

SARVA SHIKSHA ABHIYAN

PERSPECTIVE PLAN FOR UPE COMPONENT 2001-2006



**DISTRICT: HOWRAH
STATE: WEST BENGAL**

379.23
How-WE

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DISTRICT PROFILE

1. GEOGRAPHICAL LOCATION ;

The Howrah District having an area of about 1467 sq.Km. lies between the 22.12' and 22.48' degree North Latitude and 88.23' and 87.50' degree East Longitude. The south and the west of the district is bound by Medinipur district. The Hooghly lies on the North and on the East there are the Hooghly River and Kolkata. The normal average rainfall of the district is 16.25 mm.

2. Administrative Units :

The district containing 741 mouzas have one Municipal corporation and two municipalities. Besides the aforesaid municipalities there are 44 nos of non-municipal towns also. The Sub division wise administrative units are shown below :

Table No. 1.1

Sl.No.	Subdivision	Municipal corpn.	Municipality	Block	GP	Police Stn.
1	Sadar	1	1	5	67	12
2	Uluberia	0	1	9	90	7
Total :	Two	1	2	14	157	19

Block/Municipality number of Gram Sanshads and Wards are furnished below:

Table No. 1.2a

Sl.No.	Name of Block	No.of Gram Panchyats	No.of Gram Sansads
1	Bally-Jagachha Block	8	135
2	Domjur	18	251
3	Panchla	11	169
4	Sankrail	16	234
5	Jagatballavpur	14	184
6	Uluberia-I	9	128
7	Uluberia-II	8	119
8	Bagnan-I	10	138
9	Bagnan-II	7	111
10	Shyampur-I	10	142
11	Shyampur-II	8	134
12	Amta-I	13	170
13	Amta-II	14	157
14	Udaynarayanpur	11	146
Total		157	2218

Table No. 1.2b

Sl.No.	Name of Municipality	No. of Ward
1	HowrahMunicipal Corpn.	50
2	BallyMunicipality	29
3	UluberiaMunicipality	28
Total:		107

3. POPULATION ;

The population of Howrah district is **4274610** (2001 census). The density of population of the district is very high. As per 2001 census it is 2914 per sq.km.

Table showing Sex wise population and literates of Howrah District

Table No.1.3

Block and Urban Local Bodies	Population		
	Total	Male	Female
UN Pur	172080	88411	83669
Amta-II	189224	97618	91606
Amta-I	200147	102088	98059
J.B.Pur	219765	111239	108526
Domjur	317134	161262	155272
Bally-Jagacha	164520	86409	78111
Sankrail	288241	151637	136604
Panchia	213893	109229	104664
Uluberia-II	151216	78200	73016
Uluberia-I	182085	92817	89268
Bagnan-I	191188	97967	93221
Bagnan-II	146110	75330	70780
Shyampur-I	182333	92921	89412
Shyampur-II	171047	86943	84104
BM	261575	149810	111765
UM	215348	112545	102803
HMC	1008704	547969	460735
G.Total :	4274610	2242395	2031615

Total population of the district showing Male/Female and Urban/Rural

Table No. 1.4

Category	Population	Category	Population
Male	1982457	Urban	1849114
Female	1747187	Rural	1880530
Total	3729644	Total	3729644

The religious community wise break up is given below :

Table No.1.5

Religious community	Male population	Female population	Total population	Percentage to total population
Hindus	1537929	1351090	2889019	77.46
Muslims	438038	390702	828740	22.22
Christians	2030	1758	3788	0.10
Sikhs	1584	1232	2816	0.08
Buddhists	415	355	770	0.02
Jains	2213	1841	4051	0.11
Others	248	209	457	0.01
Total :	1982457	1747187	3729644	100.00

The Schedule Caste and Schedule Tribe population of the district with male female break up as per 1991 census is given below :

Block and Municipality wise SC ST Population:

Table No. 1.6

Block and Urban Local Bodies	Scheduled Caste Population			Scheduled Tribe Population		
	Male	Female	Total	Male	Female	Total
UN Pur	15858	15518	31376	193	190	383
Amta-II	20246	19427	33673	64	70	134
Amta-I	26669	25796	52465	119	96	215
J.B.Pur	22647	21789	44436	989	923	1912
Domjur	27261	26572	53833	488	391	879
Bally-Jagacha	12691	11500	24191	415	353	768
Sankrail	34198	31120	65318	361	334	695
Panchla	18779	17613	36392	12	8	20
Uluberia-II	23014	21808	44822	73	72	145
Uluberia-I	20144	19040	39184	16	18	34
Bagnan-I	13037	12385	25422	34	58	92
Bagnan-II	7159	6646	13805	339	341	680
Shyampur-I	15059	14355	29414	21	18	39
Shyampur-II	8984	8444	17428	1	2	3
BM	5087	3413	8500	596	495	1091
UM	13089	12233	25322	132	110	242
HMC	20453	16873	37326	1545	1213	2758
G.Total :	304375	284532	588907	5398	4692	10090

Block and Municipality wise minority population of the district showing the male and female break up is showing below :

Table No. 1.7

Name of Block/ULB	Total Population	Total Minority Population	Percentage of Minority population
UN Pur	172080	15470	8.99
Amta-II	189224	38583	20.39
Amta-I	200147	38048	19.01
J.B.Pur	219765	49096	22.34
Domjur	317134	89432	28.2
Bally-Jagacha	164520	8226	5
Sankrail	288241	80189	27.82
Panchla	213893	81878	38.28
Uluberia-II	151216	47179	31.2
Uluberia-I	182085	59888	32.89
Bagnan-I	191188	45694	23.9
Bagnan-II	146110	34920	23.9
Shyampur-i	182333	18416	10.1
Shyampur-II	171047	16677	9.75
BM	261575	20874	7.98
UM	215348	32151	14.93
HMC	1008704	161393	16
Total :	4274610	838113	22.22

LITERACY ;

The rate of literacy of the district is 67.62% where it is 76.11% in respect of Males and only 57.83% in respect of the Females of the district . The rate of literacy regarding Rural and Urban Population of the district with Male . Female breakup is shown below.:

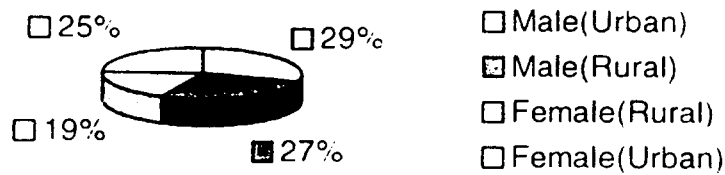
Table No. 1.8

Area	Male	Female	Total
Urban	79.61%	66.41%	73.72%
Rural	72.21%	49.61%	61.28%

NOTE : Literate population exclude children of age group 0 to 6 years .

Pie Chart - 1.1

SEX-WISE LITERACY STATUS OF URBAN AND RURAL POPULATION



As per the provisional Census figures available from the Data of Census 2001 the literacy figures has increased to 77.64% . The details of the population showing the rural and urban area and gender wise literates population figure is Tabled below :

Table No.1.9

Block and Urban Local Bodies	Population			0-6 years population			Literates		
	Total	Total	Male	Female	Total	Male	Female		
UN Pur	172080	19669	9986	9683	113727	64902	48825		
Amta-II	189224	23870	12070	11800	123806	71396	52410		
Amta-I	200147	24867	12778	12089	131075	74351	56724		
J.B.Pur	219765	29994	15213	14781	135754	76222	59532		
Domjur	317134	38847	19860	19587	211114	115206	95908		
Bally-Jagacha	164520	15981	8140	7841	126171	76185	55986		
Sankrail	288241	33670	17278	16392	193704	109855	83909		
Panchla	213893	30126	15159	14967	132835	75054	58141		
Uluberia-II	151216	21315	10971	10344	89857	51665	38142		
Uluberia-I	182085	27023	13751	13272	107107	60644	46463		
Bagnan-I	191188	24913	12720	12193	127226	71256	55970		
Bagnan-II	146110	18503	9375	9128	97067	55204	41863		
Shyampur-I	182333	23727	12036	11691	116077	66033	50944		
Shyampur-II	171047	22856	11588	11268	112878	63985	48893		
BM	261575	21869	11197	10672	198807	116591	82216		
UM	215348	27140	13735	13405	21761	79359	59402		
HMC	1008704	89062	46095	42967	779234	444063	335171		
G.Total :	4274610	493432	251952	242080	2818200	1665971	1269599		

Block/Municipality wise figure showing the Male & Female percentage of literate of the district as 2001 Census.

Table No. 1.10

Name of Block /ULB	Percentage of Male literate	Percentage of Female literate	Percentage of Total Literate
UN Pur	82.8	66.0	74.62
Amta-II	83.5	65.7	74.87
Amta-I	83.3	66.0	74.78
J.B.Pur	79.4	63.5	71.54
Domjur	81.5	70.7	75.86
Bally-Jagacha	89.7	79.7	84.94
Sankrail	81.8	69.8	76.11
Panchla	79.8	64.8	72.48
Uluberia-II	76.8	60.9	69.13
Uluberia-I	76.7	61.1	69.07
Bagnan-I	83.6	69.1	76.52
Bagnan-II	83.7	67.9	76.07
Shyampur-I	81.6	64.4	73.19
Shyampur-II	84.9	67.1	76.17
BM	84.1	81.3	82.94
UM	80.3	66.4	73.73
HMC	88.5	80.2	84.73
G.Total	83.7	70.9	77.64

Total No. of existing Rural Libraries :

Table No. 1.11

No. of Total G.P	No. of Total Rural Library
157	135

SOCIO ECONOMIC STURCTURE ;

Wide disparity of per capita income , high rate of population density and diversity of population have made Howrah a very unique district . Only 24.4 %population of the district are agro based where 10.28% people are cultivators and about 14.12 % people are agricultural labourers while 75.6% people are engaged in non agro based occupation .

Nearness and easy accessibility to Kolkata give the district a distinct advantage in infrastructure and exposure to markets . For these reasons Howrah at one time had more than 35000 industries inclusive of small, medium and big. The industries have led to the rapid urbanization of Howrah district. But shrinkage of the demand pool for the industrial

produces and reluctance to appreciate modern technologies have wended up a good number of units .Today the abandoned sheds remind us of the lost glory of the district.

5. PRINCIPAL AGRICULTURAL PRODUCTION :

Rice is the principal agricultural product of the district . Besides rice , jute , wheat , potato , pulses, etc. are also produced in the district . Apart from the agricultural crops mentioned above , 119000 tonnes of milk (Cow and Buffalow) are produced in the district . Area coverage and production of the principal crops of the district are shown in the table below :

Table No. 1.12

Sl.No.	Crops	Area (thousand hectrs.)	Production (thousand tonnes)
1	Aush(Rice)	0.4	0.9
2	Aman(Rice)	75.0	106.6
3	Boro(Rice)	49.4	135.1
4	Wheat	0.8	0.6
5	Pulses	0.7	0.4
6	Rape & Mustered	1.2	0.7
7	Jute	7.4	116.9
8	Dry chilis	0.5	0.4
9	Potato	8.7	194.9
10	Jinger	0.1	0.1

7. MEDICAL AND HEALTH AMENITIES:

Health care is closely associated with the spread of education. The Govt. Health infrastructure under the control of the Chief Medical Officer of Health is responsible for treatment of patients and implementation of different immunization and family welfare programme .The available Health infrastructure is given below:

Table No. 1.13

Howrah Sadar Subdivision		Uluberia Subdivision	
Dist. Hospital	1	Subdivisional Hospital	1
Block Pry Health Centre	3	Block Pry Health Centre	8
Rural Hospital	2	Rural Hospital	2
Pry Health Centre	17	Pry Health Centre	24
Family Welfare Centre	4		
Total Beds	229	Total Beds	340

List of State General Hospital with no. of beds. :

Table No. 1.13a

Sl.No.	State General Hospital	No.of beds.
1	South Howrah State General Hospital	20
2	Belur State General Hospital	10
3	Gabberia State General Hospital	128
4	Bauria State General Hospital	10
5	Udaynarayanpur State General Hospital	60

List of others Hospital with Bed :

Table No. 1.14

Sl.No.	Name of Hospital	No. of beds
1	Satyabala I.D. Hospital,Belur	52
2	T.L.Jaiswal Hospital	260

Some vital Health indicators of the district are given below which may reveal the general health status of the population.

Table No. 1.15

Male female ratio of population	1000:914
Average age of marriage for male	25.7 years
Average age of marriage for female	19.2 years
Birth rate	19.7 / 1000
Coverage of mother care	95%
Coverage of pre natal immunization	84%
Immunization of BCG	79%
Immunization of DPT	69%
Immunization of Polio	72%
Immunization of Measles	62%
No.of Babies completing full course of Immunization in one year	56%

CHAPTER -II

PRESENT STATUS OF PRIMARY EDUCATION AND OTHER RELATED MATTER OF THE DISTRICT

The district of Howrah being closer to Kolkata , a large part of it is urbanized. And to cope with the need of the people in addition to the Govt. Managed primary schools, private primary schools and Municipality managed primary schools also have a strong presence here.

Under the control of the District Primary School Council, constituted as per the provision of West Bengal Primary Education Act 1973, there are as many as 32 number of circles spread over 14 blocks and three Urban local bodies. The District Primary School Council is headed by the Chairman, and the District Inspector of Schools (Primary) is the Secretary to the Council. The circles are headed by the Sub Inspectors of Schools. Besides the District Primary School Council managed schools, private and Urban Local Bodies managed schools, there are also 243 number of Sishu Siksha Kendras serving the education need of the people in 14 blocks. The Sishu Siksha Kendras have been established under the control of the Panchayat & Rural Development Department, Govt. of West Bengal. The Sishu Siksha Kendras are meant to serve the isolated population who do not have the access to school in the un-served areas.

Access :

Barring a few pockets most of the children of this district have access to Government primary schools , private aided/un aided primary schools , municipality managed schools or the Sishu Sikshya Kendras . The DISE survey 2000 reveals the position of school access of the 5 + to 8+ age group of children to different categories of schools.

Table No. 2.1

Name of Block and Municipality	No of DPSC Managed School	No of Sishu Siksha Kendra	No of Private School	Total No of all types of School
Amta-I	133	9	5	147
Amta-II	149	16	5	170
Bagnan-I	107	19	24	150
Bagnan-II	97	10	7	114
Bally-Jagacha	64	12	26	102
Domjur	153	17	25	195
J.B.Pur	142	16	7	165
Panchla	99	27	12	138
Sankrail	115	17	28	160
Shyampur-I	125	26	3	154
Shyampur-II	125	26	4	155
Uluberia-I	114	11	21	146
Uluberia-II	97	20	19	136
UN Pur	120	17	3	140
HMC	357	0	133	490
Bally MC	50	0	27	77
Uluberia MC	87	0	26	113
G.Total :	2134	243	375	2752

Table No. 2.2

Sl. No.	Name of Block/ULB	Total No. of school	No building school	Pucca school	Partial pucca school	Kantcha school	Tent schools
1	Amta-I	133	1	55	72	4	0
2	Amta-II	149	1	96	53	0	0
3	Bagnan-I	107	0	57	50	0	0
4	Bagnan-II	97	0	26	70	1	0
5	B.Jagacha	64	0	40	24	0	0
6	Domjur	153	7	106	38	2	0
7	J.B.Pur	142	0	67	72	3	0
8	Panchla	99	1	18	72	6	0
9	Sankrail	115	0	48	64	3	0
10	Shyampur-I	125	0	30	93	2	0
11	Shyampur-II	125	2	11	110	2	0
12	Uluberia-I	114	2	3	105	3	0
13	Uluberia-II	97	1	15	80	0	0
14	U.N.Pur	120	3	48	61	7	1
15	HMC	357	4	246	115	12	2
16	BM	50	0	37	13	1	0
17	UM	87	0	30	57	0	0
	Total	2134	22	933	1149	46	3

Table No. 2.3

Sl. No.	Name of Block/ULB	Total No. of school	No of 1 Classroom schools	No of 2 Classroom Schools	No of 3 Classroom school	No of 4 Classroom School
1	Amta-I	133	30	31	41	22
2	Amta-II	149	22	30	36	48
3	Bagnan-I	107	14	13	18	36
4	Bagnan-II	97	33	26	18	17
5	B.Jagacha	64	8	15	8	26
6	Domjur	153	1	0	38	32
7	J.B.Pur	142	42	36	27	88
8	Panchla	99	42	32	12	10
9	Sankrail	115	2	2	17	14
10	Shyampur-I	125	28	45	26	18
11	Shyampur-II	125	8	26	27	12
12	Uluberia-I	114	73	25	6	8
13	Uluberia-II	97	55	15	18	7
14	U.N.Pur	120	51	20	11	28
15	HMC	357	45	48	29	106
16	BM	50	1	0	2	26
17	UM	87	44	24	10	9
	Total	2134	499	388	344	447

Table No. 2.4

Sl.No.	Type of school by management	No. of schools	No. of enrolment
1	State Govt. School	1	320
2	School under DPSC	2134	335558
3	Private Aided /Unaided & Municipality Managed Schools.	374	50297
4	School under Sishu Sikshya Karmasuchi	243	15336
	TOTAL :	2752	401511

Table No. 2.5

Name of Block and Municipality	No of DPSC School	No of Female Teacher	No of Male Teacher	Total No of Teachers	Enrolment in DPSC School	School Student Ratio	School Teacher Ratio
Amta-I	133	109	270	379	20230	152.11	2.85
Amta-II	149	100	296	396	19312	129.61	2.66
Bagnan-I	107	123	245	368	18354	171.53	3.44
Bagnan-II	97	81	190	271	14303	147.45	2.79
Bally-Jagacha	64	84	169	253	8890	138.91	3.95
Domjur	153	216	315	531	26243	171.52	3.47
J.B.Pur	142	96	310	406	22076	155.46	2.86
Panchla	99	82	221	302	18988	191.80	3.05
Sankrail	115	256	182	438	21650	188.26	3.81
Shyampur-I	125	88	361	449	19202	153.62	3.59
Shyampur-II	125	71	303	374	19660	157.28	2.99
Uluberia-I	114	78	208	286	17861	156.68	2.51
Uluberia-II	97	89	166	255	15760	162.47	2.63
UN Pur	120	49	280	329	15331	127.76	2.74
HMC	357	690	795	1485	54376	152.31	4.16
Bally MC	50	88	112	200	9110	182.20	4.00
Uluberia MC	87	128	122	250	14212	163.36	2.87
G.Total :	2134	2428	4544	6972	335558	157.24	3.27

The following Table shows Block and Municipality wise total no. of Primary schools under the control of District Primary School Council along with no. of teachers and student enrolment :

SADAR SUB DIVISION

Table No.2.6

Sl. No.	Block/Municipality	Sl. No.	Circle	No.of school	No.of teacher	No.of Enrolment	No.of addl.teacher required
1	Sankrail	1	Andul Sankrail	51	197	8415	17
	Sankrail	2	Andul West	64	241	13235	90
				115	438	21650	107
2	Bally-Jagachha	1	Bally	10	33	829	0
	Bally-Jagachha	2	Bally West	35	136	4136	(-)28
	Bally-Jagachha	3	Jagacha	19	84	3925	12
				64	253	8890	(-)16
3	Domjur	1	Bankra	64	270	14172	70
	Domjur	2	Domjur	89	261	12071	49
				153	531	26243	119
4	Jagatballavpur	1	J.B.Pur	68	226	11327	61
	Jagatballavpur	2	J.B.Pur(S)	74	180	10749	93
				142	406	22076	154
5	Panchla	1	Panchla	99	302	18988	174
6	Bally Municipality	1	Bally	50	200	9110	33
7	Howrah Municipal Corpn.	1	Andul-Sankrail	4	20	683	(-)3
	Howrah Municipal Corpn.	2	BallyWest	13	64	1644	(-)21
	Howrah Municipal Corpn.	3	Jagacha	61	252	9605	(-)4
	Howrah Municipal Corpn.	4	Sadar Central	47	149	5749	6
	Howrah Municipal Corpn.	5	Sadar East	68	274	11121	20
	Howrah Municipal Corpn.	6	Sadar North	56	234	8327	(-)13
	Howrah Municipal Corpn.	7	Sadar South	50	219	7841	0
	Howrah Municipal Corpn.	8	Sadar West	58	273	9406	(-)27
	Total :			357	1485	54376	(-)26
	Grand Total :			980	3615	161333	529

Uluberia Subdivision

Table No. 2.7

Sl.No.	Block/Municipality	Sl.No.	Circle	No.of school	No.of Teacher	No.of Enrolment	No.of addl.teacher required
1	Amta-I	1	Amta East	62	196	11779	99
	Amta-I	2	Sirajbati	71	183	8451	38
				133	379	20230	137
2	Amta-II	1	Amta west	81	214	10624	53
	Amta-II	2	Khalna	68	182	8688	39
				149	396	19312	92
3	Bagnan-I	1	Bagnan East	55	192	9937	56
	Bagnan-I	2	Bagnan North	52	176	8417	36
				107	368	18354	92
4	Bagnan-II	1	Bagnan South	97	271	14303	91
5	Shyampur-I	1	Shyampur South	75	304	11598	(-12)
	Shyampur-I	2	Shyampur East	50	145	7604	45
				125	449	19202	(-133)
6	Shyampur-II	1	Shyampur north	72	210	11805	85
	Shyampur-II	2	Shyampur Central	53	164	7855	35
				125	374	19660	120
7	Uluberia-I	1	Uluberia south	59	161	8992	63
	Uluberia-I	2	Uluberia North	55	125	8869	97
				114	286	17861	160
8	Uluberia-II	1	Uluberia north	27	66	3980	35
	Uluberia	2	Baniban	47	121	7705	50
	Uluberia	3	Uluberia East	23	68	4075	31
			97	255	15760	116	
9	U.N.Pur	1	U.N.Pur	58	179	7984	24
	U.N.Pur	2	U.N.Pur South	62	150	7347	42
				120	329	15331	66
10	Uluberia Municipality	1	Uluberia North	38	106	5874	42
	Uluberia Municipality	2	Uluberia East	49	144	8338	66
				87	250	14212	108
	Total :			1154	3357	174225	937

DISTRICT TOTAL

Table No. 2.8

Subdivision	No. of school	No. of teacher	No. of enrolment	No. of addl. teacher required as per present enrolment
Sadar subdivision	980	3615	161333	529
Uluberia subdivn.	1154	3357	174225	937
GRAND TOTAL	2134	6972	335558	1466

UNSERVED HABITATION

Table No. 2.9

Name of Block/Municipality	Name of Gram Panchayat	Never to School children
Panchla	Suvararah	627
	Panchla	226
Sankrail	Durlya	119
Shyampur-II	Sasati	91
	D Mongalghat-I	178
Uluberia-I	Kalnagar	100
	Bohara	391
	Tapna	346
	Hatgacha-I	101
	Chandipur	290
Uluberia-II	Tulsberia	363
	Joargori	387
	Tehatta-Kantaberia-I	214
	Raghudevypur	212
Bagnan-II	Orphul	436
Shyampur-I	Dingakhola	101
	Radhapur	87
	Nabagram	95
	Dhandah	257
U.N.Pur	Harah U.N.Pur	885
	Pancharul	362

ENROLMENT:

The present position along with GER and NER is illustrated in the next table:

