—Maintenance / P.O.L. for Office Vehicles	...	1,81,000	1,81,000	1,86,000
04—Other Office Expenses	...	3,03,000	3,03,000	3,12,000
14—Rents, Rates and Taxes	...	3,02,000	3,02,000	3,11,000
50—Other Charges	...	6,37,000	6,37,000	6,56,000
Total - 003	2,88,71,987	3,39,74,000	3,07,07,000	3,18,99,000
005—Payment of Service Charges to Banks . [ES]				
28—Payment of Professional and Special Services	17,12,87,977	25,00,00,000	25,00,00,000	25,75,00,000
Total - 001 - NP - Non Plan	20,01,59,964	28,39,74,000	28,07,07,000	28,93,99,000
Total - 001	20,01,59,964	28,39,74,000	28,07,07,000	28,93,99,000

DETAILED ACCOUNT No. 2202-02-101 — INSPECTION

101—Inspection				
NP - NON PLAN				
001—Men's Branch [ES]				
01—Salaries				
01—Pay	13,21,00,300	26,89,24,000	13,60,63,000	14,01,45,000
02—Dearness Allowance	3,70,20,872	12,10,16,000	6,46,30,000	6,86,71,000
03—House Rent Allowance	1,32,10,224	4,03,39,000	2,04,09,000	2,10,22,000
04—Ad hoc Bonus	6,15,000	40,34,000	20,41,000	21,02,000
05—Interim Relief	...	...	...	...
12—Medical Allowances	10,19,610	26,89,000	13,61,000	14,01,000
Total - Salaries	18,39,66,006	43,70,02,000	22,45,04,000	23,33,41,000
02—Wages	...	3,000	...	...
07—Medical Reimbursements	11,447	19,000	19,000	20,000
11—Travel Expenses (Domestic)	12,02,229	14,47,000	14,47,000	14,90,000
13—Office Expenses	48,70,556	...	...	...
01—Electricity	...	1,06,000	2,00,000	2,00,000
02—Telephone	...	1,06,000	2,00,000	2,00,000
03—Maintenance / P.O.L. for Office Vehicles	...	3,19,000	6,00,000	6,20,000
04—Other Office Expenses	...	5,31,000	9,00,000	9,30,000
14—Rents, Rates and Taxes	16,20,312	8,88,000	17,00,000	17,50,000
50—Other Charges	21,40,833	83,08,000	25,00,000	25,75,000
Total - 001	19,38,11,383	44,87,29,000	23,20,70,000	24,11,26,000

REVENUE EXPENDITURE

DETAILED ACCOUNT No. 2202-02-101 — INSPECTION - *Contd.*

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
002—Anglo-Indian [ES]				
01—Salaries				
01—Pay	6,94,336	5,78,000	7,15,000	7,36,000
02—Dearness Allowance	4,41,940	2,60,000	3,40,000	3,61,000
03—House Rent Allowance	97,501	87,000	1,07,000	1,10,000
04—Ad hoc Bonus	5,000	9,000	11,000	11,000
12—Medical Allowances	900	6,000	7,000	7,000
Total - Salaries	12,39,677	9,40,000	11,80,000	12,25,000
07—Medical Reimbursements	...	1,000	1,000	1,000
11—Travel Expenses (Domestic)	10,568	19,000	19,000	20,000
13—Office Expenses	2,589	...	...	...
01—Electricity	...	1,000	1,000	1,000
02—Telephone	...	1,000	1,000	1,000
03—Maintenance / P.O.L. for Office Vehicles	...	2,000	2,000	2,000
04—Other Office Expenses	...	4,000	4,000	4,000
50—Other Charges	...	26,000	26,000	27,000
Total - 002	12,52,834	9,94,000	12,34,000	12,81,000
003—Strengthening of Administrative and Supervisory Staff [ES]				
01—Salaries				
01—Pay	-1,51,816	2,01,000	50,000	52,000
02—Dearness Allowance	...	90,000	22,000	25,000
03—House Rent Allowance	...	30,000	8,000	8,000
04—Ad hoc Bonus	...	3,000	1,000	1,000
12—Medical Allowances	...	2,000	1,000	1,000
Total - Salaries	-1,51,816	3,26,000	82,000	87,000
07—Medical Reimbursements	...	1,000	1,000	1,000
11—Travel Expenses (Domestic)	...	35,000	35,000	36,000
13—Office Expenses	...	...	...	...
01—Electricity	...	4,000	4,000	4,000
02—Telephone	...	4,000	4,000	4,000
03—Maintenance / P.O.L. for Office Vehicles	...	11,000	11,000	11,000
04—Other Office Expenses	...	16,000	16,000	16,000
Total - 003	-1,51,816	3,97,000	1,53,000	1,59,000
Total - 101 - NP - Non Plan	19,49,12,401	45,01,20,000	23,34,57,000	24,25,66,000
SP - STATE PLAN (ANNUAL PLAN AND TENTH PLAN)				
001—Strengthening of Administrative and Supervisory Staff [ES]				
01—Salaries				
01—Pay	8,80,747	1,15,000	1,15,000	1,15,000
02—Dearness Allowance	3,86,514	51,000	51,000	51,000
03—House Rent Allowance	1,42,451	17,000	17,000	17,000
04—Ad hoc Bonus	...	1,000	1,000	1,000
12—Medical Allowances	...	1,000	1,000	1,000
Total - Salaries	14,09,712	1,85,000	1,85,000	1,85,000
07—Medical Reimbursements	...	1,000	1,000	1,000
11—Travel Expenses (Domestic)	...	6,000	6,000	6,000
13—Office Expenses	...	...	...	...
01—Electricity	...	1,000	1,000	1,000
02—Telephone	...	1,000	1,000	1,000
03—Maintenance / P.O.L. for Office Vehicles	...	2,000	2,000	2,000
04—Other Office Expenses	...	2,000	2,000	2,000
50—Other Charges	...	2,000	2,000	2,000
Total - 001	14,09,712	2,00,000	2,00,000	2,00,000
Total - 101 - SP - State Plan (Annual Plan and Tenth Plan)	14,09,712	2,00,000	2,00,000	2,00,000
Total - 101	19,63,22,113	45,03,20,000	23,36,57,000	24,27,66,000

REVENUE EXPENDITURE

DETAILED ACCOUNT No. 2202-02-105 — TEACHERS' TRAINING

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs. .	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
105—Teachers' Training				
NP - NON PLAN				
003—Improvement of Teachers Training Facilities [ES]				
28—Payment of Professional and Special Services	...	...	...	...
31—Grants-in-aid				
01— Salary Grants	...	5,71,20,000	3,99,00,000	4,18,95,000
50—Other Charges	...	...	...	...
Total - 003	...	5,71,20,000	3,99,00,000	4,18,95,000
005—Training Schools [ES]				
01—Salaries				
01—Pay	22,51,522	24,56,000	23,19,000	23,89,000
02—Dearness Allowance	9,72,920	11,05,000	11,02,000	11,71,000
03—House Rent Allowance	2,85,685	3,68,000	3,48,000	3,58,000
04—Ad hoc Bonus	17,000	37,000	35,000	36,000
12—Medical Allowances	...	25,000	23,000	24,000
Total - Salaries	35,27,127	39,91,000	38,27,000	39,78,000
07—Medical Reimbursements	...	1,000	1,000	1,000
11—Travel Expenses (Domestic)	5,792	23,000	23,000	24,000
13—Office Expenses	81,104	...	...	...
01—Electricity	...	14,000	14,000	14,000
02—Telephone	...	14,000	14,000	14,000
03—Maintenance / P.O.L. for Office Vehicles	...	43,000	43,000	44,000
04—Other Office Expenses	...	72,000	72,000	74,000
14—Rents, Rates and Taxes	1,232	20,000	20,000	21,000
34—Scholarships and Stipends	29,216	89,000	89,000	92,000
50—Other Charges	44,504	1,50,000	1,50,000	1,55,000
Total - 005	36,88,975	44,17,000	42,53,000	44,17,000
Total - 105 - NP - Non Plan	36,88,975	6,15,37,000	4,41,53,000	4,63,12,000
Total - 105	36,88,975	6,15,37,000	4,41,53,000	4,63,12,000

DETAILED ACCOUNT No. 2202-02-106 — TEXT BOOKS

106—Text Books				
NP - NON PLAN				
002—State Text Book Committee [ES]				
01—Salaries				
01—Pay	1,25,908	1,76,000	1,30,000	1,34,000
02—Dearness Allowance	49,070	79,000	62,000	66,000
03—House Rent Allowance	10,825	26,000	20,000	20,000
04—Ad hoc Bonus	...	3,000	2,000	2,000
12—Medical Allowances	200	2,000	1,000	1,000
Total - Salaries	1,86,003	2,86,000	2,15,000	2,23,000

REVENUE EXPENDITURE

DETAILED ACCOUNT No. 2202-02-106 — TEXT BOOKS - *Contd.*

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
07—Medical Reimbursements	...	1,000	1,000	1,000
11—Travel Expenses (Domestic)	...	6,000	6,000	6,000
Total - 002	1,86,003	2,93,000	2,22,000	2,30,000
Total - 106 - NP - Non Plan	1,86,003	2,93,000	2,22,000	2,30,000
Total - 106	1,86,003	2,93,000	2,22,000	2,30,000

DETAILED ACCOUNT No. 2202-02-107— SCHOLARSHIPS

107—Scholarships

NP - NON PLAN

001—Secondary Schools [ES]				
31—Grants-in-aid				
02—Other Grants	45,49,737	3,00,000	47,77,000	50,16,000
002—Special Award for best position in both Madhyamik and H.S. Examination [ES]				
31—Grants-in-aid				
02—Other Grants	...	10,000	10,000	10,000
003—National Scholarships at the Secondary Stage for talented children from rural areas [ES]				
31—Grants-in-aid				
02—Other Grants	3,37,800	45,000	25,00,000	15,45,000
004—Scholarships, free Studentships etc. [ES]				
31—Grants-in-aid				
02—Other Grants	...	2,000	2,000	2,000
Total - 107 - NP - Non Plan	48,87,537	3,57,000	72,89,000	65,73,000
SP - STATE PLAN (ANNUAL PLAN AND TENTH PLAN)				
001—Provision for award of Prizes to the meritorious students in secondary schools. [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
Total - 107 - SP - State Plan (Annual Plan and Tenth Plan)	...	...	...	...
Total - 107	48,87,537	3,57,000	72,89,000	65,73,000

REVENUE EXPENDITURE

DETAILED ACCOUNT No. 2202-02-109— GOVERNMENT SECONDARY SCHOOLS

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
109—Government Secondary Schools				
NP - NON PLAN				
004—Government Secondary Schools [ES]				
01—Salaries				
01—Pay	14,49,25,411	15,20,47,000	14,92,73,000	15,37,51,000
02—Dearness Allowance	6,19,39,207	6,84,21,000	7,09,05,000	7,53,38,000
03—House Rent Allowance	2,01,09,458	2,28,07,000	2,23,91,000	2,30,63,000
04—Ad hoc Bonus	7,67,808	22,81,000	22,39,000	23,06,000
05—Interim Relief	...	...	...	...
12—Medical Allowances	72,125	15,20,000	14,93,000	15,38,000
Total - Salaries	22,78,14,009	24,70,76,000	24,63,01,000	25,59,96,000
02—Wages	2,31,845	53,000	2,43,000	2,55,000
11—Travel Expenses (Domestic)	2,77,597	4,07,000	4,07,000	4,19,000
13—Office Expenses	53,73,758	...	...	...
01—Electricity	7,59,239	4,73,000	4,73,000	4,87,000
02—Telephone	...	4,73,000	4,73,000	4,87,000
03—Maintenance / P.O.L. for Office Vehicles	...	14,18,000	14,18,000	14,61,000
04—Other Office Expenses	...	23,61,000	23,61,000	24,32,000
14—Rents, Rates and Taxes	...	10,49,000	10,49,000	10,80,000
34—Scholarships and Stipends	...	1,86,000	1,86,000	1,92,000
50—Other Charges	1,01,83,595	1,20,50,000	1,20,50,000	1,24,12,000
Total - 004	24,46,40,043	26,55,46,000	26,49,61,000	27,52,21,000
005—Government Madrasah [ES]				
01—Salaries				
01—Pay	12,675	19,10,000	19,10,000	19,68,000
02—Dearness Allowance	5,197	8,60,000	9,03,000	9,64,000
03—House Rent Allowance	193	2,87,000	2,87,000	2,95,000
04—Ad hoc Bonus	...	29,000	29,000	30,000
12—Medical Allowances	...	19,000	19,000	20,000
Total - Salaries	18,065	31,05,000	31,48,000	32,77,000
02—Wages	...	2,000	2,000	2,000
11—Travel Expenses (Domestic)	...	3,000	3,000	3,000
13—Office Expenses	1,250	...	...	...
01—Electricity	...	11,000	11,000	11,000
02—Telephone	...	11,000	11,000	11,000
03—Maintenance / P.O.L. for Office Vehicles	...	33,000	33,000	34,000
04—Other Office Expenses	...	56,000	56,000	58,000
14—Rents, Rates and Taxes	...	9,000	9,000	9,000
50—Other Charges	...	67,000	67,000	69,000
Total - 005	19,315	32,97,000	33,40,000	34,74,000
Total - 109 - NP - Non Plan	24,46,59,358	26,88,43,000	26,83,01,000	27,86,95,000

REVENUE EXPENDITURE

DETAILED ACCOUNT No. 2202-02-109 — GOVERNMENT SECONDARY SCHOOLS - Contd..

