

**District Primary
Education
Programme**

**FINAL PLAN FOR
SOUTH 24-PARGANAS**

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District proposals for ODA

NIEPA DC



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	Planned 1996-97				Total project proposal		
	Unit cost	Physical target	Amount (Rs lakh)	Amount (in £)	Physical target	Amount (Rs lakh)	Amount (in £)
Civil works		1218	155.25	304411.73	1974	793.00	1554901.92
Furniture		20	7.369	14449	16445	115.169	225821.54
Equipment		4	13.344	26164.69	39	25.814	50615.66
Vehicle hiring		3	2.604	5105.88	5	64.50	126470.58
Books and libraries							
Training cost including TADA		21422	22.3056	43736.42	98317	370.8722	727200.35
Workshops and seminars					8	2.112	4141.17
Awareness campaign expenses			7.9	15490.19		52.80	103529.41
Salaries of additional staff			13.724	26909.73		727.195	1425874.48
Consumables							
Teaching material			71.25	139705.88		966.25	1894507.83
Contingency at district BRC school level							
Equipment operation and maintenance							
Civil works maintenance						55.00	107843.13
Alternate schooling					1500	256.00	501960.78
Studies and research			11.30	22156.86		47.6	93333.33
Other activities			95.2483	186761.36		305.7742	598945.08
Total			400.3309	784891.74		3782.0864	7415145.26

	Planned 1996-97				Total project proposal		
	Unit cost	Physical target	Amount (Rs lakh)	Amount (in £)	Physical target	Amount (Rs lakh)	Amount (in £)
Civil works (Item N, Q)							
1 New school buildings	1.5	10	15.00	29411.76	100	150.00	294117.64
2 Extension of existing school buildings	.75 .50	85	51.25	100490.19	350	212.50	416666.66
3 Repairs to existing school buildings	1.00	25	25.0	49019.60	155	155.00	303921.56
4 Construction of BRCs	1.00	10	10.00	19607.84	35	35.00	68627.45
5 Drinking water facilities	.006	1000	6.00	11764.70	1000	42.00	82352.94
6 Toilet for girls	—	—	—	—	—	—	—
7 Strengthening of PTTI	1.00	8	8.00	15686.27	8	8.00	15686.27
8 Construction of CRCs	.50	80	40	78431.37	326	163.00	319607.84
9 Escalation	—	—	—	—	—	27.50	53921.56
Total	—	—	155.25	304411.73	—	793	1554901.92
Furniture (Item F, H, I, J, Q)							
1 For district project office	.787	1	0.787	1543.13	1	0.787	1543.13
2 For PTTI (strengthened)	.50	8	4.00	7843.13	8	4.00	7843.13
3 For BRCs	—	10	2.36	4627.45	35	9.31	18254.90
4 For MIS (district level)	—	1	.222	435.29	1	.222	435.29
5 For CRCs	—	—	—	—	—	—	—

	Planned 1996-97				Total project proposal		
	Unit cost	Physical target	Amount (Rs lakh)	Amount (in £)	Physical target	Amount (Rs lakh)	Amount (in £)
6 For new schools, additional classes and CRCs	—	—	—	—	16400	98.4	192941.17
7 Escalation	—	—	—	—	—	2.45	4803.92
Total	—	—	7.369	14449	—	115.169	225821.54
Equipment							
1 For district project office	1.848	1	1.848	3623.52	1	1.848	3623.52
2 For PTTI (strengthened)	—	2	9.45	18529.41	2	11.70	22941.17
3 For MIS (district level)	2.046	1	2.046	4011.76	1	2.046	4011.76
4 For BRCs	—	—	—	—	35	10.22	20039.21
5 For CRCs	—	—	—	—	—	—	—
6 For new schools	—	—	—	—	—	—	—
Total	—	—	13.344	26164.69	—	25.814	50615.66
Vehicles							
1 Hiring of vehicles	1.002	2	2.004	3929.41	4	50.10	98235.29
2 Transport to BRCs and CRCs	0.6	1	0.6	1176.47	1	14.40	28235.29
Total	—	—	2.604	5105.88	—	64.50	126470.58

	Planned 1996-97				Total project proposal		
	Unit cost	Physical target	Amount (Rs lakh)	Amount (in £)	Physical target	Amount (Rs lakh)	Amount (in £)
Libraries (books and journals)							
1 For the district project office	—	—	—	—	—	—	—
2 For PTTI (strengthened)	—	—	—	—	—	—	—
3 For BRCs	—	—	—	—	—	—	—
Total	—	—	—	—	—	—	—
Training cost including TA/DA for RPs and teachers/officers (Item A, B, C)							
1 For RPs and teachers (school level)	.0007	1295	5.3275	10446.07	74870	266.4175	522387.25
2 For management training	.0003	600	0.485	950.98	4200	3.395	6656.86
3 For MIS					— State component —		
4 For BRC coordinators	.0007	35	.2775	544.11	35	1.9405	3804.90
5 For CRC coordinators	.0007	326	1.296	2541.17	326	9.072	17788.23
6 For VEC members	.0005	6200	6.20	12156.86	6200	37.20	72941.17
7 For ECCE workers	—	—	—	—	—	—	—
8 For AEPC workers/ Alternative schooling	—	1000	.3	588.23	2000	3.00	5882.35
9 For SC/ST members	.0003	216	.1296	254.11	216	.9072	1778.82
10 For women activists	.0003	320	.96	1882.35	320	5.76	11294.11
11 For others (specified)	—	—	—	—	—	—	—
12 Panchayat and ML functionaries	.0007	1550	2.17	4254.90	1550	13.02	25529.41

	Planned 1996-97				Total project proposal		
	Unit cost	Physical target	Amount (Rs lakh)	Amount (in £)	Physical target	Amount (Rs lakh)	Amount (in £)
13 NGOs and parents	.0003	8600	5.16	10117.64	8600	30.16	59137.25
Total	—	—	22.3056	43736.42	—	370.8722	727200.35
Workshops and seminars (Item P)							
1 Workshop	—	—	—	—		.912	1788.23
2 Seminar	—	—	—	—		1.2	2352.94
Total	—	—	—	—		2.112	4141.17
Awareness campaign expenses (Item D)							
1 Campaign for community participation	—	362	7.9	15490.19	362	52.80	103529.41
2 Gender/other DPEP strategies			— shown earlier —				
Total	—	—	7.9	15490.19	—	52.80	103529.41
Salaries of additional staff							
1 Staff salary for DPO staff	—	—	3.414	6694.11	—	44.346	86952.94
2 Staff salary for MIS staff	—	—	.06	117.64	—	1.44	2823.52
3 Staff salary for PTTI staff (as strengthened)	—	—	8.90	17450.98	—	26.66	52274.50
4 Staff salary for BRCs	—	—	1.35	2647	—	114.75	225000.00

	Planned 1996-97				Total project proposal		
	Unit cost	Physical target	Amount (Rs lakh)	Amount (in £)	Physical target	Amount (Rs lakh)	Amount (in £)
5 Coordinator remuneration for CRCs	—	—	—	—	—	—	—
6 Helper and instructor in ECCE	—	—	—	—	—	—	—
7 Instructor in APEC	—	—	—	—	—	—	—
8 New teachers in primary schools (item K)	—	—	—	—	300	540.00	1058823.52
Total	—	—	13.724	26909.73	—	727.195	1425874.48
Consumables							
1 Installation of telephone at district project office				— Shown under equipment head —			
2 TA/DA at project office				— Kept under critical expenditure head —			
3 TA/DA at strengthened PTTI				— Kept under critical expenditure head —			
4 Conveyance — BRCs				— Shown under vehicle and transport charges —			
5 Conveyance — CRCs				— Shown under vehicle and transport charges —			
Teaching material							
1 For new primary schools]			— Shown under equipment heads —			
2 For strengthened PTTI							
3 For BRCs							
4 For ECCE centres	—	—	—	—	—	—	—

	Planned 1996-97				Total project proposal		
	Unit cost	Physical target	Amount (Rs lakh)	Amount (in £)	Physical target	Amount (Rs lakh)	Amount (in £)
5 For APECs	—	—	—	—	—	—	—
6 For schools @ Rs 2000	—	3750	37.50	73529.41	3850	497.50	975490.19
7 For teachers @ Rs 500 per teacher	—	13500	33.75	66176.47	15000	468.75	919117.64
Total	—	—	71.25	139705.88	—	966.25	1894507.83
Equipment operation and maintenance							
1 At district project office	—	—	—	—	—	—	—
2 At MIS unit (district level)	—	—	—	—	—	—	—
3 At strengthened PTTI	—	—	—	—	—	—	—
4 At BRCs	—	—	—	—	—	—	—
5 At AEPCs	—	—	—	—	—	—	—
Total	—	—	—	—	—	—	—
Civil works maintenance							
1 Maintenance civil works	—	—	—	—	—	55.00	107843.13
2 Field research at district, PTTI, vel	—	—	1.10	2156.86	—	17.0	33333.33

	Planned 1996-97				Total project proposal		
	Unit cost	Physical target	Amount (Rs lakh)	Amount (in £)	Physical target	Amount (Rs lakh)	Amount (in £)
2 Research at district, PTTI level	—	—	10.2	20000.0	—	30.6	60000.00
Total	—	—	11.30	22156.86	—	47.6	93333.33
Alternative schooling and ECCE/other Institutions							
1 Alternative schools	—	—	—	—	1500	256.00	501960.78
2 ECCE	—	—	—	—	—	—	—
Total	—	—	—	—	—	256	501960.78
Other activities (specified)							
1 Contingencies, stationery other costs on different activities	—	—	78.2483	153428.03	—	180.4620	353847.05
2 Critical expenditure for other urgent costs	—	—	17.00	33333.33	—	125	245098.03
Total	—	—	95.2483	186761.36	—	305.462	598945.08
Grand total			400.3309	784891.74		3782.0864	7415145.26
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CHAPTER I

District profile

The district of South 24-Parganas was created in 1986 when the erstwhile 24-Parganas was bifurcated. The former, with its headquarters at Alipore, constitutes the southern extremity of West Bengal. It lies between latitude 20° 20' and 22° 22' north and longitude 88° 20' and 88° 60' east, with a total area of 8,165.05 square kilometres. It is bounded on the north by North 24-Parganas and Calcutta, on the east by Bangladesh, on the south by the Bay of Bengal and on the west by the river Hooghly (Bhagirathi Ganga). The river flows from north to south, separating it from the districts of Howrah and Midnapore.

POPULATION: According to the 1991 census, the district has a population of 6,714,471, of which 3,489,985 are males and 3,224,486 are females. A total of 5,707,829 people live in panchayats and municipalities and the rest in the Calcutta Municipal Corporation area. It has five subdivisions with 29 panchayat samitis, i.e. blocks (with 312 gram panchayats, six municipalities, one notified area and more than four borough committees falling within the Calcutta Municipal Corporation).

WATERWAYS: The Sundarbans delta forms the southern periphery of South 24-Parganas. The lush mangrove forest in the Sundarbans is a sanctuary for the Royal Bengal Tiger. There are more than 3,400 km of embankments which help to sustain life in the inhabited islands in the Sundarbans. This area is often hit by cyclones and tidal waves, especially during the monsoons, causing great damage to life and property. Besides the river Hooghly, the other important rivers are the Bidyadhari, Herobhanga, Matla, Thakurani, Mridangabhanga and the Saptamukhi.

The annual rainfall of the district is around 1,750 mm. The average temperature varies from 36.3°C to 13.6°C. The countryside is flat, having a relatively higher level in the mainland areas whereas the Sundarbans area is lowlying.

RAIL NETWORK: The district has a well-connected railroad network in four directions. It extends from the south of Calcutta up to Budge Budge, Lakshmikantapur, Diamond Harbour and Canning. The total rail line is 170 km with 36 railway stations. The proposed new tracks from Lakshmikantapur to Namkhana will link the western part of the Sundarbans with the metropolis.

South 24-Parganas can be divided into three broad categories:

- 1 the urban and semi-urban areas contiguous to Calcutta;

- ii the rural areas excluding the Sundarbans; and
- iii the riverine areas of Sundarbans.

INDUSTRIAL GROWTH: Despite its proximity to Calcutta, the district has not developed industrially. Except for the Budge Budge stretch and the Metiabruz area of Calcutta Municipal Corporation there are no major industrial areas. However, some industries are slated to come up soon in the Falta Free Trade Zone, employing state-of-the-art technology and geared mainly towards the export market. Also CESC has taken up a 500-MW thermal power plant project at Pujali, Budge Budge. The construction of the plant, spread over 300 acres, is in progress.

A bottling plant at Budge Budge on 100 acres and a leather complex in Bhangore on 500 acres are also in the pipeline. The Budge Budge stretch has five jute mills on the banks of the Ganga, employing about 20,000 workers, as well as the Bata shoe factory. This area is also reported to have some oil reserves, and exploration is on. Some small and medium factories are located in Maheshtala and Birlapur, while others are situated along the Garia-Baruipur Road, Diamond Harbour Road and Thakurpukur-Bakrahat Road.

AGRICULTURE: About 52 per cent of the working population is directly dependent on agriculture. A sizeable part of the population is also engaged in fishery, which is an important remunerative occupation. The total cultivated area is 3,99,979 hectares. The cropping intensity is 28 per cent. The area under kharif crops is 3,72,414 hectares, while that under rabi is 1,00,369 hectares.

The monocropping pattern of cultivation is followed largely because of poor irrigation facilities and high soil salinity. Although rice is the principal crop, cultivation of other cash crops such as cereals, oilseeds, watermelons and other fruit and vegetables is steadily on the rise. Marginal farmers own 64 per cent of agricultural holdings, while small farmers own another 20 per cent.

LANGUAGE: The primary language is Bengali, except for some pockets in Metiabruz, Maheshtala, Budge Budge and Birlapur where Hindi, Urdu and Oriya are also spoken.

EDUCATION: The district has 3,494 villages and 3,780 primary schools. It has 43 madrasas, 280 junior high schools, 70 higher secondary schools, 374 high schools, 16 colleges and 377

libraries (of which 126 are run by the government). Besides this, some non-governmental organisations (NGOs) run a few primary and pre-primary schools on a commercial basis.

The overall literacy percentage, according to the 1991 census, is 55.02 per cent, with literacy among males being 68.46 per cent and among females 40.43 per cent.

FAMOUS MEN: Being the springboard of British rule in India, this district was the birthplace of many freedom fighters. Eminent revolutionaries such as M N Roy, Harikumar Chakraborty, Satkori Banerjee, Kanailal Bhattacharjee, Anurup Sen, Provas Chandra Roy and Charu Chandra Bhandari belonged to South 24-Parganas and began their activities here.

The district was also home to many famous social reformers and scholars such as Shibnath Sastri, Dwarkanath Vidyabhusan, Reverend Krishnamohan, Rishi Rajnarayan, as well as cultural giants such as Aghore Chakraborty, Durgadas Bandopadhyay and Ramnarayan Tarkaratna. Renowned novelists Bankim Chandra Chattopadhyay and Bibhuti Bhushan Bandopadhyay spent a large part of their literary life in this district. The ancestral house of Netaji Subhas Chandra Bose is in Kotalia. This house was the hub of revolutionary activity in British India.

RELIGION: The religious and cultural high point of the district is the Sagar Mela — an annual festival on Makar Sankranti day in January, when thousands of pilgrims from all over India flock to Sagar island to take a holy dip at the confluence of the Ganga and the Bay of Bengal and offer prayers at the Kapil Muni temple.

A very interesting ritual, unique to the Sundarbans, is the worship of Bonbibi or the goddess of the forest. The goddess is believed to protect worshippers from the tigers which stalk the mangroves. Bonbibi is worshipped by people of all religious faiths.

The Sundarbans

The Sundarbans region constitutes the southernmost periphery of North and South 24-Parganas districts. This is also the region where the Ganga meets the Bay of Bengal. The area has a unique geographical setting and is criss-crossed by a number of riverine streams, canals, creeks and waterways.

The locational disadvantages coupled with inadequate communication facilities make the region relatively inaccessible, which is a deterrent to economic growth in the region.

THE LAND: The Sundarbans is divided into nine development blocks — 13 of which fall under South 24-Parganas and six under North 24-Parganas — and reserve forest area. The total geographical area is 9,630 sq. km of which reserve forests cover over 4,264 sq. km. The rest of the area has a total population of around 3.1 million, according to the 1991 census.

Around 62 per cent of the total area is lowlying. The land in this region lies approximately three metres below the contour level. Agriculture is the principal economic activity. The cultivation pattern is primarily monocropping. Small and marginal farmers account for 85 per cent of the landholdings (size being below one hectare). Over 89 per cent of the total population of the region is dependent on agriculture compared to the state's average of 57 per cent.

The monocropping pattern is largely because of poor irrigation facilities, the irrigation potential being only 10 per cent of the total land area. The high percentage of landless agricultural labourers in the Sundarbans area accounts for the poverty of its agricultural workers. The second-most important occupation here is fishery which provides a more stable source of income as compared to agriculture which is prone to extreme fluctuations.

THE PEOPLE: The total population of the region as per the 1971 census was 2.003 million. The 1981 census put the figure at 2.433 million. Provisional population figures for the region, according to 1991 census, is 3.154 million. Thus the decennial growth rates registered during 1971-81 and 1981-91 were 21.47 per cent and 31.07 per cent respectively.

About 39 per cent of the total population belongs to the scheduled castes and scheduled tribes as against the state's average of 25 per cent. The concentration of backward classes is relatively higher in Gosaba, Canning and Kultali.

The literacy level in this area is much lower than the state average. The average per capita income is lower than the state and national averages and is also considerably lower than the estimated poverty level of the country as a whole. These factors contribute to making the region one of the most backward areas of the state.

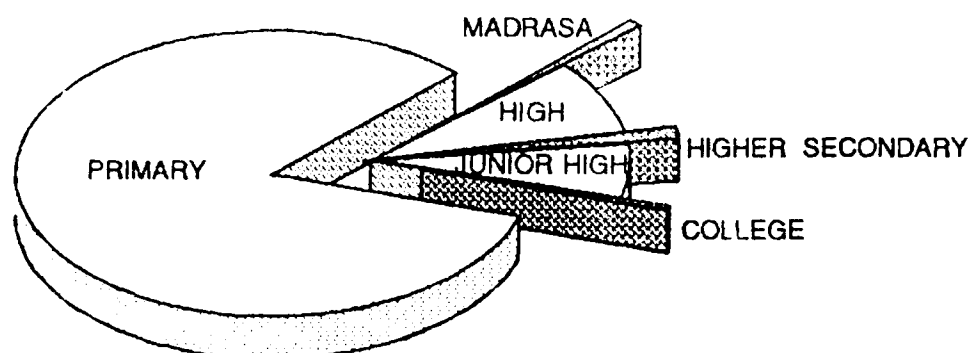
THE LIFE: The main species of flora in the Sundarbans forests are goran, byne, pasu and so on. The sundari trees, after which the region gets its name, are now scarce. Honey, golpata, hetal leaves and timber and firewood constitute the main items of forest produce.

A large part of the forest has been declared as Tiger Reserve in a bid to protect the most famous species of fauna in West Bengal — the Royal Bengal Tiger. The dwindling tiger population has found a sanctuary here as this reserve is totally protected and no human intervention is allowed. Other species found in the forest include spotted deer, crocodile and the wild boar.

THE WEATHER: The geographical location of the Sundarbans area makes it prone to natural calamities such as cyclone, hailstorm and floods. The floods are caused by high tidal bores which wash away the earthen embankments, weakened and broken by earlier cyclonic storms. The people in the Sundarbans islands live under a constant threat of floods and cyclones that demolish the already poor communication facilities. The total dependence on water transport coupled with inadequate landing facilities make the area inaccessible during the rains.

CHAPTER II

**The current scenario
in education**

DISTRIBUTION OF EDUCATIONAL INSTITUTIONS

Primary schools	3782 (3732 under DPSC + 50 Municipal)
Junior high schools	280
High schools	374
Higher secondary schools	69
Only XI & XII class schools	1
Colleges	16 (9 colleges with higher secondary section)
High madrasa	18
Junior madrasa	16
Senior madrasa (title)	9

Besides these, there are some schools — both primary and secondary — recognised by the Central Board of Secondary Education which are scattered mainly in the metropolis, some unrecognised private primary and KG schools spread all over the district where mainly children of families who can afford the fees are admitted.

There are no ECCE centres but under the ICDS scheme Anganwadi centres are operating in the area. To look after childcare and early childhood care there are a few Balwadi centres running with the patronage of centrally-aided NGOs.

Managing the primary education system

With the introduction of the West Bengal Primary Education Act 1973 as amended the district primary education is looked after by the District Primary School Council headed by a chairman. All the recognised primary schools of the district are managed and controlled by this council. The District Inspector of Schools (PE) of the district, being an organ of the education department of the government, is the ex-officio secretary of this council. One assistant inspector of schools has also been deputed to the council. From the finance department of the government one finance officer is deputed for financial management and control. But the chairman holds the supreme authority in this regard. The council in its permanent body has no specialist in any discipline. The staffing pattern of the council shows that its permanent staff consists only of dealing assistants and one overseer for civil works. No civil work, of course, has yet been undertaken.

ADMINISTRATION: The district has been divided into 55 educational administrative units with the creation of 55 sub-inspectorates of schools, each headed by a sub-inspector of schools. These establishments are controlled by the state government and are under the direct management and control of the district inspector of schools. The sub-inspectorates act as grassroots level administrative and supervisory functionaries of the council — thus creating a fine convergence of autonomy (council) and government control in the field of primary education.

The government bears all the administrative expenditure including travelling allowance of all the sub-inspectorates while the sub-inspectorates carry out the orders of the council. The supervisory duty is vested on the sub-inspectors who are required to monitor and maintain the academic activities of primary schools.

CURRICULUM: According to the Act, the West Bengal State Primary Education Board is the apex body in the field of primary education and the council has to follow the course framed by the board. For the development of curriculum, textbook and learning materials the SCERT is the only body. The SCERT has also to undertake research and study in the field of school education, primary education in particular. Textbooks are distributed free of cost to primary school students, the cost being borne by the state government.

TEACHERS: There are four primary teachers' training institutes in the district with a total capacity to impart training at present to 104 men and 130 women. Of these 70 per cent are in-service trainees and 30 per cent are given pre-service training. The training institutes are to be reorganised to cover wider functions which will include conducting intensive in-service short-term training programmes and monitoring the teaching-learning system in primary schools.

There are six primary teachers' organisations, each being affiliated to or recognised by a political party. So each teachers' organisation has its own views on education in tune with its political philosophy. The resources are converged to primary education by inducting them in the body of the council and committees constituted for primary education. The DPSC, WBPEB, SCERT and the state Textbook Committee include members from these associations for effective functioning.

RESEARCH: The state government, through organisations such as the SCERT, state Primary Education Board and state Textbook Committee, is constantly working towards the development of improved textbooks, workbooks, more comprehensive evaluation systems and so on. With the assistance of SCERT, the state Primary Education Board has been conducting workshops to develop workbooks for primary students and teachers' guidebooks. Workbooks for classes I and II for Language and Arithmetic and teachers' guidebooks have already been prepared, and a two-year research programme covering over 350 selected schools across the state for evaluation and validity-cum-effectiveness assessment of these workbooks and guidebooks will be undertaken from the coming academic session. The continuous comprehensive evaluation system being used in primary schools has been redesigned with a more simplified approach for greater effect and workability.

LEARNING LEVELS: A mechanism to determine the norms of minimum levels of learning and its pedagogy with applicability is yet to be devised through studies and research. The district has no study and research centre of its own. However, NGOs are being selected on the basis of their past performance to conduct such research, studies and surveys.

In the backdrop of this scenario, the present state of education in the district is assessed as follows:

1 ACCESS

There is one primary school for every 1,530 population, i.e. one primary school for every 199-children.

5-11 age group population	872,881
Enrolment	777,504
Total access	89%
Male access	Male child population/enrolment
Female access	Female child population/enrolment
SC access	SC child population (253,954)/enrolment
SC girls access	SC girl population/enrolment
ST access	ST child population (9040)/enrolment
ST girls access	ST girl population/enrolment

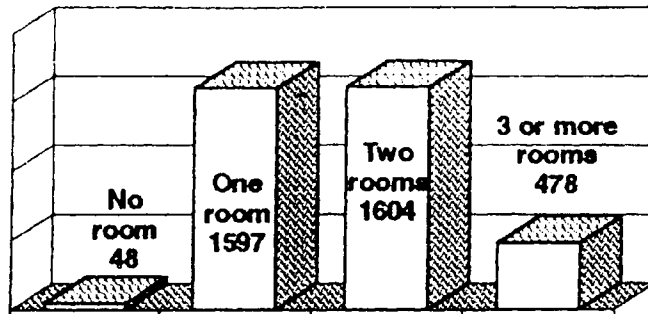
Of the 3,782 primary schools in the district, 575 are situated in the urban areas (municipalities and CMC area). There are 3,207 primary schools for the 3,494 villages of the district — 287 villages still remaining without schools. However, children of villages without primary schools do take admission in the schools in adjoining villages so in reality it cannot be said that villages are kept without any schooling facility. Surveys show that in some of these villages new schools are to be established to accommodate all local children. Of course, most villages have a primary school within a radius of 1 km. (There are 58 habitations which have primary schools at a distance of more than 2 km, according to the 5th All-India Educational Survey.)

2 SCHOOL BUILDING

The present picture relating to the physical condition of school buildings is far from satisfactory. There are 48 schools that have no building, 1,597 schools have one classroom, 1,604 schools two and only 483 schools have three or more classrooms.