TABLE SHOWING NUMBER OF PRIMARY SCHOOLS AND ENROLMENT

Table: 2.10

Sl No	Name of Block/ ULB	5+-8+ population	Total No. of DPSCs school	Total No. of Pvt. School	Total No Of SSK	G. Total Of School	Total Enrolment In DPSC School	Total Enrolment In Pvt school	Total Enrolment In SSK	G Total Enrolment
1	Amta-I	16578	133	5	9	147	20230	541	621	21392
2	Amta-II	15913	149	5	16	170	9312	546	1472	21330
3	Bagnan-I	16609	107	24	19	150	18354	3856	1065	23275
4	Bagnan-II	12335	97	7	10	114	14303	1107	307	15717
5	Bjagacha	10654	64	26	12	102	8890	3387	1200	13477
6	Domjur	25898	153	25	17	195	26243	1833	757	28833
7	JB Pur	19996	142	7	16	165	22076	917	951	23944
8	Panchla	20084	99	12	27	138	18988	1286	2041	22315
9	Sankrail	22447	115	28	17	160	21650	3964	1340	26954
10	Shyampur-I	15818	125	3	26	154	19202	246	1068	20516
11	Shyampur-II	15237	125	4	26	155	19660	304	1488	21452
12	Uluberia-I	18015	114	21	11	146	17861	2934	873	21668
13	Uluberia-II	14210	97	19	20	136	15760	2155	1400	19315
14	UN Pur	13113	120	3	17	140	15331	90	753	16174
15	HMC	59375	357	133	0	490	54376	15547	0	69923
16	Bally MC	14579	50	27	0	77	9110	7176	0	16286
17	Uluberia MC	18093	87	26	0	113	14212	4728	0	18940
G.Total		328954	2134	375	243	2752	335558	50617	15336	401511

TABLE SHOWING GER NER AND OUT OF SCHOOL CHILDREN

Table: 2.11

Sl No	Name of Block/ ULB	5+-8+ population	G. Total Enrollment	Net Enrollment	Gross Enrollment Ratio	Net Enrollment Ratio	Out Of School Children
1	Amta-I	16578	21392	12812	129.03	77.28	37661
2	Amta-II	15913	21330	11946	134.04	75.07	3967
3	Bagnan-I	16609	23275	12699	140.135	76.4585	3910
4	Bagnan-II	12335	15717	8691	127.418	70.458	3644
5	Bjagacha	10654	13477	9280	126.497	87.1034	1374
6	Domjur	25898	28833	19415	111.333	74.9672	6483
7	JB Pur	19996	23944	15392	119.744	76.9754	4604
8	Panchla	20084	22315	15192	111.108	75.6423	4892
9	Sankrail	22447	26954	18201	120.078	81.0843	4246
10	Shyampur-I	15818	20516	14120	129.7	89.2654	1698
11	Shyampur-II	15237	21452	13003	140.789	85.3383	2234
12	Uluberia-I	18015	21668	14084	120.278	78.1793	3931
13	Uluberia-II	14210	19315	10604	135.925	74.6235	3606
14	UN Pur	13113	16174	9567	123.343	72.9581	3546
15	HMC	59375	69923	52109	117.765	87.7625	7266
16	Bally MC	14579	16286	12060	111.709	82.7217	2519
17	Uluberia MC	18093	18940	13427	104.681	74.211	4666
G.Total		328954	401511	262602	122.057	79.8294	66352

Table No. 1.12

Name of Blocks and Municipality	No of DPSC Schools	Total Girls Enrolled	Total Boys Enrolled	Total Enrolment in DPSC School
Anta-I	133	10043	10187	20230
Anta-II	149	9525	9787	19312
Bagnan-I	107	9039	9315	18354
Bagnan-II	97	7167	7136	14303
Bally-Jagacha	64	4488	4402	8890
Domjur	153	14955	11288	26243
J.B.Pur	142	10877	11199	22076
Panchla	99	9583	9405	18988
Sankrail	115	10798	10852	21650
Shyampur-I	125	9607	9595	19202
Shyampur-II	125	9795	9865	19660
Uluberia-I	114	9126	8735	17861
Uluberia-II	97	8074	7686	15760
UN Pur	120	7458	7873	15331
HMC	357	26323	28053	54376
Bally MC	50	4298	4812	9110
Uluberia MC	87	7374	6838	14212
G.Total :	2134	168531	167027	335558

INTEGRATED CHILD DEVELOPMENT SERVICES OF HOWRAH DISTRICT

ICDS Project has been initiated in district since 1978.

In ICDS the following packages of services are provided to the beneficiaries:

1. Supplementary Nutrition to Moderate and Severely Malnourished Children of the age group 6 months to 3 years and also to pregnant and nursing mothers of poor, backward, SC ST population and BPL families.
2. Immunization to all children of 0 to 5 years age group and pregnant mothers.
3. Health checkup of children and pregnant nursing mothers
4. Referral services to children and mothers where necessary
5. Nutrition and health education to all women of the age group 15 to 45 years
6. Non formal Pre school education to children between the age of 3 & 6 years

Details of ICDS Project with staff position :**Table No.2.13**

No. of ICDS Projects	No. of Angawadi Centres sanctioned	No. of Angawadi Centre functioning	No. of CDPOs	No. of SCDDPOs	No. of Supervisors	No. of Angawadi Workers	No. of Angawadi Helpers
15	2406	2301	16	11	104	2283	2287

Details of Services render by ICDS Projects :**Table No.2.14**

Name of ICDS Projects	SNP Provided to 0 - 3 yrs. children	SNP provided to 3 - 6 yrs children	SNP provided to Pregnant women	PSE beneficiaries 3 - 6 yrs. Boys	PSE beneficiaries 3 - 6 yrs Girls	Total PSE beneficiaries
Shibpur	1802	1500	345	771	789	1560
Domjur	4130	5525	1051	2983	2895	5878
JB Pur	4269	4570	1442	2565	2294	4859
Sankrail	5413	7718	1446	3644	3836	7480
Panchla	4924	5793	1686	2998	3069	6067
Amta-I	5326	4915	1501	2448	2467	4915
Amta-II	6165	6230	1781	1932	1900	3832
UN Pur	4066	3688	1174	2141	2233	4374
Bagnan-I	4800	5183	1628	2702	2401	5103
Bagnan-II	3583	4373	1268	2269	2275	4544
Uluberia-I	6120	5783	1915	2898	2940	5838
Uluberia-II	6548	6235	1881	3226	3133	6359
Shyampur -I	3381	3444	1224	2035	2038	4073
Shyampur-II	3648	3573	1323	1895	1770	3665
Bally-Jagacha	0	0	0	0	0	0
G.Total	64175	68498	18766	34507	34040	68547

SISHU SIKSHYA KARMASUCHI

The information of the district for providing universal primary education is not yet fully satisfactory. There are several areas where all children do not have access to primary school due to physical distance or geographical barrier. Again, in many Govt. aided conventional primary schools the accommodation and the teachers strength are inadequate to cater to the students in such members as they have been approaching them. To serve those learners who do not have access to any school for what ever reasons it may be a unique system of education named Sishu Sikshya Karmasuchi is being implemented in the district as an alternative method of education for the children in 5-9 ages group. The sanction for this alternative system can be formed in the Govt. order No. 1122/PNO/Cell-1/0/4/97 dtd. 30.3.99 It is a system which is also most totally dependent on peoples initiative. So far 243 nos. of Sishu Sikshya Karmasuchi have been opened in different areas of the district. For each such Kendra this is a Managing Committee consisting of 9 members out of

which as many as 7 members are elected by the guardians of the learners. Out of these 7 members at least 3 members must be women. There after 2 members of the committee are (a) the concerned members of the Local Gram Panchayat, and (b) one educationist of the locality. The committee plays the vital role in the proper functioning of the Sishu Sikshya Karmasuchi in the following respects -

- a) Arranging suitable building/room for the S.S.K.
- b) Persuading the local guardians about the objection of the SSK and making them take interest in it
- c) preparing the list of the learners on house to house survey
- d) appointing Sikshya Sahayak/Sahayikas on contact basis
- e) fixing the date and hours for running the SSK
- f) assessing the standard of education being imparted at the Kendra
- g) ensuring the attendance of the Sahayika/Sahayak
- h) managing the fund received from the Govt. and arranging for additional fund through community initiative

For proper monitoring of the SSKs from the District level, the Zilla Parishad has already appointed 8 nos of Sikshya Paridarshak who pay frequent visits to the center and meet the managing committee and try to solve the various problems facing the kendras one District level Nodal Officer has been engaged to look after the progress of the programme on behalf of the district administration .

The present scenario of the SSK of the district can be glanced through the Table below :

Table No.2.15

Name. Of Block	No.of SSK	Enrolment in Class -I			Enrolment in Class-II			Total No. of learners
		Boys	Girls	Total	Boys	Girls	Total	
Bally-Jagacha	12			650			550	1200
Domjur	17			463			294	757
Panchla	27			1747			626	2373
Sankrail	17			550			790	1340
J.B.Pur	16			614			337	951
Uluberia-I	11			633			240	873
Uluberia-II	20			800			600	1400
Bagnan-I	19			716			349	1065
Bagnan-II	10			215			92	307
Shyampur-I	26			836			232	1068
Shyampur-II	26			1148			340	1488
Amta-I	09			420			201	621
Amta-II	16			1078			394	1472
U.N.Pur	17			520			233	753
H.M.C.	-	-	-	-	-	-	-	-
UM	-	-	-	-	-	-	-	-
BM	-	-	-	-	-	-	-	-
Total :	243			10390			5278	15668

Free Distribution of Nationalized Text Books

The Government of West Bengal distribute the nationalized text books to all the children in classes I to IV of all recognized schools in the State excepting the schools under Private management. It is an incentive for promoting enrolment and retention of the children in the schools considering specially the economically backward students.

Block wise figure showing the existing rural libraries including Reading Room :

Table No. 1.16

Name of the Block	No. of Gram Panchayot	No. of Rural Libraries including Reading Room
Amta-I	13	11
Amta-II	14	12
Bagnan-I	10	8
Bagnan-II	7	6
B.Jagachha	8	8
Domjur	18	16
J.B.Pur	14	13
Panchia	11	10
Sankrail	16	15
Shyampur-I	10	8
Shyampur-II	8	7
Uluberia-I	9	7
Uluberia-II	8	6
U.N.Pur	11	8
Total	157	135

Nutritional support to Primary School Education

The programme of nutritional support to the children of all recognized Primary schools was introduced to Howrah District since 1997-98. But initially the programme did not take off due to various reasons. Since the last Academic Year the situation started improving. It is also giving boost towards improving enrollment and retention as well. Block and Municipality wise quantity of rice distributed and the number of beneficiaries under the programme (Mid-Day-Meal) are given in the following table.

Table No. 2.17

Sl.No.	Block/ULB	No. of beneficiaries	Rice allotted to the distributors (in Qtls)	Rice lifted by dealers (in Qtls)
1	Bally-Jagachha	8890	26670	302.94
2	Domjur	26584	79752	2283.21
3	Panchla	19151	57453	200.00
4	Sankrail	21650	64950	1901.83
5	J.B.Pur	22076	66228	2386.56
6	Uluberia-I	17861	53583	1798.02
7	Uluberia-II	15392	46176	1366.77
8	Bagnan-I	18354	55062	1570.33
9	Bagnan-II	14367	43101	1328.00
10	Shyampur-I	19202	57606	303.89
11	Shuampur-II	19660	58980	1278.44
12	Amta-I	20230	60690	1638.45
13	Amta-II	19312	57936	2126.72
14	U.N.Pur	15331	45993	Nil
15	H.M.C.	57451	172353	Nil
16	U.M.	14580	43740	Nil
17	B.M.	9575	28725	Nil
Total		339666	1018998	21482.16

CHAPTER – III

PLANNING PROCESS

Visioning and Awareness Generation :

The planning process started with the conduct of Work shop at the district level on 8.12.2000 at SARAT SADAN, Howrah involving the officers of the school education deptt. The BDOs , Sabhapatis , the Prodhans of the Gram Panchayat etc. The Sabhadhipati, Howrah Zilla Parishad , the District Magistrate, Howrah, the Chairman Howrah DPSC, District Inspector of School (Pry.), Karmadhakshya Sikshya Sthayee Samiti, Howrah Zilla Parishad, District Planning Officer Howrah, Representatives of the SPO, WBDPEP exchange their views and propagated the concept of future planning of the school education system.

For close monitoring and active participation of the planning process, our district level planning team was also constituted consisting of the following members :

1. Mr. Bidyut Bhattacharya, District Planning Officer
2. Smt. Meena Das, Karmadhyakshya,Sikshya Sthayee Samiti ,Howrah Zilla parishad
3. Mr. SC Samanta, District Inspector of Schools (Pry)
4. Mr. Sundar Banerjee, Assistant Inspector of Schools
5. Smt. Ranu Bhattacharya, Associate Planning Officer

The planning team as above attended several work shops organized by the WBDPEP office at Salt Lake for their capacity building and visioning of the planning process.

The schedule of the work shops held in the WBDPEP office is table below :

Table No.3.1

Sl.No.	Date	Time	No.of days	Venue
1	1.3.2000		1 day	WBDPEP Office, Salt Lake, Kolkata
2	18.1.2001	10:30 A.M.	2 days	WBDPEP Office ,Salt Lake,Kolkata
3	24.4.2001	10:00 A.M.	1 day	WBDPEP Office,Salt Lake,Kolkata

The Government in the School Education Deptt. Vide their order No 247-SE(Pry) Dated. 28.2.2000 made provision for constitution of

district level co-ordination committee for Sarba Sikshya Abhijan . In this district DLCC was constituted consisting of the following members :

1. Smt. Chaya Sen chowdhury, Sabhadhipati, Howrah Zilla Parishad
2. Sri S.K. Gupta, IAS. District Magistrate, Howrah
3. Smt. Dipali Dewanji, Chairman DPSC Howrah
4. Sri Utpal Chanda, Addl. District Magistrate (Dev) Howrah
5. Sri Bidyut Bhattacharya, District Planning Officer, Howrah
6. Smt. Ranu Bhattacharya, Associate Planning Officer, Howrah
7. Sri SC Samanta, District Inspector of schools (Pry), Howrah
8. Sri Sundar Banerjee, Assistant Inspector of schools

The DLCC meeting was held for several days as tabled below to discuss the total planning process in details and make decisions in vital issues for accelarating the project preparation by identifying various indicators and parameters.

Table No.3.2

Sl.No.	Date	Venue	Time	Members presents
1	1.12.2000	DM's Bungalow Meeting Hall	11:30 AM	10
2	9.2.2001	Sabhadhipati's Office Chamber	12:00 noon	11
3	10.4.2001	DM's Bungalow Meeting Hall	11:30 AM	10
4	10.7.2001	DM's Bungalow Meeting Hall	11:00 AM	14

The District Planning team also interacted, presented their view and problems before the DLCC. They also shared their knowledge as acquired from different workshops held in WBDPEP office.

The Constitution of Village Education Committee and Ward Education Committee

The State Govt. by notification no. 2201-SE(Pry) dtd. 4.1.99 and No. 2202-SE(Pry) dated 4.1.99 conferred power upon the district primary school council for formation of VEC and WEC . The elderly elected member of the Gram Panchayat is a Chairman of the VEC. The Chairman of WEC is the Word Councillor of the Municipal body . The Head Master of all the school within the jurisdiction of VEC or WEC will be the

members . One engineer residing or working there will also be the member of the VEC or WEC. All the VEC will open bank account for financial transaction. The block wise position of constitution of VEC is detailed in the following table :

Table No.3.3

Name of the Block/Municipality	Total No. of GP/Ward	Total no. of VEC/WEC	VEC constituted	Total No. of VCC	VCC Constituted	Bank A/c Openede
Amta-I	13	170	11	170	11	9
Amta-II	14	157	13	157	0	0
Bally-Jagacha	8	135	1	135	0	0
Bagnan-I	10	138	0	138	0	0
Bagnan-II	7	111	4	111	4	4
Domjur	18	251	9	251	1	1
J.B.Pur	14	184	10	184	10	1
Panchla	11	169	5	169	5	4
Sankrail	16	234	58	234	31	8
Shyampur-I	10	142	71	142	0	0
Shyampur-II	8	134	16	134	15	15
Uluberia-I	9	128	1	128	2	1
Uluberia-II	8	119	0	119	0	0
U.N.Pur	11	146	2	146	1	2
Total	157	2218	201	2218	80	45
H.M.C	50	50	1	nil	Nil	1
Bally Municipality	29	29	nil	nil	Nil	0
Uluberia Municipality	28	28	12	nil	Nil	1
Total :	107	107	13	nil	Nil	2

Circle level Resource Centre :

The Circle level resource center will be the circle level management machinery and resource center . The Office of the Sub Inspector of School will be accommodated in the CLRC building. CLRC will have provision for training hall and the good library . The Govt. has already sub allotted fund for construction of eight CLRCs building in the district at the @ Rs.4.50 lac per unit .The DLCC has already selected site for construction of 7 nos. of CLRCs buildings and fund has already released for execution of work .

Survey :

During the past one of planning process various survey works have been taken up viz. 1) DISE 1999 2)DISE 2000 3)House to House Survey 4) External Evaluation on Student performance 5) A special school Infrastructure survey 6) school photography survey 7) base line assessment survey. The details of the survey conducted is given in the following Table:

Table No.3.4

Sl.No.	Survey conducted	Period in which survey was conducted
1	External Evaluation	May 2000
2	DISE 1999 School Survey	September 1999
3	House to House Survey	February 2000
4	School Photography Survey	December 2000
5	Special School Infrastructure Survey	November 2000
6	DISE 2000 School Survey	January 2001
7	Base-line Assessment Survey	April 2001

1. External Evaluation :

External evaluation for **2134** nos. of primary schools under the District Primary Schools Council and **20** nos. Urban Local Body managed school was conducted and where in 80333 and 454 nos. students participated to assess the achievement in respect of the Mathematic and Language learning.

2. DISE 1991 School Survey :

DISE 1991 School Survey was conducted during September, 1999 to assess the different school based information.

3. House to House Survey :

House to House Survey was conducted during February,2000 to assess various data in respect of the children 5+ to 8+ in the district. Out of this survey the GP wise /Ward wise figure regarding out of school, dropped out ,physical disable children and the children reading in private schools have been received .

4. School Photography Survey :

School Photography Survey was conducted in December,2000 for having various information and photogenic picture of the schools.

5. Special School Infrastructure Survey :

The Special School Infrastructure Survey was conducted during November, 2000 for having various data regarding school building status for the DPSC school. This was done to fight the sort coming of the school photography survey.

6. DISE 2000 School Survey :

It was done to assess the enrolment, information regarding teacher, school infrastructure, TLM, Teacher Student.

7. Base Line Assessment Survey "

It was conducted to assess the learning achievement of Caste wise, sex wise, and age group wise student.

PLANNING FROM THE GRASS ROOT LEVEL

It is evident that the basic elements of the education system viz. 1. School 2. Teacher 3. Student co-exists in the same stratum of the society. Therefore, any shortcoming in any of the same will be hindrance towards the universalization of primary education. Therefore, to remove any short coming in the above noted component involvement of the people from the grass root is the dire necessity.

With a view the above Block /Municipality level, Gram Panchayat/Ward Level and Gram Samsad level awareness general programme was initiated through campaign and distribution of leaflet during August, 2000. And there after good response was felt towards the constitution of VEC/WEC, improvement of school infrastructure, enrolment of the out of school and retention of the existing students.

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CHAPTER – IV

PROJECT CONCEPT , OBJECTIVES AND GOAL

Objective of UPE Programme

- 1) Ensuring that every children of the age group of 5+ to 8+ has access to any form of Primary schooling.
- 2) All children of the age group of 5+ to 8+ years be enrolled to Primary Schools , Education Guarantee Centres or Alternate Schools by 2003.
- 3) All children complete four years of Primary schooling by 2006.
- 4) Focus on primary education of satisfactory quality with emphasis on education for life.
- 5) Bridge all gender and social category gaps at primary stage by 2006.
- 6) Universal retention by 2006.

It is evident from the broad objectives of the program unless a project plan is prepared the above mentioned objectives can not be achieved. Therefore preparation and effective implementation of the plan is essential .

Howrah is one of the eight non /DPEP district where some complete and sequential activities following the plans and programmes are being taken up for achieving the goal of universalization of primary education (UPE) by 2006 under Sarba Sikshya Abhijan. The target for universalization of elementary education under this Abhijan is set at 2010.

As to achieve the above goal to cover the target group of children between 5+ years to 8+ years within a time frame the no. of target group of children is to be determined first . To do the same we have the following information:

1. Block wise population of Children of the age group 0 to 6 years as per provisional figure of Census 2001;
2. Average annual growth rate of population for Howrah district within the period of 1991 to 2001 to be 1.46% .

Method of Calculation :

1. The base year is considered to be 2000-2001 ;
2. The population growth rate for the next three years is considered equal at the rate of 1.46% ;
3. Single year age group of children between the age group of 0 to 6 years is also considered equal to the single year age year of children within 05 years to 08 years.
4. If the population of the base year is =P, and population of the nth year is Pn then , $P_n = P(1 + r/100)^n$, where r = annual Rate of Population Growth.