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
SP - STATE PLAN (ANNUAL PLAN AND TENTH PLAN)				
001—Development of Government Secondary Schools [ES]				
01—Salaries				
01—Pay	7,30,352	29,000	29,000	29,000
02—Dearness Allowance	3,03,754	13,000	13,000	13,000
03—House Rent Allowance	1,09,657	4,000	4,000	4,000
04—Ad hoc Bonus	...	1,000	1,000	1,000
12—Medical Allowances	...	1,000	1,000	1,000
Total - Salaries	11,43,763	48,000	48,000	48,000
07—Medical Reimbursements	...	2,000	2,000	2,000
Total - 001	11,43,763	50,000	50,000	50,000
002—Computer Education in Govt. Secondary Schools. [ES]				
77—Computerisation	...	...	...	...
98—Training	...	...	...	...
Total - 002	...	...	...	...
Total - 109 - SP - State Plan (Annual Plan and Tenth Plan)	11,43,763	50,000	50,000	50,000
CN - CENTRAL SECTOR (NEW SCHEMES)				
001—Promotion of Science Education in School [ES]				
31—Grants-in-aid				
02—Other Grants	...	50,000	50,000	50,000
Total - 109 - CN - Central Sector (New Schemes)	...	50,000	50,000	50,000
Total - 109	24,58,03,121	26,89,43,000	26,84,01,000	27,87,95,000

DETAILED ACCOUNT No. 2202-02-110— ASSISTANCE TO NON-GOVERNMENT SECONDARY SCHOOLS

110—Assistance to Non-Government Secondary Schools

NP - NON PLAN

001—Secondary Schools for Boys and Girls [ES]

31—Grants-in-aid

 01— Salary Grants 2012,10,15,281 1985,82,00,000 1985,82,00,000 2085,11,10,000

 02—Other Grants 6,73,141 12,10,000 15,00,000 15,75,000

002—School for Boys and Girls (Anglo Indian) [ES]

01—Salaries

 05—Interim Relief

31—Grants-in-aid

 01— Salary Grants 5,21,47,692 15,02,80,000 5,47,55,000 5,74,93,000

 02—Other Grants 2,35,000 60,000 2,47,000 2,59,000

Total - 002 5,23,82,692 15,03,40,000 5,50,02,000 5,77,52,000

REVENUE EXPENDITURE

DETAILED ACCOUNT No. 2202-02-109 — GOVERNMENT SECONDARY SCHOOLS - Contd.

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
004—Teaching and Educational Facilities for Children of Age group 11-14 years [ES]				
31—Grants-in-aid				
01— Salary Grants	...	165,72,45,000	165,72,45,000	174,01,07,000
006—Assistance to Non-Government Higher Secondary Institutions [ES]				
31—Grants-in-aid				
01— Salary Grants	102,28,13,397	85,43,90,000	97,62,80,000	102,50,94,000
007—Sainik School [ES]				
31—Grants-in-aid				
02—Other Grants	...	37,72,000	37,72,000	38,85,000
50—Other Charges	5,79,664	8,84,000	8,84,000	9,11,000
Total - 007	5,79,664	46,56,000	46,56,000	47,96,000
008—Assistance to Non-Government Madrasah [ES]				
31—Grants-in-aid				
01— Salary Grants	11,65,56,670	16,65,00,000	16,57,32,000	17,40,19,000
009—Expansion of Teaching and Educational Facilities for Children of Age group 14-16 years [ES]				
31—Grants-in-aid				
01— Salary Grants	1,34,32,323	3,29,50,000	1,41,04,000	1,48,09,000
010—Development of Junior Technical Schools [ES]				
31—Grants-in-aid				
02—Other Grants	...	66,15,000	66,15,000	68,13,000
011—Strengthening of Science Laboratories in Secondary Schools. [ES]				
31—Grants-in-aid				
02—Other Grants	...	1,42,85,000	1,42,85,000	1,47,14,000
Total - 110 - NP - Non Plan	2132,74,53,168	2274,63,91,000	2275,36,19,000	2389,07,89,000
SP - STATE PLAN (ANNUAL PLAN AND TENTH PLAN)				
002—Strengthening of Science Laboratories in Secondary Schools [ES]				
31—Grants-in-aid				
02—Other Grants	25,38,000	9,00,000	36,00,000	29,00,000
003—Provision for Sainik Schools. [ES]				
50—Other Charges	...	7,70,000	22,00,000	25,70,000
004—Improvement of Libraries, Reading Rooms, etc. in Secondary Schools. [ES]				
31—Grants-in-aid				
02—Other Grants	...	7,00,000	36,00,000	36,00,000
007—Assistance to Non-Government Higher Secondary Institution [ES]				
31—Grants-in-aid				
01— Salary Grants	...	51,25,000	51,25,000	51,25,000
009—Expansion of Teaching and Educational Facilities for Children of Age group 14-16 [ES]				
31—Grants-in-aid				
01— Salary Grants	...	51,25,000	51,25,000	51,25,000
010—Assistance for Computer Education in Non - Govt. Secondary Schools. [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	2,30,40,000	2,00,40,000
Total - 110 - SP - State Plan (Annual Plan and Tenth Plan)	25,38,000	1,26,20,000	4,26,90,000	3,93,60,000

REVENUE EXPENDITURE

DETAILED ACCOUNT No. 2202-02-110 — ASSISTANCE TO NON-GOVERNMENT SECONDARY SCHOOLS

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
CN - CENTRAL SECTOR (NEW SCHEMES)				
001—Promotion of Science Education in School [ES]				
31—Grants-in-aid				
02—Other Grants	...	50,000	50,000	50,000
002—Provision for Modernization of Madrasah Education.[ES]				
31—Grants-in-aid				
02—Other Grants	...	50,000	50,000	50,000
Total - 110 - CN - Central Sector (New Schemes)	...	1,00,000	1,00,000	1,00,000
Total - 110	2132,99,91,168	2275,91,11,000	2279,64,09,000	2393,02,49,000

DETAILED ACCOUNT No. 2202-02-789 — SPECIAL COMPONENT PLAN FOR SC

789—Special Component Plan for SC

NP - NON PLAN

001—Expansion of teaching and educational facilities for children of age group 14-16 years [ES]				
31—Grants-in-aid				
01— Salary Grants	8,67,818	47,40,000	9,11,000	9,57,000
02—Other Grants	...	28,00,000	28,00,000	29,40,000
003—Expansion of teaching and educational facilities for children of age group 11-14 years. [ES]				
31—Grants-in-aid				
02—Other Grants	...	1,80,000	1,80,000	1,85,000
Total - 789 - NP - Non Plan	8,67,818	77,20,000	38,91,000	40,82,000

SP - STATE PLAN (ANNUAL PLAN AND TENTH PLAN)

001—Strengthening of science laboratories in secondary schools. [ES]				
31—Grants-in-aid				
02—Other Grants	9,90,000	4,00,000	11,00,000	11,00,000
002—Improvement of libraries, reading room, etc. in secondary schools [ES]				
31—Grants-in-aid				
02—Other Grants	...	2,00,000	11,00,000	11,00,000
003—Assistance to non-government higher secondary institution: Teaching and Non-Teaching Staff Cost. [ES]				
31—Grants-in-aid				
01— Salary Grants	...	12,80,000	12,80,000	12,80,000
004—Expansion of teaching and educational facilities for children of age group 14-16 years [ES]				
31—Grants-in-aid				
01— Salary Grants	60,000	12,80,000	12,80,000	12,80,000
005—Provision for health schemes for children reading in secondary schools. [ES]				
31—Grants-in-aid				
02—Other Grants	...	10,000	15,000	10,000
011—Expansion of Teaching and Educational Facilities for Children of age group 11-14. [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...

REVENUE EXPENDITURE

DETAILED ACCOUNT No. 2202-02-789 — SPECIAL COMPONENT PLAN FOR SC - Contd..

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
012—Improvement of Buildings of Secondary Schools. [ES]				
31—Grants-in-aid				
02—Other Grants	2,42,000	2,55,000	2,60,000	2,55,000
013—Provision for Incentive to the Development of Secondary Education. [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
014—Setting up of State Open School. [ES]				
31—Grants-in-aid				
02—Other Grants	2,44,000	2,55,000	2,55,000	2,55,000
015—Assistance for Upgradation as recommended by 11th Finance Commission. (11-FC) [ES]				
31—Grants-in-aid				
02—Other Grants	...	1,30,32,000	96,86,000	...
016—Provision for Drinking water in Secondary Schools. [ES]				
31—Grants-in-aid				
02—Other Grants	1,23,000	...	...	...
017—Provision for Furniture and Teaching Equipments in Secondary Schools. [ES]				
31—Grants-in-aid				
02—Other Grants	4,50,000	...	...	...
018—Provision for Improvement of School Environment and creation of Assets [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
019—Integrated Education for Disabled Children. [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
020—Orientation Training of Secondary School Teachers[ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
021—Provision for Computer Education in Non-Govt. Secondary Schools [ES]				
31—Grants-in-aid				
02—Other Grants	48,82,000	...	70,40,000	50,00,000
022—Implementation of Recommendation of School Education Committee [ES]				
31—Grants-in-aid				
02—Other Grants	...	5,00,000	5,00,000	5,00,000
023—Assistance for upgradation as recommended by the Twelfth Finance Commission (12-FC)[ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	1,17,60,000
Total - 789 - SP - State Plan (Annual Plan and Tenth Plan)	69,91,000	1,72,12,000	2,25,16,000	2,25,40,000
Total - 789	78,58,818	2,49,32,000	2,64,07,000	2,66,22,000

REVENUE EXPENDITURE

DETAILED ACCOUNT No. 2202-02-796— TRIBAL AREAS SUB-PLAN

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
796—Tribal Areas Sub-Plan				
NP - NON PLAN				
001—Expansion of teaching and Educational Facilities for Children of age group 11 - 14 .Teaching and Non-Teaching Staff Cost. [ES]				
31—Grants-in-aid				
01— Salary Grants	1,67,71,348	3,09,50,000	1,76,10,000	1,84,90,000
02—Other Grants	4,500	3,55,000	5,000	5,000
004—Expansion of teaching and educational facilities for Children of age group 14 - 16 [ES]				
31—Grants-in-aid				
01— Salary Grants	78,54,055	3,06,20,000	82,47,000	86,59,000
02—Other Grants	...	3,90,000	3,90,000	4,10,000
005—Expansion of teaching and educational facilities for Children of age group -11--14.Improvement of buildings of Secondary Schools. [ES]				
31—Grants-in-aid				
02—Other Grants	...	1,50,000	1,50,000	1,55,000
Total - 796 - NP - Non Plan	2,46,29,903	6,24,65,000	2,64,02,000	2,77,19,000
SP - STATE PLAN (ANNUAL PLAN AND TENTH PLAN)				
009—Improvement of Libraries reading rooms etc in Secondary Schools . [ES]				
31—Grants-in-aid				
02—Other Grants	60,000	1,00,000	3,00,000	1,00,000
011—Expansion of teaching and educational facilities for children of age group 11-14.(i) Teaching and Non-Teaching Staff Cost. [ES]				
31—Grants-in-aid				
02—Other Grants	...	6,40,000	6,40,000	6,40,000
012—Improvement of Buildings of Secondary Schools.[ES]				
31—Grants-in-aid				
02—Other Grants	2,42,000	2,55,000	2,55,000	2,55,000
014—Expansion of teaching and educational facilities for children of age group 14-16. [ES]				
31—Grants-in-aid				
01— Salary Grants	...	10,00,000	10,00,000	50,00,000
015—Provision for Health Scheme for Children reading in Secondary Schools. [ES]				
31—Grants-in-aid				
02—Other Grants	...	2,000	5,000	2,000
016—Assistance to Non-Govt. H.S. Institutions. [ES]				
31—Grants-in-aid				
01— Salary Grants	...	...	...	...
017—Strengthening of Science Laboratories in Secondary Schools [ES]				
31—Grants-in-aid				
02—Other Grants	4,14,000	2,00,000	3,00,000	2,00,000
018—Setting up of State Open School. [ES]				
31—Grants-in-aid				
02—Other Grants	1,83,000	2,55,000	2,55,000	2,55,000
019—Assistance for Upgradation as recommended by 11th Finance Commission. (11-FC) [ES]				
31—Grants-in-aid				
02—Other Grants	...	32,58,000	26,42,000	...
020—Provision for Drinking water in Secondary Schools.[ES]				
31—Grants-in-aid				
02—Other Grants	1,20,000	...	...	...

REVENUE EXPENDITURE

DETAILED ACCOUNT NO. 2202-02-796 — TRIBAL AREAS SUB-PLAN - *Contd.*

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
021—Provision for Furniture and Teaching Equipments in Secondary Schools [ES]				
31—Grants-in-aid				
02—Other Grants	1,20,000	...	...	...
022—Provision for Improvement of School Environment and Creation of Assets. [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
023—Integrated Education for Disabled Children. [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
024—Orientation Training of Secondary School Teachers.[ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
025—Provision for Computer Education in Non-Govt.Secondary Schools. [ES]				
31—Grants-in-aid				
02—Other Grants	24,40,000	...	19,20,000	20,00,000
026—Implementation of Recommendation of School Education Committee [ES]				
31—Grants-in-aid				
02—Other Grants	...	1,00,000	1,00,000	1,00,000
027—Assistance for Upgradation as recommended by the Twelfth Finance Commission (12-FC)[ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	29,40,000
Total - 796 - SP - State Plan (Annual Plan and Tenth Plan)	35,79,000	58,10,000	74,17,000	1,14,92,000
Total - 796	2,82,08,903	6,82,75,000	3,38,19,000	3,92,11,000

DETAILED ACCOUNT NO. 2202-02-800— OTHER EXPENDITURE

800—Other Expenditure

NP - NON PLAN

001—Maintenance and Repairs of Non-Government Secondary Schools [ES]				
31—Grants-in-aid				
02—Other Grants	...	1,68,50,000	1,68,50,000	1,73,56,000
002—Educational and Vocational Guidance Programme (10+2 Stage) [ES]				
31—Grants-in-aid				
01— Salary Grants	6,13,947	8,35,000	6,45,000	6,77,000
02—Other Grants	...	80,000	1,00,000	1,05,000
003—Selection for Central Scholarships in Residential Secondary Schools [ES]				
31—Grants-in-aid				
02—Other Grants	...	20,000	20,000	21,000
004—Science Education in Secondary Schools [ES]				
31—Grants-in-aid				
02—Other Grants	...	45,000	45,000	46,000

