


**WEST BENGAL
DISTRICT PRIMARY EDUCATION
PROGRAMME**

STATE COMPONENT PLAN

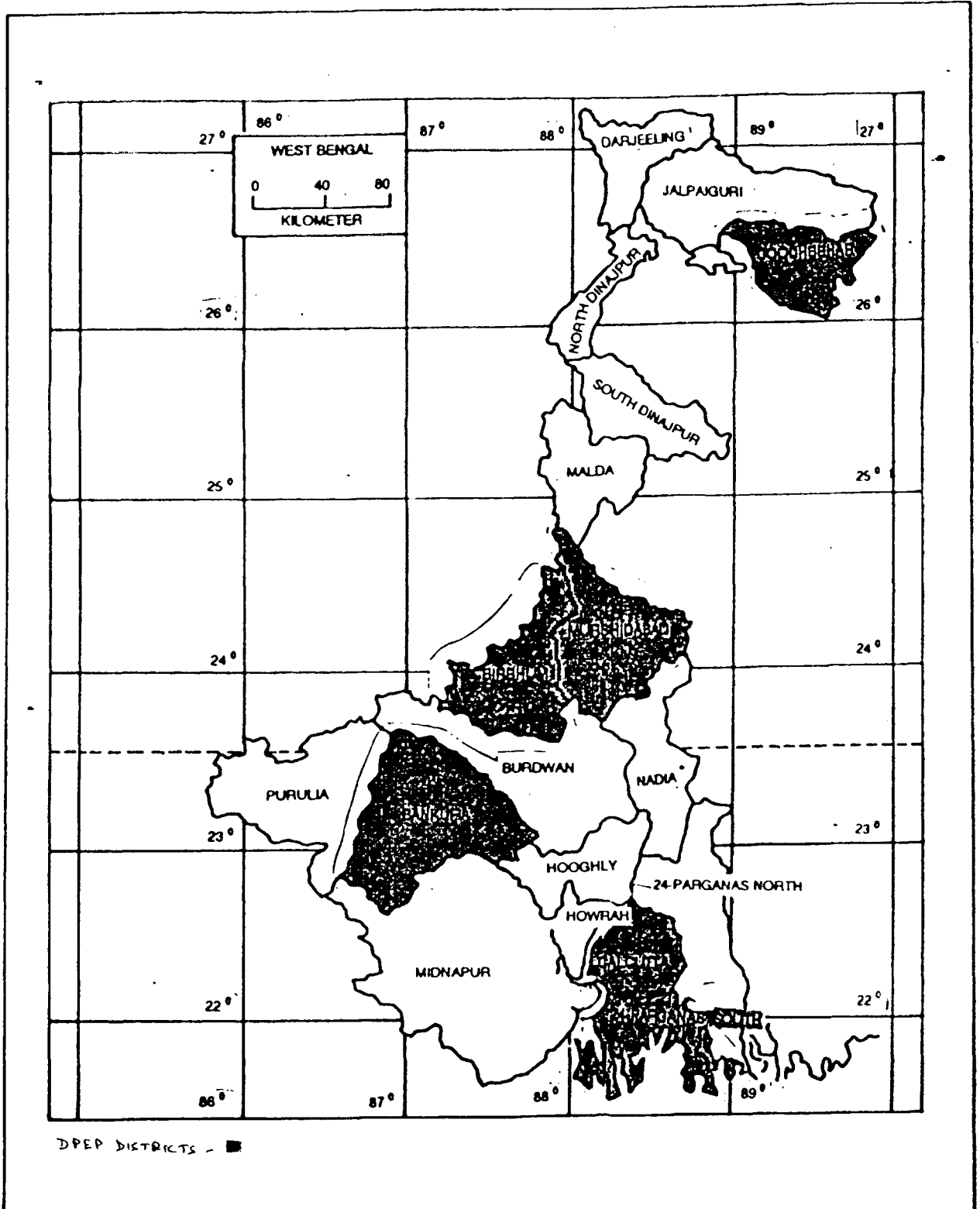
MAY, 1996

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Map of West Bengal Showing The DPEP Districts



FOREWORD

The 7-year State Component Plan (1996 -- 2004) for the District Primary Education Programme (DPEP) in the state has been prepared with its thrust on improving quality of teaching and learning, increasing retention and expanding access specially of disadvantaged groups in educationally backward districts.

The State Component Plan has been prepared keeping in view of the specified objectives of DPEP. The findings of different studies like Baseline Assessment Study, Finance Study, Institutional study, Gender Study, SC/ST Study, etc. as well as the comments and recommendations made by different GOI--ODA Missions have also been considered in the preparation of the plan.

A synopsis of work proposed to be done at the district level along with their cost component has been incorporated in the State Component Plan to show overall activities along with their respective costs at the district and state levels.

Annual State Component Plan has been made a supplementary part of the Main Plan Document.

1.

INTRODUCTION

1.1 The need to ensure Education For All (EFA) has occupied the centre stage of concern of many developing nations for quite some years now. This is evident from the fact that many under-developed and developing countries in the world have, in recent times, launched total literacy programmes for adult illiterates, and compulsory education programmes for all children of the primary school-going age-group. While these two programmes are complementary to each other and mutually supporting and reinforcing, this plan document will basically deal with only Universal Primary Education (UPE).

1.2. GLOBAL AWAKENING

Globally, the realisation that more than 10 crore children—out of which 6 crore are girls—had no access to primary schooling, and more than 96 crore adults—two thirds of which are women—are illiterate, created a wave of concern that what was being done was not enough to meet the "basic learning needs required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions and to continue learning". The world conference on EFA held at Jomtien, Thailand in March, 1990 considered this and agreed to take steps in this regard. The commitment of many countries including India with its alarmingly increasing population to achieve EFA came through this conference at a time when India's own constitutional commitment to provide free and compulsory education to all children up to the age of 14 still remained an unfulfilled dream.

1.3. NATIONAL COMMITMENT

The Indian perspective of EFA by 2000 AD was presented at the Jomtien Conference. Unlike earlier plans and policies on education, it was the first serious attempt to set targets for Universal Elementary Education (UEE), the first stage of which is Universal Primary Education (UPE). Its targets and policies emphasised that it does not confine itself to additional enrolments of a gross nature. It advocates disaggregated targets for ensuring reduction in disparities, and improvement in access, for participation and quality. As a result, it suggested separate targets for access, for participation and for achievement, as well as, within each, for girls and identified disadvantaged groups. The National Policy on Education (NPE) of 1986 has been revised subsequently in 1992 on the basis of the discussions and decisions at the Jomtien Conference. With the change in emphasis brought out in the revised NPE (1992) and its POA long-term perspective planning by the states has been taken up.

RIGHTS OF THE CHILD

In 1989, the General Assembly of the United Nations adopted a resolution regarding the Rights of the Child. It was declared in this that primary education was the right of a child. India being one of the signatories to this document, it is also obligatory for her to fulfil this commitment. Inter alia, the articles on the rights of the child include:

- * making primary education compulsory and available free to all;
- * taking measures to encourage regular attendance at schools and the reduction of drop-out rate;
- * taking appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present convention;
- * recognising of the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts;
- * developing of the child's personality, talents and mental and physical abilities to their fullest potential;
- * developing respect for human rights and fundamental freedom;
- * developing respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country of his/her origin and for civilisation different from his or her own;
- * preparing of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
- * developing of respect for the natural environment;

1.5 DISTRICT PRIMARY EDUCATION PROGRAMME

With the above backdrop the District Primary Education Programme (DPEP) has been launched by the Govt. Of India to "develop and implement in the selected districts replicable, sustainable and cost-effective programme: (i) to reduce difference in enrolment, of drop-outs and learning achievement among gender and social groups to less than 5%; (ii) to reduce overall primary drop-out rates for all students to less than 10%; (iii) to increase average primary learning achievement by 25% over measured baseline levels; (iv) to provide, according to national norm, access for all children to primary education, i.e. primary schooling wherever possible or its equivalent non-formal education.

The Programme would also strengthen the capacity of National, State and and District Institutions and Organisations for planning, management and evaluation of primary education."

2.

STATE PROFILE

2.1 Among all the States in India, West Bengal holds the fourth position in terms of largeness of population (6.808 crore) as per census. Demographic details and their pictorial representations are given in Tables 2.1 & and the Diagrams 1-4

Table 2.1
Area and population of Districts

District	1981 Census				1991 Census					
	Area sq.kms	Rural population	Rural +Urban population	Density in person per. sq. km	Rural population	Rural +Urban population	Density in person per sq. km.	Sc %	ST%	Growthrate
BANKURA	6,882	2,194,000	2,375,000	345	2,572,587	2,805,065	408	31.37	10.34	18.11%
BIRBHUM	4,545	1,922,000	2,096,000	461	2,326,101	2,555,664	552	30.68	6.95	21.93%
BURDWAN	7,024	3,414,000	4,835,000	688	3,927,613	6,050,605	861	27.44	6.21	25.14%
CALCUTTA	84		3,305,000	17,9624		399,819	23,912	6.45	0.20	33.13%
COOCHBEHAR	3,387	1,649,000	1,771,000	523	2,001,648	2,172,145	641	51.76	0.61	22.59%
DARJEELING	3,149	742,000	974,000	309	903,859	1,299,919	413	16.15	13.78	33.45%
DINAJPUR (WEST)	5,358	2,507,000	3,558,000	664	2,996,979	4,356,230	813	29.02	9.83	22.41%
HOOGHLY	3,149	1,628,000	2,957,000	942	1,880,530	3,729,644	1,184	24.12	4.05	25.70%
HOWRAH	457	1,904,000	2,215,000	1,510	2,342,296	2,800,530	1,909	15.79	0.27	26.44%
JALPAIGURI	6,227	1,935,000	2,032,000	326	2,450,495	2,637,032	423	36.99	21.04	29.78%
MALDA	3,733	6,170,000	6,743,000	1,806	7,510,917	8,331,912	2,232	18.12	6.50	23.55%
MIDNAPUR	14,081	3,352,000	3,698,000	263	4,245,802	4,740,149	337	16.34	8.28	28.18%
MURSHIDBAD	5,324	2,324,000	2,964,000	557	2,980,279	3,852,097	724	13.40	1.30	29.96%
NADIA	3,927	1,687,000	1,854,000	472	2,014,571	2,224,577	566	29.01	2.35	19.99%
24PARGANAS (N)	9,962	2,708,000	5,529,000	555	3,551,581	7,281,881	731	21.49	2.33	31.70%
24PARGANAS (S)	4,094	3,862,000	5,210,000	1,273	4,954,553	5,715,030	1,396	34.45	1.23	9.69%
PURULIA	6,259	2,136,000	2,405,000	384	2,710,453	3,127,663	500	19.35	19.23	30.05%
STATE TOTAL	88,752	40,134,000	54,531,000	614	49,370,364	68,077,965	767	23.62	5.59	24.84%

Source: 1) 1981 and 1991 Cesus Report

2) Fith AIES, 1986 State Summary Report.

**Table 2.2
Demography (Summary)**

(Figures in lakh)

Year	Total Population	Male	Female
1991	680.78	354.62	326.16
1981	545.31	285.60	259.71

	Urban Population		Rural Population	
1991	187.08	27.48%	493.70	72.52%
1981	143.97	26.40%	401.34	73.60%

Total Scheduled Caste population -160.58 lakh

Total Scheduled Tribe Population -38.00 lakh

Density Of Population -767 per sq. km

Sex Ratio -917 female per thousand male

Birth Rate-33.9 per thousand

Death Rate -29.3 per thousand

Source : Census of India, 1991

**DISTRIBUTION OF POPULATION
OF SC, ST & GENERAL**

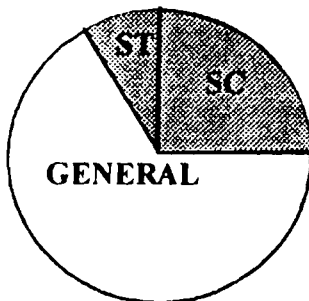


Diagram — 1

**DISTRIBUTION OF POPULATION
IN RURAL & URBAN AREA**

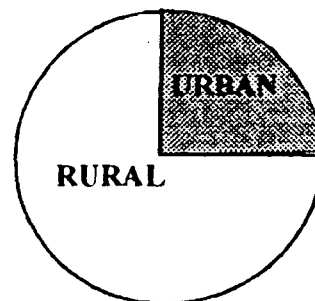


Diagram — 2

For administrative purpose the State is divided into three Divisions namely Presidency, Burdwan and Jalpaiguri Divisions. Presidency Division consists of 24 Parganas (North), 24 Parganas (South), Calcutta, Howrah, Nadia and Murshidabad districts. Burdwan Division consists of Burdwan, Birbhum, Bankura, Midnapur, Hooghly and Purulia districts. Jalpaiguri Division consists of Jalpaiguri, Coochbehar, Darjeeling, Malda and West Dinajpur districts. With the recent division of West Dinajpur district into two districts, namely, Uttar Dinajpur and Dakshin Dinajpur, there are at present a total of 18 districts in the State. With the coming into force of the Darjeeling Gorkha Hill Council Act, 1988 hill areas of erstwhile Darjeeling, Kurseong and Kalimpong sub-divisions have come under the autonomous Darjeeling Hill Council. For the purpose of educational administration, however, Siliguri sub - division remains separate from the original Darjeeling district, with a separate Mahakuma Parishad (MP) and a Sub-Divisional Primary School Council (SDPSC) while still remaining administratively under the District Magistrate of Darjeeling District.

With a total area of 88,752 square kilometres, West Bengal is surrounded by Assam and Bangladesh on its Eastern border, Bihar on its West, Nepal on the North West, Sikkim and Bhutan on the North and Orissa on the South West, The Bay of Bengal forms its Southern boundary.

As on 31 March, 1992 the State has 52 sub-divisions, 341 development blocks (119 are tribal blocks), 331 panchayat samities (PS), 3246 gram panchayats (GP) and 41107 mouzas. As per the Fifth All India Educational Survey on the 30th September, 1986, there were 37910 inhabited villages and 59633 habitations.

2.2 Climate

The climate across the State ranges between the cold of the Himalayan region of Darjeeling in the North and the humid heat of the coastal marshland and the mangrove forests of Sunderbans in the South. The Terai of Jalpaiguri and the southern part of Cooch Behar form a sub-mountainous area. To the West of this lies the relatively dry and rugged terrain of Purulia, Bankura, Burdwan, Midnapur, Birbhum and parts of Murshidabad. Since the Ganges is the main river that flows through West Bengal with the river Hooghly as its estuary draining itself into the Bay of Bengal, there is enough fertile cultivable land in the districts of Hooghly, Burdwan, Howrah and Midnapur in the south. Besides this, the river Tista and its basin provides fertile cultivable land in the north.

The moist climate and fertile soil of the plains of West Bengal make it particularly suitable for cultivation. Agriculture, therefore, has been the major occupation of rural families in the state over generations. Production to a large extent is, however, dependent on the vagaries of nature. Rice, Jute and Tea (in the hilly areas) are the principal crops of the State. With its rivers, extensive coastline, large number of verries and ponds in the plains of Calcutta, Midnapore, Howrah and South 24-pārganas districts, the Fishery Industry (marine and inland) and pisciculture have made considerable progress in the state.

2.3 Industry

The State is rich in mineral resources like coal, iron-ore, dolomite, china clay, graphite, etc. The abundant mineral resources led to the development of a number of industrial units for a long time. In early 1940s West Bengal was producing almost 24% of the total industrial production of India. But the scenario changed dramatically during 1951-78. Many states in the country had industrial growth rate of 7% to 8% while that of West Bengal was only 3.4%. This had reduced the state to a status of 'Less industrial state.' It is needless to mention here that though West Bengal is not considered to be a highly industrial state in respect of production, it provides employment to a considerable number of labour forces. However, recently with the change of the economic policy of the National Government, industrial scenario of West Bengal is also going to be changed. The State Government has taken up certain steps which ushers rapid industrial growth and is attracting capital from else where in India as well as from abroad.