With the above method plan year wise no. of target group of children for each block and urban local bodies are listed below :

Table No.4.1

Udaynarayanpur Block					
Year	Population (0-6) 2000-01	Growth Rate	Variable	Year	Population (5+-8+) Total
0	19669	1.46	1	2000-01	13113
1	19669	1.46	1.0146	2001-02	13304
2	19669	1.46	1.02941	2002-03	13498
3	19669	1.46	1.04444	2003-04	13695

Amta-II Block					
Year	Population (0-6) 2000-01	Growth Rate	Variable	Year	Population (5+-8+) Total
0	23870	1.46	1	2000-01	15913
1	23870	1.46	1.0146	2001-02	16146
2	23870	1.46	1.02941	2002-03	16381
3	23870	1.46	1.04444	2003-04	16621

Amta-I Block					
Year	Population (0-6) 2000-01	Growth Rate	Variable	Year	Population (5+-8+) Total
0	24867	1.46	1	2000-01	16578
1	24867	1.46	1.0146	2001-02	16820
2	24867	1.46	1.02941	2002-03	17066
3	24867	1.46	1.04444	2003-04	17315

Jagatballavpur Block					
Year	Population (0-6) 2000-01	Growth Rate	Variable	Year	Population (5+-8+) Total
0	29994	1.46	1	2000-01	19996
1	29994	1.46	1.0146	2001-02	20288
2	29994	1.46	1.02941	2002-03	20584
3	29994	1.46	1.04444	2003-04	20885

Domjur Block					
Year	Population (0-6) 2000-01	Growth Rate	Variable	Year	Population (5+-8+) Total
0	38847	1.46	1	2000-01	25898
1	38847	1.46	1.0146	2001-02	26276
2	38847	1.46	1.02941	2002-03	26660
3	38847	1.46	1.04444	2003-04	27049

Bally jagacha Block					
Year	Population (0-6) 2000-01	Growth Rate	Variable	Year	Population (5+-8+) Total
0	15981	1.46	1	2000-01	10654
1	15981	1.46	1.0146	2001-02	10810
2	15981	1.46	1.02941	2002-03	10967
3	15981	1.46	1.04444	2003-04	11127

Sankrail Block					
Year	Population (0-6) 2000-01	Growth Rate	Variable	Year	Population (5+-8+) Total
0	33670	1.46	1	2000-01	22447
1	33670	1.46	1.0146	2001-02	22774
2	33670	1.46	1.02941	2002-03	23107
3	33670	1.46	1.04444	2003-04	23444

Panchla Block					
Year	Population (0-6) 2000-01	Growth Rate	Variable	Year	Population (5+-8+) Total
0	30126	1.46	1	2000-01	20084
1	30126	1.46	1.0146	2001-02	20377
2	30126	1.46	1.02941	2002-03	20675
3	30126	1.46	1.04444	2003-04	20977

Uluberia-II Block					
Year	Population (0-6) 2000-01	Growth Rate	Variable	Year	Population (5+-8+) Total
0	21315	1.46	1	2000-01	14210
1	21315	1.46	1.0146	2001-02	14417
2	21315	1.46	1.02941	2002-03	14628
3	21315	1.46	1.04444	2003-04	14842

Uluberia-I Block					
Year	Population (0-6) 2000-01	Growth Rate	Variable	Year	Population (5+-8+) Total
0	27023	1.46	1	2000-01	18015
1	27023	1.46	1.0146	2001-02	18278
2	27023	1.46	1.02941	2002-03	18545
3	27023	1.46	1.04444	2003-04	18816

Bagnan-I Block					
Year	Population (0-6) 2000-01	Growth Rate	Variable	Year	Population (5+-8+) Total
0	24913	1.46	1	2000-01	16609
1	24913	1.46	1.0146	2001-02	16851
2	24913	1.46	1.02941	2002-03	17097
3	24913	1.46	1.04444	2003-04	17347

Bagnan-II Block					
Year	Population (0-6) 2000-01	Growth Rate	Variable	Year	Population (5+-8+) Total
0	18503	1.46	1	2000-01	12335
1	18503	1.46	1.0146	2001-02	12515
2	18503	1.46	1.02941	2002-03	12698
3	18503	1.46	1.04444	2003-04	12884

Shyampur-I Block					
Year	Population (0-6) 2000-01	Growth Rate	Variable	Year	Population (5+-8+) Total
0	23727	1.46	1	2000-01	15818
1	23727	1.46	1.0146	2001-02	16049
2	23727	1.46	1.02941	2002-03	16283
3	23727	1.46	1.04444	2003-04	16521

Shyampur-II Block					
Year	Population (0-6) 2000-01	Growth Rate	Variable	Year	Population (5+-8+) Total
0	22856	1.46	1	2000-01	15237
1	22856	1.46	1.0146	2001-02	15460
2	22856	1.46	1.02941	2002-03	15686
3	22856	1.46	1.04444	2003-04	15915

Bally Municipality					
Year	Population (0-6) 2000-01	Growth Rate	Variable	Year	Population (5+-8+) Total
0	21869	1.46	1	2000-01	14579
1	21869	1.46	1.0146	2001-02	14792
2	21869	1.46	1.02941	2002-03	15008
3	21869	1.46	1.04444	2003-04	15227

Uluberia Municipality					
Year	Population (0-6) 2000-01	Growth Rate	Variable	Year	Population (5+-8+) Total
0	27140	1.46	1	2000-01	18093
1	27140	1.46	1.0146	2001-02	18357
2	27140	1.46	1.02941	2002-03	18626
3	27140	1.46	1.04444	2003-04	18897

Howrah Municipal Corporation					
Year	Population (0-6) 2000-01	Growth Rate	Variable	Year	Population (5+-8+) Total
0	89062	1.46	1	2000-01	59375
1	89062	1.46	1.0146	2001-02	60242
2	89062	1.46	1.02941	2002-03	61121
3	89062	1.46	1.04444	2003-04	62013

Black/ULB wise No. of Target Group of Children for the plan years vis
- a- vis the base year is shown in the Table below :

Block/ULB wise Target Group of Children in the plan years

Table No.4.2

Target Group of Children between 5+ and 8+ years of age				
Name of Block/ULB	2000-01	2001-02	2002-03	2003-04
UN Pur	13113	13304	13498	13695
Amta-II	15913	16146	16381	16621
Amta-I	16578	16820	17066	17315
JB Pur	19996	20288	20584	20885
Domjur	25898	26276	26660	27049
Bally Jagacha	10654	10810	10967	11127
Sankrail	22447	22774	23107	23444
Panchla	20084	20377	20675	20977
Uluberia-II	14210	14417	14628	14842
Uluberia-I	18015	18278	18545	18816
Bagnan-I	16609	16851	17097	17347
Bagnan-II	12335	12515	12698	12884
Shyampur-I	15818	16049	16283	16521
Shyampur-II	15237	15460	15686	15915
BM	14579	14792	15008	15227
UM	18093	18357	18626	18897
HMC	59375	60242	61121	62013
G.Total :	328954	333756	338630	343575

ACCESS :

Criteria :

1)a) In our project concept, it has been considered necessary that each child of the targeted age group should have a school within 1.00 km. from his/her home.

b) Or if there is a natural barrier preventing a group of say 20 children to attend school, though it is less than 1 km. Away, a school is required to be set up for them.

c) Improvement of the available school infrastructure to accommodate all the children and creation of drinking water and toilet facilities.

Assessment :

To enumerate such unserved habitations where children do not have any access to Primary school within 1.00 km. Or having a natural barrier problem, House to House Survey was conducted through out the district and the problem spots have been identified.

TABLE INFRASTRUCTURE DEFICIENCY IN SCHOOLS

Table No. 4.3

Block	No.of School	NSB	AR	MJR	MNR	CT	RT	CTW	RTW
Amta-I	133	3	40	24	86	13	73	90	10
Amta-II	149	3	90	40	100	110	32	126	15
Bagnan-I	107	1	55	0	100	07	74	100	07
Bagnan-II	97	0	24	10	70	0	07	59	21
B.Jagacha	64	0	12	0	23	06	13	20	04
Domjur	153	04	46	0	80	14	02	56	29
J.B.Pur	142	01	47	0	123	111	19	50	53
Panchia	99	05	35	0	78	71	13	67	20
Sankrail	115	02	51	0	80	51	35	45	27
Shyampur-I	125	0	64	08	112	06	94	117	02
Shyampur-II	125	02	67	04	116	0	113	107	12
Uluberia-I	114	03	63	04	105	101	11	103	07
Uluberia-II	97	01	40	0	86	10	79	85	09
U.N.Pur	120	07	33	01	102	95	15	70	39
HMC	357	04	36	01	113	50	66	67	36
BM	50	0	04	0	22	07	18	13	06
UM	87	0	35	0	79	51	27	46	09
Total	2134	36	742	92	1475	703	692	1221	306

Solution :

- 1) In this district there are 66 nos. of sanctioned Primary Schools which are yet to be set up. These schools can be set up in the unserved habitations.
- 2) For setting up of schools under EGS and AIE by the NGOs, proposals have already been invited and being received by the District Mass Education Extension Officer.
- 3) DISE Survey and school photography programme have given us a detailed position of the infrastructure requirement of the school. School wise requirements of drinking water and toilet facilities are also available from the above survey. Improvement of school infrastructure should be done to accommodate the children for whom the school is meant.

ENROLMENT :**Criteria :**

1 The objective of the SSA Planning is to enroll all the children of the age group of 5+ to 8+ years to any sort of primary school , be it Govt. primary school, private primary school , Education guarantee centres run by NGOs , SSK or Alternative school under AIE scheme.

2 Enrolment of the out of school and drop out children of the age group of 5+ to 6+ years immediately through mass movement

3 Mains streaming of out of school children and drop out children of the age group of 7+ and 8+ years to class 3k and class 4 respective through a bridge course of 3 to 6 months.

Assessment :

1 For taking up the action regarding the points listed above proper assessment of the situation is necessary . The DISE Survey and the House to House survey help us to assess the scenario . Supposing that there is equal distribution of numbers of children between the age group 0 to 6 years and 5+ to 8+ years, we can drive the actual no. of children of the target age group from the data available in the provision of census report of 2001 . Considering 1.46% annual population growth rate , we can also calculate the target group population for the plan years .

2 The number of out of school children and drop out children have been assessed through house to house survey .

The present position along with GER and NER is illustrated in the table below:

TABLE SHOWING NUMBER OF PRIMARY SCHOOLS AND ENROLMENT

Table: 4.4

Sl No	Name of Block/ ULB	5+-8+ population	Total No. of DPSCs school	Total No. of Pvt. school	Total No. Of SSK	G Total Of School	Total Enrolment In DPSC school	Total Enrolment In Pvt School	Total Enrolment In SSK	G. Total Enrollment
1	Amta-I	16578	133	5	9	147	20230	541	621	21392
2	Amta-II	15913	149	5	16	170	19312	546	1472	21330
3	Bagnan-I	16609	107	24	19	150	18354	3856	1065	23275
4	Bagnan-II	12335	97	7	10	114	14303	1107	307	15717
5	Bjagacha	10654	64	26	12	102	8890	3387	1200	13477
6	Domjur	25898	153	25	17	195	26243	1833	757	28833
7	JB Pur	19996	142	7	16	165	22076	917	951	23944
8	Panchla	20084	99	12	27	138	18988	1286	2041	22315
9	Sankrail	22447	115	28	17	160	21650	3964	1340	26954
10	Shyampur-I	15818	125	3	26	154	19202	246	1068	20516
11	Shyampur-II	15237	125	4	26	155	19660	304	1488	21452
12	Uluberia-I	18015	114	21	11	146	17861	2934	873	21668
13	Uluberia-II	14210	97	19	20	136	15760	2155	1400	19315
14	UN Pur	13113	120	3	17	140	15331	90	753	16174
15	HMC	59375	357	133	0	490	54376	15547	0	69923
16	Bally MC	14579	50	27	0	77	9110	7176	0	16286
17	Uluberia MC	18093	87	26	0	113	14212	4728	0	18940
G.Total		328954	2134	375	243	2752	335558	50617	15336	401511

TABLE SHOWING GER NER AND OUT OF SCHOOL CHILDREN

Table: 4.5

Sl No	Name of Block/ ULB	5+-8+ population	G Total Enrollment	Net Enrollment	Gross Enrollment ratio	Net Enrollment Ratio	Out Of School children
1	Amta-I	16578	21392	12812	129.03	77.28	37661
2	Amta-II	15913	21330	11946	134.04	75.07	3967
3	Bagnan-I	16609	23275	12699	140.135	76.4585	3910
4	Bagnan-II	12335	15717	8691	127.418	70.458	3644
5	Bjagacha	10654	13477	9280	126.497	87.1034	1374
6	Domjur	25898	28833	19415	111.333	74.9672	6483
7	JB Pur	19996	23944	15392	119.744	76.9754	4604
8	Panchia	20084	22315	15192	111.108	75.6423	4892
9	Sankrail	22447	26954	18201	120.078	81.0843	4246
10	Shyampur-I	15818	20516	14120	129.7	89.2654	1698
11	Shyampur-II	15237	21452	13003	140.789	85.3383	2234
12	Uluberia-I	18015	21668	14084	120.278	78.1793	3931
13	Uluberia-II	14210	19315	10604	135.925	74.6235	3606
14	UN Pur	13113	16174	9567	123.343	72.9581	3546
15	HMC	59375	69923	52109	117.765	87.7625	7266
16	Bally MC	14579	16286	12060	111.709	82.7217	2519
17	Uluberia MC	18093	18940	13427	104.681	74.211	4666
G.Total		328954	401511	262602	122.057	79.8294	66352

SOLUTION :

1 VEC in all Gram Samsad level and WEC in all Ward level will maintain registers for all target group of children in the area .

2 The VEC and WEC will organized massive house to house campaign for Universal enrolment under the guidance , supervision and monitoring of Gram Panchayats and Panchayat Samitis .

3 NGOs have been selected for conduct of bridge course for out of school and drop out children of the age group 7+ to 8+ years .

4 The children of the age group 5+ to 6+ years should be enrolled to the schools through intensive campaign.

THE TARGET FOR THE PLAN YEARS ARE SHOWN IN THE TABLES BELOW:

TARGET FOR THE PLAN YEAR-2001-02

Table: 4.6

Sl No	Name of Block or ULB	5+ to 8 years population of 2001-02	NER Target for 2001-02	GER Target for 2001-02	Projected Net enrolment 2001-02	Projected Gross enrolment 2001-02
1	Amta-I	16820	80.9	118	13607	19848
2	Amta-II	16146	77	117.4	12432	18955
3	Bagnan-I	16851	59	108.5	9942	18283
4	Bagnan-II	12515	71.5	113	8948	14142
5	B-Jagacha	10810	57.8	86.4	6248	9340
6	Domjur	26275	76.2	103.3	20022	27142
7	J.B.Pur	20288	77.6	108.4	15743	21992
8	Panchla	20377	69.1	97.5	14081	19868
9	Sankrail	22774	69.8	99.4	15896	22637
10	Shyampur-I	16049	89.2	117.4	14316	18842
11	Shyampur-II	15460	85.2	112	13172	17315
12	Uluberia-I	18278	69.6	101.1	12721	18479
13	Uluberia-II	14417	63.9	108.9	9212	15700
14	U.N.Pur	13304	78.7	113.9	10470	15153
15	HMC	60242	71	94.6	42772	56989
16	BM	14792	55.7	68.5	8239	10133
17	UM	18357	64.6	88.5	11859	16246
	Total :	333755			239682	341064

TARGET FOR THE PLAN YEAR-2002-03

Table: 4.7

Sl No	Name of Block or ULB	5+ to 8 years population of 2002-03	NER Target for 2002-03	GER Target for 2002-03	Projected Net enrolment 2002-03	Projected Gross enrolment 2002-03
1	Amta-I	17066	88	114	15018	19455
2	Amta-II	16381	84.9	113.4	13907	18576
3	Bagnan-I	17097	66.5	106.5	11370	18208
4	Bagnan-II	12698	80.9	110	10273	13968
5	B-Jagacha	10967	61.9	89.4	6789	9804
6	Domjur	26660	84.2	105.3	22448	28073
7	J.B.Pur	20584	84.9	106.4	17476	21901
8	Panchla	20675	76.8	100.5	15878	20778
9	Sankrail	23107	75.7	102.4	17492	23662
10	Shyampur-I	16283	92.6	113.4	15078	18465
11	Shyampur-II	15686	89.9	105	14102	16470
12	Uluberia-I	18545	76.6	103.1	14205	19120
13	Uluberia-II	14628	72	106.9	10532	15637
14	U.N.Pur	13498	87.3	110.9	11784	14969
15	HMC	61121	74.8	97.6	45719	59654
16	BM	15008	61.2	74.5	9185	11181
17	UM	18626	72.8	86.5	13560	16111
	Total :	338630			264815	346034

TARGET FOR THE PLAN YEAR-2003-04**Table: 4.8**

Sl No	Name of Block or ULB	5+ to 8 years population of 2003-04	NER Target for 2003-04	GER Target for 2003-04	Projected Net enrolment 2003-04	Projected Gross enrolment 2003-04
1	Amta-I	17315	95.2	110	16484	19047
2	Amta-II	16621	92.8	109.4	15424	18183
3	Bagnan-I	17347	73.9	104.5	12819	18128
4	Bagnan-II	12884	90.2	107	11621	13786
5	B-Jagacha	11127	66	92.4	7344	10281
6	Domjur	27049	92.1	107.3	24912	29024
7	J.B.Pur	20885	92.2	104.4	19256	21804
8	Panchla	20977	84.5	103.5	17726	21711
9	Sankrail	23444	81.7	105.4	19154	24710
10	Shyampur-I	16521	96	109.4	15860	18074
11	Shyampur-II	15915	94.5	108	15040	17188
12	Uluberia-I	18816	83.5	105.1	15711	19776
13	Uluberia-II	14842	80	104.9	11874	15569
14	U.N.Pur	13695	95.9	107.9	13134	14777
15	HMC	62013	78.7	100.6	48804	62385
16	BM	15227	66.7	80.5	10156	12258
17	UM	18897	80.9	90.5	15288	17102
	Total :	343575			290607	353802

IMPROVEMENT OF QUALITY OF EDUCATION**Criteria :**

Quality of education always has scope for improvement . But with the following intervention quality of education can be improved.

- i) Adopting good teaching learning method
- ii) Teacher orientation for based application of teaching learning method;
- iii) Effective and scientific teaching learning materials
- iv) Child friendly environment in the school
- v) Pupil teachers relationship
- vi) Parent teachers relationship
- vii) Removal of social/cultural discrimination

Assessment :

External evaluation involving 2179 nos. of schools has been done in May 2000 . Base line assessment survey has also been completed in April 2001. From this two surveys conducted throughout the district many important data regarding the above we are revealed .

Solution :

- i) For Improvement the teaching learning method , lot of research work is required which may be done by the State Project Office;
- ii) Teacher should be trained continuously for pedagogical renewal . Every teacher may under go a compulsory training for about 30 days a year . In addition need based training may be organized for 20 days a year at CLRC .
- a. The State Project Office may develop a research unit for improvement of teaching learning materials. Every CLRC will have a well kept library which will cater the need of both teacher and student.
 - b. Some child friendly element may be introduce to school .
 - c. Parent teachers meet and teacher children meet may be organized twice in a year
 - d. Maa-O- Mela may be organized once in a year
 - e. School sports may be organized once in a year

MANAGEMENT AND PROGRAMME IMPLEMENTATION

For proper implementation of the project, and effective project management proper planning is required. Distribution of work between different tiers of implementing agencies is to be done properly. At the same time a good system of supervision and monitoring need to be developed .

CHAPTER- V

PROBLEMS, ISSUES AND STRATEGIES

INTRODUCTION

From the preceding chapters it will be evident that we have now a clear picture of the present scenario of the primary education of the district which has enable us to identified the problems and issues to be tackled and accordingly to formulate strategies and activities therefore. To achieve a success it requires a location/ cause specific strategies and actions to over come all the barriers.

The issues and the problems relate to the following main components.

1. Access and Enrolment
2. Retention
3. Quality Education

Access :

There are several reasons /issues against the access to primary education for the Children of the age group of 5+ to 8+ .The reasons effecting the access , can be categorized as follows :

TABLE SHOWING OUT OF SCHOOL CHILDREN WITH REASON OF NON-ENROLMENT

Table No: 5.1

Reason	Reason Code	No. of non enrolled children
School Far way	1	3930
Educational level not good	2	1297
Teacher's attitude not good	3	1269
Parents do not sent their children	4	22931
Girl's do not need education	5	2187
House hold work	6	6933
Parents not having permanent residence	7	1171
Father/Mother is not there	8	694
No school	9	678
No room in school	10	1526
Age bar for getting in to school	11	21828
No bath room in school	12	518
TOTAL ::		64963

1 School far away :

According to assessment total no. 3930 children of 5 + to 8+ years age group of this district are not getting the facilities of school education as the schools are far away from their residence. To remove this bottle neck , a strategy has been evolved to set up new schools at the villages where there are more than 40 such children . In the cases where the nos. of children are in adequate In a certain village , new school will be set up centrally where the children of 2 or 3 adjacent villages will be enrolled .

To serve the isolated places massive campaign will be launched to raise demand from those localities for setting up of Sishu Sikshya Kendras where such children will be enrolled .

2 Education level not good :

It has been assess that 1297 nos of children of this district do not go to school as the teaching quality is not good at certain areas. To over come such problems, arrangements for up gradation of teaching quality will be made . To maintain a sustainable quality education the teacher will be brought under a compulsory training programme of at least one month in a calender year . In addition to that they will also be given need based training for at least 20 days in a year . In this connection co operation of the well noted educationist of district will be eplored . The concerned VEC /WEC will also be asked to maintain strict visit to retain the quality of teaching at the required level.

3 Teacher's attitude not good :

House to House survey has provided us with the data that the attitude of some teachers has prevented the 1269 children from going to school. To avoid such problem, the "Teacher and Parent meet" are to be organized in the areas. While preparing the training modules care will be taken to ensure gentle behavior by the teachers towards the students so that a sweet relationship is bridged between the teacher and the student and the students feel and urge to go to school regularly .

4 Parents do not send childrens :

It has been observed that for different reasons the parents do not send 22931 childrens to school for education in this district in

rural areas as well as in urban areas the causes are defined below :

- i) In rural areas some cultivators do not send their children to the school as they help their parents in different work related to the cultivation throughout the day;
- ii) Some landless rural workers engaged with cottage industries and their establishment utilized the services of their children;
- iii) Some agriculture labourers send their children to do different work in the house of land lords;
- iv) In urban areas the low income grouped people utilized the service of their children by different means, engaging in different shops and establishments, small factories etc. The children also go with their mother in different houses for doing different household works.

First, to check this negative approach of the parents a massive door to door campaign will be arranged. Several NGOs may be engaged to motivate the parents to make them understand the necessity of education for their children for their future prosperity.

Secondly, where the parents are unable to provide books and other stationery goods to their children due to their financial condition facilities may be extended by supplying these things through several NGOs and Govt. departments in social service.

Thirdly, several mass meetings may be arranged to apprise the villagers so that they take adequate initiative to motivate such parents in sending their children to the school.

5 Girls do need education :

Some parents think that girls do not need education. This attitude will be rectified through mass campaign by way of I) distribution of leaflets and II) organizing Ma -O-Meye Mela. As per survey there are 2187 children whose parents cherish such attitude.

6 House hold work :

Now a days, in urbanized area the people engage child labour in their household work and a massive number of children living with their parents stay outside their family do not get any chance for education. There are 6933 nos. of children engaged in household work in this district.

To extend educational facilities to them evening school may be set up community wise so that they get the chance of reading after their daily work is over.

7 Parents no having permanent residence :

This group of people move from one place to another and as a result their children do not get the facilities of primary education. In this district 1171 nos. of children do not get the education facilities. Mass education center may be set up at different places to teach this type of children at any center where they live for the said period.

8 Father/Mother is not there :

Some parents stay outside their houses throughout the day at places far from their residential places and their children keep themselves engaged with different domestic activities like cooking, cleaning of house, grazing of cows, etc. in absence of their parents.

In our district there are 694 nos. of children under this group. They may be brought under the formal education center in future by organizing a campaign to motivate the parents to send their children to the informal night school run by the NGOs etc.

9,10,12) No school / No Room in school /No Bath room :

As assessed there are 678, 1526 and 518 nos. of children are not getting the educational facilities under the above mentioned category respectively.

The Govt. have adopted a scheme to provide the facilities of school at non school areas. Adequate fund will be given where additional room and bath room are required. Survey work has been completed and necessary plan has been prepared. The work of construction will be started subject to approval of plan and availability of fund from the Government.

11 Age bar for getting in to School :

21828 nos. of children could not be enrolled in the formal school due to age bar. To remove the age problem for education of 7 & 8 years, a bridge course will be given to the said children then the said children will be admitted at class III or IV as required.

STRATEGY :

It may be stated that the strategy to bring all the out of school children to the main stream can be achieved neither by the Government nor by any NGOs alone, so only collective efforts of the teacher, parent, children and the community may only successfully reach the target.

On the basis of the negative factor, which are acting as the hindrances for universal access, the under mentioned strategies have been taken up .

- Setting of new school in the un served habitation having population over 300. During the site selection process the opinion of the concerned parents and member of the VEC will be taken in to account.
- In the un served habitation having population below 300 Alternative schools will be established. Where ever possible SSKs will also be established habitation.
- Alternative schools will also be established in the areas where geographical barrier acts as a negative factor for universal access.
- Regarding sociological factor and intensive efforts will be given for awareness generation, environment building by print media, folk media, electronic media, village fairs ,Maa-O-Meya Mela , Mass postering and distribution of leaflets in the concerned areas.

RETENTION :

Factor / Issues :

Figures received from the different surveys conducted in the district reveals that the total dropout children in the district is 10556 per year . As such the retention rate in the district is as high as 95.98% . Though the retention rate is moderately high intensive effort to be given to achieve a relatively better result.

STRATEGY :

The factors the effects the access also apply in general to the problem of retention.

The formulation of strategies regarding retention may be described as follows :

- a special efforts will be made in the areas where GER is low;
- the teacher will keep close vigil on the maintaining retention of the student;
- teacher will have to take initiative to help and solved out the problems of the children which are hampering the retention ;
- teacher will have to maintain close contact with the families of the children whose absenteeism is very high ;
- the teacher can organized monthly meet with parents specially the mothers to convince them about the utility of retention and other necessity of their children ;
- VEC members will also be sensitized to keep an eye with the over all school management attendance record of the student as well as the teacher to avoid the scope of drop out and maintained retention accordingly.

QUALITY EDUCATION :

Imparting quality education is directly related to the following factors :

- Irrational distribution of teachers in rural and urban areas resulting un attended classes due to absence of required no. of teachers ;
- Untimely supply of text books ;
- School infrastructure facilities are not up to the mark an in adequate ;
- Teaching technique are not proper and absence of TLM;
- Due to the policy of non retention of student in classes in primary school and the evaluation process in different classes are so flexible, the quality of education of the student cannot be judged properly;

- Low motivation of the teachers also effects the quality education;
- Awareness towards universal education in some section of the parents also effects the quality education.