<i>Number of schools with*</i>				
<i>No room</i>	<i>1 room</i>	<i>2 rooms</i>	<i>3 or more</i>	<i>Total</i>
48	1597	1604	478	3727

* Data is being updated



<i>Item</i>	<i>Description</i>	<i>No. of schools*</i>
Wall	Pacca	1263
	Brick	1835
	Kachha	477
	Bamboo mat	31
	NA	121
Roof	Asbestos	750
	Tin	418
	Tile	1620
	Pacca	530
	NA	409
Floor	Kachha	2027
	Pacca	1343
	Brick	209
	NA	148
Land (in decimals)	0 - 30	1841
	31-60	999
	61-90	223
	> 90	307
	NA	353

*Figures are being updated

1 acre = 100 decimals; NA denotes figures not available

In the urban areas, particularly in CMC area, there are some rented school buildings where accommodation is a great problem. There are other rented buildings which are in a completely dilapidated condition.

3 ENROLMENT

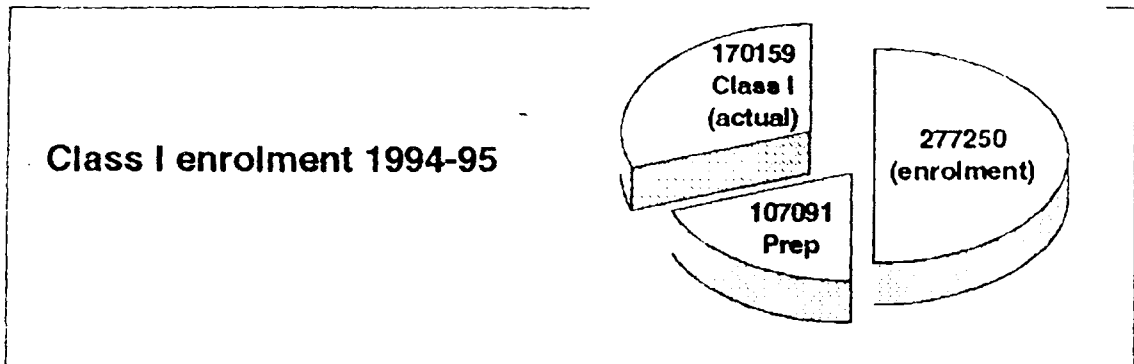
At present the gross enrolment ratio of (5-11) age group is 89 per cent, the net enrolment ratio and classified GER & NER for SC/ST boys and girls students are being studied and the report is expected soon.

A vital clarification that needs to be made regarding class I enrolment figures is that they include a large chunk of pre-school children or the ones in preparatory classes. Though these of children have been enrolled in schools, they are not technically in class I, i.e. they would not be considered for promotion to class II at the end of the academic year. Class I enrolment figures for the last five years were:

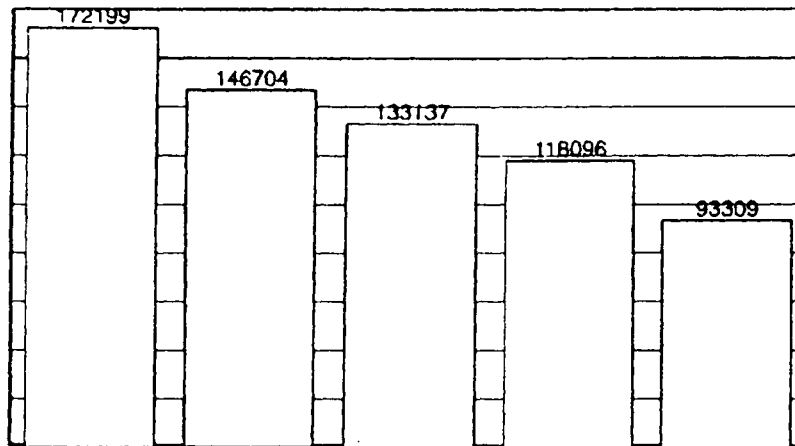
<i>Year</i>	<i>Class I</i>	<i>Prep</i>	<i>Class I (actual)</i>
90-91	285,132	112,933	172,199
91-92	278,726	110,374	168,352
92-93	272,463	108,985	163,478
93-94	283,563	112,841	170,722
94-95	277,250	107,091	170,159

The following table gives the enrolment figures for classes I-V after making the necessary distinction between 'pre-school' and actual class I.

<i>Year</i>	<i>Pre-school</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>V</i>
90-91	112,933	172,199	150,141	135,280	118,064	92,968
91-92	110,374	168,352	146,704	132,238	115,413	90,866
92-93	111,130	169,274	147,889	133,137	116,196	91,479
93-94	102,841	160,722	148,960	135,243	118,096	92,591
94-95	107,091	171,159	151,517	137,052	119,042	91,643



Enrolment 90-91—94-95



Dropout rate from class I to V for the year 93-94 =

$$\frac{(\text{number enrolled in class I 90-91}) - (\text{students in class V in 94-95})}{(\text{number of students enrolled in class I in 90-91})}$$

= 45.8 per cent

Available data shows that the dropout rate from class I to V is 45.8 per cent. Access to class V and retention in class V is a problem because class V is maintained in some primary schools and all secondary schools. Access to class V is taken as access to higher education at least up to Madhyamik. As a result guardians are reluctant to admit their wards in class V in a primary school as difficulties arise later in admission to class VI in secondary schools. So some primary schools have no student in class V while there is a rush in secondary schools particularly in reputed schools that show good results.

The following figures indicate that in about 139 primary schools where class V facilities are provided there is no enrolment at all.

<i>Total no. of primary school with class V</i>	<i>Total no. of primary school where there is enrolment in class V</i>	<i>Total no. of primary schools with class V with no student</i>
298	159	139

The class I enrolment also shows that 107091 students enrolled in class I are in the below 5 years' age group who ought to be covered under early childhood care. Though ICDS schemes and Balwadi schools (under NGO management) are operative in 15 blocks, the scheme is too inadequate to give hundred per cent coverage to all children below 5 years of age. Therefore, many of these children are sent to primary schools. But as there is no official provision for opening a separate pre-primary or infant class these children are shown within the enrolment of class I, creating a statistical problem of high rate of stagnation and/or dropout in class I.

4 DROPOUT

Taking actual enrolment of class I of 90-91 and class V of 94-95 it is seen that the dropout rate is 45.8 per cent. Studies show a high rate of dropout among girls in general and Muslim girls in particular as compared with boys of respective communities but the actual figures are not available yet.

ENROLMENT AS ON MARCH 31, 1994

<i>Class I</i>	<i>Class II</i>	<i>Class III</i>	<i>Class IV</i>	<i>Class V</i>
278,250	151,517	137,052	119,042	5,315
				86,238*
				91,643

Total: 691,176 + 86,238 = 777,504

* Students of class V enrolled in high, junior high and secondary schools

5 TEACHERS RESOURCES

Against an enrolment of 691,176 (including pre-primary and class V enrolment in primary-schools) there are at present 13,223 teachers in primary schools. The teacher-pupil ratio stands at 1:52.

<i>Enrolment</i>	<i>Total no. of teachers</i>	<i>Teacher/pupil ratio</i>
691176	13223	52

To this has to be added the happy fact that the sanctioned posts of teachers in the district is 14,034. If these posts are filled up expeditiously by the state government, the teacher/pupil ratio in the district will improve further.

<i>Total enrolment</i>	<i>Total no. of teachers</i>	<i>Sanctioned posts</i>	<i>Teacher/pupil ratio</i>
691176	13223	14034	49

CURRENT REQUIREMENT OF TEACHERS (1995-96)

<i>Subdivision</i>	<i>Target group (5-10)</i>	<i>Teachers required*</i>	<i>Existing teachers</i>	<i>Additional requirement</i>
Alipore	147907	3698	3398	300
Baruipur	205905	5148	2662	2486
Canning	104879	2622	1343	1279
Diamond Harbour	215484	5387	3885	1502
Kakdwip	97966	2449	1935	514
Total	772141	19304	13223	6081

* To calculate the teacher requirement, the teacher/pupil ratio has been revised to 1:40.

The requirement of additional teachers, calculated in the ratio of 1:40, is: 19304 - 14034 = 5270

So the district requires 5,270 additional posts for teachers. But no

provision has been made for additional teachers except 300 teachers for the new primary schools that are to be set up.

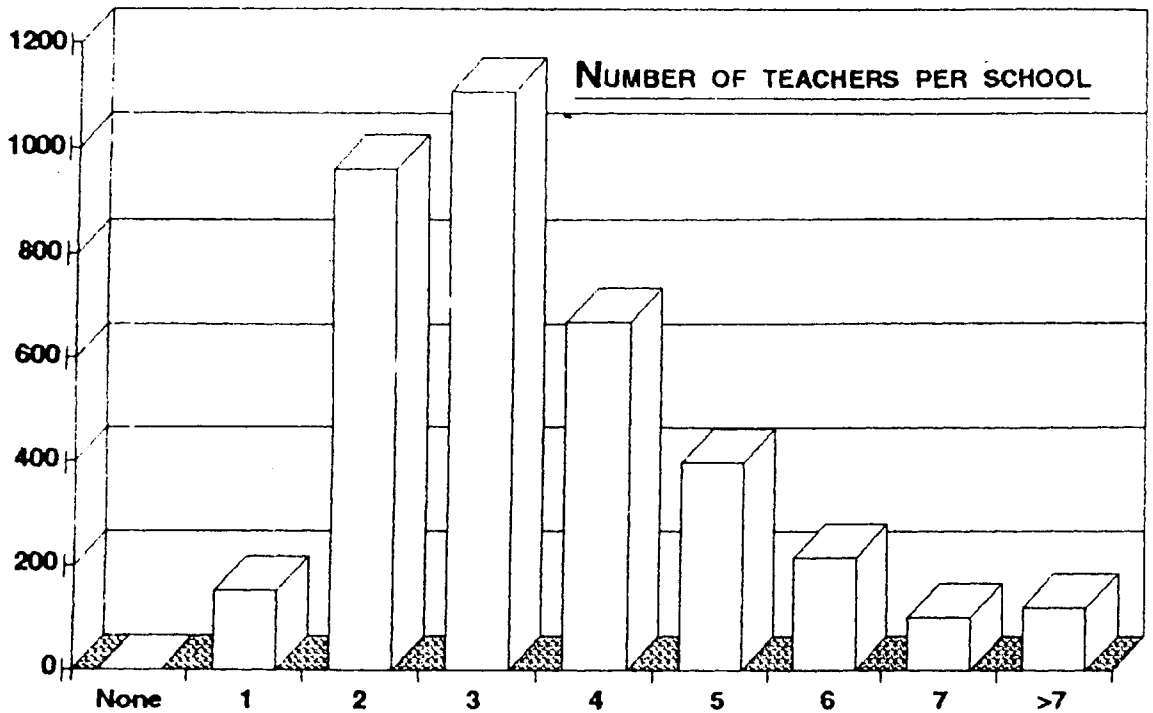
In fact, for the last 13 years no additional posts for teachers have been sanctioned by the state government. The outstanding demand in the district for additional teachers now stands at 5,320, at the rate of 410 additional teachers per year. So the present requirement of additional teachers is already overdue and is now expected to be sanctioned in a phased manner. It is expected that the state government will in the near future sanction some new schools along with new teachers as no new schools have been sanctioned in the last 13 years.

There are 2,800 posts of teachers lying vacant calculated on the basis of normal existing sanctioned quota and actual teachers in position. These vacancies were to be filled up within April 1996 as targeted and steps have already been taken. With this appointment the teacher-pupil ratio will stand at 1:46. While the draft plan recommends 1:50 as the teacher:pupil ratio, it has been decided to adopt the state norm of 1:40 to ensure MLL at least. In that case the total requirement of additional teachers should be at least 5,320 to fill up existing vacancies.

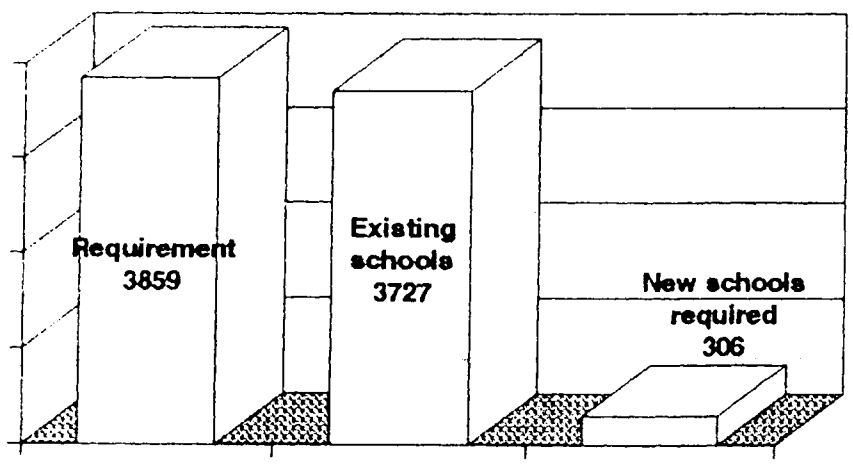
Another discrepancy that shows up in the district with regard to teacher availability is the haphazard deployment of teachers. While there is a full-fledged primary school with just one teacher, there is another school with as many as seven teachers. The following table shows there are 153 primary schools in the district with only one teacher on its rolls whereas about 120 schools have seven teachers each.

AVAILABILITY OF TEACHERS PER SCHOOL

<i>Subdivision</i>	<i>Number of teachers</i>										<i>Total schools</i>	<i>Total teachers</i>
	<i>None</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>>7</i>			
Diamond Harbour	33	295	405	213	121	47	18	20	1152	3885		
Kakdwip	12	132	189	104	59	34	12	10	552	1935		
Alipore	14	115	169	187	121	72	42	56	776	3398		
Baruipur	58	227	209	107	70	48	27	30	776	2662		
Canning	1	36	192	135	58	28	14	3	4	471	1343	
Total	1	153	961	1107	669	399	215	102	120	3727	13223	



6 REQUIREMENT OF ADDITIONAL SCHOOLS



The following table shows the blocks where intervention is required immediately to create new schools to reduce the burden on the existing infrastructure. To begin with, only those blocks are being shown where the situation requires immediate redress. These blocks have been taken as the starting points since the school:population ratios are higher than the subdivision average.

<i>Block/municipality</i>	<i>School:Population ratio</i>
Allpore subdvision	-
Thakurpukur/Maheshtala	1:2439
Budge Budge	1:3713
Maheshtala	1:3838
Pujali Notified Area	1:2684
Subdivision average	1:2307
Barulpur subdvision	
Baruipur	1:2210
Rajpur	1:3636
Subdivision average	1:1961
Canning subdvision	
Canning I	1:1851
Canning II	1:1996
Subdivision average	1:1646
Kakdwip subdvision	
Kakdwip	1:1397
Namkhana	1:1414
Subdivision average	1:1312
Diamond Harbour subdvision	
Diamond Harbour	1:2251
Magrahat I	1:1885
Magrahat II	1:1744
Mathurapur II	1:1398
Subdivision average	1:1382

It is interesting to note that the urban areas comprised in the municipalities figure prominently in the deficit areas as regards primary schools. This might be attributed to the phenomenon of private/unrecognised schools absorbing the urban children thus obviating any pressing need for creation of primary schools by the government.

It need not be repeated that these tables represent only the macro view of the number of new schools required in each block/municipality. For a more detailed analysis, the annexures may be referred to. The exact location and so on of the new schools will be decided on the basis of the school mapping reports that are being compiled.

For the immediate task of planning, we may calculate the total number of schools required in the district in the following manner.

REQUIREMENT OF ADDITIONAL SCHOOLS 1995-96

<i>Subdivision</i>	<i>Eligible group</i>	<i>Requirement (÷ by 200)</i>	<i>Existing schools</i>	<i>New schools required</i>
Alipore	147907	739	776	-37
Baruipur	205905	1029	776	253
Canning	104879	524	471	53
Diamond Harbour	215484	1077	1152	-75
Kakdwip	97966	490	552	-62
Total	772141	3859	3727	306

The requirement of schools has been worked out on the assumption that each school should have 200 students.

7 ALTERNATE SCHOOLING/NFE CENTRES

There were several NFE centres in this district. But the scheme has witnessed its failure for the following reasons:

- a) Lack of proper planning;
- b) Lack of proper monitoring;

- c) Absence of suitable curriculum;
- d) Lack of text books;
- e) Absence of supervision; and
- f) Frustration of the instructors.

As such no NFE centres are actually functioning at present.

8 ANGANWADI

There are 1639 Anganwadi centres under ICDS schemes operating in 10 blocks. (Details in chapter VIII)

Total no. of beneficiaries	241850
AWW functionaries	1489
Mothers (preg & nursing)	29434
Children	212416

994 AWCs are to be opened shortly in 5 blocks.

There are also a few Balwadi centres run under NGO patronage. The details are not available at present.

9 ACHIEVEMENT LEVEL

The highlights of the baseline study conducted by the Indian Statistical Institute, Calcutta, show in brief the following levels of learning.

A

<i>Language</i>		<i>Mathematics</i>	
<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>
62.35	45.05	47.81	44.91

B

<i>Occupation</i>	<i>Language</i>	<i>Mathematics</i>
Cultivators	56.01	43.82
Agricultural labour	58.18	44.75
Non-agricultural labour	57.76	47.97
Others	59.11	45.48

		<i>Language</i>	<i>Mathematics</i>
C	First-generation literates (from TLC families)	57.23	44.42
D	Caste and community		
	SC	52.46	43.81
	ST	42.50	53
	OBC	79.40	59.42
	Muslims	55.59	45.35
	Others	63.03	48.37

The details of the analysis are given in chapter V.

10 A HIGH TIDAL SOAR IN ACCESS

The following table shows the grand success of literacy campaign under the planned programme of South 24-Parganas literacy campaign (Dakshin Chabbis Parganas Saksharata Samiti). In 29 blocks and six municipalities (Diamond Harbour, Maheshtala, Budge Budge, Rajpur, Sonarpur, Baruipur and Joynagar-Mazilpur) 76,158 PLC centres were opened, 768,322 learners were enrolled and 7,54,087 learners crossed the NLM norms. Of the neoliterates about 165,980 belong to 9-14 year age group while 602,342 belong to 15-50 years age group.

The post-literacy campaign enrolled 253,080 new learners among which 63,270 belong to age group 9-14 years. Thus neoliterate parents and guardians of children of age group 5-10 years appear to be nearly 792,152 in 1995. This generates a flood in primary schools for admission of their children. As a result the primary schools are experiencing increased enrolment on their rolls. Generation of consciousness is also recorded by prolonged retention of the children coming from these families. Within the plan period intensive surveys are to be arranged to assess exactly which families in spite of being neoliterates fail to send their children to school and the causes thereof. The rate of growth in enrolment curve during the last few years is evidently the result of the success in literacy campaign.

DAKSHIN CHABBIS PARGANA SAKSHARATA SAMITI

<i>Block/municipality</i>	<i>Total literacy campaign</i>			<i>Post-literacy campaign</i>	
	<i>Centres opened</i>	<i>Learners enrolled</i>	<i>Learners crossing NLM norms</i>	<i>Centres opened</i>	<i>Learners enrolled</i>
1 Kakdwip	2950	29656	29639	1115	21819
2 Namkhana	2530	25289	25206	849	17598
3 Sagar	2320	23300	23228	477	9189
4 Patharpratima	3630	36311	36293	442	8607
5 Kulpi	3881	38802	38742	243	3638
6 Mandirbazar	2015	20170	20070	308	5884
7 Diamond Harbour I	2398	23980	22969	714	13844
8 Diamond Harbour II	2090	28851	23756	672	13196
9 Magrahat I	2840	28950	28925	449	8598
10 Magrahat II	2841	28401	28356	282	5353
11 Falta	2532	26315	26209	1109	21791
12 Mathurapur I	2551	25502	25432	200	4902
13 Mathurapur II	2475	24700	24698	137	2596
14 Diamond Harbour (M)	245	22506	2432	56	1102
15 Bishnupur I	1825	18491	18352	379	7463
16 Bishnupur II	2588	26901	25956	607	12030
17 Thakurpukur/Maheshtala	1120	11182	11032	160	3065
18 Maheshtala (M)	1545	15510	15407	19	299
19 Budge Budge I	1136	11329	11307	142	2662
20 Budge Budge II	1651	16601	16532	252	5084
21 Budge Budge (M)	268	2731	2629	23	376
22 Canning I	2809	28895	28814	679	14490
23 Canning II	2883	29869	29035	822	10183
24 Basanti	2421	34551	30533	280	5546
25 Gosaba	3030	30450	30425	115	2251
26 Joynagar I	2015	21015	20210	251	4902
27 Joynagar II	3011	30582	30219	340	6724
28 Kultali	2738	27403	27354	270	5323
29 Baruipur	827	8604	8290	125	2416
30 Sonarpur	2730	27310	27237	402	8002
31 Bhangore I	2465	24700	24628	420	8297
32 Bhangore II	3510	35232	35157	296	5819
33 Rajpur Sonarpur (M)	190	2001	1982	155	2966
34 Baruipur (M)	187	1925	1824	23	444
35 Joynagar-Majilpur (M)	115	1207	1129	27	531
Total	76158	768322	754007	12848	253088

11 SUPPORTIVE ACTIVITIES BEGIN

To meet the additional need of schoolrooms and to facilitate the schools with congenial infrastructure to retain children different departments of the district and the Zilla Parishad in particular have come forward to render support to primary education. The Zilla Parishad has already undertaken a programme of constructing 34 new school buildings where old buildings are in dilapidated or poor condition and fail to meet the need of students. Funds have already been placed and the works are on the spur of beginning with the assistance of panchayat-level committee. A sum of Rs 1.25 lakh has been allotted for each school building. Thus a total fund of Rs 42.50 lakh has been projected towards primary education in this year (1995-96). It has also been assured that the Zilla Parishad will render such help annually in a phased and planned manner to give support to solve the additionality in primary education.

The attitude of adults to the problem of children has always been one of 'elders know best'. Children are never asked to sit in at planning sessions or to identify their most urgent needs and problems. The attitude is the same towards other vulnerable communities. Thus when we talk about weaker sections of society like ST, SC and other backward communities we do not take them into the active planning processes to identify and prioritise the basic problems which they feel are important.

This attitude is slowly changing. The first-ever endeavour in India to constitute a panchayat of children or Shishu Panchayat has been attempted in this district by Bishnupur II Panchayat Samiti. The child members of the Shishu Panchayat in their meetings identified some vital problems that cause them inconvenience and even suffering. They sent their charter of demands and recommendations to the Sabhadhipati of the Zilla Parishad. Among the basic needs in primary education they sought a favourable school atmosphere with at least the facilities of toilets and drinking water and additional schoolrooms. According to them, negligence in providing separate toilets for boys and girls is one of the causes of not coming to schools, while drinking water supply is a primary need.

Action is already being taken on this demand and the departments of Panchayats and Rural Development have sanctioned one handpump and two toilets (one for boys and one for girls) to all primary schools where such facilities are not available. The unit cost of handpumps has been estimated at Rs 20,000 and Rs 10,000 for toilets, and it is hoped that the

supporting aid will be available from other agencies. The scheme comes as central assistance to primary education from the Ministry of Rural Areas and Employment.

12 DISADVANTAGED GROUP

Principally in the Sundarbans area a large number of (6-11 years age group) children remain out of school for one or more occupational causes. Most of the children of below poverty line and border line are utilised by the families for catching prawn spring in the rivers throughout the year. From dawn to dusk they are engaged in catching the prawn springs and help the families @ Rs 20-Rs 100 a day. There are other groups who are confined at home for domestic and household works, looking after the young siblings when the adults go out for collecting honey, wood and even for fishing in sea. The Muslim girls are also denied schooling for their purdah of the womenfolk. A good number of children of the same age group are also engaged as bidi shramik, brickfield shramik, pantile shramik, teashop table boy and helper in small and cottage industries. These children deserve identification and rehabilitation in education through non-conventional schooling system.

DISTRICT FINANCING IN PRIMARY EDUCATION

UP TO CLASS IV - PART CLASS V

- 1 Free supply of textbooks financed by the state government including cost of distribution and storing. Free textbooks are supplied to each and every student of class I to V.
- 2 Operation Blackboard
 - a) Total grant received for 1993-94 Rs 98.81 lakh
 - Blackboard, chair, table, bench Rs 87 lakh
 - b) School dress for girl students Rs 8 lakh
 - c) Items supplied by Education Directorate

Almirah	1200
Steel trunk	2360
TL material	2360
Science kit	2360

6	Teachers salary (1995-96)	Rs 4619.07 lakh (approx.)
	Staff salary (995-96)	Rs 33.10 lakh (approx.)
	Other expenses	Rs 1.5 lakh
	Office expenses	Rs 1 lakh
	TE	Rs 0.10 lakh
	Rent etc.	Rs 0.10 lakh

As the state government has been continuously enhancing the allocation to education — it is about 26% of the Budget today — it is hoped that the urgent requirements of education, primary education in particular, will be fulfilled gradually with support of other departments and agencies. The government-financed District Primary School Council, it is hoped, will adopt innovative measures to improve the primary education system and achieve the desired goal of universal elementary education in the district.

CHAPTER III

**Problems and issues
in primary education**

Increase in enrolment as a result of TLC & PLC

Problem of accommodation

Problem of retention

Problem of achievement up to the desired level within the norms of MLL. At least 25% improvement above the minimum level evaluated through baseline studies on Arithmetic and Language.

High rate of dropout

Bringing them back to schooling system through alternate schooling system

Low rate of access of SC/ST communities

Low rate of access of girl students — even lower of SC and ST girls, Muslim girls

Children/child-engagement in jobs forced to go out of schools

Early childhood care and education.

There is an increase in enrolment as a result of the success of the total literacy campaign and post-literacy campaign as is evident from chapter II. But equity access cannot be claimed as is evident from the data that follows.

Present enrolment and school ratio shows that for every 208 students there is one primary school. But in reality this ratio is higher in many places. Schools had not grown in an evenly distributed manner in all the villages. But it is evident from the latest study that some localities have surplus schools while others suffer from shortage of schools. Effectively some schools overflow with students while some are driving away cattle and beetles awaiting children to come, but in vain, because of their location and poor academic performances and forbidding school atmosphere.