2.4 Occupation

According to the 1991 census, 72.52% of the State's population live in rural areas. Out of its total population, 32.4% (males — 26.8%, females — 5.6%) are workers while 67.6% are non-workers. Among the main workers (32.4% of the grand total workers), 28.4% are cultivators, 24.5% are agricultural labourers; 5% are engaged in household industry (manufacturing, processing, servicing and repairing) whereas 42% are other workers. Marginal workers constitute approximately 2.2% of the total workers. It may be worth-while to note that among the marginal workers, 79.2% are females. Similarly among the non-workers, 62.5% are females. According to a survey conducted

by the State Government in 1991-92 there are 95,99,256 rural families in the state, out of which 45% live below the poverty line (i. e. families with annual income less than Rs. 11,000 per year).

2.5 Culture

Bengal has contributed much in the past in the field of education, culture and creation of political consciousness. Many intellectuals, spiritual leaders, scientists, educationists and social reformists in the country were the sons and daughters of Bengal. They had greatly influenced the development of Bengal before its partition. Undoubtedly this heritage and tradition have continued to influence the life of its people even now in the state of West Bengal. Yet the light of basic education and literacy had not reached a large number of economically and socially weaker sections of the people in this state as it is true with many other states in the country.

2.6 Rural Scenario

The present Left Front Government after taking the office in the year 1977 shifted the focus of its developmental work to the rural areas. It distributed surplus land to the landless labourers particularly belonging to S.C. and S.T. communities. This land reform measure changed the entire scenario of the village life of West Bengal. The poor peasants were not only provided with lands but facilities of irrigation, particularly the minor irrigation, provision of manures and fertilizers and creation of other infra-structural facilities in credit and marketing enhanced agricultural production. Over the last few years, there has been an upward trend in the food grain production. The level of food grain production which stood at 91.72 lakh tonnes in 1985-86 increased to 120 lakh tonnes in 1991-92. 60 % of the total agricultural land has now gone over to the ownership of the small and marginal farmers. The benefit of distribution of vested land has reached to 20.08 lakh of households of which scheduled castes and scheduled tribes constitute 56.5%.

Increased agricultural productions and land reforms measure together with the strong panchayat system in the state have led to the rural population's consciousness of their rights and positions. They are no longer at the mercy of the so-called gentry of the cities or landlords. Their aspirations have changed and people in general are longing for better quality of life and better education

for their children. The total literacy campaign in the State has changed the attitude of adult populations towards education. The recent amendments of the Panchayat Act has also ensured representation of women (at least 30%) in the panchayat bodies and this resulted in empowerment of women to take leadership in the society. They in turn are demanding more and better education for their children. The Government effort of micro-planning has also given more power to the democratically elected panchayat bodies, which generated a high hope of achieving universalization of elementary education.

2.7 Literacy

The present United Left Front Government, immediately after its assumption of power in 1977, expressed its commitment in the eradication of illiteracy and because of its increasing initiatives the rate of literacy moved up from 48.6% in 1981 to 57.7% in 1991. In the rural areas the literacy rate of males have gone up from 59.93% to 67.81% and that of females from 36.07% to 46.57%. Relatively speaking with the 14 other major states, West Bengal was the fifth most literate state in 1981 and the position seems to have not changed over the decade.

With the constitution of the National Literacy Mission (NLM) at the Centre, there has been flow of additional funds to the states for the literacy programmes. As a result the Total Literacy Campaign (TLC) had been taken up in Burdwan, Midnapur, Hooghly, Birbhum, Bankura, Cooch Behar, North 24-Parganas and South 24-Parganas in the first phase. This was followed by three other districts, namely, Murshidabad, Nadia and Howrah. Besides, three more districts (Malda, Purulia and Jalpaiguri) have also started TLC. Thus a total of 14 districts are at present in different stages of TLC, out of which eight districts viz, Burdwan, Birbhum, Bankura, Midnapur, Hooghly, Cooch Behar, North 24-Parganas and South 24-Parganas have already launched the Post Literacy Campaign (PLC).

District-wise literacy rate may be seen in Table 2.3

Table 2.3
Literacy Rate

Sl. No.	Name of the District	Percentage of Literacy	
		As per 1991 Census	As no 15.9.94 [Estimated]
1.	Burdwan	61.88	81.32
2.	Midnapur	69.32	81.62
3.	Bankura	52.04	73.44
4.	Birbhum	48.56	77.91
5.	Cooch-Behar	45.78	62.56
6.	24-Parganas (South)	66.81	79.85
7.	Hooghly	66.78	84.15
8.	24-Parganas (North)	55.10	71.38
9.	Howrah	67.62	72.81
10.	Murshidabad	38.28	52.42
11.	Nadia	52.53	57.59
12.	Purulia	43.29	—
13.	Malda	35.62	—
14.	Jalpaiguri	45.09	—
15.	Dinajpur (South)	39.39	—
16.	Dinajpur (North)	39.39	—
17.	Calcutta	77.61	—
18.	Darjeeling	57.95	—
	West Bengal	57.70	69.40

Source : Directorate of MEE, W. B.

3. PRIMARY EDUCATION PROFILE

3.1 GENERAL

3.1.1 Primary Education in West Bengal is free for all students. They are not required to pay any fee. The language of instruction at the primary level is the mother tongue of the child. Also the mother tongue is the only language a child learns in the primary stage upto class IV.

3.1.2 In consideration of the recommendation of the different education commissions as well as other pedagogic and psychological factors, the policy of no detention has been introduced in primary class since 1981.

3.1.3 All text books are supplied free of cost to all students of all recognised primary schools. At present books are published in Bengali, Hindi, Nepali, Urdu, Santhali (in Alchiki script) and English languages. In classes I & II students read Mother Tongue and Arithmetic only. In class III Nature Study is introduced and in classes IV and V they read, in addition, History and Geography. English is taught as a second language in class V only.

3.1.4 To increase the retention rate incentive schemes have been introduced. School dress is provided free to 100% S.C. and S. T. girls and 25% of the girls of economically backward families. The mid-day tiffin scheme is there. At present it is restricted to the Prime Minister's Mid-day meal programme.

3.1.5 A new pattern of incentive has emerged over last 10 years by organising school sports for the primary students. At present it is organised at the circle level followed by district level and finally the state level. In the state level sports more than 550 students of all districts take part. It has generated a good amount of enthusiasm among the teachers, students, parents as well as the sport-loving people of the districts. Every year it has drawn considerable attention in the districts. Good number of students who were successful in these sports meets later represented the State at the national level sports meets. To generate more interest it is felt that sports and games facilities are to be provided throughout the year in the primary schools.

3.1.6. The local panchayat bodies also provide fund under the Jawahar Rojgar Yoyona Scheme (JRY) for construction of school building. Involvement of the panchayat bodies has made the school a part of the community. People have started to consider that the school requires to be nursed carefully. It has to run in a better way so that more students of the community join the school and are retained there upto the end of primary stage.

3.1.7. The Primary School buildings are not generally in very good shape and huge financial investment is required to provide reasonably adequate school buildings. There are schools with no room or inadequate number of rooms.

3.1.8. The basic provision of teaching-learning materials requires to be specially taken care of. Things have started improving with operation Blackboard Scheme implemented in districts.

3.2 GROWTH IN THE NUMBER OF PRIMARY SCHOOLS AND ENROLMENT

3.2.1. Table 3.1 shows that over a period of forty six years there is an increase of more than three and a half times in the number of primary schools whereas the enrolment has increased by more than five and a half times. Table, 3.2--3.4. give the district-wise number of primary schools and the trend of enrolment in primary classes.

Table 3.1
Growth or Primary Education

Year	No. of Primary Schools	Enrolment (in lakh)
1947	13,950	12.31
1978	42,659	57.27
1986	48,456	68.83
1993	48,783	80.17

Table 3.2
Classwise Enrolment of Students in Primary Schools

Year	Enrolments in Class					
	1	2	3	4	5	Total
1973	25,81,802	11,22,058	7,71,632	5,61,303	4,25,144	54,61,939
1978	25,16,998	11,36,358	8,90,401	6,56,930	5,76,904	57,77,591
1986	24,19,036	13,62,992	11,55,457	9,73,622	9,22,804	68,83,911
1993	25,01,241	16,71,120	14,44,674	12,20,223	11,80,129	80,17,396

3.2.2 Different educational survey reports indicate the followings--

Table 3.3

	1973	1978	1986
Percentage of Population served by a primary School within the habitation or upto 1 K.m. from the Habitation.	94	96	97
Average population served by a primary school	1008	1031	1255

* Source : 3rd, 4th & 5th All India Educational Surveys.

3.2.3. By 1968, 97% of the children of the rural population have been provided with a primary school within the habitation or upto 1 k.m. from the habitation. The achievement is fairly satisfactory, compared to the all India average which is 94%. However, the above figures do not make us complacent as we are quite aware that there are pockets in the rural areas where the facility of schooling is not so good. Either due to physical barrier or due to some social problems children, even if willing, cannot attend a primary school easily. There are isolated habitations where, according to 'norm', a primary school is not viable. We have identified such places where opening of a primary school will improve the facility or the children would be provided with the required schooling facility by other means.

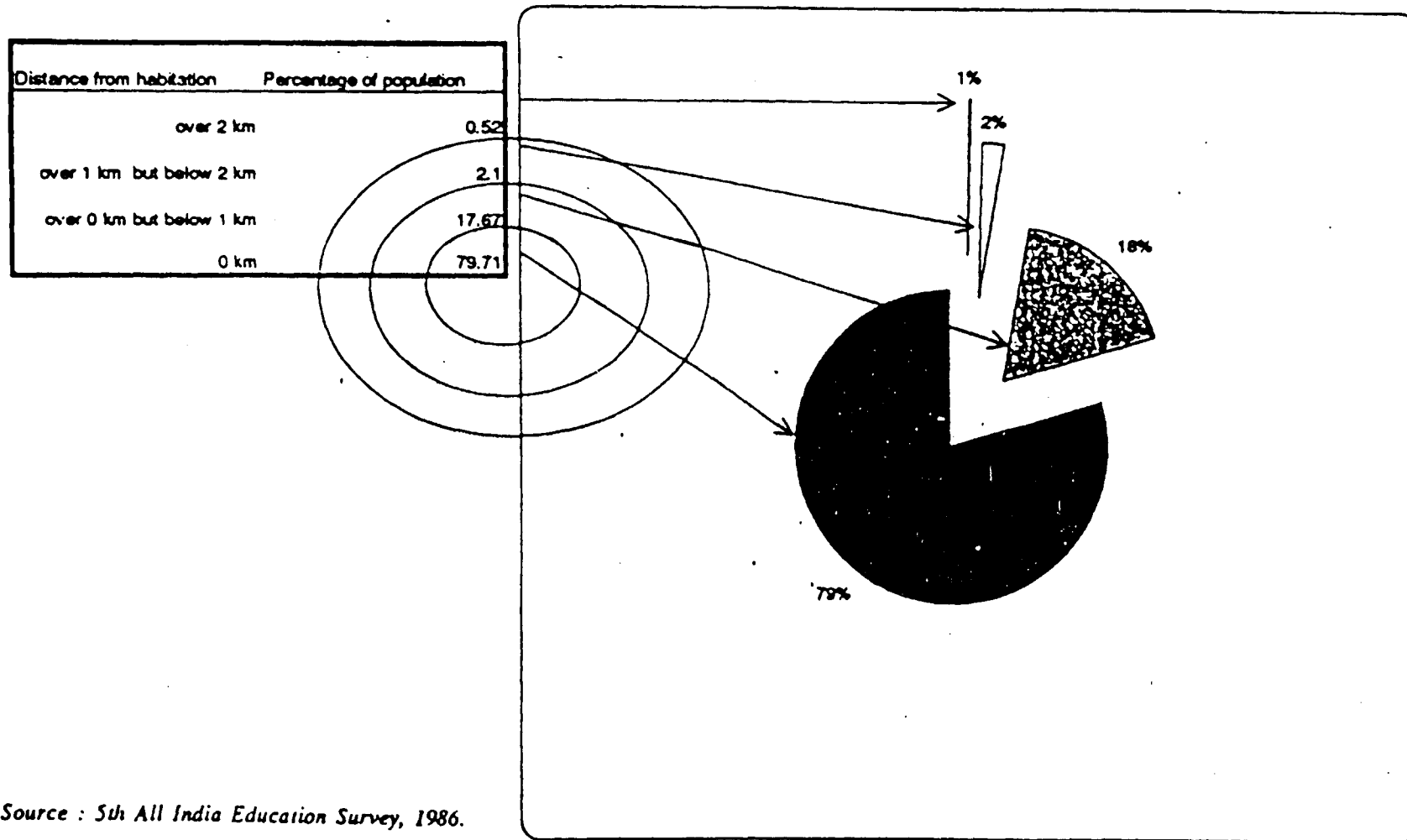
3.2.4 Though it appears that the school facilities are availed of by a good percentage of population; the specific enrolment figure gives a different picture for the age group of 6 to 11 years. The age specific enrolment figures available for the age group of 6 to 11 years in the three last successive surveys are :

Table 3.4

1973	1978	1986
74.17%	80.61%	78.86%

Source : 3rd, 4th & 5th All India Educational Surveys.

Percentage of Age Group Population Served by
Primay Schools at a Distance of 0, 1, 2 or More Kilometers



Source : 5th All India Education Survey, 1986.

Diagram — 5

3.2.5 Table 3.5 gives a comparative study of some selected indicators of schooling facilities arranged districtwise.

Table 3.5
Districtwise Schooling facility indicators

District	Schooling facility available per 1000 Population	Children not enrolled (%)	Teacher-Pupil ratio	Average Enrolment per School
Bankura	1.30	19.66	33.30	92
Birbhum	0.99	33.13	33.30	115
Burdwan	0.70	31.78	41.30	148
Calcutta	0.42	44.54	36.90	194
Cooch-Bihar	0.60	10.86	47.50	157
Darjeeling	0.91	14.96	42.20	154
Dinajpur (N & S)	0.90	27.13	32.00	104
Howrah	0.66	8.38	43.60	183
Hooghly	0.75	14.89	38.30	140
Jalpaiguri	0.75	36.15	36.80	125
Malda	0.81	37.19	33.70	110
Midnapore	1.10	15.39	41.90	128
Murshidabad	0.57	42.76	39.20	135
Nadia	0.70	25.50	45.00	170
Purulia	1.44	25.54	33.20	79
24-Pgs (N)	0.58	40.34	44.10	182
24-Pgs (S)	0.62	34.59	53.50	194

Source : 5th All India Educational Survey, 1986.

3.2.6 72.52% of population in the State lives in rural areas whereas 90.27% of the primary schools are located in this area. This is an indication that Govt. is taking care to improve the facilities of primary education in the rural areas. On the other hand, the table below shows that a large number of girls and S.C.S.T. Students are not attending primary schools. These students are to be drawn to the schools by some special sincere efforts.

Table 3.6
Enrolment of girls, S.C. and S.T. Children

	1973	1978	1986
1. Percentage of girls enrolled	39.41	40.02	43.44
2. Ratio of percentage of S.C. children to the total of S.C. population	17.07	18.60	24.80
3. Ratio of percentage of S.T. Children to the total of S.T. Population	3.78	4.05	5.05

Source : 3rd, 4th & 5th All India Educational Surveys.

