

EDUCATION PROFILE

DISTRICT WISE

FOR

THE STATE/U.T.

OF
--

WEST BENGAL

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DISTRICT PRIMARY EDUCATION PROGRAMME

PLAN
1996-2002



MURSHIDABAD

Obviously, the strategies adopted so long are incapable of taking us to the desired goal of UEE. The experiences of the past years clearly point to the fact that the strategies need be backed up by a holistic planning and management approach which views the task of achieving UEE in its totality. The District Primary Education Programme (DPEP) is an alternative strategy based on holistic planning to achieve UEE by removing disparity across gender, disadvantaged groups, and regions and improving the level of learning.

1.1 SCENE OF BASIC EDUCATION IN THE DISTRICT

The district of Murshidabad has qualified for DPEP because of its alarming backwardness in educational achievement in all its aspects. The educational scene in the district can be set as follows :

Literacy Rate (Per cent)		1981	1991
Total	;	24.89	38.28
Male	:	31.75	46.42
Female	:	17.75	29.57
Rural			

Obviously the district of Murshidabad is way behind the state level achievement in respect of literacy. The female literacy in particular, is shockingly low. If we look across the rural and urban population of the district

the picture of gender inequity becomes all the more glaring. The fact that the rural female literacy is as low as 27% must be viewed in the context of the predominance of the rural population (90%) of the district.

Year : 1991	Literacy profile in Murshidabad District		
	Male	Female	Total
Rural :	43.68	26.77	35.52
Urban :	69.12	52.12	60.80

The situation pertaining to primary education in the district is summarised with the help of the following data :

Year : 1991

Total Population (in lakh)	:	47.34
Rural	:	42.41 (89.6%)
Total S.C. Population(in lakh)	:	6.35 (13.05%)
Total S.T. Population(in lakh)	:	0.61 (1.2%)
Sex ratio	:	940 per 1000 male
Percentage of Muslims to total population (1981 census)	:	58.4

Against the backdrop of the above demographic picture, the following educational indicators of the district may be looked at.

Year : 1995

No. of Primary Schools	:	2997
Rural	:	2737
Urban	:	260
No. of Teachers	:	10113

Male		Female	
Trained	Untrained	Trained	Untrained
5337	3074	987	715

Let us now look at the enrolment position in the district :

Year	Total Enrolment	Enrolment Growth Rate
1989	3,44,829	-
1990	3,65,556	6%
1991	3,88,920	6%
1992	4,30,829	10%
1993	5,00,915	16%
1994	5,01,890	-

As is evident from the above table, the growth rate in enrolment has been erratic over the years. The maximum growth in enrolment was witnessed during the year 1993 and probably it was due to spin-off effect of Total Literacy Campaign (TLC) launched in 1992.

Taking into account the number of children in the age-group (5 - 11 years) in the district we can now compute the GER for 1994 as follows :

Overall GER	: 77.29
GER in urban schools	: 106
GER in rural schools	: 75.4
Female GER for rural schools	: 74.97
Male GER for rural schools	: 76.65

The degree of divergence in GER is very high across the Blocks. There are seven blocks having more than 90 per cent while five blocks are found to be lagging behind the district average with less than 70 per cent GER.

Blocks with GER greater than 90	Blocks with GER less than 70
Berhampore, Jalangi, Kandi	Nowda, Suti-I & II,
Murshidabad- Jiaqanj,	Bhagwanqola - II,
Nabagram, Raghunathganj-I & II.	Samserganj.

Out of seven municipal towns, four are found to have GER less than 100, viz. Jangipur, Jiaganj-Azimganj, Dhuliyan, Beldanga. Of these, Beldanga has the lowest GER (72%).

To probe the educational scene further, we can have a look at other educational indicators. Berhampore Block

is endowed with the highest number of schools (184) while in Bhagwangola II and Suti -I Blocks the number of schools is the lowest (69). The overall pupil - teacher ratio in the district is around 54 which is much above the desired pupil - teacher ratio of 40 : 1. The quality of Education obviously suffers because of the fact that as many as 11 blocks are seen to have pupil - teacher ratio greater than 60. In eight of the remaining 15 blocks, the ratio varies from 40 to 50.

The school profile of the district in primary education sector is given below :

Total No. of Schools : 2997

Number of Schools :

with one room	: 534
with two rooms	: 934
with three or more rooms	: 1259
<u>with no room</u>	: 270
with one teacher	: 99
with two teachers	: 885
with three teachers	: 1050
with 3 or more teachers	: 963

The number of schools in the rural areas of the district is 2737 while the number of villages is 1957. The density of population is naturally not uniform across the villages. The distribution of villages by population range is as follows :

Range of population	No. of villages
- 200	165
201 - 499	312
500 - 1999	947
2000 - 4999	370
5000 - 9999	144
10000 - above	19

As is evident, the largest group of villages belong to the range of population between 500 - 2000. Indeed, more than 68 per cent villages in the district have a population-size ranging from 500 to 5000. If the norm of providing one school for a habitat of 500 is to be adhered to, it is amply clear that the distribution of schools across the villages is far from optimal and need-based.

With the above mentioned infrastructural facilities for primary schooling available in the district, the present enrolment is 5.01 lakhs. We can have a closer look at the enrolment scenario.

Year : 1994	
Total Enrolment	: 5,01,890
Male	: 2,61,324
Female	: 2,40,570
Total S.C.Enrolment	: 77,060
Male	: 42,645
Female	: 34,415
Total S.T.Enrolment	: 5,913
Male	: 3,539
Female	: 2,374

Set against the population in the specific age-group (5-11 years), the data on enrolment given above would throw light on the two main problems of primary education in the district - viz. low access and low retention.

The number of children in the primary school - age cohort for different years since 1991 and the respective level of enrolment are given below :

Year	Population in the Primary school age-cohort (5-11 yr.)	Enrolment
1991	5,68,817	3,88,920
1992	5,84,744	4,30,829
1993	6,01,117	5,00,915
1994	6,13,139	5,01,890
1995	6,30,000	5,14,736

It is obvious that more than one lakh children in the relevant age-cohort are not able to reach schools. These children are precisely the clientele of District Primary Education Programme.

To conclude the overview of Primary Education in the district, we give below the information on ICDS centres operating in the district. In all, 2111 No. of ICDS centres are at present in operation in 14 blocks of the district serving about 54116 No. of children in the

age-group of 4 to 5 years. These centres offering various health and related services act as spring-boards for primary education. The table below gives the data on such centres and their beneficiaries.

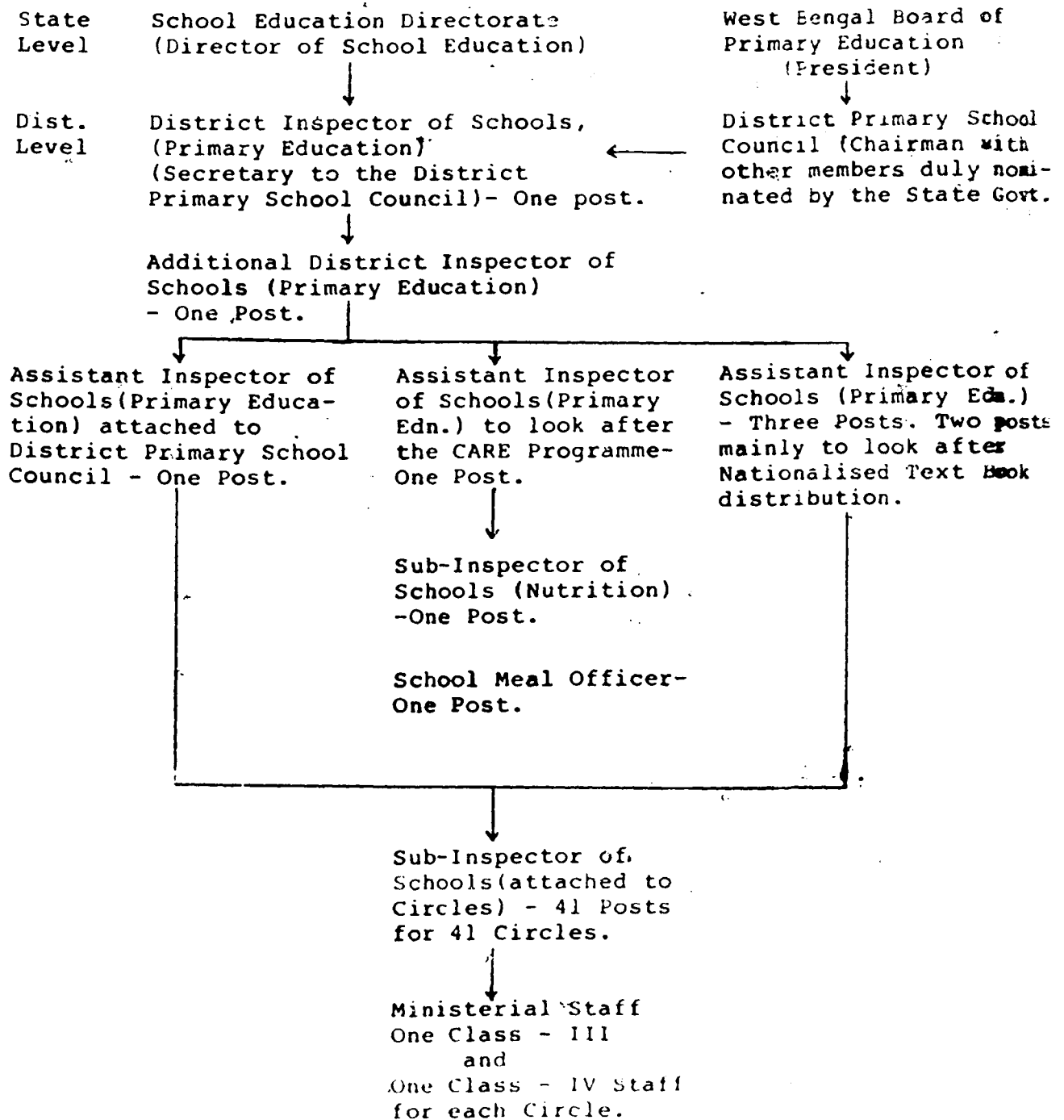
I.C.D.S. Centres, target group and beneficiaries.

Block	No. of Children in age-group (4-5 years)	No. of ICDS Centres
Berhampore	6484	220
Beldanga-II	3813	155
Nowda	3561	144
Domkal	5408	100
Kandi	3451	162
Bharatpur-I	2791	106
Bharatpur-II	2753	100
Khargram	4789	168
Barwan	4255	165
Nabagram	3461	216
Lalgola	4469	164
Raghunathganj-I	2563	150
Suti-I	2413	88
Sagardighi	4305	173
TOTAL :	54516	2111

1.2 MANAGEMENT OF PRIMARY EDUCATION

CURRENT ORGANISATIONAL STRUCTURE

The Organisation for managing and running the Primary Education Sector in the district is given below with the help of following diagram:



A. At the district level District Primary School Council (DPSC) is the highest body on Primary Education management and administration. It is entrusted with the following responsibilities :

- i) Recruitment and posting of Primary School Teachers in the district.
- ii) Payment of salary to teachers.
- iii) Providing teaching, learning materials and equipments for games and sports as and when fund is available.
- iv) Organising and conducting orientation camps for Primary School Teachers.
- v) Collection of data on educational indicators.
- vi) Organising sports competition at the Gram Panchayat level, Circle level, Sub-Divisional level and district level on regular basis.
- vii) Regulating the services of teachers.

B. District Primary School Council is headed by the Chair-Person who is at present nominated by the State Government. It is a statutory body with provision for elected representatives as per provision laid down in West Bengal Primary Education Act. 1973. Present strength of District Primary School Council members is 25 all of whom are nominated by the State Government at present. District

Inspector of Schools (Primary) acts as ex-Officio Secretary of the District Primary School Council.

C. There is a text book advisory Committee with Sabhadhipati of Zilla Parishad as its Chairman and the Dist Magistrate as its Vice-Chairman. The District Inspector of Schools (Primary Education) is the member-secretary of this committee. The main function of this Committee is to ensure and look after the procurement and distribution of text books to all the Primary Schools of the district. Two Assistant Inspector of Schools (Primary Education) look after text book distribution.

D. In regard to the management at Primary School level, every urban Primary School has so long been managed by a Managing Committee with the Head Master of the school as its Convenor. In case of rural primary school, there was a school advisory committee with its secretary elected by the members of the Committee. There was provision for representation on the above committee from among the guardians, Panchayet bodies, persons interested in education and nominees from state administration. But as per rules of the W.B. Primary Education Act, 1973, which become effective since 1995, these Committees will cease to exist. In their place, welfare committees are proposed to be formed for every school.

E. School Supervision and Management :

The whole district is divided into 41 circles and each circle is looked after by a School Inspector (Primary). This division does not coincide with the administrative division of the district into sub-division or block. In general each Sub-Inspector of Schools (Pry.) has to take care of 70 schools on average within a circle. The main functions of Sub-Inspector of Schools (Pry.) are as follows :

- i) Administration of service of Primary teachers.
- ii) Supervision and inspection of Primary Schools.
- iii) Assisting and ensuring the distribution of text books to all schools within the circle.
- iv) Collection of monthly return of each school and the submission of the same to District Primary School Council.
- v) Drawing of bill for salaries of teachers and ensuring payments.
- vi) Organising sports for Primary School students from Gram Panchayat level onwards upto Sub-Divisional level.
- vii) Supervising and ensuring different on-going Government schemes for primary school and students.
- viii) Collection and submission of various data on primary education as and when called for.

1.3 FACILITIES FOR TEACHERS' TRAINING

At present there are two training colleges (PTTI) in the district - one is a Government College and the other Government sponsored. The Government training College at Berhampore has a sanctioned strength of 7 Teachers including Principal. The other college at Sargachhi has a sanctioned strength of 8 teachers including Principal. The intake capacity of the two PTTIs is 100 and 120 respectively. But at present the capacity of the two PTTIs is not fully utilised. This would be revealed from the following table :

NO OF TEACHERS TRAINED AT		
Year	Berhampore	Sargachhi
1989-90	117	82
1990-91	107	113
1991-91	97	81
1992-93	65	42
1993-94	43	n.a.

1.4 FINANCING PRIMARY EDUCATION (P.E.)

A remarkable feature of the aspect of financing Primary education is that there has taken place a phenomenal increase in the out on P.E. since 1978. Both plan and Non-plan expenditure taken together, 'over-all outlay on education as proportion of total budgetary outlay exceeded 25% in the middle 80's. However, the most remarkable feature about the increase in outlay on

expenditure is that an overwhelmingly large proportion of the annual outlay goes towards Non-Plan account. The following table shows the behaviour of expenditure on education in general and on P.E. in particular.

Year	Non-Plan outlay on education as percentage of total State expenditure.	Expenditure on Primary Education (in Crore Rs.)
1979-80	11.31	88.17
1981-82	12.97	121.16
1983-84	13.04	173.34
1987-88	17.04	286.98
1991-92	18.89	496.10
1992-93	21.10	663.42

The expenditure on P.E. in the District has also followed similar pattern.