POPULATION (1991) EXCLUDING CMC AREA

<i>Category</i>	<i>Total</i>	<i>Male (per cent)</i>	<i>Female (per cent)</i>
All	5707829	2958580 (51.8)	2749249 (48.1)
SC	1953494 (34.2)	1011081 (17.7)	942413 (16.5)
ST	69539 (1.2)	35277 (0.61)	34262 (0.60)

PROJECTED POPULATION (1996) EXCLUDING CMC AREA

<i>Category</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>
All	5998983	3109273	2889710
SC	2052852	1063993	988859
ST	73188	37326	35862

The population growth rate from 1981 to 1991 is 9.6 per cent

Hence the same for 5 years is taken as 5 per cent

PROJECTED CHILD POPULATION 1996 (EXCLUDING CMC AREA)

	<i>0-3 yrs age group</i>	<i>Boys</i>	<i>Girls</i>
All	427402	221538	205864
SC	146278	75710	70568
ST	5207	2642	2565
	<i>3-5 yrs age group</i>	<i>Boys</i>	<i>Girls</i>
All	427402	221538	205864
SC	146278	75710	70568
ST	5207	2642	2565
	<i>5-10 yrs age group</i>	<i>Boys</i>	<i>Girls</i>
All	433338	224615	208723
SC	148309	76761	71548
ST	5279	2678	2601
	<i>11-14 yrs age group</i>	<i>Boys</i>	<i>Girls</i>
All	213701	110769	102932
SC	73139	37855	35284
ST	2604	1321	1283

Literacy rate (1991) Blockwise (Panchayat Samitiwise)

ALIPORE (SADAR) SUBDIVISION

<i>Block</i>	<i>Male (per cent)</i>	<i>Female (per cent)</i>	<i>Average (per cent)</i>
1 Bishnupur I	57.36	31.24	44.79
2 Bishnupur II	60.53	39.86	50.58
3 Budge Budge I	66.66	41.99	51.91
4 Budge Budge II	58.99	39.73	49.75
5 Thakurpukur Maheshtala	58.47	40.43	49.90
6 Budge Budge Municipality	66.48	53.76	61.10
7 Maheshtala Municipality	67.41	53.0	60.65
8 Pujali Notified Area	54.11	38.21	46.64
Subdivision rate	61.84	39.64	52.98

BARUIPUR SUBDIVISION

<i>Block</i>	<i>Male</i>	<i>Female</i>	<i>Average</i>
9 Baruipur	56	33	45
10 Sonarpur	54	33	44
11 Bhangar I	45	23	34
12 Bhangar II	44	25	34
13 Jaynagar I	53	27	40
14 Jaynagar II	46	18	32
15 Kultali	78	74	76
16 Rajpur Sonarpur M	79	66	73
17 Jaynagar Mazilpur M	74	58	66
18 Baruipur M	81	69	75
Subdivision rate	58	38	49

CANNING SUBDIVISION

<i>Block</i>	<i>Male</i>	<i>Female</i>	<i>Average</i>
19 Canning I	50	24	37
20 Canning II	38	4	26
21 Basanti	44	19	32
22 Gosaba	56	32	44
Subdivision rate	47	26	35

DIAMOND HARBOUR SUBDIVISION

<i>Block</i>	<i>Male</i>	<i>Female</i>	<i>Average</i>
23 Diamond Harbour I	56	33	45
24 Diamond Harbour II	58	36	47
25 Kulpi	55	28	42
26 Mandirbazar	55	27	41
27 Mathurapur I	54	27	41
28 Mathurapur II	56	28	41
29 Magrahat I	52	28	41
30 Magrahat II	53	27	41
31 Falta	61	37	49
32 Diamond Harbour M	71	56	64
Subdivision rate	56	30	44

KAKDWIP SUBDIVISION

<i>Block</i>	<i>Male</i>	<i>Female</i>	<i>Average</i>
33 Kakdwip	54	29	42
34 Namkhana	63	38	50
35 Pathar Pratima	57	30	44
36 Sagar	63	40	51
Subdivision rate	58	33	46

Access

The upward movement of access is envisaged from the enrolment chart for 91-92 to 95-96. The success in TLC and PLC has generated enthusiasm among parents and guardians to send their children/wards to primary schools. The access is, therefore, on the increase and this has added a burden on primary schools.

From 1992-93 to 1993-94 there was 1.2 per cent increase in enrolment.

1994-95 enrolment shows an increase of 2.8 per cent over 93-94 enrolment.

1995-96 enrolment figures also reflect an increase over the 94-95 enrolment figures.

This creates a problem of:

- 1 accommodation in existing primary schools
- 2 retention of students for entire period of primary education; and
- 3 achievement to the desired level of MLL.

Accommodation

As a result of maldistribution or haphazard establishment of schools there are areas where existing primary schools are unable to accommodate the increased thrust of enrolment. These locations are being identified. Some schools are overcrowded whereas others are short of children.

According to 1991 census, the population of the district excluding the CMC area was 5,707,829. Thus the population of 1996 is estimated at 5,998,983 (4 per cent increase in 5 years). The child population of 5-10 years age group then works out to 839,858. Out of 777,504 enrolled children up to class V the underage group numbers 107,091 and the remaining 670,413. Thus the actual gross enrolment (6-11 years of age group) appears to be 670,413. The net enrolment ratio according to census ratio stands at 528,688 (78.86 per cent). So the overage population in enrolment is 141,725. According to these figures some 311,170 children of the age group 5-10 years still remain out of school (839,858 - 528,688).

As a result of the success in TLC and PLC whereby many among the 602,342 neoliterates in the 15-50 years age group have been

inspired to send their children to schools, a heavy rush of children has been experienced by the schools. But for want of proper accommodation a great number of the children are denied admission and the result is that an estimated 311,170 children in the age group 5-10 years have to remain out of school.

Retention

PROBLEM ANALYSIS

	<i>How many children affected</i>	<i>Where are they</i>	<i>Which groups affected</i>	<i>How long has it been a problem</i>
Low enrolment	311,170	All blocks and municipalities	All categories mainly girls, SC,ST, Muslim and other weaker sections	Since introduction of primary education from 1992-93 and throughout the period

Information bases

Statistics: 1991 census compared with 1981 census; 3rd, 4th and 5th All India Educational Survey

Studies: Baseline studies

Feedback surveys: School mapping

Consultation: Stakeholder meetings, facts displayed in the meetings by the pradhans, NGOs, people's representatives, BDOs and inspecting officers, panchayats

In evaluation meetings of TLC and PLC

Identification of all possible causes

Studies and participatory meetings reveal that there are schools with inadequate accommodation for children. Rundown and dilapidated school buildings or a rush of students in old, small mud houses is a common sight in some areas. To make the schools more attractive and spacious to accommodate more students, all old school buildings will either be renovated or expanded with new classrooms.

Another important factor is lack of consciousness or motivation

among guardians as identified in some areas. Poor families are not interested in sending their children to school as they want the children to be engaged in income-earning activities. In the Sundarbans areas, children are used to catch prawnsprings in the rivers and backwaters or employed in brickfields, cottage industries and small units. In those areas, child labour is a perennial problem.

An erroneous belief exists among backward classes that girls should not be sent to school. They prefer boys to be sent to school and girl children to stay at home to look after young siblings and do domestic work. In their thinking, girls are destined to be ideal wives and expert homemakers and education has no role to play in their lives. Early marriage of girls, particularly among the Muslim and other backward communities, is also identified as a reason for low enrolment of girls.

There are instances of peasant families not encouraging education even for boys as they believe men of letters are reluctant cultivators. Those who are educated are more attracted towards 'honourable' jobs in offices.

Another reason for low enrolment is the discriminatory attitude of some teachers towards certain sections of children. These teachers are not keen to teach poor children who cannot afford to be neatly dressed, or children who do not belong to certain castes and religion. Thus the main root causes given here appear to exist even today.

<i>Problem</i>	<i>Possible causes</i>
A Low enrolment	
1 All categories in general	<ol style="list-style-type: none"> 1 Lack of accommodation in existing schools 2 Lack of consciousness/motivation of parents/guardians 3 Deployment to family income 4 Poverty of parents and socio-economic constraints 5 Lack of interest in schools for want of joyful school environment 6 Natural barrier — lack of communication in schools specially for young children

<i>Problem</i>	<i>Possible causes</i>
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- 7 Selection process of admission in some schools
- 8 Gender bias of parents
- 9 Passive role of teachers in increasing enrolment

The **root causes** have thus easily been identified as:

- 1 Inadequacy of accommodation
- 2 lack of people's consciousness
- 3 Apathy of teachers towards increasing enrolment
- 2 **Low girls' enrolment**
 - 1 Indifferent attitude of parents towards their daughters' education
 - 2 Women get last preference
 - 3 Purdah among Muslim girls
 - 4 No separate school for girls
 - 5 Looking after the young siblings
 - 6 Domestic work — helping out parents
 - 7 Boys preferred for education
 - 8 Natural barrier — lack of communication in some areas
 - 9 Teachers' bias towards boys
 - 10 Fewer women teachers
 - 11 Engagement to extra earning for the family

Root causes are identified as:

- 1 Absence of consciousness and awareness of people towards girls' education
- 2 Paucity of accommodation in existing primary schools — no separate primary school for girls
- 3 Teachers' discriminatory attitude
- 4 Lower proportion of women in teaching faculty

<i>Problem</i>	<i>Possible causes</i>
3 SC girls	<ol style="list-style-type: none"> 1 Engagement of girls to extra earning activities for the family 2 Lack of motivation and consciousness for girls and parents' negative attitude 3 Social customs and constraints 4 Poverty leading to engagement to earnings as in (1) above 5 Teachers' discriminatory attitude 6 Early marriage 7 Looking after young siblings 8 Domestic work — extra hands to parents 9 Unsuitable school timings 10 No clothes to wear to school

The nature of **engagement in earning activities** are identified as follows:

- a) Catching prawn springs in Sundarbans areas
- b) Collecting wood, cowdung etc.
- c) Working as maidservants
- d) Working as agricultural labour
- e) Working in cottage industries and hazardous jobs
- f) Family trade

Root causes:

- 1 Lack of social environment
- 2 Lack of motivation/consciousness about girls
- 3 Lack of suitable school timings
- 4 Poverty — they are forced to engage in activities that add to the family income

- | | |
|----------------|--|
| 4 Muslim girls | <ol style="list-style-type: none"> 1 Religious superstition 2 Absence of separate schools for Muslim girls |
|----------------|--|

<i>Problem</i>	<i>Possible causes</i>
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- 3 Early marriage
- 4 Poverty compelling them to engage in supportive income activities
- 5 Looking after young siblings — particularly where the family is large
- 6 Domestic work — extra hands to parents
- 7 Teachers' indifferent attitude to their enrolment
- 8 Unsuitable school timings
- 9 Natural barrier — difficult commuting to school in some places particularly for young girls
- 10 No clothes to wear for school

Root causes:

- a) Negative attitude of parents/society
- b) Early marriage
- c) Looking after sibling — doing domestic works
- d) Teachers' negative role

5 ST boys and girls

- 1 Lack of interest
- 2 Poverty — compelling them to take up jobs to support families
- 3 No motivation/consciousness of parents
- 4 Discriminatory behaviour of teachers
- 5 Family trade
- 6 Language barrier (conceptual)
- 7 Superstitions

Root causes:

- 1 Lack of consciousness and motivation
- 2 Superstition
- 3 Poverty
- 4 Teachers' attitude

<i>Problem</i>	<i>Possible causes</i>
B Low retention	
1 General	<ol style="list-style-type: none">1 Lack of accommodation in existing primary schools2 No separate toilets3 Lacklustre teaching4 Lack of motivation/consciousness of parents/guardians5 Unsuitable school environment6 Lack of supervision7 Unsuitable school timings8 Poverty — leading them to give up studies and take up income-generating activities9 Seasonal labour — especially at peak cultivation period10 Looking after young siblings11 Domestic work — additional help to parents12 Barrier — difficulty in commuting to schools13 Seasonal and frequent absence14 Low achievement level15 Teachers' indifferent attitude16 Uninteresting books17 Curriculum to meeting the needs/ unattractive syllabus
	<p>Poverty causes young children to take up activities which can help families in income. The different ways they are engaged are as identified under Low Enrolment problem.</p>
2 Girls	<ol style="list-style-type: none">1 Reluctance of guardians/parents to send girls to school for longer time — lack of consciousness/motivation2 Looking after young siblings

<i>Problem</i>	<i>Possible causes</i>
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- 3 Domestic work — as extra hands to parents
- 4 Lack of separate toilets
- 5 Discriminatory attitude of teachers
- 6 Want of adequate number of women teachers
- 7 Their specific problem ignored
- 8 Unsuitable school timings
- 9 Seasonal absence
- 10 Lacklustre teaching
- 11 Social barrier
- 12 Preference of boys to girls in respect of education
- 13 Engagement in earning activities such as prawn spring catching, collecting cowdung, occupation in minor trades, etc.)
- 14 Nutritional deficiencies
- 15 Ill health — suffering from diseases

Root cause:

- 1 Lack of consciousness/motivation towards girls' education
- 2 Lack of special facilities to be given to girls
- 3 Poverty — engagement in earning activities
- 4 Forcing them to do domestic and other work
- 5 Teachers' discriminatory attitude to girls
- 6 Less women teachers
- 7 Lacklustre teaching
- 3 **SC & ST**
 - 1 Lack of awareness
 - 2 Lack of motivation
 - 3 Poverty — leading them to take up different money-earning activities

<i>Problem</i>	<i>Possible causes</i>
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- 4 Social discrimination
- 5 Alien school atmosphere
- 6 Language and cultural differences
- 7 Absence or lower proportion of teachers from their communities
- 8 Lacklustre teaching
- 9 Seasonal absence
- 10 Working as agricultural child labour and taking up hazardous jobs for money
- 11 Teachers' discriminatory behaviour
- 12 Uninteresting textbooks

Activities in trade and earning are almost identical as shown earlier.

Root causes:

- 1 Social barrier
- 2 Lack of awareness and motivation
- 3 Discriminatory behaviour of teachers
- 4 Poverty

IDENTIFIED ROOT CAUSES FOR ALL CATEGORIES

- 1 Scarcity of accommodation
- 2 Few or no toilets, especially for girls
- 3 Absence of motivation
- 4 Absence of awareness
- 5 Scarcity in teaching/learning materials
- 6 Infrastructural deficiency
- 7 Bias in curriculum, textbook and TL method
- 8 Absence of/less motivation among teachers
- 9 Absence of favourable environment
- 10 Lack of attention to girls, SC, ST, weaker sections — focus group

- 11 Working children — out-of-school children
- 12 Geographical constraints
- 13 Discriminatory attitude
- 14 Deficiency in teachers' competence
- 15 Want of teachers and female teachers in particular
- 16 Training programmes not vigorously framed
- 17 Absence of community participation
- 18 Weak supervisory and management activities
- 19 Uneven distribution of schools
- 20 Absence of proper monitoring and information system
- 21 Absence of convergence of departments/agencies/organisations

In spite of the introduction of no-detention policy and continuous comprehensive evaluation in lieu of periodic, annual and final examination system, the repetition rate is not negligible as is evident from the baseline study report and other documents available from short-term surveys and information collection mechanism of the district. It is found that almost in all classes from I-V students are often detained in the same class for one year officially recording the option of parents. But the fact is that the system of examination is still working as undercurrent in the process and this prompts teachers and parents to keep weaker (thus determined) students in one class for more than one year.

The dropout rate (from class I to V) as has been envisaged in the draft plan is about 45.8 per cent. This has been given in chapter II.

The teacher-pupil ratio as shown in chapter II indicates that on an average one primary school is provided for a minimum of 1:1047 and a maximum of 1:3790 population. But this is not a happy picture as schools are not evenly distributed throughout the district.

The figures for existing teachers in chapter II shows there is need for more teachers and side by side there is a need for redeployment of teachers by transfer in schools to balance the deficiency-surplus status.

The determination of target groups for 95-96 is FE and NFE schools is still being processed. But the first year plan is estimated on the targeted groups for 95-96 with some

modifications on rigorous verification.

Analyses of available data confirms the following:

- 1 There are a large number of children who are out of school.
- 2 Some of them are not able to attend formal schools even if all formal school facilities are provided.
- 3 There is acute necessity for prescribing alternate schooling system to ensure universal access. Their mode of living and lifestyle will not permit them to go to formal schools.
- 4 The present practices at schools invite some important, urgent and immediate interventions to improve the achievement level.
- 5 The present administrative setup is negatively affecting the implementation of universal primary education for various problems as identified in this chapter.
- 6 As a result of success in TLC and PLC the community has shown a positive attitude to primary education and then the district has a strong community participatory strength. (Some participatory meetings on DPEP reflect that attitude.)

But the weakness is delay in mobilising the strength for utilisation of primary education by holding more intensive participatory meetings, arranging for seminars, forming different committees including VECs. It is a delightful event that the state government has recently given a structure formation on VEC. Although some points are yet to be made clear, the order is encouraging insofar as it is the initiation of the process. It will be wise if the number of members is reduced and only more efficient, interested and motivated persons are included. The committee should not be decorative but effective in nature.

CHAPTER IV

**Our goals and
objectives**

Goals

Compared to the national literacy rate of 52.21 per cent South 24-Parganas has a higher literacy rate at 55.02 per cent. But we have a long way to traverse to reach the goal of 100 per cent. The Constitution pledges free and compulsory elementary education to all children of age group 6-14 years; but the directives principles as enshrined in the Constitution appear to be a mockery as even half a century we lag behind with only 55.02 per cent. With the additional support of DPEP we vow again to fulfil our commitment to society.

To attain a prosperous society our 'supergoal' is to have "... an educated and informed public capable of contributing to, and benefiting from social and economic development."

This supergoal can be attained only when our goals for the universalisation of primary education are fulfilled. Universal access to a complete qualitative, needbased and community oriented primary education is absolutely essential for the attainment of our supergoal.

So the objectives of DPEP seeks to:

- 1 ensure universal access to all children of age group 6- 11 years to primary education through formal schools or alternate schooling system.
- 2 reduce the overall dropout rate at the primary level to below 10 per cent and to thereby ensure universal retention in primary schools by reinforcing the infrastructural facilities of all primary schools.
- 3 reduce disparities of all types among the disadvantaged and specially focussed groups to less than 5 per cent by identifying the disadvantaged and specially focussed groups and rigorously devising strategies.
- 4 reduce differences in enrolment, dropout and achievement among gender and social groups to less than 5 per cent.
- 5 raise the average achievement levels by at least 25 per cent over measured baseline levels and to ensure achievement of basic literacy and numeracy competencies and a minimum of 40 per cent achievement levels in other competencies of all primary school children.

With these basic objectives in view, the DPEP activities in the district started with many participatory processes to create and generate an environment conducive to motivation and awareness towards the programme so that it becomes a project of society.

Towards this end the first meeting and consultative workshop was held at Diamond Harbour on February 23, 1995, jointly convened by the SDOs of Diamond Harbour, Kakdwip, Canning and Baruipur, in which about 100 direct stakeholders from various communities such as SC, ST, women and teachers, contractors, NGOs, and panchayat functionaries participated. Following this several participatory meetings were held with hundreds of stakeholders at subdivision, block and gram panchayat levels. The list of stakeholders inducted in the process showed the diverse categories covered. Members of Parliament, MLAs, representatives of the Chief Minister, teachers, doctors, engineers, parents, women, women in administration at different panchayat levels, mothers, mahila samiti members, BDOs were the stakeholders among others. Different teachers' organisations from primary to secondary had a good representation.

The NGOs working successfully in different fields of social service were inducted in the programme. Separate meetings were held with these organisations. Several important recommendations were made by these bodies and representatives that has been briefly set out here. The NGOs submitted plans and diagrams of low-cost housing to support civil works. At the state level, FOSET, an NGO working in civil consultancy area, organised a workshop on different modules of low-cost civil work. The district benefited from this workshop. The District Engineer, Assistant Engineers, members of the planning team participated in that workshop.

The stake holders put forward some important recommendations, most of which were accepted by the planning team. It has been decided that even if the primary school facilities are extended to the extent of accommodating all out-of-school children in addition to the existing enrolled students, the total out-of-school group cannot be encompassed within the school premises as all the children will not be able to avail of formal schooling facilities.

So alternate schooling system has been decided upon to cater to the needs of these children. As most of the stakeholders have the experience of TLC and PLC programmes, it has been advocated that the VTs and Master Trainers and other functionaries of the District Literacy Campaign be included as principal functionaries of NF centres/alternate schooling schemes. They have the

expertise and a short course training will enable them to launch the programme successfully.

Special modules for alternative schooling

The special modules for alternate schooling are yet to be developed by the state. It has been proposed in chapter VI that a three-year curriculum be developed in the first year of the plan so that beneficiaries of alternative schooling will be able to receive instructions up to class V within three years. Schools are being planned and locations are being identified to complement this curriculum.

It has also been emphasised that the modules of the alternate schooling system should be based on area-specific designs. Wandering schools, shifting schools, sit-and-read-type schools may be required for specially disadvantaged areas where children are engaged in one or more occupations.

The district plan on the expressed objective has been designed primarily on the basis of participatory meetings of the stakeholders. Motivation, building up of congenial environment for primary education, social enthusiasm are considered as the backbone of such a programme. So house-to-house motivation campaign has been given top priority. Housewives, mothers and womenfolk are to be motivated and made part of the programme to reduce gender disparity and intensive campaigning among some special groups such as Muslims, ST, SC and the less conscious has been impressed on.

Environment-building is the first essential activity of the programme and so at present, at the gram panchayat-level, motivation meetings are being held after which village-level meetings will be held. As the district has an operating network of panchayat system up to a village, the plan of action has, primarily, been vested on the panchayat samitis and gram panchayat.

The teachers' organisations and other organisations are apprehensive of the achievement level of students attending schools. They focussed on motivation of teachers and so continuous comprehensive orientation programmes are to be organised at regular intervals as they recommend. The orientation programmes especially on comprehensive continuous evaluation, curriculum building, child-centred education, joyful learning, playway learning, activity-based teaching are to be

organised. Development and reorganisation of primary teachers' training institutes were also mooted.

Strategies have been developed on the participatory process mainly. The problems were identified and strategies recommended. The final strategies have been designed after several brainstorming sessions, consultations, workshops and discussions. It was decided that the gaps between enrolment and dropout, the attendance and low achievement level, in-school children and out-of-school children, lesser representation of girls in schools than boys, motivation versus available facilities are to be bridged.

As environment building should be the first activity in DPEP, it is strategically designed that house-to-house campaign with campaign among women through women are to be undertaken most rigorously throughout the programme.

The following table illustrates the process undertaken during plan preparation.

1	43	participatory meetings/workshops
2	7	NGO meetings-cum-workshops
3	4	state programme on workshops on logframe planning
4	1	state programme on workshops on civil works organised by FOSET
5	1	state programme on baseline study
6	3	state programme on teachers' training study
7	1	state programme on workshop on teachers' training study
8	1	national programme on workshop for technical support held in New Delhi
9	6	DPSC study reports conducted through 1994-95 and 1995-96

CHAPTER V

The focus groups

The highlights of the baseline study conducted by the Indian Statistical Institute, Calcutta, deserve special attention. The performance level of South 24-Parganas is higher than the other four DPEP districts — Murshidabad, Bankura, Birbhum and Cooch Behar — both in Language and Mathematics as also in classes II and IV.

But some special features are also clearly remarkable. ST students show lower performance in language (42.5 per cent) while they show a better performance in Mathematics (53 per cent). This requires special intervention to find out the causes for low achievement level specially in languages and strategies are to be evolved to raise the level to at least 25 per cent above the baseline study level.

Children coming from first-generation literates through TLC show better performance. The study also highlights the high enrolment rate from these families. As a result our main focal group is children from these families of first-generation literates through TLC. Their enrolment rate should be maintained by the creation of wider facilities for enrolment. Their achievement levels are also to be raised at least 25 per cent above the baseline achievement.

Scheduled caste children will have to be considered as the third focal group while Muslim children form the fourth focal group.

Girls constitute the fifth focal group while children from rural poor families form the sixth focal group. The enrolment and hence retention and achievement levels of these groups demand special attention for improvement for which special intervention is needed.

The FGL group or children from first-generation literate families show satisfactory performance in academic activities. But the surge of admissions from these families should be kept up by providing extra facilities in schools. They should be assured of admission and their retention should also be guaranteed.

The rate of dropout is highest from the poor families for which special programmes have to be taken up so that these children are not forced to drop out. The dropout rate is even higher among girls as they usually have to do domestic chores. About 13 per cent among them are forced to take up jobs leaving school to earn their livelihood.

ST children, especially girls, are the special focal group as

dropout rates in their cases are higher.

The focussed challenge

IMPROVEMENT IN ACHIEVEMENT LEVELS

The baseline study highlights show that in Language boys display 62.35 per cent achievement and girls display 45.05 per cent achievement. But in Mathematics, the achievement level of boys is 47.81 per cent and for girls it is 44.91 per cent. So the achievement level of boys is to be raised to at least 88 per cent in Language and 75 per cent in Mathematics. The corresponding figures for girls should be 75 per cent and 70 per cent.

THE SPECIALLY FOCUSED GROUP

A Children of poor families living in the Sundarbans and industrial areas are forced by their family circumstances to toil in the rivers, fields and forests and in trade. From childhood they are engaged in catching prawnsprings, collecting wood, rice and cowdung or have to work in small factories and industrial units, some of which are hazardous. These children, including child labour, cannot be brought under the formal schooling system.

They have to be provided with an alternative schooling system with specially designed curricula and teaching-learning materials. Specially trained voluntary teachers have to be in charge of these schools.

B In some areas present **school timings are not conducive** for working children to attend schools but they can attend school if the timings are altered. Selected schools will have to change their timings accordingly and in some cases introduce shifts to cater to these leftout children. The shift system has also to be introduced in areas where schools fail to accommodate all the children for want of space and the teaching staff strength reinforced.

CHAPTER VI

**Programme component
and strategies**

I Access: Ensuring universal enrolment

To ensure universal access to primary schools the following programme components have been identified to be taken up in DPEP in addition to normal state programmes.