3.2.7 Mere numerical figures given in the foregoing tables lead to a conclusion that a good number of children are enrolled in the primary schools whereas the experience tells a different story. The only reason is that students of age higher than eleven and lower than six are also in primary schools. Their inclusion has made the figures inflated.

3.3 Quality of Education

3.3.1 Base line achievement level of some randomly selected students of Class 4 of the five DPEP districts was studied by the Indian Statistical Institute, Calcutta. The study had certain limitations both in the preparation of the schedules and in their administration. In spite of the above limitations following results give some indications about the trend of the achievement levels of children of different categories.

Table - 3.7
Percent of correct answers to total answers
Language (L) : Mathematics (M)

District	Total		Rural		Urban		Boys		Girls	
	L	M	L	M	L	M	L	M	L	M
Cooch Behar	45.78	34.96	46.01	36.23	44.70	28.94	47.30	36.54	43.86	33.30
Murshidabad	48.82	36.16	49.34	36.41	42.30	33.07	52.08	38.98	46.34	34.55
Birbhum	53.56	40.53	49.14	41.51	62.55	35.26	55.82	45.08	50.51	50.51
Bankura	54.56	46.57	56.16	47.81	48.54	36.93	53.25	45.59	56.37	41.08
South 24-Parganas	56.98	45.61	55.88	48.71	64.18	41.99	62.35	47.81	45.05	44.91

3.3.2 Comparison between scores of language and mathematics shows that the achievement level in mathematics is much lower than that in language. But in making such comparison one has to be aware of the limitations of the difficulty level of the questions and mental traits involved in these two subjects. Limitations apart, the scores show low achievement in mathematics in all the five districts. Individually, the achievement level in language is also not very high and between the districts it varies from 45.78% to 56.98%. Comparison of the achievement levels in mathematics between rural and urban pupils shows that in all the districts rural children performed better than their urban counterparts. The same is true in language except for Birbhum and South 24-Parganas where the urban pupils performed better. So far as boys and girls are concerned it is found that the boys performed better than the girls in both language and mathematics in all the districts except for mathematics in Birbhum and language in Bankura where the performance of the girls was marginally better.

3.3.3 More in-depth analysis of the scores in this study leads us to the following observation

Mathematics :

(i) Muslim students fall in the lower (lowest but one in rank) in four districts and in middle order in the remaining district (Cooch Behar), S.C. students occupy middle or low positions. Position of

S.T. students differ highly from district to district; high in Murshidabad, Birbhum and South 24-Parganas to very low in Cooch Behar and Bankura. Position of students of OBC communities occupy middle or above ranks in performance.

(2) By occupational class students of agricultural labourer families have done badly in Birbhum and Bankura districts. Students of service holding, businessman's/professional families also have not done well in the districts except South 24-Parganas.

Language :

(1) S.T. students have done badly in three districts (Cooch Behar, Murshidabad, South 24-Parganas) both in vocabulary and passages. Muslim students of Bankura have also done badly while Muslim students of Birbhum have performed badly in vocabulary. OBC students of Cooch Behar and Murshidabad districts have performed badly in vocabulary.

(2) By occupational class students of all the classes have done more or less fairly well in vocabulary. In passages students of agricultural labourer families have done badly in all the districts except South 24-Parganas; students of non-agricultural labourer families have performed well in Murshidabad and Birbhum districts.

3.4 Character of Participation in Primary Education

3.4.1 There has not been any systematic study on the drop-outs or for that matter retention and participation rate in primary schools. These are to be studied in depth in the first year of the project. A crude study shows that 48.97% of the students of Class 1 in the year 1989 reached class 5 in 1993 indicating a rough drop-out rate of 51.03%, assuming that, in accordance with the State Policy, there has not been any stagnation due to repetition of the same class on account of failure. Interestingly it is found that drop-out rate of the same cohort between the classes 2 and 5 is 27.43% and that between classes 1 and 2 is 32.53%. This is happening because of the following factors :

(1) Some names are shown in the admission register but the children are not actually enrolled

(2) Some under-aged students are enrolled in Class 1.

(3) Above under-aged students and those who come to schools without any literacy background at home are retained in the same class and are, thus, not drop-outs.

The above factors lead us to the conclusion that (i) there are not only drop-outs but also stagnation; (ii) gross enrolment ratio is inflated because of fictitious and under aged enrolment in Class I; and (iii) if the under-aged and fictitious enrolment are not taken into consideration the enrolment ratio will fall substantially leading not only to the problem of drop-out but also to the problem of coverage.

3.4.2 An unpublished dissertation submitted to the University of Calcutta for the degree of M.Phil in Education has given an interesting cohort study. The study was undertaken in 4 primary schools of Mograhat Block-I of South 24-Parganas district. The cohort was class I students of these four schools in the year 1987 numbering 146 of whom only 20 completed class 4 in the year 1990. This will apparently mean that there is a drop-out rate of about 86.30%. But the cohort shows that over the years a sizeable number of students of different classes of the same cohort were detained in the same class at the end of the year. This corroborates the conclusions which were made at the end of the previous section.

3.4.3 Another study undertaken by Prof R. Chattopadhyay of Indian Institute of Management Calcutta in a Block of Midnapore district also shows that incidence of drop-out is not as acute as it is generally reported. Prof Chottopadhyay reached this conclusion by following the names of the enrolled children through their families to see whether the children were actually admitted in the primary schools. In doing so, he could actually find out whether any fictitious enrolment was shown in the school register. His final conclusion in this respect is that there is a problem of drop-out. But it is not as acute as the problem of enrolment and he advocates the necessity of intensive enrolment drive rather than action in the opposite direction i.e. retention. He, however, has taken due note of the problem of drop-out and has suggested some of the measures for checking the drop-outs to a considerable extent.

3.4.4 Thus the problem of non-participation in primary education is three fold, viz., non-enrolment, drop-out and stagnation.

3.4.5 Tribal Study, as has recently been conducted on experimental (Sample) basis by the Indian Statistical Institute, Calcutta gives important indications towards making of specific strategies for identifying and addressing educational needs of the disadvantageous social groups. Though the Study Team (ISI) could not fully analyse data collected during the study as yet, the broad indications are as under :

- a) Language of the books and the medium of instruction is one of the main critical areas in

case of students of Classes I & II when these students just begin their schooling. It would have been better if the course is taught in their own mother tongue.

- b) Teachers of tribal schools should preferably be from their own community in the expectancy of their greater involvement and improvement in studies.
- c) Motivation of the parents and particularly of the mothers as an impact of literacy movement (TLC & PLC) and drive by the Gram Panchayat functionaries yielded good results in many cases; but such motivation could not be observed everywhere resulting in non-enrolment and non-attendance on part of some eligible boys and girls.
- d) In most of the tribal families the primary school students form first generation literates and there is no habit of studying at home after school hours. The result is poor learning achievement on part of tribal students. Ashram-type schools where hours of study may be available in the afternoon, may ensure greater involvement of teachers in general and help by the senior students to junior students. Ashram-type schools will also halt out-migration of school-going children at the time of harvesting of paddy crop in remote areas by the parents.
- e) The problem of drop-out and retention can specially be attributed to the facts that students, particularly girls, have to do household work, look after their younger brothers and sisters and also to earn for their families.
- f) Regarding learning achievement it is mentioned that most of these students like stories, rhymes, etc. than Mathematics. They have general difficulties in understanding mathematical problems eg. 'Zero' concept. Problems are also observed in expressing anything that may be due to language problem.

The study, however, requires in-depth analysis of data to arrive at definite conclusions.

3.4.6. Gender study, again taken up by the same resource institution i.e. ISI on a pilot basis reveals that—

- a) There is no problem regarding access to schools by boys and girls from all communities;
- b) Inequalities in treatment in schools are not generally observed towards girls in respect of class room teaching, paying attention, etc.
- c) Enrolment of girls in primary schools has increased substantially after TLC; even in many cases enrolment of girl students is greater than their male counterparts in some schools over the last two years or so.
- d) Regular attendance of girls in schools, is, however, generally lacking due to factors like—
 - 1) looking after household works;
 - 2) unsuitable school timing;
 - 3) differential role expectation by gender, guardians think when their children grow up and in respect of girls they think of girls' role in ultimately managing their family and also unnecessary spending of time and money in the study of the girls, particularly those in the Muslim families;
 - 4) lack of proper clothes for the girls to go out, particularly when they grow up;
 - 5) absence of toilet facility.

Remedial measures in respect of the Tribal students and also that for the girl-students should address properly though the existing state schemes and the 'additionality' in the DPEP.

Some relevant data on Tribal Study and Gender Study on learning achievements on part of the students in the districts of Murshidabad, Coochbehar and South 24-Paraganas as outcome of the Baseline Achievement Study conducted earlier by the ISI have been shown in Table 3.6. (1-4) given overleaf.

Table -- 3.6

TABLE --1 : CASTEWISE PERCENTAGE OF CORRECT ANSWERS & ANALYSIS OF VARIANCE OF MURSHIDABAD AND COOCHBIHAR DISTRICTS.

NAME	MURSHIDABAD				COOCHBIHAR			
	NUMBER	V	P	A	NUMBER	V	P	A
GENERAL	156	64.90	49.20	40.39	130	50.56	35.92	34.75
MUSLIM	428	55.65	36.07	34.93	120	59.86	40.28	34.77
OBC	17	53.75	70.83	28.82	16	46.25	35.83	32.38
SC	149	58.62	38.71	38.22	402	53.84	37.50	35.42
ST	7	49.05	37.14	43.43	9	49.63	34.81	27.78
F-VALUE		4.15	9.29	2.32		3.39	0.57	0.39

implies significant at .05 level

implies significant at .01 level

TABLE -- 2 : GENDERWISE OVERALL RESULTS (PERCENTAGE OF CORRECT ANSWERS & ANALYSIS OF VARIANCE) OF MURSHIDABAD & COOCHBIHAR DISTRICT

NAME	MURSHIDABAD				COOCHBIHAR			
	NUMBER	V	P	A	NUMBER	V	P	A
MALE	427	60.76	43.14	38.53	366	56.56	38.19	36.29
FEMALE	360	55.34	37.08	34.63	311	51.09	36.93	33.48
F-VALUE		8.11	9.11	12.92		6.29	0.52	3.70

implies significant at .05 level

implies significant at .01 level

TALBE --3 : GENDERWISE PERCENTAGE OF CORRECT ANSWERS & ANALYSIS OF VARIANCE OF MUSLIM STUDENTS OF MURSHIDABAD, COOCHBIHAR AND SOUTH 24-PARAGANAS

NAME	MURSHIDABAD				COOCHBIHAR				SOUTH 24 PARGANAS			
	NUMBER	V	P	A	NUMBER	V	P	A	NUMBER	V	P	A
MALE	231	58.44	38.63	36.97	59	59.55	37.85	33.49	52	71.54	49.36	48.31
FEMALE	197	52.36	33.04	32.53	61	60.16	42.62	36.03	49	57.82	42.18	42.20
F-VALUE		6.90	7.15	6.19		0.03	1.45	0.51		13.65	1.40	3.30

implies significant at .05 level

implies significant at .01 level

TABLE--4 : GENDERWISE PERCENTAGE OF CORRECT ANSWERS & ANALYSIS OF VARIANCE OF NON-MUSLIM STUDENTS OF MURSHIDABAD AND COOCHBIHAR DISTRICTS

NAME	MURSHIDABAD				COOCHBIHAR			
	NUMBER	V	P	A	NUMBER	V	P	A
MALE	196	63.56	48.58	40.38	307	55.98	38.26	36.84
FEMALE	163	58.96	41.99	37.25	250	48.88	35.55	32.86
F-VALUE		1.91	2.91	6.03		9.10	2.13	6.31

implies significant at .05 level

implies significant at .01 level

3.5. Teachers, Profile :

3.5.1. Minimum qualification of primary school teachers is pass in Madhymik or equivalent examination. They are required to have pass certificates from primary Teacher's Training Institutes (PTTI). The scale of a primary school teacher is Rs. 1040-1920/- which at the initial stage along with other allowances comes to around Rs. 2300/-. Those who join the school without training certificates on a lower pay scale are provided with training in PTTIs during their service with full pay and equity in pay scale when the training course is successfully completed.

3.5.2 There are at present 54 PTTIs (with 1 year course) all over West Bengal with intake capacity of 5462. The district-wise break-up is shown in Table 3.7. Four of such institutions (one each districts of Burdwan, Bankura, Midnapur and Purulia) stand non-functional at present.

Table 3. 7
Districtwise distribution of
Primary Teachers' Training Institutes with intake capacity

District	Government No	Govt.-Sponsored No	Private No	Total No	Capacity No.
Bankura	2	—	—	2	270
Birbhum	1	2	—	3	360
Burdwan	3	2	—	5	555
Calcutta	1	1	5	7	620
Cooch-Behar	1	1	—	2	270
Darjeeling	1	1	—	2	150
Dinajpur (N)	2	—	—	2	230
Dinajpur (S)	1	—	—	1	80
Howrah	2	1	—	3	280
Hooghly	3	1	—	4	470
Jalpaiguri	2	—	—	2	210
Malda	1	—	—	1	150
Midnapore	4	—	—	4	405
Murshidabad	1	1	—	2	220
Nadia	5	—	—	5	465
Purulia	—	1	—	1	100
24-Pgs (N)	3	1	—	4	385
24-Pgs. (S)	1	3	—	4	242
Total	34	15	5	54	5,462

3.5.3 There are 2 institutions in Calcutta imparting 2-year Pre-primary and primary teachers' training course. Total capacity of these institutions is 100 per session.

Source : Directorate of School Education, W. B

3.5.4. Some more information about the teachers' profile in the year 1986 may be seen below :

Table No 3.8

Total No. of Teachers — 167122

Percentage of trained teachers	64.13%	% of female teacher	20.45
Pupil teacher ratio	41 Pupils	% of teacher of SC community	11.11
	per teacher	% of teacher of ST community	02.38
No. of teacher per School	3	Attrition rate of teachers %	01.38

Source : 5th All India Educational Surveys.

3.5.5. In 1990-91 and 1991-92 the State Government with the help of NCERT and Govt. of India conducted a programme of Mass Orientation of Primary Teachers to improve the quality of teaching. West Bengal Board of Primary Education has taken up another orientation programme for six days for all teachers of primary schools with the help of UNICEF and the State Govt. The process is almost complete in all districts. The centrally sponsored Special Orientation of Primary Teachers (SOPT) has been launched in the state recently with SCERT as the Notal Agency.