STRATEGY :

- Mass movement and intensive awareness campaign should be organized to generate the fillings of importance of primary education.
- Arrangement should be made for rational distribution of teachers .
- Timely supply of text book must maintained .
- A proper monitoring system should be develop at the district level in this regard.
- Activities will be taken to up grade the infrastructure facilities under the project and convergence procedure.
- In service training programme and work shop to be conducted at different level to increase the motivational level of teacher.
- The achievement level of the student should also be regularly judged.
- It is a expected that after the completion of the Base line assessment study a level of quality education the quality of education of the student could easily be judged.
- After receiving the statistics of the Base line assessment, strategies will be formulated for achieving minimum level of learning for all the student.

CHAPTER – VI

MAJOR INTERVENTIONAL AREAS AND ACTIVITIES

- ❖ *Project Management*
- ❖ *Planning & Management*
- ❖ *Civil Works*
- ❖ *Pedagogy*
- ❖ *Distance Education Programme*
- ❖ *Gender Intervention*
- ❖ *Research & Studies*
- ❖ *Early Child Hood Education*
- ❖ *Community Mobilization*
- ❖ *Alternative Schooling*
- ❖ *Media & Documentation*
- ❖ *Integrated Education for Disabled Children*
- ❖ *Innovation*
- ❖ *Management of Information System*

PROJECT MANAGEMENT

universal Primary Education Programme under Sarba Sikshya Abhijan, is a Multifaceted Programme which seeks to accelerate the present primary education to such an extent that all the children at the age group category 5+ to 8+ years can be brought to the schooling system of any form by 2003 so that they can complete primary education level by 2007. To attain this goal proper planning and project management with a hierarchical offices need to be defined with specific work allotment and supervisory and decision making power. The flow chart of the project management hierarchy is proposed as follows

PRESENT PRIMARY EDUCATION MANAGEMENT SYSTEM AT THE DISTRICT LEVEL

Presently there are two separate agencies in the primary school education management system at the district.

- 1 The District Inspectorate under Department of School Education Government of West Bengal :

The District Inspector of School(Primary) is in the over all charge of the District Inspectorate. There are three Assistant Inspector of Schools to help him any administrative work. This inspectorate is responsible for all the administrative works relating to 32 nos. of circle and 2134 nos. of primary schools of this district including the work of Nationalized Text Book distribution.

- 2 The District Primary School Council is the autonomous body which looks after all the administrative works headed by the Chairman of the District Primary School Council. The District Inspector of school is the Secretary of the DPSC by virtue of the post there is also a finance officer posted in the DPSC to look after financial matter.

- 3 Education Circle :

The Primary school circles are situated in the block and municipal areas there are 11 nos. of circle offices in the Urban

Area and 21 nos. of circle offices in the Rural Area. The Sub Inspector of Schools are in charge of the Circle offices who managed the primary school under his jurisdiction with a minimum number of staff.

PROJECT MANAGEMENT UNDERSARBA SIKSHYA ABHIJAN:

A separate institution arrangement has been created for management of SSA Project of this district. The constituent offices of the project management system are listed below as per hierarchy.

1 District Level Co Ordination Committee;

a) The Government in the school education department vide Notification No. 1001/(SE)/(Pry) dtd. 23.9.98 has constituted the District Level Co Ordination Committee with the following Members.

- 1 Sabhadhipati, Howrah Zilla Parishad - Chairman
- 2 District Magistrate, Howrah - Vice Chairman
- 3 Chairman, District Primary School Council - Member
- 4 Addl. Executive Officer, Howrah Zilla Parishad - Member
- 5 District Social Education Officer,- Member
- 6 Karmadhyakshya, Sikshya Sthayee Samiti, HZP., Member
- 7 District Mass Education Officer- Member
- 8 District Planning Officer - Convener
- 9 Secretary, Howrah Zilla Parishad - Member
- 10 District Inspector of Schools (Pry), Howrah -Member

Duties and Responsibilities :

The DLCC is the highest decision making body of the district in respect of preparation of SSA Project and implementation of the programme.

Planning Team :

This is the Sub Committee of the DLCC constituted with the following members.

- i) District Planning Officer
- ii) Karmadhyakshya, Sikshya Sthayee Samiti Howrah Zilla Parishad
- iii) District Inspector of Schools(Pry)
- iv) Asstt. Inspector of Schools, Howrah DPSC

v) Associate Planning Officer

District Planning Team was constituted to act as resource persons for monitoring pre project activities and preparation of holistic plan for Universalization of Primary Education.

Block Level Co ordination Committee :

- 1 Sabhapati, Panchayat Samiti - Chairman
- 2 Block Development Officer - Vice-Chairman
- 3 One nominee of the DI of Schools(Pry) from PTTI/DIEETMember
(not below rank of Lecturer)
- 4-5 Two members to be Co opted by the Block Level Co ordination Committee from amongst NGOs ,Woman Organisation /TLC /PLC functionaries
- 6 All CLRC Co ordinators(SI of schools) in Block - Member
- 7 Officer of the BDO Office looking after SSK in the Block area -Member
- 8 CDPO(ICDS) - Member
- 9-10 EOSE & LEOSE(MEE Deptt.)- Member
- 11 Inspector, Backward classes welfare -Member
- 12 Officer of the BDO office looking after child labour- Member
- 13 One SAE of the BDO Office (Nominated by the BDO)- Member
- 14-15 Two Head Teachers of Primary schools in the Block , (Nominated by Chairman, DPSC)-Member
- 16-17 Two Chairman, VEC(One should be a woman)(Nominated by the Chairman,BLCC)-Member
- 18-19 Two guardian of Pry.School children from the Locality(one should be woman)(Nominated by the Chairman DLCC)-Member
- 20 SI of school of Head Quarter circle -Member-Secretary
- 21 District Project Officer ,DPEP Permanent invoice Member

Duties and Responsibilities :

1. Shall monitor and review the implementation of SSA in the block area and report to EC on a monthly basis

2. Shall ensure co ordination amongst and convergence of various schemes programmes of different Govt. deptts. /Agencies and jPanchoyats in the block or
3. Shall monitor and over see the functioning of VECs ;
4. Shall act as a channelizing agencies of fund to CLRC /VEC,as and when required ;
5. Shall guide and advise CLRC in organizing circle level pedagogical and community mobilization activities;
6. Shall develop a common plan of primary education in the Block area in corporating components of SSA SSK , iCDS , NCLP etc.
7. Shall plan and take up awarness generation and environment exercises on universal primary education with special focus on gender issues , this advantaged groups , disabled children , child labour etc.
8. Shall carry out assignment entrusted by DLCC
9. Shall meet at least once a month

Municipality Level Co ordination Committee :

- 1 Chairman , of Municipality - Chairman
- 2 Executive Officer, of Municipality - Vice Chairman
- 3 In case there is more than one circle in the municipality the S.I of school , other than Member-Secretary - Member
- 4 Two members to be co opted by the MLCC from amongst the NGOs, Womens organization, total literacy campaign /post literacy campaign functionaries- Member
- 5 Dy.Magistrate in Charge of Development matters from SDO office - Members
- 6 CDPO(ICDS)-Member
- 7-8 Two Head Teachers of Primary schools within the Municipality (Nominated by Chairman,DPSC)-Member
- 9-10 Two chairman, WEC(One should preferably be a woman)(nominated by the Chairman, MLCC)-Member
- 11-12 Two Guardian of primary school children from the locality (one should be a woman)(nominated bythe Chairman,DLCC)-Member
- 13 S.I. of school in the Municipality (in case there is more than one circle in the Municipality the Sr. most S.I. of school)-Member-Secretary
- 14 District Project Officer,SSK -Permanent in voice Member

Duties and Responsibilities :

1. Shall monitor and review the implementation of the SSA in the municipality area and report EC on a monthly basis
2. Shall ensure co ordination amongst and convergence of various schemes programme of the different Govt. deptts. /Agencies and Municipalities in the Municipal areas
3. Shall monitor and over see the functioning of WECs
4. Shall act as a channelizing agency of fund to CLRC/WEC as and when required
5. Shall guide and advise CLRC in organizing circle level pedagogical and community mobilizing activities
6. Shall develop a common plan of primary education in the municipal areas in incorporating components of SSA , SSK, ICDS , NCLP etc.
7. Shall plan and take up awareness generation and environment building exercises on universal primary education with special focus on gender issues, this advantaged groups , disabled children , child labour etc.
8. Shall carry out assignments entrusted by DLCC.
9. Shall meet at least once a month.

Village Education Committee/Word Education Committee-

The VEC and WEC are the grass root level committee constituted by the Government of West Bengal , School Education Department vide Notification No. 220 SE (Pry) dated 07.01.99 and No. Dated The elderly Member of the Gram Panchayat will be the Chairman of the VEC and Word Councilor will be the Chairman of the WEC. The Headmasters of all the primary schools within the jurisdiction of Gram Sava or Municipal Word will be the Member of VEC or WEC in addition to others.

Duties and Responsibilities :

- i) Day to Day interaction to the community ;
- ii) To assess the educational need of the village;
- iii) Building awareness and mobilization for enrolment and retention of children of the target age group :

- iv) Maintaining of a register of target age group of children with their present status of education;
- v) Arrange for school infrastructure development reviewing the performance of the school and suggest ideas for the pedagogical improvement ensuring proper utilization of community support for school building and other school facilities ;
- vi) Projecting estimate for enrolment
- vii) Arranging alternative education through community involvement;
- viii) Learning materials and other incentive;
- ix) Enrolment for early child education;
- x) Ensuring convergence of different rural services;

OFFICE OF THE DISTRICT PROJECT OFFICER , SARBA SIKSHYA ABHIJAN

For Pre plan activities District Project Office has already been set up which may be utilized for programme management and implementation . The District Project office may be equipped properly with officer staff and necessary office equipments .

The Staff pattern of the District Project Office will be as envisaged is given in the next table.

Table No: 6.1

Sl.No.	Official/Office bearers	Unit	Monthly remuneration/salary
1	District Project Officer from Govt. service	1	Normal pay
2	Addl.District Project Officer(PE)	1	Normal Pay
3	Addl.District Project Officer(UPE)	1	Normal Pay
4	Dy.Dist.Project Officer(PE)	2	Normal Pay
5	Dy.Dist. Project Officer(UPE)	2	Normal Pay
6	M.I.S. Co –ordinator(SA)	1	Rs.6000 p.m.
7	M.I.S. Co –ordinator (Programme)	1	Rs.6000 p.m.
7	Data Entry Operator	3	Rs.4500 p.m.
8	Teachers Trng. Coordinator(PE)	1	Rs.6000 p.m.
9	Teachers Trng. Coordinator(UPE)	1	Rs.6000 p.m.
10	Gender Coordinator	1	Rs.6000 p.m.
11	Gender Cordinator(Programme)	1	Rs.6000 p.m.
12	IED Coordinator	1	Rs.6000 p.m.
13	IED Coordinator (Prog.)	1	Rs.6000 p.m.
14	Research & Study Coordinator	1	Rs.6000/- p.m.
15	Research & Study Co-Ordinator (Prog.)	1	Rs.6000/-p.m.
16	Community Mobilization Coordinator	1	Rs.6000 p.m.
17	Community Mobilization Coordinator(Prog)	1	Rs.6000 p.m.

18	A.S.Coordinator	1	Rs6000 p.m.
19	A.S. Coordinator (Prog)	1	Rs.6000 p.m
20	Planning Coordinator	1	Rs.6000 p.m.
21	Planning Coordinator(Prog)	1	Rs.6000 p.m
22	CEC Coordinator	1	Rs.6000 p.m.
23	Asstt.Engineer	1	Normal Pay
24	Junior Engineer	3	Rs.4500 p.m.
25	Upper Divn Clerk	2	Rs.4500 p.m.
26	Lower Divn.Clerk	4	Rs.4000 p.m.
27	Group "D"	4	Rs.3000 p.m.

Vehicle :

The District Project Officer should be provided with a vehicle on regular basis for close monitoring and functioning of the CLRCs and VEC/WEC. One more vehicle may also be hired as and when required.

Office Equipment for District Project Office :**Table No: 6.2**

Sl.No.	Item	No. of Unit	Unit cost	Total cast
1	Computer	3	50000/-	1,50000/-
2	Xerox Machine	1	1,04000/-	1,04000/-
3	Installation of Telephone	1	3000/-	3000/-
4	T.V.	1	15000/-	15000/-
5	FAX Machine	1	15000/-	15000/-
6	Tope Recorder	1	5000/-	5000/-
7	V.C.P.	1	15000/-	15000/-
8	Public Address system	1	10000/-	10000/-
9	Pana board	1	1,25,000/-	1,25,000/-
10	Portable Projector Machine	1	35,000/-	35,000/-
11	VDO Camera	1	12,000/-	12,000/-
Total :				4,89,000/-

The District Project Office may be provided with furniture and equipments for proper functioning , maintenance of data base and supervision. The following office equipment are required for the same.

Furniture at District Project Office :**Table No: 6.3**

Sl.No.	Item	No. of unit	Unit cost	Total cost
1	Chair(Plastic Moulded)	20	220/-	4400/-
2	Chair(Wooden)	10	700/-	7000/-
3	Computer	2	3310/-	6620/-
4	Table(Steel Secretariate)	1	3620/-	3620/-
5	Office Table (Steel)	6	2101/-	12606/-
6	Wooden Computer Table	2	3460/-	6920/-
7	Almirah(Steel)	5	4368/-	21840/-
8	Steel Rack	3	2765/-	8295/-
9	Ceiling Fan	8	1200/-	9600/-
10	Tube Light	20	200/-	4000/-
Total :				84901/-

Library for the District Project Office :

The District Project Office will have a resource a library with a rich collection of books on matters related to primary education, reference books , training materials etc.

CIRCLE LEVEL RESOURCE CENTRE :

The office of the S.I. of Schools will be converted in to Circle Level Resource Centre headed by the respective Sub Inspector of Schools who will be responsible for management of the schools under his jurisdiction . The CLRC will have library and training hall for orientation of the teachers . The CLRC will have the following staff:

Table No: 6.4

Sl.No.	Official/Office bearers	Monthly remuneration/salary
1	Circle Office Project Manager	Normal pay
2	Resource Teacher(3 Nos.)	Rs.8000/-
3	Upper Division Clerk from Govt. Service	Normal Pay
4	Lower Division Clerk from Govt. Service	Normal Pay
5	Group 'D'	Rs.2000/-

LIST OF FURNITURE AND EQUIPMENTS TO BE SUPPLIED TO EACH CLRC.

Table No: 6.5

Sl no	Item	Description of items	Required no	Rate	Cost involved
1.a	Table	Steel Secretariate table	1	3620	3620
b.		Office table	6	2101	12606
C		Wooden computer table	1	3460	3460
D		Wooden type table other than c.p. teak	1	2325	2325
E		Wooden table for Xerox machine	1	1513	1513
2.a	Chair	Computer chair	1	3310	3310
B		Steel Executive chair	1	2850	2850
C		Plastic moulded chair	50	350	17500
D		Office chair 'S' type tabular chair with arm cane seat & back	8	498	3984
3	Stool	Wooden stool	1	525	525
4	Rack	Steel rack	3	2765	8295
5	Almirah		5	4368	21840
6	Ceiling Fan		8	1200	9600
7	Tube light		20	200	4000
8	Type writer		1	8500	8500
9	Xerox machine		1	104800	104800
10	Computer		1	50000	50000
11	Instllation of telephone		1	3000	3000
12	Duplicating Machine		1	24000	24000
13	Portable Projector Machine		1	35000	35000
Total :					320728

INFORMATION MANAGEMENT OF CLRCs :

We need to take care that the teachers may invest more time in teaching than being worried about their service matters. The CLRC Offices will be responsible for preparation of the pay bills and keeping proper account of the General Provident Fund of the teachers. Besides, they will also preserve school based data furniture , stationery, TLM, student strength and different reports and returns. Specific software can be develop for preparation of the pay bills , keeping accounts of the General Provident Fund and common data base. Different incentive programme like distribution Mid Day Meal Rice and distribution Text books etc. may also be managed through development of software .

PLANNING AND MANAGEMENT

Planning & Management are co related to each other a good planning depends upon the able management structure. Similarly a strong and eligible management can only depend upon a good planning and also develop the same also. In actual practice since the introduction literacy movement the education management other than formal schooling in different level has made a positive change.

Keeping in view the cardinal points the planning process for the project in this office was initiated in a constructive way to start the initial activity at the district beside the DLCC a District Planning Team has also been constituted with 5 members.

1. **District Inspector of Schools (Pry)**
2. **Karmadhyakshya , Sikahys Sthayee Samiti,HZP**
3. **District Planning Officer,Howrah**
4. **Officer-in-Charge, SSK**
5. **A.I. of Schools**

The District Planning Team examined the finding of the different surveys conducted in the district. The list of the surveys given below :

Table No. 6.6

Sl.No.	Survey conducted	Period in which survey was conducted
1	External Evaluation	May 2000
2	DISE 1999 School Survey	September 1999
3	House to House Survey	February 2000
4	School Photography Survey	December 2000
5	Special School Infrastructure Survey	November 2000
6	DISE 2000 School Survey	January 2001
7	Base-line Assessment Survey	April 2001

Micro planning :

It is one of the major activities in the area of planning and management Micro Planning include activities like knowing the villages with its inmate through collection and information and holding group meeting with them maintenance of village education register , drawing village education map , collection of

house hold information ,making institutional plan for the schools and finally drawing village education plan (VEP) . This exercise of help the people to prioritize the intervention areas for the village as well as to strengthen the demand generation on behalf of the villagers . At the same time this will enhance the planning capacity of the people this will also ensure better utilization of resources and also develop their capacity on meeting the demand out of the own share of resources and support through community participation. This planning process will be conducted through several work shop at different levels.

SCHOOL MAPING :

It is also another exercise on the part of the suppliers of educational resources. The Block may be the ideal unit for this exercise . On the basis of micro planning , the block planners will be able to have certain information and village maps and which will help them to rationalized and re allocate the resources of the villages.

This exercise require some dedicated experts who will be trained on the procedure and practice on school moping, the statistical calculation and finally preparing school map of resources and distribution projection for the next five years for the hole.

For this a five days work shop will be conducted at the district level.

CAPACITY BUILDING :

Capacity building at planning to each one of the major concern is our one of the major intervention. Lacking in expertise and professionalism is the root of all failures we face. To grow up , expertise , the district has plan to hold a few work shop on planning and management. In this area, the help D.I.E.T. and SPO and SIEMET will be taken.

PREPARATION OF AWP& B :

This is the ultimate goal of the district before finalization of AWP & B the activities of Micro planning and capacity building will be undertaken each year. This process will give up dated data. Accordingly the district will review the entire sub plan after holding discussion through a work shop and finalize the AWP&Bs .

CIVIL WORKS

The SSA objectives of universal access and providing quality education can only be achieved by the proper infrastructure support. Initiatives have been taken up for providing a better atmosphere to the existing schools by way of providing minimum required building standard / class room and providing toilet facilities and provision of drinking water.

On the basis of the various surveys conducted in this connection the need of the schools have already been identified. The priority in this connection has also been fixed on the basis on their need and the student strength of a particular school.

The improvement of infrastructure facilities of the Primary schools involves several broad fields of work. These broad fields may be described as follows –

1. Improvement of the condition of school building.
2. Composite programme for provision of toilets and water supply
3. Improvement and provision of water supply
4. Improvement and provision of toilet facilities.

1 IMPROVEMENT OF THE CONDITION OF SCHOOL BUILDING :

Out of the three broad fields of work involved in the improvement of infrastructure facilities of the primary schools, "the improvement of the condition of the school building" is of immense importance. This also involves the following items of work.

- A Construction of new school building
- B Construction of additional room
- C Major repairing works
- D Minor repairing works

CONSTRUCTION OF NEW SCHOOL BUILDING:

As per existing Govt. order 66 nos of schools will be set up in the district in the un served areas. For setting up of new schools the places where the school student ratio is less than the district average the priority has been given. Besides, on scrutiny of the reports of several surveys conducted through out the district and data collected from different

levels, 40(forty) nos. of schools have been identified for taking up under the programme. All such schools have their own land for construction of new school building and presently classes are being taken either in rented houses or in other school buildings. In some cases classes are being taken in dilapidated semi permanent structures and require new school building. The construction of NSB in respect of all the 106 nos. of such schools have been identified for taking up during the year 2001-2002.

The priority in this connection has been fixed on the basis of the condition of the school building and the number of student in the school .

The involvement of the fund for the programme is calculated as Rs.349.40 lac for during the year.

CONSTRUCTION OF ADDITIONAL ROOM :

The programme for construction of additional class rooms has also been taken up with appropriate importance . The requirements of additional room to the schools have been calculated strictly on the basis of the availability of floor area /student. According to the recommended minimum floor area/student , 706 nos of schools of the district requires additional class room .

Year wise target for construction of AR and the requirement of fund thereof are given below. The priority on this regard has been fixed on the basis of the student strength of the schools .

Table No.6.7

Sl.No.	Year	No.of schools taken up	Amount involved (Rs. In lakhs)
1	2001-2002	324	367.75
2	2002-2003	175	218.75
3	2003-2004	207	258.75

MAJOR REPAIRING WORKS TO SCHOOLS :

On scrutiny of the data collected from the different surveys conducting the district it is revealed that 151 nos. of schools requires major repair works.

Year wise target for taking up for major repairing works and requirement of the fund thereof are placed below . The priority in this connection has

been fixed on the basis of the condition of the school building and the student strength of the school. Total involvement in this respect will be Rs.122.25 lac.

Table No.6.8

Sl.No.	Year	No.of schools taken up	Amount involved (Rs. In lac)
1	2001-2002	51	42.25
2	2002-2003	55	44.00
3	2003-2004	45	36.00

MINOR REPAIRING WORKS TO SCHOOLS :

1501nos. of schools in the district requires minor repair works. Year wise target for taken up of the minor repair works and the involvement of fund therefore is shown below. The priority in this regard has also been fixed on the basis of the condition of school and student strength.

Table No.6.9

Sl.No.	Year	No.of schools taken up	Amount involved(Rs.in lac)
1	2001-2002	281	112.40
2	2002-2003	558	223.20
3	2003-2004	662	264.80

3. COMPOSITE PROGRAMME FOR CONSTRUCTION OF TOILETS AND SINKING OF TUBEWELLS :

The construction of toilets and sinking of tubewells in respect of the 104 schools have been taken up under this programme . The year wise programme is given below –

Table No.6.10

Sl.No.	Year	No.of schools taken up	Amount involved (Rs. In lac)
1	2001-2002	90	32.40
2	2002-2003	14	5.04

4. IMPROVEMENT AND PROVISIONS FOR DRINKING WATER SUPPLY

a) SINKING OF TUBEWELLS UNDER UNICEF ASSISTANCE

471 Nos. sinking of Tube wells will be taken up in same nos. of schools in the district under UNICEF assistance during the 2nd 3rd and 4th years of the Project period. Priority in this regard has been fixed on the basis of student strength of the respective schools.