A ADDITIONAL SCHOOLS

- i building of 100 new primary schools; masonry and carpentry @ Rs 1.50 lakh per building.
- ii providing furniture for the new schools — bench, chair, table, blackboard, cupboard, rack/shelf, steel trunk and so on.
- iii providing other teaching-learning aids — free textbooks for classes I-V, blackboards, maps, charts, globe, science kit so on. These teaching-learning aids have already been fully funded by the state government and DPEP does not need to intervene in this area.
- iv engaging teachers for new schools and additional teachers for existing schools where enrolment has increased in considerable numbers. 'Engaging teachers for new schools' means engaging 300 new teachers for 100 new schools as shown in the summary abstract of allocations. The number was arrived at keeping in view sanction of some new schools by the state government.
- v induction of more women teachers to increase the enrolment rate of girls.

HOW THESE SCHOOLS ARE TO BE SET UP

Locations throughout the district are to be selected through the joint effort of the Zilla Parishad, panchayat samitis and District Inspectorate and put down on a priority list. The principle of selection of these sites is to identify inhabited areas with no school first and then areas with schools that are far away, including newly-settled areas. The schools are to be established in a phased manner based on need and the capability of undertaking civil works and supply of furniture and deployment of teaching personnel. Three teachers per school is the strength decided upon with the provision to appoint additional teachers in future to keep pace with increased enrolment. The additional teachers as required are being appointed from the quota sanctioned by the state government on usual conditions with increased enrolment.

B RENOVATION OF OLD, DAMAGED SCHOOL BUILDINGS

At least 155 old and damaged school buildings will be renovated @ Rs 1 lakh per building to facilitate proper accommodation of students and to improve infrastructural facilities.

- C Construction of three additional classrooms** in 150 primary schools to accommodate the increased rate of enrolment and to retain the new admissions.
- D Construction of two additional classrooms** in 200 primary schools to cope with the influx in enrolment.
- E Construction of 326 cluster resource centres** attached to 326 selected primary schools where normally more students can be accommodated.

These civil works will be taken up with the technical support of FOSET and overall supervision of the VEC with the assistance and cooperation of local architects available; participation of local masons will be an added advantage.

The constructions are targeted to be completed within the second year of the programme, i.e. within 1997-98 in a phased manner. The district civil authorities of the Zilla Parishad, PWD and PHE will design the model with technical support from expert organisations to build suitable schools with sufficient light, air and space.

The panchayats at the block and village levels will be drawn into the process along with NGOs and other professionals to efficiently monitor and supervise the construction work so that the buildings are completed within the scheduled timeframe. The cost effectiveness will be calculated carefully in consultation with these expert bodies.

II Reduction in dropout rate and increase in retention

- A** The schools are to be made **more welcoming** by:
 - i constructing two **toilets** — one for boys and one for girls — in each primary school where there is none with financial help from panchayats at the cost of Rs 10,000;
 - ii providing **drinking water**:
 - a one handpump for each school will be dug with the help of panchayats @ Rs 20,000 per handpump;

- b in places where handpumps cannot be dug, water carriers will be provided for. The cost of the water carrier will come from the project fund for the entire programme period @ Rs 50 per month per school.
- iii Providing wider facilities to schools by sanctioning Rs 500 per teacher and Rs 2,000 per school a year to:
 - a improvise teaching-learning aids from local resources for teaching of creative and productive activities;
 - b use innovative methods of teaching for activities based on direct experience;
 - c improve the school as a centre for social and cultural activities of the village so that the schools may emerge as an integral part of society;
 - d evolve kits for joyful and child-centred teaching from local resources, selecting articles from the society that the children are familiar with and keeping in mind the child's natural instincts.
- B** Besides these physical activities, the schools will be given **the liberty to modify their timetables** according to the convenience of the children of the locality and keeping in view the needs of girls and other focussed groups. The timetable will be framed in consultation with the VEC.
- C** **Holding of monthly parent-teacher meetings** will be made a permanent fixture in each school. Towards this end PTAs are being formed in each school. The PTA will be constituted in consultation with the VEC.
- D** **More women teachers** will be recruited to retain girls in school. Steps are being taken to achieve this, keeping in view government policy.

To ensure universal enrolment and retention and reduce the dropout rate to a minimum, the entire society has to be mobilised through the motivation of stakeholders. This will be done through meetings, extensive campaigns and train the stakeholders of first grade importance through workshops which will begin from the first year at the cost of Rs 18.945 lakh in the first year. Some 36,000 stakeholders will be inducted in the process in the first year. The motivation campaign and workshop programmes will be conducted at the panchayat level with modules specially designed for the purpose.

The VECs are empowered to undertake responsibilities of all kinds of civil works. They are opening bank accounts for handling to be released for civil work and other development works. The accountability will be with the VEC at the school level. The DPO will release grants to the VECs directly for all works including civil works and aid to schools (primary teachers and primary schools). The VEC will have to maintain account books for all these purposes.

The school buildings and block resource centres will be constructed according to model plans. The cost estimate has been evaluated with the guidance of FOSET and the engineering section of the Council, panchayat samitis, Zilla Parishad and PWD. These agencies will monitor and supervise the work. The SAEs of the Council will principally supervise the work. Moreover local help from local experts and masons will be sought. The VEC will be at liberty to raise funds from local resources, if required, to supplement the deficiency.

The Zilla Parishad will construct the separate toilets for boys and girls in the schools. The Zilla Parishad will also arrange for the sinking of handpumps in some schools. But where such handpumps will not be feasible, arrangement will be made for carrying drinking water, the funds being made available from DPEP as shown in the plan. Steps for construction of toilets and handpumps have already been taken by the Zilla Parishad.

III BRCs and CRCs

The functions of BRCs will broadly be as detailed in the DPEP guidelines. The BRCs will be the principal in-service training centres for teachers of respective blocks. The training programme will be conducted as per the schedule outlined in the first-year plan. The scheme will be more or less the same in all blocks with slight modifications, wherever necessary.

The BRCs will have one clerk-cum-typist and a group D staff. It is proposed that the charge of BRCs will be vested in experienced and expert teachers to be deputed from schools or appointed on consolidated remuneration for retired teachers for the purpose. The training personnel will be the RPs and KRPs.

If necessary the KRPs may in the first instance be placed in charge of the BRCs. For better service the BRC-in-charge will be paid a fixed remuneration of Rs 2,500 per month.

The CRCs will act as the meeting, conference and interaction

centres at the gram panchayat level. The head teacher of the school attached to a CRC will be in charge of it.

The teachers of all the primary and junior basic schools of a gram panchayat will assemble weekly here to discuss matters related to teaching. The problems will be discussed with the aim of a solution evolving from it. The problems which cannot be sorted out at these meetings will be referred to the respective BRCs for solution. If even the BRCs fail to come up with a solution, the problem may then be referred to the DIET. The BRCs and CRCs will take up such other matters as they think necessary to maintain educational standards and atmosphere in schools.

IV Teachers' training

STRATEGY

The DIET is yet to develop in the district. But teachers' training cannot wait till the establishment of the DIET. The district has proposed to set up the DIET at Joynagar on the premises of the defunct Joynagar PTTI. The land is vested with the Education Department of the state government.

Till the DIET is constituted it is proposed that two PTTIs of the district be strengthened to make them competent to conduct teachers' training efficiently and at par with the DIET. At present there are four PTTIs in the district — two for women and two for men. The government-sponsored PTTI for men at Kulpi has the least capacity for shouldering the added responsibility.

Shiksha Sangha PTTI at Bishnupur is government sponsored and can accommodate 80 trainees. It has a big playground, hostel facilities and staff quarters. So this PTTI maybe improved with additional staff and extension of building for the purpose. This institute maybe strengthened by appointing additional staff as recommended by the SPO and filling up existing vacancies. The lecture hall is to be renovated with proper sitting arrangements. Additional rooms are to be constructed for workshops and classrooms.

Sarisha RK Sarada Mandir unit II, a sponsored institute, can accommodate 60 women trainees. This institute is to be strengthened by providing:

additional lecturers in the light of the state proposal;

reorganising the lecture hall; and

building workshops for four departments.

The SPO has given the model structure of these PTTIs and budgetary provision has been made accordingly in the plan document to open a department with additional staff, to build new structures for four departments, to furnish the departments with adequate furniture and equipment and stationery and contingency.

V Achievement of minimum level of learning (MLL)

The highlights of the baseline study conducted by the Indian Statistical Institute (ISI), Calcutta, have been initially analysed and it is found that the achievement level in language of boys is 62.35 per cent and that of girls is 45.05 per cent. The corresponding levels in Mathematics is 47.81 and 44.91.

So the desired level will have to be raised to 88 per cent in language and 75 per cent in mathematics.

For this rigorous programmes for training of teachers will be undertaken from the first year and will continue through the entire programme period.

In the first year Rs 54.75 lakh has been earmarked for teachers' training where all the existing teachers (13,500-14,000) will be trained through the workshop process. At least 245 KRPs, RPs and MTs will be ready to train all the teachers. Modules will be designed at the cost of Rs 7 lakh.

The programme components taken up for I & II will also improve the levels of learning. Incentive to the best performing school in blocks will be awarded every year.

- 1 The teacher-pupil ratio will strictly be maintained at 1:40 in every school.
- 2 Supervisory and inspection processes will be improved with the help of inspectors, VEC, KRPs, RPs and MTs. The inspectors will be rigorously trained and oriented.
- 3 Importance will be given to multigrade teaching for which the state functionaries have been asked to devise methods. The teachers will be trained in this art with modules and workshops.
- 4 Studies will be a permanent fixture to ensure upward mobility of

achievement level. The studies will be conducted in two ways — by eminent NGO specialists and by departmental experts. Provisions for this have been made in the budget.

- A** **Block resource centres** are proposed to start functioning from the first year and CRCs will also function from the first year. It would be a boon to the district if DIET comes into being by this time for capacity building in the area.
- B** In the first year **training of teachers** will be projected towards building of capacity to utilise the teaching/learning materials supplied through the operation blackboard programme, development of supervision capacity and followup system. The training will consistently aim at building up a social mechanism for developing reliable, easily applicable tools for evaluation of students to ensure the expected result of continuous and comprehensive evaluation. To make the no-detention policy meaningfully effective, the process of continuous comprehensive evaluation should be guaranteed in its true sense so that followup feedback processes already provided for in the new revised scheme can be made operative effectively in each school. The training module will also be designed accordingly.

VI Educating specially-focussed, disadvantaged groups

- i Rigorous planning for the **ST community** of Canning I and II, Gosaba and Kultali blocks and among the community spread across adjoining blocks.

Responsibility lies with the VEC and NGOs working in the area. Starting from the first year, main thrust of the programme begins from the second year.

- ii **The girl child:** convergence of the Zilla Parishad assisted by the rural development and panchayat departments and financed by the Centre as a support group to construct separate toilets in each primary school; a direct participatory functionary in the DPEP.
- iii **SC population** being spread all over the district — mass campaign through panchayats, NGOs working for them and other departments and agencies to increase their awareness to send children to school and retain them till the completion of the four-year instructional period.
- iv The **physically disadvantaged group** — the blind, orthopaedically handicapped, mentally retarded and deaf will have to be

accommodated in the Blind Schools at Behala and Narendrapur, handicapped school at Narendrapur, school for the deaf at Narendrapur and so on as this group is very small in number in the district.

VII Alternative schooling

- i **Community participation** is an important variable in this field. Assisted by the positive attitude developed through the total literacy programme the community has faith in the system. More than the nonformal education centres, the TLC centres are accepted by society.

A scheme has been taken up to induct the VIs of the Total Literacy Campaign and their KPs and RPs to run these schools in a specially designed form.

WORKSHOP IN THE FIRST YEAR

- 1 To develop a curriculum for AS, ensuring comparable standards with formal schooling up to class V. The duration of the course will be three years.
- 2 To develop textbooks and other teaching-learning materials accordingly.
- 3 To design textbooks to make them more attractive.
- 4 To develop and design workbooks based on textbooks.
- 5 To develop evaluation process for AS.

Target groups: Small groups (maximum 30) in isolated habitation, with wage labourers, prawn spring catchers, working children and so on who cannot be brought under the formal schooling system.

THE SECOND STRATEGY COMPONENT —

NONFORMALISING FORMAL SYSTEM

- 1 Introduction of shift system in existing primary schools — identification of such schools will be completed by June 1996.
- 2 Changing the timing of schools to suit the convenience of students — identification of such schools will be completed by June 1996.

FIRST YEAR SELECTED BLOCKS/MUNICIPALITIES*School-population ratio***Allpore subdivision**

Thakurpukur-Maheshtala 1:2439

Budge Budge Municipality 1:3713

Maheshtala Municipality 1:3838

Piyali Notified Area 1:2684

Baruipur subdivision

Baruipur Municipality and Block 1:2210

Rajpur 1:3636

Canning subdivision

Canning I 1:1851

Canning II 1:1996

Kakdwip subdivision

Kakdwip 1:1397

Namkhana 1:1414

Diamond Harbour subdivision

Diamond Harbour Municipality 1:2251

Magrahat I 1:1885

Magrahat II 1:1744

Mathurapur II 1:1398

Involvement of NGOs and training of instructors will be initiated for the first year.

Target month — May 1996

CHAPTER VII

**Management
information system**

The management information system is the keynote to the success of any programme. A programme is sustained if the information system has a good network and the management takes immediate remedial steps for removing all weaknesses identified. So a strong management information system can ensure sustainability of a plan by providing timely remedial measures and corrective steps during the ongoing process of the programme.

In DPEP the information system is to be strengthened. Besides monthly returns submitted by the schools, the VEC will submit monthly statements for all primary schools under its jurisdiction, clearly stating the position of access, retention, achievement levels of students, teachers' absenteeism, classroom teaching processes, infrastructural matters and all matters relating to the school. The VECs will submit the report to the panchayat samitis.

The panchayat samitis will compile the reports and the panchayat-level committee will take up possible remedial measures which will be indicated in their compilation reports. The panchayat-level committee/panchayat samiti will submit the report to the DPO who will in turn compile the report and analyse the same through the computer. The DPO will prepare the compilation report and point out the weaknesses to be attended to.

The chairman, DPCC will sit every month in a meeting with the DPO, members of the Core Committee, DIET and Planning Committee and PTI principals to devise remedial measures and to recommend the same to the state government. The report will be sent to the state committee through the NIC and the action/guidance will flow directly to the district from the state. The reports are to be sent to the state authorities of DPEP and state education department as well.

The MIS at the district level will consider the access, retention, and achievement levels of students, the AE system, the ICDS (which is run by the social welfare department of the state government) dropouts, school infrastructure, school calendar, teaching-learning materials, training of teachers and so on. Point-to-point improvement and weaknesses are to be recorded.

On analysis, the methods and means of improvement are to be devised for all levels — CRC(VEC), BRC(panchayat), DIET/DPO and state-level bodies such as the SCERT. Technical expertise will also be sought from the education and other departments of

Calcutta University, Jadavpur University and Rabindra Bharati University and the Indian Statistical Institute as all these are situated close to the district. This help will be taken in addition to the help rendered by the state DPEP authorities, SCERT and other state bodies.

CHAPTER VIII

**Project planning
and management**

Strong DPO organisation

The District Coordination Committee for DPEP, South 24 Parganas, has decided to procure sufficient accommodation for DPEP office. The arrangement will be made during May-June 1996. The office space will provide for accommodation of officials and staff of DPEP as detailed in this plan document. The District Inspector of Schools (PE) is to act as the District Project Coordinator. He has some specific responsibilities to shoulder in the project process.

DISTRICT PROJECT OFFICER

The District Project Office will be staffed with other personnel shown in the main plan document. The District Project Officer will be in sole charge of the programme implementation as per the guidelines. Hence all the schemes of DPEP and DIC will be carried out under the guidance and seal of the District Project Officer. The DPO will be accountable for the failure or success of the programme.

DEPUTY DISTRICT PROJECT OFFICER

The next responsible official is the Deputy District Project officer. The Deputy Project Officer is the key person who will have to look after the training programmes of teachers, campaign and awareness-building, acting as liaison between different departments of the government and induction of all NGOs and important stakeholders to the programme.

The DDPO is also to monitor the civil works and keep up academic activities of schools. The functioning of BRCs and training institutes will also be monitored by the DPO at the district level. Hence the DPO is to be suitably selected from all the schools and he/she will be properly oriented through an intensive induction course.

ASSISTANT PROJECT OFFICER

The next person is the Assistant Project Officer who will assist the DPO and the DDPO in all respects. But her main function will be to motivate the womenfolk of the district.

Women officers in the rank of sub-inspector of schools are suitable for this work. Induction training should be arranged for them particularly to make them competent enough to approach

the womenfolk of the local community. Hence the role of APO is very important to fulfil the targeted goal for the focussed group.

The civil works-in-charge is preferably a retired engineer having wide experience of civil works with particular idea about lowcost and durable civil works for educational institutions. School buildings will be of low cost, but the getup and elevation has to be attractive so that young children can find it a pleasant abode for the daytime where they can learn through activity-based playway method of learning.

The BRCs will have practical accommodation for the teachers and these buildings will be examples to the teachers to show how an educational institution can be developed into a pleasant place for children. The civil works in-charge is to develop such buildings.

There is also a finance-cum-administrative officer, a recently retired accounts officer of the government with a background of productive utilisation of money. He should have the knowledge of financial control without, however, any interruption in the implementation of the plan within the timeframe. Too much redtapism should be avoided but every precaution has to be taken so that each rupee is used calculating 'Value for Money'.

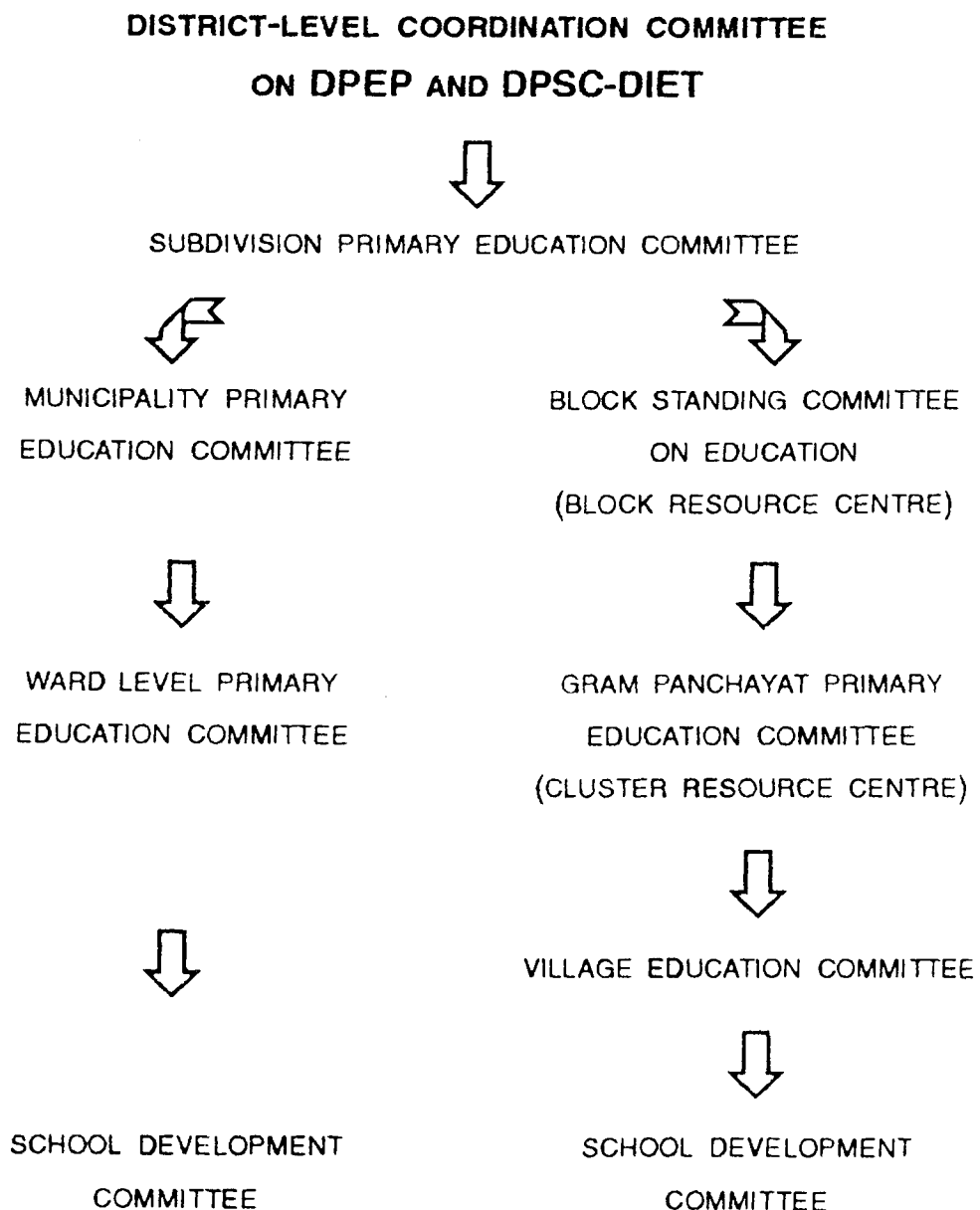
All the staff of the DPO are to undergo administrative training during the preproject period. The DPEP staff have to be adequately trained to learn the philosophy of DPEP. They need to be motivated and oriented to the principles of a project work. This requires special training to complete schemes within targeted timeframe with calculated precision.

The BRCs, CRCs and sub-inspectorates at the circle level forms the DPEP management network. All personnel are trained and motivated to the spirit of project work principles. Each unit is assigned specific responsibilities. The distribution of responsibilities will be made by the planning team and plan implementation team with concurrence of the DLCC. The training programme for the DPO personnel from unit level to district level will be organised in a planned process as per activity schedule during preplan period.

Procurement of furniture, building up the library, publication of journal and establishment of MIS will be made as per activity schedule right from the time of having the fund and supportive help from the state agencies.

Decentralised management

The decentralisation of the management of DPEP is necessary to ensure that the community — the direct stakeholder — gets a monitoring and advisory role in matters related to primary education. The focus will have to shift from the official inspectorate to people's participation. To achieve this, committees will be set up right from the school leaving level up to the district level.



SCHOOL DEVELOPMENT COMMITTEE

- 1** The **school development committee** will comprise:
- a Four guardians to be nominated by the DPSC — members
 - b One elected member of the gram panchayat* — chairperson
 - c Head teacher of the school — member convenor

* In case of gram panchayats having more than one member in that area, one of them will have to be nominated by the gram pradhan.

1.1 The **functions** of the school development committee will be:

- a Looking after the day-do-day functioning of the school;
- b Mobilising local resources (human, material, monetary) for all-round development of the school;
- c Motivating the community, especially guardians, to participate in the successful implementation of UPE; and
- d Sending suggestions/recommendations for effective functioning of the school to the block level.

2 VILLAGE EDUCATION COMMITTEE (VEC)

The government has issued an order to constitute village education committee for the whole district under DPEP. The extract of the order on page 68 will explain the formation, composition and functions of the VEC.

The composition of the VEC seems to be very large for a village. It has 17 members while other higher bodies have fewer members in comparison with the nature of responsibilities.

3 PANCHAYAT-LEVEL COMMITTEE

The **panchayat-level committee** will comprise:

- a The pradhan of the gram panchayat (chairperson)
- b One representative each from the SDC
- c Two representatives of parents/guardians
- d Two representatives of NGOs to be coopted by the committee.

Government of West Bengal
School Education Department
Primary Branch
Bikash Bhavan, Salt Lake, Calcutta

No. 1236-SE(Pry)

Cal. the 22nd Dec. 1995

NOTIFICATION

The Governor is pleased to constitute a Village Education Committee (VEC) with the following members, for each village in the district of Cooch Behar, Birbhum, Bankura, Murshidabad and South 24-Parganas, which are covered by the District Primary Education Programme (DPEP) to assist in implementing the said programme:

- 1 Pradhan/Upa-pradhan or Seniormost Gram Panchayat member who resides in the village concerned Chairman
 - 2 Head Teacher of the Primary School of the Village Secretary
(In the case there is more than one primary school in the village. Head Teachers other than the one nominated by the Panchayat Samity as Secretary also be members)
 - 3 Member of the Panchayat Samity and Member of the Zilla Parishad residing in the village, if any Members
 - 4-5 Two women interested in education and residing in the village to be nominated by the Gram Panchayat Members
 - 6-8 One member each from SC/ST and Minority Community of the village, to be nominated by the Gram Panchayat (at least one of whom must be woman) Members
 - 9-11 Three parents/guardians of the pupils of the school/schools in the village, of whom one must be a woman/mother, to be nominated by the Gram panchayat Members
 - 12 One teacher from the Secondary School of the village or a neighbouring village, in case there is no secondary school in the village (the teacher should preferably be an inhabitant of the village), to be nominated by the Panchayat Samity Member
 - 13-14 Two members, to be nominated by the Gram Panchayat, from amongst Master Trainers/Voluntary Trainers of Total Literacy/Post-Literacy Campaign, residing in the village Members
 - 15 Anganwadi Worker of ICDS residing in the village, if any Member
 - 16 Librarian of the recognised Rural Library, if any, in the village Member
 - 17 Nominee of the Sub-Inspector of Schools of the concerned circle Member
- 2 The above committee will be constituted by the Panchayat Samity after obtaining relevant nominations from the Gram Panchayat and the District Primary School Council. For the purpose of this Committee, a village may be considered to be a compact locality, known as such and by a name in the locality and its immediate neighbourhood.
 - 3 The term of VEC will be the same as that of the Panchayat Samity unless it is superseded by the Panchayat Samity by an order in writing and on express

reasons, subject to approval of the District level coordination committee on DPEP.