REVENUE EXPENDITURE

DETAILED ACCOUNT NO. 2202-02-800 — OTHER EXPENDITURE - *Contd.*

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
005—Tiffin Facilities in Girls High Schools [ES]				
50—Other Charges	3,41,381	4,85,000	4,85,000	5,00,000
006—Expansion of Teaching and Educational Facilities for Children of age group 11-14 [ES]				
31—Grants-in-aid				
01— Salary Grants	72,20,429	72,00,000	75,81,000	79,61,000
02—Other Grants	3,70,534	2,20,000	3,89,000	4,09,000
007—Incentive to the Development of elementary Education (Class VI-VIII) [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
008—Female Teachers House to House Visitation [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
009—Financial Assistance for wards of Defence personnel[ES]				
31—Grants-in-aid				
02—Other Grants	97,163	5,000	1,02,000	1,07,000
012—The West Bengal Council of Higher Secondary Education [ES]				
31—Grants-in-aid				
01— Salary Grants	...	1,19,03,000	1,19,03,000	1,24,98,000
02—Other Grants	...	1,68,50,000	1,68,50,000	1,73,56,000
013—The West Bengal Board of Secondary Education [ES]				
31—Grants-in-aid				
01— Salary Grants	10,29,31,746	11,38,54,000	10,80,78,000	11,34,82,000
02—Other Grants	...	38,35,000	38,35,000	39,50,000
015—State Council of Educational Research and Training, West Bengal [ES]				
50—Other Charges	...	7,65,000	7,65,000	7,88,000
016—The West Bengal Board of Madrasah Education [ES]				
31—Grants-in-aid				
01— Salary Grants	17,02,518	30,76,000	15,00,000	15,75,000
02—Other Grants	24,18,650	40,000	16,15,000	16,70,000
017—Deposit of Compensation money for acquisition of land at 8/2, Garihath Road, Kolkata (Patha Bhaban). [ES]				
50—Other Charges				
019—Incentive to the Development of Secondary Education. [ES]				
31—Grants-in-aid				
02—Other Grants	72,000	4,00,000	4,00,000	4,12,000
020—State Open School. [ES]				
31—Grants-in-aid				
02—Other Grants	16,73,500	13,25,000	13,25,000	13,65,000
021—West Bengal School Service Commission for the recruitment of teachers in Non-Government Secondary Schools. [ES]				
31—Grants-in-aid				
01— Salary Grants	...	...	25,00,000	50,00,000
02—Other Grants	...	6,35,000	10,00,000	10,00,000
Total - 800 - NP - Non Plan	11,74,41,868	17,84,23,000	17,59,88,000	18,62,78,000

REVENUE EXPENDITURE

DETAILED ACCOUNT NO. 2202-02-800 — OTHER EXPENDITURE - Contd..

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
SP - STATE PLAN (ANNUAL PLAN AND TENTH PLAN)				
002—Tiffin facilities in girls high schools [ES]				
50—Other Charges	...	...	...	...
003—Development of W.B. Board of Secondary Education[ES]				
31—Grants-in-aid				
01— Salary Grants	36,60,000	20,00,000	20,00,000	20,00,000
004—Establishment of State Council of Educational Research and Training West Bengal. [ES]				
50—Other Charges	...	2,55,000	2,55,000	2,55,000
006—Incentive for vocational education at H.S. stage[ES]				
31—Grants-in-aid				
01— Salary Grants	...	...	...	...
007—Development of West Bengal Council of Higher Secondary Education [ES]				
31—Grants-in-aid				
01— Salary Grants	...	20,00,000	20,00,000	20,00,000
008—Expansion of teaching and educational facilities for children of age group 11-14 years: Teaching and Non-Teaching Staff Cost. (BMS) [ES]				
31—Grants-in-aid				
01— Salary Grants	...	...	...	...
014—Incentive to the development of secondary education(BMS) [ES]				
31—Grants-in-aid				
01— Salary Grants	...	...	...	...
022—State Open School [ES]				
31—Grants-in-aid				
02—Other Grants	5,49,000	7,70,000	8,15,000	7,70,000
023—West Bengal School Service Commission for the recruitment of teachers in non-Govt. Secondary Schools . [ES]				
31—Grants-in-aid				
01— Salary Grants	8,00,000	12,80,000	12,80,000	60,00,000
02—Other Grants	1,00,000	12,80,000	12,80,000	25,60,000
027—Health Schemes for Children reading in Secondary Schools. [ES]				
31—Grants-in-aid				
02—Other Grants	...	13,000	45,000	13,000
028—Expansion of teaching and educational facilities for children of age group (11-14). (i)Teaching and Non-Teaching Staff Cost. [ES]				
31—Grants-in-aid				
01— Salary Grants	...	...	...	...
029—Improvement of Buildings of Jr.High Schools. [ES]				
31—Grants-in-aid				
02—Other Grants	3,68,000	7,70,000	7,70,000	7,70,000
030—Provision for Incentive to the Development of Secondary Education. [ES]				
31—Grants-in-aid				
01— Salary Grants	...	...	...	...

REVENUE EXPENDITURE

DETAILED ACCOUNT No. 2202-02-800 — OTHER EXPENDITURE - *Contd.*

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
031—Improvement and Development of Madrasah Education. [ES]				
31—Grants-in-aid				
01— Salary Grants	...	5,00,000	5,00,000	5,00,000
032—Special Training Project for Key Resource Person for the Orientation Training Programme of the teacher. [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
033—Cost for the Alternative Schooling System. [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
034—Assistance for Upgradation of Computer Training for school children as recommended by the Eleventh Finance Commission (11-FC) [ES]				
31—Grants-in-aid				
02—Other Grants	1,12,24,000	3,80,10,000	3,17,02,000	...
035—Provision for Drinking Water in Secondary Schools.[ES]				
31—Grants-in-aid				
02—Other Grants	4,95,726	...	...	...
036—Provision for Furniture and Teaching Equipment in Secondary Schools. [ES]				
31—Grants-in-aid				
02—Other Grants	22,02,600	...	...	...
037—Provision for Improvement of School Environment and creation of Assets. [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
038—Integrated Education for Disabled Children. [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
039—Orientation Training of Secondary School Teachers.[ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
040—Implementation of Recommendation of School Education Committee [ES]				
31—Grants-in-aid				
02—Other Grants	...	5,00,000	5,00,000	5,00,000
041—Assistance for Upgradation as recommended by the Twelfth Finance Commission (12-FC) [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	3,43,00,000
Total - 800 - SP - State Plan (Annual Plan and Tenth Plan)	1,93,99,326	4,73,78,000	4,11,47,000	4,96,68,000

REVENUE EXPENDITURE

DETAILED ACCOUNT No. 2202-02-800 — OTHER EXPENDITURE - Contd..

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
CS - CENTRALLY SPONSORED (NEW SCHEMES)				
002—Computer literacy in schools [ES]				
31—Grants-in-aid				
02—Other Grants	...	6,64,25,000	6,64,25,000	6,64,25,000
003—Integrated education for disabled children [ES]				
31—Grants-in-aid				
01— Salary Grants	...	5,75,000	8,00,000	8,50,000
02—Other Grants	51,12,364	47,65,000	1,56,67,000	1,56,17,000
Total - 800 - CS - Centrally Sponsored (New Schemes)	51,12,364	7,17,65,000	8,28,92,000	8,28,92,000
CN - CENTRAL SECTOR (NEW SCHEMES)				
001—Environmental Education in Schools under EMCBTA Project [ES]				
50—Other Charges	...	...	61,60,000	60,00,000
Total - 800 - CN - Central Sector (New Schemes)	...	...	61,60,000	60,00,000
Total - 800	14,19,53,558	29,75,66,000	30,61,87,000	32,48,38,000

DETAILED ACCOUNT No. 2202-04-796 — TRIBAL AREAS SUB-PLAN

04—ADULT EDUCATION				
796—Tribal Areas Sub-Plan				
NP - NON PLAN				
002—Provision for book and reading materials [ES]				
31—Grants-in-aid				
02—Other Grants	6,51,600	5,000	5,000	5,000
Total - 796 - NP - Non Plan	6,51,600	5,000	5,000	5,000
CN - CENTRAL SECTOR (NEW SCHEMES)				
001—Rural Functional Literacy Project [ES]				
31—Grants-in-aid				
02—Other Grants	...	50,000	50,000	50,000
Total - 796 - CN - Central Sector (New Schemes)	...	50,000	50,000	50,000
Total - 796	6,51,600	55,000	55,000	55,000

DETAILED ACCOUNT No. 2202-05-102 — PROMOTION OF MODERN INDIAN LANGUAGES AND LITERATURE

05—LANGUAGE DEVELOPMENT				
102—Promotion of Modern Indian Languages and Literature				
NP - NON PLAN				
001—Nikhil Bharat Bangla Bhasa Prasar Samity [ES]				
31—Grants-in-aid				
02—Other Grants	2,40,070	5,88,30,000	5,88,30,000	6,05,95,000
002—Encouragement of literature [ES]				
31—Grants-in-aid				
01— Salary Grants	...	43,000	43,000	45,000
50—Other Charges	...	23,000	23,000	24,000
Total - 002	...	66,000	66,000	69,000

REVENUE EXPENDITURE

DETAILED ACCOUNT NO. 2202-05-102 — PROMOTION OF MODERN INDIAN LANGUAGES AND LITERATURE - *Contd.*

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
004—Production of literature, reading materials etc.(Hindi) [ES]				
31—Grants-in-aid				
02—Other Grants	...	20,000	20,000	21,000
005—Hindi Teachers in Secondary Schools [ES]				
31—Grants-in-aid				
01— Salary Grants	...	16,000	16,000	17,000
006—Rashtra Bhasa Prasar Samity [ES]				
31—Grants-in-aid				
02—Other Grants	...	5,000	5,000	5,000
007—Development of other Languages [ES]				
31—Grants-in-aid				
02—Other Grants	...	7,12,000	7,12,000	7,33,000
Total - 102 - NP - Non Plan	2,40,070	5,96,49,000	5,96,49,000	6,14,40,000
Total - 102	2,40,070	5,96,49,000	5,96,49,000	6,14,40,000

DETAILED ACCOUNT NO. 2202-05-103— SANSKRIT EDUCATION

103— Sanskrit Education NP - NON PLAN

001—Government Tols (Schools) [ES]

01—Salaries

01—Pay	9,44,920	14,41,000	9,73,000	10,02,000
02—Dearness Allowance	2,78,343	6,48,000	4,62,000	4,91,000
03—House Rent Allowance	1,06,021	2,16,000	1,46,000	1,50,000
04—Ad hoc Bonus	5,000	22,000	15,000	15,000
12—Medical Allowances	5,475	14,000	10,000	10,000

Total - Salaries	13,39,759	23,41,000	16,06,000	16,68,000
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02—Wages	12,495	51,000	13,000	14,000
07—Medical Reimbursements	...	19,000	19,000	20,000
11—Travel Expenses (Domestic)	4,766	8,000	8,000	8,000
13—Office Expenses	21,051	...	...	...
01—Electricity	...	4,000	4,000	4,000
02—Telephone	...	4,000	4,000	4,000
03—Maintenance / P.O.L. for Office Vehicles	...	13,000	13,000	13,000
04—Other Office Expenses	...	23,000	23,000	24,000
14—Rents, Rates and Taxes	3,432	5,000	5,000	5,000
34—Scholarships and Stipends	16,800	44,000	44,000	45,000
50—Other Charges	3,43,734	89,000	89,000	92,000

Total - 001	17,42,037	26,01,000	18,28,000	18,97,000
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REVENUE EXPENDITURE

DETAILED ACCOUNT NO. 2202-05-103 — SANSKRIT EDUCATION - *Contd.*

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
002—Vangiya Sanskrit Association-(School) [ES]				
01—Salaries				
01—Pay	12,15,800	10,72,000	...	...
02—Dearness Allowance	5,29,858	4,82,000	...	...
03—House Rent Allowance	2,07,076	1,61,000	...	...
04—Ad hoc Bonus	14,000	16,000	...	...
12—Medical Allowances	...	11,000	...	...
Total - Salaries	19,66,734	17,42,000	...	...
07—Medical Reimbursements	...	1,000	...	...
11—Travel Expenses (Domestic)	831	5,000	...	...
13—Office Expenses	45,391	...	...	...
01—Electricity	...	2,000	...	...
02—Telephone	...	2,000	...	...
03—Maintenance / P.O.L. for Office Vehicles	...	7,000	...	...
04—Other Office Expenses	...	11,000	...	...
50—Other Charges	2,17,157	1,56,000	...	...
Total - 002	22,30,113	19,26,000	...	...
003—Non-Government Sanskrit Tois (Schools) [ES]				
31—Grants-in-aid				
01— Salary Grants	4,32,90,929	2,72,55,000	4,54,55,000	4,77,28,000
004—Vangia Sanskrit Siksha Parishat[ES]				
01—Salaries				
01—Pay	...	...	11,65,000	12,11,000
02—Dearness Allowance	...	...	4,78,000	4,96,000
03—House Rent Allowance	...	...	1,75,000	1,82,000
04—Ad hoc Bonus	...	...	18,000	20,000
12—Medical Allowances	...	...	23,000	23,000
Total - Salaries	...	...	18,59,000	19,32,000
07—Medical Reimbursements	...	...	1,000	1,000
11—Travel Expenses (Domestic)	...	...	1,000	1,000
13—Office Expenses	...	...	...	...
01—Electricity	...	...	20,000	20,000
02—Telephone	...	...	20,000	20,000
03—Maintenance / P.O.L. for Office Vehicles	...	...	7,000	7,000
04—Other Office Expenses	...	...	28,000	28,000
50—Other Charges	...	...	1,56,000	1,56,000
Total - 004	...	...	20,92,000	21,65,000
Total - 103 - NP - Non Plan	4,72,63,079	3,17,82,000	4,93,75,000	5,17,90,000
Total - 103	4,72,63,079	3,17,82,000	4,93,75,000	5,17,90,000