1.5 LIST OF ON-GOING SCHEMES

SCHEMES	FUNDING AGENCY
i) Construction of Primary School Buildings.	State Government
ii) Repairing of School Building.	-do-
iii) Drinking Water Facilities	Panchayat.
iv) Operation Black-Board (O.B.)	Government of India
v) Free Distribution of School Dresses to S.C./S.T. and Economically backward girls students.	State Government.
vi) Free distribution of nationalised text books to all the students of Class I to V	State Government.
vii) Mid-day school-meal Programme in four selected blocks.	Government of India

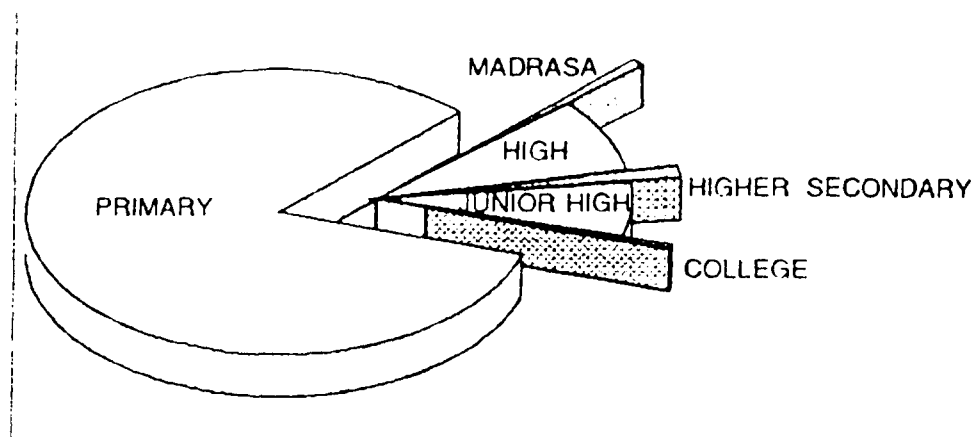
District Primary Education Programme

**FINAL PLAN FOR
SOUTH 24-PARGANAS**

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 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

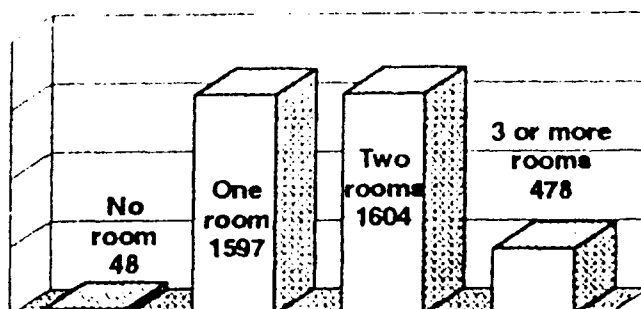
Of the 3,782 primary schools in the district, 575 are situated in the urban areas (municipalities and CMC area). There are 3,207 primary schools for the 3,494 villages of the district — 287 villages still remaining without schools. However, children of villages without primary schools do take admission 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.

Number of schools with*				
No room	1 room	2 rooms	3 or more	Total
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

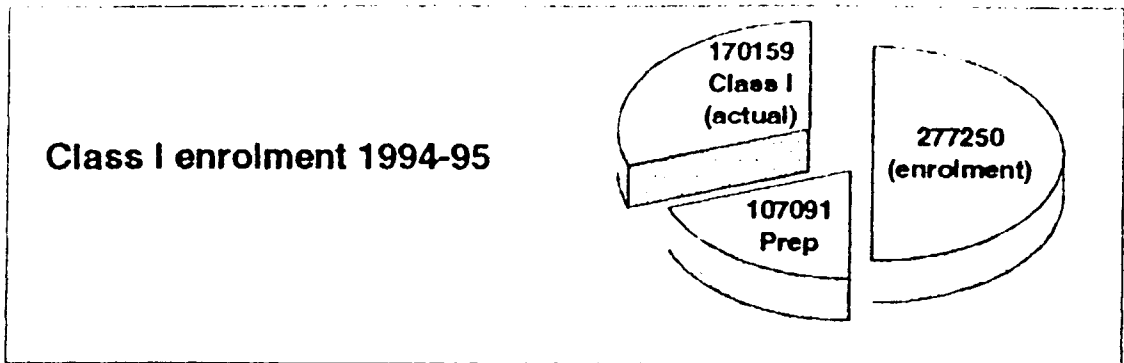
At present the gross enrolment ratio of (5-11) age group is 89 per cent, the net enrolment ratio and classified GER & NER for SC/ST boys and girls students are being studied and the report is expected soon.

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:

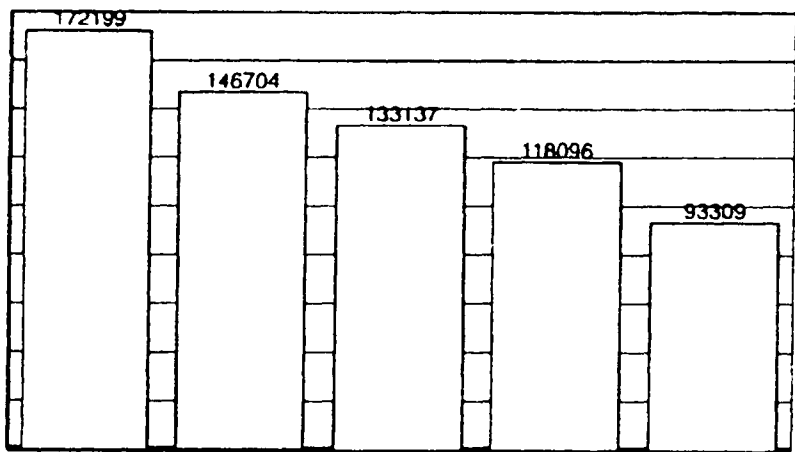
<i>Year</i>	<i>Class I</i>	<i>Prep</i>	<i>Class I (actual)</i>
90-91	285,132	112,933	172,199
91-92	278,726	110,374	168,352
92-93	272,463	108,985	163,478
93-94	283,563	112,841	170,722
94-95	277,250	107,091	170,159

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.

Enrolment	Total no. of teachers	Teacher/pupil ratio
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 the district will improve further.

Total enrolment	Total no. of teachers	Sanctioned posts	Teacher/pupil ratio
691176	13223 <i>= 1:52</i>	14034	49

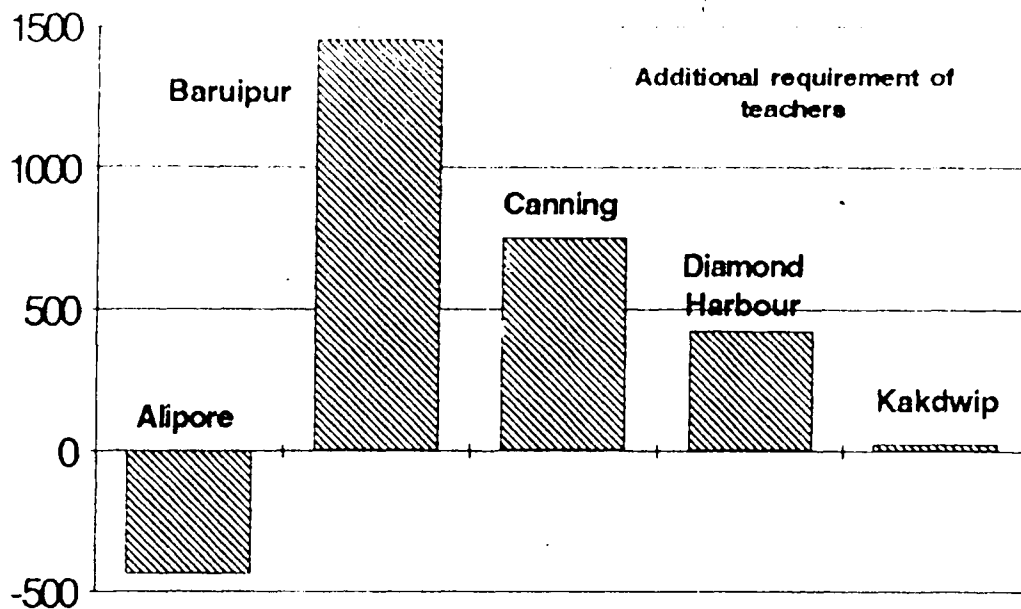
CURRENT REQUIREMENT OF TEACHERS (1995-96)

Subdivision	Target group (5-10)	Teachers required*	Existing teachers	Addition requirem
Alipore	147907	2958	3398	-440
Baruipur	205905	4118	2662	1456
Canning	104879	2097	1343	754
Diamond Harbour	215484	4309	3885	424
Kakdwip	97966	1959	1935	24
Total	772141	15441	13223	2218

* To calculate the teacher requirement, the teacher/pupil ratio has been taken as 1:50.

1:50 → No = 19

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 are to be filled in within April 1996 as

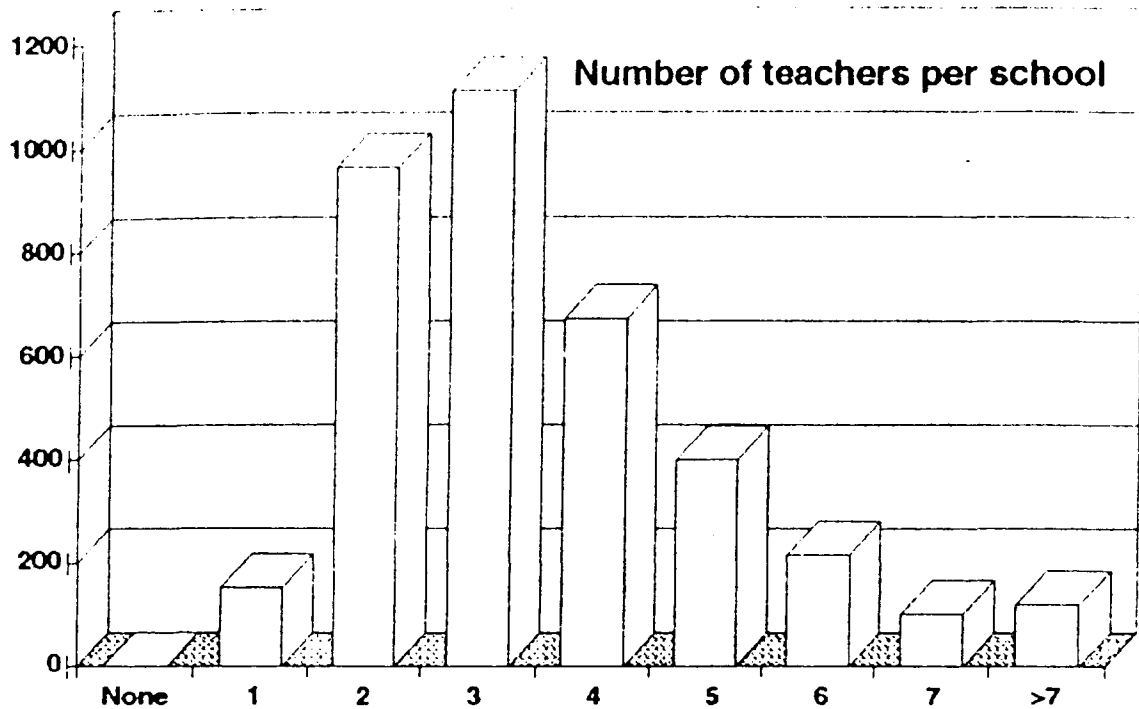


targeted and steps have already been taken. With this appointment the teacher-pupil ratio will stand at 1:46. In this connection, it has been decided that as recommended in the draft plan to maintain teacher pupil ratio at 1:50, the same is to be determined at 1:40 in the state norm to ensure MLL at least.

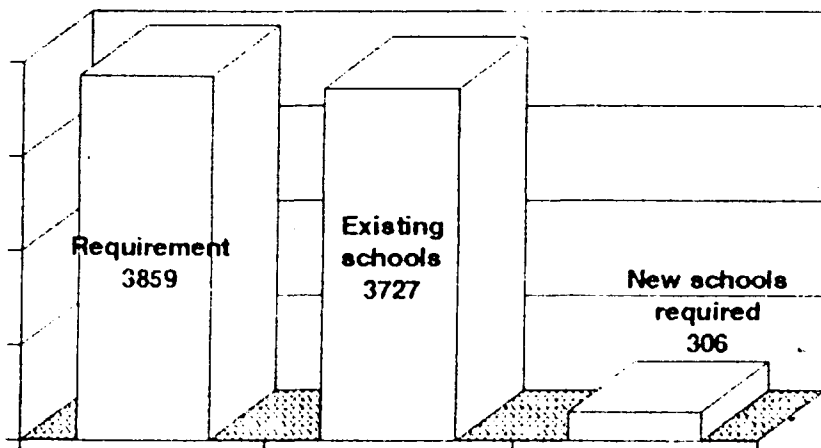
Another discrepancy that shows up in the district with regard to teacher availability is the haphazard deployment of teachers. While there is a full-fledged primary school with just one teacher, there is another school with as many as seven teachers. The following table shows there are 153 primary schools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

AVAILABILITY OF TEACHERS PER SCHOOL

Subdivision	Number of teachers										Total schools	Total teachers
	None	1	2	3	4	5	6	7	>7			
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	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 subdivison	
Thakurpukur/Maheshtala	1:2439
Budge Budge	1:3713
Maheshtala	1:3838
Pujali Notified Area	1:2684
Subdivision average	1:2307
Barulpur subdivison	
Baruipur	1:2210
Rajpur	1:3636
Subdivision average	1:1961
Canning subdivison	
Canning I	1:1851
Canning II	1:1996
Subdivision average	1:1646
Kakdwip subdivison	
Kakdwip	1:1397
Namkhana	1:1414
Subdivision average	1:1312
Diamond Harbour subdivison	
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
Barulpur	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

Language		Mathematics	
Boys	Girls	Boys	Girls
62.35	45.05	47.81	44.91

B

Occupation	Language	Mathematics
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.