4 Functions of VEC

- i) Assessment of the educational needs of the village population at the primary level through a process of survey.
- ii) Building of awareness and mobilisation for enrolment and retention of children in primary schools.
- iii) To maintain a register enlisting children of the primary age group (5 years to 9 years)
- iv) Ensuring participation of every child in school/ alternative system of education.
- v) Reviewing performance of the schools.
- vi) Making recommendations with suggestions for betterment of the performance of the schools.
- vii) Ensuring proper utilisation of the fund, if any, placed at the disposal of VEC.
- viii) Mobilisation of Community support for school building and other required facilities of the school.
- ix) Projecting estimates for enrolment in each school for the next year.
- x) Arranging additional resource requirements for the next year.
- xi) Arranging remedial teaching/alternative education through community involvement.
- xii) Distribution of textbooks, teaching-learning materials and other incentives.
- xiii) Ensuring convergence of different rural services.
- xiv) Any other work; as may be assigned by the Gram Panchayat/Panchayat Samity/Zilla Parishad/District Primary School Council and District level coordination committee on DPEP.

5 Meeting of VEC

The Secretary will convene the meeting of VEC in consultation with the Chairman at a place within the village at least once in every month. The resolution of such meetings should be properly recorded by the Secretary and submitted at the next meeting for confirmation by the VEC.

6 Controlling Authority

Panchayat Samity being the body responsible for constitution of VECs shall have the powers to monitor and evaluate the work of VECs. If necessary, it may re-constitute any VEC after supersession of the earlier VEC as provided in para 3 above. The reconstituted VEC shall hold office for the remainder of the term of the Panchayat Samity.

Sd/- J R Saha
Secretary

3.1 The **functions** of this committee will be:

- a Inspection of schools;
- b Overall supervision and monitoring;
- c Transmission of periodic reports on the primary schools in the gram panchayat area.

4 SHIKSHA STHAYEE COMMITTEE

The **block-level shiksha sthayee samiti** already exists but will have to be strengthened for the purpose of UPE. The sub-inspector of primary education will have to attend meetings of this committee compulsorily, if necessary through a representative. The BMPH and the CDPO of the ICDS project will have to be added as members, while two NGO members committed to primary education will be coopted.

It is this body that will form the cutting edge of the supervision and monitoring of the UPE. It will be entrusted with monitoring, inspecting schools as well as coordinating activities in the interrelated fields of ICDS, health and NGO participation. It will advise the panchayat and school development committees on local problems that arise from time to time and send periodic reports to the district level.

5 DISTRICT-LEVEL COORDINATION COMMITTEE

The **district-level coordination committee** on DPEP has the following composition:

1	Chairman, Zilla Parishad	Chairman
2	District Magistrate	Vice-chairman
3	Additional District Magistrate	Member
4	Chairman, District Primary School Council	Member
5	One chairman of municipality (to be nominated by the chairman)	Member
6	Karmadhyaksha, Shiksha Sthayee Samiti	Member
7	Special Officer, SC and ST	Member
8	Special Welfare Officer	Member

9	District social education officer	Member
10	One principal of PTTI (nominated by the chairman)	Member
11	One representative of Paridarshak Samiti	Member
12-13	Two women activists connected with primary education (to be nominated by the chairman)	Members
14	District planning officer	Members
15-16	Two representatives of NGOs (to be nominated by the chairman)	Members
17-22	One representative from each of the recognised primary teachers' associations of the district	Members
23	DI of schools (Secondary)	
24	DI of schools (Primary)	

6 MANAGEMENT INFORMATION SYSTEM

An efficient **Management Information System** is the sine qua non of a well-managed primary education system. The information received from the lower levels will be collated and processed at the district level to monitor the performance of DPEP and fill in the gaps, wherever visible. It is thus necessary that a proforma be devised for each level showing such details as enrolment figures, retention levels, dropout rates, teachers; attendance, physical infrastructure of the school, state of learning and teaching, equipment etc. Each level will have to hold a monthly meeting as per the following calendar:

1	School development committee	8th of every month
2	Gram panchayat level	14th of every month
3	Block level	20th of every month
4	District level	25th of every month

(in case the above dates are holidays, the next working day will be utilised for the meeting.)

After receipt of the proforma report from the lower level, each committee will compile the data received in separate proforma

9	District social education officer	Member
10	One principal of PTTI (nominated by the chairman)	Member
11	One representative of Paridarshak Samiti	Member
12-13	Two women activists connected with primary education (to be nominated by the chairman)	Members
14	District planning officer	Members
15-16	Two representatives of NGOs (to be nominated by the chairman)	Members
17-22	One representative from each of the recognised primary teachers' associations of the district	Members
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(in case the above dates are holidays, the next working day will be utilised for the meeting.)

After receipt of the proforma report from the lower level, each committee will compile the data received in separate proforma

which will be devised for this purpose by the DI(PE). Timely submission of the MIS reports along with the resolutions of the meetings will form the precondition for effective management of information. It will be necessary to install a computer for this purpose; funds have been earmarked for the purchase of a machine as well as engagement of an operator on a contract basis.

7 PUBLICITY

People at all levels in the district will have to be enthused constantly so that they contribute to the success of DPEP. Various activities to keep the momentum going will be organised, such as processions, poster competitions, social functions, seminars, etc. To hammer home the significance of DPEP at regular intervals, seminars and meetings will be held at different levels every year. Budgetary provisions have been made for these community mobilisation and publicity programmes.

8 INVOLVEMENT OF NGOs

- 1 Conducting publicity campaign and mass mobilisation on DPEP;
- 2 Asking in the enrolment of eligible children in the locality by undertaking field visits and covering individual households.
- 3 Participation in the block and panchayat level education panels;
- 4 Participation in the preparation of low-cost learning and teaching materials, including assistance in the designing of textbooks.
- 5 Designing of low-cost school buildings with locally available materials;
- 6 Participation in, and running independently NFE centres in those parts of the district where formal education is not feasible;
- 7 Suggesting various methods of integrating primary education with ICDS, health department, etc.
- 8 Suggesting ways and means of forging a growing interface between NGOs and the district primary education by AD 2000.
- 9 Suggesting innovative strategies to 'non-formalise' the existing primary education setup, including taking up non-conventional schooling strategies such as mobile schools, evening schools, night schools, etc.

9 DISTRICT PROJECT OFFICE

The District Project Office will be a separate entity with vehicles, furniture and stationery articles. Accommodation is to be provided by the government.

1	District Project Officer	1
2	Deputy District Project Officer	1
3	Assistant District Project Officer	1
4	Clerk-cum-Accountant	1
5	Clerk	2
6	Typist	1
7	Group D	2
8	Darwan and nightguard	1
9	Finance-cum-administrative officer	1
10	Civil works in-charge	1
11	Women's development in-charge	1
12	Teachers' training in-charge	1
13	Documentation media in-charge	1
14	Sub-assistant engineer (overseer)	1

CHAPTER IX

**Integration with ICDS
and health department**

Early childhood care

That mother and child development is the precondition of a successful UPE programme is a foregone conclusion. Today's children are tomorrow's citizens and it is imperative that we secure for them physical and mental health. Since this is linked to mothers' health, their development, too needs attention. The ICDS offers all the answers to the familiar problems of:

pre-natal mortality;

infant mortality;

children's malnutrition; and

nursing mothers' problems

Above all, its pre-school programme offers an ideal way to initiate children between three and six years into an environment of formal learning. Though alphabets are not taught, children are encouraged to do such things as recognition of colours, identification of plants, vegetables, animals and so on. The ICDS needs to be strengthened to ensure that the children entering class I are mentally alert and adequately equipped to deal with the syllabus. Strengthening this component would go a long way in reducing the large number of students being put in preparatory class, besides reducing the high incidence of dropout from class I.

The table on the following page gives the present spread of ICDS in the district. It is clear from the table, that out of 29 blocks, only 14 are covered under ICDS. In the 15 blocks yet to be covered under ICDS, the additional responsibility regarding pre-school education will fall on the prep classes which will ensure that children are enrolable in class I and adequately equipped so that they do not tend to drop out in class I. In these blocks the immunisation programme of ICDS will have to be conducted in the schools which will be ensured by the BMOH in consultation with the block shiksha samiti.

For providing nutrition in these blocks, the local community will have to be mobilised to raise the required resources through voluntary effort. This absence of the ICDS in 15 blocks will have to be made good by an additional effort from the NGOs — right from pre-school activities to regular health checkups, etc. The community too will have to make a special effort to make up for the absence of the ICDS.

<i>Name of project</i>	<i>Population covered</i>	<i>AWC sanctioned aries</i>	<i>AWW function-aries*</i>	<i>Eligible benefi-ci-</i>	<i>Pregnant mothers</i>	<i>Nursing mothers</i>
Joynagar I	173403	190	181	28863	1596	1861
Budge Budge II	132473	100	100	16117	874	1088
Gosaba	187873	168	167	27350	1395	1570
Behala	73753	100	82	8921	269	451
Mandir Bazar	139791	144	133	21883	1434	1575
Kultali	173000	173	137	11577	1362	1675
Basanti	206020	203	201	36998	2008	2158
Canning I	143877	156	156	24136	1524	1248
Bishnupur I	168000	168	127	19246	1038	1450
Patharpratima	237000	237	205	35759	2161	2697
Sonarpur	190000	190	!			
Baruipur	246150	246	!			
Magrahat II	205000	205	!in the process of being opened			
Joynagar II	153000	153	!			
Kulpi	200170	200	!			

* As in November 1994

The health setup at the block level needs to be strengthened and reoriented to help implement the various health programmes. It is a fact that the immunisation component of ICDS is suffering because a large number of posts of health workers remain vacant. These have to be filled up.

The BMOH, under the guidance of the block-level shiksha sthayee samiti, will be made responsible for conducting school visits through his health workers for health checks of the students and preventive treatment, especially at those times of the year when outbreak of diseases such as gastroenteritis become endemic. Besides treatment, some capsules on health education and medicine can be prepared in consultation with the block resource centre and can be taught to the students.

It may be mentioned this is not the first time the district is attempting integration between various development schemes. It has added a feather in its cap recently by becoming the first district in this state by successfully integrating the ICDS and DWCRA; instead of contractors, it is self-employed women who are now supplying edible stuff for the nutrition programme for children in Bishnupur I block.

It is intended that women be given the prime responsibility of motivating households to send children to primary schools. Towards this goal, apart from women's organisations and NGOs, DWCRA projects too will be tapped.

Another step in the sphere of integration has been between ICDS and JRY. Already 120 Anganwadi centres are being constructed under different ICDS projects from JRY funding. More such centres will be funded during the implementation of the DPEP.

As these agencies are setting up all the ICDS units and the Zilla Parishad is patronising the scheme under JRY, no funds are required from DPEP. Thus for Early Childhood Care and Education, there is an ideal convergence of several departments in the district. These departments will complement the DPEP programme by their close-knit programmes without any additional financial burden on DPEP. The only requirement is keeping constant contact among these programmes and DPEP.

CHAPTER X

Project ethos

Financial planning and management

There are about 2,800 vacancies of teachers in the normal quota. These vacancies are to be filled up within the first year of the project period. Names are being obtained from the employment exchange and it is expected that the vacancies will be filled during June-July, 1996.

The district requires some additional posts of teachers to be sanctioned as shown earlier. This district has not been allotted any additional quota by the state during last 13 years. It is now expected that the state government will fill up this quota by sanctioning additional posts that are overdue, during the first three years of this project. The DPEP can then appoint the new teachers in schools where teachers will be required as a result of DPEP intervention. Schools where new rooms will be provided will also be supported by appointment of additional teachers, but strictly on the basis of need in the ratio 1:40.

New teachers will be appointed in the ratio of three teachers per school in the new schools to be set up and built out of the DPEP funds as has been shown in the strategy to meet the need of new schools for accommodating the additional rush in enrolment. These new schools will be constructed within the first three-four years of the project. New teachers will be appointed after completion of buildings in each phase. Thus new teachers will be appointed in the second year for schools that have been constructed in the first year and so on.

It appears that financial control and management will be a tough task for DPEP. As a policy, major expenditure will be incurred through VECs in case of school facilities and school development, BRCs for all kinds of training, PTTIs or the DIET for other pedagogic activities. The DPO has only to release funds to these bodies. So value for money is to be assessed primarily by these bodies. Their economic control will be the success in this project. They shall be held liable for wise and best use of the fund made available to them. Utilisation certificates will have to be issued by them and the DPO has to accept these after verification, if required. So the responsibility lies with the VEC, BRC, PTTI/ DIET and such other organisations. The finance controller-cum-administrative officer of the DPO has to monitor these.

But the problem lies in collecting supervisors in civil works as the VECs will have no such specialised person. Supervisors are available in the offices of the Zilla Parishad, PWD, DPSC etc. But how far these supervisors will be acceptable to the VECs, BRCs

and PTTIs is a point of consideration. It is the DLCC which is to consider the issue with due importance and formulate policies in consultation with bodies such as the VEC, PTTI, BRC etc.

Building up teaching abilities

The main intervention of DPEP is the building up of teaching abilities in the light of NPE and POA. With training, teachers can acquire practical knowledge in modern teaching methodologies, while multigrade teaching will be a new challenge for them. Successful and effective implementation of the comprehensive continuous evaluation and feedback teaching by rendering remedial teaching in each stage is the keynote to UPE. Only this can ensure universal access and universal retention. This policy alone can be the means to improve achievement levels. To ensure the success of this policy, a network of BRCs and CRCs have been formulated and a strong batch of key resource persons and resource persons has been selected. These KRPs and RPs will be in contact with the teachers through repeated in-service training programmes and school-to-school monitoring of teaching.

But the state has a key role to play. It has to prepare the training modules, train the KRPs and devise the curriculum of Alternative Schooling System with production of textbooks and teaching-learning material for the new teaching approach. When the state is able to feed the district with the material, the district can immediately launch the programme in right earnest. The DIET is to be established by the state. These are the priorities which the state authorities, it is hoped, have considered.

The district is ready to organise a five-day training course for all existing teachers of all primary schools. The list of resource persons is being prepared by the DLCC in consultation with the appropriate stakeholders in this area. Key resource persons will be trained by the state body.

Till completion of construction of BRCs and CRCs, the training programme will be conducted in selected secondary schools within the blocks or in any suitable place near the block headquarters. The venues will be shifted to the BRCs and CRCs when these will be constructed.

One unit of Sarisha RKM Sarada Shikshamandir (PTTI for women) and Shiksha Sangha PTTI (for men) will be strengthened and these will be acting as substitute DIETs until the DIET is constituted. The authorities of these two institutes are being contacted. Both the institutes are sponsored and their ownership

lies with private bodies. The first one is owned by RK Mission Sarisha and the second by Christian Mission, Bishmupur.

Community mobilisation and VEC formation

The District Level Coordination Committee and DPEP have given due importance to community mobilisation. The DLCC, with the help of the Zilla Parishad and District Magistrate, has been organising meetings and discussions with members of panchayat bodies up to gram panchayat levels. Mahila samitis and guardians have also been included in this programme. Constant meetings and discussions are being held with these bodies. NGOs and all social organisations have also been inducted in the process. Write-ups are being distributed to the people through these agencies.

The Zilla Parishad, SDOs, BDOs and DPSC are allotted a sum of money from DPEP at regular intervals for building up community awareness and creating community motivation. This has been shown in the plan document under publicity head. The district has also provided for training programmes for BDOs, health officers, NGOs, voluntary organisations, parents, mahila samitis, panchayat members and other bodies for two days every year to keep up the mobilisation impetus. This can be found under Training/Seminar/Workshop head of the budget.

The state government has constituted the VEC. But details of statute relating to powers and functions and responsibilities with accountability are yet to be decided by the government. Pending formulation of these, the VECs are being constituted and bank accounts will be opened soon after constitution of VECs. The VECs will be given the responsibility of taking up the programme of DPEP. All funds for schools including Rs 2,000 per school and Rs 500 per teacher will go to the VECs for proper utilisation according to approved plan expenditure on schemes.

Civil works

Construction of new buildings for primary schools, BRCs and extension of rooms for old schools including construction of rooms for CRCs, new building construction for BRCs, renovation of old damaged buildings...

The civil works manual will show how these construction jobs will be undertaken. The DPO in consultation with the DPCC will approve the model plans and estimates of individual construction and renovation. The fund will go to the VEC for school buildings

(new construction), renovation and extension of existing school buildings.

The DPO through the BDO will monitor BRC constructions. The fund will flow to the BDO and block-level civil works personnel will supervise the construction. Materials will be purchased both at the VEC and block level as per the norm of procurement of construction settled by the SPO. Local artisans, masons and labour will be utilised.

The VECs and BDOs will be given the power to collect local contributions both in cash and kind to meet the need required in excess of the sanctioned amount. But the accounts will be kept in the manner prescribed for DPEP by the SPO.

In all the operations, non-technical supervision shall be vested in the panchayats at the respective level. But the technical supervision should be carried out by a team of technical personnel selected by the DLCC. This supervision should be mandatory and the VECs are to accept this.

Action research

The DPO in consultation with DLCC on DPEP will form an action research team in addition to the action research works to be conducted by the SCERT, SPO and DIET. The action research team of the DPO will have close relations with the SCERT and DIET. This action research team will conduct research and study works relating to progress and sustainability of the programme components taken up in each area. Progress of alternative schooling techniques, experience of continuous comprehensive evaluation, techniques of using textbooks, correlating textbooks with teachers' handbooks and workshop are to be studied. Problems of universal access and those of retention are also to be studied. Help will be taken from state agencies to fight the problem. But in all cases, the SCERT, SPO and DIET will have to play a major role. The district is also fortunate to have pedagogic support from Calcutta University and Jadavpur University.

Monitoring, evaluation and impact assessment

The District Project Office is keen to assess the impact of the programme continuously. Constant feedback will be received from the SPO and NIEPA and all other agencies through the MIS system.

CHAPTER XI

7-year phased work plan

Rupees in lakh

Objectives	Rate (unit cost) in Rs	Unit	Annual Phasing														Total cost	%
			1996-97		1997-98		1998-99		99-2000		2000-01		2001-02		2002-03			
			Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost		
A Seminar/workshop/training																		
RP/master trainer	70	45	5days	0.1575	5days	0.1575	5days	0.1575	5days	0.1575	5days	0.1575	5days	0.1575	—	—	0.945	
KRP	70	80	5days	0.28	5days	0.28	5days	0.28	5days	0.28	5days	0.28	5days	0.28	—	—	1.68	
RP/master trainer	70	120	5days	0.42	5days	0.42	5days	0.42	5days	0.42	5days	0.42	5days	0.42	—	—	2.52	
Panchayat members	70	1200	2days	1.68	2days	1.68	2days	1.68	2days	1.68	2days	1.68	2days	1.68	—	—	10.08	
Municipality members	70	350	2days	0.49	2days	0.49	2days	0.49	2days	0.49	2days	0.49	2days	0.49	—	—	2.94	
VEC and gram panchayat mems	50	6200	2days	6.2	2days	6.2	2days	6.2	2days	6.2	2days	6.2	2days	6.2	—	—	37.20	
NGOs	30	150x4	2days	0.36	2days	0.36	2days	0.36	2days	0.36	2days	0.36	2days	0.36	—	—	2.16	
Parents	30	4000x2	2days	4.8	2days	4.8	2days	4.8	2days	4.8	2days	4.8	2days	4.8	—	—	28.80	
Mahila samiti	30	320x5	2days	0.96	2days	0.96	2days	0.96	2days	0.96	2days	0.96	2days	0.96	—	—	5.76	
Books, stationery	40	300	300	0.12	300	0.12	300	0.12	300	0.12	300	0.12	300	0.12	—	—	0.72	
Stationery for:																		
RPs	20	300	300	0.06	300	0.06	300	0.06	300	0.06	300	0.06	300	0.06	—	—	0.36	
Panchayats and municipalities	25	7500	7500	1.875	7500	1.875	7500	1.875	7500	1.875	7500	1.875	7500	1.875	—	—	11.25	
Parents, mahila samitis, NGOs	25	12000	12000	3.0	12000	3.0	12000	3.0	12000	3.0	12000	3.0	12000	3.0	—	—	18.00	
BRC coordinator	70	35	5days	0.1225	35	0.1225	35	0.1225	35	0.1225	35	0.1225	35	0.1225	—	—	0.8575	
CRC coordinator	70	326	5days	1.141	326	1.141	326	1.141	326	1.141	326	1.141	326	1.141	—	—	7.987	
SC/ST members	30	216	2days	0.1296	216	0.1296	216	0.1296	216	0.1296	216	0.1296	216	0.1296	—	—	0.9072	
Stationery/contingency	25	600	600	0.15	600	0.15	600	0.15	600	0.15	600	0.15	600	0.15	—	—	1.05	
Books etc. for BRC CRC coordinators	40	400	400	0.16	400	0.16	400	0.16	400	0.16	400	0.16	400	0.16	—	—	1.12	
																	134.3367	

DPEP FINAL PLAN

Rupees in lakh

Objectives	Rate (unit cost) in Rs	Unit	Annual Phasing														Total cost %
			1996-97		1997-98		1998-99		99-2000		2000-01		2001-02		2002-03		
			Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	
Escalation																	11.80
Total																	145.1367
B Orientation/training/Induction																	
Voluntary teachers	30	2000	2000	0.6	2000	0.6	2000	0.6	2000	0.6	2000	0.6	2000	0.6	—	—	3.60
BDO/medical/ engineering staff	30	500	500	0.15	500	0.15	500	0.15	500	0.15	500	0.15	500	0.15	—	—	0.90
Inspectors of schools	30	100	100	0.09	100	0.09	100	0.09	100	0.09	100	0.09	100	0.09	—	—	0.54
Handbook, stationery, contingency etc.	35	3500	3500	1.225	3500	1.225	3500	1.225	3500	1.225	3500	1.225	3000	1.225	—	—	7.35
Escalation 10%																	12.39 1.20
			2.065		2.065		2.065		2.065		2.065		2.065		—	—	13.59
C Teachers' training																	
Training	70	13500- 15000 in phases (5days)	Canning I & II Bhangore II 1050 trainees 4.41	14000 49.0 x5days + 1 day 9.8	14400 50.50 x5days + 1 day 10.08	15000 52.50 x5days	15000 52.50 x5days	15000 52.50 x5days	15000 52.50 x5days	—	—						360.675 20.615
"																	281.290

DPEP FINAL PLAN

Rupees in lakh

Objectives	Rate (unit cost) in Rs	Unit	Annual Phasing														Total cost %
			1996-97		1997-98		1998-99		99-2000		2000-01		2001-02		2002-03		
			Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	
Escalation 10%																	30.425
																	311.715
D Publicity/awareness																	
SDO	2000	5	5	0.10	5	0.10	5	0.10	5	0.10	5	0.10	5	0.10	—	—	0.60
BDO/panchayat samiti	10000	29	29	2.90	29	2.90	29	2.90	29	2.90	29	2.90	29	2.90	—	—	17.40
Municipality	10000	6	6	0.60	6	0.60	6	0.60	6	0.60	6	0.60	6	0.60	—	—	3.60
Zilla Parishad	1 lakh	1	1	1.10	1	1.10	1	1.10	1	1.10	1	1.10	1	1.10	—	—	6.00
DPSC	1 lakh	1	1	1.0	1	1.0	1	1.0	1	1.0	1	1.0	1	1.0	—	—	6.00
Gram panchayat	1000	320	320	3.20	320	3.20	320	3.20	320	3.20	320	3.20	320	3.20	—	—	19.20
				7.9		7.9		7.9		7.9		7.9		7.9			52.80
E Alternate schooling																	
NFE: remuneration to VTs (one centre for 30 staff)	100	1000 to 1500 pm			1500x	18.00	1500x	18.00	1500x	18.00	1500x	18.00	1500x	18.00	—	—	90.00
Books	40	30000-45000			45000	18.00	45000	18.00	45000	18.00	45000	18.00	45000	18.00	—	—	90.00
Khata	20	30000-45000			45000	9.00	45000	9.00	45000	9.00	45000	9.00	45000	9.00	—	—	45.00
Kerosene oil	300	10000-15000			15000	4.5	15000	4.5	15000	4.5	15000	4.5	15000	4.5	—	—	22.50
Map (2 times)	30	1000-1500			500	0.15	—	—	1500	0.45	—	—	—	—	—	—	0.60
																	248.10

DPEP FINAL PLAN

Rupees in lakh

Objectives	Rate (unit cost) in Rs	Unit	Annual Phasing														Total cost	%
			1996-97		1997-98		1998-99		99-2000		2000-01		2001-02		2002-03			
			Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost		
Escalation	5%																7.90	
																	256.00	
F Furniture for newschools																		
High bench	400	300	—	—	150	24	150	24	—	—	—	—	—	—	—	—	48.00	
Low bench	300	300	—	—	150	18	150	18	—	—	—	—	—	—	—	—	36.00	
Table	800	300	—	—	150	4.8	150	4.8	—	—	—	—	—	—	—	—	9.60	
Chair	400	300	—	—	150	2.4	150	2.4	—	—	—	—	—	—	—	—	4.80	
Escalation	2.5%																98.4	
																	2.45	
																	100.85	
G Transport charges																		
BRC	2000	29+6	35	0.2	35	0.7	35	0.7	35	0.7	35	0.7	35	0.7	35	0.7	4.40	
CRC	500	320	320	0.4	320	1.6	320	1.6	320	1.6	320	1.6	320	1.6	320	1.6	10.00	
																	14.40	

DPEP FINAL PLAN

Rupees in lakh

Objectives	Rate (unit cost) in Rs	Unit	Annual Phasing														Total Cost	%
			1996-97		1997-98		1998-99		99-2000		2000-01		2001-02		2002-03			
			Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost		
H MIS																		
Computer	2 lakh	1	1	2	—	—	—	—	—	—	—	—	—	—	—	—	2	
Typewriter	12000	2	2	0.24	—	—	—	—	—	—	—	—	—	—	—	—	0.24	
Duplicating machine	14000	2	2	0.28	—	—	—	—	—	—	—	—	—	—	—	—	0.28	
Study forms for GP, VEC etc. for compila- tion and followup	8.5lakh				----- 8.50 (throughout project period) -----										8.50			
Computer operator	2000	1	3 mth	0.06	1	0.24	1	0.24	1	0.24	1	0.2	1	0.24	1	0.24	1.50	
Electricity charges	200	1	1	0.024	1	0.024	1	0.02	1	0.024	1	0.024	1	0.024	1	0.024	0.68	
Furniture																		
Table	3200	2	2	0.064	—	—	—	—	—	—	—	—	—	—	—	—	0.064	
Chair	800	6	6	0.048	—	—	—	—	—	—	—	—	—	—	—	—	0.048	
Almirah	3000	2	2	0.06	—	—	—	—	—	—	—	—	—	—	—	—	0.06	
Shelves	5000	1	1	0.05	—	—	—	—	—	—	—	—	—	—	—	—	0.05	
Equipment																		
Fan	2	800	2	0.016	—	—	—	—	—	—	—	—	—	—	—	—	0.016	
Telephone	1	3000	1	0.03	—	—	—	—	—	—	—	—	—	—	—	—	0.03	
				2.872		0.264		0.264		0.264		0.264		0.264		0.264	12.956	