3.5.5 Table 3.9 gives districtwise distribution of teachers in terms of sex, caste and training.

Table 3.9
Number of Trained and Untrained Teachers as on 30-9-93

District	No. of teachers											
	Trained						Untrained					
	Male			Female			Male			Female		
	All	SC	ST	All	SC	ST	All	SC	ST	All	SC	ST
Bankura	6481	554	297	650	37	23	1575	136	87	334	33	14
Birbhum	4625	579	150	690	77	15	45	22	7	22	5	3
Burdwan	7089	461	53	1647	64	02	2566	195	49	679	40	05
Calcutta	682	130	—	1755	6	—	1995	30	1	1289	4	1
Cooch-Behar	1904	1192	17	469	98	10	980	478	12	375	83	06
Darjeeling	1039	54	85	484	31	92	363	30	76	246	26	25
Dinajpur(N)	1627	200	86	632	38	23	1809	398	43	602	84	13
Dinajpur (S)	1947	222	125	511	21	23	1164	142	104	282	17	24
Hooghly	7556	488	55	2752	10	5	410	55	7	114	3	4
Howrah	3533	283	3	1376	76	0	2766	183	4	1076	22	—
Jalpaiguri	2435	842	299	1179	314	77	1167	311	76	932	303	58
Malda	3511	297	74	604	30	10	1890	156	108	467	24	13
Midnapore	9231	695	280	1459	101	34	7672	638	383	1080	71	36
Murshidabad	5803	523	57	830	137	—	3445	319	12	571	137	—
Nadia	5484	729	67	2350	237	3	1478	221	9	538	152	—
Purulia	3872	62	227	360	98	117	2180	219	247	202	37	15
Siliguri	532	97	12	297	37	8	335	38	17	187	14	3
24-Pgs.(N)	3731	667	3	2437	101	—	5336	976	17	2701	129	3
24-Pgs.(S)	3826	1059	2	1299	75	02	4432	1492	11	1287	161	—

Source : Directorate of School Education, W.B

4. STAGES AND MANAGEMENT OF SCHOOL EDUCATION

4.1. Following the recommendation of Kothari Commission, West Bengal along with most other States of India restructured the educational pattern to 10+2+3+2. A child at the age of 5 years enters in class 1 and continues in the primary stage for 5 years i.e upto class 5. At the age of 10 years he enters class 6 and after 3 years he enters class 9 and completes 2 years of more schooling in the secondary stage and appears at the first public examination at the age of 15. This is the first public examination which a child takes after 10 years of continuous schooling. Then he enters the higher secondary stage which he completes, again, after 2 years and makes himself qualified for entering into degree course under a University. In West Bengal minimum age of entering into the primary school has been lowered to 5 years in the year 1991. So a child entering a school completes the school at the age of 17 years.

4.2 The pedestal of the education pyramid is primary education which consists of 5 years of schooling. But in practice most of the primary schools, except about 3500, have four classes. In West Bengal class 5 is, generally, attached to a junior high school having classes 5, 6, 7, 8 and the secondary/higher secondary school having classes from 5 to 10/12.

4.3 For the improvement and expansion of the education system the single department of education was bifurcated into two-School Education and Higher Education-in 1983. The School Education Department was given the task of looking after the primary education, secondary education and higher secondary education whereas Higher Education Department was entrusted with the task of College and University education of higher learning. Later on Mass Education Extension Department and the Department of Technical Education and Training were also set up undertaking expansion, improvement etc. of special types of education.

4.4 Minister-in-charge with the Minister of State and the Secretariat takes the policy decision in respect of all matters in the school education sector. The Directorate implements the Government policy through the Inspectorate located at the district head-quarter and at circle levels. The Sub-Inspector of Schools is posted at a Circle. A Circle is an area of about half of Development Block. In average 70 to 80 no. of primary schools are there in a Circle.

4.5 In the month of June, 1990 Government of West Bengal implemented the West Bengal Primary Education Act, 1973 with certain amendments by constituting at the State level West Bengal Board of Primary Education (WBBPE) and District Primary School Councils (DPSC) for different districts except that of Hill areas of Darjeeling district.

4.6 The primary schools are under direct control of the District Primary School Council or the District School Board. Hill Council (in the hill areas of Darjeeling); State Government provides fund to the Council/Board for meeting all expenditure in respect of primary education including salary of the teachers.

4.7 The West Bengal Board of Primary Education has been given the task of determining the syllabus as well as the course of studies to be followed in the primary schools. It also supervises the functioning of District Primary School Councils. The task of preparing the text books is also lying with it.

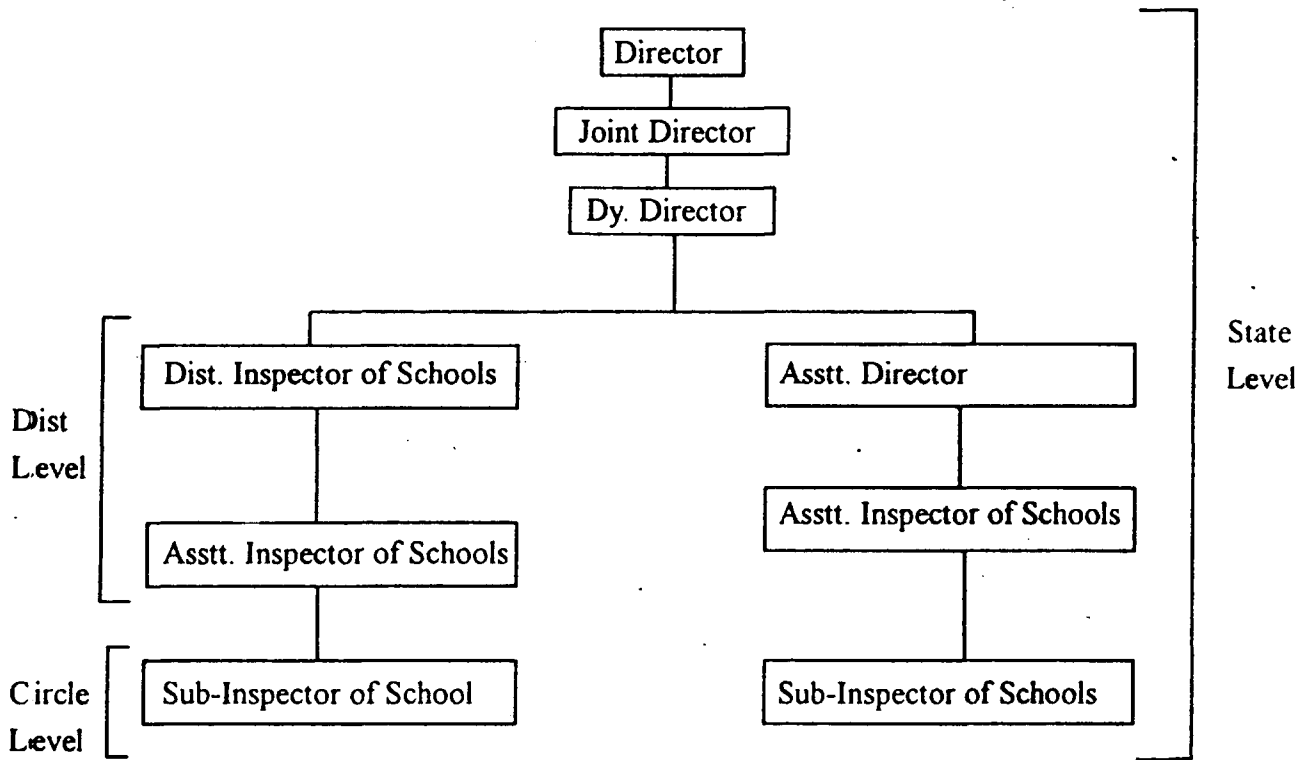
4.8 District Primary School Council set up at each district maintains and prepares register of primary schools, provides teaching staff to primary schools and maintains the service records of the teaching staff under its jurisdiction. The development and expansion of the primary school of the district rest with the DPSC. It is the employer of the primary school teachers and is responsible for the payment of salary as well as the transfer and posting etc. of the teachers. It is also responsible for maintenance of the primary school buildings either directly or through any local authority.

4.9 For educational research and various training of teachers, State Council of Educational Research and Training (SCERT) has been established as an organisation directly under the School Education Department, Govt. of West Bengal.

4.10 Management System of School Education in the state and the organogram of the Directorate of School Education (Primary Area) have been given in Charts 1 and 2.

Chart — 2

ORGANOGRAM
Directorate Of School Education
Primary Area



5. STATE FINANCE AND PROJECT SUSTAINABILITY

5.1. State Finances

Government expenditure as a percentage of the aggregate income in the economy is usually taken as a broad index of the importance of the Government in the economy. The total expenditure of the West Bengal Government as a percentage of the State Domestic Product (SDP) has increased from 43.80% in 1978-79 to 52.84% in 1993-94. In some of the years in between, the proportion was made higher 59.11% in 1981-82, 72.41% in 1982-83, 56.50% in 1986-87. Plan outlay as a percentage of total Government expenditure in West Bengal was 13.55% in 1978-79. It has gone down systematically to 7.01 in 1993-94. Capital expenditure as a percentage of total expenditure has also declined from 2.44% in 1978-79 to 1.75 % in 1993-94.

Fiscal deficit, defined as the difference between the total expenditure and the revenue receipts, as a percentage of the total expenditure has remained more or less constant between 1978-79 (72.60%) and 1993-94(74.28%). In some years in between, e.g. in 1982-83, it was somewhat higher (82.76%). Fiscal deficit is always not a bad thing. It measures the extent to which the Govt. realises on borrowing (and grants) to finance its expenditure. If the fund mobilisations are productively used and services are generated to repay the interest and the principles, then it may contribute to the development efforts.

Revenue receipts as a percentage of the total expenditure has actually gone down from 27.40% in 1978-79 to 25.72% in 1993-94. It was even lower in some years in between, e.g. 1982-83 (17.24%) The structure of the revenue receipts has remained more or less constant. State's own taxes accounts for about half of the receipts. State's share of the Central taxes and non-tax revenue contribute about a quarter each. This shows some sort of a balance between the revenue receipt and the revenue expenditure for the overall State finances.

5.2. Total Educational expenditure

Total expenditure by the West Bengal Government on education at constant (1980-81) prices has increased from Rs. 22465 lakh in 1977-78 to Rs. 732119 lakh in 1993-94 i.e., at an annual compound rate of growth of about 6.9%. The growth of education expenditure actually has been faster than that of the State Domestic Product. As a result the education expenditure as a percentage of SDP has increased over the years from about 2.3% in the late 1970s to more than 4% in the early 1990s.

The growth of education expenditure has also been faster than the population growth. For the total population, the per-capita education expenditure, at 1980-81 prices, has more than doubled in the last decade and a half. It went up from Rs. 44 in 1977-78 to Rs. 101 in 1993-94.

More than 90% of the total expenditure on education is spent through the Education Department. The remaining part is spent through Social Welfare, Tribal Welfare, Rural Development etc. departments. A very small proportion of the education department expenditure is incurred on capital formation. Capital expenditure, as a percentage of total education department's expenditure was only 2.74% in 1993-94. For a number of years between 1977-78 and 1993-94, it was even below 2%. It was relatively high at 4.42% in only one year (1984-85). The plan expenditure of the education department, as a percentage of the total expenditure of the West Bengal Government similarly has remained more or less constant around 7-8 percent in all these years.

5.3. Expenditure on Primary Education

For statistical purposes primary education level comprises five classes from 1 to 5. However, in reality, most of the primary schools in the state has got four classes from class 1 to 4. Class 5 is attached to Junior High/high/ Higher Secondary Schools. Thus for the purpose of analysis that follows Govt. expenditure for classes 1 to 4 has been taken as the expenditure for primary education.

Expenditure by the education department on primary education at 1980-81 prices has increased from Rs. 7805 lakh in 1977-78 to Rs. 18878 lakh in 1993-94 i.e. at an annual compound rate of growth of about 5.5 percent. Expenditure on primary education incurred by education deptt as a percentage of SDP has marginally increased from 0.92% in 1977-78 to 1.25% in 1993-94. In 1993-94, salaries accounted for about 93.7% of the total primary education expenditure. The next important item is text book printing which accounted for 1.9% of the expenditure. The other purposes for which the expenditure was incurred were 0.8% in teachers' training, 1.5% for inspection, 0.2% for school building repair, 0.9% for incentive schemes and scholarship etc.

The Finance Study by IIMC also reveals that at 1980-81 prices the total annual expenditure per student at the primary level increased from Rs. 155 in 1977-78 to Rs. 340 in 1990-91. For non-plan annual expenditure per student at the primary level the corresponding figures are Rs. 121 and Rs. 330 respectively. The per student total and non-plan expenditure at the primary level, at 1980-81 prices, in 1993-94 were Rs. 276 and Rs. 258 respectively. But at 1992-93 prices, these figures were Rs. 742 and Rs. 716 respectively.

The projected enrolment figures in classes 1 to 4 for the year 1996-97 and 2003-04 are 76,52,000

respectively. The projected annual non-plan and the total expenditure for the year 2003-04 at 1992-93 prices, are Rs. 63890 lakh to Rs. 66211 lakh respectively.

If all the students (100%) in the age group 5-9 years are enrolled in classes 1 to 4 then the estimated student enrolment in 2003-04 would be about 1,11,13,150 and hence the expected primary non-plan and total expenditure in 2003-04 would be Rs. 79701 lakh and Rs. 82596 lakh respectively. The IIMC study revealed that the revenue receipt which can be devoted to primary education by the state under non-plan head and the aggregate as per growth rate of such expenditure for the last 10 years, at 1992-93 prices, would be Rs. 85370 lakh and Rs. 88520 lakh respectively, which are much higher than the requirement of Rs. 79701 lakh and Rs. 82596 lakh.

Decadal growth of primary education total expenditure of the state Govt. from 1984-85 to 1993-94 at 1980-81 prices are shown in table 5.1.

Table 5.1

year		Rs. in lakh (1980-81 prices)
1984-85	—	11959
1985-86	—	13776
1986-87	—	14918
1987-88	—	16220
1988-89	—	16036
1989-90	—	17239
1990-91	—	20317
1991-92	—	18411
1992-93	—	17562
1993-94	—	18878

Projected revenue receipts and total expenditure on primary education in the state for the years 1996-97 to 2003-04 at 1992-93 prices are shown in Table 5.2

Table 5.2

Year	Available revenue receipts (1993-94 prices)	Estimated Total expenditure (1992-93 received)
1996-97	63520	56778
1997-98	66244	58038
1998-99	69523	59327
1999-00	72965	60644
2000-01	76577	61990
2001-02	80367	63666
2002-03	84345	64773
2003-04	88520	66211

5.4 Sustainability of the project

Five districts of West Bengal have been chosen for implementation of DPEP and the total project cost is estimated, as per Govt. of India's norm, at Rs. 20000 lakh which will be spent in phased manner during the project period of seven years. It is estimated that the cost at final year of the project for the items such as salaries of the newly appointed teachers and administrative staff would be about Rs. 2000 lakh and in the next year it works out to be 2200 lakh with a provision of 5% of escalation for annual increment of the teachers and staff. As per DPEP guidelines the state's contribution of 15% of the project cost per year would continue even after the project period. The state Govt is allotting Rs. 500 lakh per annum towards DPEP project cost. Thus the additional requirement would be Rs. 1700 lakh. This additional recurring liability can be easily met since the fund which can be devoted from the revenue receipt for primary education will be Rs. 88520 lakh as against Rs. 82596 lakh which is the estimated expenditure for primary total students with 100% enrolment. The projected expenditure pattern in the intervening period of the project also indicates that it is possible to absorb the additional expenditure on the part of the state Govt. for declining rate of funding from the project for salary item. Thus the project is sustainable within the state's financial growth even after the project period.

6.

CAPACITY BUILDING

There is an urgent need of capacity building at the state level institutions in the preparation of text books and work books for children, guide books for teachers, training modules methodologies for training of educational administrators right from the state level to the school level, preparation of modules for training and orientation of teachers, VEC members, Panchayat Functionaries, Project Management Staff, members of the teaching staff of DIETs/PTTIs and other educational and ICDS functionaries. It is proposed to be done by strengthening the West Bengal Board of Primary Education, the State Council of Educational Research and Training (SCERT) in the initial years of the District primary Education Programme in the state with provision of sustaining these inputs by the State Government subsequently.

6.1 STRENGTHENING OF WEST BENGAL BOARD OF PRIMARY EDUCATION

West Bengal Board of Primary Education, unique of its kind in the country, is statutorily responsible for curriculum, syllabus, text books, guide books and work books for primary schools in the state.

The powers and functions of the Board as provided statutorily have been given in Appendix-1.