REVENUE EXPENDITURE

DETAILED ACCOUNT No. 2202-05-200— OTHER LANGUAGE EDUCATION

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
200—Other Language Education				
NP - NON PLAN				
001—Anglo-Indian Education-(School) [ES]				
01—Salaries				
01—Pay	...	1,90,000	1,90,000	1,95,000
02—Dearness Allowance	...	86,000	90,000	95,000
03—House Rent Allowance	...	29,000	30,000	30,000
04—Ad hoc Bonus	...	3,000	3,000	3,000
12—Medical Allowances	...	2,000	2,000	2,000
Total - Salaries	...	3,10,000	3,15,000	3,25,000
07—Medical Reimbursements				
31—Grants-in-aid				
02—Other Grants	12,950	5,000	5,000	5,000
50—Other Charges	1,24,125	1,01,000	1,01,000	1,04,000
Total - 001	1,37,075	4,17,000	4,22,000	4,35,000
002—Non-Government Miscellaneous Schools for Anglo-Indians [ES]				
31—Grants-in-aid				
02—Other Grants	4,200	5,000	4,000	5,000
Total - 200 - NP - Non Plan	1,41,275	4,22,000	4,26,000	4,40,000
Total - 200	1,41,275	4,22,000	4,26,000	4,40,000

DETAILED ACCOUNT No. 2202-80-001— DIRECTION AND ADMINISTRATION

80—GENERAL

001—Direction and Administration

NP - NON PLAN

001—Directorate of Accounts (School Education) [ES]

01—Salaries

01—Pay	1,01,48,702	1,22,73,000	1,04,53,000	1,07,67,000
02—Dearness Allowance	42,55,424	55,23,000	49,65,000	52,76,000
03—House Rent Allowance	13,90,273	18,41,000	15,68,000	16,15,000
04—Ad hoc Bonus	63,400	1,84,000	1,57,000	1,62,000
12—Medical Allowances	33,595	1,23,000	1,05,000	1,08,000

Total - Salaries	1,58,91,394	1,99,44,000	1,72,48,000	1,79,28,000
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07—Medical Reimbursements	...	19,000	19,000	20,000
11—Travel Expenses (Domestic)	7,91,877	1,38,000	1,38,000	1,42,000
13—Office Expenses	6,45,559	...	...	...
01—Electricity	...	37,000	37,000	38,000
02—Telephone	...	37,000	37,000	38,000
03—Maintenance / P.O.L. for Office Vehicles	...	1,10,000	1,10,000	1,13,000
04—Other Office Expenses	...	1,84,000	1,84,000	1,90,000
14—Rents, Rates and Taxes	1,47,942	2,00,000	2,00,000	2,06,000
50—Other Charges	2,00,236	1,94,000	1,94,000	2,00,000

Total - 001	1,76,77,008	2,08,63,000	1,81,67,000	1,88,75,000
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REVENUE EXPENDITURE

DETAILED ACCOUNT No. 2202-80-001 — DIRECTION AND ADMINISTRATION - Contd..

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
004—Reorganisation of School Education Directorate.[ES]				
01—Salaries				
01—Pay	...	80,000	78,000	80,000
02—Dearness Allowance	...	33,000	36,000	39,000
03—House Rent Allowance	...	12,000	12,000	12,000
04—Ad hoc Bonus	...	1,000	1,000	1,000
12—Medical Allowances	...	2,000	1,000	1,000
Total - Salaries	...	1,28,000	1,28,000	1,33,000
07—Medical Reimbursements	...	1,000	1,000	1,000
13—Office Expenses
01—Electricity	...	2,000	2,000	2,000
02—Telephone	...	2,000	2,000	2,000
03—Maintenance / P.O.L. for Office Vehicles	...	5,000	5,000	5,000
04—Other Office Expenses	...	6,000	6,000	6,000
50—Other Charges	...	44,000	44,000	45,000
Total - 004	...	1,88,000	1,88,000	1,94,000
005—Setting up of Monitoring Unit. [ES]				
01—Salaries				
01—Pay	...	3,40,000	3,26,000	3,35,000
02—Dearness Allowance	...	1,40,000	1,54,000	1,65,000
03—House Rent Allowance	...	50,000	50,000	50,000
04—Ad hoc Bonus	...	5,000	5,000	5,000
12—Medical Allowances	...	3,000	3,000	3,000
Total - Salaries	...	5,38,000	5,38,000	5,58,000
07—Medical Reimbursements	...	1,000	1,000	1,000
50—Other Charges	32,570	2,21,000	2,21,000	2,28,000
Total - 005	32,570	7,60,000	7,60,000	7,87,000
Total - 001 - NP - Non Plan	1,77,09,578	2,18,11,000	1,91,15,000	1,98,56,000
SP - STATE PLAN (ANNUAL PLAN AND TENTH PLAN)				
002—Re-organisation of School Education Directorate[ES]				
11—Travel Expenses (Domestic)	...	6,000	6,000	6,000
13—Office Expenses
01—Electricity
02—Telephone
03—Maintenance / P.O.L. for Office Vehicles	...	1,000	1,000	1,000
04—Other Office Expenses	...	3,000	3,000	3,000
50—Other Charges	...	40,000	40,000	40,000
Total - 002	...	50,000	50,000	50,000
003—Setting up of Monitoring Unit [ES]				
31—Grants-in-aid				
02—Other Grants	1,50,000	2,55,000	10,00,000	2,55,000
Total - 001 - SP - State Plan (Annual Plan and Tenth Plan)	1,50,000	3,05,000	10,50,000	3,05,000
Total - 001	1,78,59,578	2,21,16,000	2,01,65,000	2,01,61,000

REVENUE EXPENDITURE

DETAILED ACCOUNT No. 2202-80-004— RESEARCH

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
004—Research				
NP - NON PLAN				
001—Recognised institutions for encouragement of research work in arts and sciences [ES]				
31—Grants-in-aid				
02—Other Grants	...	15,000	15,000	15,000
002—Zoological Research-Himalayan Zoological Park[ES]				
31—Grants-in-aid				
02—Other Grants	...	2,95,000	2,95,000	3,04,000
003—Systemic study and Research in Plant and Wild Life [ES]				
31—Grants-in-aid				
02—Other Grants	...	55,000	55,000	57,000
Total - 004 - NP - Non Plan	...	3,65,000	3,65,000	3,76,000
Total - 004	...	3,65,000	3,65,000	3,76,000

DETAILED ACCOUNT No. 2202-80-107— SCHOLARSHIPS

107—Scholarships				
NP - NON PLAN				
005—Scholarships to the children of primary and secondary school teachers [ES]				
31—Grants-in-aid				
02—Other Grants	...	5,000	5,000	5,000
007—Special Award for Securing Test Position in both Madhyamik and Higher Secondary Examinations [ES]				
31—Grants-in-aid				
02—Other Grants	...	7,000	7,000	7,000
Total - 107 - NP - Non Plan	...	12,000	12,000	12,000
CN - CENTRAL SECTOR (NEW SCHEMES)				
002—National Scholarships to the Children Primary and Secondary School Teachers [ES]				
31—Grants-in-aid				
02—Other Grants	...	50,000	50,000	50,000
Total - 107 - CN - Central Sector (New Schemes)	...	50,000	50,000	50,000
Total - 107	...	62,000	62,000	62,000

REVENUE EXPENDITURE

DETAILED ACCOUNT NO. 2202-80-800— OTHER EXPENDITURE

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
800—Other Expenditure				
NP - NON PLAN				
019—Examination expenses [ES]				
28—Payment of Professional and Special Services	52,67,996	2,85,000	2,85,000	2,94,000
31—Grants-in-aid				
02—Other Grants	59,11,656	5,25,000	62,07,000	65,18,000
Total - 019	1,11,79,652	8,10,000	64,92,000	68,12,000
025—Contributions of State Government to National Foundation for Teachers Welfare [ES]				
31—Grants-in-aid				
02—Other Grants	75,000	1,00,000	1,00,000	1,03,000
028—Publication of Annual Report, Journal etc. [ES]				
50—Other Charges	6,62,400	18,70,000	18,70,000	19,26,000
030—Refugee Relief and Rehabilitation Directorate Establishment (Education). [ES]				
01—Salaries				
01—Pay	13,57,009	13,66,000	13,98,000	14,40,000
02—Dearness Allowance	5,87,598	6,15,000	6,64,000	7,06,000
03—House Rent Allowance	1,85,713	2,05,000	2,10,000	2,16,000
04—Ad hoc Bonus	13,800	20,000	21,000	22,000
12—Medical Allowances	1,800	14,000	14,000	14,000
Total - Salaries	21,45,920	22,20,000	23,07,000	23,98,000
07—Medical Reimbursements	...	1,000	1,000	1,000
11—Travel Expenses (Domestic)	555	23,000	23,000	24,000
13—Office Expenses				
01—Electricity	...	10,000	10,000	10,000
02—Telephone	...	10,000	10,000	10,000
03—Maintenance / P.O.L. for Office Vehicles	...	30,000	30,000	31,000
04—Other Office Expenses	...	50,000	50,000	52,000
14—Rents, Rates and Taxes	...	5,000	5,000	5,000
50—Other Charges	3,86,415	1,13,000	1,13,000	1,16,000
Total - 030	25,78,945	24,62,000	25,49,000	26,47,000
031—District and Subdivisional Establishments (Education). [ES]				
01—Salaries				
01—Pay	11,76,342	10,31,000	12,12,000	12,48,000
02—Dearness Allowance	5,03,558	4,64,000	5,76,000	6,12,000
03—House Rent Allowance	1,87,279	1,55,000	1,82,000	1,87,000
04—Ad hoc Bonus	14,000	15,000	18,000	19,000
12—Medical Allowances	900	10,000	12,000	12,000
Total - Salaries	18,82,079	16,75,000	20,00,000	20,78,000
07—Medical Reimbursements	...	1,000	1,000	1,000
11—Travel Expenses (Domestic)	...	8,000	8,000	8,000
50—Other Charges	...	18,000	18,000	19,000
Total - 031	18,82,079	17,02,000	20,27,000	21,06,000

REVENUE EXPENDITURE

DETAILED ACCOUNT No. 2202-80-800 — OTHER EXPENDITURE - Contd..

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
033—Primary Education Schemes (Education). [ES]				
50—Other Charges	...	95,000	95,000	98,000
035—Grants-in-aid (Education). [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
039—Assistance to Messes and Hostels attached to Government and Non-Government Institutions for Students Welfare [ES]				
31—Grants-in-aid				
01— Salary Grants	...	1,57,45,000	1,57,45,000	1,65,32,000
02—Other Grants	...	6,10,000	7,00,000	7,35,000
50—Other Charges	52,774	2,23,000	2,23,000	2,30,000
Total - 039	52,774	1,65,78,000	1,66,68,000	1,74,97,000
Total - 800 - NP - Non Plan	1,64,30,850	2,36,17,000	2,98,01,000	3,11,89,000
SP - STATE PLAN (ANNUAL PLAN AND TENTH PLAN)				
006—Provision against ACA for construction of School, Hostel and Training Centre for girl students of Ramkrishna Vevekananda Mission, Barrackpore (ACA) [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
007—Provision against ACA for construction of School, Hostel and Training Centre for girl students of Ramkrishna Mission Vidyapith, Purulia (ACA) [ES]				
31—Grants-in-aid				
02—Other Grants	...	...	...	...
Total - 800 - SP - State Plan (Annual Plan and Tenth Plan)	...	...	...	...
Total - 800	1,64,30,850	2,36,17,000	2,98,01,000	3,11,89,000
DETAILED ACCOUNT No. 2202— DEDUCT-RECOVERIES IN REDUCTION OF EXPENDITURE				
01—ELEMENTARY EDUCATION				
102—Assistance to Non-Govt Primary Education				
NP - NON PLAN				
001—Schools for Boys and Girls [ES]				
70—Deduct Recoveries	...	...	...	...
Total - 102 - Deduct - Recoveries	...	...	...	...
104—Inspection				
NP - NON PLAN				
001—Primary Schools [ES]				
70—Deduct Recoveries	...	...	...	...
Total - 104 - Deduct - Recoveries	...	...	...	...
02—SECONDARY EDUCATION				
110—Assistance to Non-Government Secondary Schools				
NP - NON PLAN				
001—Secondary Schools for Boys and Girls [ES]				
70—Deduct Recoveries	...	...	...	...
Total - 110 - Deduct - Recoveries	...	...	...	...
Total - 2202 - Deduct - Recoveries	...	...	...	...
Voted	...	...	...	...
Charged	...	...	...	...

REVENUE EXPENDITURE

DEMAND No. 15

B-SOCIAL SERVICES— (a) Education, Sports, Art and Culture

Head of Account : 2204 — Sports and Youth Services

Voted Rs. 3,29,45,000

Charged Rs. Nil

TOTAL Rs. 3,29,45,000

	Voted Rs.	Charged Rs.	Total Rs.
Gross Expenditure	3,29,45,000	...	3,29,45,000
<i>Deduct - Recoveries</i>	...	...	...
Net Expenditure	3,29,45,000	...	3,29,45,000

ABSTRACT ACCOUNT

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
101—Physical Education				
NP - Non Plan	99,94,961	1,14,32,000	1,11,37,000	1,16,19,000
SP - State Plan (Annual Plan and Tenth Plan)	28,08,353	31,75,000	46,90,000	31,75,000
Total - 101	1,28,03,314	1,46,07,000	1,58,27,000	1,47,94,000
800—Other Expenditure				
NP - Non Plan	1,14,87,465	1,97,11,000	1,71,88,000	1,81,51,000
Total - 800	1,14,87,465	1,97,11,000	1,71,88,000	1,81,51,000
Grand Total - Gross	2,42,90,779	3,43,18,000	3,30,15,000	3,29,45,000
Voted	2,42,90,779	3,43,18,000	3,30,15,000	3,29,45,000
Charged	...	...	...	...
NP - Non Plan	2,14,82,426	3,11,43,000	2,83,25,000	2,97,70,000
SP - State Plan (Annual Plan and Tenth Plan)	28,08,353	31,75,000	46,90,000	31,75,000
Deduct - Recoveries	...	...	...	...
Grand Total - Net	2,42,90,779	3,43,18,000	3,30,15,000	3,29,45,000
Voted	2,42,90,779	3,43,18,000	3,30,15,000	3,29,45,000
Charged	...	...	...	...

REVENUE EXPENDITURE
ABSTRACT ACCOUNT-- Contd.

		Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
Total Expenditure(Net) under the Major Head: 2204					
Excluding Buildings(as shown above)					
	Voted	2,42,90,779	3,43,18,000	3,30,15,000	3,29,45,000
	Charged	...	...	...	...
Buildings (as shown separately)					
	Voted	...	...	...	...
	Charged	...	...	...	...
Total Expenditure(Net) under the Major Head: 2204					
(including Buildings)					
		2,42,90,779	3,43,18,000	3,30,15,000	3,29,45,000
	Voted	2,42,90,779	3,43,18,000	3,30,15,000	3,29,45,000
	Charged	...	...	...	...