DPEP FINAL PLAN

Rupees in lakh

Objectives	Rate (unit cost) in Rs	Unit	Annual Phasing														Total cost	%
			1996-97		1997-98		1998-99		99-2000		2000-01		2001-02		2002-03			
			Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost		
I DPO (District project office)																		
Coordinator	1200	1	1	0.072	1	0.144	1	0.144	1	0.144	1	0.144	1	0.144	1	0.144	0.936	
DPO	7200	1	1	0.432	1	0.864	1	0.90	1	0.96	1	1.02	1	1.08	1	1.176	6.432	
DDPO	8500	1	1	0.39	1	0.78	1	0.84	1	0.876	1	0.936	1	0.96	1	1.02	5.802	
ADPO	4500	1	1	0.27	1	0.54	1	0.6	1	0.636	1	0.696	1	0.744	1	0.84	4.326	
Finance-admin officer	3500	1	1	0.42	1	0.42	1	0.42	1	0.42	1	0.42	1	0.42	1	0.42	2.94	
Civil works in-charge	5000	1	1	0.6	1	0.6	1	0.6	—	—	—	—	—	—	—	—	1.80	
Women's dev in-charge	3000	1	1	0.36	1	0.36	1	0.36	1	0.36	1	0.36	1	0.36	1	0.36	2.52	
Teachers' trg in-charge	3500	1	1	0.42	1	0.42	1	0.42	1	0.42	1	0.42	1	0.42	1	0.42	2.94	
Documentation and media in-charge	2000	1	1	0.24	1	0.24	1	0.24	1	0.24	1	0.24	1	0.24	1	0.24	1.68	
SAE	3500	1	1	0.42	1	0.42	1	0.42	1	0.42	1	0.42	1	0.42	1	0.42	2.94	
Clerk-cum-typist	2000	3	3	0.72	3	0.72	3	0.72	3	0.72	3	0.72	3	0.72	3	0.72	5.04	
Head clerk	2500	1	1	0.3	1	0.3	1	0.3	1	0.3	1	0.3	1	0.3	1	0.3	2.10	
Accountant	2500	1	1	0.3	1	0.3	1	0.3	1	0.3	1	0.3	1	0.3	1	0.3	2.10	
Durwan-cum-nightguard	1500	1	1	0.18	1	0.18	1	0.18	1	0.18	1	0.18	1	0.18	1	0.18	1.26	
Grade D	1500	3	3	0.54	3	0.54	3	0.54	3	0.54	3	0.54	3	0.54	3	0.54	3.78	
																	46.596	
Vehicle hire charge	3500	4	2	0.42	4	1.68	4	1.68	4	1.68	4	1.68	4	1.68	4	1.68	10.50	
Fuel	22plit x 800l		800l	0.792	600l	6.336	600l	6.336	600l	6.336	600l	6.336	600l	6.336	600l	6.336	39.60	
	600x12 4x12		4x12		4x12		4x12		4x12		4x12		4x12		4x12			
																	50.10	

DPEP FINAL PLAN

Rupees in lakh

Objectives	Rate (unit cost) in Rs	Unit	Annual Phasing														Total cost	%
			1996-97		1997-98		1998-99		99-2000		2000-01		2001-02		2002-03			
			Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost		
Furniture																		
Table	800	9	9	0.072	—	—	—	—	—	—	—	—	—	—	—	—	0.072	
Table	2000	6	6	0.12	—	—	—	—	—	—	—	—	—	—	—	—	0.12	
Chair	500	35	35	0.175	—	—	—	—	—	—	—	—	—	—	—	—	0.175	
Chair	1500	6	6	0.09	—	—	—	—	—	—	—	—	—	—	—	—	0.09	
Almirah	2500	10	10	0.25	—	—	—	—	—	—	—	—	—	—	—	—	0.25	
Whatnot	400	20	20	0.08	—	—	—	—	—	—	—	—	—	—	—	—	0.08	
Equipment																		
Fan	800	6	6	0.048	—	—	—	—	—	—	—	—	—	—	—	—	0.048	
Telephone	3000	1	1	0.03	—	—	—	—	—	—	—	—	—	—	—	—	0.03	
Xerox copier	1.25lakh	1	1	1.25	—	—	—	—	—	—	—	—	—	—	—	—	1.25	
																	2.115	
Contingency	600	12x7	8mth	0.036	—	0.072	—	0.072	—	0.072	—	0.072	—	0.072	—	0.072	0.468	
																	99.279	
J BRC																		
Coordinator	2500	1	10	0.75	35	10.5	35	10.5	35	10.5	35	10.5	35	10.5	35	10.5	63.75	
Clerk	1200	1	10	0.36	35	5.04	35	5.04	35	5.04	35	5.04	35	5.04	35	5.04	35.28	
Group D	800	1	10	0.24	35	3.36	35	3.36	35	3.36	35	3.36	35	3.36	35	3.36	23.53	
Stationery	100	1	10	0.03	35	0.42	35	0.42	35	0.42	35	0.42	35	0.42	35	0.42	2.94	

DPEP FINAL PLAN

Rupees in lakh

Objectives	Rate (unit cost) in Rs	Unit	Annual Phasing														Total cost	%	
			1996-97		1997-98		1998-99		99-2000		2000-01		2001-02		2002-03				
			Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost			
Furniture																			
Table	800	2	10	0.16	25	0.40	—	—	—	—	—	—	—	—	—	—	—	0.56	
Chair	500	4	10	0.20	25	0.50	—	—	—	—	—	—	—	—	—	—	—	0.7	
Benches	200	100	10	2.00	25	5.00	—	—	—	—	—	—	—	—	—	—	—	7.0	
Almirah	3000	1	—	—	10	0.30	25	0.75	—	—	—	—	—	—	—	—	—	1.05	
Equipment																			
Typewriter	35	12000	—	—	—	—	35	4.20	—	—	—	—	—	—	—	—	—	4.20	
Duplicator	35	14000	—	—	—	—	35	4.90	—	—	—	—	—	—	—	—	—	4.90	
Fan	140	800	—	—	—	—	140	1.12	—	—	—	—	—	—	—	—	—	1.12	
				17.08		8.82		8.82		8.82		8.82		8.82		8.82		145.10	
K New teachers	3000	300	—	—	—	—	300	108.0	300	018.0	300	108.0	300	108.0	300	108.0	300	108.0	540.00
							108.0		108.0		108.0		108.0		108.0		108.0	540.00	
L School facilities																			
Per teacher	500	13500- pa 15000	13500	33.75	13500	67.5	13500	67.5	15000	75.0	15000	75.0	15000	75.0	15000	75.0	15000	75.0	468.75
Per school	2000	3750	1000	37.50	3750	75.0	3850	77.0	3850	77.0	3850	77.0	3850	77.0	3850	77.0	3850	77.0	447.50
				115.5		115.5		117.5		122.0		122.0		122.0		122.0		122.0	966.25

Rupees in lakh

Objectives	Rate (unit cost) in Rs	Unit	Annual Phasing														Total cost	%
			1996-97		1997-98		1998-99		99-2000		2000-01		2001-02		2002-03			
			Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost		
M Survey etc.																		
Survey	1 lakh	7 yrs	6mth	0.50	1	1.0	1	1.0	1	1.0	1	1.0	1	1.0	1	1.0	6.50	
Contingency on survey and other works	6 lakh	7 yrs	6mth	0.10	1	0.10	—	0.10	—	0.10	—	0.10	—	0.10	—	—	0.60	
				0.60		1.10		1.10		1.10		1.10		1.10		1.0	6.60	
N Construction (civil work) of schools/BRC /CRC etc.																		
Renovation of old damaged school	1 lakh	155	25	25.0	90	90.0	40	40.0	—	—	—	—	—	—	—	—	155.00	
New construction	1.5lakh	100	10	15.00	65	82.5	35	52.5	—	—	—	—	—	—	—	—	150.00	
Additional rooms (3)	75000	150	35	26.25	115	86.25	—	—	—	—	—	—	—	—	—	—	112.50	
Additional rooms (2)	50000	200	50	25.0	150	75.0	—	—	—	—	—	—	—	—	—	—	100.00	
BRC	1 lakh	35	10	10.0	25	25.0	—	—	—	—	—	—	—	—	—	—	35.00	
CRC (attached to schools)	50000	320+6	80	40.00	246	123.00	—	—	—	—	—	—	—	—	—	—	163.00	
Drinking water carrier	50	1000pm	1000	6.00	1000	6.00	1000	6.00	1000	6.00	1000	6.00	1000	6.00	1000	6.00	42.00	
Maintenance	55lakh	—	—	—	—	—	—	—	—	—	15.0	—	15.0	—	25.00	—	55.00	
				147.25		487.75		98.50		6.00		21.00		21.0		31.00	812.50	
Escalation	3.27%	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	27.50	
																	840.00	

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Rupees in lakh

Objectives	Rate (unit cost) in Rs	Unit	Annual Phasing														Total cost	%		
			1996-97		1997-98		1998-99		99-2000		2000-01		2001-02		2002-03					
			Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost				
O Studies, research, special studies on evaluation	9 lakh		0.50	----- 3 times @ Rs 3 lakh during the project period in different items -----														9.00		
P Workshops and seminars																				
Workshop on important issue	190	30x 4days	—	—	—	—	—	0.228	—	0.228	—	0.228	—	0.228	—	—	—	—	0.912	
Seminar on important issue	125	120x 7days	—	—	—	—	—	0.3	—	0.3	—	0.3	—	0.3	—	—	—	—	1.2	
																			2.112	
Q PTTI strengthening																				
Renovation/extension of old buildings	1.00	2x4	2x4	8.00	—	—	—	—	—	—	—	—	—	—	—	—	—	—	8.00	
Furniture	50000	2x4	2x4	4.00	—	—	—	—	—	—	—	—	—	—	—	—	—	—	4.00	
Equipment for ET	3.60	2	2	7.20	—	—	—	—	—	—	—	—	—	—	—	—	—	—	7.20	
Equipment for other sections	3.75	2x3	2x3	2.25	2x3	2.25	—	—	—	—	—	—	—	—	—	—	—	—	4.50	
Miscellaneous	0.20	2	2	0.40	2	0.40	—	—	—	—	—	—	—	—	—	—	—	—	0.80	
Salary																				
Work education	1.74	2	2	1.74	2	3.48	—	—	—	—	—	—	—	—	—	—	—	—	5.22	
Primary education	2.10	2	2	2.10	2	4.20	—	—	—	—	—	—	—	—	—	—	—	—	6.30	
Education technology	2.16	2	2	2.16	2	4.32	—	—	—	—	—	—	—	—	—	—	—	—	8.48	
Education management technology	2.88	2	2	2.88	2	5.78	—	—	—	—	—	—	—	—	—	—	—	—	8.64	

Rupees in lakh

Objectives	Rate (unit cost) in Rs	Unit	Annual Phasing														Total cost %
			1996-97		1997-98		1998-99		99-2000		2000-01		2001-02		2002-03		
			Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	
Programme cost	0.30	8x4	8x4	9.6	8.8	19.2	—	—	—	—	—	—	—	—	—	—	28.80
Consumables	0.10	2x4	2x4	0.4	2x4	0.8	—	—	—	—	—	—	—	—	—	—	1.20
Contingency	0.05	2x4	2x4	0.4	2x4	0.8	—	—	—	—	—	—	—	—	—	—	1.20
Conservancy/water supply	0.03	2x4	2x4	0.12	2x4	0.24	—	—	—	—	—	—	—	—	—	—	0.36
				49.53		41.05											90.50
R Critical expenditure	3.57%																125.00
Grand total of district																	3782.0864

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CHAPTER XII

**Block-specific plan
for Canning II**

South 24-Parganas comprises 29 blocks and Canning II Development Block or panchayat samiti is one of the remotest blocks of the district. It is also one of the 13 Sundarbans blocks and a major part of the block is under lowlying area. The weather is more akin to the climate of the Sundarbans.

Though it is only 60 km away from the District Headquarters at Alipore, it takes at least four hours to reach the block headquarters from Alipore because of the poor communication network. No railway runs near the block headquarters and the bus route is far. The main public transport available is the van rickshaw.

Canning panchayat samiti consists of nine gram panchayats. The total area of the block is 225 sq. km comprising 62 mouzas and 108 villages.

Block profile

Total area	225 sq. km	
Mouza	62	
Gram panchayat	9	
Village	108	
Total population	151,660	
Male	77,373	
Female	74,287	
Scheduled caste	43,125	
Male	22,165	
Female	20,960	
Scheduled tribe	10,579	
Male	5,265	
Female	5,314	
Total literate	39,602	26.11% of total population
Male	29,409	19.39%
Female	10,193	6.72%

Agricultural labourers	
Male	15,721
Female	1,508
Landless families	981
Homeless families	523
Pisciculture	2,000 hectares
Fishermen families	4,262
Monocrop area	Total paddy land
No. of fisheries	14
Kuchha roads	62 km
Semi-metal roads	39 km
No. of primary school	76
No. of junior high school	4
No. of high school	4
No. of high madrassa	2
No. of college	Nil
School:population ratio	1:1996
No. of students	
Primary I to IV	14,065
Secondary V	946
Teacher per school	2.8

The population figures given are as per the 1991 census report. The projected population for 1995 is 159,243 of which the child population is estimated to be 22,294 with 19,102 falling in the age group 5-11 years. The number of enrolled students in 1995 in classes I to V is only 15,057, of which 14,111 are in primary school (classes I to IV) and 946 in class V in secondary schools.

From these figures it appears that 78.82 or 79% children are

attending primary school the leftout being 21%. But this is not correct. It appears from estimates that at least 30% or more children do not go to school.

The present enrolment in class V is only 946 whereas the total enrolment in class I to IV is 14,111. That is to say a large number of students drop out from classes I-IV.

Schoolwise list of enrolled students shows that there is a rush in some schools at the class I stage but subsequently it falls. So the main problem appears to be retention. The reasons for dropout are mainly

- i Poverty for which children at the age of more than six are forced to work in field or fisheries;
- ii Lack of consciousness among parents;
- iii Poor communication system especially during monsoon season when mud roads become submerged. During this season many pockets become inaccessible in absence of a network of metalled roads. If the children are absent or away from school their eagerness to attend classes weakens;
- iv Shortage of high schools which breeds pessimism towards education

The scheduled caste population of the block is more than 28 per cent of the total population whereas the district's percentage is 34 per cent. So, a fairly large number of scheduled caste families live in the block.

Schedule tribe population comprises 6.97 per cent of the total population of the block where district percentage of scheduled tribe population is only 1.2 per cent. So the concentration of tribals in this block is remarkably high.

A token census on school-going age children was carried out which revealed that among those not going to school were mostly girls. So the main thrust has to be on the retention of children especially the girl child.

The characteristic of this area is that in the harvesting and fishing seasons children help out their families by working in the fields or the rivers. So the dropout rate increases seasonally.

Since poverty prevents many children from enjoying normal school, some centre for non-formal education must be

established in some pockets and alternative schooling system with flexible timetable introduced with the help of voluntary teachers to educate children in the age group 5 to 9 years. For this budgetary provision has been made for training of VT, providing learning materials, organising workshops with NGOs, parents, mahila samitis and other stakeholders.

However, in spite of all these problems, the literacy programme of this block has been fairly successful as the following table shows.

TLC

<i>No. of centres opened</i>	<i>No. of learners enrolled</i>	<i>No. of learners crossed the NLM norms</i>
2,883	29,869	29,035

PLC

<i>No. of centres opened</i>	<i>No. of learners enrolled</i>
822	16,183

During the first phase of the literacy programme a good response came from illiterate people to be literate and among the learners 97 per cent crossed the NLM norms. So it is hoped that NFE or alternative schooling will attract more children towards education.

In order to accommodate leftout and dropout children theoretically at least, 18 more schools are required. But some children can be accommodated in schools nearer their homes and others can be absorbed in alternative schooling and non-formal education system. So at present fewer new schools need

to be constructed if classrooms are added in some schools while others are renovated. Budgetary provision has been made for 1996-97 and 1997-98 so that admission is not halted due to dearth of accommodation.

New school — 6 @ Rs 1.5 lakh x 6	=	Rs 9.00 lakh
Renovation of old school — 4 @ Rs 1 lakh x 4	=	Rs 5.00 lakh
Additional 3 rooms — 5 @ Rs 0.75 lakh x 5	=	Rs 3.75 lakh
Additional 2 rooms — 7 @ Rs 0.50 lakh x 7	=	<u>Rs 3.50 lakh</u>
		Rs 20.25 lakh

i.e. Rs 20.75 lakh has been earmarked for this purpose. The situation will be reviewed after two years to ascertain the need for further additional schools or classrooms.

Regarding **roads and communication**, VEC will take up the matter with panchayat samiti and gram panchayat to allocate special funds from JRY, MWS and other schemes to improve the roads going to schools.

South 24-Parganas Zilla Parishad has already taken up schemes for construction of urinals in schools where required. So far 20 such schools have been earmarked and Rs 6,000 per urinal i.e. Rs 1.2 lakh will be spent for this purpose in 1996-97.

District Primary School Council had already started functioning under Operation Blackboard scheme providing every school with furniture amounting Rs 3,500 per school. So total Rs 2.695 lakh has been spent for 77 schools under this block/circle. Teaching-learning materials are also being supplied to these schools under Operation Blackboard.

To maintain minimum levels of learning and to improve quality of education, the existing teachers (215) will be trained from the 1st year, 1996, and for this purpose Rs 88,000 has been earmarked for this block.

Rs 25,000 has been provided in the budget for 1996-97 to spend on workshops with stakeholders such as parents, members of mahila samitis, NGOs, panchayat functionaries.

District Primary School Council has taken steps to fill up the existing vacancies and it is proposed to appoint more female teachers considering the existing norms of appointment.

For retention of children in schools some supportive measures have been taken up. Some learning materials have already been supplied to this block under Operation Blackboard. Provision has been made under this scheme to supply teaching-learning aids to schools. A programme on extracurricular activities will be introduced for which Rs 100 for each school has been earmarked for spending on singing/drawing/handwork or work education. NGOs will be asked to help out in these schemes.

To build environment the meeting at panchayat samitis on DPEP has been organised with various stakeholders. Now steps have been taken to form VEC and to start mass campaign for enrolment drive.

Canning II Block has been selected for the scheme Nutritional Support to Education in which the students from classes I- V will be given mid-day meals. At present rice @ 3 kg per student per month is given to those enrolled students who fulfil the criteria of 80 per cent attendance in that month as certified by the headmaster. To ensure retention this scheme has created impact on the students and parents.

Budget provision in Canning II Development Block

		Unit	Rate	Year	
1a	Training of MT/resource	2	70	7x5	4900
b	Books of persons	2	50	7	700
2a	Books of teachers	215	70	7x5	526750
b	Guidebooks, contingency	215	50	7	25.250
3	Panchayat functionaries	300	50x2	7	210000
4	Parents and NGOs	200	30x2	7	<u>84000</u>
					851600
5a	Orientation of VT	150	30	6	27000
b	Orientation of staff of BDO, health staff etc., Inspector of School	20	30	6	3600
c	Books etc.	20	35	6	<u>4200</u>

34800

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6	Alternative School VT	150	100	6	90000	
	Books	4500	40	6	1080000	
	Khata	4500	20	6	540000	
	Maps	150	30	2	<u>9000</u>	
						1719000
7	Construction					
a	New school	6	1.5 lakh		900000	
b	Renovation	4	1 lakh		400000	
c	Additional 3 rooms	5	0.75 lakh		375000	
d	Additional 2 rooms	7	0.50 lakh		350000	
e	CRC 2	9	0.50 lakh		450000	
f	BRC	1	1 lakh		100000	
g	Urinal	20	0.60 lakh		<u>120000</u>	
						2595000
	Cultural/extracurricular	100	76	12x6	547200	
	Productive recreation	100	76	12x6	547200	
	Cultural activities	200	76	6	<u>91200</u>	
						<u>1185600</u>
						6386000
	Contingency	250	76	6	<u>114000</u>	
						6500000
						Rs 65 lakh

CHAPTER XIII

**Project logical
framework**

<i>Narrative summary (NS)</i>	<i>Objectively verifiable indicators (OVI)</i>	<i>Means of verification (MoV)</i>	<i>Important assumptions/risks</i>
<p>Supergoal</p> <p>Universalisation of primary education up to class V for all children of the district in the age group 5-10 years by AD 2002</p> <p>1 GOAL</p> <p>Universal access to a complete cycle of quality — community based Primary Education within the district of South 24-Parganas</p>	<p>1.1 Net enrolment rates (NER) in primary education in excess of % by 2002</p> <p>1.2 Existing dropout rates halved by 2003 repeaters form less than 10% of school population by 2003</p> <p>1.3 Evidence of improved status, confidence and wider horizons among community school teachers</p> <p>1.4 All schools supported by strong school management system</p>	<p>1.1 MoE statistics</p> <p>1.2 Commissioned/ participatory/ conducted research</p>	<p>1.1 Sustained household nutritional security by increased income and access to basic health services through community health education</p> <p>1.2 Growth in employment opportunities and in domestic and cottage industries and trade</p> <p>1.3 People's recognition of the benefits derived from education</p>
<p>PURPOSE</p> <p>Develop and disseminate cost effective and replicable approaches for</p>	<p>1.1 85% of class I school children complete the full five year cycle by</p>	<p>1.1 MoE annual reports</p> <p>1.2 School and DEO returns</p>	<p>1.1 MG sustains the level of necessary recurrent expenditure for</p>

<i>Narrative summary (NS)</i>	<i>Objectively verifiable indicators (OVI)</i>	<i>Means of verification (MoV)</i>	<i>Important assumptions/risks</i>
<p>the delivery of effective primary education</p>	<p>2003</p> <p>1.2 Community school leavers literate and numerate to standards set by MoE</p> <p>1.3 Girls from 50% of community school enrolment in all four standards</p> <p>1.4 Repetition rates in community schools less than 5% by 2003</p>	<p>1.3 Commissioned research</p> <p>1.4 Participatory/ conducted research</p> <p>1.5 Inspectors' reports</p>	<p>primary schools</p> <p>1.2 Places provided in clause 5-8 for primary schools leavers</p> <p>1.3 Widespread adoption of community-based approaches</p>
OUTPUT			
<p>1 Primary schools built and equipped and existing schools extended in areas of greatest need</p>	<p>1.1 100 new primary schools fully functional by 1999</p> <p>1.2 Existing primary schools fully equipped by 1998</p> <p>1.3 VEC formed</p> <p>1.4 Separate urinals for girls set up</p>	<p>1.1 Project records</p> <p>1.2 Inspectors' records</p> <p>1.3 Zilla Parishad reports</p> <p>1.4 PHE reports</p> <p>1.5 Panchayat reports</p>	<p>1.1 Communities' share of responsibilities for security and maintenance through VEC</p>
<p>2 Appropriate community participation mechanisms operating</p>	<p>2.1 School committees formed</p> <p>2.2 PTA meetings held regularly</p> <p>2.3 Women</p>	<p>2.1 Project records</p> <p>2.2 MC meetings</p> <p>2.3 School records</p> <p>2.4 VEC records</p>	<p>2.1 Community coherence & commitment sustained</p> <p>2.2 Management mechanism not subverted</p>

<i>Narrative summary (NS)</i>	<i>Objectively verifiable indicators (OVI)</i>	<i>Means of verification (MoV)</i>	<i>Important assumptions/risks</i>
	participation (at least 25%) in management 2.4 Evidence of decisions taken by communities 2.5 VECs well functioning 2.6 Evidence of school activities in school premises 2.7 Community resources utilised in schools	2.5 Panchayat reports 2.6 NGO reports	2.3 VECs regularly functioning 2.4 NGOs' activities sustained
3 Enrolment campaign directed at girls, boys, SC, ST and backward sections of society implemented	3.1 Identification of targetted families 3.2 Enrolment card issued to identified families 3.3 At least 100 communities identified	3.1 Campaign reports of agencies/NGOs 3.2 Campaign materials and records. 3.3 School records 3.4 Commissioned research/study	3.1 Communities show awareness 3.2 Communities understand need of education 3.3 Communities accept value of 4 years of basic primary education both for girls and boys
4 Effective primary school teachers posted	4.1 All normal vacancies filled within 1996 4.2 Assessment of need of additional teachers due to increase in enrolment	4.1 Council records 4.2 Reports of SI/S 4.3 Panchayat reports	4.1 Low staff turnover 4.2 Service conditions upgraded to attract and retain teachers 4.3 MG takes on total recurrent

<i>Narrative summary (NS)</i>	<i>Objectively verifiable indicators (OVI)</i>	<i>Means of verification (MoV)</i>	<i>Important assumptions/risks</i>
5 Teachers efficiency ensured	<p>4.3 Allotment of such number of additional teachers obtained</p> <p>4.4 Appointment of such additional teachers by 1998</p> <p>4.5 Attempt to appoint maximum number of trained and female teachers</p> <p>5.1 Trained teachers appointed in greater proportions</p> <p>5.2 Untrained teachers sent for conducted training up to a specified course of training including practical works</p> <p>5.3 Inservice training/refresher course conducted</p> <p>5.4 Teachers' classroom attendance increased by 95 per cent in each school</p> <p>5.5 Cent per cent of headmasters still in post in all</p>	<p>5.1 Reports of inspectors</p> <p>5.2 Commissioned researches</p> <p>5.3 Council records</p> <p>5.4 School records</p> <p>5.5 VEC reports and returns (monthly)</p>	<p>cost of teachers' salaries</p> <p>4.4 Reward of teachers through appraisals of their works and completion of INSET programmes</p> <p>5.1 Teachers' motivation to teaching sustained</p> <p>5.2 98% attendance ensured</p> <p>5.3 Teachers contact with parents intensified through regular PTA meetings</p>