District Primary Education Programme
Bankura

REVISED PLAN

January 1996

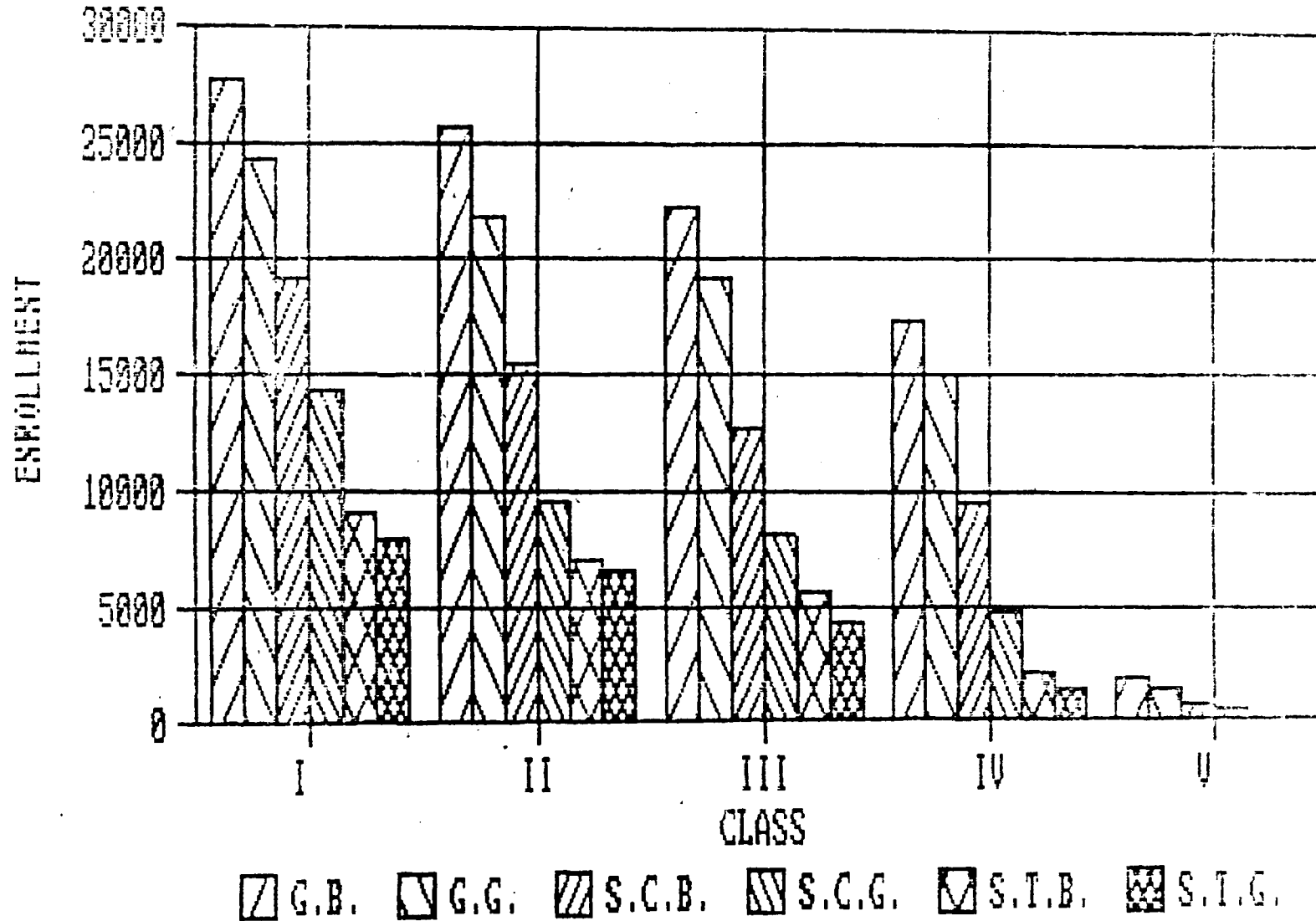
District Level Co-ordination Committee.

DPEP Bankura

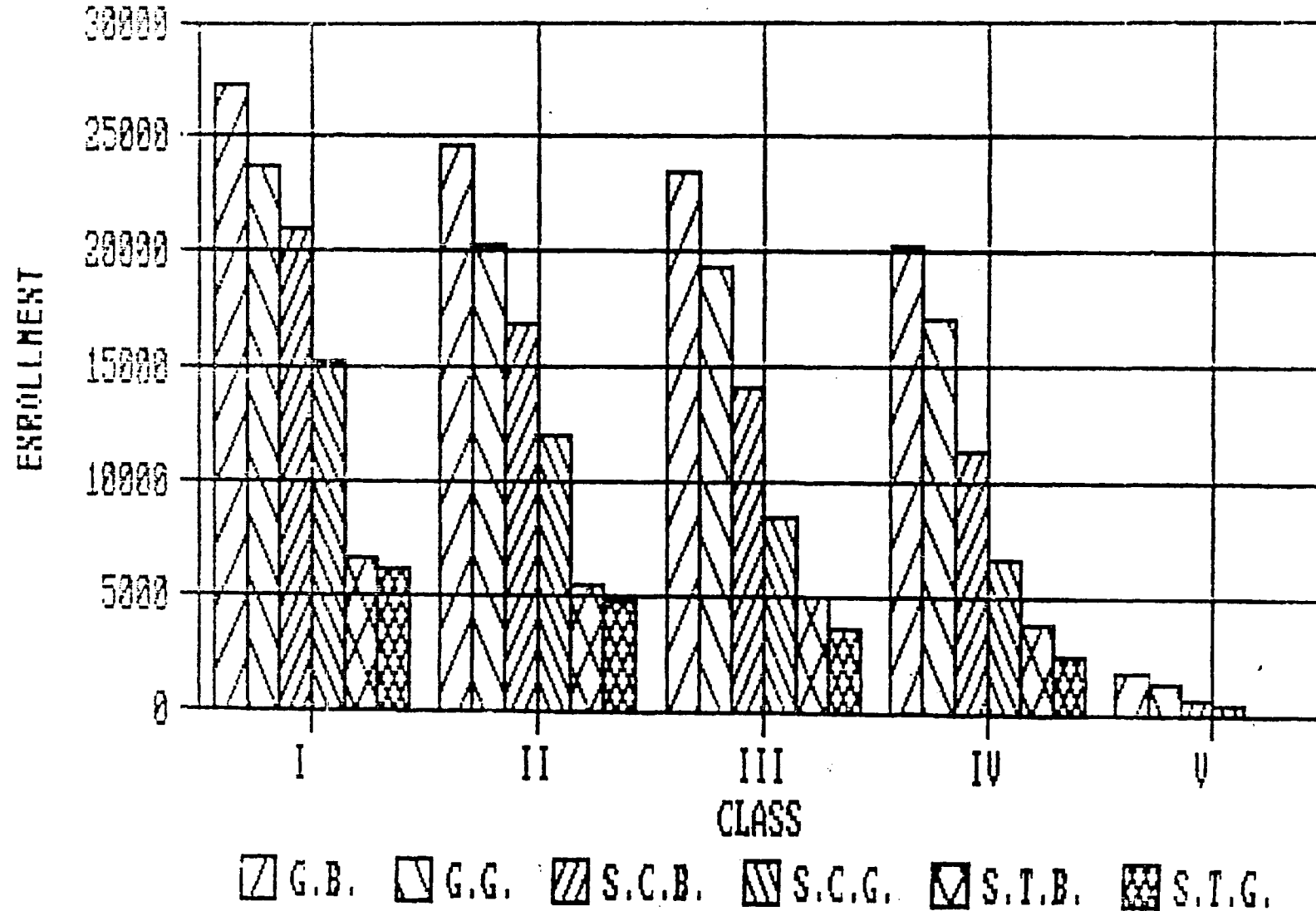
CHAPTER - I I

EXISTING SCENERIO OF DIST. PRY. EDN.

CLASSWISE ENROLLMENT OF SCHOOL GOING
CHILDREN AS ON 30.06.93



CLASSWISE ENROLLMENT OF SCHOOL GOING
CHILDREN AS ON 30.06.94.



CHAPTER-I I

EXISTING SCENERIO OF DIST. PRY. EDN.

Table I A

Classwise enrollment of Primary School going children as on 30.06.93

Class	General			S.C.			S.T.			Gross Total			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
I	27744	24369	52113	19265	14332	33597	9193	7912	17105	56202	46613	102815	Total of class
II	25749	21915	47664	15623	9679	25302	6974	6568	13542	48346	38162	86508	I to III 261768
III	22299	19066	41365	12797	8195	20992	5676	4412	10088	40772	31673	72445	
IV	17326	14955	32281	9526	4861	14387	2145	1312	3457	28997	21128	50125	
V	1801	1411	3212	758	403	1161	92	66	158	2651	1880	4531	
Total:	94919	81716	176635	57969	37470	95439	24080	20270	44350	176968	139456	316424	

Source : DI/S(P.E.), Bankura

Table I B

Classwise enrollment of Primary School going children as on 30.06.94

Class	General			S.C.			S.T.			Gross Total			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
I	27357	23821	51178	21097	15251	36348	6536	6174	12710	54990	45246	100236	1.Total of class
II	24714	20243	44957	16930	12010	28940	5580	4739	10319	47224	36992	84216	I to III: 258747
III	23419	19504	42923	14170	8479	22649	5013	3710	8723	42602	31693	74295	2.Up to class IV
IV	20270	17190	37460	11410	6560	17970	3938	2446	6384	35618	26196	61814	320561
V	1717	1389	3106	742	415	1161	100	60	160	2559	1868	4427	3.
Total:	97477	82147	179624	64349	42719	107068	21167	17129	38296	182993	141995	324988	Total of class II
													to IV : 220325

Source : DI/S(P.E.), Bankura

Table 1 C

Classwise enrollment of Primary School going children as on 30.06.95

Class	General			S.C.			S.T.			Gross Total			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
I	27557	24808	52365	20696	15816	36512	6542	6077	12619	54795	46701	101496	1.Total of class II to IV: 221408 2.Up to class V 268054
II	24548	20012	44560	18595	12748	31343	4032	4157	8189	47175	36917	84092	
III	22618	18196	40814	15418	10496	25914	4042	2692	6734	42078	31384	73462	
IV	21403	17507	38910	12570	6771	19341	3501	2102	5603	37474	26386	63854	
Pry.V	1506	1201	2707	659	392	1051	86	50	136	2251	1643	3894	
Total:	97632	81724	179356	67938	46223	114161	18203	15678	33281	183773	143025	326798	
Secn.V	17616	14611	32227	6781	2170	8951	1113	461	1574	25510	17242	42752	
Total:	115248	96335	211583	74719	48393	123112	19316	15539	34855	209283	160267	369550	

Source : DI/S(P.E.), Bankura

Table 2 A

Classwise Dropout percentage from Session 1993-94 to 1994-95

Class from	General			S.C.			S.T.			Gross Total			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
I to II	10.92	16.93	13.73	12.12	16.20	13.86	39.30	40.10	39.67	15.97	20.64	18.09	Average drop out upto class IV : 15.83%
II to III	9.05	11.00	9.94	9.30	12.40	10.49	28.12	43.51	35.59	11.88	16.95	14.12	
III to IV	9.10	9.84	9.44	10.84	19.95	14.40	30.62	44.56	36.72	12.64	17.29	14.67	