Table No.6.11

Sl.No.	Year	No.of schools taken up	Amount involved(Rs.in lac)
1	2001-2002	150	60.00
2	2002-2003	150	60.00
3	2003-2004	171	68.40

b) SINKING OF TUBEWELLS

Besides from the Tube wells taken up under UNICEF assistance sinking of 730 nos of Tube wells will be required in the distric involving an amount of Rs. 255.89 lac. The priority in this regard has also been fixed on the basis of the no. of student of the schools. Year wise target for sinking of the Tube wells are given below :

Table No.6.12

Sl.No.	Year	No.of schools taken up	Amount involved(Rs.in lac)
1	2001-2002	158	54.00
2	2002-2003	304	110.20
3	2003-2004	268	91.69

c) REPAIR OF TUBEWELLS

The repairs of 313 nos of tube wells ore to be taken up during the 2nd 3rd and 4th years of the plan period to ensure provision of drinking water supply to the schools. Year wise target for repair of the tube wells are given below :

Table No.6.13

Sl.No.	Year	No.of schools taken up	Amount involved(Rs.in lac)
1	2001-2002	100	10.00
2	2002-2003	100	10.00
3	2003-2004	113	11.30

4) IMPROVEMENT AND PROVISION OF TOILET FACILITY

a) CONSTRUCTION OF TOILETS

There are 612 nos. of schools in the district have no toilet facility. To fight this problem 612 nos. of toilets are to be constructed in different schools. Priority in this connection has been fixed on the basis of the student strength. Year wise target for construction of toilet are given below :

Table No.6.14

Sl.No.	Year	No.of schools taken up	Amount involved(Rs.in lac)
1	2001-2002	200	30.00
2	2002-2003	200	30.00
3	2003-2004	212	31.80

b) REPAIR OF TOILETS

697 nos. of schools though having their toilets cannot use the same as the toilets of those schools require necessary repair works /renovation. Year wise target for repairing the toilets are given below :

Table No.6.15

Sl.No.	Year	No.of schools taken up	Amount involved(Rs.in lac)
1	2001-2002	230	34.30
2	2002-2003	230	34.30
3	2003-2004	237	35.55

CONSTRUCTION OF CLRC BUILDING :

The Office of the Sub Inspector of Schools will be converted Circle Level Resource Centre. CLRC building will be constructed to accommodate this offices. 32 nos. of CLRC buildings are to be constructed in this district involving an amount of Rs. 144.00 lac only. The year wise break up is given below :

Table No. 6.16

Sl.No.	Year	No.of building	CLRC	Amount involved(Rs.in lac)
1	2001-2002	16		72.00
2	2002-2003	16		72.00

CONSTRUCTION OF CLUSTER RESOURCE CENTRE

One cluster center will be constructed in each Gram Panchayat in this district involving an amount of Rs. 314.00 lac only . Rs.500/- per month will given to each CRC for meeting the office expenses etc. Year wise target for construction of CRCs are given below :

Table No. 6.17

Sl.No.	Year	No.of building	CLRC	Amount involved(Rs.in lac)
1	2001-2002	50		100.00
2	2002-2003	60		120.00
3	2003-2004	47		94.00

Maintenance Grant to schools :

Each & every schools managed by the District Primary School Council may be provided with Rs. 5000 per year as annual maintenance charge.

Junior Engineer AT block level :

One Junior Engineer at each block will be engaged for technical supervision of civil work to be under taken at Block level.

TRAINING OF VCC/WCC MEMBERS

For community involvement of the Civil Construction work VCC/WCC at Block and Municipality level respectively are being constituted. This committee will specially guide and supervise the civil construction of the school. Therefore, adequate training of the VCC/WCC members have planned for effective implementation of the scheme. Three days training programme for the VCC/WCC members in groups in CLRC building during the 1st and 2nd year of the project. In the 1st year 7483 members and the 2nd year the remaining 9506 members will be trained.

Funding of the Civil Works and Convergence of fund :

The goal of universalisation of primary education can not be achieved only through the intervention from funding by DPEP it is through a holistic plan developed through convergence of all the related programme/schemes and the dovetailing of funds available from different sources may only make possible to achieve UPE .

A convergence plan has been drawn up by the District Planning team in collaboration with different components of DPEP. The cost of civil work for improvement of the infrastructure facilities to all the schools, who needs such improvement requires a considerable huge amount of fund. This can be only carried out through convergence with other departments fund.

In the following manner the DPEP and other Government machineries involving different departments will be interacted with each other.

Table No: 6.18

Sl No	Civil Works	Fund already available	Source of funding	Sources of further fund & convergence
1	New School Building	Rs.131.45 lac	Education Deptt.	DPEP/Edn Dept./ P&RD/MPLAD/BEU P
2	Constn of Addl. Room	Rs.161.00 lac	Education Deptt.	-Do-
3	Major repair	Rs.43.75 lac	Education Deptt.	-Do-
4	Minor repair	Rs.15.00 lac	Education Deptt.	-Do-
5	Composite programme for sinking of tube wells and constn of toilet	Rs.32.40 lac	Education Deptt.	-Do-
6	Sinking of tube wells	Rs. 141.30 lac Rs.10.08 lac	UNICEF FUND Education Deptt.	-Do-
7	Repair of tube wells	Rs.-	Technical Education Deptt./NIC	-Do-
8	Constn of Toilet	Rs.7.20 lac	Education Deptt.	-Do-
9	Repair of Toilet	Rs.	Social Welfare Deptt./Panchayat Raj Instn.	-Do-
10	Constn of CLRC building	Rs.31.50 lac	Education Deptt.	-Do-

PEDAGOGY

TRAINING OF TEACHERS FOR PEDAGOGICAL RENEWAL

External evaluation for 2159 no. of Primary school under District Primary school Council and 20 number of schools managed by the Urban Local Bodies have been conducted and where in 82333 and 454 number of students participated. The evaluation has been conducted in the month of May, 2000 to assess the achievement in respect of language learning and mathematics. On verification of the compiled external evaluation report it was seen that the schools under which the students performed best in mathematics is Sadar Kendriya Circle where 87.2% students obtained more than 60% marks in maths and the poorest performing circle was Bagnan Uttar circle where the percentage of students obtaining more than 60% marks is only 43.2%. Therefore, to improve the achievement of the students we should take care that at least 60% of the students get more than 60% marks in Mathematics . Therefore as per chart enclosed , the circles under which student achieving less than 60% marks in maths have been identified and listed below along with the number of schools, number of teachers and the additional teacher required :

Table No: 6.19

Sl.No. of Circle	Name of Circle	No. of school	No. of existing teacher	No. of student	Addl. teacher required
21	Bagnan Uttar	52	176	8417	36
19	Khalna	68	182	8782	41
9	JB Pur south	74	180	10749	93
32	UNPur Dakshin	62	150	7347	42
31	UNPur	58	179	8081	26
16	Amta Purba	62	196	11779	99
2	Andul Paschim	64	241	13235	90
20	Bagnan purba	55	192	9937	56
7	Domjur	89	261	12412	58
28	Uluberia Uttar	55	125	8869	97
1	Andul Sankrail	51	197	8415	17
10	Panchla	99	303	18988	174
29	Uluberia Purba	23	68	4075	31
30	Baniban	47	121	7705	50
26	Shyampur Purba	50	145	7604	45
27	Uluberia Dakshin	59	161	8992	63
17	Sirajbati	71	183	8451	38
22	Bagnan South	97	271	14367	92
	TOTAL:		3494		1120

Similarly on verification of the compiled external evaluation report it was seen that the student under Bally Circle performed best in Language among all the circles, where 72.20 % students obtained more than 60% marks in Language. While the Bagnon Uttar and Amta Purba Circles were the poorest performing circle in Language also where the percentage of the students obtaining more than 60% marks were only 37% . To improve the achievement of the students in Language the same standard as taken in the case of Mathematics should also be taken care of .

The circles under which students achieving less than 60% marks in Language have been identified and listed below along with the number of schools, existing number of teachers and the additional numbers of teachers required .

As per Census Report 1991 in the following blocks have high concentration of Minority population .

Table No: 6.20

Sl No of circle	Name of circle	No. of school	No. of existing teacher	No.of student	Addl.Teacher required
8	J.B.Pur	68	226	11327*	61
6	Bankra	64	270	14172	70
17	Sirajbati	71	183	8451*	38
22	Bagnan south	97	271	14367	92
27	Uluberia Dakshin	59	161	8992	63
30	Baniban	47	121	7705	50
26	Shyampur Purba	50	145	7604	45
29	Uluberia Purba	23	68	4075	31
1	Andul Sankrail	51	197	8415	17
28	Uluberia Uttar	55	125	8869	97
10	Panchla	99	303	18966	174
31	U.N.Pur	58	179	7984	26
20	Bagnan Purba	55	192	9937	56
2	Andul Paschim	64	241	13235	90
7	Domjur	89	261	12412	58
32	U.N.Pur Dakshin	62	150	7347	42
19	Khalna	68	182	8688	41
9	J.B.Pur south	74	180	10749	93
21	Bagnan Uttar	52	176	8417	36
16	Amta purba	62	196	11779	99
	TOTAL:		3826		1266

Now 6972 Numbers of existing teachers along with newly recruited teachers against sanctioned strength of 9947 posts who may be given additional training on teaching method of Mathematics and Language for at least 20 (10 + 10) days in a year in the CLRC in the afternoon workshop.

Chart No: 5.1

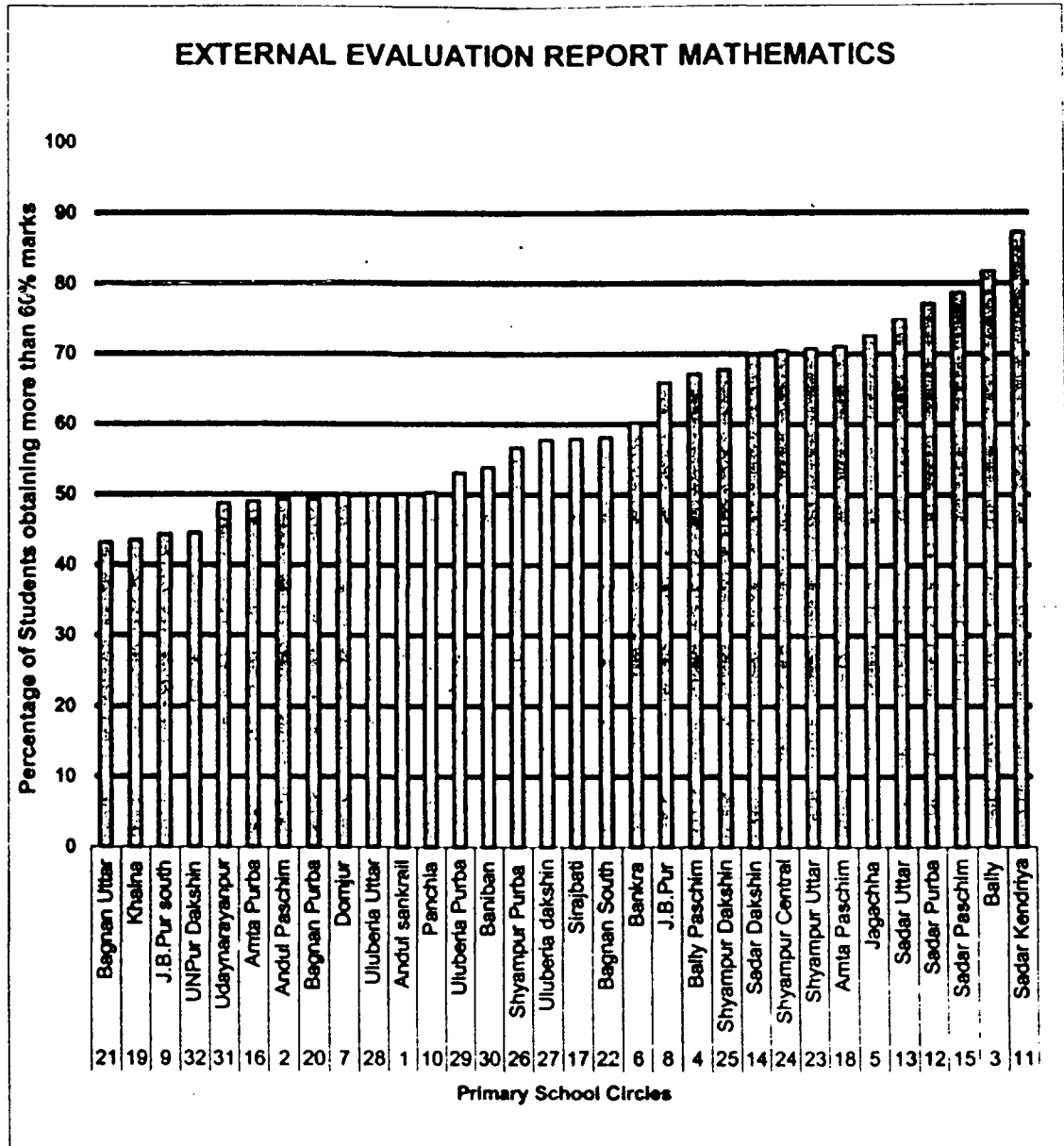
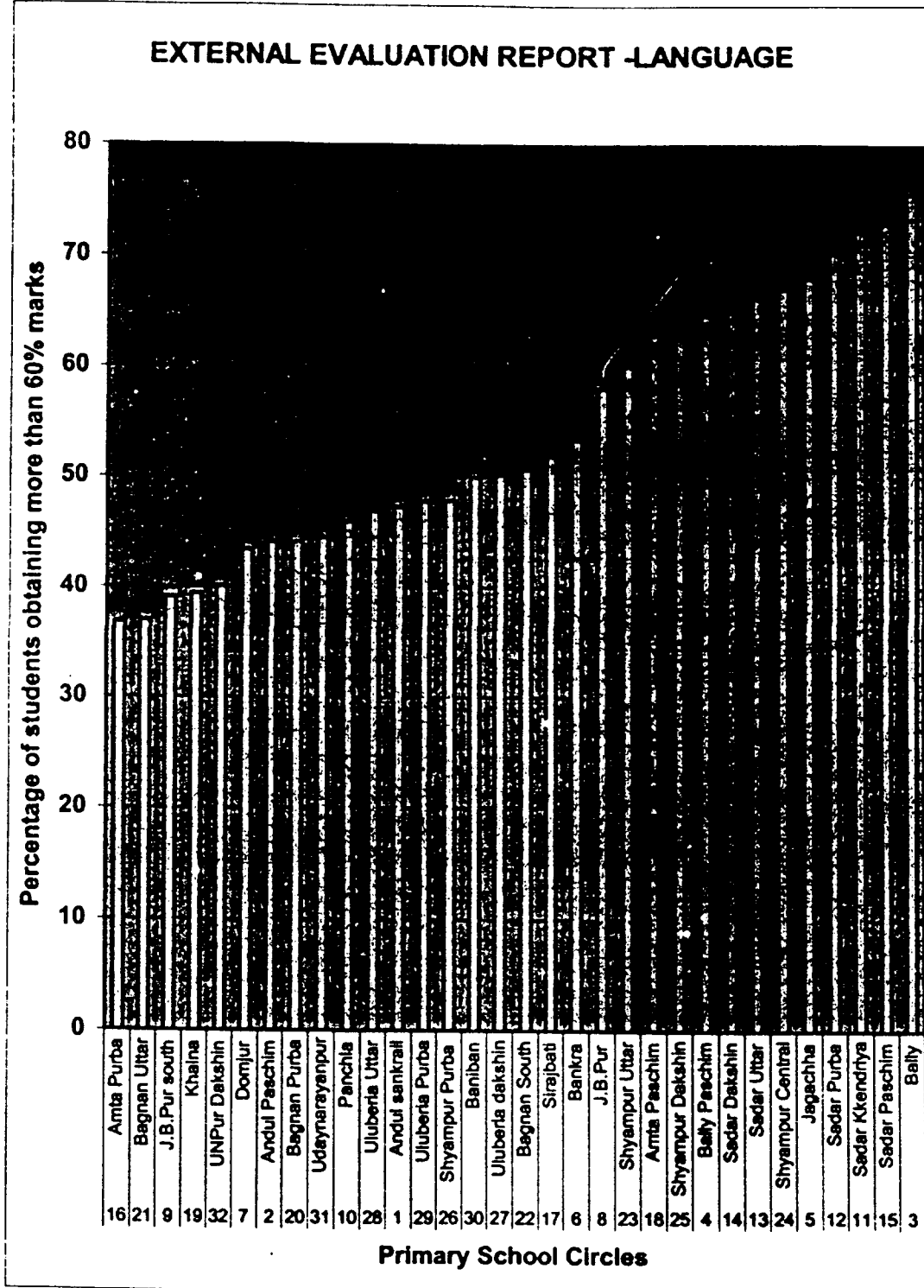


Chart No:5.2



Objective of Pedagogical Intervention :

- To develop the dependable and effective teaching learning material.
- To build competencies of teacher for effective and joyful class room teaching to the student for ensuring the quality education.
- To develop the empowerment of teacher in participation to the pedagogical issues , community participation , planning process and involvement of the activities of VEC/WEC .
- To create the school environment and to develop school effectiveness so that the community participation can be sustained as a social reform on education.
- To develop the resources at all level and to sustained the improvement of quality education and keeping pace with regard to the universal access , enrolment and retention.

Strategy :

- To select the DRG group for the district among the educationist , retired teacher, eminent persons who are associated with the educational sphere
- To conduct the training programme with DRG group by the KRP in connection with all prospective activities improve technique of pedagogy so that the capacity building would be improved .
- RPs of DRG will make necessary arrangement for the training to the teachers in connection with the development of pedagogical aspect.

As well as to improve the minimum level of learning to the children.

- To review the curriculum and text books and the observation on the issues be brought to the notice of the competent authority.

The members of the District Resource Group will under take the continuous research work for new approach teaching and learning process and they will also examine the level of learning of the children , drop out rate causes of drop out and other allied topics and for capacity building also.

Activity :

Training of pedagogical concept and methodological including TLM and Multi grade teaching.

KRP will trained the RPs . The RPs will provided with training and orientation at district level in four batches. Four KRP will be engaged in each training comp. They will be provided 9 days training at district level. RPs will train up the teachers in batches at CLRC level . Each batch will include 50 to 60 teachers . Each training course will be conducted by 6 RPs and supervise by 1 KRP.

This training will include

- a) General pedagogical concept and methodology
- b) TLM preparation and use
- c) Scope and methodology of multi grade teaching

This training will be offer to in service teachers for 9 days.

Training on need base teaching on school management :

Under this project 2 days workshop will be conducted for the CLRC Resource teacher. This work shop will have to be organized by SPO. After that on the basis of the state guidance and state strategies the district will hold a work shop for 2 days where modules and materials of need based teachers training will be produced. The RPs and then the teachers will be trained in the same cascade system. This training will be conducted in the 2nd, 3rd and 5th year .

A training will be conducted on the procedure and method of institutional plan keeping contact on VEC and management of schools. It will be a 2 days residential training . The RPs will be trained at district level in 2 days training programme . Which will be conducted in 2nd and 4th year

Academic Supervision :

With the introduction of this project the role of the S.I.s will be changed and therefore, the academic supervision will be strengthened in the new management system. As S.I.s will perform multifarious works in the new system capacity building of S.I.s for working as CPC of the project office as well as of CLRC is necessary. Horizontal supervision machinery will be developed with the help of MIS net working to be spread up to CLRC level organizing capacity building workshop and management training for all the staff in D.I. and DPSC office and CLRC. Moreover similar computer facilities will be provided to D.I. and DPSC office. Two workshop for 2 days each are proposed to be build up capacity of S.I.s and other staff.

UPS Evaluation :

WBBPE has taken up pupils evaluation activities for the year 2000-01 To take external evaluation of pupils of class II to assess the achievement level of the pupils as well as make the assessment in uniform nature. The district authority has plan to allot Rs. 1.00 lac only in 2nd 4th and 5th year for pupils evaluation for the student of Class II and Class IV. This is in addition to the activities of the WBBPE.

TLM and School Grant :

Each year of the plan period an amount of Rs.500 will be allotted to all the teachers of the DPSC schools and the VEC/WEC of the district for preparation of TLM etc. An amount of Rs. 2000 per year per school will also be allotted to all the school as grant for meeting the cost of minor works etc.

Library Net work Programme :

It has been planned to established a net work of libraries in the primary schools in the district. It is also decided that each rural library will function as the link library for all the primary schools falling catchment area .

The main two objectives of this programme are

- i) To increase reading habit among the teacher and pupils

ii) To supply additional study materials for better teaching and learning .

Mobile Book Fair :

Mobile book fair will also be arranged this district to popularized among children, villeger ,teachers etc. and to convey the importance of reading habit since child hood. It will also expose to the teachers in various ways. The programme will be local nature covering some Gram Panchayts.

District level Sports :

The state will provide fund for District level sports for the student of the both DPSC school and the SSKs . The sports competition will be conducted in three tiers .

- a) At school level
- b) At CLRC level
- c) District Level

It will build up capacity of teacher in co curricular activities and it will high light moral values and sense of descipline of modern life.

School- based Learning Improvement Programme

The Pedagogical renewal initiation for quality improvement has concentrated on interventions through,

- > Teachers' training
- > Renewal and revision of
 - a) Curriculum
 - b) Text Books and
- > Initiating Teaching Learning Material Grants.

In addition to these strategies it felt necessary to introduce strategies in a more school specific manner to further strengthen the pedagogical renewal program. Orientations for capacity building nder this programme will lay stress on learning from practice rather than going by theoretical orientations. The issues drawing attention include,

- > Necessary management skills in classroom,

- managing big and small classrooms
- time management in classroom
- managing hard spots in curriculum
- managing the non literate environment
- > Developing regular exercises /worksheet for group work by the teacher
- > Learning the difficulties of the student and finding need based solutions for the same.
- > Regular assessment of the students, especially students who are slow learners through an on going continuous and comprehensive process.
- > The derived solutions must be shared with the parents / community for strengthening their participation, in contributing towards quality improvement of each child.

The programme will be initiated by setting up a lab schools where,

- > instruction for teachers in developing necessary management skills in classroom will be demonstrated
- > development of worksheet will be done in a manner such that it approaches smaller to bigger problems in both mathematics and language
- > transition from the book based learning to task based / role play learning models will be introduced to develop independent reading and writing skills of the child
- > small group based tasks will be assigned to the class room to encourage co-operative learning.
- > teacher in the process will be able to identify the weaker students and give them necessary attention.
- > accordingly solutions will be developed in a school specific manner to take care of the weaker group.

This concept of learning calls for a shift from the teacher centred method of learning to a child centred method of learning. This process will be disseminated to through the lab school approach in all the circles, identifying 10 schools in each circle of the district. The RTs of each circle will be entrusted with the additional responsibility of monitoring the introduced processes in 3-4 schools each. The noon and the afternoon workshops at the CLRC level will be utilised to introduce these programmes. The programme demands intensive monitoring for maximum results, which include

- An annual work plan on how the programme will be implemented for the academic year

- Monthly assessment sheet (school based) for strengthening the monthly planning by identifying common errors and providing refresher training accordingly.
- The RTs (Resource Teachers) of the circle will take the responsibility of working out such plans and make monthly assessments / evaluations in school specific manner. They will accordingly provide need based refresher training in a school specific manner.

Local innovation for the programme will be made through the circle level workshops by interchanging worksheets and sharing of experiences by the teachers and the respective circle RTs.

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Local innovation for the programme will be made through the circle level workshops by interchanging worksheets and sharing of experiences by the teachers and the respective circle RTs.

Certain activities to be undertaken are:-

- *Engaging voluntary Resource Persons per Lab school
- *Providing learning materials for children ie. Work sheet/ Work Books
- *Over all teachers sensitization towards the programme.

DISTANCE EDUCATION PROGRAMME

Distance Education Programme is one of the most important aspect in the field of proper and joyful education system. In order to cope with the modern education system, the teachers, Panchayat functionaries , VEC members and others concerned persons be trained accordingly . For this purpose drawings , booklets , charts and TLM can be used. Those who are already trained and retrained gradually with the existing training programmes , the teaching capacity will be proved more effective in the field of primary education. For this purpose multi media packages Distance Learning Materials be developed . Printing and non printing materials , Video clippings , Audio cassettes may be used as distance learning materials. These Distance Learning materials can therefore, be used for increasing the quality of training in respect of the multi grade teaching .

But it should be kept in mind that teacher training programme is not an one time effort rather an on going continuous process. There is a need to maintain a sustained interruption with the teachers even after the training programme is over. It is in this context Distance Education Programme plays a vital role . It has been envisaged as a major area of intervention under SSA activities to strengthen the on going training programme for teachers and other personnel in primary education sector.

It focuses on integration and use of distance learning materials and inputs through print, audio and visual medio for the various training activities under SSA . The goal of DEP-SSA is to strengthen the concept of quality education by developing relevant resource materials for teachers.

Strategy :

- Formation of District Resource Group which will be associated with the activity of DEP in the district. The DRG members for the DEP to be a part of the DRG pedagogy.
- Building capacity of different level of district functionaries and primary education personnel on the DEP.

- Identification of needs for development of resource materials. Distribution of DL materials up to CLRC level.