<i>Narrative summary (NS)</i>	<i>Objectively verifiable indicators (OVI)</i>	<i>Means of verification (MoV)</i>	<i>Important assumptions/risks</i>
<p>6 Adequate teaching-learning materials in use in primary schools</p>	<p>primary schools by 1997</p> <p>6.1 Each child of each class receives new textbooks prescribed free of cost</p> <p>6.2 Children of prepratory class receive illustrated textbooks free of cost</p> <p>6.3 Each child of class I gets one slate and pencils for the year</p> <p>6.4 Each school gets blackboards for each classroom</p> <p>6.5 Maps, charts and kits supplied to each school by 2003</p>	<p>6.1 School records</p> <p>6.2 Sample research</p> <p>6.3 Council reports</p> <p>6.4 Government reports</p>	<p>6.1 Schools supplied with materials timely and in advance</p> <p>6.2 Contingent allotment enhanced</p>
<p>7 School based supervision and management strengthened</p>	<p>7.1 VEC formed for each school</p> <p>7.2 Circle inspectors visit schools twice a year with team</p> <p>7.3 School records well kept</p> <p>7.4 Evidence of VEC meetings and reports</p>	<p>7.1 Inspection reports</p> <p>7.2 VEC reports</p> <p>7.3 Panchayat reports</p> <p>7.4 District reports</p>	<p>7.1 Authority of day-to-day management of schools developed through activated VECs and circle inspectorates</p>

<i>Narrative summary (NS)</i>	<i>Objectively verifiable indicators (OVI)</i>	<i>Means of verification (MoV)</i>	<i>Important assumptions/risks</i>
<p>8 Dissemination of Project development and benefits undertaken</p>	<p>7.5 Evidence of meetings of staff held</p> <p>7.6 Number of meetings with heads, teachers, circle and district level functionaries</p> <p>8.1 No. of evaluation reports</p> <p>8.2 No. of videos produced</p> <p>8.3 No. of workshops held</p> <p>8.4 Project evaluation</p> <p>8.5 No. of people/ stakeholders in receipt of project materials</p>	<p>8.1 Project records</p> <p>8.2 Evaluation (formative)</p> <p>8.3 Final project evaluation</p>	<p>8.1 Lessons learnt from the reports and results</p> <p>8.2 Acted upon the factors for project development</p>
ACTIVITIES			
<p>1.1 Identify priority communities</p>	<p>1.1 Specific focus groups identified and listed in the 1st 2 months of 1st year</p>	<p>1.1 Survey reports and baseline study report</p>	<p>1.1 Surveys completed by March 1996</p>
<p>1.2 Identify primary school locations</p>	<p>1.2 School mapping completed and explained by 3rd month of 1st year</p>	<p>1.2 School mapping and index and interpretative report</p>	<p>1.2 Interpretation of maps by March 1996</p>
<p>1.3 Develop school building and equipment</p>	<p>1.3 Selection of 100 sites & 150 old damage</p>	<p>1.3 Record of selected sites and list of</p>	<p>1.3 Panchayats & Inspectorate work jointly</p>

<i>Narrative summary (NS)</i>	<i>Objectively verifiable indicators (OVI)</i>	<i>Means of verification (MoV)</i>	<i>Important assumptions/risks</i>
specifications	buildings identified and activities started from 1st year and completed by 3rd year	damaged buildings of ZP and DPSC	
1.4 Establish school building management system	1.4 VEC formed within May 1996	1.4 Reports of GPs and schools	1.4 GO of VEC issued
1.5 Procure material and equipment	1.5 Tender issued by May 1996	1.5 Tender orders acceptance and report	1.5 Sufficient tenders available
1.6 Build and equip schools	1.6 Work order issued by June 1996 of 1st year	1.6 Report of District Engineer and DPSC overseer	1.6 VEC activated to undertake jobs
1.7 Establish building and equipment maintenance system	1.7 Maintenance grants ready from 3rd year	1.7 DPEP accounting	1.7 Fund flow remain undisrupted
2.1 Establish appropriate school based management system (VEC)	2.1 VEC formed and inspectorates improved	2.1 Reports of panchayats	2.1 MoE issues order on VEC
2.2 Develop training programme for committee members	2.2 2-day orientation programme from May 1996	2.2 Reports of DPO and ZP	2.2 Training modules prepared by February 1996
2.3 Establish women's participation in management	2.3 Orientation of mahila samitis and parents by May 1996	2.3 Reports of DPO and ZP	2.3 Modules prepared by February 1996
2.4 PTAs start functioning monthly	2.4 PTAs formed by June 1996	2.4 Reports of DPO and panchayat samitis	2.4 Orders issued by March 1996

<i>Narrative summary (NS)</i>	<i>Objectively verifiable indicators (OVI)</i>	<i>Means of verification (MoV)</i>	<i>Important assumptions/ risks</i>
2.5 VECs manage and maintain schools	2.5 VECs undertake development works by June 1996	2.5 Construction works undertaken by VEC	2.5 VECs formed by May 1996
2.6 Improve TL materials and equipment by using local resources	2.6 Workshop by May 1996	2.6 Experts report and reports of BRCs	2.6 Experts selected and engaged
3.1 Community sensitised by participatory processes	3.1 Seminars/ workshops held from April 1996 onwards in April every year	3.1 Recommendation recorded and included in the plan process and implementation	3.1 ZP, BDO, DPO and DPSC work jointly
3.2 Community participation ensured especially for girls & SC, ST communities	3.2 Rigorous seminar and discussion with the group, group leaders identified and activated	3.2 Panchayats involved reports — lists	3.2 ZP, BDO, DPO and DPSC work jointly
3.3 Weak and backward communities inducted in the main process	3.3 Engaged and working children identified; alternative schooling system introduced from Sept. 1996	3.3 No. of alternative schools opened	3.3 Pedagogy of AS completed by April 1996
3.4 Pre-registration and enrolment of pupils ensured	3.4 Enrolment identity cards issued	3.4 Statistics of EC distributed	3.4 EC prepared by May 1996
4.1 Recruitment policy and conditions of service revised, improved and implemented	4.1 a) MoE issues order, b) panels prepared c) teachers recruited by May 1996	4.1 (a) Panels approved (b) appointments accepted, reports of Council	4.1 Qualified teachers available
4.2 Inservice teachers' training persistently	4.2 Modules prepared by April, KRP/RP	4.2 Reports of BRCs	4.2 BRCs formed & modules ready by April 1996

<i>Narrative summary (NS)</i>	<i>Objectively verifiable indicators (OVI)</i>	<i>Means of verification (MoV)</i>	<i>Important assumptions/risks</i>
organised in perennial approach with graded, improved materials programme designed and implemented	training by March. Programme started in June and Sept. 1996		
4.3 Professional support from SCERT/DIET/ BRC/CRC	4.3 BRCs formed SCERT contact ensured	4.3 BRC reports	4.3 BRCs completed by April 1996
4.4 SCERT reorganised DIET starts functioning, BRCs & CRCs functioning started	4.4 Completed by February 1996	4.4 MoE, DPSC & DPO reports, ZP reports	4.4 BRC & CRC civil work by February 1996
4.5 NGOs in the field inducted	4.5 70 NGOs inducted	4.5 Reports of meetings, seminars and proposals	4.5 NGOs' expertise tested
5.1 School specific, zone specific and district specific management roles and training needs identified	5.1 Specific modules prepared by experts by April every year	5.1 DPO, BRC records	5.1 Workshops organised by March
5.2 Teachers' needs & shortcomings identified	5.2 Study completed by June	5.2 Study reports	5.2 Expert body engaged
5.3 Ongoing management training for headteachers persistently organised	5.3 Modules prepared by July	5.3 Study reports, reports of BRCs	5.3 Expert group inducted

<i>Narrative summary (NS)</i>	<i>Objectively verifiable indicators (OVI)</i>	<i>Means of verification (MoV)</i>	<i>Important assumptions/risks</i>
5.4 Linkage established between: a) primary schools b) community c) DIET, BRC, CRC d) Expert NGOs e) PTTIs	5.4 Close relation established among a—e by Sept. of 1st year	5.4 Reports of 1 schools 2 BRCS 3 panchayats 4 NGOs 5 study commissioned 6 VEC	5.4 DIET, BRCs, CRCs formed by April even in temporary accommodation
5.5 Training courses & curriculum revised and made updated in line with PO	5.5 DIET & SCERT completed & developed by June 1st month & March next year	5.5 Reports & records of DIET & SCERT	5.5 DIET & SCERT fully functioning
5.6 Training facilities increased	5.6 Training programme organised every June and September	5.6 Records & reports	5.6 PTTIs strengthened
5.7 Training institutes strengthened	5.7 PTTI orientation by October every year	5.7 Reports and regular programmes	5.7 PTTIs well staffed
5.8 Intensive in-service teachers' training ensured as a regular process	5.8 BRCs formulate programme & DIET prepare modules	5.8 Reports of DIET & BRCs. Study commissioned	5.8 DIET & BRCs well equipped
5.9 DIET research wing opened	5.9 Survey & research work started in November	5.9 Reports & documents of DIET.	5.9 Infrastructure of DIET completed
5.10 Regularity in attendance of teachers ensured	5.10 Absenteeism reduced to 15% by 1998	5.10 SI/S reports & VEC reports	5.10 Teachers' work facilities improved
6.1 Supply of free textbooks on the 1st day of the academic session	6.1 Books distributed within 1st week of May	6.1 Godowns filled with books by April 15	6.1 Books supplied by government by April 10

<i>Narrative summary (NS)</i>	<i>Objectively verifiable indicators (OVI)</i>	<i>Means of verification (MoV)</i>	<i>Important assumptions/risks</i>
6.2 OB kit distributed to all schools	6.2 Distribution completed by June	6.2 Challans/reports of schools VEC reports	6.2 OB kit supplied by state government by April
6.3 Library books supplied to schools	6.3 Books worth Rs100 supplied to each school (3750) one almirah worth Rs2500 to each school (3750).	6.3 VEC report school report S/S report	6.3 Order placed by April
6.4 One-blackboard one-classroom ensured	6.4 One class one blackboard to 3750 schools by OBB & DPEP by October	6.4 OBB & DPEP reports	6.4 Fund available by February
6.5 Other TL materials supplied to each school	6.5 Modes prepared by May. Item supplied by October	6.5 OTL used in schools — TL improved	6.5 Innovative process sustained
6.6 Teachers' training modules include techniques of use of materials	6.6 13,500 teachers trained in groups by September	6.6 DPEP & DIET reports	6.6 Experts engaged by February
6.7 Ongoing management and internal supervisory training for all head teachers organised and completed	6.7 3750 head teachers trained in groups by April	6.7 DPEP Council & DIET reports BRC reports	6.7 DIET & BRCs functioning
6.8 No TL process without TL materials ensured	6.8 In 3750 schools TL process with TL materials by August	6.8 Reports of S/S, VEC, BRC, CRC	6.8 TL materials supplied & orientation of teachers completed by June

<i>Narrative summary (NS)</i>	<i>Objectively verifiable indicators (OVI)</i>	<i>Means of verification (MoV)</i>	<i>Important assumptions/ risks</i>
7.1 MoE officers identified and recruited to manage development of primary schools	7.1 DPEP & DIs office saturated by April SI/S saturated by April	7.1 MoE reports & records	7.1 MoE completes work by February
7.2 Training for MoE officers (including SI/S) designed and implemented	7.2 Training of 100 officers by April	7.2 Reports & documents of DPO	7.2 Training modules prepared by March
7.3 SI/S deployed to monitor and conduct supervisory processes	7.3 SI/S to all circles saturated, VEC formed and functioning with SI/S by May	7.3 Reports of SI/S VEC	7.3 Formation of VEC & SI/S training by April
7.4 CRCs trained	7.4 CRC formed by April and training by May	7.4 Office records	7.4 CRCs built & persons selected by March
7.5 VECs trained specially for management system	7.5 VEC training by April in groups	7.5 DPEP reports	7.5 VECs formed by April
8.1 System for monitoring school effectiveness established	8.1 VEC, Inspection team formed by April	8.1 Reords, documents	8.1 Order issued, MIS fully functioning
8.2 Mechanisms for disseminating primary schools agreed	8.2 Mechanisms start functioning from September	8.2 Formative evaluation reports	8.2 MIS fully formed
8.3 Regular reports and videos published and produced	8.3 Mechanisms started functioning from September	8.3 Returns & records compiled	8.3 MIS fully formed

CHAPTER XIV

**Participatory process in
planning — A summary**

<i>Meeting</i>	<i>Participants</i>	<i>Issued discussed</i>	<i>Suggestions accepted</i>	<i>Suggestions rejected</i>	<i>Remarks</i>
1	2	3	4	5	6
19.5.96	Bishnupur I Panchayat Samity	Low girls' enrolment Low SC/ST enrolment Low achievement	1 Training of primary teachers 2 Training of Gram Panchayats 3 Training of Mahila Samity	Training of booth committees	
28.2.95	Mathurapur I	Low enrolment Low retention Low achievement	1 Building of school environment 2 Classwise teacher and classrom 3 Supply of TL materials 4 Construction of school buildings/ repair of old buildings 5 Financial help to schools 6 Active school committee 7 Consciousness of guardians 8 Arrangement of drinking water 9 Taking the voluntary organisations 10 School library 11 Women teachers for backward classes	Work based curriculum Repair of roads	Road repair be undertaken by community and panchayats

<i>Meeting</i>	<i>Participants</i>	<i>Issues discussed</i>	<i>Suggestions accepted</i>	<i>Suggestions rejected</i>	<i>Remarks</i>
1	2	3	4	5	6
22.5.95	Baruipur 18 members present	Smooth running of primary schools Poor achievement Poor enrolment Dearth of teachers	1 Extension of school building 2 Supply of drinking water 3 Supply of blackboard 4 School buildings be spacious 5 Rooms should be separated 6 Timely distribution of text books 7 Toilets separately for girls 8 Alternate schooling for those who cannot come to school and bringing them to the formal schooling system 9 Extension of ICDS 10 Involving all sectors, NGOs, voluntary organisations, other offices, all social bodies to this programme	School dress Midday meal	
27.4.95	Bhangore II 297 persons present (teachers-287)	Universalisation of primary education	1 Improvement of TL atmosphere of schools 2 At least one woman teacher in each school	Common playground for some adjoining schools Assurance of admission	

<i>Meeting</i>	<i>Participants</i>	<i>Issued discussed</i>	<i>Suggestions accepted</i>	<i>Suggestions rejected</i>	<i>Remarks</i>
1	2	3	4	5	6
27.2.95	Budge Budge II present 46	Problem of UPE	3 Introduction of infant class 4 Classwise appointment of teachers 1 Creation of mass awareness 2 Removal of child labour 3 Books for pre-primary children 4 Creation of motivation of women 5 Headteachers be trained to manage schools efficiently 6 Regular health checkup of children 7 Development of parent-teacher relationship 8 Preparation of list of unschooled children and dropout children	of all children in class V after completion of class IV studies	
25.5.95	Bishnupur II	Measure for universalisation Social involvement	1 Motivation of all leaders 2 All educated mass be involved 3 Attention to the backward sections of the society		

<i>Meeting</i>	<i>Participants</i>	<i>Issued discussed</i>	<i>Suggestions accepted</i>	<i>Suggestions rejected</i>	<i>Remarks</i>
1	2	3	4	5	6
8.4.95	Sonarpur 14 present	Problem of enrolment/ universalisation Dropout and out-of-school children	1 Accommodation be extended 2 Induction of VTs of TLC with the programme		
23.2.95	SDO, Diamond Harbour participants-84	Universal access Retention in schools Improvement of achievement level Improvement of TL process Education for dropouts and out of school children	1 Introduction of latest teaching pedagogy by repeated training to teachers 2 Improvement of accomodation 3 Drinking water and toilets to each school 4 Meeting with guardians 5 Regular health checkup of all school children 6 Review of syllabus and curriculum to make the same more life oriented 7 Monitoring and improvement of continuous evaluation system of students	Midday meal School dress Land for playground Providing equipment and TL to all schools	

<i>Meeting</i>	<i>Participants</i>	<i>Issued discussed</i>	<i>Suggestions accepted</i>	<i>Suggestions rejected</i>	<i>Remarks</i>
1	2	3	4	5	6
30.1.95	Addl SDO Baruipur choosing MLA Participants 44	Universalisation of PE Bringing out-of-school children to school Education for those who cannot come to school	<p>8 Environment building to attract girl children and children from backward families</p> <p>9 Specific programme to change teachers' attitudes to check dropout</p> <p>1 Establishment of New primary schools</p> <p>2 Building of new schools for new primary schools</p> <p>3 Small school library for children</p> <p>4 Creation of natural environment in schools by planting trees, etc.</p> <p>5 Ensuring regular attendance of teachers</p> <p>6 Involving local people for motivation</p> <p>7 Training to use textbooks</p> <p>8 Holding of meetings with guardians, panchayats and teachers at least twice a month to promote school functioning</p>		

<i>Meeting</i>	<i>Participants</i>	<i>Issued discussed</i>	<i>Suggestions accepted</i>	<i>Suggestions rejected</i>	<i>Remarks</i>
1	2	3	4	5	6
			<p>9 Teachers must not be allowed to participate in any other activities, i.e. other than teaching</p> <p>10 Games teacher for each school</p> <p>11 Extra room for storing articles</p> <p>12 Monitoring committee for each school with guardians and teachers</p> <p>13 Teaching learning process, health and work education should run side by side</p> <p>14 ICDS should be tagged with primary schools and minimum instructional provisions should be there</p>		
21.2.95	BDO, Basanti	Low achievement level	1 Regular inspection should be ensured		
24.2.95	BDO, Patharpratima Present 44	School administration	1 School level committees must have at least one female member and members from SC /ST communities		

Stakeholders Analysis

Stakeholders Table

1. Children of Age Group 5 to 10 (in school Children I to V)
2. Parents of Children of the Age group.
3. Children out of School Age group 6 – 14 yrs.
4. Parents of Children of the Age Group
5. Neighbour of such families.
6. Local Bodies including Local Self Govt.
 - a) Members of Gram Panchayats 320 GPS
 - b) Members of Panchayat Samities 299 PSS
 - c) Councillers/Commissioners of Municipalities 6 MLS 1 Cal Corp.
 - d) Members of Zilla Parishad 1 Zilla Parishad
7. Mahilo Samities
8. NGOs/Voluntary Organisations
9. Secondary School Teachers
10. Primary School Teachers
11. Representatives of the People – MLA's MPs.
12. Staff of ICDS
13. Staff & Members Department of Medicine.
14. Public Health Engineering
15. PWD, Construction.
16. Housing Department
17. Political Parties.
18. Business man
19. Private Schools / KG Nursery School
20. Administratives DM, SDO's, BDO's
21. Govt Employees – Organisations / Unions.
22. DIET
23. SCERT
24. Funding Agencies
25. Education Department – Agencies
26. Social Welfare Department – Agencies
27. Public Institutions
28. Mass Media
29. Teachers Trainers
30. Donors – Govt. Private
31. Contractors & Suppliers
32. Printings & Publishers
33. Consultants & Advisors
34. TLC & PLC functionaries including VIS.

Identification of Positive & Negative Stakeholders

Stakeholders	Value	Power/Control	Impact	Degree
Primary				Value
1. Out of School Children	5	-	5	Critical - 5
2. In School Children	5	-	5	Essential - 4
3. Parents of out of School	4	5	20	Necessary - 3
4. Parents of in School	4	3	12	Desirable - 2
5. Teachers	5	6	30	Power/Control
6. Teachers Trainees	3	5	15	Complete - 6
				Sufficient - 5
				4
				Moderate - 4
				Low - 2
				Appreciate - 1
Secondary				
1. Local bodies functionaries of Panchayats	5	6	30	
2. Political Leaders	5	6	30	
3. Private School	- 5	- 6	- 30	
4. Mahila Samities	4	4	16	
5. NGOs	4	5	20	
6. Contractors & Suppliers	4	5	20	
7. Consultants & Advisors	3	4	12	
8. Business men	3	3	9	
9. Donars	4	4	16	
10. Financing Agencies	5	6	30	
11. MLAs / MPs	5	5	25	
12. Administrators	3	4	12	
13. GONB	5	5	25	
14. DPS	5	5	25	
15. Printers & Publishers	4	4	16	

Identification of Stakeholders

PRIMARY STAKE HOLDERS

1. Out of School Children (6 – 14 yrs)
2. In School Children (5 – 10 yrs)
3. Parents of out of School Children (6 – 14 yrs)
4. Parents of in school Children (5 – 10 yrs)
5. Teachers –
 - a) Their organisation
 - b) By School Teachers
 - c) Secondary School Teachers
6. Teachers Trainers.

SCONDARY STAKEHOLDERS

1. Local bodies & Functionaries (Panchayats)
2. Political Leaders & Political Parties
3. NGOS
4. *Different Departments of Govt. of West Bengal*
5. Contractors & Suppliers
6. Consultants & Advisors
7. Private Schools
8. Mahila Samities
9. Administrative
10. MLAs & MPs
11. Business man
12. Donars
13. Financing Agencies
14. Mass Media
15. DIET
16. SCERT
17. Govt. employees/Unions
18. Private & Publishers
19. Staff & ICDS
20. TLC & PLC Functionaries including VI's
21. Secondary School Teachers
22. Social Welfare Agencies
23. Public Institutions/Organisations

Annexure

Population breakup

SOUTH 24-PARGANAS			
	<i>Male</i>	<i>Female</i>	<i>Total</i>
Panchayats and municipalities	2958580	2749249	5707829
CMC	531405	475237	1006642
Total	3489985	322486	6714471

CMC AREA			
<i>Borough</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
XI	85503	79508	165011
XII	81549	76331	157880
XIII	129009	117437	246446
XIV	109732	101390	211122
XV	125612	100571	226183
	531405	475237	1006642

CMC WARDS				
<i>Borough</i>	<i>Ward</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
XI	101	15977	14919	30896
	102	11009	10231	21240
	110	10874	9902	20776
	111	11943	11060	23003
	112	11308	10239	21547
	113	11578	11096	22674
	114	12814	12061	24875
		85503	79508	165011
XII	103	11120	10297	21417
	104	13259	12268	25527
	105	9842	9152	18994
	106	11788	10941	22729
	107	14176	13440	27616
	108	9420	8906	18326
	109	11944	11327	23271
		81549	76331	157880

CMC WARDS				
<i>Borough</i>	<i>Ward</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
XIII	115	14066	13042	27108
	116	14080	12194	26274
	117	13265	11161	24426
	118	12540	11395	23935
	119	9988	8875	18863
	120	10876	10286	21162
	121	14395	13434	27829
	122	14269	13292	27561
	123	11913	10819	22732
	124	13617	12939	26556
		129009	117437	246446
XIV	125	15720	14296	30016
	126	11744	11557	23301
	127	14333	13339	27672
	128	13196	12216	25412
	129	16546	15311	31857
	130	11957	11357	23314

CMC WARDS

<i>Borough</i>	<i>Ward</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
XIV	131	13391	12131	25522
	132	12845	11183	24028
		109732	101390	211122
XV	133	12680	10295	22975
	134	17537	13925	31462
	135	15615	13207	28822
	136	10580	9257	19837
	137	11141	7451	18592
	138	14657	11394	26051
	139	18551	14563	33114
	140	11692	9532	21224
	141	13159	10947	24106
		125612	100571	226183
Grand total				1006642

DISTRICT LITERACY LEVEL						
<i>Subdivision</i>	<i>Population</i>			<i>Literate population</i>		
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
1 Alipore (minus CMC)	576873	516491	1093364	356785	222578	579363
2 Baruipur	788033	734058	1522091	458426	283029	741455
3 Canning	397772	377513	775285	188259	85085	273344
4 Diamond Harbour	824190	768713	1592903	459502	234001	693503
5 Kakdwip	371712	352474	724186	217202	117546	334748
Total	2958580	2749249	5707829	1680174	942239	2622413

SCHEDULED CASTE & SCHEDULED TRIBE						
<i>Subdivision</i>	<i>Scheduled caste</i>			<i>Scheduled tribe</i>		
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
1 Alipore (minus CMC)	147235	135176	282411	1077	999	2076
2 Baruipur	302240	240713	542953	7055	6646	13701
3 Canning	193002	144361	337363	23257	22863	46120
4 Diamond Harbour	264516	248005	512521	1653	1561	3214
5 Kakdwip	104078	99976	203054	2235	2193	4428
Total	1011071	867231	1878302	35277	34262	69539

Literacy levels

ALIPORE (SADAR) SUBDIVISION (MINUS CMC AREA)						
	<i>Population</i>			<i>Literate population</i>		
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male(%)</i>	<i>Female(%)</i>	<i>Total(%)</i>
<u>BLOCK</u>						
1 Bishnupur I	92710	85992	178702	53181 (57)	26872 (31)	80053 (45)
2 Bishnupur II	85643	80195	165838	51928 (61)	31968 (40)	83896 (51)
3 Budge Budge I	43058	37967	81025	26123 (61)	15944 (42)	42067 (52)
4 Budge Budge II	80426	74176	154602	47447 (59)	29475 (40)	76922 (50)
5 Thakurpukur Maheshtala	53781	48677	102458	31447 (58)	19682 (40)	51129 (50)
	35568	327007	682625	210126	123941	334067
<u>MUNICIPALITY</u>						
1 Budge Budge	44487	33495	77982	29577 (66)	18010 (54)	47587 (61)
2 Maheshtala	161117	142120	303237	108612 (69)	75327 (53)	183939 (61)
3 Pujali NA	15651	13869	29520	8470 (54)	5300 (38)	13770 (47)
	221255	189484	410739	146659	98637	245296
Grand total	576873	561491	1093364	356785 (62)	222578 (40)	579363 (53)