Source : DI/S(P.E.), Bankura

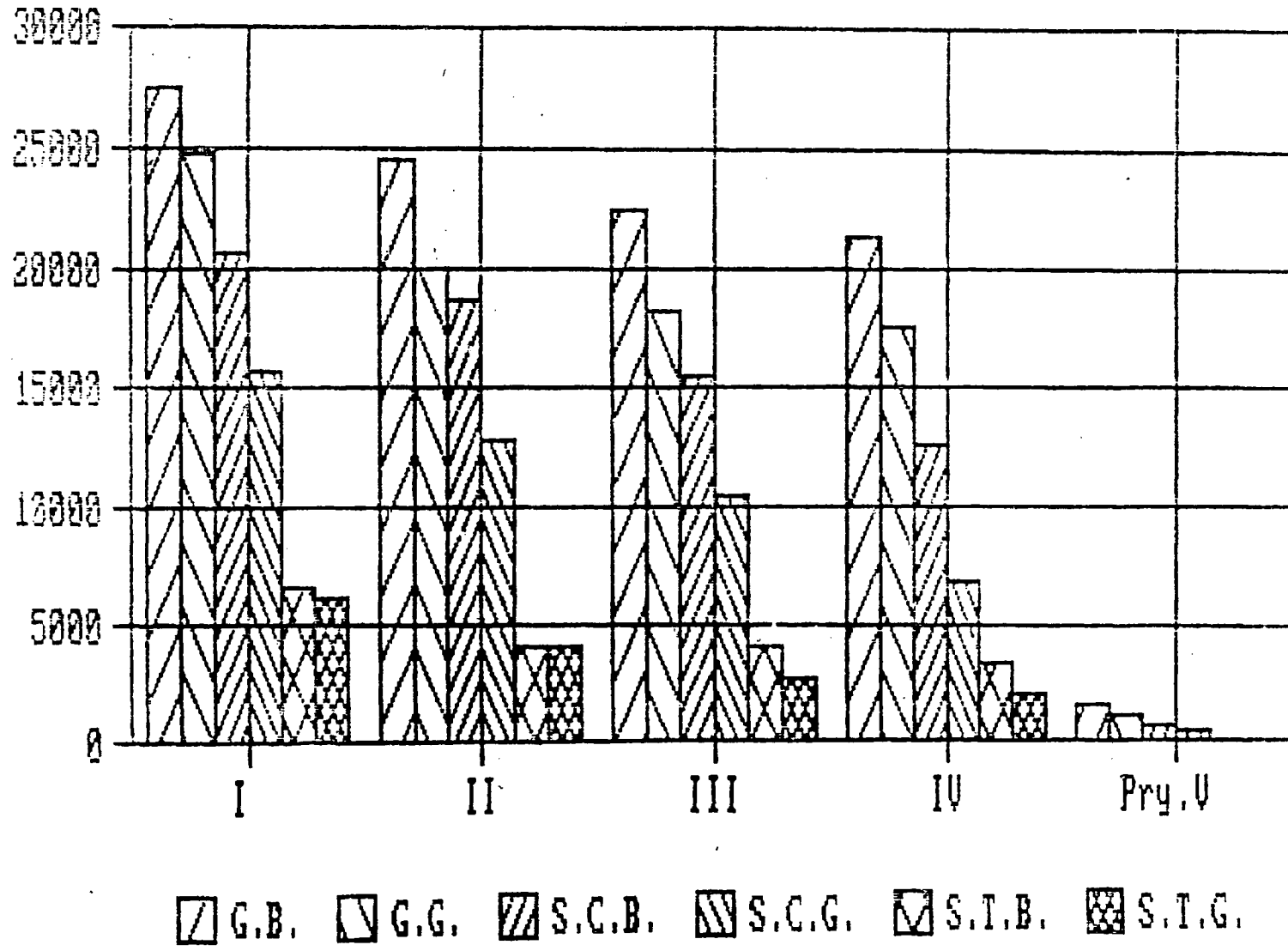
Table 2 B

Classwise Dropout percentage from Session 1994-95 to 1995-96

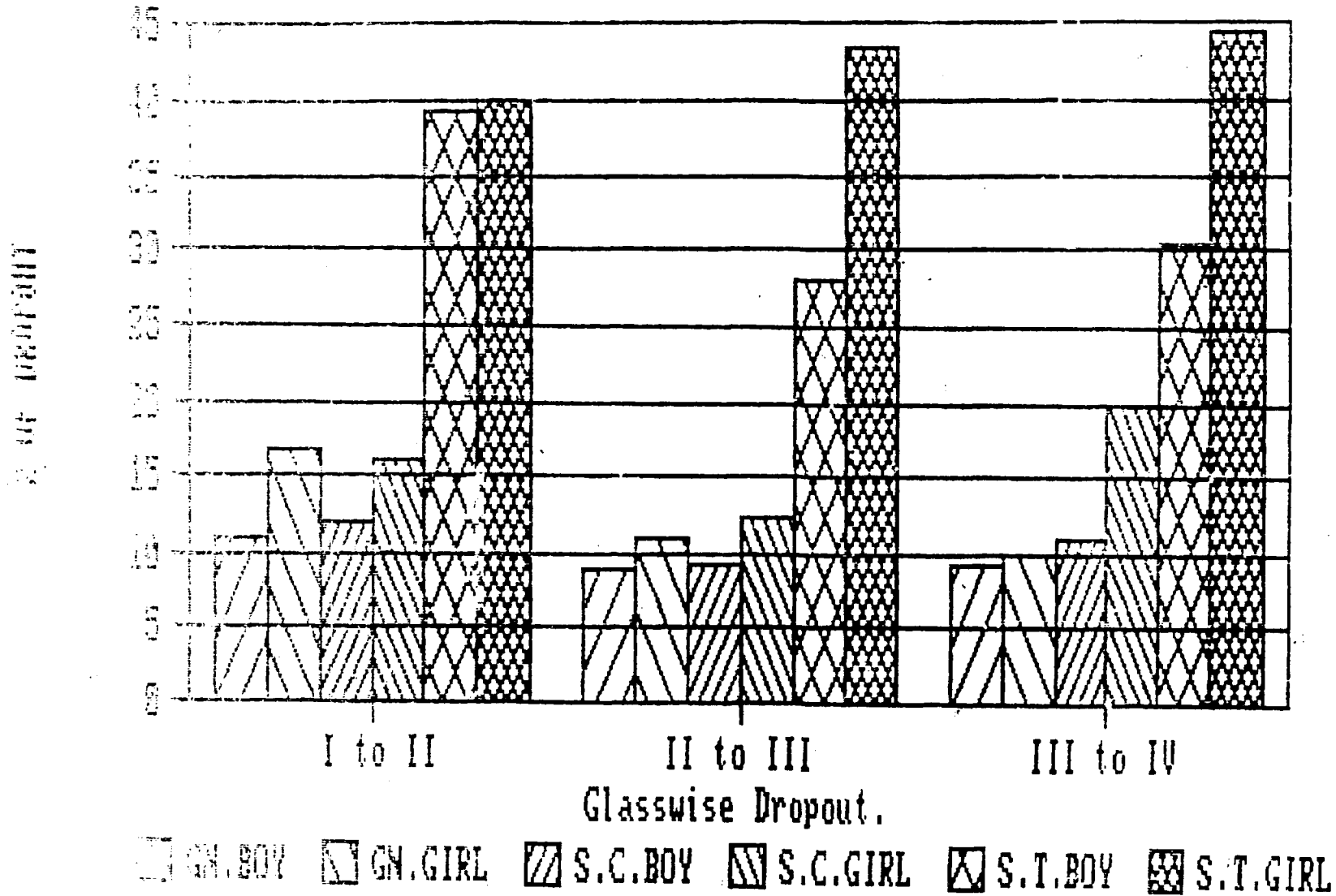
Class	General			S.C.			S.T.			Gross Total			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
I to II	10.27	16.00	12.93	11.85	16.41	13.77	38.31	32.67	35.57	14.21	18.41	16.11	Average drop out upto class IV : 14.43%
II to III	8.48	10.11	9.22	8.93	12.61	10.46	27.56	43.19	34.74	10.90	15.16	12.77	
III to IV	8.61	10.24	9.35	11.29	20.14	14.61	30.16	43.34	35.77	12.04	16.69	14.05	Average drop out upto class IV : 16.38%
IV to V	5.66	9.01	6.74	34.79	60.94	50.18	69.55	79.11	73.21	22.06	27.89	24.54	

Source : DI/S(P.E.), Bankura

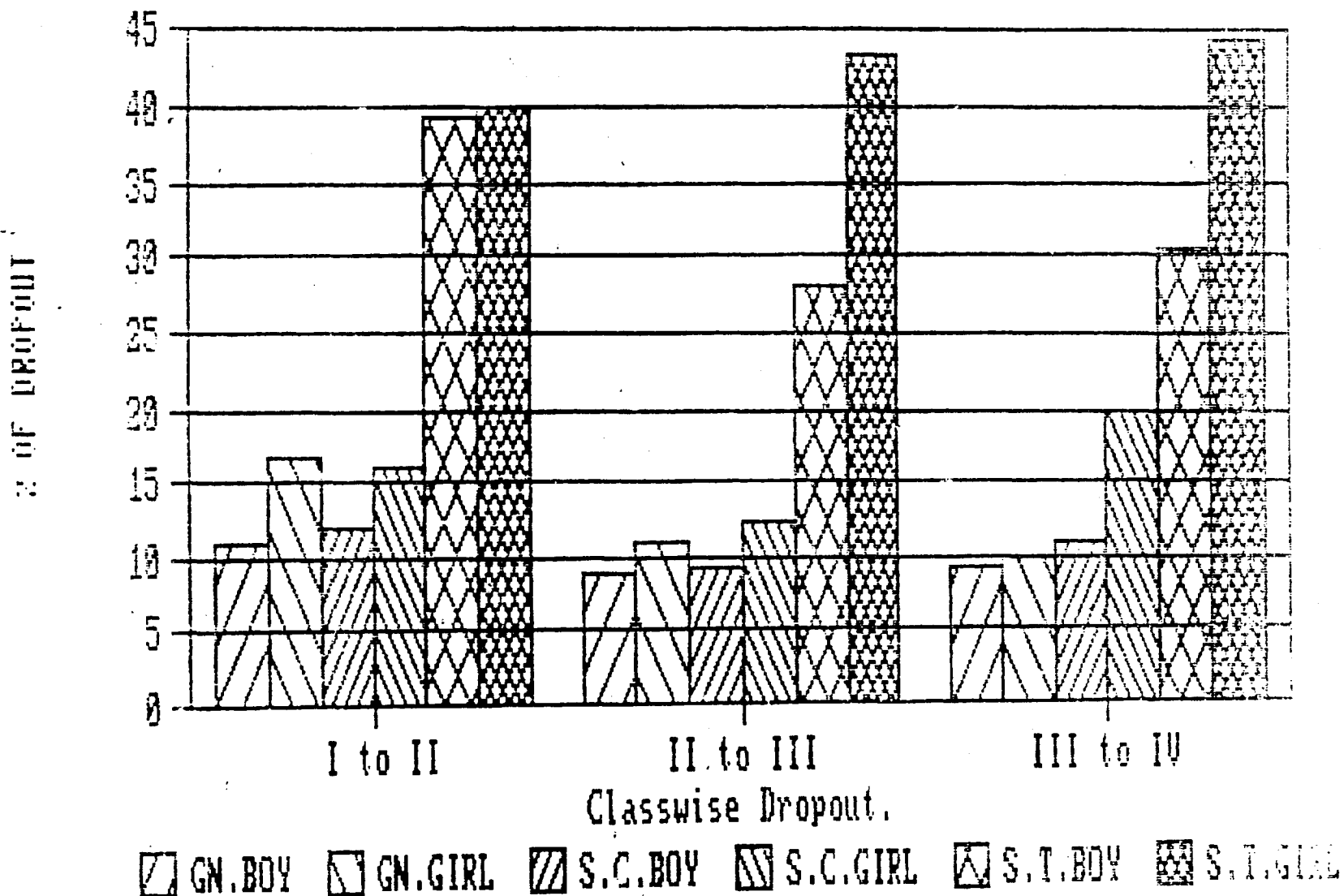
CLASSWISE ENROLLMENT OF SCHOOL GOING CHILDREN AS ON 30.06.95.



Dropout percentage of General, SC & ST
Boys & Girls from 1992-93 to 1993-94.



Dropout percentage of General, SC & ST
Boys & Girls from 1993-94 to 1994-95.



Dropout percentage of General, SC & ST
Boys & girls from 1993-94 to 1994-95.

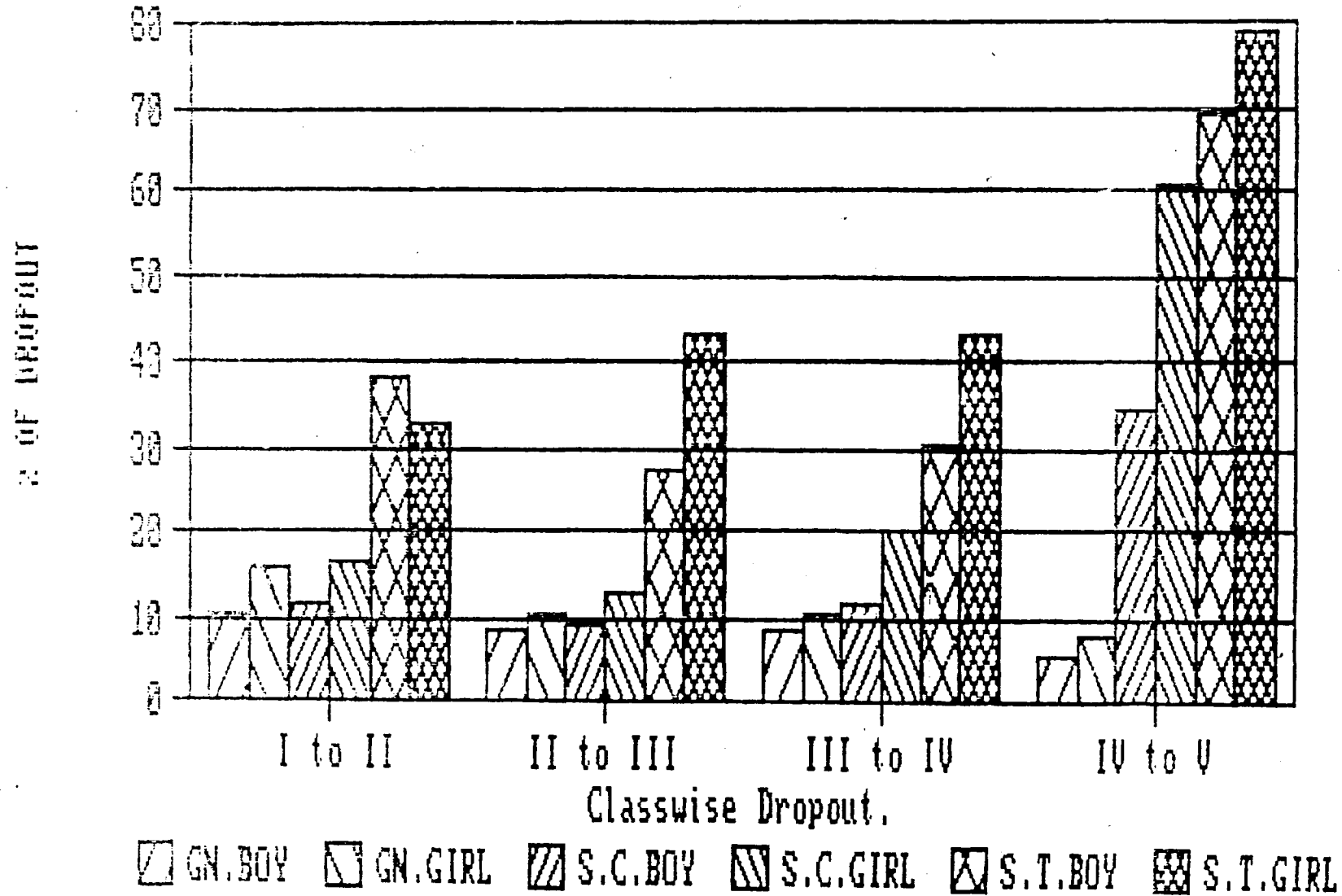


Table No : 3

Increase of enrollment on Population Growth

Year	Population	No of Children 5 to 10 Year of age Group (A)	Existing enrollment (B)	No of Under & Over aged Children (C)	No of School Going Children 5 to 10 Year of age Group (B-C)=D	Non Enrolled Children 5 to 10 Year of age Group (A-D)
1991	2805065	336608	283947	23173	260774	75834
1992	2866776	344013	309612	42550	267062	76951
1993	2929846	351582	316424	42374	274050	77532
1994	2994302	359316	324988	40743	284245	75071
1995	3060177	367221	326798	34328	292470	74751
1996	3127501	375300				
1997	3196306	383557				
1998	3266624	391995				
1999	3338490	400619				
2000	3411937	409432				

Source Chairman Bankura.

GER = 89.00 %

NER = 79.60 %

Table No : 4

Requirement of Teachers as per Total enrollment

Year	enrollment As per Conveson Factor	No of Teachers Required @ 1:40	Total Sanctioned Post	Requirment of Addi. Teacher
1991	336608	8415	9503	
1992	344013	8600	9503	
1993	351582	8790	9503	
1994	359316	8983	9503	
1995	367221	9181	9503	
1996	375300	9382	9503	
1997	383557	9589	9503	86
1998	391995	9800	9503	297
1999	400619	10015	9503	512
2000	409432	10235	9503	732

Source Chairman DPSC Bankura.

Table No.- 5
Statement of teachers in respect of Training Status as on 30.06.95

Category	General				SC				ST				TOTAL			
	M	F	T	%	M	F	T	%	M	F	T	%	M	F	T	%
Trained	5564	559	6123	82.8	567	35	602	79.73	303	26	329	72.31	6434	620	7054	81.97
Untrained	989	283	1272	17.2	136	17	153	20.27	109	17	126	27.69	1234	317	1551	18.03
Total	6553	842	7395	100	703	52	755	100	412	43	455	100	7668	937	8605	100

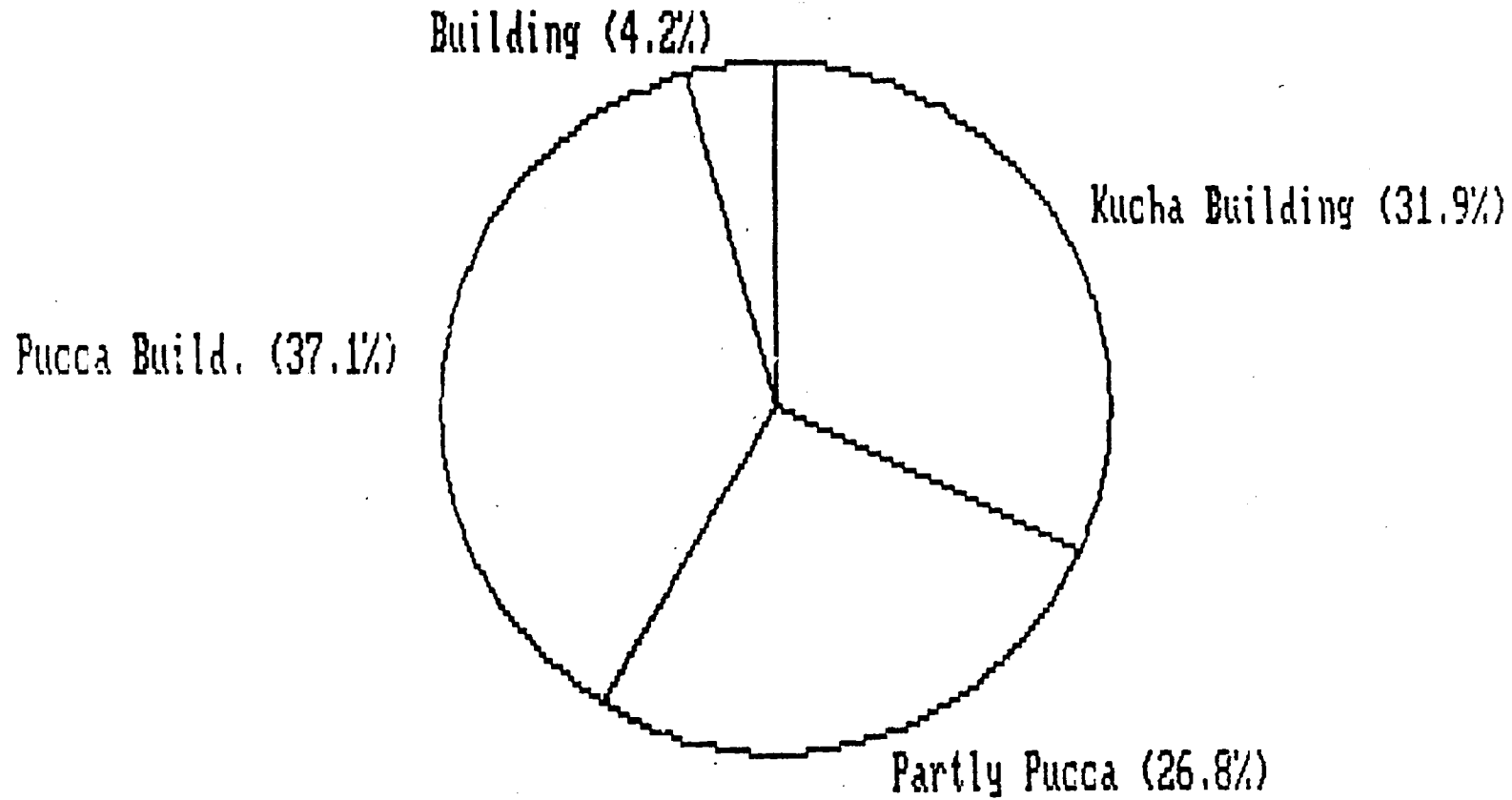
Source : DI/S(P.E.) Bankura.