Activities :

1. One day workshop with the field functionaries be organized where 50 persons will participate at the district level;
2. One day workshop to be organized at the Block/ULB level for orientation programme on distance education;
3. Two days workshop to train the RP/CLRC persons for the use of distance learning materials.,
4. One day workshop for developing audio materials at district level'
5. Workshop be organized for development of print materials booklet , and others pedagogical issues such as activities based technique and child centered education at district level.

GENDER INTERVENTION

There is a surprisingly high percentage of the girls enrolment in the district considering the glimpse of women low status in the society if we look far behind our times. The enrolment of the girl child in the current year is found to be 16 8531 in comprising with the boys enrolment figure of 167027. Block and Municipality wise figure showing the Girls & Boys enrolment is given below :

Table No. 6.21

Name of Block/ULB	Girls Enrolled	Boys Enrolled	Total Enrolment	% of Girls enrolment	% of Boys enrolment
Amta-I	10043	10187	20230	49.64	50.36
Amta-II	9525	9787	19312	49.32	50.68
Bagnan-I	9039	9315	18354	49.25	50.75
Bagnan-II	7167	7136	14303	50.11	49.89
Bally-Jagacha	4488	4402	8890	50.49	49.51
Domjur	14955	11288	26243	56.99	43.01
J.B.Pur	10877	11199	22076	49.27	50.73
Panchla	9583	9405	18988	50.47	49.53
Sankrail	10798	10852	21650	49.88	50.12
Shyampur-I	9607	9595	19202	50.03	49.97
Shyampur-II	9795	9865	19660	49.82	50.18
Uluberia-I	9126	8735	17861	51.09	48.91
Uluberia-II	8074	7686	15760	51.23	48.77
UN Pur	7458	7873	15331	48.65	51.35
HMC	26323	28053	54376	48.41	51.59
Bally MC	4298	4812	9110	47.18	52.82
Uluberia MC	7374	6838	14212	51.89	48.11
G.Total :	168531	167027	335558	50.22	49.78

The figure showing index for gender equity also support the fact that gender in equity does not prevail in the district. However, Howrah being an industrial belt has a large section of population migrating from other states. The negative difference in gender equity support to the finding.

Table No. 6.21a

BLOCK/ULB NAME	% OF GIRLS POPULATION	% OF GIRLS NE	IGE	DIFFERENCE
BALLY MUNICIPALITY	47.53%	47.28%	99.48	0.52
JAGATBALLAVPUR	47.53%	48.48%	102.00	-2.00
UDAYNARAYANPUR	47.53%	48.50%	102.05	-2.05
SANKRAIL	47.53%	48.56%	102.16	-2.16
HOWRAH MUN. CORPN.	47.53%	48.80%	102.67	-2.67
AMTA-II	47.53%	48.86%	102.81	-2.81
BAGNAN-I	47.53%	48.89%	102.87	-2.87
AMTA-I	47.53%	48.92%	102.93	-2.93
SHYAMPUR-II	47.53%	49.44%	104.03	-4.03
SHYAMPUR-I	47.53%	49.51%	104.17	-4.17
BALLY JAGACCHA	47.53%	49.99%	105.17	-5.17
BAGNAN-II	47.53%	50.03%	105.26	-5.26
PANCHLA	47.53%	50.53%	106.31	-6.31
ULUBERIA-I	47.53%	50.94%	107.18	-7.18
ULUBERIA-II	47.53%	51.04%	107.37	-7.37
ULUBERIA MUNICIPALITY	47.53%	51.47%	108.29	-8.29
DOMJUR	47.53%	53.78%	113.15	-13.15

IGE= INDEX FOR GENDER EQUITY

NE= NET ENROLLMENT

Here it is obvious that enrollment is not a problem. But another table shows that :

Table No. 6.21b

SI No.	BLOCK NAME	NO OF SCHOOLS GIRLS GE <=45
1	AMTA-I	23
2	AMTA-II	28
3	BAGNAN-I	14
4	BAGNAN-II	18
5	BALLY MUNICIPALITY	23
6	BALLY JAGACHA	7
7	DOMJUR	0
8	HOWRAH MUNICIPAL CORPN.	111
9	JAGATBALLAVPUR	29
10	PANCHLA	13
11	SANKRAIL	0
12	SHYAMPUR-I	15
13	SHYAMPUR-II	8
14	UDYANARAYANPUR	27
15	ULUBERIA MUNC.	7
16	ULUBERIA-I	17
17	ULUBERIA-II	10
	TOTAL	350

Now it is clear that retention problem is the only issue in the process of UPE in Howrah . Therefore the following activities may be undertaken in the next five years:

- a) Development of infrastructure in favour of girls. Provision is made in Civil Work chapter .
- b) Provision of drinking water and toilet in the schools. It is also incorporated in Civil Works chapter.
- c) Special intervention in the rural areas dominated by SC/ST population and minority.
- d) Awareness campaign to be undertaken in the areas where the regular attendance of girls are not ensured.
- e) Changing the attitude of teachers towards girl child in the classrooms. It will look after the problems like sitting arrangement, book distributions and other problems which the girls generally phase.

More over special activities will be designed in favour of girls to combat the whole problem.

INNOVATION

To achieve universalization of primary education various intervention have been introduce in the form of research study , ECCE pedagogy Community mobilization ,civil works etc. However planning being a continuous process experimentation and innovation are required to be incorporated regularly so that new district specific , area specific and action orientation research may be undertaken . Based on these activities and research various innovations will be made during the first three years of the plan period so os to increase the effectiveness of the process

The activities that are to be undertaken by the district under innovation have not yet been decided kit will be decided in the subsequent years of the project period land will depend on proper implementation of SSA programme in the district.

RESEARCH AND STUDIES

Research & Studies Cell will function in close coordination with the planning to highlight the areas that need special emphasis while formulating area specific strategies. Various studies have been identified for the coming years. Findings of from these studies will be disseminated to the districts and further down to the CLRCs, pertaining to the emerging status on key issues in an area specific manner. Certain objectives to be reached by the cell during the years are as follows:

- ❖ Identify indicators that describe the success of the programme activities
- ❖ Organise large scale surveys
- ❖ Plan local studies
- ❖ Collect data in a variety of ways
- ❖ Decide on samples and sites for conducting studies
- ❖ Draw conclusions from the data collected
- ❖ Collect and cross reference data across studies
- ❖ Dissemination of reports to inform Annual Workplans and Budgets

Studies will be taken up as

IN-DEPTH STUDIES:

Studies pertaining to quality issues will be undertaken in this head. The study will help to identify the underlying reasons for the present status of education. These studies will be taken up at a larger scale and efforts will be made to penetrate down to the grassroots level. This will help in locating factors responsible for the emerging status of the issues taken up. Accordingly suggestions can be made in the planning process to implement an appropriate strategy to improve the present status. The issues selected must be,

- » Of general interest and importance to the intervention status
- » require the professional and technical competence of the subject studied by the investigator
- » feasible given the time and resource available
- » result in a comprehensive written report that will include a description of the intervention & a review of related literature, methods or

procedures used, findings or accomplishments, including a discussion of generalisability and conclusion

IMPACT STUDIES

After a certain period of implementing new strategies during the period its impact on reaching the desired goals needs to be assessed. This is to identify the impact of the strategies used to reach the goal of UEE. Based upon its success the strategy will be further strengthened or withdrawn with new strategies developed in response to the findings from the study.

ACTION RESEARCH

As we discuss Action Research we emphasise on research focussing smaller areas, concentrating more at the micro level. This study aims at contributing towards the practical concerns of people in an immediate problematic situation. Accomplishing this requires active collaboration of researcher and the target group.

Issues identified under action research will focus circle level / school level studies. Action research therefore will be taken up at the district level in a circle / school specific manner.

District specific issues to be taken up include

- Impact of training
- Relation of Attendance to Achievement
- Drop-out / Retention / Repetition / Transition / Achievement levels / Rates etc.
- Challenges of Universalisation : SC / ST / Girls / Other special groups
- Hardspots in teaching
- Training needs of teacher
- Activating VEC's

Documenting successful / Good practices in certain schools as case

IMPACT STUDY - to gauge the impact of inputs provided/ strategies implemented after a certain period.

Impact assessment of inputs/strategies with district specificities through the different intervention areas for further strengthening the intervention or designing midterm remedial strategies as corrective measures.

1. Quantitative studies in the different intervention areas i.e., Gender, IED, Community / Alternative Schooling / ECCE etc.

2. Qualitative studies in the form of cluster of case studies to understand the success or failure of certain strategy.

SLIP STUDIES

Learning achievements/ classroom transaction/ assessments under the School based Learning Improvement Programme.

- » School-based achieved competency assessment of students against the desired competency at different grades at different intervals of the academic session – in SLIP schools.

DISSEMINATION OF REPORTS

This is a vital part of the research to give back at the grass root level the analysis of data as collected from the same level. Dissemination of information / sharing will be organised at the district and sub-district level depending upon the scope and coverage of the study.

SPECIAL STUDIES

Certain studies are conducted as benchmark surveys for later reference to identify the levels of progress made over a period of time. These studies include

Cohort study: this study will be conducted among a set of students enrolled in elementary education over a period of at least 8 years, to find out the number of years required by the identified group to complete elementary education (EE). The study will also help to identify the % of students requiring additional number of years to complete EE.

Baseline Assessment Survey (BAS) has already been conducted at the primary education level, similar exercise will be taken for elementary education in 50 randomly sampled schools of the district. A similar exercise, the **Midterm Assessment Survey (MAS)** will be taken after 2 years of intervention to judge the impact of the inputs made over this period.

EARLY CHILD HOOD CARE AND EDUCATION

Early Child hood education in this district is being conducted through the ICDS Department in the form of ICDS Centre . At present there are 2301 nos. of Anganwadi Centres running out of an approved /sanctioned 2406 centres in this district. A detailed block wise information of the ICDS activities is given in **Chapter-II**.

The pre school activities being carried out in these Anganwadi Centres assure great signification regarding universalisation of elementary education due the following factors :

- It generates a school going habits.
- It act as launching pad of the children for the enrolment in primary schools.
- It will ensure enrolment of the under aged children who are so far being enrolled in Class -I of Primary School.

Keeping in mind the above utilities the Anganwadi Centres we need to strengthen the pre school activities in these centres by adopting the following strategies .

- Opening up of new ICDS centres for enrolment of children belonging to age group between(3 to 4 years)
- Strengthening of VEC for effective supervision and monitoring of the children in the village so that they can regularly attend the ICDS centres and there by reducing the under age problem in the formal schools.
- Screening activities or bringing under age children back to ICDS centres from formal schools.
- To sensitize the parents through VEC , PTA /MTA and through other campaigning activities for sending the under age children to ICDS Centres.
- Training to imparted to ICDS worker/supervisors , Local NGOs workers, Social worker etc. for mobilizing the community to send their children to ICDS centres.

STRATEGY :

1. To aware the Anganwadi workers by pertaining training by experts to have the idea for taking proper care of the children.
2. Academic support in the shape of toys , charts etc. (TLM) is provided to the Anganwadi Centres .
3. The time schedule for running Anganwadi Centres will be adjusted according time schedule of primary schools.This may cause extension of working hours of Anganwadi workers and helpers .
4. Supervision and monitoring system for pre schooling activities at Anganwadi Centres will be organized .
5. Management of ICDS Centres will have to come under the VEC by furnishing separate M/C under VEC.

ACTIVITIES :

1. Convergence workshop will be taken up with ICDS Department at the District level.
2. Five days training every year starting from 2nd year will be imparted to all the Anganwadi workers and Helpers. For three year. Training of RPs will also be conducted in the same line.
3. Two days training every year starting from the 2nd year will be imparted to ICDS Supervisors in 2nd , 3rd , & 4th years.
4. The ECE kits as a composite teaching learning materials will be supplied to all Anganwadi Centres once year @ Rs.1000/- per year .
5. Training of Mahila Members of the Panchayats on ECC in 2nd & 4th year of the project period.

COMMUNITY MOBILIZATION

It is needless to say that without involvement of the local people any effort for improvement of primary education will yield no result. The active participation of the local community in the implementation of the programme will generate a sense of ownership rights in them and which will influence them to fill an urge to protect the social assets to be created under the programme for the interest of their own and also for the generation to come.

With a view to ensure community involvement, the Government of West Bengal in their School Education Department vide their Notification No. 2201-SE(Pry) dtd. 4.1.99 has empowered the District Primary School Council for formation of **Village Education Committee** for the Panchayat areas and vide No. 2202-SE(Pry) dtd. 4.11.99 for formation of **Ward Education Committee** for the Municipal areas.

The main function of the VEC/WEC are as follows :

- 1) Preparation/upkeep of the targeted population register.
 - 2) Campaign and persuasion for enrollment of students .
 - 3) Supervision of all Government/ Private aided/ Unaided school/Child Education Centres and the EGS and AIE run by NGOs.
 - 4) Suggesting/pointing out education quality related issues.
- Civil construction works related to improvement of the infrastructure facilities to Primary Schools.

Through massive campaign the concepts of VEC/WEC have been propagated to the grass root level for constitution of VEC/WEC as well as the VCC/WCC.

With the active orientation of the Panchayat Raj System and the Urban Local Bodies many of the VEC and the WEC have already been constituted and the rest are in the making.

The whole programme of enrolment drive can be organized by a mass movement . The VEC or WEC at the grass root level will play of pivotal part in the whole system of programme implementation and management. The DLCC at district level will act as the highest decision making body . The District Project Office, the DPSC and the CLRC will be responsible for the entire management for the project. Monitoring and supervision will be

done by the Blocks/Panchayat samaitis , Urban Local Bodies and Gram Panchayats in addition to the district Project Office, DPSC and CLRCs .

The Constitution of Village Education Committee and Ward Education Committee

The State Govt. by notification no. 2201-SE(Pry) dtd. 4.1.99 and No. 2202-SE(Pry) dated 4.1.99 conferred power upon the district primary school council for formation of VEC and WEC . The elderly elected member of the Gram Ponchayat is a Chairman of the VEC. The Chairman of WEC is the Word Councillor of the Municipal body . The Head Master of all the school within the jurisdiction of VEC or WEC will be the members . One engineer residing or working there will also be the member of the VEC or WEC. All the VEC will open bank account for financial transaction. The block wise position of constitution of VEC is detailed in the following table :

Table No.6.22

Name of the Block/Municipality	Total No. of GP/Ward	Total no. of VEC/WEC	VEC constituted	Total No. of VCC	VCC Constituted	Bank A/c Openede
Amta-I	13	170	11	170	11	9
Amta-II	14	157	13	157	0	0
Bally-Jagacha	8	135	1	135	0	0
Bagnan-I	10	138	0	138	0	0
Bagnan-II	7	111	4	111	4	4
Domjur	18	251	9	251	1	1
J.B.Pur	14	184	10	184	10	1
Panchia	11	169	5	169	5	4
Sankrail	16	234	58	234	31	8
Shyampur-I	10	142	71	142	0	0
Shyampur-II	8	134	16	134	15	15
Uluberia-I	9	128	1	128	2	1
Uluberia-II	8	119	0	119	0	0
U.N.Pur	11	146	2	146	1	2
Total	157	2218	201	2218	80	45
H.M.C	50	50	1	nil	Nil	1
Bally Municipality	29	29	Nil	nil	Nil	0
Uluberia Municipality	28	28	12	nil	Nil	1
Total :	107	107	13	nil	Nil	2

COORDINATION BETWEEN VEC/WEC AND THE EGS RUN BY THE NGOS

As house to house survey reveals there are certain no. of children of the age group 5+ to 8+ and 9+ to 14+ in this district who do not go to school or have dropped out from the primary classes and presently not going to school. The VEC and the WEC will maintained a register for their respective areas describing briefly the name, parentage, address, age of the such children. Such list will be handed over to the NGOs running the AIE or EGS project in that VEC/WEC area. The NGOs in turn will arranged to run to sorts of school for those children with to distinct features. The VEC/WEC will also issue an **Identity Card** to those children of age group 5+ to 8+ who have been dropped out and out of school children under their jurisdiction.

Table No: 6.23

Age group	Children to be covered	Course to be conducted
5+ to 8+ years	School for Drop out children	Bridge course for mainstreaming to Pry. schools
	Never enroll children	Running normal Primary school in un served area or for those who can not go to school due to some reason though they have school access
9+ to 14+ years	School for Drop out children	Bridge course for mainstreaming to Pry. schools
	Never enroll children	Running normal Junior High school in un served area or for those who can not go to school due to some reason though they have school access

MONITORING OF EGS AND AIE :

The NGOs running EGS & AIE may be asked to submit a monthly report stating the coverage of the out of school & dropped out children identified by the VEC and WEC to monitor the coverage. Such data base may be maintained and monitor in the MIS Cell of the District Project Office.

SPECIAL INTERVATION FOR MINORITY CONCENTRATED AREAS

The District having 14 blocks out of which 10 blocks having minority concentration of more than 20% . This blocks are Amta-I,Amta-II,Bagnan-I,Bagnan-II, Domjur, Jagatballavpur, Panchla , Sankrail and Uluberia-I and Uluberia-II. In Bally Municipality also there are some pockets of minority concentration.

Domjur is the most significant block not only with high minority concentration but also is the biggest block both in terms of area and population. In Bankra-I and II Gram Panchoyot their concentration of minorities are neariy 100%. So are in Kolora-I and II Gram Panchayat.

The minority population of the district has a tendency to keep to themselves and keep away from mainstream ideas like other areas of the country. The sense of belonging to the community is strong and acceptance level for different views , custom and tradition are not well come. The pressure of work due to economic structures does not live them enough scope to socialize. For the children who are gainfully engaged in traditional industries, education is perceived as luxury. Moreover each and every concentrated village does not have a Madrasa .The Madrasa education also being very costly the common people cannot afford to send their children to the Madrasas.

It reveals from the below mentioned table showing the concentration of minority population(as per Census Report 1991) that the performance of the children of those blocks are poor in external evaluation in comparison to other blocks.

Table No. 6.24

Sl.No.	Name of Block	Percentage of Minority population
1	Amta-I	20.39
2	Amta-II	20.39
3	Bagnan-I	23.90
4	Bagnan-II	23.90
5	J.B.Pur	22.34
6	Domjur	28.20
7	Panchla	38..28
8	Sankrail	27.82
9	Uluberia-I	32.89
10	Uluberia-II	32.89

ACTIVITIES:

1. Identification of proper minority community volunteers/ enlightened for the purpose of awareness drive.
2. Voluntary Organisations having good reputations be motivated for house to house campaign to spread awareness.
3. Considering the problems faced by the girl child posting of Lead Teachers in the primary school of the area is also felt necessary.

ALTERNATIVE SCHOOLING

EDUCATION GAURANTEE CENTRE AND ALTERNATIVE INNOVATIVE EDUCATION

Those habitats having population of more than 300 and situated at more than 1 km distance from a primary school , may have E.G.S. school or AIE schools. The opening of E.G.S./AIE school will depend on the no. of out of school children in those habitats .

The EGS & AIE would cover children age group of 6 – 14 years however for children with disabilities, it would cover children up to the age of 18 years complying with the provisions of Persons with Disabilities (Equal Opprotunities, Protection of Rights and full Participation)Act,1995. It will continue to have 3components as in the earlier NFE scheme.

1. State-run centers(now EGS/Schools or a variety of alternative schools/back to school camps run by the state Government).
2. EGS/Learning centers or alternative schools run by Voluntary Agencies(Vas)
3. Innovative and Experimental projects and DRUs run by Vas.

EGS & AIE is based on the assumption that the planning for universalization of elementary education(UEE) for all children in the 6- 14 years age group should be done in a holistic manner. In most states, the planning for NFE for 'out of school' children has followed a 'parallel track' approach to the formal system. The underling assumption being that for ' out of school' children the only option is part-time, non-formal education.

The EGS &AIE clearly states that every district should initially target for enrolment of all children of the 6 – 8years age group on the formal schools only(with some motivational camps or bridge courses, if necessary) For elder children (9-11 years age) also, the effort should be towards mainstreaming(admitting children to formal schools) through appropriate interventions like bridge courses, residential camps etc. Thus, the thrust is on ensuing enrolment and retention of children in formal schools as for as possible . Of course, it is recognized that children in the 12-14 years age group (who have never been enrolled or have dropped out early) and certain difficult groups like street children, children who

migrate, bonded child labour etc cannot be admitted into formal schools and would require alternative interventions for some time.

Such an approach envisages that child-wise planning is undertaken for each 'out of school' children into formal schools is to be explored first before deciding on the alternative approaches that are necessary. This would require that the non-formal and formal systems converge totally at all levels. Presently, in several educationally backward states the NFE and elementary education structures are quite separate and independent of each other and have no linkages at block, district and state levels.

Since EGS and AIE would be implemented as an integral part of the UEE effort under SSA, the structures and personnel for EGS & AIE would therefore necessarily have to converge with or be a part of the elementary education structures at all levels.

The EGS & AIE would form a part of the SSA, Under SSA, every district would prepare a District Elementary Education Plan (DEEP) which would include a range of interventions for school improvement, incentives for children, recruitment of teachers quality improvement in regular schools ECE etc. along with intervention for ensuring education of out of school children. The component for out of school children would be funded under EGS & AIE. It is expected that by the beginning of the Xth plan, the EGS & AIE would be merged with the SSA programme and would cease to exist as a separate scheme. The interventions supported under EGS and AIE would then be funded under SSA directly.

Children to be brought under EGS & AIE :

Through the surveys we have detected about 64963 children who are not enrolled in the school at present. This 64963 children again can be divided into brought category.

1. Never enrolled children : 38573
2. Drop out children : 26390

That it may be calculated that out of this 26390 nos. of drop out children about 2/5th share of this children are dropped out from the school in every year who can be brought back to the Primary schools by proper campaign activity. The remaining 3/5th share of these drop out children need to be mainstreamed through bridge course and AIE.

But out of the never enrolled children 50% will be of the age group 5+ & 6+ years and the remaining 50% will be of the age group 7+ & 8+ years. Therefore, it is quite evident that 50% of these never enrolled children can be admitted to Class I in the primary schools immediately. The remaining 50% being over aged cannot be taken in to school immediately but can be main streamed through the EGS and AIE run by the NGOs.

The facts and figures for opening of EGS and AIE centres have illustrated in the tables later on.