Improvement of quality of primary education requires immediate and recurrent revision and re-structuring of curriculum, text books, students' work books and teachers' guide books along with MLL strategies. From the equity point of view it is also necessary to review the text books to make them gender bias-free. As the Board is extremely under-staffed at present, this necessitates setting up of a Cell under the Board for speedy implementation of the above work for DPEP purposes. The proposed list of personnel along with the expert and ministerial staff is given in Table No. 6.1 and the corresponding budget in Table No. 6.2. All the above work will be done in workshop mode where experts from national level, regional level (eg. Regional Institute of Education, Bhubaneswar, etc.) and other Resource Institutions at the state level will be invited to participate and offer their expert opinion.

TABLE 6.1
STAFF FOR WEST BENGAL BOARD OF PRIMARY EDUCATION

SL.No	Particulars	No of post	Monthly honorarium
1.	Academicians (one each for Language, Mathematices, Social Science and Physical Science)	4	Rs. 8,000/-×4 = Rs. 32,000/-
2.	Practising/Retired teachers (Four from PTTU/Secondary Schools and Four from Primary Schools)	8	Rs. 4,000/-×4 = Rs. 16,000/- Rs. 3,000/-×4 = Rs. 12,000/-
3.	Co-ordinator (UDA-level)	1	Rs. 4,000/-×1 = Rs. 4,000/-
4.	Typists cum DTP Operator	2	Rs. 4,000/-×2 = Rs. 8,000/-
5.	Group 'D' staff	2	Rs. 2,500/-×2 = Rs. 5,000/-
Total—			Rs. 77,000/-
Yearly Expenditure for these staff will be			Rs. 77,000/-×12 = Rs. 9,24,000/- = Rs. 9.25 lakh (say)

TABLE 6.2
**BUDGET FOR CAPACITY BUILDING OF
THE WEST BENGAL BOARD OF PRIMARY EDUCATION**

SL.No.	Particulars	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Total
A. Non-Recurring									
1.	DTP along With Installation	2.75	—	—	—	—	—	—	2.75
2.	Furniture etc.	0.50	0.50	—	—	—	—	—	1.00
Total A		3.25	0.50	—	—	—	—	—	3.75
B. Recurring :									
1.	Honorarium	9.25	10.18	11.19	12.31	13.54	14.89	16.38	87.74
2.	Stationery etc.	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.70
3.	Workshop for preparation of Text books & Trialling	0.50	0.60	0.60	0.50	0.50	—	—	2.70
4.	Hiring of consultancy	0.50	0.50	0.50	0.50	0.50	—	—	2.50
5.	Miscellaneous **	0.20	0.20	0.20	0.20	0.20	0.20	0.20	1.40
Total B		10.55	11.58	12.59	13.61	14.84	15.19	16.68	95.04
Grand Total (A+B)		13.80	12.08	12.59	13.61	14.84	15.19	16.68	98.79

** including maintenance.

6.2 STRENGTHENING OF SCERT

6.2.1 EDUCATIONAL MANAGEMENT AND TRAINING CELL

It is agreed at the State level that for the purpose of training in educational management it is premature to establish an altogether new and separate institution. At present the work will be done by establishing a separate cell in the SCERT under the same Director with sufficient delegation of power to the professor-in-charge of the cell. In future, if need be, a separate institution for training in educational management and administration may be set up taking the above SCERT Cell as its nucleus. This is also the national experience where NIEPA was originally set up as a unit of NCERT and was separated at a later stage.

The above cell of SCERT will look after the requirement of the constant training for the managers at different levels of school education system. This will include heads of institutions, officers at different levels of educational administration, project management and West Bengal Board of Primary Education and others involved in management of primary education in the state. There is also an urgent need of a good hostel for SCERT and of strengthening the SCERT library. The requirement of personnel for the above cell and the corresponding budget for personnel, equipments, hostel and library are given in Table Nos. 6.3 and 6.4

6.2.2 In view of the present staff position of SCERT it is felt necessary to hire some consultants for SCERT so that the Council may perform its role in various activities that it is supposed to undertake in connection with the DPEP in the initial years. The role of SCERT in different activities has already been mentioned in different parts of the plan. Because of the unique position of the State in having a Board of Primary Education it is necessary that SCERT, the state level apex body, will have to function in collaboration with the Board in most of the academic work and training activities. This is proposed to be done by hiring consultants in suitable numbers for the following purposes

- 1) Orientation and training of teachers;
- 2) Orientation and training of other functionaries like School Inspectors, VEC members, BRC and CRC personnel, members of teaching staff of DIETs/PTTIs and the personnel involved in project management, monitoring and evaluation.

Services of consultants will be utilised for only the period during which the State Government will not be filling up the vacancies of the existing posts for preparation of training modules and framing of training guidelines.

SCERT being under School Education Department, a policy decision has been taken to frame new recruitment rules for these posts and the college teachers have been transferred. It is expected that

within two years all these posts will be filled up and the consultants will be either completely withdrawn or will be associated with the project in different capacity.

These project consultants will be trained either by sending them to the training programmes as envisaged elsewhere with the help of National Level Technical Resource Group or through Regional College of Education, Bhubaneswer depending upon the availability of their resources. Incidentally steps have already been taken to use their services in this regard.

6.2.3 PROPOSED ACTIVITIES OF THE SCERT : (under DPEP intervention)

6.2.3.1. OTHER TRAINING PROGRAMMES

Project Management Staff, Members of teaching staff of DIET/PTTI and the personnel involved in project management, monitoring and evaluation will be oriented towards the general goal of DPEP and the respective functions of those institutions in particular. This will be done through SCERT by augmenting number of teaching staff through addition of some resource persons from National or State Level for the respective orientation that is envisaged.

6.2.3.2 TRAINING OF THE VEC MEMBERS

SCERT will design modules for training of the VEC members after proper analysis of the requirement of such training. It will also design modules and arrange to print manual for the function of VEC. It will also train the resource persons of different districts who in their turn will provide the necessary training in the district.

6.2.3.3 TRAINING OF INSPECTING OFFICERS

Arrangement for training of the Inspecting officers of different levels including those at the directorate level for the purpose of inspection, monitoring and evaluation will be made at the State level with the help of SCERT. Every functionary placed at the district will be trained in the above sphere so that their services can be effectively utilised at the time of implementation of the project particularly for management, monitoring and evaluation. Training modules, manuals etc. will also be generated at the state level by the SCERT in collaboration with the National Level Resource Group.

TABLE 6.3

STAFF FOR EMT CELL AND OTHERS OF SCERT

Sl.No.	Name of the post	No. of Post	Pay Scale (Rs.)	Approx. Monthly pay (Rs.)
1.	Professor in-charge	1	4500-6000/-	10,000/-
2.	Sr. Faculty Member	3	3700-5700/-	22,500/-
3.	Faculty Member	3	2000-4000/-	14,400/-
4.	Librarian	1	1780-3780/-	4,000/-
5.	Technician (including data entry operator)	2	1780-3780/-	8,000/-
6.	Stenographers	2	1640-3635/-	8,000/-
7.	U. D. A.	1	1560-3570/-	3,500/-
8.	L. D. A.-cum-Typists	2	1420-3130/-	6,400/-
9.	Group 'D' Staff	3	880-1265/-	7,500/-
		18	Total—	84,300 : 83,300/-
Annual Requirement Rs. <u>82,800</u> × 12 = Rs. 9.99 lakh = Rs. 10.00 lakh (Say)				
10.	Annual Requirement for 5 consultants			Rs. = 5.50 lakh.
	Total annual requirement			Rs. = 15.50 lakh

TABLE 6.4
BUDGET FOR S C E R T
(EMT Cell & Others)

(Rs.in lakh)

Sl. No. Particulars	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Total
A. Non-Recurring								
1. Furniture	1.00	1.00	—	—	—	—	—	2.00
2. Equipments including Computer	5.00	3.00	—	—	—	—	—	8.00
3. Construction of trainees hostel for SCERT	—	40.00	40.00	20.00	—	—	—	100.00
4. Books for SCERT Library	2.00	2.00	—	—	1.00	—	—	5.00
Total A—	8.00	46.00	40.00	20.00	1.00	—	—	115.00
B. Recurring								
1. Honorarium (including Consultancy)	15.50	16.45	11.50	12.65	13.90	15.29	18.82	102.11
2. Stationery etc..	1.00	1.50	1.50	1.50	1.50	1.50	1.50	10.00
3. Training Programme	4.00	1.00	1.00	1.00	1.00	1.00	1.00	10.00
4. Hiring of Vehicle	1.20	1.30	1.40	1.50	1.70	1.90	2.10	11.10
5. Office expenses	0.10	0.10	0.15	0.15	0.20	0.10	0.25	1.15
6. Books, Journals etc.	0.50	0.50	0.50	0.50	0.50	0.50	0.50	3.50
7. Contingency	0.40	0.40	0.40	0.40	0.50	0.50	0.50	3.10
8. Miscellaneous	0.30	0.30	0.35	0.35	0.40	0.40	0.45	2.55
Total A—	23.00	21.55	16.80	18.05	19.70	21.29	23.12	143.51
Grand Total (A+B)—	31.00	67.55	56.80	38.05	20.70	21.29	23.12	258.51

7. PROJECT MANAGEMENT STRUCTURE

7.1 STRUCTURE AT THE STATE LEVEL

7.1.1. DPEP will be managed by a State Level Registered Society called Paschim Banga Rajya Prathamik Siksha Unnayan Sanstha with its branches in the districts. The Sanstha has a General Council under the Presidentship of the Chief Minister and an Executive Committee (EC) under the Chairmanship of the Secretary, School Education Department, Government of West Bengal. The State Project Director is the Chief Executive Officer. There will be one Additional State Project Director and under him there will be five Deputy State Project Directors for looking after the academic matters including Training, Evaluation and Research, Administration, Civil work, Finance and MIS. There is also provision for two Assistant State Project Directors to look after Project Activities including those relating to Media & Documentation.

7.1.2. The project will be managed with the advice and guidance of the existing formal structures, in the relevant field, which will be inducted in different task forces along with others. The project management at the state level will keep close contact with the implementation of the programmes at the district and sub-district levels and will monitor and evaluate them. It will also act as a co-ordinating body between Govt. of India, NCERT, NIEPA, Ed-CIL etc. at the national level-Regional Institute of Education, Bhubaneswar and other DPEP States at the regional level; Govt. Of West Bengal, SCERT, West Bengal Board of Primary Education and other Resource Institutions at the State level and District Project Office, District Primary School Council, Zilla Parishad, District Inspectorate and Administration at the district level.

7.1.3. In view of the inadequacy of the information both from the state level to grass-root level and vice versa, it is proposed to have computerised Management Information System (MIS) under DPEP-both at the state and district levels. Information will flow from the State Project Office (SPO) to the District Project Office (DPO) wherefrom the same will flow to the appropriate sub-district levels. Monitoring will be done more frequently by making the concerned authorities more effective through training. District Primary School Council and the District Project Office will collect information from different levels and pass on the same to the planning team for constant revision of the Annual Plan.

District and State MIS will use NICNET. NIC will help to train personnel and to develop softwares. The system will be supported by expert advice of the NIC.

Project Offices at the state level and the district level will have constant interaction with national Level MIS for effective monitoring and evaluation of different activities under DPEP.

Organogram of the Project Management Structure (including State MIS), indicative staff pattern and budget in the SPO may be seen in Tables 7.1, 7.2 and 7.3.

Table - 7.1

**ORGANOGRAM
STATE LEVEL PROJECT MANAGEMENT**

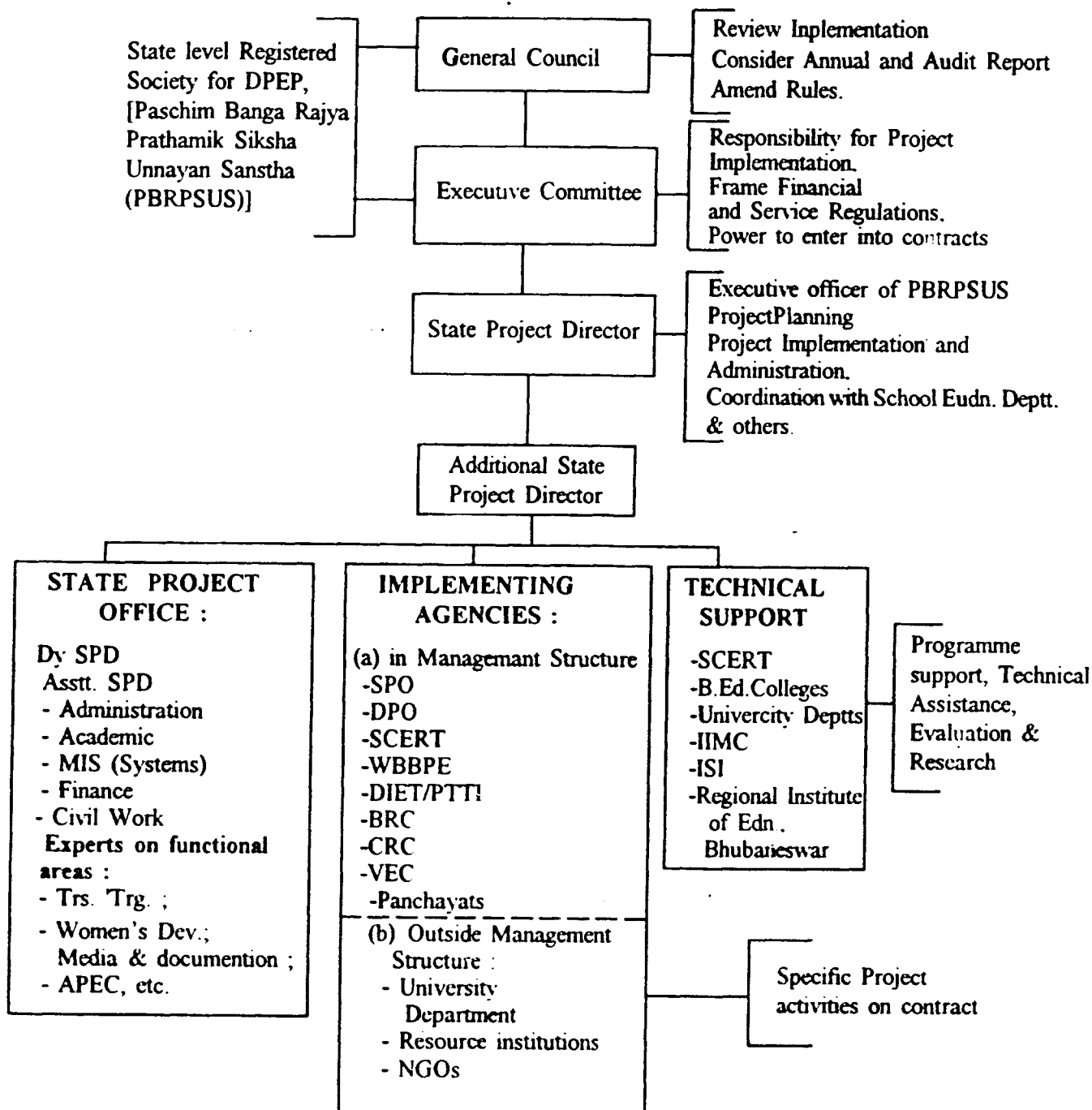


Table - 7.2

A. INDICATIVE STAFF PATTERN FOR THE STATE PROJECT OFFICE

- A. State Project Director**
 - Secretary to the State Project Director
 - Stenographer
 - Group D Staff
- B. Additional State Project Director**
 - Stenographer
 - Group D Staff
- C. Deputy State Project Director (Administration)**
 - Assistant State Project Director (Administration, Media & documentation)
 - Stenographer
 - Upper Division Assistant
 - Group D Staff
- D. Deputy State Project Director (Academic)**
 - Assistant State Project Director (Academic - including Women Development Activities)
 - Stenographer
 - Group D Staff
 - Consultants (For specified areas)
- E. Deputy State Project Director (Systems)**
 - Programmer
 - Data Entry Operator
 - Group D Staff
- G. Deputy State Project Director (Civil Works)**
 - Lower Division Clerk - cum - typist
 - Group D Staff
- H. Common pool staff :**
 - Lower Division Clerk-cum-typist
 - Machine Operator
 - Night Guard