Table No.- 6
Block & Municipality wise Distribution of Schools with Room Status.

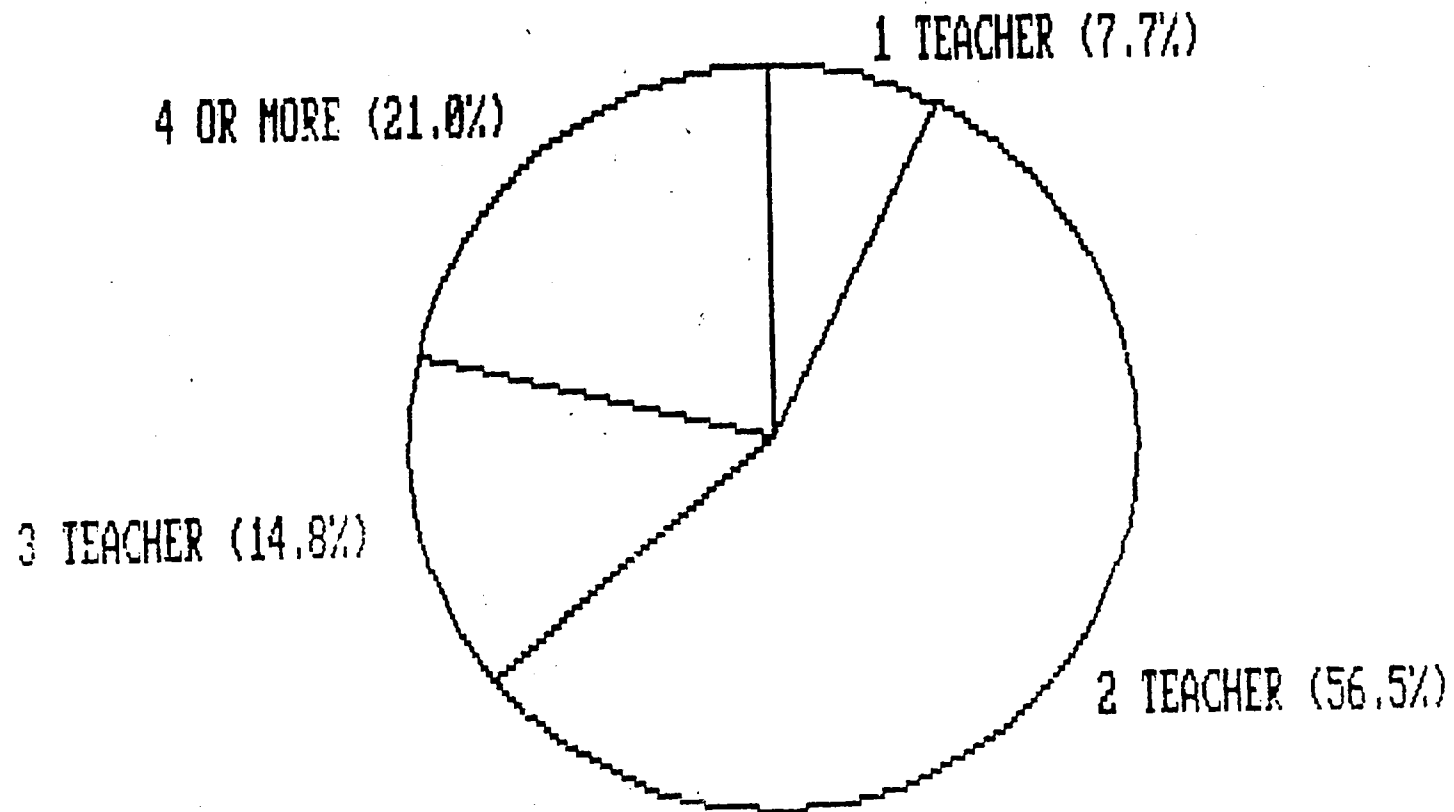
Srl. No.	Name of Block/Municipality	Total No. of Pry. Schools	Schools with				Remark
			NO ROOM	1 ROOM	2 ROOM	3 ROOM	
1.	Bankura -I	102	3	24	65	7	3
2.	Bankura -II	118	7	3	52	40	16
3.	Onda	238	12	24	161	34	7
4.	Chhatna	234	8	25	159	27	15
5.	Saltora	115	3	24	77	5	6
6.	Mejhia	69	2	7	49	3	8
7.	Gangajal Ghati	158	4	15	96	35	8
8.	Barjora	184	16	16	105	32	15
9.	Bankura Municipality	82	4	4	40	24	10
10.	Bishnupur	146	4	25	98	11	8
11.	Joypur	152	1	25	95	19	12
12.	Kotulpur	155	0	25	94	18	18
13.	Indus	136	2	19	66	31	18
14.	Patrasayer	135	4	18	90	20	3
15.	Sonamukhi	148	8	25	98	11	6
16.	Bishnupur Muni.	30	1	4	14	6	5
17.	Sonamukhi Muni.	28	2	3	11	10	2
18.	Khatra -I	113	8	13	76	9	7
19.	Khatra-II	87	5	2	72	8	0
20.	Ranibandh	151	15	27	95	11	3
21.	Raipur -I	149	7	24	85	16	15
22.	Raipur -II	153	3	25	102	15	8
23.	Simlapal	167	13	25	117	12	0
24.	Taldangra.	160	3	16	109	23	9
25.	Indpur	162	7	30	95	20	10
Total :		3372	142	448	2121	449	212

Source : DI/S(PE), Bankura.

BLOCK & MUNICIPALITYWISE DISTRIBUTION
OF PRY. SCHOOLS WITH BUILDING STATUS



BLOCK & MUNICIPALITYWISE DISTRIBUTION
OF PRY. SCHOOL WITH TEACHER STATUS



BLOCK & MUNICIPALITY DISTRIBUTION OF
SCHOOLS WITH ROOM STATUS

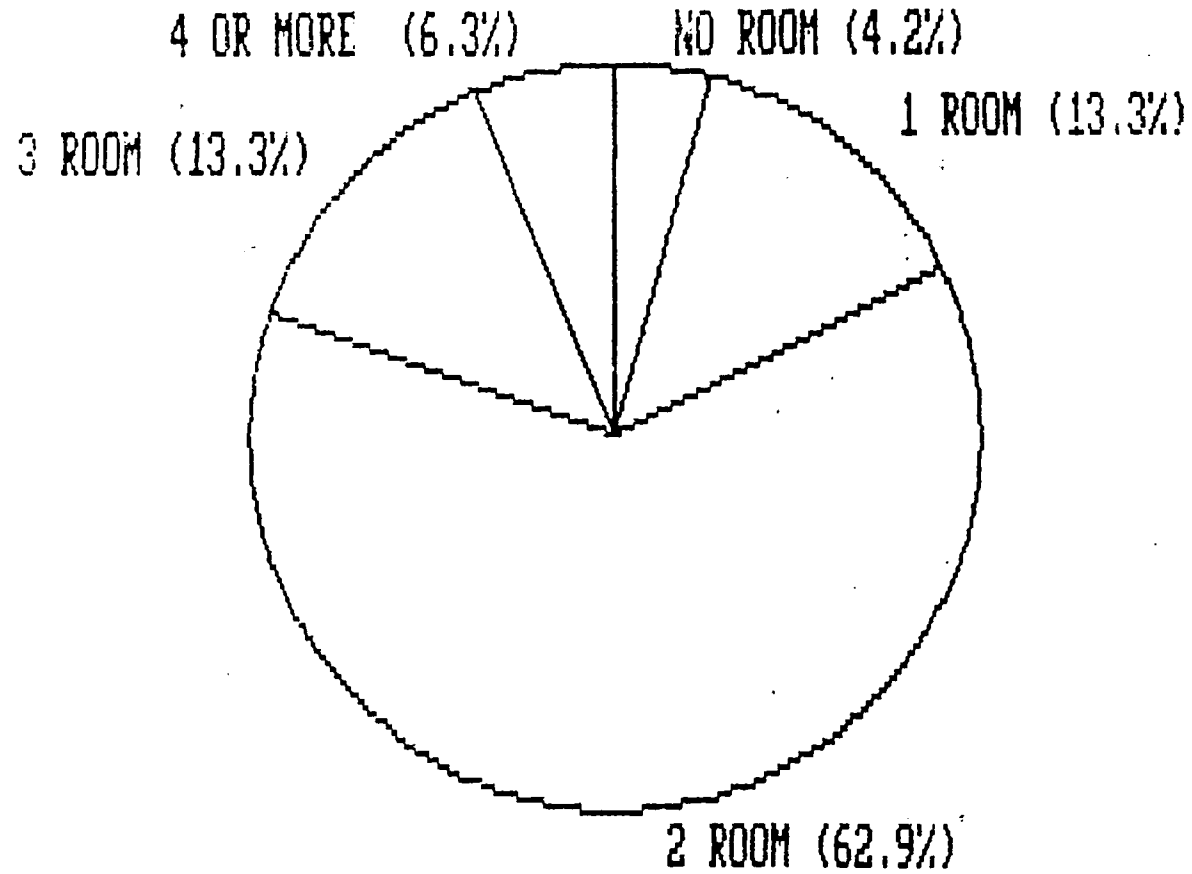


Table No.- 7

Block & Municipality wise Distribution of Schools with Teacher Status.

Srl. No.	Name of Block/Municipality	Total No. of Pry. Teacher in position	Schools with				Remark
			Total No of Pry.tec.	1 Teacher	2 Teacher	3 Teacher	
1.	Bankura -I	259	102	4	56	23	19
2.	Bankura -II	304	118	14	56	23	25
3.	Onda	675	238	10	104	68	56
4.	Chhatna	516	234	17	154	49	14
5.	Saltora	241	115	16	71	18	10
6.	Mejhia	149	69	8	38	16	7
7.	Gangajal Ghati	381	158	9	92	30	27
8.	Barjora	438	184	22	102	36	24
9.	Bankura Municipality	320	82	2	13	28	39
10.	Bishnupur	352	146	12	76	36	22
11.	Joypur	443	152	6	60	40	46
12.	Kotulpur	457	155	8	52	51	44
13.	Indus	383	136	6	50	44	36
14.	Patrasayer	374	135	5	57	34	39
15.	Sonamukhi	387	148	9	75	43	21
16.	Bishnupur Muni.	103	30	0	2	7	21
17.	Sonamukhi Muni.	104	28	0	0	2	26
18.	Khatra -I	268	113	4	63	35	11
19.	Khatra-II	171	87	7	67	8	5
20.	Ranibandh	306	151	17	104	25	5
21.	Raipur -I	344	149	12	89	32	16
22.	Raipur -II	395	153	9	60	58	26
23.	Simlapal	405	137	7	82	55	23
24.	Taldangra.	416	160	13	82	33	32
25.	Indpur	414	162	11	73	47	31
Total :		8605	3372	228	1678	841	625

Source : DI/S(PE), Bankura.

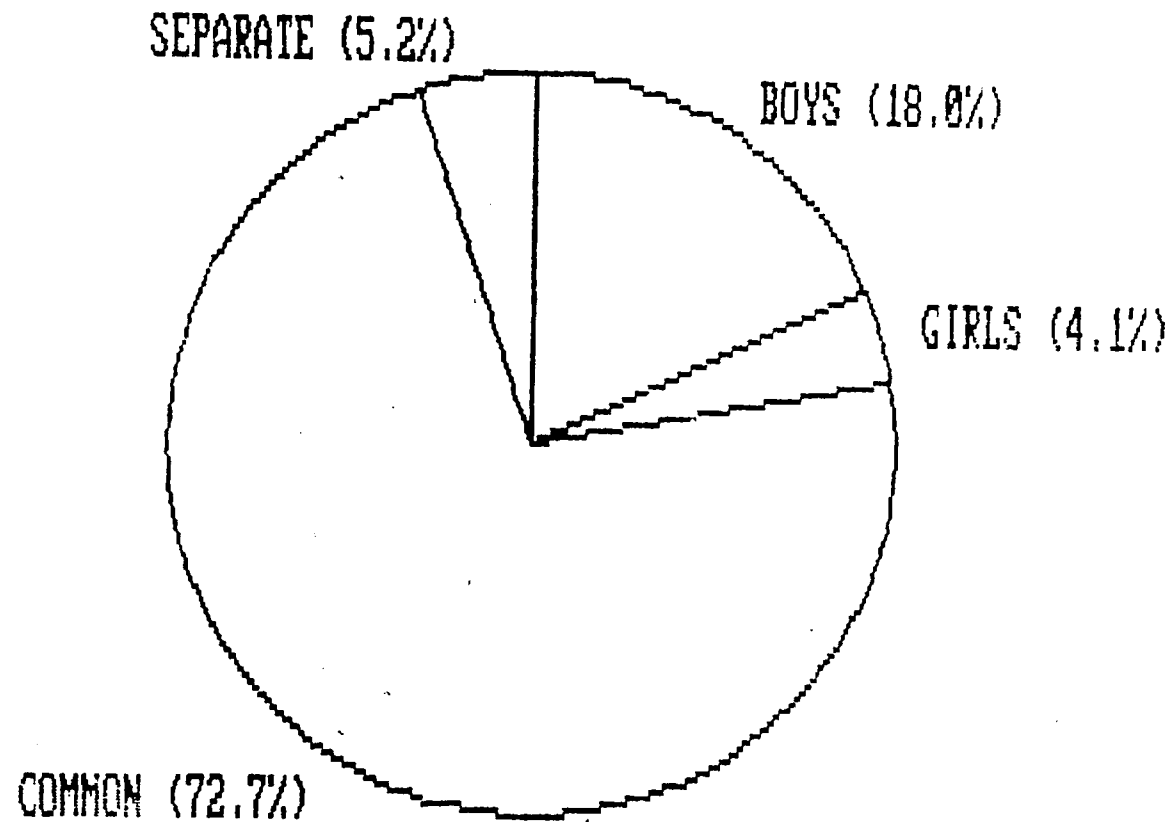
Table No.- 8

Physical Status of Lavatory with Requirements.

Srl. No.	Name of Block/Municipality	No. of Schools with Lavatory (Direct)				Requirement of Lavatory	No. of Schools with lavatory facility(indirect)	No. of Schools
		B	G	Common	Separate			
1.	Bankura -I							102
2.	Bankura -II			1				118
3.	Onda			14	5			238
4.	Chhatna			6				234
5.	Saltora			32				115
6.	Mejhia			12				69
7.	Gangajal Ghati		1	13				158
8.	Barjora	11.	2	6				184
9.	Bankura Municipality	.		9				82
10.	Bishnupur			20				146
11.	Joypur			24				152
12.	Kotulpur			7				155
13.	Indus			39				136
14.	Patrasayer	3		40				135
15.	Sonamukhi			22				148
16.	Bishnupur Muni.	1	1	7	2			30
17.	Sonamukhi Muni.			7	3			28
18.	Khatra -I			6				113
19.	Khatra-II							87
20.	Ranibandh			2				151
21.	Raipur -I	50	7	5				149
22.	Raipur -II	1	1		2			153
23.	Simlapal							167
24.	Taldangra.	4	4	10	8			160
25.	Indpur							162
Total :		70	16	282	20			3372

Source : DI/S(PE), Bankura.