DETAILED ACCOUNT No. 2204-00-101-- PHYSICAL EDUCATION

101--Physical Education					
NP - NON PLAN					
002--Youth Welfare Works under Physical Education					
Directorate [ES]					
01--Salaries					
01--Pay		57,95,796	62,75,000	59,70,000	61,49,000
02--Dearness Allowance		24,93,947	28,24,000	28,36,000	30,13,000
03--House Rent Allowance		9,22,255	9,41,000	8,96,000	9,22,000
04--Ad hoc Bonus		70,000	94,000	90,000	92,000
05--Interim Relief		...	...	...	...
12--Medical Allowances		1,400	63,000	60,000	61,000
Total - Salaries		92,83,398	1,01,97,000	98,52,000	1,02,37,000
07--Medical Reimbursements					
		...	9,000	9,000	9,000
11--Travel Expenses (Domestic)					
		1,38,721	89,000	89,000	92,000
13--Office Expenses					
		1,67,138	...	...	...
01--Electricity		...	19,000	19,000	20,000
02--Telephone		...	19,000	19,000	20,000
03--Maintenance / P.O.L. for Office Vehicles		...	56,000	56,000	58,000
04--Other Office Expenses		...	92,000	92,000	95,000
14--Rents, Rates and Taxes					
		77,720	79,000	1,50,000	2,00,000
31--Grants-in-aid					
02--Other Grants		...	3,65,000	3,65,000	3,76,000
34--Scholarships and Stipends					
		...	66,000	66,000	68,000
50--Other Charges					
		2,21,984	3,21,000	3,00,000	3,20,000
Total - 002		98,88,961	1,13,12,000	1,10,17,000	1,14,95,000
005--Development of Physical Education [ES]					
31--Grants-in-aid					
02--Other Grants		1,06,000	1,20,000	1,20,000	1,24,000
Total - 101 - NP - Non Plan		99,94,961	1,14,32,000	1,11,37,000	1,16,19,000

REVENUE EXPENDITURE

DETAILED ACCOUNT NO. 2204-00-101 — PHYSICAL EDUCATION - Contd. -

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
SP - STATE PLAN (ANNUAL PLAN AND TENTH PLAN)				
001—Provision for Physical Education Facilities in Schools [ES]				
31—Grants-in-aid				
02—Other Grants	7,28,353	3,25,000	4,00,000	3,25,000
007—Grants to West Bengal School Sports Association [ES]				
31—Grants-in-aid				
01— Salary Grants	1,20,000	3,00,000	3,00,000	3,00,000
008—Grants to District School Sports Association [ES]				
31—Grants-in-aid				
02—Other Grants	1,45,000	5,00,000	5,50,000	5,00,000
009—National School Games Participation of West Bengal State [ES]				
31—Grants-in-aid				
02—Other Grants	1,30,000	5,00,000	6,00,000	5,00,000
010—Development of Sports Activities in Darjeeling Hill Areas [ES]				
31—Grants-in-aid				
02—Other Grants	25,000	50,000	50,000	50,000
011—Strengthening of Physical Education Directorate in the State and District Headquarters [ES]				
31—Grants-in-aid				
02—Other Grants	2,45,000	2,60,000	2,75,000	2,60,000
012—Holding of Coaching Camp in Districts [ES]				
31—Grants-in-aid				
02—Other Grants	50,000	50,000	50,000	50,000
013—Refresher Course for Physical Education Teachers[ES]				
31—Grants-in-aid				
02—Other Grants	50,000	1,50,000	1,50,000	1,50,000
014—Holding of Two National Meets (All India Competition) [ES]				
31—Grants-in-aid				
02—Other Grants	1,80,000	1,90,000	1,90,000	1,90,000
015—Holding of Central Coaching Camp with Talented Boys and Girls [ES]				
31—Grants-in-aid				
02—Other Grants	50,000	50,000	50,000	50,000
016—Grants to Govt. Schools [ES]				
50—Other Charges	1,00,000	25,000	25,000	25,000
017—Maintenance of SAI-adopted Schools [ES]				
31—Grants-in-aid				
02—Other Grants	10,000	25,000	25,000	25,000
018—Establishment of Sports Schools [ES]				
31—Grants-in-aid				
02—Other Grants	7,80,000	7,25,000	20,00,000	7,25,000
019—Development/Construction to creat Sports and Games facilities for the children of Secondary Schools [ES]				
31—Grants-in-aid				
02—Other Grants	1,95,000	25,000	25,000	25,000
Total - 101 - SP - State Plan (Annual Plan and Tenth Plan)	28,08,353	31,75,000	46,90,000	31,75,000
Total - 101	1,28,03,314	1,46,07,000	1,58,27,000	1,47,94,000

REVENUE EXPENDITURE

DETAILED ACCOUNT No. 2204-00-800— OTHER EXPENDITURE

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
800—Other Expenditure				
NP - NON PLAN				
001—Development of National Discipline Schemes [ES]				
01—Salaries				
01—Pay	71,76,514	1,21,06,000	1,04,07,000	1,08,78,000
02—Dearness Allowance	31,32,383	54,48,000	49,22,000	53,30,000
03—House Rent Allowance	11,12,869	18,16,000	15,61,000	16,32,000
04—Ad hoc Bonus	6,000	1,82,000	1,56,000	1,63,000
12—Medical Allowances	...	1,21,000	1,04,000	1,09,000
Total - Salaries	1,14,27,766	1,96,73,000	1,71,50,000	1,81,12,000
07—Medical Reimbursements	...	5,000	5,000	5,000
11—Travel Expenses (Domestic)	...	...	...	...
13—Office Expenses	4,489	...	...	...
01—Electricity	...	2,000	2,000	2,000
02—Telephone	...	2,000	2,000	2,000
03—Maintenance / P.O.L. for Office Vehicles	...	5,000	5,000	5,000
04—Other Office Expenses	...	6,000	6,000	6,000
50—Other Charges	55,210	18,000	18,000	19,000
Total - 001	1,14,87,465	1,97,11,000	1,71,88,000	1,81,51,000
Total - 800 - NP - Non Plan	1,14,87,465	1,97,11,000	1,71,88,000	1,81,51,000
Total - 800	1,14,87,465	1,97,11,000	1,71,88,000	1,81,51,000

REVENUE EXPENDITURE
DEMAND No. 15
B-SOCIAL SERVICES— (g) Social Welfare and Nutrition
Head of Account : 2245 — Relief on account of Natural Calamities

Voted Rs. Nil

Charged Rs. Nil

TOTAL Rs. Nil

	Voted Rs.	Charged Rs.	Total Rs.
Gross Expenditure
<i>Deduct - Recoveries</i>
Net Expenditure

ABSTRACT ACCOUNT

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
80 - GENERAL				
800—Other Expenditure				
Total - 800
Total - 80
Grand Total - Gross
Voted
Charged
<i>Deduct - Recoveries</i>
Grand Total - Net
Voted
Charged
Total Expenditure(Net) under the Major Head: 2245 Excluding Buildings(as shown above)				
Voted
Charged
Buildings (as shown separately)				
Voted
Charged
Total Expenditure(Net) under the Major Head: 2245 (including Buildings)
Voted
Charged

DETAILED ACCOUNT No. 2245-80-800— OTHER EXPENDITURE

80—GENERAL				
800—Other Expenditure				
NP - NON PLAN				
009—Repairs of Educational Institutions and repairs/ replacement of furniture of those institutions affected by natural calamities [ES]				
50—Other Charges	...	...	...	...
Total - 800 - NP - Non Plan	...	...	...	...
Total - 800	...	...	...	...

REVENUE EXPENDITURE

DEMAND No. 15

B-Social Services – (h) Others

Head of Account : 2251 – Secretariat–Social Services

Voted Rs. 1,65,20,000

Charged Rs. Nil

TOTAL Rs. 1,65,20,000

	Voted Rs.	Charged Rs.	Total Rs.
Gross Expenditure	1,65,20,000	...	1,65,20,000
<i>Deduct - Recoveries</i>	...	...	...
Net Expenditure	1,65,20,000	...	1,65,20,000

ABSTRACT ACCOUNT

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
090—Secretariat				
NP - Non Plan	1,49,18,056	1,55,00,000	1,59,17,000	1,65,20,000
Total - 090	1,49,18,056	1,55,00,000	1,59,17,000	1,65,20,000
Grand Total - Gross	1,49,18,056	1,55,00,000	1,59,17,000	1,65,20,000
Voted	1,49,18,056	1,55,00,000	1,59,17,000	1,65,20,000
Charged	...	...	...	...
NP - Non Plan	1,49,18,056	1,55,00,000	1,59,17,000	1,65,20,000
<i>Deduct - Recoveries</i>	...	...	...	...
Grand Total - Net	1,49,18,056	1,55,00,000	1,59,17,000	1,65,20,000
Voted	1,49,18,056	1,55,00,000	1,59,17,000	1,65,20,000
Charged	...	...	...	...
Total Expenditure(Net) under the Major Head: 2251				
Excluding Buildings(as shown above)				
Voted	1,49,18,056	1,55,00,000	1,59,17,000	1,65,20,000
Charged	...	...	...	...
Buildings (as shown separately)				
Voted	...	...	...	...
Charged	...	...	...	...
Total Expenditure(Net) under the Major Head: 2251				
(including Buildings)	1,49,18,056	1,55,00,000	1,59,17,000	1,65,20,000
Voted	1,49,18,056	1,55,00,000	1,59,17,000	1,65,20,000
Charged	...	...	...	...

REVENUE EXPENDITURE

DETAILED ACCOUNT No. 2251-00-090 — SECRETARIAT

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
090—Secretariat				
NP - NON PLAN				
007—Department of School Education [ES]				
01—Salaries				
01—Pay	83,71,238	85,02,000	86,22,000	88,81,000
02—Dearness Allowance	37,62,162	38,26,000	40,78,000	43,52,000
03—House Rent Allowance	13,76,516	12,75,000	12,93,000	13,32,000
04—Ad hoc Bonus	80,400	1,28,000	1,29,000	1,33,000
12—Medical Allowances	...	85,000	86,000	89,000
Total - Salaries	1,35,90,316	1,38,16,000	1,42,08,000	1,47,87,000
07—Medical Reimbursements	...	5,000	30,000	5,000
11—Travel Expenses (Domestic)	98,566	2,46,000	2,46,000	2,53,000
13—Office Expenses	12,29,174	...	...	...
01—Electricity	...	1,42,000	1,42,000	1,46,000
02—Telephone	...	1,42,000	1,42,000	1,46,000
03—Maintenance / P.O.L. for Office Vehicles	...	4,25,000	4,25,000	4,38,000
04—Other Office Expenses	...	7,09,000	7,09,000	7,30,000
50—Other Charges	...	15,000	15,000	15,000
Total - 007	1,49,18,056	1,55,00,000	1,59,17,000	1,65,20,000
Total - 090 - NP - Non Plan	1,49,18,056	1,55,00,000	1,59,17,000	1,65,20,000
Total - 090	1,49,18,056	1,55,00,000	1,59,17,000	1,65,20,000

REVENUE EXPENDITURE

DEMAND No. 15

C-Economic Services – (c) Special Areas Programmes

Head of Account : 2551 – Hill Areas

Voted Rs. 10,00,000

TOTAL Rs. 10,00,000

Charged Rs. Nil

	Voted Rs.	Charged Rs.	Total Rs.
Gross Expenditure	10,00,000	...	10,00,000
<i>Deduct - Recoveries</i>	...	...	...
Net Expenditure	10,00,000	...	10,00,000

ABSTRACT ACCOUNT

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
60 - OTHER HILL AREAS				
191— Assistance to the Darjeeling Gorkha Autonomous Hill Council				
SP - State Plan (Annual Plan and Tenth Plan)	...	10,00,000	10,00,000	10,00,000
Total - 191	...	10,00,000	10,00,000	10,00,000
Total - 60	...	10,00,000	10,00,000	10,00,000
Grand Total - Gross	...	10,00,000	10,00,000	10,00,000
Voted	...	10,00,000	10,00,000	10,00,000
Charged
SP - State Plan (Annual Plan and Tenth Plan)	...	10,00,000	10,00,000	10,00,000
<i>Deduct - Recoveries</i>
Grand Total - Net	...	10,00,000	10,00,000	10,00,000
Voted	...	10,00,000	10,00,000	10,00,000
Charged

REVENUE EXPENDITURE
ABSTRACT ACCOUNT-- Contd.

		Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
Total Expenditure(Net) under the Major Head: 2551 Excluding Buildings(as shown above)					
	Voted	...	10,00,000	10,00,000	10,00,000
	Charged	...	...	...	...
Buildings (as shown separately)	Voted	...	...	...	...
	Charged	...	...	...	...
Total Expenditure(Net) under the Major Head: 2551 (including Buildings)		...	10,00,000	10,00,000	10,00,000
	Voted	...	10,00,000	10,00,000	10,00,000
	Charged	...	...	...	...