B. STAFF OF STATE PROJECT OFFICE WITH COST (PAY SCALE & PAY PE MONTH)

1. State Project Director -1	(5900 - 6700)	15,000
2. Addl. State Proj. Director -1	(4500 - 6000)	12,000
3. Dy State Proj. Director - 5	(3700 - 5700)	45,000
4. Asstt. State Proj. Director - 2	(3000 - 4750)	16,000
5. Superintendent-cum-cashier-1	(1780 - 3780)	5,000
6. Accountant-1	(1640 - 3635)	4,500
7. UDA - 3	(1560 - 3570)	8,000
8. LDA-cum-typist-2	(1420 - 3130)	7,000
9. Stenographer-4	(1640 - 3635)	18,000
10. Secy. to State Proj. Dir. -1	(2200 - 4000)	6,000
11. Programmer-1	(2200 - 4000)	6,000
12. Data Entry Operator-2	(1640 - 3635)	9,000
13. Group D-8 (Machine Operator, Night Guard & General)	(800 - 1265)	20,000
Total requirement per month		Rs. 1,71,500
Annual requirement :		
a) Staff salary - 1,71,500 x 12		Rs. 20,58,000
b) Consultancy for programmes for 48 consultant months @ Rs. 10,000 per month - 10,000 x 48		Rs. 4,80,000
Total Annual Requirement		Rs. 25,38,000

Table - 7.3

BUDGET FOR THE STATE PROJECT OFFICE (INCLUDING MIS)								
ITEM	Y1	Y2	Y3	Y4	Y5	Y6	Y7	TOTAL
A. NON-RECURRING								
1. Telephone, Fax, etc.	3.50	--	--	--	--	--	--	3.50
2. Furniture	8.00	4.00	--	--	--	--	--	12.00
3. Equipments	10.00	5.00	--	--	--	--	--	15.00
4. Electrical fittings	4.00	1.00	--	--	--	--	--	5.00
5. MIS set up	23.25	--	--	--	--	--	--	23.25
Total - A	48.75	10.00	--	--	--	--	--	58.75
B. RECURRING								
1. Pay and Allowances (including Consultancy)	16.80	27.90	31.70	34.78	36.16	41.88	45.98	235.20
2. Transport	3.60	3.80	4.20	4.40	4.60	4.80	5.00	30.40
3. Telephone, Fax (Rentals)	1.00	2.50	2.50	2.50	2.50	2.50	2.50	16.00
4. Furniture (Maintenance)	--	--	0.50	0.50	0.50	0.50	0.50	*2.50
5. Consequency & Security	2.50	2.50	3.00	3.00	3.50	3.50	4.00	22.00
6. Equipments (Maintenance & consumables)	1.00	1.25	2.25	2.50	2.50	2.75	2.75	*15.00
7. Electricity & Water, etc. (Rentals & maintenance)	1.00	3.00	3.25	3.75	3.75	4.25	4.25	*23.25
8. Stationary & Postage	2.00	3.00	3.50	3.50	4.00	4.00	4.00	24.00
9. TA/DA	5.00	7.50	8.00	8.50	9.00	9.50	10.00	57.50
10. Rental for office space	2.00	6.00	6.60	6.60	7.25	7.25	8.00	43.70
11. Miscellaneous	1.00	2.50	2.00	2.00	2.00	2.00	2.00	13.50
12. SPO/DPO Staff training in Planning MIS, Procurement, Evaluation and Monitoring	2.50	2.50	--	2.50	--	--	--	7.50
13. Library Books, journals etc. and Training for SPO/DPO/DIET/ PTTI etc.	5.00	10.00	3.00	5.00	4.00	4.00	2.00	33.00
Total - B	43.40	72.45	70.50	79.53	79.76	86.93	90.98	523.55
GRAND TOTAL (A+B)	92.15	82.45	70.50	79.53	79.76	86.93	90.98	582.30

Note : MIS set up includes environment building, development of Human Resources and Softwares.

7.3. MANAGEMENT STRUCTURE AT THE DISTRICT LEVEL

7.2.1. At the district level the project will be managed by a District Level Co-ordination Committee (DLCC) set up under the Government of West Bengal, School Education Department order No. 895-SE (Pry) dated 3.10.94 (Vide Appendi - 2). Under this DLCC there are two other committees, namely District Core Committee (DCC) and District Planning Team (DPT) set up under Govt. Order Nos. 1096-SE (Pry) dated 10.12.94 and No. 1003-SE (Pry) Dt. dated 14.11.94 respectively (Vide Appendices - 3 and 4)

At the sub-district level there will be Block Resource Centres (BRC) and Cluster Resource Centres (CRC) Which will take up the responsibility of all sorts of training and orientation programmes; however, the BRCs and the CRCS will not have any administrative function. At the village level there will be Village Education Committees (VEC), the structure and functions have been given in the Government order No. 1236-SE (Pry) dated 12.12.95 (Vide Appendi - 5). Indicative Staff pattern for the District Level Project Office is given in Table 7.5. and the organogram for the District level project Management in Table 7.6.

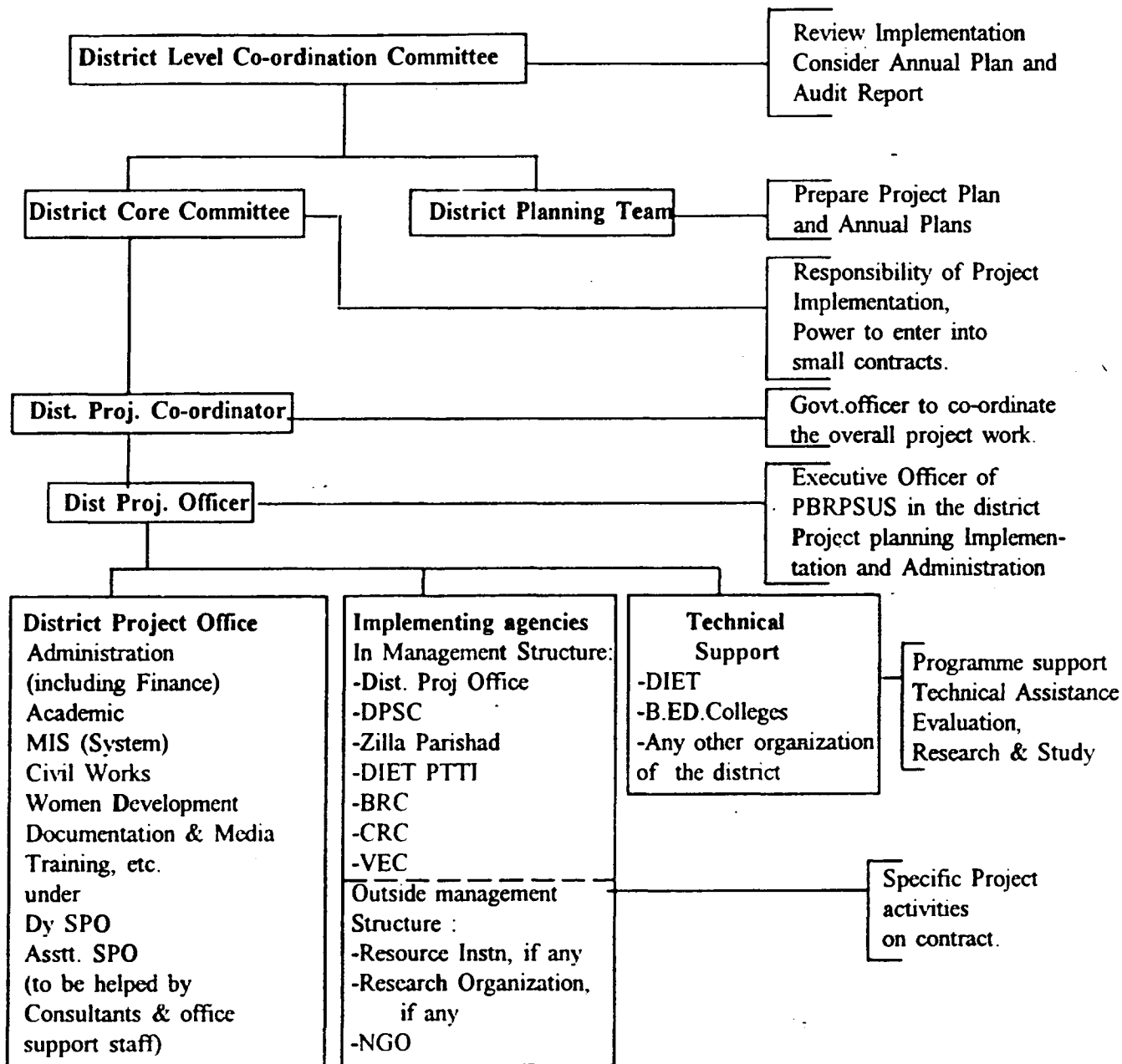
Table - 7.5.

1. District Project Co-ordinator - 1 (Ex-officio)
2. District Project Officer (full time) - 1
3. Deputy District Project Officer (in-charge Academic affairs) -1
4. Assistant District Project Officer (in-charge of Women Development, Media & Documentation) -1
5. Finance-cum-Administrative Officer -1
6. Accountant - 1
7. Cashier - 1
8. Data Entry Operator - 1
9. Lower Division Clerk-cum-typist - 2
10. Group D Staff (General - 4, Machine Operator - 1 and Night Guard - 1) - 6

In addition there will be part-time experts/Consultants to be inducted as and when necessary and their total intake will be upto 36 consultant months per year.

Table - 7.6

**ORGANOGRAM
DISTRICT LEVEL PROJECT MANAGEMENT**



8.

PROGRAMME INPUTS

In the light of what has been discussed earlier and keeping in view the national priority of Universalization of Elementary Education, the state now sets the following objectives to be achieved by the turn of the century through DPEP and other activities:

- (i) To provide educational facilities within a walking distance of 1 km.;
- (ii) To increase enrolment to 90%;
- (iii) To reduce dropout below 10%;
- (iv) To increase achievement level by 25%.

The following priorities are set for achieving the above stated access, enrolment, retention and learning achievement.

PRIORITIES UNDER DIFFERENT OBJECTIVES

A. Learning Achievement

1. Human resource development in teacher training, research, curriculum and textual materials through empowering the personnel involved in the work obtaining expertise both from national and state level bodies.
2. Pre-service teacher training in present PITIs with special stress on activity based joyful learning.
3. Setting up and manning of BRC.
4. Setting up and manning of CRC.
5. Strengthening of SCERT with EMT cell.
6. Augmentation of staff of PTTIs until functionalisation of DIETs.
7. Development of MLL-based curriculum and text books.
8. Development of in-service teacher training curriculum.
9. Development of pupils' work books and teachers' hand books.
10. Development of hand books for the instructors of alternative education system.
11. Development of hand books and training modules for the workers of ICDS and ECCE.
12. Research on factors which would lead to better learning achievement.

B. Retention

1. Meetings/Seminars/Workshops for members of VEC, Panchayats and Community.
2. House to house campaign.
3. Poster campaign.
4. Organisation of procession.
5. Training of members of VEC, Panchayat Groups and NGO animators about the rolls to be performed by the respective bodies for universalisation of primary education.

6. Organisation of street and stage dramas, puppet shows etc.
7. Participation of women especially mothers in VEC.
8. Appointment of teachers in formal schools.
9. Implementation of programmes for women's empowerment.
10. Provision of girls' toilets in schools.
11. Better functioning of ICDS centres through orientation of ICDS workers and establishing linkages with primary schools.
12. Gender equity in curriculum and text books.
13. Convergence of education programmes for girls offered by different departments, NGOs, etc.
14. Construction of school building.
15. Provision of teaching-learning materials.
16. Strengthening of supervision machinery through augmentation of all personnel.
17. Training of educational planners, administrators and other functionaries.
18. Study on the problems of the children of different social groups and other special areas.
19. Study on the effectiveness of strategies and activities undertaken for DEEP.
20. Research on factors hindering enrolment and retention.

C. Access and Enrolment

1. Awareness Campaign.
2. Undertaking school mapping.
3. Construction of school buildings.
4. Appointment of teachers.
5. Survey on the need and extent of alternative system of education.
6. Opening of centres for alternative system of education.
7. Beautification of school building and its environment.
8. Flexibility of school timing to bring maximum number of children within the ambit of formal education.

It is to be noted here that most of the activities under Access are related to the districts. Activities under Retention and Learning Achievements are shared between the state and the districts. As such the District and State component plan documents jointly reflect orchestration of efforts required for achieving the goal of DPEP. In this connection one point is to be kept in mind that some of the activities though grouped under different heads may lead to both access and retention and hence there can not be a clear cut demarcation in the efforts for access and retention.

It is, however, pointed out that there are some activities which may have lower order of priority but may be taken up simultaneously along with one or more activities of higher order.

ACTIVITIES AT THE STATE LEVEL

1. The State, in the context of DPEP, is committed to face squarely the challenges posed by withdrawal of children from schools, stagnation, and under-achievement. With this aim in view, the State-level intervention programmes are attuned to district-level strategies in order that interaction and interfacing take place at every stage of implementation of the programme.

2. For improvement of the quality of primary education, basic issues have been seriously addressed. The important issue along with the institutions/organisations to be involved in addressing those issues are enumerated below.

2.1 MLL strategies will be adopted in ensuring achievement of essential learning competencies by all children. MLL based curriculum and text books along with the work books for children and handbooks for teachers will be prepared by West Bengal Board of Primary Education in collaboration with the SCERT and by inducting consultancy from State and National levels. The training of teachers for this purpose will be the responsibility of the SCERT through DIETs/PTTIs at the district level, BRC at the block level and CRC at the Gram Panchayat level. The above stated institutions will be sufficiently strengthened and empowered, both quantitatively and qualitatively, to enable them to undertake the specified tasks. At each block level there will 8 to 10 resource persons, properly trained for the purpose, to oversee the actual transaction in the class room and to help the teacher in carrying out the transactions in terms of the requirement of MLL strategy. At the CRC these teachers will meet periodically to discuss among themselves if there is any need of further training in the methodology or if any innovation practised by any of their colleagues in the school can be disseminated in the other schools.

3. Along with various activities at the district level for improving enrolment, retention and learning achievement, some state level activities are also proposed. Gender sensitive workshops, programme of convergence of women's empowerment activities, programme for S.C & S.T. students and also other activities planned at the state level. The issue of gender sensitivity in text books has also been considered and it has also been proposed that the work of revising text books, work books, and other print materials will be taken up by the West Bengal Board of Primary Education. The special characteristics of S.C. and S.T. communities should also be looked into at the time of above revision. Particular attention has also been paid in framing district plans and state component plans to the special requirements of S.T. community according to their cultural/occupational characteristics and language

There is a general feeling that the S.T. community is gradually coming to the main stream of the society and using the main language of the state. The state language policy is to imparting education through mother tongue, particularly at the elementary level. The languages/dialects of some of the S/T communities are different from the general language of the state and as such, the children at the beginning of the school face certain difficulties in understanding the words or dialect used at school level. This poses a conflict between language of the school and the language at home hindering the educational growth and achievement of the child. To overcome these difficulties it has been decided to experimentally begin education of such children at schools where the concentration is more than 50%, through text books, written in their dialect and using the scripts of general language of the state. Gradually in classes 3 or 4 these children will not have any difficulty to switch over to the main language of the state for the purpose of their education in schools. This requires appointment of some teachers from the community or from the group which is conversant with the language/dialect of the community. Obviously, it necessitates the training of such teachers for the type of transaction that have been envisaged earlier.