PHYSICAL STATUS OF LAVATORY WITH
REQUIRMENTS



PHYSICAL STATUS OF DRINKING WATER FACILITY WITH REQUIREMENTS

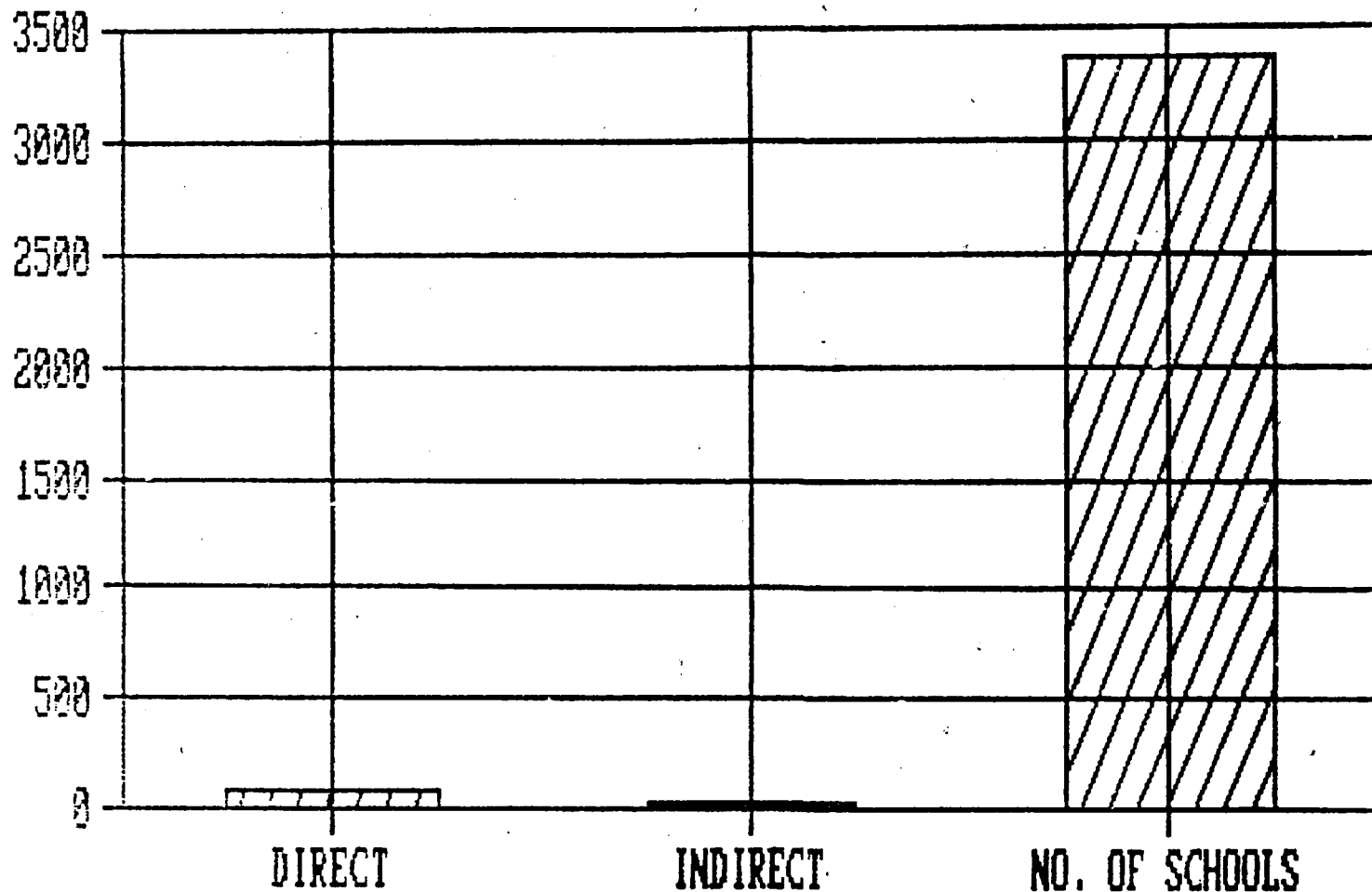


Table No.- 9

Physical Status of Drinking Water Facility with Requirement

Srl. No.	Name of Block/Municipality	No. of Schools With D/W facility		Requirement of D/W Facility	No. of Schools
		Direct	Indirect		
1.	Bankura -I	80	20		102
2.	Bankura -II	41	62		118
3.	Onda	142	70		238
4.	Chhatna	64	108		234
5.	Saltora	50	61		115
6.	Mejhia	23	39		69
7.	Gangajal Ghati	78	62		158
8.	Barjora	113	41		184
9.	Bankura Municipality	6	52		82
10.	Bishnupur	49	60		146
11.	Joypur	78	53		152
12.	Kotulpur	95	33		155
13.	Indus	19	67		136
14.	Patrasayer	92	21		135
15.	Sonamukhi	102	28		148
16.	Bishnupur Muni.	30			30
17.	Sonamukhi Muni.	28			28
18.	Khatra -I	80	9		113
19.	Khatra-II	63	11		87
20.	Ranibandh	33	68		151
21.	Raipur -I	65	62		149
22.	Raipur -II	46	62		153
23.	Simlapal	105	43		167
24.	Taldangra.	61	73		160
25.	Indpur	31	102		162
Total :		1574	1207		3372

Source : DI/S(PE), Bankura.

Table No. 10

Block and Municipalities distribution of Pry. school with building status.

Building status

Sl. No.	Block/ Municipality	No. of School	Kucha building	Partly pucca	Pucca building	Building
1.	Bankura I	102	47	23	29	03
2.	Bankura II	118	50	19	42	07
3.	Onda	238	109	52	65	12
4.	Chhatna	234	99	71	56	08
5.	Saltora	115	51	28	33	03
6.	Majia	69	23	18	26	02
7.	Gongajalghati	158	80	17	57	04
8.	Borjora	184	41	56	71	16
9.	Bankura Municipality	82	02	02	74	04
10.	Bishnupur	146	24	28	90	04
11.	Joypur	152	28	25	98	01
12.	Kotulpur	155	33	34	88	
13.	Indas	136	29	47	58	02
14.	Partrasayer	135	27	37	67	04
15.	Sonamukhi	148	37	34	69	08
16.	Bishnupur Municipality	30	3	7	19	01
17.	Sonamukhi Municipality	28	3	11	12	02
18.	Khatra I	113	29	47	29	08
19.	Khatra II	87	24	33	25	05
20.	Ranibandh	151	47	34	55	15
21.	Raipur I	149	42	85	15	07
22.	Raipur II	153	65	45	40	03
23.	simlapal	167	78	49	27	13
24.	Taldangra	160	56	48	53	03
25.	Indpur	162	49	54	52	07
Total :		3372	1076	904	1250	142

Source D.I./S(PE)

**STATEMENT SHOWING BLOCK AND MUNICIPALITY WISE ICDS CENTRES,
PERSONNELS FOR TRAINING AND NO OF APEC, PREPEC**

Sub Div.	Sr.Name of Block/ No.Municipality	No of G.P./ Word Per EP-2 instruc- tor-1	No of ICDS centre	No of pre pry edn. Instru.	No of APEC Instruct.	G.P. Members	P.S. Members	Women Org. leader	Comm. leader	Non Ednl. G.O. super. members	Ednl. G.O. super.	Total
Bankura	1 Bankura Municipality	23		46	46	420	30	21	6	6	7	582
	2 Bankura -I Block	6	87		12	120	30	6	6	6	4	271
	3 Bankura -II Block	7			14	140	30	7	6	6	4	249
	4 Onda Block	15	193	14	30	300	30	15	6	6	6	558
	5 Chhatna Block	13	227		26	260	30	13	6	6	6	574
	6 Saltora Block	8	149		16	160	30	8	6	6	4	379
	7 Mejia Block	5	74		10	100	30	5	6	6	4	235
	8 B. Bhati Block	10	150		20	200	30	10	6	6	5	427
	9 Barjora Block	11		22	22	220	30	11	6	6	5	322
Total :		98	880	82	196	1920	270	96	54	54	45	3597
Bishnupur	1 Bishnupur Municipal.	20		40	40	340	30	17	6	6	6	485
	2 Sonaukhi do	15		30	30	240	30	12	6	6	5	359
	3 Bishnupur Block	9		18	18	180	30	9	6	6	4	271
	4 Joypur do	10	124		20	200	30	10	6	6	4	400
	5 Kotulpur do	8		16	16	160	30	8	6	6	4	246
	6 Indus do	10	135		20	200	30	10	6	6	4	411
	7 Patrasayer do	10	100		20	200	30	10	6	6	4	376
	8 Sonaukhi do	9	123		18	180	30	9	6	6	4	378
Total :		91	482	104	182	1700	240	85	48	48	35	2924

Sub Div.	Sr.Name of Block/ No.Municipality	No of G.P./ Word	No of ICDS centre	No of pre pry edn. Instru.	No of APEC Instruct.	G.P. Members	P.S. Members	Women Org.	Comm. leader	Non G.D. super. members	Ednl.	Total
	1 Khatra-I	7	122		14	140	30	7	6	6	4	329
	2 Khatra-II	5		10	10	100	30	5	6	6	4	171
	3 Ranibandh	8	166		16	160	30	8	6	6	4	386
Khatra	4 Raipur-I	8	100		16	160	30	8	6	6	4	332
	5 Raipur-II	8		16	16	160	30	8	6	6	4	278
	6 Sialapat	7		14	14	140	30	7	6	6	4	221
	7 Taldangra	9		18	18	180	30	9	6	6	4	271
	8 Indpur	7	124		14	140	30	7	6	6	4	331
Total :		59	512	174	354	1180	240	59	48	48	32	2295

TOTAL: 8816

Note :-i) Where there is no ICDS there Pre-Pry Edn. centres @ 2 per B.P/Ward.

ii) In all G.P./Ward APEC @ 2 in number.

iii) For each centre 1 instructors.

iv) G.P. Members 20 for each G.P.

v) P.S. members 30 for each P.S.

vi) Women org. one for each G.P./Ward

vii) Comm. leaders and N.G.O members 6 for each P.S.

DISTRICT PRIMARY EDUCATION PROGRAMME

COOCH BEHAR

REVISED PLAN

JANUARY, 1996

**DISTRICT LEVEL COORDINATION COMMITTEE
COOCH BEHAR, WEST BENGAL**

CHAPTER - III

A focus and projection
on the District's
Primary Education Scenario

CLASSWISE ENROLMENT OF PRIMARY CHILDREN (1995)

	General		SC		ST		Total
	Boys	Girls	Boys	Girls	Boys	Girls	
Class - I	26633	25787	27510	23613	713	226	1,04,522
Class - II	20017	15813	14558	11203	314	201	62,106
Class - III	14483	13638	11623	9125	189	123	49,181
Class - IV	12790	10323	9212	7560	151	102	40,138
Class - V	9626	6123	6520	4251	82	61	26,663
Grand Total							2,82,610

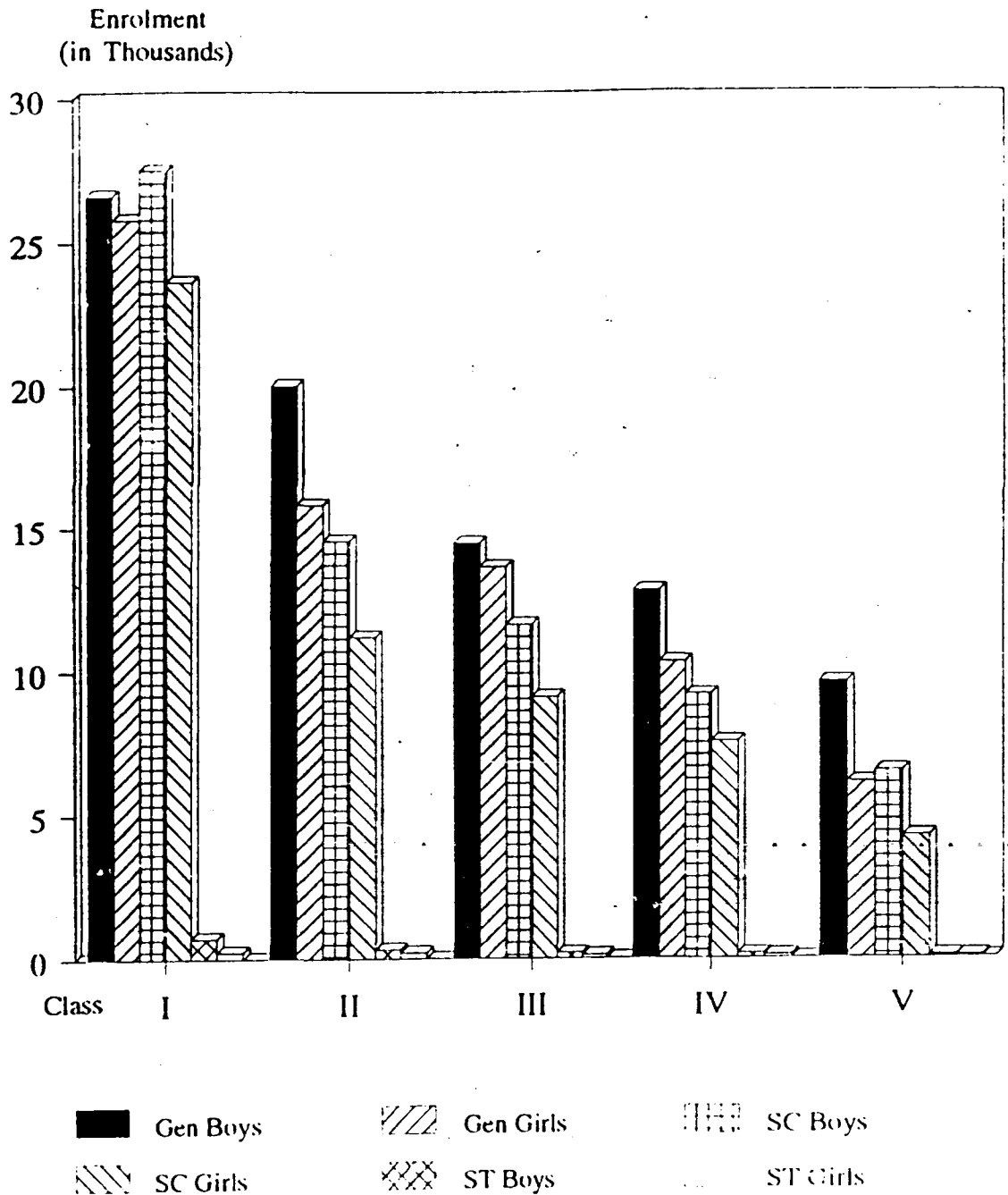
Source : D. I. Cooch Behar, 1995

TRAINING STATUS OF THE TEACHERS

	General				SC				ST				Total Existing Teacher	Total Trained (%)
	M	F	T	%	M	F	T	%	M	F	T	%		
Trained	1862	465	2327	41.96	1182	93	1275	22.99	17	10	27	0.49	5545	3629 (65.45)
Untrained	975	370	1345	24.25	470	83	553	9.97	12	6	18	0.32	5545	1916 (34.55)