DETAILED ACCOUNT No. 2551-60-191— ASSISTANCE TO THE DARJEELING GORKHA AUTONOMOUS HILL COUNCIL

60—OTHER HILL AREAS

191— Assistance to the Darjeeling Gorkha Autonomous Hill Council

SP - STATE PLAN (ANNUAL PLAN AND TENTH PLAN)

046—School Education Sector [ES]

31—Grants-in-aid

02--Other Grants

		...	10,00,000	10,00,000	10,00,000
Total - 191 - SP - State Plan (Annual Plan and Tenth Plan)		...	10,00,000	10,00,000	10,00,000
	Total - 191	...	10,00,000	10,00,000	10,00,000

CAPITAL EXPENDITURE

DEMAND No. 15

B-CAPITAL ACCOUNT OF SOCIAL SERVICES—(a) EDUCATION SPORTS ART AND CULTURE

Head of Account : 4202 — Capital Outlay on Education, Sports, Art and Culture

Voted Rs. 5,00,00,000

Charged Rs. Nil

TOTAL Rs. 5,00,00,000

	Voted Rs.	Charged Rs.	Total Rs.
Gross Expenditure	5,00,00,000	...	5,00,00,000
<i>Deduct - Recoveries</i>	...	...	...
Net Expenditure	5,00,00,000	...	5,00,00,000

ABSTRACT ACCOUNT

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
01 - GENERAL EDUCATION				
789—Special Component Plan for SC				
SP - State Plan (Annual Plan and Tenth Plan)	...	1,20,00,000	48,00,000	1,20,00,000
Total - 789	...	1,20,00,000	48,00,000	1,20,00,000
796—Tribal Areas Sub-Plan				
SP - State Plan (Annual Plan and Tenth Plan)	...	30,00,000	12,00,000	30,00,000
Total - 796	...	30,00,000	12,00,000	30,00,000
800—Other Expenditure				
SP - State Plan (Annual Plan and Tenth Plan)	30,00,000	3,50,00,000	1,40,00,000	3,50,00,000
Total - 800	30,00,000	3,50,00,000	1,40,00,000	3,50,00,000
Total - 01	30,00,000	5,00,00,000	2,00,00,000	5,00,00,000
Grand Total - Gross	30,00,000	5,00,00,000	2,00,00,000	5,00,00,000
Voted	30,00,000	5,00,00,000	2,00,00,000	5,00,00,000
Charged	...	...	...	...

CAPITAL EXPENDITURE
ABSTRACT ACCOUNT-- Contd.

	Actuals, 2003-2004 Rs.	Budget Estimate, 2004-2005 Rs.	Revised Estimate, 2004-2005 Rs.	Budget Estimate, 2005-2006 Rs.
SP - State Plan (Annual Plan and Tenth Plan)	30,00,000	5,00,00,000	2,00,00,000	5,00,00,000
<i>Deduct - Recoveries</i>	...	...	...	...
Grand Total - Net	30,00,000	5,00,00,000	2,00,00,000	5,00,00,000
<i>Voted</i>	30,00,000	5,00,00,000	2,00,00,000	5,00,00,000
<i>Charged</i>	...	...	...	...
Total Expenditure(Net) under the Major Head: 4202 Excluding Buildings(as shown above)				
<i>Voted</i>	30,00,000	5,00,00,000	2,00,00,000	5,00,00,000
<i>Charged</i>	...	...	...	...
Buildings (as shown separately)				
<i>Voted</i>	1,20,59,494	40,00,000	1,95,00,000	1,95,00,000
<i>Charged</i>	...	...	...	...
Total Expenditure(Net) under the Major Head: 4202 (including Buildings)	1,50,59,494	5,40,00,000	3,95,00,000	6,95,00,000
<i>Voted</i>	1,50,59,494	5,40,00,000	3,95,00,000	6,95,00,000
<i>Charged</i>	...	...	...	...

DETAILED ACCOUNT No. 4202-01-789— SPECIAL COMPONENT PLAN FOR SC

01—GENERAL EDUCATION				
789—Special Component Plan for SC				
SP - STATE PLAN (ANNUAL PLAN AND TENTH PLAN)				
001—Infrastructure facilities for Elementary/Secondary Education Programme under RIDF. (RIDF) [ES]				
53—Major Works / Land and Buildings	...	1,20,00,000	48,00,000	1,20,00,000
Total - 789 - SP - State Plan (Annual Plan and Tenth Plan)	...	1,20,00,000	48,00,000	1,20,00,000
Total - 789	...	1,20,00,000	48,00,000	1,20,00,000

DETAILED ACCOUNT No. 4202-01-796— TRIBAL AREAS SUB-PLAN

796—Tribal Areas Sub-Plan				
SP - STATE PLAN (ANNUAL PLAN AND TENTH PLAN)				
001—Infrastructure facilities for Elementary/Secondary Education Programme under RIDF. (RIDF) [ES]				
53—Major Works / Land and Buildings	...	30,00,000	12,00,000	30,00,000
Total - 796 - SP - State Plan (Annual Plan and Tenth Plan)	...	30,00,000	12,00,000	30,00,000
Total - 796	...	30,00,000	12,00,000	30,00,000

DETAILED ACCOUNT No. 4202-01-800— OTHER EXPENDITURE

800—Other Expenditure				
SP - STATE PLAN (ANNUAL PLAN AND TENTH PLAN)				
005—Infrastructure facilities for Elementary/Secondary Education Programme under RIDF. (RIDF)[ES]				
53—Major Works / Land and Buildings	30,00,000	3,50,00,000	1,40,00,000	3,50,00,000
Total - 800 - SP - State Plan (Annual Plan and Tenth Plan)	30,00,000	3,50,00,000	1,40,00,000	3,50,00,000
Total - 800	30,00,000	3,50,00,000	1,40,00,000	3,50,00,000

ANNEXURE 2

**Intercom. Nos. of School Education Department
Government of West Bengal**

Name	Designation	Extn. & Intercom. No.	Phone No.
Sri Kanti Biswas	Hon'ble Minister-in-Charge School Education Deptt.	3014	2334-2256 (O) 2358-8858 (Fax) 2344-1600 (R) E-mail ID-mic school.bikash@ writers'cal.gov.in.
Smt. Iva Dey	Hon'ble Minister of State School Education Deptt.	3017	23593939 (O) 22235492 (R)
Sri Rabijyoti Mazumder W.B.C.S. (Exe.)	P.S. to MIC, School Education	3015	2334-2256 (O)
Sri Dabal Ghosh W.B.C.S. (Exe.)	P.S. to MOS School Education	3017	2321-1288 (R) 2359-3939 (O) 2436-9619 (R)
Sri D. Chakraborty, I.A.S.	Principal Secretary, S.E.	3084	2334-2228 (O) 2337-6561 (Fax) 2403-1656 (R) Mobile: 9830111448
Sri Ranjit Kumar Roy, I.A.S.	Jt. Secretary	3013	2337-6786 (O) 2579-3746 (R)
Sri Pallab Goswami, W.B.C.S. (Exe.)	Spl. Secretary	3296	2337-6782 (O) 2358-4757 (R)
Sri S. Gonai,	O.S.D. & Deputy Secretary	3083	
Sri S. Barat,	O.S.D. & Deputy Secretary	3253	2555-1452 (R)
Sri S. Mahapatra	Jt. Secretary	3287	
Sri M. Mondal	Deputy Secretary (Apptt. & Estab.)	3033	
—	Asstt. Secretary (S.E.)	3028	
—	Asstt. Secretary	3065	
—	Asstt. Secretary	3033	
—	S.O.	3029	
—	S.O.	3037	
—	S.O.	3038	
Section Officer	S.O.	3035	
Sri A. V. Maity, W.B.C.S.	Director of Accounts	3085	
—	Dy. Director of Accounts	3086	

N.B.: Bikash Bhaban

Salt Lake, School Education Department—PBX No. (033) 2334-0847.

For outside Kolkata—Dial 033 & next PBX No. & then ask for Extn. No. as specified above.

ANNEXURE 3

Extn. & Intercom. Nos. of School Education Directorate—PBX No. 2334-0847

Name	Designation	Extn. & Intercom. No.	Phone No.
Sri A.S. Biswas, I.A.S. Commissioner of School Education & Ex. Officio Principal Secretary & D.S.E.	D.S.E., W.B. & Ex. Officio Principal Secretary	3122	2334-4504 (O) 2337-4902 (R)
Smt. T. (Mondal) Sen, W.B.S.E.S.	Jt. D.S.E. (General)	3120	2334-4885 (O)
Meer Md. Mohasin, W.B.S.E.S.	Jt. D.S.E. (Govt. Schools)	3133	
Sri Manick Chandra Dolui W.B.S.E.S.	Jt. D.S.E. (Affair)	3124	
Sri B.K. Mookerjee, W.B.S.E.S.	D.D.S.E. (Dev. & Plg.) & S.S.O.	3118	
Sri Harendra Nath Ghosh, W.B.S.E.S.	D.D.S.E. (Admn.)	3108	
Sri D. Ghatak, W.B.S.E.S.	D.D.S.E. (G/A)	3118	
Sri Sanat Kumar Ghosh, W.B.S.E.S.	D.D.S.E. (Boys' High)	3121	
Md. Abdur Razzaque W.B.S.E.S.	D.D.S.E. (H/S)	3276	
Sri Monoranjan Roy, W.B.S.E.S.	D.D.S.E. (Women)	3112	
Dr. Swapan Roy, W.B.S.E.S.	D.D.S.E. (R.P.)	3110	
Sri Debasish Sarkar, W.B.S.E.S.	D.D.S.E. (Basic)	3126	
Sri Amiya Sanyal, W.B.S.E.S.	D.D.S.E. (Law)/R & W	3125	
Smt. Chinmoyee Patnaik, W.B.S.E.S.	D.D.S.E. (Madrasah)	3123	
Sri Nitya Gopal Bhar, W.B.S.E.S.	D.D.S.E. (Jr. High)	3146	
Sri Santosh Chakraborty, W.B.S.E.S.	D.D.S.E. (AI/S)	3114	
Sri Prabir Kumar Saha, W.B.E.S.	A.D.S.E. (Physical Edn.)	3130	
Dilip Sengupta, W.B.E.S.	A.D.S.E. (G.A.)	3145	
Smt. Soma Mukherjee, W.B.E.S.	A.D.S.E. (Trg. & Exam.)	3142	
Sri Ashish Mukhopadhyay, W.B.A. & A.S.	Accounts Officer (S.E.)/D.D (A/A)	3132	
Sri Asim Chakravorty	Accounts Officer (S.E.)/D.D (A/A)	3132	
Sri D. Panth, W.B.A. & A.S.	Accounts Officer (P.E.)	3144	
Sri Sudarshan Das, W.B.E.S.	A.D.S.E. (Budget)	3278/3279	
	H.A. (Pension)	3138	
	H.A. (Pry.)	3138	
	H.A. (Admn.)	3109	
	H.A. (S.E.) General	3117	
	H.A. (Govt. Schools)	3119	
	H.A. (C.A.R.E.)	3135	
	P.A. to D.S.E.	3134	
	A.L.O. (Primary)	3141	
	A.L.O. (Secondary)	3140	
	H.A. (Law)	3139	
	H.A. (Text Book)	3137	
	H.A. (Statistics)	3143	
	H.A. (A.I.S.)	3114	
	H.A. (R/P)	3111	
	H.A. (O.A.)	3128	

N.B.: Bikash Bhaban

Salt Lake, School Education Directorate—PBX No. (033) 2334-0847.

For outside Kolkata—Dial 033 & next PBX No. & then ask for Extn. No. as specified above.

ANNEXURE 4

Telephone Nos. with STD CODE
District Inspector (Secondary)

Barrackpore	..	(033)2560-7039
Bankura	..	(03242) 253305
Bardhaman	..	(0342) 2562351
Birbhum	..	(03462) 255378
Coochbehar	..	(03582) 222266/255805 (R)
Dakshin Dinajpur	..	(03522) 255262
Hooghly	..	26802581
Jalpaiguri	..	(03561) 230171
Kolkata	..	24642371
Malda	..	(0351) 252261
Midnapore	..	(03222) 262592
Murshidabad	..	(03482) 252449
Nadia	..	(03472) 252298
North 24-Parganas	..	25523148
Purulia	..	(03252) 222438/222439 (R)
South 24-Parganas	..	24797868

District Inspector (Primary)

Bankura	..	(03242) 254528
Bardhaman	..	(0342) 2562380
Birbhum	..	(03462) 255658
Coochbehar	..	(03582) 222526/224670 (R)
Dakshin Dinajpur	..	(03522) 255259
Darjeehng	..	(0354) 254184
Hooghly	..	26803172
Howrah	..	26603545
Jalpaiguri	..	(03561) 230388
Kolkata	..	24641543
Malda	..	(03512) 252342
Midnapur	..	(03222) 262593
Murshidabad	..	(03482) 252752
Nadia	..	(03472) 252141
North 24-Parganas	..	25524813
Purulia	..	(03252) 222970
South 24-Parganas	..	24790622
Uttar Dinajpur	..	(03523) 253400

District Primary School Council

Bankura	..	(03242) 251257
Bardhaman	..	(0342) 2562427/2562371/2562372
Birbhum	..	(03462) 255596
Coochbehar	..	(03582) 233484
Dakshin Dinajpur	..	(03522) 255268
Darjeeling	..	(0354) 254085
Hooghly	..	26802370
Howrah	..	26603199
Kolkata	..	24644743
Malda	..	(03512) 266284
Midnapore	..	(03222) 262670/262480
Murshidabad	..	(03482) 252076/250951
Nadia	..	(03472) 252764/252937
North 24-Parganas	..	25526010
Purulia	..	(03252) 222810
South 24-Parganas	..	24404753
Uttar Dinajpur	..	(03523) 252789

ANNEXURE 5

List of District Magistrates and Superintendents of Police

DISTRICT	OFFICER	STD	TEL (O)	TEL (R)	FAX
COOCH BEHAR	D.M.	03582	227101	227201	227000/ 225000
DARJEELING	S.P.	03582	222455	222232	222745
	D.M.	0354	254233 254266	254045 254046	254338
	S.P.	0354	254270	254278 254277	
JALPAIGURI	D.M.	03561	230127	232034 226333	224347 230913
	S.P.	03561	230492	232024	224347
MALDA	D.M.	03512	2542381	253092 252415	253092
	S.P.	03512	252520	252315	253345
UTTAR DINAJPUR	D.M.	03523	252925	252289 252441	252250
	S.P.	03523	252461	252527	
DAKSHIN DINAJPUR	D.M.	03522	255201	255202	255488
	S.P.	03522	255321	255502	
MURSHIDABAD	D.M.	03482	251650	250002	250145
	S.P.	03482	250751	250003	251750
NADIA	D.M.	03472	257001	252052	252294(R) 253030(O)
	S.P.	03472	252229	252303	253124
PURULIA	D.M.	03252	222302	222301	222490
	S.P.	02352	222304	222303	224379
BANKURA	D.M.	03242	250304	250303	251076
	S.P.	03242	250305	250306	250727
BIRBHUM	D.M.	03462	255222	255223	256222
	S.P.	03462	255353	255219	255646
BURDWAN	D.M.	0342	2562428	256494	2562397(R) 2561899(O)
	S.P.	0342	2562495	2562442	62394
HOWRAH	D.M.		26602024/ 2029	26602961	26603367
	S.P.		26602626	6602086 22237541	26602386
	D.M.		26802122	26802040	26802048
HOOGHLY	S.P.		26804827	26802325	26808246
	D.M.		25523662	25523474	25523535
NORTH 24-PGS.	S.P.		25423055	25523657	5522247
	D.M.		2493713	24793456	24793456
SOUTH 24-PGS.	D.M.		24793333	24793330	24793333
	S.P.				
MIDNAPORE EAST	D.M.	03228	266098	266120	269500
	S.P.	03228	269580	269602	269581
MIDNAPORE WEST	D.M.	03222	062571	27570	262427
	S.P.	03222	262609	275608 63769	263598