The following list shows the Grom Panchyat wise drop-out and out of school children:

Table No.4.25

DOMJUR BLOCK				
Name of GP	No of drop-out children	Never to school children	No of out of school children	No of EGS / AIE centres to be opened
Uttar Jhapardah	95	164	259	6
Parbatipur	205	96	301	7
Narna	284	119	403	9
Domjur	332	100	432	10
Dakshin Jhapardah	201	106	307	7
Rudrapur	424	243	667	15
Kolara-I	213	96	309	7
Kolara-II	125	210	335	7
BegrI	343	196	539	12
Mohlar-I	99	23	122	3
Mohlar-II	110	188	298	6
Makardaha-I	141	119	260	6
Makardaha-II	154	114	268	6
Salap-I	289	220	509	11
Salap-II	94	119	213	5
Bankra-I	136	152	288	6
Bankra-II	216	165	381	8
Bankra-III	68	125	193	4
Total	3529	2555	6084	136

Table No. 6.26

SANKRAIL				
No. of GP	No. of drop out children	Never to school children	No. of out of school children	No. of EGS/AIE centres to be opened
Dhulagori	133	194	327	7
Kandua	122	219	341	7
Mashila	54	136	190	4
Andul	51	98	149	3
Nalpur	172	263	435	9
Raghudebbati	131	134	265	6
Manikpur	55	139	194	4
Sarenga	87	123	210	5
Dhuila	32	119	151	3
Thanamakua	27	61	88	2
Panchpara	141	189	330	7
Jhorhat	45	69	114	2
Dakshin Sankrail	159	314	473	10
Sankrail	200	163	363	8
Banupur-I	37	118	155	3
Banupur-II	67	149	216	5
Total	1513	2488	4001	86

Table No. 6.27

PANCHLA				
No. of GP	No. of drop out children	Never to school children	No. of out of school children	No. of EGS/AIE centres to be opened
Ban Harishpur	19	627	646	13
Jala				
Biswanathpur	147	345	492	10
Jujarsaha	76	157	233	5
Suvararah	211	442	653	14
Deulpur	85	261	346	7
Gangadharpur	97	301	398	8
Panchia	21	226	247	5
Chara Panchla	179	395	574	12
Biki Hakola	30	115	145	3
Beldubi	96	354	450	9
Sahapur	125	262	387	8
Total	1086	3485	4571	96

Table No. 6.28

J.B.PUR				
No.of GP	No.of drop out children	Never to school children	No.of out of school children	No.of EGS/AIE centres to be opened
J.B.Pur-I	328	191	519	12
J.B.Pur II	410	287	697	16
Bargachia-I	101	157	258	6
Bargachia-II	326	189	515	12
Islampur	59	198	257	5
Pantihal	493	343	836	19
Sankarhati-I	97	237	334	7
Sankarhati-II	131	221	352	8
Hantal anantabati	100	213	313	7
Sial Danga	91	137	228	5
Polgustia	81	90	171	4
Maju	143	147	290	6
Gobindapur	19	103	122	3
Laskarpur	57	200	257	5
Total	2436	2713	5149	113

Table No. 6.29

BALLY – JAGACHHA				
No.of GP	No.of drop out children	Never to school children	No.of out of school children	No.of EGS/AIE centres to be opened
Chamrail	80	121	201	4
Jagadishpur	85	105	190	4
Chakpara-Anandanagar	73	103	176	4
Nischinda	52	79	131	3
Durgapur-Abhaynagar-I	40	63	103	2
Durgapur-Abhaynagar-II	73	107	180	4
Bally	75	115	190	4
Sapuipara Basukati	112	164	276	6
Total	590	857	1447	31

Table No. 6.30

SHYAMPUR-I				
No. of GP	No.of drop out children	Never to school children	No.of out of school children	No.of EGS/AIE centres to be opened
Belari	54	94	148	3
Dhandali	19	257	276	6
Nabagram	156	95	251	6
Balichaturi	25	89	114	2
Shyampur	10	126	136	3
Dingakhjola	80	101	181	4
Kamalpur	19	24	43	1
Radhapur	19	87	106	2
Baneswarpur-I	164	126	290	6
Baneswarpur-II	35	46	81	2
Total	581	1045	1626	32

Table No. 6.31

SHYAMPUR-II				
No. of GP	No.of drop out children	Never to school children	No.of out of school children	No. of EGS/AIE centres to be opened
Kharuberia	141	153	294	6
Bagram	78	101	179	4
Amardaha	242	73	315	7
Sasati	5	91	96	2
Bachhari	172	219	391	9
Nakol	139	401	540	11
Dihi Mondalghat-I	116	178	294	6
Dihi Mondalghat-II	127	168	295	6
Total	1020	1384	2404	52

Table No. 6.32

BAGNAN-I				
No. of GP	No.of drop out children	Never to school children	No.of out of school children	No. of EGS/AIE centres to be opened
Bakshlhat	91	456	547	11
Kalyanpur	168	143	311	7
Sabsit	169	225	394	9
Bainan	565	274	839	19
Bagnan-I	81	93	174	4
Bagnan-II	412	277	689	15
Khalor	120	79	199	4
Bangalpur	72	75	147	3
Hature-I	120	94	214	5
Hature-II	70	78	148	3
Total	1868	1794	3662	81

Table No. 6.33

BAGNAN-II				
No. of GP	No. of drop out children	Never to school children	No. of out of school children	No. of EGS/AIE centres to be opened
Saratchandra	103	471	574	12
Orphuli	111	436	547	11
Batul Baidyanathpur	125	298	423	9
Athila	104	218	322	7
Chandrabhag	111	426	537	11
Halyan	147	637	784	16
Mugkalyan Benapur	145	272	417	9
Total	846	2758	3604	75

Table No. 6.34

AMTA-I				
No. of GP	No. of drop out children	Never to school children	No. of out of school children	No. of EGS/AIE centres to be opened
Kanpur	144	134	278	6
Basantapur	111	272	383	8
Khosalpur	93	288	381	8
Anulia	25	30	55	1
Balichak	33	295	328	7
Rashpur	41	192	233	5
Bhandargacha	99	165	264	6
Chandrapur	152	134	286	6
Amta	182	233	415	9
Sirajbati	94	54	148	3
Khardaha	162	275	437	9
Udang-I	124	255	379	8
Udang-II	67	51	118	3
Total	1327	2378	3705	79

Table No. 6.35

AMTA-II				
No. of GP	No. of drop out children	Never to school children	No. of out of school children	No. of EGS/AIE centres to be opened
Kusberia	14	29	43	1
Tajpur	175	109	284	6
Nawapara	56	103	159	3
Gazipur	79	111	190	4
Thalia	61	203	264	6
Binala Krishnabati	53	57	110	2
Jhikira	17	158	175	4
Amraguri	79	84	163	4
Jaypur	139	142	281	6
Jhamtia	115	155	270	6
Khalna	267	272	539	12
Kasmali	234	342	576	12
Bhatora	286	200	486	11
Ghoraberia- Chitnan	78	111	189	4
Total	1653	2076	3729	81

Table No. 6.36

UDAYNARAYANPUR				
No. of GP	No. of drop out children	Never to school children	No. of out of school children	No. of EGS/AIE centres to be opened
Rampur- Dihibhursut	117	128	245	5
Harall U.N.Pur	905	885	1790	39
Kurchi Sibpur	57	69	126	3
Sinti	172	34	206	5
Kanupat Mansuka	75	89	164	4
Pancharul	102	362	464	10
Debipur	22	135	157	3
Gar Bhabanipur Sonatala	29	37	66	1
Bhabanipur Bidhichandrapur	37	55	92	2
Khila	47	69	116	3
Harishpur	57	65	122	3
Total	1620	1928	3548	77

Table No. 6.37

ULUBERIA-I				
No. of GP	No. of drop out children	Never to school children	No. of out of school children	No. of EGS/AIE centres to be opened
Maheshpur	249	262	511	11
Kalinagar	130	100	230	5
Dhulasimla	268	418	686	15
Chandipur	216	290	506	11
Hirapur	226	133	359	8
Hatgacha-I	66	101	167	4
Hatgacha-II	34	40	74	2
Tapna	240	346	586	13
Bahira	221	391	612	13
Total	1650	2081	3731	82

Table No. 6.38

ULUBERIA-II				
No. of GP	No. of drop out children	Never to school children	No. of out of school children	No. of EGS/AIE centres to be opened
Tulsiberia	414	363	777	17
Joargori	276	387	663	14
Banibon	266	305	571	12
Tehatta Kantaberia-I	160	214	374	8
Tehatta Kantaberia-II	61	168	229	5
Khal'sani	109	73	182	4
Basudebpur	140	186	326	7
Raghudevpur	189	212	401	9
Total	1615	1908	3523	77

The following lists show the Ward wise drop-out and out of school children

of the urban area along with the proposed number of EGS or AIE centres to be opened in the respective wards:

Table No: 6.39

HOWRAH MUNICIPAL CORPORATION				
No. of Ward	No. of drop out children	Never to school children	No. of out of school children	No. of EGS/AIE centres to be opened
Ward-01	67	114	181	4
Ward-02	5	13	18	0
Ward-03	6	21	27	1
Ward-04	46	92	138	3
Ward-05	7	24	31	1
Ward-06	12	19	31	1
Ward-07	16	17	33	1
Ward-08	7	31	38	1
Ward-09	17	34	51	1
Ward-10	13	81	94	2
Ward-11	24	56	80	2
Ward-12	25	11	36	1
Ward-13	26	67	93	2
Ward-14	3	55	58	1
Ward-15	93	13	106	2
Ward-16	54	67	121	3
Ward-17	31	89	120	3
Ward-18	11	20	31	1
Ward-19	43	98	141	3
Ward-20	67	132	199	4
Ward-21	15	37	52	1
Ward-22	79	11	90	2
Ward-23	51	123	174	4
Ward-24	32	69	101	2
Ward-25	11	60	71	1
Ward-26	12	55	67	1
Ward-27	23	77	100	2
Ward-28	5	58	63	1
Ward-29	333	290	623	14
Ward-30	14	24	38	1
Ward-31	59	231	290	6
Ward-32	16	101	117	2
Ward-33	30	65	95	2
Ward-34	13	43	56	1
Ward-35	128	222	350	8
Ward-36	78	234	312	7
Ward-37	33	10	43	1
Ward-38	52	125	177	4
Ward-39	85	125	210	5
Ward-40	53	119	172	4
Ward-41	93	207	300	6
Ward-42	56	82	138	3
Ward-43	115	186	301	6
Ward-44	28	75	103	2
Ward-45	75	125	200	4
Ward-46	160	261	421	9
Ward-47	50	80	130	3
Ward-48	34	99	133	3
Ward-49	150	244	394	8
Ward-50	91	217	308	7
Total :	2547	4709	7256	155

Table No: 6.40

BALLY MUNICIPALITY				
No. of Ward	No.of drop out children	Never to school children	No.of out of school children	No.of EGS/AIE centres to be opened
Ward-1	25	23	48	1
Ward-2	27	20	47	1
Ward-3	17	27	44	1
Ward-4	15	21	36	1
Ward-5	14	35	49	1
Ward-6	26	40	66	1
Ward-7	15	27	42	1
Ward-8	5	7	12	0
Ward-9	13	8	21	0
Ward-10	20	18	38	1
Ward-11	15	25	40	1
Ward-12	11	15	26	1
Ward-13	18	34	52	1
Ward-14	26	38	64	1
Ward-15	70	108	178	4
Ward-16	33	57	90	2
Ward-17	47	58	105	2
Ward-18	10	13	23	1
Ward-19	51	75	126	3
Ward-20	25	38	63	1
Ward-21	27	35	62	1
Ward-22	28	54	82	2
Ward-23	35	67	102	2
Ward-24	11	18	29	1
Ward-25	13	28	41	1
Ward-26	23	65	88	2
Ward-27	94	217	311	7
Ward-28	75	186	261	6
Ward-29	16	25	41	1
Total :	805	1382	2187	47

Table No: 6.41

ULUBERIA MUNICIPALITY				
No. of GP	No.of drop out children	Never to school children	No.of out of school children	No. of EGS/AIE centres to be opened
Ward-1	36	56	92	2
Ward-2	22	42	64	1
Ward-3	34	58	92	2
Ward-4	31	65	96	2
Ward-5	27	46	73	2
Ward-6	18	25	43	1
Ward-7	35	75	110	2
Ward-8	187	237	424	9

Ward-9	95	216	311	7
Ward-10	35	65	100	2
Ward-11	54	95	149	3
Ward-12	115	223	338	7
Ward-13	65	92	157	3
Ward-14	37	64	101	2
Ward-15	22	49	71	2
Ward-16	42	64	106	2
Ward-17	27	42	69	1
Ward-18	39	57	96	2
Ward-19	23	48	71	2
Ward-20	57	123	180	4
Ward-21	87	157	244	5
Ward-22	65	141	206	4
Ward-23	97	203	300	6
Ward-24	105	218	323	7
Ward-25	98	116	214	5
Ward-26	68	137	205	4
Ward-27	89	131	220	5
Ward-28	94	187	281	6
TOTAL:	1704	3032	4736	102

SUMMARY TABLE SHOWING THE OUT OF SCHOOL CHILDREN IN HOWRAH DISTRICT.

Table No. 6.42

Sl.No.	Name of Block/ULB	No. of drop out children	Never enrolled children	No. of out of school children os per DISE 2000	No. of out of school children as per house to house survey
1	Amta-I	1327	2378	3766	3705
2	Amta-II	1653	2076	3729	3967
3	Bagnan-I	1868	1794	3662	3910
4	Bagnan-II	846	2758	3604	3644
5	Bally-Jagachha	590	857	1447	1374
6	Domjur	3529	2555	6084	6483
7	J.B.Pur	2436	2713	5149	4604
8	Panchla	1086	3485	4571	4892
9	Sankrail	1513	2488	4001	4246
10	Shyampur-I	581	1045	1626	1698
11	Shyampur-II	1020	1384	2404	2234
12	Uluberia-I	1650	2081	3931	3731
13	Uluberia-II	1615	1908	3523	3606
14	UN.Pur	1620	1928	3548	3546
15	HMC	2547	4709	7256	7266
16	Bally Municipality	805	1382	2187	2519
17	Uluberia Municipality	1704	3032	4736	4666
GRAND TOTAL :		26390	38573	65224	66091

The Table showing the out of school children and the EGS and AIE Centres to be opened

Table No: 6.43

BLOCK AND MUNICIPALITY WISE OUT OF SCHOOL CHILDREN						
Sl.No.	Name of Block/ULB	No. of drop out children	Never enrolled children	No. of out of school children as per DISE 2000	No. of out of school children as per house to house survey	No. EGS/AIE center proposed
1	Amta-I	1327	2378	3766	3705	79
2	Amta-II	1653	2076	3729	3967	81
3	Bagnan-I	1868	1794	3662	3910	81
4	Bagnan-II	846	2758	3604	3644	75
5	Bally-Jagachha	590	857	1447	1374	31
6	Domjur	3529	2555	6084	6483	136
7	J.B.Pur	2436	2713	5149	4604	113
8	Panchla	1086	3485	4571	4892	96
9	Sankrail	1513	2488	4001	4246	86
10	Shyampur-I	581	1045	1626	1698	32
11	Shyampur-II	1020	1384	2404	2234	52
12	Uluberia-I	1650	2081	3931	3731	82
13	Uluberia-II	1615	1908	3523	3606	77
14	UN.Pur	1620	1928	3548	3546	77
15	HMC	2547	4709	7256	7266	155
16	Bally Municipality	805	1382	2187	2519	47
17	Uluberia Municipality	1704	3032	4736	4666	102
GRAND TOTAL :		26390	38573	65224	66091	1402

INTERVENTION REQUIRED :

The no. of out of school children inclusive of both the drop out children and never enrolled children can be assessed from

1. DISE 2000
2. House to House Survey 2000

CO ORDINATION BETWEEN VEC/WEC AND THE EGS RUN BY THE NGOS

As house to house survey reveals there are certain no. of children of the age group 5+ to 8+ and 9+ to 14+ in this district who do not go to

school or have dropped out from the primary classes and presently not going to school . The VEC and the WEC will maintained a register for their respective areas describing briefly the name , parentage , address, age of the such children. Such list will be handed over to the NGOs running the AIE or EGS project in that VEC/WEC area. The NGOs in turn will arranged to run to sorts of school for those children with to distinct features . The VEC/WEC will also issue an **Identify Card** to those children of age group 5+ to 8+ who have been dropped out and out of school children under their jurisdiction.

Table No: 6.44

Age group	Children to be covered	Course to be conducted
5+ to 8+ years	School for Drop out children	Bridge course for mainstreaming to Pry . schools
	Never enroll children	Running normal Primary school in un served area or for those who can not go to school due to some reason though they have school access
9+ to 14 + years	School for Drop out children	Bridge course for mainstreaming to Pry . schools
	Never enroll children	Running normal Junior High school in un served area or for those who can not go to school due to some reason though they have school access

MONITORING OF EGS AND AIE :

The NGOs running EGS & AIE may be asked to submit a monthly report stating the coverage of the out of school & dropped out children identified by the VEC and WEC to monitor the coverage . Such data base may be maintained and monitor in the MIS Cell of the District Project Office.

MEDIA & DOCUMENTATION

Media and Documentation is an integral part of any project project focuses on the issues of development. The main objective of framing a media strategy is to generate awareness about the issue to the right audiences for successful implementation of the project .

Thus in case of Sarba Siksha Abhijan (SSA), the perspective plan for the next five yearsk should reflect an attempt to achieve the Universalisation of Primary Education (UPE) along with UEE. Thus the medio strategy will include activities related to dissemination of information on access, enrolment, Retention and Quality of education by utilizing different channels of communication viz. Print, Audio-Visual and Live Media .

The second phase of campaign activity may focus on in depth information on the issue of SSA to different set of target audiences i.e. teachers, parents and community. For teachers, workshops and seminars will be organized by the district authority . The messages to be disseminated are a) What is SSA, b) Why SSA & C) What are your (teacher) responsibilities in achieving SSA in your district . In case of parents, mass media will be effective though interpersonal communication will also be needed for changing the attitude of parents towards elementary education.

For larger community wall writing, hoarding, postering etc. will be effective. This activity needs to have abottom up approach for maximum effectively. li) Mela, Exhibition : The district as well as block, Panchayat will put up stalls in Book Fairs, Sishu Mela, Kazi Nazrul mela, Srabani Mela and Melas held at tribal areas on a regular basis for generating awareness among people.

- ii) Publications : Material development is an important component of the Media Strategy . Print media will be utilized for generating awareness among larger community as well as among policy makers etc. A quarterly publication in this regard authority will serve the purpose. Books, Pamphlets, Brochures will also be developed keeping in mind the linguistic heterogeneity of the population.
- iii) Special focus to be given to the child labourers residing at the various areas of the district Special campaign at the interval of three months will be designed for them through audio & audio visual channels.

- iv) For Migratory Population also some special campaign will also be designed accordingly.

Documentation is an art of keeping records chronologically for future references. Documentation of the total project needs to be done professionally in order to monitor the progress of the project also. Different reports to be prepared considering the different angles of the project from time to time. Still photography , video documentation and also report writing are three main areas of documentation. Thus, from the very beginning of the project progress needs to be recorded by a group project members at district., block and circle level simultaneously. Time to time , workshops on documentation to be organized at different levels.

For the component Media & Documentation component, the existing departments handling publicity will be responsible here also.

INTEGRATED EDUCATION FOR THE DISABLED CHILDREN

Universalization of the primary education will be meaning less if the disabled children are not included under the perview of the programme with proper care . DPEP also attaches immense importance towards the integrated education for both the physical handipped and mentally retarded children. In our district an elaborate programme has been chalked out for providing education facilities to the handicapped children so that the children in future do not consider themselves as the burden of the society .

According to 1981 census the statistics of the category wise disabled children of the 5 to 9 years age group is given below:

Table No. 6.45

		Total Population			5 to 9 years age group		
Sl.No.	Category	Urban	Rural	Total	Urban	Rural	Total
1	Blind	404	890	1294	55	121	176
2	Crippled	377	882	1259	51	120	171
3	Dumb	423	913	1336	58	124	182
G.Total		1204	2685	3889	164	365	529

Class wise report on disabled children of 5 to 8 years age group already enrolled in school.

Table No. 6.45b

Gender	Total of Class -I	Total of Class II	Total of Class III	Total of Class IV	Total
Female	279	134	142	122	677
Male	904	143	139	111	1297
Total	1183	277	281	233	1974

Category wise report on disable children not enrolled in school :

Table No. 6.45c

Disability	Gender	Acute	Moderate	Mild	Total
Both	Female	20	17	48	85
	Male	38	22	10	70
	Total	58	39	58	155
Hearing	Female	23	20	28	71
	Male	306	40	42	388
	Total	329	60	70	459
Mental	Female	15	17	9	41
	Male	24	31	17	72
	Total	39	48	26	113
Physical	Female	79	88	46	213
	Male	137	122	78	337
	Total	216	210	124	550
Sight	Female	30	17	271	318
	Male	30	38	11	79
	Total	60	55	382	397
G.Total		702	412	560	1674

Plan:-

The main objective of the IED programme is to evolve, demonstrate, evaluate and document strategies that facilitate UPE/UEE for children with disabilities.

Specific Objectives:-

- a) Capacity building at the district level.
- b) Capacity building of school teachers to identify children with disabilities.
- c) Facilitating participation and involvement of teacher and non-disabled peers in accepting children with special needs in school and in community programme.
- d) Promote participation and involvement of family members in training their child with disabilities.
- e) Integrating the identified children in formal school.
- f) Providing required services to the disabled children who are already in school.

Strategy:-

- a) Capacity building at different levels
- b) Strategy related to enhance academic and social performance of children with disabilities (i) Survey (ii) Assessment

for needs identification @ Involvement of Resource Organisations for development of motor, cognitive and language ability of integrated children.

As an alternative to this system it has been decided to go for NGOs, who will be entrusted the job of special teachers and who will work as resource organisation for IED component of DPO. District Level NGOs will be called District Level Resource Organisation (DLRO)

Activities

- Engagement of duly qualified and competent IED Co-ordinator and programming Co-ordinator.
- Formation of DRG with representatives from DSWO, CMOH, NGOs etc.
- Awareness Camps at GP/Ward Level
- Orientation / Sensitisation / Workshops / Meeting
 - 1) Sensitisation of District Functionaries
 - 2) Sensitisation of Block / Municipality Level
 - 3) Orientation of all Primary School Teacher of the intervening areas
 - 4) Meeting with guardians of disabled children of the intervening CLRCs

The following topics will be covered in the orientation and training programme:-

- i) What is IEDC
- ii) Facilities available under IEDC
- iii) Resource Room facilities
- iv) Common factors of SSA & IEDC
- v) How SSA & IEDC can work together
- vi) Needs of children with disabilities, teacher and parents
- vii) Structural / physical modification that promotes better integration
- viii) Modules of integration
- ix) Integration barriers like attitudinal issues and logistic issues and the accessibility issues and strategies to overcome this.
- x) Teacher and peer group strategies for facilitating interaction

Campaign

- Observance of World Disable Day
- Cultural Competition
- Cultural Competition among Disable Children
- Drama and Folk Songs on IED
- Leaflets, Postering, Printing etc

Survey & Identification.

- School survey by teachers to identify children spl. needs.
- House hold survey by VEC/WEC member.
- Compilation.

Screening and Assessment

- Forming multi disciplinary assessment team with expert form the field of Medical, Psychological and Special educated personnel.
- The above team will identify the special need of disable children.
- Wall Writing, Leaflet, Miking, Postering to be used extensively before assessment camp.
- The assessment programme may be organised in 3-4 at the intervening areas.

Aids & Appliances

- Aids & Appliances will be provided to the disabled children through convergence with ALIMCO. 60% of the fund will be contributed by ALIMCO and the remaining 40% will be done by SSA.
- In case of non availability, the appliance, furniture will be procured from the market.

Engagement of DLRO

- DLRO will be engaged at the areas to look after the special needs of integrated disabled children. NGOs working in the field of disabilities will be contacted for the same. Each DLRO should have three special educators from different field of disability viz Visual, Mental and Hearing.

Networking with National Institutes

DPO will develop network with State / National Level Institutes viz NIOH, NIMH, AYJNIHH, NIVH for obtaining and developing materials, providing aids and appliances and other required services.

Resource Library

Setting up a Resource Library on IED and apart from various references, a display board with different aids and appliances will be made.

Visit

- Visit of IED Co-Ordinator, Programming Officer and SRG members to State.
- Other SSA district visit of DRG members and IED Co-Ordinators.

Sustainability

For effective Sustainability (which is very crucial and difficult one) of the project of this nature, the following activities will commence. The activities of this objective are aimed at supporting the change in roles and Co-Ordinating the flow of information about change within the service systems of communities. Activities include under this would be

- a) Shaping collaborative relationships among public, private and community organisation.

- b) Shaping collaborative relationships among public, private and community organization.
- c) Establishing co-operative agreement with school districts, education services districts, health services, rural development service providers and other appropriate departments and local agencies.
- d) Shaping social service agencies and systems roles to respond to the needs of inclusive education in the community.
- e) Income Generation Programmes.

It is hoped, that the problems in this connection will be dealt with holistic and integrated approach and in the era of globalisation our country is also bound to be influenced by developments in this regard elsewhere in the world.

MANAGEMENT INFORMATION SYSTEM

Management Information System is indispensable for efficient and effective Project Management at least for this project namely "SSA" where the purview project is spread over a large geographical area. A smooth information flow in both the directions from the District to the State and vice versa and from the District to the Circles and vice versa and further down to the grass root level immensely helps the implementation issues, planning and micro planning and effective Project Management. An effective and efficient MIS also helps in the decision making process.