M : Male F : Female T : Total

Classwise Enrolment of Primary Children (1995)

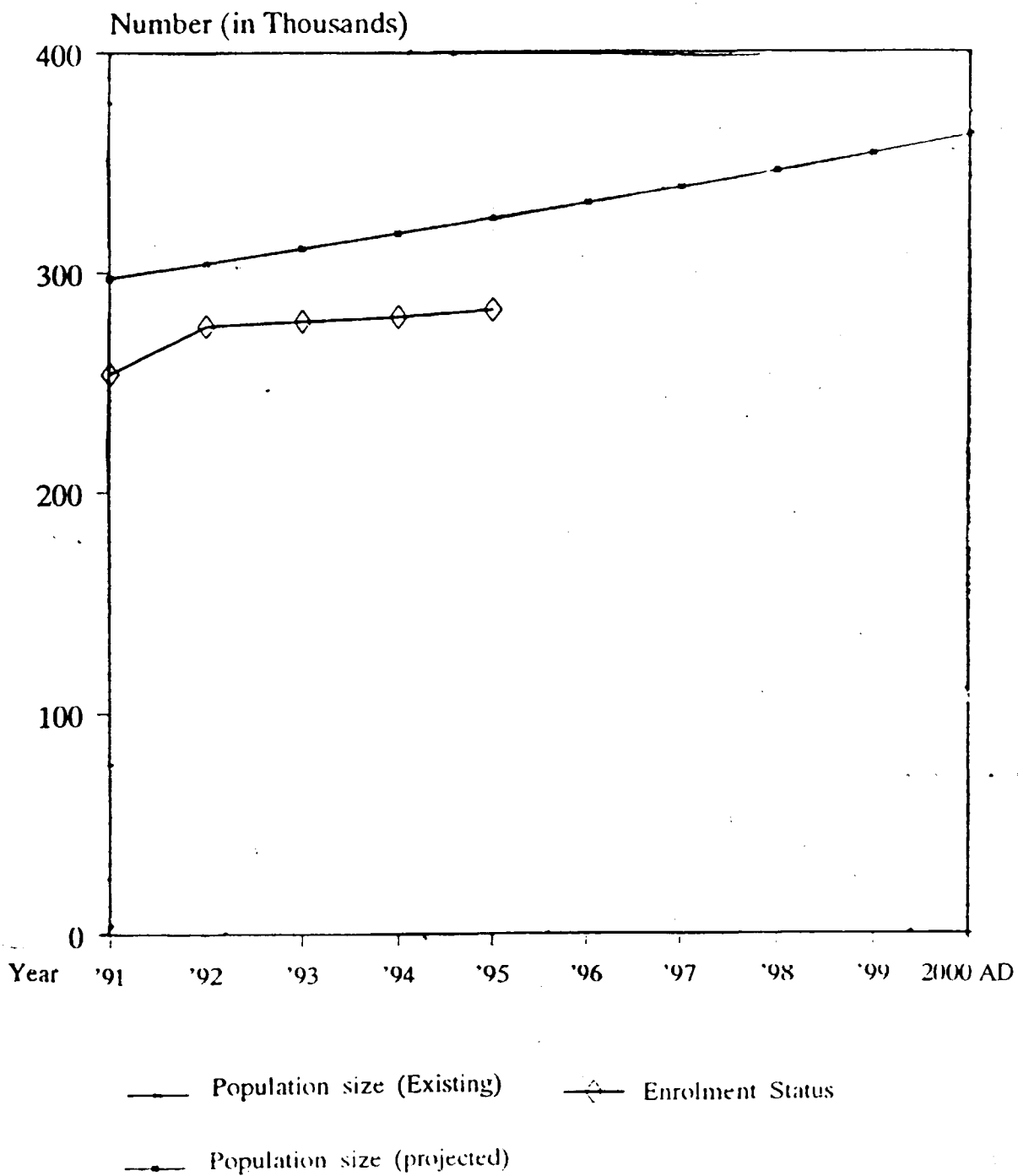


**FOCUS AND PROJECTION ON EXISTING STATUS
AND
FUTURE REQUIREMENT : 5-10 AGE GROUP, ENROLMENT AND TEACHERS**

Year	Population (Growth rate 2.2 per cent/ Annum)	Population Size (5-10 yrs.) (conversion factor)	Enrolment Status (1991-1995)	Balance of Non-enrolled children (5-10 yrs. age group)	Requirement of teacher on existing enrolment (40:1) C 40	Existing Teachers (number)	Increased Requirement of present and onwarrrds.
	(a)	(b)	(c)	(d)	(e)	(f)	(g)
1991	21,72,145	2,97,446	2,54,156	43290	6354		
1992	22,18,910	3,03,990	2,75,472	28518	6887		
1993	22,67,726	3,10,678	2,77,628	33050	6941		
1994	23,17,615	3,17,513	2,79,525	37988	6988		
1995	23,68,602	3,24,498	2,82,610	41888	7065	6041	1024
Total Requirement of teachers in case total enrolment (projected)							
1996	24,20,711	3,31,637	—		8290		2249
1997	24,73,966	3,38,933	—		8473		2432
1998	25,28,393	3,46,389	—		8659		2618
1999	25,84,017	3,54,010	—		8850		2809
2000	26,40,865	3,61,798	—		9044		3003

In between 1995 to 2000 DPEP will appoint, (as proposed) 1190 teachers only.

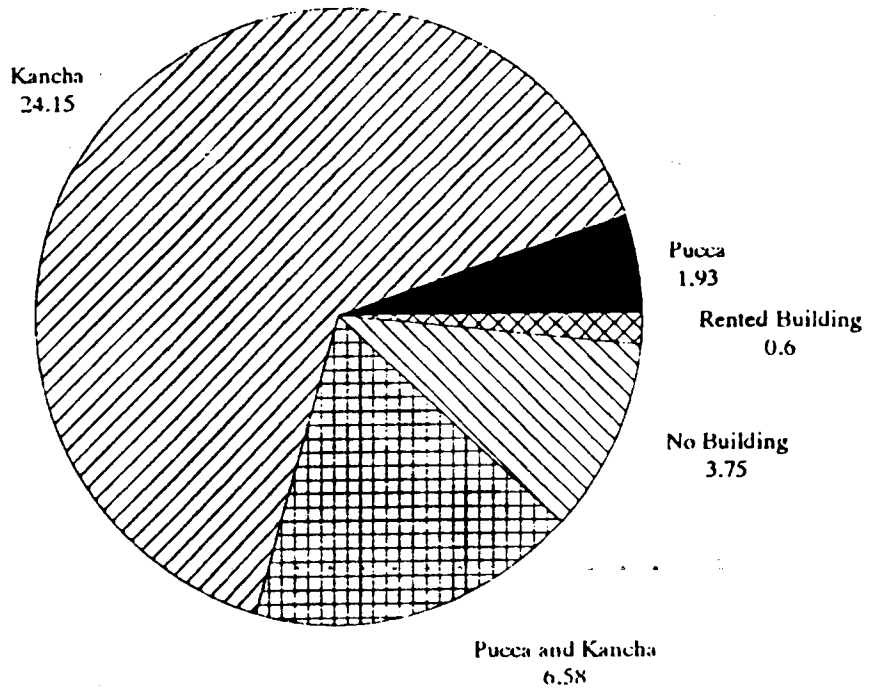
Comparison of Population size and Enrolment Status of Age-group 5-10 yrs.



EXISTING PHYSICAL STATUS : SCHOOL/BUILDING

Sl. No.	Name of Block	Own building	Rented building	No. building	Pucca building	Pucca Kancha	Kancha building
1.	Cooch Behar-I	163	2	20	2	138	23
2.	Cooch Behar-II	241	-	6	4	152	85
3.	Dinhata-I	188	3	11	4	151	33
4.	Dinhata-II	141	-	3	4	123	14
5.	Mathabhanga-I	138	-	4	2	111	25
6.	Mathabhanga-II	137	-	4	3	103	31
7.	Sitai	55	-	3	-	35	20
8.	Sitalkuchi	105	-	1	1	71	33
9.	Mekhliganj	104	5	5	2	83	19
10.	Haldibari	84	-	5	2	41	41
11.	Tufanganj-I	153	-	1	4	102	47
12.	Tufanganj-II	123	-	1	5	77	41
	Total	1632	10	64	33	1187	412

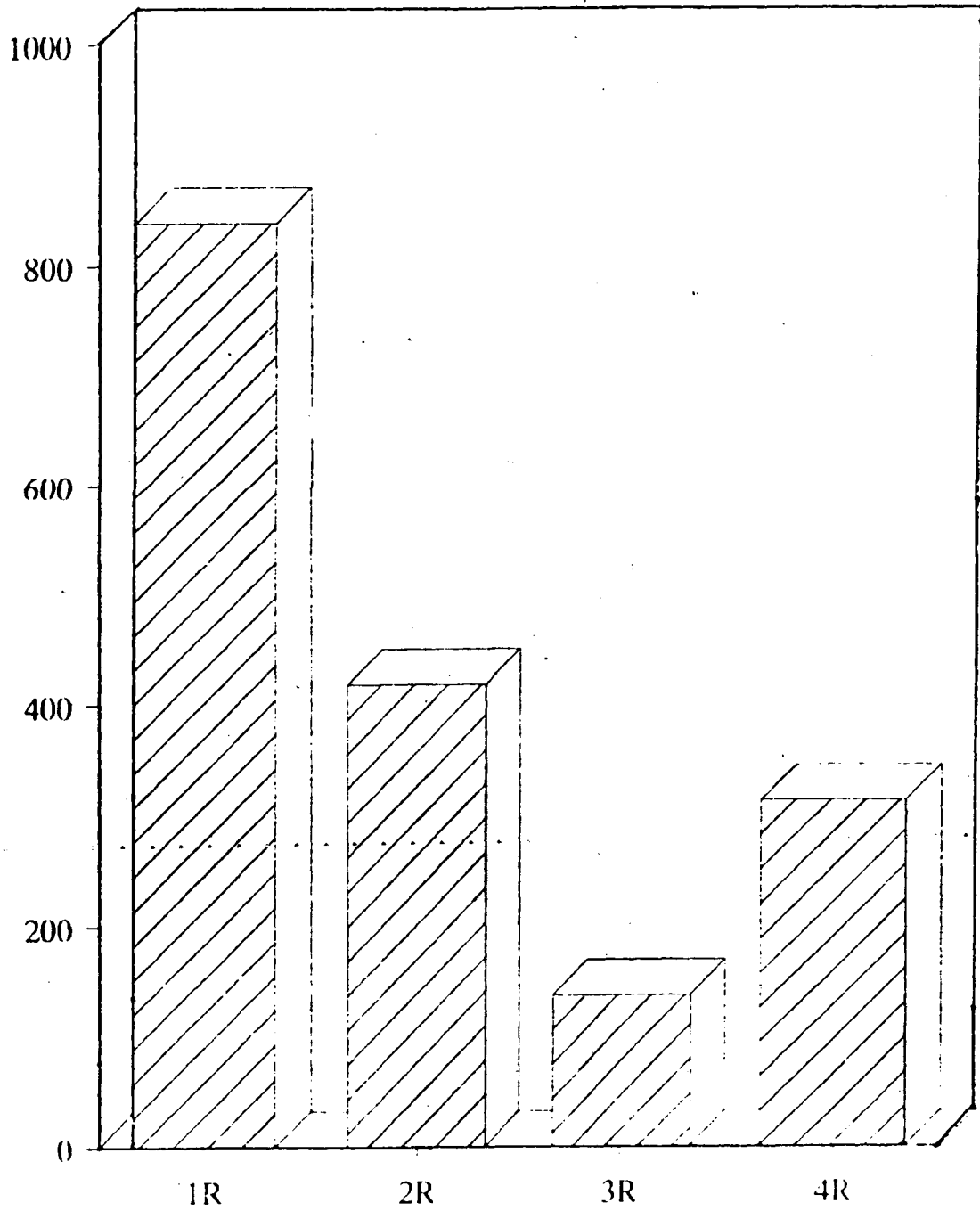
STATUS OF SCHOOL BUILDING STRUCTURE
(in percent)



BLOCKWISE DISTRIBUTION OF SCHOOLS WITH ROOM-STATUS AND REQUIREMENT

Sl. No.	Blocks	Total No. of Schools	Schools with 1 Room	Schools with 2 Rooms	Schools with 3 Rooms	Schools with 4 Rooms	Requirement (To transform all school into 4-Rooms structure)
		(1)	(2)	(3)	(4)	(5)	(6)
1.	COB-I	185	81	19	20	65	301
2.	COB-II	247	99	55	18	75	425
3.	Dinhata-I	202	66	59	16	61	322
4.	Dinhata-II	144	69	51	14	10	317
5.	Mathabanga-I	142	67	51	14	10	217
6.	Mathabanga-II	141	60	58	12	11	308
7.	Sitai	58	41	12	4	7	151
8.	Sitalkuchi	106	81	17	7	1	284
9.	Mekliganj	114	87	12	2	13	287
10.	Haldibari	89	66	09	01	13	217
11.	Tufanganj-I	154	53	50	16	35	275
12.	Tufanganj-II	124	68	25	13	18	267
	Total	1706	838	418	137	313	3487

ROOM STATUS OF PRIMARY SCHOOLS



(R = Rooms)

PHYSICAL STATUS WITH REQUIREMENTS : LAVATORY

Sl. No.	Block	With Lavatory (L)	Without Lavatory (WL)	Requirement (Nos.)
1.	Cooch Behar-I	5	180	180
2.	Cooch Behar-II	7	240	240
3.	Dinhata-I	14	188	188
4.	Dinhata-II	3	141	141
5.	Mathabhanga-I	5	137	137
6.	Mathabhanga-II	2	139	139
7.	Sitai	-	58	58
8.	Sitalkuchi	5	101	101
9.	Mekliganj	2	112	112
10.	Haldibari	1	88	88
11.	Tufanganj-I	33	121	121
12.	Tufanganj-II	11	113	113
	Total :	88	1618	1618

PHYSICAL STATUS WITH REQUIREMENT : DRINKING WATER FACILITY

Sl. No.	Name of Block	School with D/W facility	School without D/W facility	Requirement (Nos.)
1.	Cooch Behar-I	21	164	164
2.	Cooch Behar-II	45	202	202
3.	Dinhata-I	91	111	111
4.	Dinhata-II	64	80	80
5.	Mathabhanga-I	39	103	103
6.	Mathabhanga-II	35	107	107
7.	Sitai	19	39	39
8.	Sitalkuchi	51	55	55
9.	Mekliganj	33	81	81
10.	Haldibari	45	44	44
11.	Tufanganj-I	136	18	18
12.	Tufanganj-II	102	22	22
	Total :	661	1025	1025