BARUIPUR SUBDIVISION

	<i>Population</i>			<i>Literate population</i>		
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male(%)</i>	<i>Female(%)</i>	<i>Total(%)</i>
<u>BLOCK</u>						
1 Baruipur	140434	129933	270367	78093(56)	43275(33)	121368(5)
2 Sonarpur	66571	61422	127993	36162(54)	20089(33)	56251(44)
3 Bhangore I	84073	80009	164082	37511(45)	18327(23)	55838(34)
4 Bhangore II	85608	80814	166422	37213(44)	20147(25)	57360(34)
5 Joynagar I	95942	89290	185232	50471(53)	24183(27)	74654(40)
6 Joynagar II	91245	85936	177181	42283(46)	15189(18)	57472(32)
7 Kultali	79710	75136	154846	62479(78)	55368(74)	117847(76)
	643583	602540	1246123	344212(54)	196578(33)	540790(43)
<u>MUNICIPALITY</u>						
1 Rajpur Sonarpur	114349	103834	218183	90558(79)	68401(66)	158959(73)
2 Joynagar-Majilpur	10475	9740	20215	7705(74)	5642(58)	13347(66)
3 Baruipur	19626	17944	37570	15951(81)	12408(69)	28359(75)
	144450	131518	274968	114214(79)	86451(66)	200656(73)
Grand total	788033	734058	1522091	458426(58)	283029(38)	741455(49)

DIAMOND HARBOUR SUBDIVISION

	Population			Literate population		
	Male	Female	Total	Male(%)	Female(%)	Total(%)
<u>BLOCK</u>						
1 Diamond Harbour I	59199	55179	114373	33249(56)	18348(33)	51597(45)
2 Diamond Harbour II	74066	69798	143864	42972(58)	25127(36)	68099(47)
3 Kulpi	109026	102537	211563	59604(55)	28814(28)	88418(42)
4 Mandir Bazar	82538	77261	159794	45007(55)	20668(27)	65675(41)
5 Mathurapur I	73207	68562	141769	39782(54)	18354(27)	58136(41)
6 Mathurapur II	90510	82942	173458	50886(56)	23236(28)	74122(41)
7 Magrahat I	101371	94709	196080	53121(52)	26413(28)	79534(41)
8 Magrahat II	115607	107639	223246	61112(53)	29549(27)	90661(41)
9 Falta	102970	95516	198486	62479(61)	35368(37)	97847(49)
	808494	754149	1562643	448212(55)	225877(30)	674089(43)
<u>MUNICIPALITY</u>						
1 Diamond Harbour	15696	14564	30260	11290(71)	8124(56)	19414(64)
Total	824190	768713	1592903	459502(56)	234001(30)	693503(44)

CANNING SUBDIVISION

	<i>Population</i>			<i>Literate population</i>		
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male(%)</i>	<i>Female(%)</i>	<i>Total(%)</i>
BLOCK						
1 Canning I	100674	95543	196217	50255(50)	23155(24)	73410(37)
2 Canning II	77373	74287	151660	29409(38)	10193(14)	39602(26)
3 Basanti	116418	110484	226902	50743(44)	20944(19)	71687(32)
4 Gosaba	103307	97199	200506	57852(56)	30793(32)	88645(44)
	397772	377513	775285	188259(47)	85085(26)	273344(35)

KAKDWIP SUBDIVISION

	<i>Population</i>			<i>Literate population</i>		
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male(%)</i>	<i>Female(%)</i>	<i>Total(%)</i>
BLOCK						
1 Kakdwip	97544	92482	190026	53046(54)	27056(29)	80102(42)
2 Namkhana	69012	65346	134358	43207(63)	24522(38)	67729(50)
3 Pathar Pratima	125927	119703	245630	71285(57)	36363(30)	107648(44)
4 Sagar	79229	74943	154172	49664(63)	29605(40)	79269(51)
	371712	352474	724186	217202(58)	117546(33)	334748(46)

Scheduled caste & scheduled tribe

ALIPORE (SADAR) SUBDIVISION (MINUS CMC AREA)

	<i>Scheduled caste</i>			<i>Scheduled tribe</i>		
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
BLOCK						
Bishnupur I	47173	43813	90986	4	0	4
Bishnupur II	14199	13143	27342	6	3	9
Budge Budge I	9232	8376	17608	12	8	20
Budge Budge II	17300	16059	33359	86	95	181
Thakurpukur Maheshtala	24988	23256	48244	122	114	236
	112892	104647	217539	230	220	450
MUNICIPALITY						
Budge Budge	4397	3762	8159	19	10	29
Maheshtala	26983	24173	51156	427	346	773
Pujali Notified Area	2963	2594	5557	401	423	824
	34343	30529	64872	847	779	1626
Grand total	147235	135176	282411	1077	999	2076

BARUIPUR SUBDIVISION

	<i>Scheduled caste</i>			<i>Scheduled tribe</i>		
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
BLOCK						
1 Baruipur	65385	60382	125767	348	304	652
2 Sonarpur	4851	38640	80491	1336	1217	1553
3 Bhangore I	20176	19754	39930	1268	1300	2568
4 Bhangore II	21197	20030	41227	782	776	1558
5 Joynagar I	42094	39223	81317	12	12	24
6 Joynagar II	39641	35280	74921	503	466	969
7 Kultali	41101	3845	79546	2243	2112	4355
	271445	251754	523199	6492	6187	12679
MUNICIPALITY						
1 Rajpur-Sonarpur	25101	23050	48151	443	370	813
2 Joynagar-Majilpur	1666	1513	3179	8	7	15
3 Baruipur	4028	3788	7810	112	82	194
	30795	28351	59146	564	459	1022
Grand total	302240			7055	6646	13701

DIAMOND HARBOUR SUBDIVISION

	<i>Scheduled caste</i>			<i>Scheduled tribe</i>		
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<u>BLOCK</u>						
1 Diamond Harbour I	12681	11668	24349	4	0	4
2 Diamond Harbour II	20386	21721	42107	3	3	6
3 Kulpi	37733	35045	72778	3	0	3
4 Mandir Bazar	38475	36253	74728	0	0	0
5 Mathurapur I	29606	27743	57349	153	152	305
6 Mathurapur II	27556	25512	53068	1452	1380	2832
7 Magrahat I	24202	22000	46202	0	0	0
8 Magrahat II	45548	41365	86913	23	13	36
9 Falta	26378	24820	51198	3	3	6
	262565	246127	508692	1641	1551	3192
<u>MUNICIPALITY</u>						
1 Diamond Harbour	1951	1878	3829	12	10	22
Grand total	264516	248005	512521	1653	1561	3214

CANNING SUBDIVISION

	<i>Scheduled caste</i>			<i>Scheduled tribe</i>		
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<u>BLOCK</u>						
1 Canning I	54524	50760	105284	1497	1514	3011
2 Canning II	22165	20960	43125	5265	5314	10579
3 Basanti	48780	45639	94419	6677	6418	13095
4 Gosaba	67543	62812	130355	9818	9617	19435
	193012	180171	373183	23257	22863	46120

KAKDWIP SUBDIVISION

	<i>Scheduled caste</i>			<i>Scheduled tribe</i>		
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<u>BLOCK</u>						
1 Kakdwip	33746	31730	65476	612	592	1204
2 Namkhana	18160	17231	35391	287	271	558
3 Pathar Pratima	30519	29321	59840	1069	1063	2132
4 Sagar	21653	20694	42347	267	267	534
	104078	98976	203054	2235	2193	4428

Number of schools and teachers

as on March 31, 1994

DISTRICT FIGURES

Subdivision	Number of teachers per school										Total no. of schools	Total no. of teachers
	Nil	1	2	3	4	5	6	7	>7			
1 Alipore	—	4	5	169	187	121	72	42	56		776	3398
2 Baruipur	—	58	227	209	107	70	48	27	30		776	2662
3 Canning	1	36	192	35	58	28	4	3	4		471	1343
4 Diamond Harbour	—	33	295	405	213	121	47	18	20		1152	3885
5 Kakdwip	—	12	132	89	04	59	34	12	10		552	1935
Total	1	153	961	1017	669	399	215	102	120		3727	13223

Circlewise schools and teachers

ALIPORE SADAR SUBDIVISION

Circle	No. of schools	No. of teachers	No. of teachers per school							
			1	2	3	4	5	6	7	>7
1 Alipore	67	318	2	9	13	21	6	4	2	10
2 Behala	85	422	0	5	13	26	10	9	8	14
3 Behala West	70	352	1	7	10	29	13	6	2	11
4 Bishnupur I	55	205	3	11	16	11	3	7	3	1
5 Bishnupur II	57	229	1	6	22	8	10	7	1	2
6 Bishnupur III	48	206	0	8	6	15	9	6	2	2
7 Bishnupur IV	47	122	4	24	11	3	5	0	0	0
8 Budge Budge	65	236	0	11	19	22	9	4	0	0
9 Budge Budge South	87	323	1	14	27	23	2	9	1	0
10 Maheshtala	53	194	2	9	18	11	8	2	1	2
11 Maheshtala West	49	266	0	3	7	9	11	7	4	8
12 Tollygunge	93	485	0	8	7	18	25	11	18	6
Total	776	3398	14	115	169	187	121	72	42	56

BARUIPUR SUBDIVISION

Cirde	No. of schools	No. of teachers	No. of teachers per school							
			1	2	3	4	5	6	7	>7
1 Baruipur	90	361	5	13	32	14	7	6	6	7
2 Baruipur South	73	244	3	23	19	14	5	7	1	1
3 Bhangore	90	287	3	34	28	11	7	2	2	3
4 Bhangore North	86	318	1	24	26	12	8	8	4	3
5 Joynagar	73	214	12	19	24	7	7	1	1	2
6 Joynagar East	69	264	1	16	16	18	3	10	4	1
7 Joynagar North	52	148	5	19	16	5	6	0	1	0
8 Kultali	56	104	17	32	4	3	0	0	0	0
9 Kultali South	58	137	10	26	17	2	2	1	0	0
10 Sonarpur	60	248	1	15	14	12	6	3	3	6
11 Sonarpur West	69	337	0	6	13	9	19	10	5	7
Total	776	2662	58	227	209	107	70	48	27	30

DIAMOND HARBOUR SUBDIVISION

Cirde	No. of schools	No. of teachers	No. of teachers per school								
			1	2	3	4	5	6	7	>7	
1 Diamond Harbour N	67	219	2	20	23	9	8	4	0	1	
2 Diamond Harbour S	70	271	1	15	20	14	10	4	4	2	
3 Diamond Harbour W	64	209	1	19	23	11	6	2	1	1	
4 Falta	70	260	0	11	24	20	10	2	1	2	
5 Falta West	73	242	4	25	17	16	3	4	1	3	
6 Kulpi I	67	210	3	20	22	13	5	4	0	0	
7 Kulpi II	66	22	3	13	28	10	7	3	1	1	
8 Kulpi III		60 218	0	14	21	13	6	2	2		
9 Karanjali	75	221	5	22	30	8	10	0	0	0	
10 Magrahat East	66	235	1	14	21	15	8	6	1	0	
11 Magrahat West	52	194	0	8	20	11	7	4	1	1	
12 Magrahat South	52	174	0	14	22	5	7	3	1	0	
13 Magrahat Central	62	188	2	20	20	14	6	0	0		
14 Mandir Bazar	61	196	2	11	30	10	6	2	0	0	
15 Mathurapur East	61	175	5	21	22	10	1	0	0	2	
16 Mathurapur West	69	193	3	31	20	10	2	3	0	0	
17 Mathurapur North	54	193	1	6	27	11	5	1	2	1	
18 Mathurapur South	63	266	0	11	5	13	14	3	3	4	
Total	1152	3885	33	295	405	213	121	47	18	20	

Primary school enrolment -

as on March 31, 1994

	Class I	Class II	Class III	Class IV	Class V	Total
Alipore (Sadar)	54656	38327	35760	32168	1225	16236
Baruipur	61948	36392	32629	27257	2250	160476
Canning	30653	17526	15701	12801	510	77192
Diamond Harbour	83444	38779	34341	31248	919	188731
Kakdwip	47549	20493	18621	15567	411	102641
Total	278250	151517	137052	119042	5315	691176

Enrolment

District total	Class I to IV	685861
Enrolment primary school	Class V	5315
Enrolment secondary school	Class V	86328
	Total	<u>91643</u>

Number of students

as on March 31, 1994

ALIPORE SADAR SUBDIVISION

<i>Circle</i>	<i>Class I</i>	<i>Class II</i>	<i>Class III</i>	<i>Class IV</i>	<i>Class V</i>	<i>Total</i>
1 Alipore	4616	4306	4119	3513	281	16835
2 Behala	5554	3590	3835	3407	88	16474
3 Behala West	4929	3281	3146	2958	200	14514
4 Bishnupur I	3681	2578	2363	2269	88	10974
5 Bishnupur II	4031	2431	2247	2092	62	10865
6 Bishnupur III	3586	2259	2363	2061	117	10656
7 Bishnupur IV	3230	2009	1701	1414	—	8354
8 Budge Budge	4166	3460	3141	2731	130	13268
9 Budge Budge South	5361	4061	3614	3210	55	16301
10 Maheshtala	3490	2871	2617	2454	68	11500
11 Maheshtala West	5325	3318	3154	3171	134	15102
12 Tollygunge	6687	3893	3458	2888	2	16928
Total	54656	38327	35760	32168	1225	162136

BARUIPUR SUBDIVISION

<i>Circle</i>	<i>Class I</i>	<i>Class II</i>	<i>Class III</i>	<i>Class IV</i>	<i>Class V</i>	<i>Total</i>
1 Baruipur	6111	4169	4199	3586	619	18684
2 Baruipur South	5695	3654	3081	2835	932	16197
3 Bhangore	10350	4210	3588	2752	44	20944
4 Bhangore North	8226	5062	3965	3402	64	20719
5 Joynagar	5179	2899	2701	2108	23	13450
6 Joynagar East	3694	2643	2192	1936	10	10475
7 Joynagar North	3854	2212	1908	1581	—	9555
8 Kultali	3437	1776	1550	1293	53	8109
9 Kultali South	5239	2137	1998	1555	14	10943
10 Sonarpur	4418	3433	3339	2747	57	13994
11 Sonarpur West	5205	4197	4108	3462	368	17340
Total	61948	36392	32629	27257	2184	160410

DIAMOND HARBOUR SUBDIVISION

	<i>Circle</i>	<i>Class I</i>	<i>Class II</i>	<i>Class III</i>	<i>Class IV</i>	<i>Class V</i>	<i>Total</i>
1	Diamond Harbour (N)	3467	2185	1953	1713	83	9401
2	Diamond Harbour (S)	4954	2525	2275	2089	9	11934
3	Diamond Harbour (W)	4552	2289	1919	1661	21	10442
4	Falta	5161	2445	2129	1994	20	11749
5	Falta West	5283	2412	2162	1677	—	11734
6	Kulpi I	3199	1750	1544	1491	64	8048
7	Kulpi II	4382	1837	1653	1502	—	9374
8	Kulpi III	4020	1821	1583	1408	60	8892
9	Karanjali	4937	1779	1567	1307	21	9611
10	Magrahat East	5497	2951	2712	2259	92	13511
11	Magrahat West	5253	2337	2188	1867	60	11705
12	Magrahat South	4392	2098	1862	1582	15	9949
13	Magrahat Central	4923	2558	2140	2692	22	12335
14	Mandir Bazar	3873	1850	1582	1619	—	8924
15	Mathurapur East	5470	2237	1998	1922	91	11718
16	Mathurapur West	4278	1945	1690	1325	—	9238
17	Mathurapur North	4235	1687	1496	1272	93	8783
18	Mathurapur South	5568	2073	1888	1668	186	11383
	Total	83444	38779	34341	31248	919	168731

DPEP FINAL PLAN

<i>Circle</i>	<i>Class I</i>	<i>Class II</i>	<i>Class III</i>	<i>Class IV</i>	<i>Class V</i>	<i>Total</i>
1 Basanti	5344	2861	2580	1.950	14	12749
2 Basanti South	2960	2164	1713	1367	8	8212
3 Canning	5927	3268	2849	2446	130	14620
4 Ghutiari Sharif	7369	4123	3766	2987	322	18567
5 Gosaba	4887	2526	2408	1998	10	11829
6 Gosaba North	4166	2584	2385	2054	26	11215
Total	30653	17526	15701	12802	510	77192

KAKDWIP SUBDIVISION

<i>Circle</i>	<i>Class I</i>	<i>Class II</i>	<i>Class III</i>	<i>Class IV</i>	<i>Class V</i>	<i>Total</i>
1 Kakdwip	2454	2025	1837	1488	35	7839
2 Kakdwip South	4913	2976	2654	2413	83	13039
3 Namkhana	9226	3866	3743	3098	125	20058
4 Pathar Pratima	7430	2716	2482	2025	162	14815
5 Pathar Pratima North	5167	2022	1858	1368	—	10435
6 Pathar Pratima East	5549	2256	2003	1754	—	1562
7 Sagar	6511	2429	2145	1805	—	12890
8 Sagar North	6299	2203	1899	1596	6	12003
Total	47549	20493	18621	15567	411	102641

Students enrolled in primary school Class V

as on March 31, 1994

<i>Subdivision</i>	<i>Total schools</i>	<i>No. of students</i>
Alipore	28	1225
Baruipur	63	2184
Canning	16	510
Diamond Harbour	38	919
Kakdwip	16	411
Total	161	5249

ALIPORE SUBDIVISION

	<i>Circle</i>	<i>No. of schools</i>	<i>No. of students</i>
1	Alipore	4	281
2	Behala	3	88
3	Behala West	6	200
4	Bishnupur I	2	88
5	Bishnupur II	1	62
6	Bishnupur III	2	117
7	Bishnupur IV	0	0
8	Budge Budge	3	130
9	Budge Budge South	1	55
10	Maheshtala	2	68
11	Maheshtala West	3	134
12	Tollygunge	1	2
	Total	28	1225

DPEP FINAL PLAN**BARUIPUR SUBDIVISION**

	<i>Circle</i>	<i>No. of schools</i>	<i>No. of students</i>
1	Baruipur	23	619
2	Baruipur South	22	932
3	Bhangore	2	88
4	Bhangore North	2	64
5	Joynagar	3	23
6	Joynagar East	1	90
7	Joynagar North	—	—
8	Kultali	3	53
9	Kultali South	1	14
10	Sonarpur	1	57
11	Sonarpur West	5	368
	Total	63	2184

DIAMOND HARBOUR SUBDIVISION

	<i>Circle</i>	<i>No. of schools</i>	<i>No. of students</i>
1	Diamond Harbour North	6	83
2	Diamond Harbour South	5	9
3	Diamond Harbour West	2	21
4	Falta	2	20
5	Falta West	—	—
6	Kulpi I	3	64
7	Kulpi II	—	—
8	Kulpi III	2	60
9	Karanjali	1	21
10	Magrahat East	3	92
11	Magrahat West	1	60
12	Magrahat South	1	15
13	Magrahat Central	1	22
14	Mandir Bazar	—	—
15	Mathurapur East	3	91
16	Mathurapur West	—	—
17	Mathurapur North	2	93
18	Mathurapur South	6	186
	Total	38	919

CANNING SUBDIVISION

	<i>Circle</i>	<i>No. of schools</i>	<i>No. of students</i>
1	Basanti	1	14
2	Basanti North	1	8
3	Canning	3	130
4	Ghutiari Sharif	8	322
5	Gosaba	1	10
6	Gosaba North	2	26
	Total	16	510

KAKDWIP SUBDIVISION

	<i>Circle</i>	<i>No. of schools</i>	<i>No. of students</i>
1	Kakdwip	3	35
2	Kakdwip South	3	83
3	Namkhana	3	125
4	Pathar Pratima	6	162
5	Pathar Pratima North	0	0
6	Pathar Pratima East	0	0
7	Sagar	0	0
8	Sagar North	1	6
	Total	16	411

School-population ratio**PRIMARY SCHOOLS**

	<i>Population (1991 census)</i>	<i>Primary schools</i>	<i>No. of teachers</i>
Panchayats/ municipalities	5707829	—	—
CMC area	1006642	—	—
	6714471	3727	13223
Sanctioned		3770	14034

ENROLMENT (ON 31.3.94)

Class I	278250
Class II	151517
Class III	137052
Class IV	119042
	658861
Class V	5315
	691176

ALIPORE SUBDIVISION

<i>Panchayat/ municipality</i>	<i>Total population</i>	<i>Total no. of schools</i>	<i>Population per school</i>
1 Bishnupur I	178702	102	1752
2 Bishnupur II	165838	99	1675
3 Budge Budge I	81028	36	2251
4 Budge Budge II	154602	83	1863
5 Thakurpukur Maheshtala	102458	42	2439
6 Budge Budge (municipality)	77982	21	3713
7 Maheshtala (municipality)	303237	79	3838
8 Pujali Notified Area	29520	11	2684
	1093364	473	2307
9 CMC area	1006642	304	3311

BARUIPUR SUBDIVISION

	<i>Panchayat/ municipality</i>	<i>Total population</i>	<i>Total no. of schools</i>	<i>Population per school</i>
1	Baruipur (panchayat)	270367	146	1852
2	Baruipur (municipality)	37570	17	2120
3	Bhangore I	164082	90	1823
4	Bhangore II	16622	86	1935
5	Joynagar I	185232	103	1798
6	Joynagar II	177181	99	1790
7	Joynagar (municipality)	20215	18	1123
8	Kultali	154846	88	1760
9	Sonarpur	127993	69	1855
10	Rajpur (municipality)	218183	60	3636
		1522091	776	1961

DIAMOND HARBOUR SUBDIVISION

<i>Panchayat/ municipality</i>	<i>Total population</i>	<i>Total no. of schools</i>	<i>Population per school</i>
1 Diamond Harbour I	114378	75	1525
2 Diamond Harbour II	143864	114	1261
3 Diamond Harbour (municipality)	30260	12	2521
4 Falta	198486	143	1388
5 Kulpi	211563	202	1047
6 Mandir Bazar	159794	127	1258
7 Magrahat I	196080	104	1885
8 Magrahat II	223246	128	1744
9 Mathurapur I	141769	123	1152
10 Mathurapur II	173458	124	1398
	1592898	1152	1382

CANNING SUBDIVISION

<i>Panchayat/ municipality</i>	<i>Total population</i>	<i>Total no. of schools</i>	<i>Population per school</i>
1 Canning I	196217	106	1851
2 Canning II	151660	76	1996
3 Basanti	226902	140	1621
4 Gosaba	200506	149	1346
Total	775285	471	1646

KAKDWIP SUBDIVISION

<i>Panchayat/ municipality</i>	<i>Total population</i>	<i>Total no. of schools</i>	<i>Population per school</i>
1 Kakdwip	190026	136	1397
2 Namkhana	134358	95	1414
3 Pathar Pratima	245630	199	1234
4 Sagar	154172	122	1264
	724186	552	1312

School-teacher ratio**SOUTH 24-PARGANAS**

	<i>Circle</i>	<i>No. of teachers per school</i>
1	Alipore Sadar	4.38
2	Baruipur	3.43
3	Canning	2.85
4	Diamond Harbour	3.37
5	Kakdwip	3.51
	District ratio	3.55

ALIPORE SADAR SUBDIVISION

	<i>Circle</i>	<i>No. of teachers per school</i>
1	Alipore	4.75
2	Behala	4.96
3	Behala West	5.03
4	Bishnupur I	3.73
5	Bishnupur II	4.02
6	Bishnupur III	4.29
7	Bishnupur IV	2.60
8	Budge Budge	3.63
9	Budge Budge South	3.71
10	Maheshtala	3.66
11	Tollygunge	5.22
	Subdivision ratio	4.38

BARUIPUR SADAR SUBDIVISION

	<i>Circle</i>	<i>No. of teachers per school</i>
1	Baruipur	4.01
2	Baruipur South	3.34
3	Bhangore	3.19
4	Bhangore North	3.70
5	Joynagar	2.93
6	Joynagar East	3.83
7	Joynagar North	2.85
8	Kultali	1.66
9	Kultali South	2.36
10	Sonarpur	4.13
11	Sonarpur West	4.88
	Subdivision ratio	3.43

DIAMOND HARBOUR SADAR SUBDIVISION

	<i>Circle</i>	<i>No. of teachers per school</i>
1	Diamond Harbour (N)	3.27
2	Diamond Harbour (S)	3.87
3	Diamond Harbour (N)	3.27
4	Falta	3.71
5	Falta (W)	3.32
6	Kulpi I	3.13
7	Kulpi II	3.35
8	Kulpi III	3.63
9	Karanjali	2.95
10	Magrahat (E)	3.56
11	Magrahat (W)	3.73
12	Magrahat (S)	3.35
13	Magrahat (C)	3.03
14	Mandir Bazar	2.87
15	Mathurapur (E)	2.87
16	Mathurapur (W)	2.80
17	Mathurapur (N)	3.57
18	Mathurapur (S)	4.22
	Subdivision ratio	3.37

DPEP FINAL PLAN**CANNING SADAR SUBDIVISION**

<i>Circle</i>	<i>No. of teachers per school</i>
1 Basanti	2.76
2 Basanti South	2.13
3 Canning	2.87
4 Ghutiari Sharif	2.98
5 Gosaba	3.24
6 Gosaba	3.04
Subdivision ratio	2.85

KAKDWIP SUBDIVISION

<i>Circle</i>	<i>No. of teachers per school</i>
1 Kakdwip	3.06
2 Kakdwip (S)	3.71
3 Namkhana	4.3
4 Pathar Pratima	3.73
5 Pathar Pratima (N)	3.13
6 Pathar Pratima (E)	3.14
7 Sagar	3.53
8 Sagar (N)	3.24
Subdivision ratio	3.51

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