LIST OF DIVISIONAL COMMISSIONERS

Burdwan		26808080	26802046 1111	26802948 455	1111
Jalpaiguri	03561	232032	230773 230666	230700	230600
Presidency			22424920	22408351	22420617

ANNEXURE 6

Some Important Telephone Index

State Council of Educational Research & Trng. W.B.	24754377	Bankura Zilla School	(03242) 251133
Director, R. N. Dey	Tele Fax : 24765114	Baptist Girls School	22446620
State Resource Centre for Adult Education	23520426	Barasat Govt. High School	25523526
Medical College		Barrackpur Govt. High School	25600514
Bankura Sammilani Medical College	(03242) 251161	Bethune Collegiate School	22410447
Principal : (03242) 251324/R-250434		Bidhan Chandra Mem. Girls	25828120
Bardhaman Medical College	(0342) 2563915	Bidhannagar Govt. High School	23372737
Principal : (0342)2565506/R-2565131		Birbhum Zilla School	(03462) 255285
Calcutta Medical College	22414901/Fax : 22413929	Christopher Rd. Govt. Spnd. H.S.	22447738
Principal : 22414920/R-254804309/25487029		Coochbehar Sadar Govt. High School	(03582) 222549
Cal. National Medical College	22440122/20123	Dum Dum Rd. Govt. Spnd. Girls H.S.	25573736
Principal : 22843582/R-23217291		Giribala Sarkar Balika Vidyalaya	25557571
N.R.S. Medical College	22443213	Govt. Girls High School, Jalpaiguri	(03561) 230097
Principal : 22441330		Govt. Girls School, Purulia	(03252) 222317
North Bengal Medical College	(0353) 2581285	Haldia Govt. Spnd. School	(03224) 262535
Principal : (0353) 2585512/R-2513353		Hare School	22413868
R. G. Kar Medical College	25557656/27575/27576	Hindu School	22412987
Principal : 25558838/R-24668911		Hooghly Branch School	26802478
Dental College		Hooghly Collegiate School	26802510
Dr. R. Ahmed Dental College	22465771	Hooghly Madrasah	26802653
Principal : 23610326		Howrah Zilla School	26603436
Acupuncture Institution		Jenkins School	(03582) 222505
Dr. B. K. Basu Inst. of Acupuncture	24179281	Jhargram Rani Binod Manjuri	(03221) 255075
Homeopathy College		Jodhpur Park Boys School	24732208
Bardhaman Homeo. Med. College	(0342) 2566601	Jodhpur Park Girls School	24730910
Calcutta Homeopathy College	23517675	Kalimpong Govt. High School	(03552) 255408
D. N. De Homeopathy College	2328714/23502757	Krishnanagar Collegiate School	(03472) 252204
Govt. Homeopathy College	23375269/ Fax : 23375295	Krishnanagar Govt. Girls	(03472) 252379
Mahesh Bhattacharya Homeopathy	23371339/23505957	Lake Town Govt. Spnd. (G) High	25343862
Midnapore Homeopathy College	(03222) 262311	Louis Braille Mem. Sch. for Sightless	26634818/Fax : 26632349
N.C.C. Homeopathy College	26516364/26504051	Maharani Indra Devi Balika	(03582) 222761
Purulia Homeopathy College	(03252) 225859	Malda Zilla School	(03512) 252462
Sainthia Homeopathy College	(03462) 262386	Muraripukur Govt. Spnd. H.S. School	23561493
Govt. & Govt. Spnd. School		Nawab Bahadurs Inst. Murshidabad	(03482) 270237
Adi Mahakali Pathsala	23504720	New Alipore Multipurpose	24782536
Alipur Multipurpose Girls' School	24797251	Purulia Zilla School	(03252) 223296
B.T. Road Govt. Sprn. High School	25572345	Sailendra Sircar Vidyalaya	25554729
Bagbazar Multipurpose Girls	25556347	Sakhawat Memorial Girls	22828165
Ballygunge Govt. High School	24754066	Sanskrit Collegiate School	22414605
		Singhee Bagan H.S. for Girls	22180430
		Sinity Academy, Coochbehar	(03582) 222770
		Surah Kanya Vidyalaya	23502697
		Taki Govt. School	29117-47232
		Taki House, Govt. Spnd. (Girls)	23508635
		Taki House, Govt. Spnd. (Boys)	23507350
		Ultadanga Govt. Spnd. H.S. for Girls	23378853
		Uttarpara Govt. High School	26634011

Some Important Telephone Index

Rabindra Bharati University E. B. Campus	25571028/23028/24028/27161 Fax : 25568079	Registrar. K. K. Das OSD. S. Sen Golpark Office	22870159 22870157 24630292/0293
J. S. Campus Vice-Chancellor, Subhankar Chakraborty Registrar	22395241/25242/26601/6610 25568019/22391328/22558444 25502543	Indira Gandhi National Open University Regional Dir.	23349850 Fax : 23346460 24739393 (R)
Visva-Bharati University General office	PBX : (03463) 252751-252756 Fax : (03463) 252672 (03463) 252451	Bengal Engineering College (Deemed University) Vice-Chancellor, Amaljyoti Sengupta Registrar	PBX : 26684561-4563 Fax : 26684564 26682916/22674 26681503
Vice-Chancellor, Dr. Sujit Basu Registrar Palli Siksha Sadan Palli Sangathan Bibhag Dir. Rabindra Bhavan Kolkata Office	(03463) 253531 (03463) 252779 (03463) 252769 (03463) 252773 22479868/29869/29355/ 22400273	W.B. Council of H.S. Education Central Office	23374984-87/29661/20792/ 24945/23596497
Bardhaman University General Office (Rajbati)	PBX : (0342) 2563913/2563914/ 2563917 2563918/2563919	Regional Office Kolkata North Bengal (Siliguri) Bardhaman Midnapore President, Sudhin Chattopadhyay Secretary, Banamali Tripathi	23347125/23193 (0353) 2551280 (0342) 2563734 (03222) 260318 23596526 25523583 (R) 23596525/25823525 (R)
Vice-Chancellor	(0342) 2562900/2562319 (R) Fax : 0342-564452 (0342) 2565300/2565144 (R)	W.B. Board of Secondary Edn.	PBX : 22268594/28595/29596 22298597-98/2580 22299660/R-23588972 22293775 22291250 22463494
Registrar Controller of Examinations		President, Prof. D. Hoto Secretary, Swapan Bhattacharya Dy. Secy. Examination Dy. Secy. Administration	
Kalyani University General office E-Mail : pijushgeo@yahoo.Com.	25828220/28477/28293/28275/ 28750/28378/28286/28478/ 29356 Fax : 25828282 25828690/R-25828340/ 24640643	Regional Office Derozeo Bhaban Bidhannagar Bardhaman Midnapore North Bengal (Siliguri)	23580611/23212476/23068 23372282 (0342) 2562377 (03222) 262524 (0353) 2551376
Vice-Chancellor, Nityananda Saha Registrar	25828220/R-25828286/ 24770816	West Bengal State Council of Higher Education Member Secretary Vice-Chairman E-Mail: wbsche@hotmail.com.	24661005 Tele Fax : 24660209
University of North Bengal Vice-Chancellor	(0353) 2581255/2581324 (R) 24318700 (Kol.) (0353) 2551305/R-2581383 (0353) 2581254/R-2581283	W.B. Board of Primary Education President, Jyoti Prakash Ghosh Secretary	24747697 23211201/25221251 (R) 23211201
Registrar, T. K. Chatterjee Controller of Examination (D.K. Sarkar)		College Service Commission Chairman Members Secretary Controller of Examination	22412920 Tele Fax : 22414679 22411922 22416675 22416674
Vidyasagar University General Office	PBX : (203222) 260554 Fax : 203222-62329 (203222) 261009/R-263202 Fax : 203222-64338 Kolkata : 25570990/1611	School Service Commission	23593591 Fax : 23214552 23214550 23214551
Vice-Chancellor, Ananda Deb Mukhopadhyay	Fax : 203222-64338 Kolkata : 25570990/1611	Chairman (Central) Secretary S.S.C. (North Bengal) Chairman, Western Region Biswanath Kayal	(03512) 251556/21709 (03242) 255065 R-(03242) 252414
Registrar, J. Debnath Controller of Examination E-Mail: vidya@dtc.vsnl.net.in	(03222) 262297/R-262619 (03222) 262441	W.B. Board of Examination for Admission to Engineering, Medical & Tech. Degreee College Urdu Academy	26684890/Fax: 26684676 22448450
Bidhan Ch. Krishi Viswavidyalaya General Office Vice-Chancellor, Shaktipada Sarkar	PBX : 29173-22269/222270 25879772/29173-222666/ R-29173-22444 Fax : 29173-22275 25878163	W.B. Board of Madrasah Education President, Abdus Sattar Secretary, Md. Refatullah	22443128 2245777/R-23445419 22457773
Registrar Dir. of Research, Extention & Firms Controllor of Examinations	25563450/R-25588748 Fax : 25571986 25563123/R-24430176 25563396/R-25481452 25580278/R-25518472	University Grants Commission Rabindra Mukta Vidyalaya Dir. A. Banerjee Dept. Head, K. Dasgupta Secy.	23580586 23587102 23597711/R-25568191 R-24166132 232113261
Netaji Subhas Open University Office	22870157 Fax : 22871082		
Vice-Chancellor, R. Chakraborty	22871056		

ANNEXURE 7

ACCOMMODATION

State Govt. Guest House 2 Kyd Street, Kolkata	22229 7463
State Govt. Circuit House 9/1, Hungerford Street, Kolkata	2240 5242
Great Eastern Hotel	2248 2311/2248 2331
Member-Secretary	2248 4348/2248 5406 (O)
Joint Secretary, PWD	2221 5646 (O) 2447 2031 (Resi.)
Oberoi Grand	2249 2323
Taj Bengal	2223 3939
Udayachal Guest House	2337 8246/2337 1996
C.P.T. Guest House	2223 8536/2223 6485
Coal India Guest House	2337 3648/220 6722
SAIL Guest House	2247 6012/2247 9873
Airport Ashoke	2551 9111
Hotel Hindusthan International	2247 2394
Cooch Behar Bhavan	2337 7984
Haldia Bhavan	203224-63438
Gorkha Bhavan	2337 7534
Manipur Bhavan	2474 7937
Tripura Bhavan	282 0623
Banga Bhavan, New Delhi	2011 373 1991/2332 9730

TRANSPORT

	Tel (Off.)	Tel(Resi.)
Joint Secreary	2221 5568	2478 5233
Deputy Secretary	2234 2333 WB 4612	2668 4456
Administrative Officer, Transport Pool	2475 3854 WB 4162	

PUBLIC SERVICE COMMISSION

PBX	..	..	..	2466 0546/21540/6266/22266/5161
Chairman	..	..	..	2466 2895
Secretary	..	..	..	2466 6622
Joint Secretary	..	..	..	2466 2221
Joint Secretary	..	..	..	2466 5662 Fax: 466 0992

WEST BENGAL HUMAN RIGHTS COMMISSION

Chairman	..	..	..	2479 7259
Secretary	..	..	..	2479 9633/29618
Deputy Secretary	..	..	..	2479 7727/448 1338
Fax	..	..	..	2479 9633

VIGILANCE COMMISSION

PBX	..	..	..	2334 0506-9
Chairman	..	..	..	2337 7944
Secretary	..	..	..	2337 7945
FAX:	..	..	..	2359 9774

STATE ELECTION COMMISSION

Chairman	..	..	..	2280 5261/2280 4195
Secretary	..	..	..	2280 5277
OSD & DS	..	..	..	2240 4727
PBX	..	..	..	2280 7373

ANNEXURE 8

Some Important Telephone Nos. and Contact Address

PUBLIC UTILITY SERVICES

Admn. Training Institute FC Block, Salt Lake, Sector-III Kolkata-700 064	2337-4043
Air Lines Indian Air Lines City Office Air Port Flight Arrival Information IA Flight Departure IA Air Port General Enquiry JET Airways, Delhi 15, Barakhamba Road	2236-0730 2236-0870/4433/6899 2511-9031 143 140 2511-9433/9637 (011) 2335-7727/2372-1883
Travel Agent for Air Ticket B. S. International 57/1A, S. N. Banerjee Road Kolkata-700 014	2245-4014/2217-5622/5623 Mobile: 9831011183
Assembly House	2248-7421
Audio Visual Aajkal T.V. Aajtak ETV Khabar Akhon Khaskhabar (Rainbow)	2350-9803 2466-7174 2237-3910/3931 2466-4453 2463-6244 2483-3597 (3 lines) Fax-2483-2788
Banga Bhawan (New Delhi) 3, Hailey Road. New Delhi-110 001	(011) 2332-9730/2372-1996 2372-1740 Fax-2332-8499
British Council 5, Shakespeare Sarani Kolkata-700 071	2242-5378/9108
Calcutta Telephones Billing Information (Interactive Voice) Outstation Directory Enquiry Special Service Assistance Telephone Complaint (Bikash Bhawan) Indian Telephone Industries (Mr. Kundu)	1502 (Eng.)/1503 (Beng.) 183 199 3071 (Intercom.) 2237-2627
Census Census Office, 20 British Indian St. Director of Census Operation	2248-8532 2220-1277
Computer Trg. Centre WEBEL Informatics Ltd. National Informatic Centre Bidyut Bhawan (Ground Floor) Salt Lake, Kolkata-700 091	2229-5002/2867 Fax-2246-8022 2359-0833