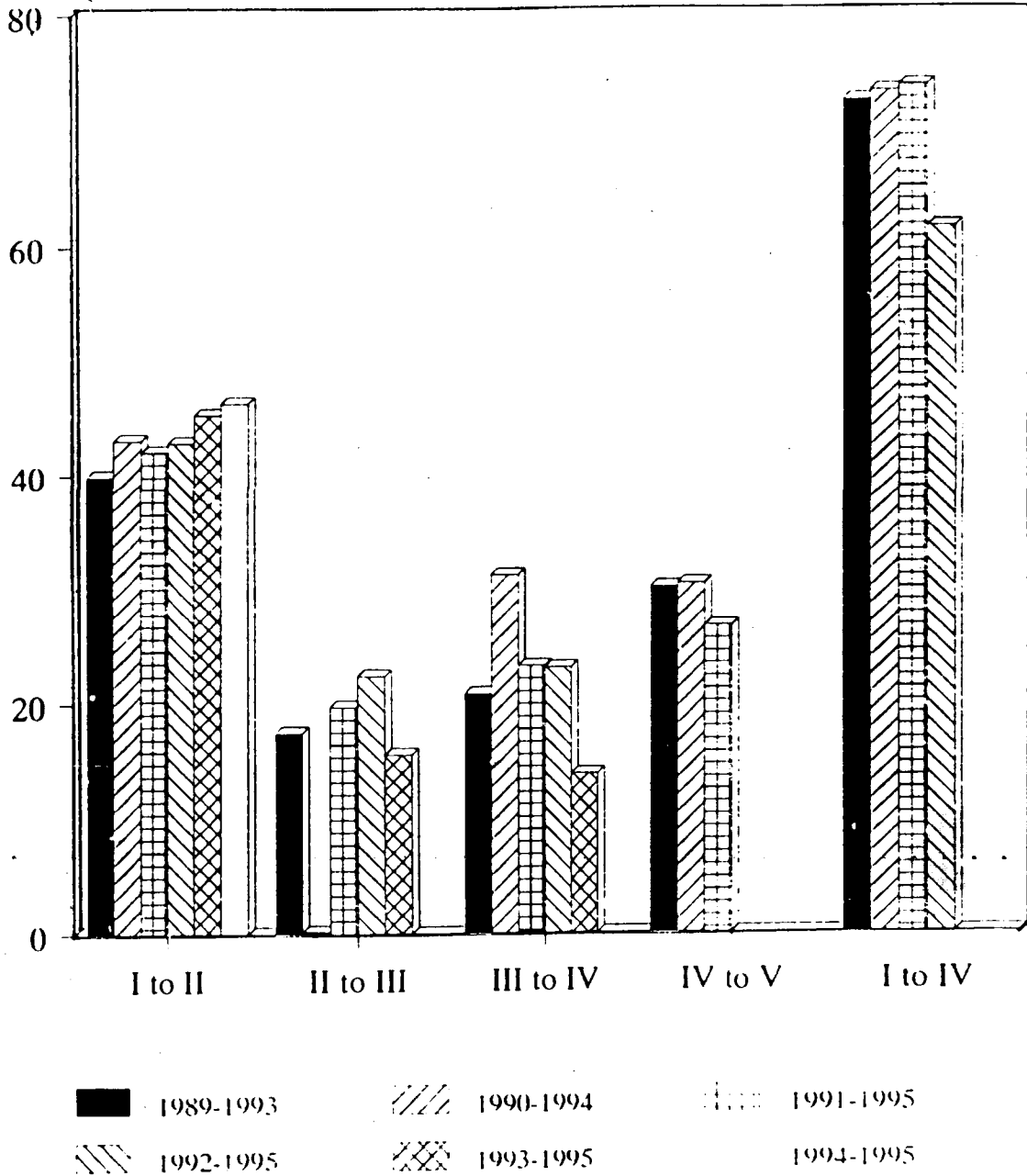
CLASSWISE LEVEL OF DROPOUT (IN PER CENT) IN DIFFERENT SPAN OF YEARS.

Span	I to II	II to III	III to IV	IV to V	I to IV	Enl. I – Enl. IV Enl. I
1989-1993	39.92	17.44	20.80	30.10		72.50
1990-1994	43.10	0.18	31.20	30.40		73.30
1991-1995	42.06	19.70	23.05	26.69		73.78
				Mean : 29.06		
1992-1995	42.85	22.35	13.45	—		61.55
					Mean : 70.18	
1993-1995	45.30	15.53	13.80			
		Mean : 15.04	Mean : 20.46			
1994-1995	46.30	—	—	—		—
	Mean : 43.25					

Classwise Level of Drop-out in Different Span of Years

(in percent)

(Percent)



OBSERVATION ON CLASSWISE DROPOUT LEVEL

- (i) Dropout is the highest from class I to class II (43.25 per cent)
- (ii) Dropout has been reduced from class II to class III (15.04 per cent)
- (iii) Dropout has again been increased from class III to class IV (20.46 per cent)
- (iv) Dropout has further been increased from class IV to class V (29.06 per cent)
- (v) Total dropout from class I to class IV (70.18 per cent)

THE LEVEL OF DROP-OUT (I-IV) : BLOCK ; COOCH BEHAR-I

Span	General		SC		ST		Minority	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1990-1993	66.12	69.96	66.10	68.26	88.37	73.33	62.87	62.84
1991-1994	58.02	60.16	55.49	51.45	40.00	33.33	49.24	50.71

37

Observations :

- (i) Decline of dropout rate has been a common occurrence in 1991-94 over 1990-93.
- (ii) Lower rate of dropout is observable in minority group.
- (iii) In case of ST Girls, substantial abrupt and interim increase in enrolment is conspicuous.
- (iv) No significant difference in dropout level is observable in between general and SC children.

THE LEVEL OF DROP-OUT (I-IV) : BLOCK ; COOCH BEHAR-II

Span	General		SC		ST		Minority	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1990-1993	63.98	65.50	63.59	69.01	78.49	80.46	58.39	54.48
1991-1994	60.68	63.57	61.33	67.93	37.88	68.97	49.00	49.74

38

Observations :

- (i) Reduction of Dropout rate has been a common occurrence in 1991-94 span over 1990-93.
- (ii) Lower rate of dropout is observable in minority group. The decline in dropout level is marked in the same group.
- (iii) The change of dropout level is negative and drastic in ST community.
- (iv) No significant difference in dropout level is observable in between general and SC community.

THE LEVEL OF DROP-OUT (I-IV) : BLOCK ; DHINHATA-I

Span	General		SC		ST		Minority	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1990-1993	67.59	66.85	68.64	69.93	69.23	72.97	66.33	66.20
1991-1994	53.25	61.67	60.04	63.12	—	—	0.11	17.31

39

Observations :

- (i) Decline of dropout level has been a common occurrence.
- (ii) No significant difference in regard to level of dropout has been found amongst different classification.
- (iii) The decline in the level of dropout in 1991-1994 has been to a good extent and it's quite substantive in minority group.

THE LEVEL OF DROP-OUT (I-IV) : BLOCK ; DINHATA-II

Span	General		SC		ST		Minority	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1990-1993	72.08	75.09	71.08	74.14	93.55	100	71.99	72.53
1991-1994	65.11	68.59	65.40	73.22	40.00	35.71	75.08	69.85

40

Observations :

- (i) A drastic and substantial increase in the enrolment level and its subsequent sustenance has been an observable phenomenon and further observation is suggestive of.
- (ii) SC girls are sustaining almost the same level of dropout in 1991-1994 span as it was in 1990-1993.
- (iii) In general, there is moderate to high decline in the dropout level has been observable.

THE LEVEL OF DROP-OUT (I-IV) : BLOCK ; SITAI

Span	General		SC		ST		Minority	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1990-1993	64.65	72.31	61.33	72.25	100	100	68.49	69.71
1991-1994	59.31	66.11	59.24	67.13	—	—	59.81	64.98

41

Observations :

- (i) The level of dropout has been declined to a fair extent in each classification.
- (ii) No. significant difference in levels of dropout has been observable in between SC and general classification.
- (iii) The dropout aspect for ST boys & girls demands further investigation.

THE LEVEL OF DROP-OUT (I-IV) : BLOCK ; MATHABANGA-I

Span	General		SC		ST		Minority	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1990-1993	66.75	71.59	67.54	72.19	81.82	74.36	69.15	65.64
1991-1994	65.39	69.57	67.61	72.37	96.30	81.48	5.10	23.62

42

Observations :

- (i) In general and SC categories, the girl children have been subjected to dropout than the boys.
- (ii) The decline in the level of dropout both for the boys and girls are significant in minority but for ST community it has been scaled up.
- (iii) Barring minority, in no case, the dropout level is below 65 per cent for the 1991-94 span.

THE LEVEL OF DROP-OUT (I-IV) : BLOCK ; MATHABHANGA-II

Span	General		SC		ST		Minority	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1990-1993	63.22	68.03	61.63	70.45	80.95	93.85	69.66	74.62
1991-1994	53.64	54.42	55.84	58.16	68.00	72.50	58.17	69.53

43

Observations :

- (i) The decline of dropout level in 1991-94 span is significant.
- (ii) Excepts in ST and minority girls, in all other cases, the dropout level has been dwindled below 60 per cent.
- (iii) No significant difference in regard to level of dropout has been envisaged in between general and SC classification.

THE LEVEL OF DROP-OUT (I-IV) : BLOCK ; SITALKUCHI

Span	General		SC		ST		Minority	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1990-1993	64.36	66.99	65.62	64.09	—	—	65.63	65.95
1991-1994	14.23	20.27	6.77	24.22	—	—	24.05	21.88

44

Observations :

- (i) A Substantial decline in the level of dropout in 1991–1994 over 1990-1993 span.
- (ii) The highest decline in dropout level has been for SC boys and followed by general boys.
- (iii) No. significant difference in regard to dropout level has been observable amongst all classification.

**THE LEVEL OF DROP-OUT (I-IV) : BLOCK ; TUFANGANJ
(TUFANGANJ—I & II TAKEN TOGETHER)**

Span	General		SC		ST		Minority	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1990-1993	61.45	66.95	61.46	68.34	44.19	55.00	67.21	73.31
1991-1994	60.37	66.86	57.23	62.12	56.52	70.21	54.01	52.82

Observations :

- (i) Barring the general boys and girls and the ST girls, in other cases the level of dropout is below 60 per cent.
- (ii) No. significant difference in dropout level in between general & SC classification is observable.
- (iii) For ST classification, the dropout level has escalated.

THE LEVEL OF DROP-OUT (I-IV) : BLOCK ; MEKLIANJ

Span	General		SC		ST		Minority	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1990-1993	68.27	71.73	68.03	74.22	90.00	64.29	72.10	74.22
1991-1994	66.39	74.72	66.15	76.22	90.91	54.55	70.00	74.05

45

Observations :

- (i) An insignificant decline in dropout level has been observable.
- (ii) All classifications have shown almost same level of dropout.
- (iii) The girls as a whole have been subject to a dropout occurrence to a level beyond 70 per cent.

THE LEVEL OF DROP-OUT (I-IV) : BLOCK ; HALDIBARI

Span	General		SC		ST		Minority	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1990-1993	66.91	75.80	65.43	77.14	—	—	69.46	70.90
1991-1994	66.50	71.64	65.34	72.18	—	—	45.06	50.00

47

Observations :

- (i) A significant decline in dropout both for boys and girls in minority.
- (ii) A little decline in dropout level from 1990-1993 span to 1991-1994 span
- (iii) In all classifications, girls have been subject to an alarming level of dropout which runs beyond 70 per cent.

ENROLMENT & GENDER DIFFERENCES

CLASSWISE ENROLMENT OF PRIMARY CHILDREN & GENDER DIFFERENCES ($\pm d$)

	GENERAL			SC			ST		
	Boys	Girls	$\pm d$ (%)	Boys	Girls	$\pm d$ (%)	Boys	Girls	$\pm d$ (%)
Class-I	26633	25787	-845 (3.18)	27510	23613	-3897 (14.165)	713	226	-487 (68.3)
Class-II	20017	15813	-4204 (21.00)	14558	11203	-3355 (23.04)	314	201	-113 (35.98)
Class-III	14483	13638	-845 (5.83)	11623	9125	-2498 (21.49)	189	123	-66 (34.92)
Class-IV	12790	10323	-2467 (19.288)	9212	7560	-1652 (17.93)	151	102	-49 (32.45)
Class-V	9626	6123	-3503 (36.39)	6520	4251	-2269 (34.80)	82	61	-21 (25.61)

**IDENTIFICATION OF GAPS : GENDER DIFFERENCES IN REGARD TO LEVEL OF
DROP-OUT (1991-1994)**

Name of the Block	General			SC			ST			Minority		
	Boys	Girls	±d(%)	Boys	Girls	± d(%)	Boys	Girls	± d(%)	Boys	Girls	± d(%)
Cooch Behar - I	66.12	69.10	+2.88	66.10	68.26	+2.16	88.37	73.33	-15.04	49.24	50.71	+1.47
Cooch Behar - II	60.68	63.57	+2.89	61.33	67.93	+6.60	37.85	68.97	+30.09	49.00	49.74	+0.74
Dinhata - I	53.25	61.67	+8.42	60.04	63.12	+3.08	—	—	—	—	—	—
Dinhata - II	65.11	68.59	+3.48	65.40	73.22	+7.82	40.00	35.71	+4.29	-75.09	-69.85	—
Mathabhanga - I	65.11	69.57	+3.18	67.61	72.37	+4.76	96.30	81.48	-14.82	—	—	—
Mathabhanga - II	53.64	54.42	+0.78	55.94	58.16	+2.22	68.00	72.50	+4.50	58.17	69.53	+11.36
Tufanganj	60.37	66.86	+6.49	57.23	62.12	+4.89	56.52	70.21	+13.69	54.01	52.82	-1.19
Sitai	59.31	66.11	+6.8	59.24	67.13	+7.89	—	—	—	59.81	64.98	+5.17
Sitalkuchi	14.23	20.27	+6.04	6.77	24.22	+17.45	—	—	—	24.05	21.88	-2.17
Haldibari	66.50	71.64	+5.14	65.34	72.18	+6.84	—	—	—	45.06	50.00	+4.99
Mekhliganj	66.39	74.72	+8.33	66.14	75.22	+10.07	90.91	54.55	-36.36	70.00	74.05	+4.05
Mean (M)	57.36	62.41	+4.95	57.38	64.08	+6.71	68.28	65.25	13.14	51.17	54.21	+4.62
										-22.07		-1.68



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DOC, No.

Date:

D-9591

21-7-97

**GOVERNMENT OF INDIA AND ODA APPRAISAL MISSION
DPEP WEST BENGAL**

APPRAISAL REPORT

1. DPEP in the Context of Education for All
 - a. GOI efforts
 - b. External financing
 - c. National Components of Program

2. Primary Education in West Bengal
 - a. Status of Primary Education
 - b. Policies, Objectives and Priorities of Government of West Bengal
 - c. WBPEP to DPEP
 - d. Issues:
 - Access and Coverage
 - Learning Achievement
 - Teacher Training
 - Curriculum and Textbooks
 - Planning and Management
 - Education of girls | Socially disadvantage
 - Education of tribal children | Prog.
 - State Finances
 - Alternative Schooling / Innovations
 - Civil Works
 - Procurement
 - Monitoring & Evaluation

3. Project Summary
 - Goals and Objectives
 - Project Components
 - Improving Access
 - Improving Retention
 - Improving Quality
 - Building Institutional Capacity

4. Project Costs and Financing : Recurring Cost to be carried over as states liability after project period to be shown separately.

5. Implementation, Monitoring and Evaluation

6. Status of Preparation

7. Agreements Reached (Next Steps) : To include conditionality like operationalisation of DIET, filling up the vacancy for teachers, State Govt. share of 15%, maintenance of plan expenditure in real terms etc., procurement procedure.