The teachers' training modules will pay special attention to the above aspects for moulding the class room behavioural pattern of the teachers to take care of the above stated sensitivities.

4. The interventions regarding improving access will be mainly at the district level. Environment building for improving access and retention is also a district level activity. Staging of dramas and poster campaigns are two such activities which have been partially addressed in the state component plan. Specifically speaking, development of scripts for the dramas and design for poster, brochures, leaflets etc. will be undertaken at the state level.

5. The problem of the backlog of untrained teachers have been given due consideration. It has been proposed that a contact-cum-correspondence programme will be devised for those untrained teachers and will be implemented through the existing PTTIs. At the end of this contact-cum-correspondence programme the teachers will appear at the same examination along with the regular trainees of the PTTIs. This, it is hoped, will substantially reduce the number of untrained teachers in schools and make the PTTIs more viable.

6. So far the programmes on the development of the teachers and community at large have been discussed in the context of DPEP. Another important factor to be reckoned in this context is the management of the total education system right from the grass root level to the national-level through

state-level. The structure of the proposed Management Informations System (MIS) has already been discussed in the previous chapter. At this stage, it is also felt that proper training of the educational inspectors and other functionaries at different levels is also a necessity in improving supervision and monitoring of the activities in respect of primary education, both in the classroom and outside it. It is proposed that an objective based schedule will be prepared at the state level for getting feed back from the inspectors in respect of classroom activities. Different modules for the training of the inspectors both for using the above stated schedule and for taking effective part in the other educational activities in the context of improving access, enrolment, retention and achievement level will be prepared at the state level.

7. The need of an alternative system of education supplementing formal education has been stressed in earlier chapters. It is envisaged, as a state intervention, that the alternative system of education will be basically the charge of VECs. Some stipendiary educational volunteers may be engaged for this purpose. At this stage it may be noted that the Govt. of West Bengal has, on principle, approved the scheme of West Bengal Open School. This scheme has also a component for further education of neo-literates and primary school drops-outs with strong vocational bias. The need for such alternative system of education can be envisaged for two types of clientele— (i) those who never attended any school and (ii) those who have knowledge of literacy and numeracy up to class II level. The state Open Schools System will cater to the need of the second group of clientele as the children of these groups will be of some higher age, say about 10 +, than the normal age group children of these groups of children at primary schools and as such can not be grouped with regular primary school children for psychological reasons. The stipendiary volunteers and the institutions at the Panchayat level accredited by the state Open School System will take care of this group of children for whom special learning materials will be prepared at the state level. The stipendiary volunteers and any other groups of people identified by the VEC will be properly trained to take care of the first group of children who never attended any primary schools for the purpose of their basic education up to the end of primary level or their parallel entry into higher classes in the primary system.

The stipendiary volunteers may be a group of girls/women who, themselves, may be desirous of continuing further education through Open School System/Indira Gandhi National Open University or any other correspondence course. The stipend given to them may be in the form of fees for enrolment and continuing education through the above stated systems and appearing at the final examination.

This will go a long way in enhancing their educational qualification and in empowering them in playing effective role in the family, in particular and the society, in general voluntarily or remuneratively.

8. In addition to the above step for empowerment of women the issue has been addressed through the induction of women in the VEC and through their engagement as animators for enrolment and retention of children, specially girls, in primary schools. The issue of education of girls has also been addressed through gender sensitive text books, work books, teachers' training modules and other print media; making provision for separate toilets for girls in the school premises; appointing more female teachers and introducing flexible school timings. The strategies and costs of all these activities have been incorporated in district and state component plans. It should be noted at this stage that most of the activities and innovations at the district and state levels equally affect both boys and girls. The activities stated above are some additional steps to ensure gender equity in primary education.

9. It is a fact that other than the conventional indicators in the field of education, there are certain specific indicators, like impact of TLC on enrolment and retention in primary schools, etc., having great bearing on primary education and its subsequent effect in the society. These indicators are to be identified and proper methodologies need be framed for obtaining information on these indicators. Different institutions having post-graduate department in education and training as well as other institutions doing research in social science are engaged in isolation in some of the research activities pertaining to this field. The results of such sporadic or partial research in smaller field do not always come to the knowledge of the functionaries in the field even though those may influence effectively the policy making process and relevant management in the field of primary education. It is thus proposed that these institutions be listed and the key personnel of the organisations be oriented in the type of research and information that can be easily made use of by different institutions and functionaries working in the field of elementary education. The DPEP guidelines have a provision for such research work at the National, State and District levels and it is envisaged that some activities as mentioned in the above lines can be generated within the framework of DPEP. These will go a long way in improving the quality of intervention and its subsequent implementation at the grassroots level.

9. MONITORING AND EVALUATION

It has already been indicated in the management structure of the project that the state Project Director will be in overall charge of monitoring and evaluation of different activities that will be undertaken both at the state and district levels. It goes without saying that a **full** proof monitoring procedure has to be in place with the help of MIS for successful implementation of planned activities. There should also be an arrangement for evaluating every programme at regular intervals to find out if the desired results are being obtained through the activities. If not, necessary corrective measures have to be adopted.

9.1 MONITORING

At the state level, MIS will be used for collecting and analysing data that will be obtained from different sources like West Bengal Board of Primary Education, SCERT and other Resource Institutions. The soft-ware prepared at the national level will be used for preparation of the schedules through which both physical and financial monitoring will be effected. One person of each of the institutions/ organisations which will undertake activities under DPEP will be identified and made responsible for supplying relevant information required for the purpose of monitoring activity.

At the district level MIS of the District Project Office will be used for collection and collation of the data on different activities undertaken at this level. Particularly, for the purpose of training and orientation, these data will be collected from CRC, BRC and DIET/PTTI. Source of data collection for the activities will be as follows :

Sl.No.	Activity	Data Source
1.	Training and orientation	CRC, BRC AND DIET/PTTI
2.	Administration	Financial-cum-Administrative officer at the District Project Office.
3.	Civil Work	VEC with assistance from building supervisors and different engineering officers of the Panchayati Raj under guidance of the civil work in-charge at the District Project Office in particular reference to the Construction Manual developed for the purpose.
4.	Women's Development	Women's Development in-charge at the District Project Office on the activities specifically undertaken for the girl children and for women's empowerment. The above officer will collect relevant data from VEC under the guidance of Sub-Inspector of Schools of the area.

- | | | |
|----|------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 5. | Enrolment Rate | Sub-Inspector of schools through VEC. |
| 6. | Attendance Rate | Sub-Inspector of Schools through direct contact with the schools and VECs. |
| 7. | Achievement Rate | Through schedules prepared at the national level by selected personnel for the purpose under the supervision of Sub-Inspector of Schools |

All the above stated data will be collected both in physical and financial terms with the specific time targets, and personnel concerned will be oriented adequately.

In addition to the above, specific TOR's will be prepared for some missions from the state level or national level for overall monitoring of the activities under DPEP periodically.

It goes without saying that only the project and educational functionaries in the district will not be sufficient for monitoring all the activities that will be undertaken under DPEP. And hence it is also felt necessary that support will be sought from the Panchayati Raj System at different levels i.e. Zilla Parishad, Panchayat Samity and Gram Panchayat. The same support is also necessary from the district general administration like District Magistrate and his officers at different levels of administration in the district.

Activity-wise detailed time-bound monitoring schedules will be prepared by holding workshops with experts from National and State levels in order to establish activity monitoring system right from the beginning of the implementation of the process.

9.2. EVALUATION

Evaluation of any activity undertaken for DPEP is purely technical. Workshops at state and district levels will be organised with external resource persons to build the capacity of some identified persons for the work of evaluation. Expertise of such oriented persons will be utilised for internal evaluation of each of the activities. To avoid any bias in such evaluation, periodical evaluation of activities will be done by launching missions with members not connected with the project and with specific TORs for specific activities. The mission-members will also include external persons from National or other State levels.

Specific detailed activities with specified TORs and Time Schedule will be prepared on the basis of the annual work plan for the district and the state component plan.

The strategies, issues and innovations in respect of DPEP in the five selected districts of West Bengal have been amply discussed in the foregoing chapters and in the respective district plans. Necessary budgetary provisions have also been incorporated in appropriate places. Having done so, the question of sustainability of the reforms and innovative activities developed in course of the 7-year project has to be properly ensured. This, in other words, means moving from the project mode to the programme mode. A smooth transition from project to programme mode depends on the way the concerned policies, rules and regulations are re-oriented to accommodate the new innovations. This may require apprising the policy-makers to the effectiveness of the new initiatives and influencing their decisions in such re-orientation of policies, rules and regulations. Certain innovations found effective towards the beginning of the project may also be replicated in non-project districts and this may facilitate the policy changes.

The DPEP framework has a provision for research study and innovations at the National, State and District levels. The findings of some of these studies and innovations may be found very effective in bringing in desired changes in the system. These findings may be adopted in other districts leading to smooth overall sustainability of the reform through necessary policy changes. All elements of the Project may not, at all, get integrated into regular programme of primary education. Decision on this will be taken on concurrent analysis of each component element in the project throughout the period of implementation. This will reveal not only the worthwhileness of retaining the project component, in the long run, but also their financial viability in terms of cost-effectiveness.

Year-wise total state level project cost and synopsis of the total project cost at the district and state levels are given in Tables 10.1 and 10.2.

TABLE 10.1

TOTAL STATE LEVEL PROJECT COST (YAER 1 TO YEAR 7)

(Rs. in Lakh)

Sl.No.	Activities	Y1	Y2	Y3	Y4	Y5	Y6	Y7	TOTAL
I.	Establishing Project Planning and Management Including Financial Management Capability								
I.1	Establishing SPO : Inc MIS								
	a. Rental	2.00	6.00	6.60	6.60	7.25	7.25	8.00	43.70
	b. Furniture	8.00	4.00	--	--	--	--	--	12.00
	c. Equipment inc. MIS	33.25	5.00	--	--	--	--	--	38.25
	d. Phone, Fax, etc.	3.50	--	--	--	--	--	--	3.50
	e. Electrical fitting	4.00	1.00	--	--	--	--	--	5.00
	f. Staff Salary inc. Consultancy	16.80	27.90	31.70	34.78	36.16	41.88	45.98	235.20
	g. Transport	3.60	3.80	4.20	4.40	4.60	4.80	5.00	30.40
	h. Rental For Phone, Fax	1.00	2.50	2.50	2.50	2.50	2.50	2.50	16.00
	i. Conservancy & Security	2.50	2.50	3.00	3.00	3.50	3.50	4.00	22.00
	j. Stationary & Postage	2.00	3.00	3.50	3.50	4.00	4.00	4.00	24.00
	k. TA/DA	7.00	9.50	10.00	10.50	11.00	11.50	12.00	71.50
	l. Maintenance of furniture, equipment and others	2.00	4.25	6.00	6.75	6.75	7.50	7.50	40.75
	m. Consumables (MIS)	1.00	1.25	1.25	1.50	1.50	1.75	1.75	10.00
	n. Misc.	1.00	2.50	2.00	2.00	2.00	2.00	2.00	13.50
	o. SPO/DPO Staff training in planning, MIS, procurement, evaluation & monitoring	2.50	2.50	--	2.50	--	--	--	7.50
	p. Library Books, furniture & Trg. for SPO/DPO/ PTTI Staff	5.00	10.00	4.00	4.00	4.00	4.00	4.00	35.00

Sl.No.	Activities	Y1	Y2	Y3	Y4	Y5	Y6	Y7	TOTAL
1.2	Capacity Building								
	a. EMT Cell in SCERT (including training of staff)	28.00	71.55	56.80	38.05	20.70	21.29	23.12	259.51
	b. WBBPE	13.80	12.08	12.59	13.61	14.84	15.19	16.68	98.79
	c. National Work shop for Planning & Management	2.00	2.00	2.00	2.00	2.00	2.00	2.00	14.00
	d. Support to IASE etc	5.00	5.00	5.00	5.00	5.00	5.00	5.00	35.00
	e. Support to NGO etc	2.00	2.00	2.00	2.00	2.00	2.00	2.00	14.00
Total		145.95	178.33	153.14	142.69	127.80	136.16	145.53	1029.60
II. Establishing Capability for Teacher Training :									
1.	Identification of competencies (MLL) for all subjects & all classes	--	1.00	1.00	--	--	--	--	2.00
2.	Dev. of evaluation methodology for MLL	1.00	--	1.00	--	--	--	--	2.00
3.	Dev. of modules for Tr. Trgs. in C/B teaching	1.00	1.00	1.00	--	--	--	--	3.00
4.	Trg. of SCERT/DIET/PTTI faculty members in C/B teaching	5.00	5.00	5.00	5.00	--	5.00	--	25.00
5.	Trg. for KRPs in c-cum-c and also run of the course in PTTIs	5.00	10.00	--	--	--	--	--	15.00
6.	Dev. of modules for Trs. and Supervisors for 6 other specified themes as follows : i) Multi-grade teaching ii) Teaching Skills for Classes 1 & 2	10.00	--	--	2.00	--	--	--	12.00

Sl.No.	Activities	Y1	Y2	Y3	Y4	Y5	Y6	Y7	TOTAL
	iii) Physical Edn.								
	iv) Edn. for Physically Handicapped children								
	v) Pr. & Cr. Work								
	vi) Value Edn.								
7.	Trg. of KRPs for above mentioned six themes	11.00	--	--	11.00	--	--	--	22.00
8.	Dev. of modules for APE instructors (along with contents)	1.00	--	--	1.00	--	2.00	--	--
9.	Trg. of KRPs for APE	2.00	--	--	2.00	--	--	4.00	--
10.	Action Research, Study, on resource competency dev. in Tr.-trg. areas	3.00	12.00	12.00	12.00	12.00	12.00	--	63.00
11.	Evaluation and monitoring in the above mentioned areas	3.00	15.00	18.00	15.00	15.00	15.00	15.00	96.00
12.	Trg Programme for PTTI faculty at RIE	6.25	6.25	--	--	--	--	--	12.50
Total		48.25	50.25	38.00	48.00	27.00	32.00	15.00	258.50
III. Improving Teacher Effectiveness :									
1.	Preparation of Hand Books stating the long term strategies in relation to recruitment, training, etc.	5.00	25.00	--	--	--	20.00	--	50.00
2.	Meeting/Seminar to observe 'Handbook Day' in State, Dist., Block, Cluster.	--	10.00	--	--	--	--	--	10.00
3.	Misc.	1.00	1.00	1.00	.50	.50	.50	.50	5.00
Total		6.00	36.00	1.00	0.50	0.50	20.50	0.50	65.00

(Rs. in Lakh)

Sl.No.	Activities	Y1	Y2	Y3	Y4	Y5	Y6	Y7	TOTAL
IV. Community Mobilisation and VEC Formation : Convergence aspects									
1.	Dev. of modules for VEC, Panchayat, NGO & ICDS	1.00	--	--	--	--	--	--	1.00
2.	Trg. of KRPs for trg of VECs, Panchayats, NGOs, ICDS and Health workers.	1.60	--	--	1.60	--	--	--	3.20
3.	Workshops for NGOs on :								
	a) Girls' Education	1.00	--	--	1.00	--	--	--	2.00
	b) APE	1.00	--	--	1.00	--	--	--	2.00
	c) Edn of SC/ST children	1.00	--	--	1.00	--	--	--	2.00
4.	Workshop on dev. of materials for environment building	2.00	2.00	2.00	2.00	2.00	2.00	2.00	14.00
5.	Awariness campaign activities :								
	i) Awariness campaign Programme	5.00	5.00	5.00	5.00	5.00	5.00	5.00	35.00
	ii) Competition for developing T/L materials	1.00	1.00	1.00	1.00	1.00	1.00	1.00	7.00
	iii) Printing of brochures, posters, pamphlets, bulletins etc.	24.00	18.00	12.00	12.00	6.00	6.00	6.00	84.00
	iv) Development of short films	1.00	1.00	1.00	1.00	1.00	1.00	1.00	7.00
	v) Inter-state study tour	2.00	2.00	2.00	2.00	2.00	2.00	2.00	14.00
	vi) Street and stage drama	1.00	--	1.00	--	1.00	--	--	3.00
Total		41.60	29.00	24.00	27.60	18.00	17.00	17.00	174.20