Cultural Centre

Asiatic Society	2249-1355
Birla Industrial & Tech. Museum	2244-6197/241
Paschimbanga Bangla Akademi	2248-4978
Calcutta Information Centre	2248-451
National Library	2479-381
Rabindra Sadan	2223-9917/9936
Nandan	2223-1744
Netaji Indoor Stadium	2248-1773
Yuva Bharati Krirangan (Salt Lake)	2358-2226
University Institute Hall	2241-5214
Ramkrishna Mission Inst. of Culture	2474-1303-1307
Natya Academy	2248-4214
Victoria Memorial	2248-5142

District Gazetteer

2334-5400

Bikash Bhawan, Salt Lake

Doordarshan Kendra, Kolkata PBX- 2473-7441/7451

Electronic Media, Kolkata

All India Radio	2248-9131/9132/9135
Akashvani Bhawan Programme Executive (Education)	2248-8085 (Extn. 4042/4031)

Fax Machine Repairs

2440-2068/71

Godrej Company

Govt. Accommodation

Great Eastern Hotel	2248-2331/2332 Fax-2248-0289
M.L.A. Hostel	2229-3358
State Guest House, Kyd Street	2229-7463
Youth Hostel, Digha	(03220) 266278
Youth Hostel, Purulia	(03252) 224742

Guest House

Viswa Bharati (03463) 252751/52756

Hotel

Taj Bengal	2223-3939
39B, Belvedere Rd., Alipore. Kolkata-13	Fax-2231-7756 2223-8805

Hospital

S.S.K.M. Hospital	2223-9692/6242/9654
N.R.S. Medical College Hospital	2244-3213/3214
Calcutta Hospital (CMRI)	2456-7700/7702
Kothari Medical Centre	2456-7150
Medical College & Hospital	2241-4501/4902/4904/4905
National Medical College & Hospital	2244-0122
Seba, Salt Lake	2337-3486
Ruby General Hospital	2442-0291/6091/6576
Woodlands Nursing Home	2456-7075/76/7080/7081
Ramkrishna Mission Seva Pratisthan	2475-3636

Income Tax

Bamboo Villa 2284-4531-33/4679/7884

Law Affairs

Minister-in-Charge 2221-5802 (O)
2220-0094 (R)
Fax-2235-5225 (O)

Secretary 2221-5824 (O)
2359-0685 (R)

L.R., West Bengal 2215-6075 (O)
Fax-2235-6010 (O)

Jt. L.R. 2248-3304 (O)

Addl. Jt. L.R. 2248-2696 (O)

C.S.ID. 2248-3700 (O)

L.R. Office (High Court) 2248-3908 (O)

Advocate General, Govt. V.B. 2248-2496 (O)
2337-3763/6001 (R)

Government Pleader, High Court 2248-2530 (O)
2334-3538 (R)

Advocate-on-Record High Court 2248-1218/4125 (O)
2241-8265 (R)

Mr. T. C. Sharma (011) 2338-1586/9288 (O)
131, Lawyers Chamber (011) 2225-0598 (R)
Supreme Court

Mr. H. K. Puri (011) 2338-3360 (Fax)
41, Lawyers Chamber (011) 2651-7888 (O)
Supreme Court (011) 2651-7547 (Fax/Resi.)
(011) 2658-8048 (R)

Smt. A. Subhasini (011) 2338-7111 (O)
38, Lawyers Chamber (011) 2696-2813 (R)
Supreme Court

Press

Saraswati Press Ltd. 564-7134/7142/6146
(Govt. of W.B. Enterprise)

Basumati Corporation Ltd. 350-9962/3331/3307
166, B. B. Ganguly Street 350-6150
Kolkata-700 012

Silpabarta Printing Press Ltd. 244-3031/9748
25 & 27, Canal South Road 244-9569
Kolkata-700 015

Print Media

Aajkal 2350-9803 (4 lines)

Ananda Bazar Patrika 2221-6600-14

Bartaman 2244-8208

Ganasakti 2245-8946/8947

Pratidin 2236-2418

The Statesman 2225-7070-7076

The Telegraph 2225-3140-3143

Public Service Commission

161A, S. P. Mukherjee Road 2466-0266/0546/6896
Kolkata-700 026 Fax-2466-0992

Railway Enquiry

Howrah Station 2660-7410/7411
2660-7413/7414 (Elec. Exch.)
2660-7412 (Manual)

Railway Reservation (Auto) 136 (Eng.)/138 (Beng.)

Railway Enquiry (Bidhan Nagar) 2334-7119

Sealdah Station Enquiry 2350-3535/3537

Train Information 2220-4025

State Planning Advisory Board

6, Abanindra Nath Thakur Sarani 2282-2380
Kolkata-700 017 2282-4803

Tourism

Govt. of India Tourist Office 2242-1402/5813
4, Shakespeare Sarani

Calcutta-700 071

West Bengal Tourist Bureau 2248-5917/2210-3196
3/2, B.B.D. Bag,
Kolkata-700 001

Udayachal Tourist Hostel 2337-1996/8246
Salt Lake

Treasury Officer

Bidhan Nagar 2359-7339

DOCUMENTATION CLERK
National Institute of Education
Planning and Administration
17-B, Sri Aurebindo Marg,
New Delhi-110016

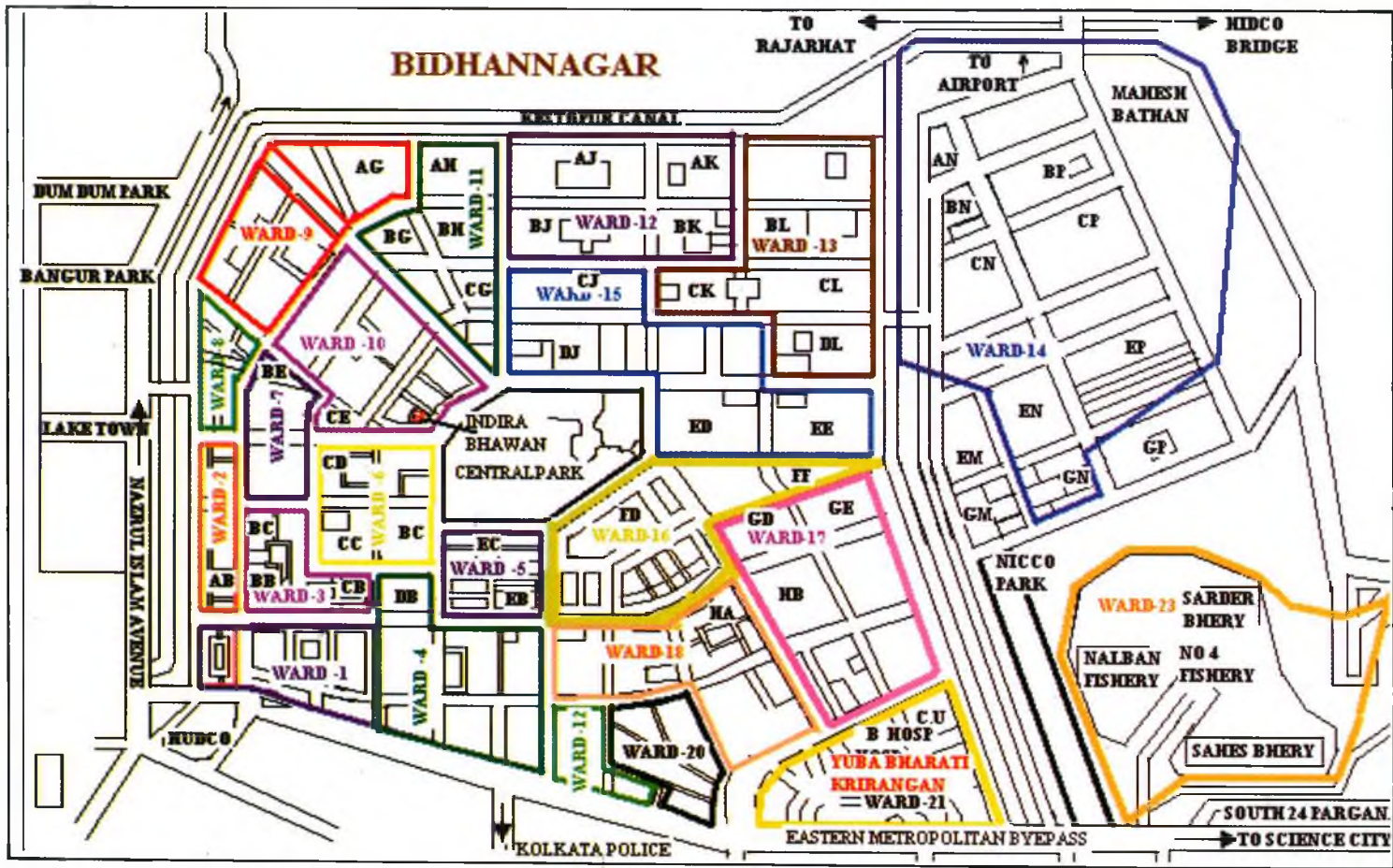
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Date 28-10-2011

NIEPA DC

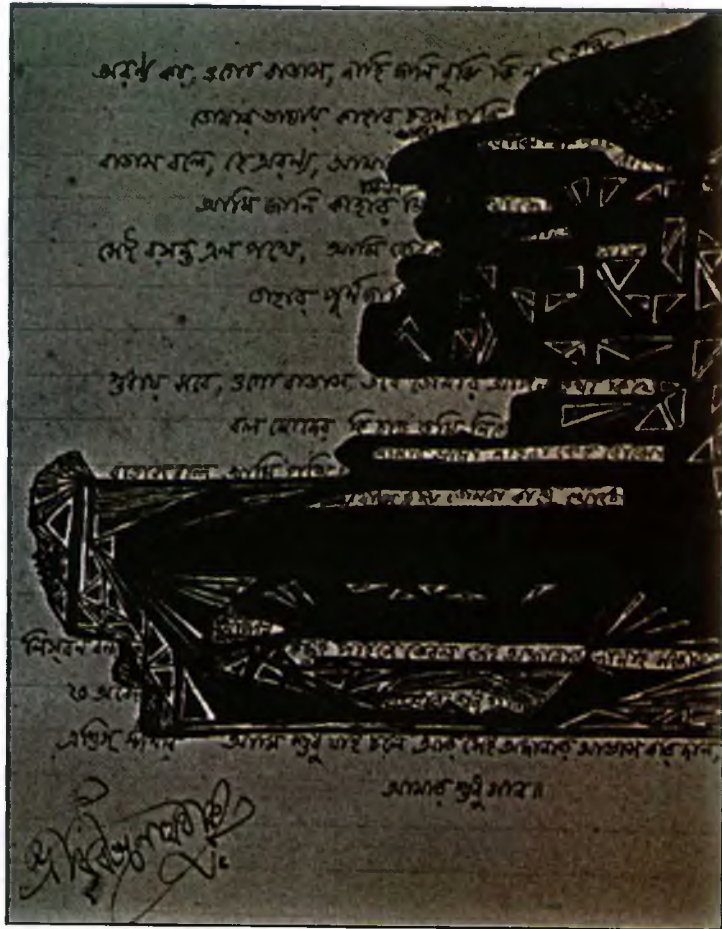


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০৫/০/১৬

'কম্পাউসারি এডুকেশন'-এর বাংলা যন্ত্রি হয় 'বিদ্যাত্মমূলক শিক্ষা'। 'কম্পাউসারি সাবজেক্ট' কি হবে 'সাম্যতমূলক পাঠ্য বিদ্যা'? তার চেয়ে 'অংশা পঠ্য বিদ্যা' কি সংগত ও সহজ শোনায় না? ঐচ্ছিক (optional) শব্দটা সংস্কৃতে পেয়েছি, তারি নিপরীতে 'আবাসিক' শব্দ ব্যবহার চলে কিনা, পণ্ডিতদের জিজ্ঞাসা করি। ইংরেজিতে যে সব শব্দ অত্যন্ত সহজ ও নিতান্ত প্রচলিত, দরকারের সময় বাংলায় তার প্রতিশব্দ সহসা খুঁজে পাওয়া যায় না, তখন তাড়াহাড়ি যা হয় একটা বানিয়ে দিতে হয়। সেটা অনেক সময় বেখাপ হয়ে দাঁড়ায়, অনেক সময় মূল ভাবটা ব্যবহার করাই স্থগিত থাকে। অথচ সংস্কৃত ভাষায় হয়তো তার অবিকল বা অনুরূপ ভাবের শব্দ দুলভ নয়। একদিন 'রিপোর্ট' কথাটার বাংলা করবার প্রয়োজন হয়েছিল। সেটাকে বানাবার চেষ্টা করা গেল, কোনোটাই মনে লাগল না। হঠাৎ মনে পড়ল কাদম্বরীতে আছে 'প্রতিবেদন'— আর ভাবনা রইল না। 'প্রতিবেদন, প্রতিবেদিত, প্রতিবেদক'— যেমন করেই



ব্যবহার করো, কানে বা মনে কোথাও বাধে না। জনসংখ্যার অতিক্রমি 'ওভারপপুলেশন'— বিদ্যুৎ। আজকাল খবরের কাগজের একটা নিতান্ত আলোচ্য, কোমর বেঁধে ওর একটা বাংলা শব্দ বানাতে গেলে হাঁপিয়ে উঠতে হয়— সংস্কৃত শব্দকোষে তৈরি পাওয়া যায় 'অতিপ্রজন'। বিদ্যালয়ের ছাত্র সংস্কৃতে 'পেসিডেন্ট', 'চান্সেসিডেন্ট' বিভাগ করা দরকার, বাংলায় নাম দেবো কী? সংস্কৃত ভাষায় সন্ধান করলে পাওয়া যায় 'আবাসিক', 'অনাবাসিক'। সংস্কৃত শব্দভাণ্ডারে আমি তিনদিন সন্ধানের কাজ করেছিলাম। যা সংগ্রহ করতে পেরেছি, তা শ্রীযুক্ত সুশীতিকুমারের প্ররোচনায় প্রকাশ করবার পর তার হাতে অর্পণ করলাম। অস্তিত্ব এর অনেকগুলি শব্দ বাংলা লেখকদের কাজে লাগবে বলে আমার বিশ্বাস।