Sl.No.	Activities	Y1	Y2	Y3	Y4	Y5	Y6	Y7	TOTAL	
V.	Planning and Implementing Improved Arrangements for the Construction and Maintenance of New Buildings									
1.	Framing of Construction Manuals (in workshops with CW personnel in the state and districts) preceded by a statelevel seminar with SPO, DPO, VEC, Panchayati Raj etc.	5.00	--	--	--	--	--	--	5.00	
2.	Maintenance of CW on contract	--	--	--	--	.50	.50	.50	1.50	
3.	Monitoring and evaluation of CW in districts :	--	3.00	3.00	3.00	1.00	--	--	10.00	
	a) Monitoring scheduling									
	b) Conveyance & transport									
	c) Seminars on lessons learnt in districts.									
	Total :	5.00	3.00	3.00	3.00	1.50	0.50	0.50	16.50	
V.	Creating capacity for Action Research									
1.	Planning a series of action studies on	0.35	1.00	1.00	1.00	1.00	1.00	1.00	6.35	
	a) Gender perspectives									
	b) Working children									
	c) Specially disadvantaged Grs.									
	i) Tribals									
	ii) Minority									
	iii) Physically handicapped									
	d) Alternative Schooling									
2.	Holding of workshops for proper execution of the work	1.50	2.00	--	--	--	--	--	3.50	
3.	Conduct of surveys for data collection	3.00	--	4.00	--	--	--	--	7.00	
4.	Data analysis	--	7.00	--	--	--	--	--	7.00	
5.	Documentation (3, 4, and 5 to be preceded by training of staff, as required)									
		Budget incorporated in the same for SPO								
	Total	4.85	10.00	5.00	1.00	1.00	1.00	1.00	23.85	

Sl.No.	Activities	Y1	Y2	Y3	Y4	Y5	Y6	Y7	TOTAL
VII.	Creating capacity and design systems for Monitoring, Evaluation and Impact assessment								
1.	Carrying out design exercises for project specific monitoring and impact review systems.	1.00	2.00	0.50	0.50	0.50	0.50	--	5.00
2.	APW with state interventions in District Plans. (by January every financial year)	1.00	1.00	1.25	1.25	1.50	1.50	1.00	8.50
	Total	2.00	3.00	1.75	1.75	2.00	2.00	1.00	13.50
VIII.	Specified other activities								
	a) Research & innovations	26.00	26.00	26.00	26.00	26.00	26.00	26.00	156.00
	b) Preparation of MLL based text books (experimental phase)	13.92	19.65	19.65	--	--	--	--	53.22
	c) Preparation of TLM for APE	4.00	6.00	--	--	--	--	--	10.00
	Total	17.92	51.65	45.65	26.00	26.00	26.00	26.00	219.00
IX.	Unidentified Future Activities	--	--	33.00	30.00	30.00	30.00	30.00	153.00
	Grand Total (I - IX)	271.57	361.23	304.54	280.54	233.80	265.16	236.53	1953.37

Table 10.2
SYNOPSIS OF TOTAL PROJECT COST
(DISTRICTS AND THE STATE TAKEN TOGETHER)

Total A for districts
Total B for State

Rs. in Lakh

Expenditure Account	South 24-Pgs.	Birbhum	Bankura	Murshidabad	Cooch Behar	Total Cost - A	Total Cost - B	Grand Total (A+B)
CIVIL WORKS	793.00	821.55	880.30	959.75	831.78	4286.38	105.00	4391.38
FURNITURE	115.169	24.20	40.50	28.15	70.00	278.019	15.00	293.019
EQUIPMENTS	25.814	24.63	21.56	13.15	14.73	99.884	57.50	157.384
VEHICLE HIRING	64.50	48.23	30.30	38.40	33.60	215.03	30.40	245.43
LIBRARY BOOK ETC.	--	11.75	18.60	11.06	28.24	69.65	43.50	113.15
TRG COST INCLUDING TADA WORKSHOPS & SEMINARS	370.8722	548.717	533.56	131.89	271.66	1856.6992	100.20	1956.8992
AWARENESS CAMPAIGNING	2.112	85.62	4.60	20.10	8.00	120.432	70.00	190.432
SALARIES OF ADDL STAFF	52.80	143.374	47.04	9.45	487.50	740.164	150.00	890.164
CONSUMABLES TEACHING MATERIALS	727.195	545.839	979.92	1373.75	1000.39	4627.094	427.55	5054.644
CONTINGENCY AT STATE, DIST., BRC SCHOOL LEVEL	--	134.238	43.15	82.53	35.50	295.418	186.70	482.118
EQUIPMENT OPERATION & MAINTENANCE	966.25	892.91	858.07	815.33	497.14	4029.70	53.22	4082.92
CIVIL WORKS MAINTENANCE	--	50.543	13.92	--	21.64	86.103	--	86.103
ALTERNATIVE SCHOOLING	--	1.12	1.02	4.53	26.40	33.07	40.75	73.82
STUDIES AND RESEARCH	55.00	22.81	19.70	--	--	97.51	1.50	99.01
OTHER ACTIVITIES	256.00	--	--	10.50	98.79	365.29	10.00	375.29
UNIDENTIFIED ACTIVITIES	47.60	175.392	26.30	21.20	--	270.492	242.85	513.342
	305.7742	14.00	88.28	6.24	10.50	424.7942	266.20	690.9942
	--	150.00	--	--	--	150.00	153.00	303.00
TOTAL	3782.0864	3694.923	3606.82	3526.03	3435.87	18045.7294	1953.37	19999.0994 = 20000.00

11.

APPENDICES

1. WBBPE : Powers and functions (extracts from the relevant act);
2. Govt. Order regarding constitution of District Level Coordination Committee;
3. Govt. Order regarding constitution of District Core Committee;
4. Govt. Order regarding constitution of District Planning Team;
5. Govt. Order regarding constitution of Village Education Committee.

EXTRACTS FROM THE WEST BENGAL PRIMARY EDUCATION ACT, 1973
(WEST BENGAL ACT XLIII OF 1973) ON POWERS AND FUNCTIONS OF
THE WEST BENGAL BOARD OF PRIMARY EDUCATION

S.19. Powers and functions of the Board. — (1) Subject to any general or special orders of the State Government, the provisions of this Act and any rules made thereunder, the Board shall have generally the power to guide, supervise and control primary education and in particular the power—

- (a) to prepare and maintain a register of primary schools :
- (b) to provide by regulations after considering the recommendations, if any, of the Curriculum committee, the syllabus the courses of studies to be followed and the books to be studied in primary schools and for examinations conducted by the Primary School Councils :
- (c) to maintain and publish, from time to time lists of books approved for use in primary schools and for examinations conducted by the Primary School Councils and to remove the name of any such book from any such list :
- (d) to institute with the approval of the State Government such examinations as it may think fit, and to make regulations on all aspects connected with such examinations:
- (e) to make regulations regarding the conditions to be fulfilled by candidates presenting themselves for examinations conducted by the Primary School Councils :
- (f) to exercise general supervision and control over the work of the Primary School Councils and for that purpose to issue such instructions to the Primary School Councils relating to primary education as it may think fit and to call for reports from the Primary School Councils on matters relating to primary education :
- (g) to administer the West Bengal Board of Primary Education Fund :
- (h) to institute and administer such provident funds as may be prescribed:
- (i) to make regulations relating to the conduct, discipline and appeal in respect of the members of the staff of the Board :
- (j) to make regulations relating to the conduct and discipline in respect of teachers and non-teaching staff of primary schools under the Primary School Councils [and in respect of the staff of the Primary School Councils] :
- (k) to transfer any teacher or non-teaching staff from a primary school within the jurisdiction of one Primary School Council to a primary school within the jurisdiction of another Primary School Council :
- (kk) to transfer any officer or employee other than the Secretary and the Finance Officer from one Primary School Council to another Primary School Council or to the Board or from the Board to a Primary School Council.”

1. Inserted by Section 5 (1) of the W.B. primary Education (Amendment) Act, 1980.

2. Inserted by Section 4 of the West Bengal Primary Education (Amendment) Act, 1987. Published in the Calcutta Gazette, Extraordinary, Part III, 17th dated December, 1987

- (l) to make regulations determining the mode of teaching and the medium of instruction to be followed in primary schools;
- (m) to make regulations for deciding any dispute relating to primary schools but not relating to teaching or non-teaching staff of such schools;
- (n) to determine, with the approval of the Director, the hours of instruction and the number and duration of vacations;
- (o) to hear appeal in the prescribed manner from the decision of a Primary School Council granting or refusing to grant recognition to any primary school;
- (p) to advise the State Government on all matters relating to primary education referred to it by the State Government;
- (q) to grant financial aids to Primary School Councils for the development of primary education or for any other purpose;
- [(qq) to consider and recommend the budget estimates of the Primary School Councils to the Director];
- (x) to perform such other functions and discharge such other duties as may be prescribed.
- (2) Subject to the provisions of sub-section (1) the board shall have the power to make regulations in respect of any matter for the proper exercise of its powers under this Act:
Provided that no regulation shall be valid unless it is approved by the State Government.
- (3) The State Government may in according the approval referred to in the proviso to sub-section (2), make such additions, alterations and modifications therein as it thinks fit:
provided that before making any such additions, alterations or modifications the State Government may, if it thinks fit, give the Board an opportunity to express its views there on within such period as may be specified by the State Government.
- (4) All regulations approved by the State Government shall be published in the Official Gazette.

1. Inserted by sec. 5 (2) of the W. B. Primary Education (Amendment) Act, 1980.

Appendix-2

**Government of West Bengal
School Education Department
Primary Branch
Bikash Bhawan, Salt Lake, Calcutta-91**

No. 89-SE (Pry.)
10M-174/94 pt.

Dated Calcutta, the 3rd October, 1994

N O T I F I C A T I O N

The Governor is pleased to constitute a District Level Coordination Committee with the following members for the District Primary Education Programme to be taken up in each of the districts of Cooch-Behar, Birbhum, Bankura, Murshidabad and South 24-parganas.

1.	Sabhadhipati, Zilla Parishad	..	Chairman
2.	District Magistrate	..	Vice-Chairman
3.	Addl. District Magistrate (in charge of Development matters)	..	Member
4.	Chairman, District Primary School Council	..	Member
5.	One chairman of a Municipality to be nominated by Chairman	..	Member
6.	Karmadhyaksha, Siksha Sthayee Samity, Zilla Parishad	..	Member
7.	Special Officer, SC & TW	..	Member
8.	District Welfare Officer	..	Member
9.	District Social Education officer	..	Member
10.	One Principal of PTTI to be nominated by the Chairman	..	Member
11.	One representative of Paridarshak Samity	..	Member
12-13.	Two Women Activists connected with Primary Education (to be nominated by the Chairman)	..	Member
14.	District Planning officer	..	Member
15-16.	Two Representatives of the Non-Govern- mental Organisations of the district (to be nominated by the Chairman)	..	Member
17-22.	One representative from each of the recognised Primary Teachers' Associations in the District	..	Member
23.	District Inspector of Schools (SE)	..	Member
24.	District Inspector of Schools (PE)	..	Member-Secretary

The Committee will be responsible for;

- (1) Conducting the initial survey and study to ascertain the present status of primary education in the district and also for ascertaining the future requirement so as to achieve the goal of Universalisation of Primary Education (UPE) by the turn of the century;
- (2) Framing suitable plan spread over a period of five years for the entire district;
- (3) Evolving suitable time-bound strategies to achieve the objective set out in the above-stated plan;
- (4) Monitoring at suitable periodic intervals the attainments as to modify/amend the implementation-strategy and.
- (5) Finally attaining the targeted objective within the planned time-frame.

The Member-Secretary shall convene meetings of the Committee in consultation with the Chairman and shall also act as the custodian of all records relating to the deliberations of the Committee.

By order of the Governor
Sd/- J. R. Saha
Secretary to the Government
of West Bengal

Appendix-3

Government of West Bengal
School Education Department
Primary Branch
Bikash Bhawan, Salt Lake, Calcutta-91

No. 1096-SE (Pry.)

Calcutta, the 19th December, 1994

NOTIFICATION

The Governor is pleased to constitute a District Core Committee in each of the districts of Cooch Behar, Birbhum, Bankura, Murshidabad and South 24-Parganas with the following members with a view to look after the day-to-day work of the District Level Coordination Committee, under DPEP for the next five years:

- | | | |
|----|-------------------------------------------------------------------------|------------------|
| 1. | Chairman, District Primary School Council | - Chairman |
| 2. | Karmadhyaksha of the Siksha Sthayee Committee of the Zilla Parishad | Vice Chairman |
| 3. | One representative of the District Magistrate | Member |
| 4. | One representative of the Sabhadhipati of the Zilla Parishad | Member |
| 5. | One Principal of a Primary Teachers' Training Institute | Member |
| 6. | One person to be nominated by the District Level Coordination Committee | Member |
| 7. | District Project officer for the DPEP | Member-Secretary |

By order of the Governor
Sd/- J. R. Saha
Principal Secretary to the
Govt. Of West Bengal

Appendix-3

**Government of West Bengal
Department School Education
Primary Branch
Bikash Bhawan, Salt Lake, Calcutta-91**

No. 1003-SE (Pry)

Calcutta, the 14th Nov, '94

NOTIFICATION

The Governor is pleased to constitute a District Planning Team in each of the Districts of CoochBehar, Birbhum, Bankura, Murshidabad and South 24-Parganas with the following members with a view to accelerating preparation of the respective District Plans for the District Primary Education Programme (DPEP) for the next five years :

- | | | |
|--------|-----------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1. | Sabhadhipati, Zilla Parisad | Chairman |
| 2. | District Magistrate | Vice Chairman |
| 3. | Chairman, Dist. Pry. School council | Member |
| 4. | Additional Executive officer,
Zilla Parishad | Member |
| 5. | One Principal of a Primary Teachers'
Training Institute
(To be Nominated by Chairman in case
there is more than one PTTI | Member |
| 6 & 7. | Two persons interested in Primary
Education to be co-opted by Chairman. | Member |
| 8. | District Inspector of Schools (Pry. Education) | Member-Secretary |

District plans formulated by the District Planning Team should be placed before the District Level Coordination Committee for District Primary Education Programme for discussion and approval.

By order of the Governor
Sd/- J. R. Saha
Secretary to the Govt. of West Bengal.

Appindix-5

Government of West Bengal
School Education Department
Primary Branch
Bikash Bhaban, Salt Lake, Calcutta-19

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 under 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 (in case there is more than one primary school in the village, head-teachers other than the one nominated by the Panchayat Samity as Secretary will also be members). -Secretary
3. Member of the Panchayat Samity and Member of 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 MasterTrainers/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 recognized 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 expressed reasons, subject to the approval of the District Level Coordination Committee for DPEP.

4. Function 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 the 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 text books, 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 of 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

NIEPA DC



D09162

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Date 21-06-96