To run the project successfully a some pieces of information is vitally important, information flow through different levels of the project at the right time will not only ensure the successful implementation of the project but will also help in taking corrective measure efficiently and effectively. An efficient database management is required for storing of the pieces of information required from time-to-time for micro-planning, implementation issues and Project Management related issues; in short and long managing the host of data and equipment for the needs of the Project and its efficient implementation and management.

Activities to be undertaken

The following activities are to be conducted for building up a database which can be used from on regular basis for decision making and planning process.

A. District Information System for Education (DISE)

The Education Management Information System (EMIS) is an essential tool for building up a database for School Information. The EMIS is implemented through National software DISE. The DISE software has provision for building up a School Level database on an annual basis data being collected as on 30th September every year.

To train up the head teacher of the schools on people on DISE is an essential activity for a smooth and consistent information collection from the schools. The information collected is then entered in the DISE software and shared at the State Level and further shared at National level. The reports are analysed and used for planning purpose.

B. Project Management Information System (PMIS)

An efficient software for managing the Project with the expenditure patterns of each activity and the sub-activity under the activities. The PMIS database can be effectively used for monitoring the financial and physical progress of the Project on a periodic basis. The implementation of the PMIS software will be at the District level with an adequate training and manpower and the database will be shared with the State office on a periodic basis.

C. Upgradation of MIS Cell at DPO

This is also an important activity, which will help the district planners and execution to preserve DISE data, PMIS data and any other related database or information base in an aggregated manner and send the reports to the State for their proper intervention. An adequate set-up is required for the previously mentioned purposes i.e. preservation of the aggregated databases and analysis of the database for planning. For this certain arrangements are to be made for installation of necessary hardware and software in the office.

At present there are two PC (with multimedia), two DeskJet Printer and one UPS.

The following set-up requirements of the districts

ITEM	Numbers
Computer (P III)	1
LaserJet Printer	1
8 port Hub	1
UPS (0.5 KVA)	1
Scanner	1
CD Writer	1
LapTop	1
Projecter & Screen	1
Modem (56 Kbps)	1

There will be requirements for software for maintaining the databases for the requirements of the UPE interventions and other office requirements.

D. Post Card Reporting System

This is also an innovative activity in the area to strengthen the reporting system from the VEC to the Circle level. It is seen that the reporting system between VEC & CLRC is very difficult due to huge geographical area covered, and manpower and other resource requirements. But this reporting system is essential for an effective monitoring at the grass root level on a regular time interval. This has been designed through Post Card Reporting System.

LIBRARY & DOCUMENTATION CENTRE
National Institute of Educational
Planning and Administration.
17-B, Sri Aurobindo Marg,
New Delhi-110016 D-12152
DOC. No 05-13-2003
Date

FIVE YEARS PERSPECTIVE PLAN

Budget on SSA for Howrah District

AT A GLANCE

Sl. No.	Activity	Cost
1.	Project Management	105.46
2	Planning & Management	70.5275
3	Civil works	2428.845
4	Pedagogy	3145.2182
5	Community Mobilization	414.5735
6	Alternative Schooling	269.3952
7	Early Childhood Care & Education	72.0756
8	Girls Education	98.5966
9	Research & Study	41.01
10	Innovation	45.00
11	Distance Education Programme	26.248
12	Integrated Education for Disabled	271.948
13	Media & Documentation	56.524
14	MIS	92.9128
	TOTAL	7138.3344

PROJECT MANAGEMENT

SALARY OF DPO PERSONNEL

Rs in Lakhs

Activity	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		Total		Remarks
		Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	
Dist Project Officer		1		1		1		1		1		1	0	From Govt. Service
Addl. Dist. Project Officer(PE)		1		1		1		1		1		1	0	From Govt. Service
Addl. Dist. Project Officer(UPE))		1		1		1		1		1		1	0	From Govt. Service
Dy. Dist. Project officer (PE)		2		2		2		2		2		2	0	From Govt. Service
Dy. Dist. Project officer UPE)		2		2		2		2		2		2	0	From Govt. Service
MIS Co-ordinator (SA)	0.06	1	0.42	1	0.72	1	0.72	1	0.72	1	0.72	1	3.3	for 7th month during 2000-01
Data Entry Operator	0.045	3	0.945	3	1.62	3	1.62	3	1.62	3	1.62	3	7.425	for 7th month during 2000-01
Teacher Trng Co-ordinator(PE)	0.06	1	0.42	1	0.72	1	0.72	1	0.72	1	0.72	1	3.3	for 7th month during 2000-01
Gender Co-ordinator	0.06	1	0.42	1	0.72	1	0.72	1	0.72	1	0.72	1	3.3	for 7th month during 2000-01
ID Co-ordinator	0.06	1	0.42	1	0.72	1	0.72	1	0.72	1	0.72	1	3.3	for 7th month during 2000-01
Research & Study Co-ordinator	0.06	1	0.42	1	0.72	1	0.72	1	0.72	1	0.72	1	3.3	for 7th month during 2000-01
CM Co ordinator	0.06	1	0.42	1	0.72	1	0.72	1	0.72	1	0.72	1	3.3	for 7th month during 2000-01
Plngg Co ordinator	0.06	1	0.42	1	0.72	1	0.72	1	0.72	1	0.72	1	3.3	for 7th month during 2000-01
Plngg co ordinator	0.06	1	0.42	1	0.72	1	0.72	1	0.72	1	0.72	1	3.3	for 7th month during 2000-01
ECCE Co ordinator	0.06	1	0.42	1	0.72	1	0.72	1	0.72	1	0.72	1	3.3	for 7th month during 2000-01
Asstt. Engr.	0.06	1	0.42	1	0.72	1	0.72	1	0.72	1	0.72	3	3.3	From Govt. Service

Jr Engr	0.045	3	0.945	3	1.62	3	1.62	3	1.62	3	1.62	3	7.4	for 7th month during 2000-01
UDC	0.045	2	0.63	2	1.08	2	1.08	2	1.08	2	1.08	2	5.0	for 7th month during 2000-01
LDC	0.04	4	1.12	4	1.92	4	1.92	4	1.92	4	1.92	4	8.8	for 7th month during 2000-01
Gr.D	0.03	4	0.84	4	1.44	4	1.44	4	1.44	4	1.44	4	6.6	for 7th month during 2000-01
TOTAL:			8.68		14.88		14.88		14.88		14.88		68.2	

PROJECT MANAGEMENT

Vehicle for District Project Office

Rs in Lakhs

Activity	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		Total		Remarks
		Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	
Hiring for vehicle	0.07	4	1.26	4	3.36	4	3.36	4	3.36	4	3.36	1	14.7	month for 2001-2002
Hiring for vehicle (Requirement basis)	0.07	2	0.42	2	0.84	2	0.84	2	0.84	2	0.84	1	3.8	for 6 month
			1.68		28.02		28.02		28.02		28.02		18.5	

PROJECT MANAGEMENT

Furniture

Rs in Lakhs

Activity	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		Total		Remarks
		Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	
Furniture	L.S		1		0.5		0.25						2	
Maintenance			0.05		0.05		0.05		0.05		0.05		0.25	
Total			1.05		0.55		0.05		0.05		0.05		2.25	

PROJECT MANAGEMENT

Equipments at Dist. Project Office

Rs in Lakhs

Activity	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		Total		Remarks
		Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	
Equipments	L.S		1		2		2						5.0	
Maintenance	L.S		0.1		0.1		0.1		0.1		0.1		0.5	
TOTAL			1.1		2.1		2.1		0.1		0.1		5.5	

PROJECT MANAGEMENT

Consummables

Rs in Lakhs

Activity	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		Total		Remarks
		Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	
Office Expenses	0.05 / month		0.35		0.6		0.6		0.6		0.6		2.75	
Office Stationeries			0.05		0.6		0.6		0.6		0.6		2.45	
Office decoration/ renovation			0.25		0.25		0.25		0		0		0.75	
Telephon Bill			0.05		0.1		0.1		0.1		0.1		0.45	
Electric Bill			0.25		0.5		0.5		0.5		0.5		2.25	
Audit fees & incidental charges			0.1		0.25		0.25		0.25		0.25		1.10	
TOTAL			0.4		1.2		1.2		1.2		1.2		5.20	

Project Management Office

Capacity building of DPO

Rs in Lakhs

Activity	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		Total		Remarks
		Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	
Orientation / training / workshop for district functionaris	0.0015 / head / day	100	0.3	100	0.3	100	0.3		0		0		0.90	
Meeting at DPO	L.S		0.01		0.025		0.025		0.025		0.025		0.11	
Expouser visit of district functioaris	L.S		0.1		0.5		0.5		0.5		0.5		2.10	
Field visit of districtn functionaries	L.S		0.05		0.1		0.1		0.1		0.1		0.45	
TA / DA to district & other personal	L.S		0.25		0.5		0.5		0.5		0.5		2.25	
TOTAL:			0.71		1.425		1.425		1.125		1.125		5.81	

Planning & Management

Table-I/P & M : Activity - Financial Management : Activity Code - P & M 01

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
P&M 01/01	Training of RPs on F.M at District Level (one day non residential) with Dist. Officials CLRC/Block/MP Functionaries	0.0015	175	26.25			175	26.25					350	52.5	CPC, Dist/Block, Functionaries
P&M 02/01	Training on F.M at circle level/one day non residential taking two members of each VEHC/WEC & other related persons	0.0004			10800	4.32			10800	4.32			21600	8.64	VEC-4448 WEC-289
Total				26.25		4.32		26.25		4.32		0		61.14	

Table-2/P & M : Activity - Consultative process of Planning at district level : Activity Code - P & M 02

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
P&M 02/01	Two days workshop on consultative process of planning at district level (including school mapping, micro planning)	0.0015	120	0.36			120	0.36					240	0.72	DRG,CLRC personnel
Total				0.36		0	120	0.36		0		0		0.72	

Planning & Management

Table-3/P & M : Activity - Preparation of AWP & B and Plan for UEE : Activity Code - P & M 03

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
P&M 03/01	Intensive training & Workshop on preparation of AWP & B (Two days)	0.0015	75	0.225	75	0.225							150	0.45	2 days at district level
P&M 03/02	Follow up workshop (One day)	0.0015	75	0.1125	75								150	0.1125	1 days at district level
P&M 03/03	Workshop for plan for UEE	0.0015	75	0.09	75	0.09							150	0.18	
Total				0.4275		0.315		0		0		0		0.7425	

Table-4/P & M : Activity - Support to CLRC : Activity Code - P & M 04

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
P&M 04/01	Grant to CLRC for planning in details.	0.005			55	0.275	55	0.275	55	0.275	55	1.1	220	1.925	
Total				0		0.275		0.275		0.275		1.1		1.925	

Table-5/P & M : Activity - Microplanning & School Mapping : Activity Code - P & M 05

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
P&M 05/01	Support to VEHC/WEHC for planning	0.005			4737		4737		4737		4737		18948	0	One term out
P&M 05/02	School Mapping Block/MP/CLRC Level with schools, SSKs & other institution	0.01			55	5.5				0.5			55	6	2nd yr 55 CLRC. 4th yr for revision and updating.
Total				0		5.5		0		0.5		0		6	

Civil Works

Table-1/CM: Activity :-Construction, repairing etc, Activity -CW01

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
CW01/01	Construction of new school building less schools (most of them are newly set up during last 3 yrs)	3.85	10	38.5	0	0	0	0					10	38.50	For mostly newly setup schools
CW01/02	Construction of one addl room in existing schools	1.25	324	405	175	218.75	207	258.75					706	882.50	
CW01/03	Construction of 32 CLRCs	5.5	10	55	10	55	12	66					32	176.00	
CW01/04	Major repairing works of the existing school buildings including Boundary walls		51	40.8	55	44	45	36					151	120.80	Repairing including Boundary walls (Calculated school wise requirement)
CW01/05	Minor repair of works of the existing school buildings	40	100	40	200	80	200	80					500	200.00	
CW01/06	Composit program for construction of toilet & tubewell	0.36	90	32.4	14	5.04							104	37.44	
CW01/07	Sinking of tubewell under UNICEF assistance												0	0.00	from convergenc fund
CW01/08	Sinking of tubewell	0.29	50	14.5	200	58	100	29					350	101.50	as per school wise requirement ,
CW01/09	Repaire of tubewell	0.1	100	10	100	10	113	11.3					313	31.30	
CW01/10	construction of toilet												0	0.00	from convergenc fund
CW01/11	repaire of toilt												0	0.00	from convergenc fund

CW01/12	Child friendly environment/elements	0.1			2200	220							2200	220.00	One time @ Rs. 0.10 per school
CW01/13	Maintenance of building	0.05			2200	110							2200	110.00	One time @ Rs. 0.05 per school
CW01/14	Construction of Cluster Resource Centres	2	50	100	150	300	64	32					264	432.00	One time @ Rs. 0.05 per school
CW01/15	Salary/Honarium of JE	0.05 / PM	14	4.2	14	8.4	14	8.4	14	8.4	14	8.4	70	37.80	
CW01/16	Training to VCC members	0.0075	1000	16.635	1000	16.635	218	1.635					2218	34.91	
CW01/17	Drawing, printing, development etc.	Lump sum amount		0.4		0.9		0.2					0	1.50	
CW01/18	Exposer visit	Lump sum amount		0.5		0.5		0.5					0	1.50	
CW01/19	Workshop with engineers & others	Lump sum amount		0.5		1		1					0	2.50	
CW01/20	Meetings	Lump sum amount		0.1		0.25		0.25					0	0.60	
Total				758.535		1128.475		525.035		0		0		2428.845	

PEDAGOGY

Table-I/P. Activity :- Training /Orientation at DPO (District Level) : Activity code -PO1

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
PO1/01	Training of the RPs for capacity building on general concept modern education (especially in the context of SSA) module-1	0.0015			300	2.25							300	2.25	Residential 6 days Programme district level (1st module)
PO1/02	Training of the RPs on module 2	0.0015						300	2.25				300	2.25	do
PO1/03	Training of the Rps on module 3	0.0015							300	2.25			300	2.25	do
PO1/04	Capacity building of the RPs on English Teaching	0.0015	300	1.8									300	1.80	Residential 4 days Programme district level
PO1/05	Capacity building of the RP on Maths Teaching	0.0015			300	1.8							300	1.80	Residential 4 days Programme district level
PO1/06	Orientation of the RPs for capacity building on science	0.0015			300	1.8							300	1.80	Residential 4 days Programme district level
PO1/07	Training for capacity building for Monitoring, supervision, Education etc. for CRC & RTs	0.0015			310	1.395			310	1.395			620	2.790	Residential 3 days Programme district level
PO1/08	Workshop for development of TLM on unit basis (Subject-wise)	0.0015						300	1.35				300	1.35	Residential 5 days Programme
PO1/09	Training on RPs on IED and Gender sensitization	0.0015			300	1.35							300	1.35	Residential 4 days Programme
Total				1.8000		8.5950		3.6000		3.6450		0.0000		17.6400	

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Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
PO2/01	Training on English teaching (One teacher from each school at a time)	0.0007	2134	5.975									2134	5.975	4 days' Programme in collaboration with WBBPE at CLRC level
PO2/02	Training on Science Teaching (one Teacher from each school at a time)	0.0007			6972	19.5216							6972	19.5216	
PO2/03	Teacher's training on Math teaching	0.0007			6972	43.0190							6972	43.0190	
PO2/04	Training of all teachers on Module-1	0.0007			6972	24.4020							6972	24.4020	6 days' programme
PO2/05	Training of all teachers on Module-2	0.0007					6972	24.4020					6972	24.4020	6 days' programme for new teacher
PO2/06	Training of the teachers on Module 3	0.0007							6972	24.4020			6972	24.4020	6 days' programme
PO2/07	Training on Evaluation and monitoring	0.0007							6972	14.6412			6972	14.6412	3 days' Programme
PO2/08	Training of teachers on IED & gender issues	0.0007			1324	2.7804	3648	7.6608	2000	4.2000			6972	14.6412	3 days' Programme
Total				5.9752		89.7230		32.0628	13944	43.2432	0	0.0000		171.0042	

Table-3/P, Activity :- Workshop at CLRC and CRC : Activity code -PO3

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
PO3/01	After noon Workshop at Cluster Resource Centre (Per day one teacher from each member school with others) - fortnightly -182 CRCs	@ Rs 200 per W/S			2134	4.2680	2134	4.2680	2134	4.2680	2134	4.2680	8536	17.0720	Workshop @ 200/- per workshop (roughly 4 Workshop/year)-56 CLRCs in the 2nd year; 3rd & 4th year - 12/ years and 5th - 6/years
PO3/02	After noon Workshop at CLRC for CRC review meeting @ Rs. 10/- per head	0.0001 hd/day			182	0.0728	182	0.0728	182	0.0728	182	0.0728	728	0.2912	Quartely Workshop, @10/- per head per time
Total				0.0000		4.3408		4.3408		4.3408		4.3408		17.3632	

Table-4/P. Activity :- Link Library Programme/Bookgrant : Activity code -PO4

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
PO4/01	Book grant for DPO Library	0.100			1	0.100	1	0.100	1	0.100	1	0.100	4	0.40	
PO4/02	Book grant CLRC Libraries	0.050			32	1.600	32	1.600	32	1.600	32	1.600	128	6.40	
PO4/03	Book grant to School Libraries	0.005			2134	10.670	2134	10.670	2134	10.670	2134	10.670	8536	42.68	
PO4/04	Book grant to Rural Libraries/Urban Libraries (Preservation cost)	0.005			20	0.100	20	0.100	20	0.100	20	0.100	80	0.40	
PO4/05	Book grant to District Library/SD Library/City Library	0.020			5	1.000	5	1.000	5	1.000	5	1.000	20	4.00	
PO4/06	Cultural & Information Centres	0.005			5	2.025	5	2.025	5	2.025	5	2.025	20	8.10	
PO4/07	Book grant to CRCs	0.095			182	0.910	182	0.910	182	0.910	182	0.910	728	3.64	
Total				0.000		16.405		16.405		16.405		16.405		65.62	

Table-5/P. Activity :- Link Library Programme/Training : Activity code -PO5

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Eis	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
PO5/01	Training for Circle Project CO-ordinators & Dist Functionaries (182+10=192)	0.0015			192	0.2880			192	0.2880			384	0.5760	One day training at district level
PO5/02	Training for RTs, Librarians, Circle/Block functionaries (including Preservation of Books) (96(RT)+32(CPC)+25 (Librarian)+17(Block/Municipal functionaries)+20 (DRG) 190	0.0007			190	0.1330	190	0.1330					380	0.2660	Two-days training non-residential
Total				0.0000		0.4210		0.1330		0.2880		0.0000		0.8420	

Table-6/P. Activity :- Link Library Programme/Book Fair : Activity code -PO6

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Eis	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
PO6/01	Book Fair to be organised by CLRC	0.1500			32	4.80	32	4.80	32	4.80	32	4.80	128	19.20	(at Rs. 15000/- per CLRC)
Sub-Activity Code				0.00		4.80		4.80		4.80		4.80		19.20	

Table-7/P. Activity :- School Improvement Grant ; Activity code -PO7

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
PO7/01	School Grant	0.020			2134	42.680	2134	42.680	2134	42.680	2134	42.680	8536	170.720	@Rs.2000/- per school per year
PO7/02	TLM Grant for the teachers	0.005			6972	34.860			6972	34.860			13944	69.720	@ Rs. 500/- per teacher every year
PO7/03	CRC Equipment Grant	0.100			182	18.200	182	18.200					364	36.400	
Total				0.000		95.7400		60.880		77.540		42.6800		276.840	

Table-8/P. Activity :- CLRC Cost ; Activity code -PO8

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
PO8/01	Remuneration to Resource teachers	0.0700			96	80.640	96	80.640	96	80.640	96	80.640	384	322.560	1st year 25 CLRC for 6 months
PO8/02	Remuneration to Gr. C Staff	0.0350			32	13.440	32	13.440	32	13.440	32	13.440	128	53.760	do
PO8/03	Remuneration to Gr. D Staff	0.0275			32	10.560	32	10.560	32	10.560	32	10.560	128	42.240	do
PO8/04	Project Allowance to RTs	0.0020			96	2.304	96	2.304	96	2.304	96	2.304	384	9.216	@ Rs. 200/- PM
PO8/05	Project Allowances to CRC co-ordinator	0.0020			182	4.368	182	4.368	182	4.368	182	4.368	728	17.472	@ Rs. 200/- PM
PO8/06	Project Allowance to CPC's	0.0030			32	0.115	32	0.115	32	0.115	32	0.115	128	0.461	@ Rs. 300/- PM
PO8/07	CLRC Grant (Equipment)	1.0000			32	32.000							32	32.000	do
PO8/08	Furniture	0.2500			32	8.000							32	8.000	do
PO8/09	Consumable & Contingent expenditure	@ 3000/month			32	11.520	32	11.520	32	11.520	32	11.520	128	46.080	do
PO8/10	Supervision cost of CLRC	0.0025			32	0.960	32	0.960	32	0.960	32	0.960	128	3.840	do
PO8/11	Consumables	1.0000			32	3.200	32	3.200	32	3.200	32	3.200	128	12.800	
PO8/12	Telephone at CLRC	0.0300			32	1.520			32	1.520			64	3.040	
Total				0.0000		168.6272		123.9072		123.9072		123.9072		535.6288	(@ Rs. 12000/- per year /CLRC

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Table-9/P. Activity :- External Evaluation : Activity code -PO9

(Rs. in Lakh)

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
PO9/01	External Evaluation (support to DPSC per year)	1.50			1	1.50	1	1.50	1	1.50	1	1.50	4	6.00	Support to DPSC for implementation of the activity
Total				0.00		1.50		1.50		1.50		1.50		6.00	

Table-10/P. Activity :- Distribution of Text Books : Activity code -P10

Sub-Activity	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
P10/01	Distribution of Text books through CLRC with better co-ordination	1.50			1	1.50	1	1.50	1	1.50	1	1.50	4	6.00	Distribution of NTB through CLRC
P10/02	Distribution of SSA publication to CLRC	1.50			1	1.50	1	1.50	1	1.50	1	1.50	4	6.00	Distribution of SSA Articles through CLRC
P10/03	Distribution of DPSC materials (Mulyayan Panji, Progress Report etc.)	0.50			1	0.50	1	0.50	1	0.50	1	0.50	4	2.00	Distribution of DPSC materials through CLRC
Total				0.00		3.50		3.50		3.50		3.50		14.00	

Table-11/P. Activity :- Sports & Games ; Activity code -P11

Sub-Activity	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
P11/01	Grant to CLRC Sports	0.02	32	0.64	32	0.64	32	0.64	32	0.64	32	0.64	160	3.20	
P11/02	Grant to Sub-Division Level Sports	0.10	2	0.20	2	0.20	2	0.20	2	0.20	2	0.20	10	1.00	
P11/03	Grant to District Level sports	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	5	5.00	
P11/04	Grant to organise Coaching Camp for the participants (representatives of the district at the state Level sports) for 20 days programme	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	5	5.00	
Total			36	2.84	36	2.84		2.84		2.84		2.84		14.20	

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
P12/01	Workshop/orientation for IXT & QMT members, district functionaries and other key person	0.0015			70	0.315	70	0.252	70	0.252			210	0.819	Three day district level programme
P12/02	Oriention, Workshop for CPC & RTs (32*96=128)	0.0015			128	0.192	128	0.192	128	0.192			384	0.576	One day district Level Programme
P12/03	Oriention, Workshop for teachers of CLRCs	0.0007			200	0.420	4068	8.543	4318	9.068			8586	18.031	Three days CLRC Level + 2 days
P12/04	Education materials to schools under SLIP	0.0200			100	2.000	2034	40.680	2134	42.680	2134	42.680	6402	128.040	
P12/05	Development of Evaluation Sheets/Worksheets/Study materials etc.	0.5000				0.500		0.500					0	1.000	
P12/06	Supervision /Monitoring by IXT/QMT/CRT etc.	0.5000				0.500		0.500		0.500		0.500	0	2.000	
P12/07	Supervision cost of CLRC	0.0020			100	2.000	2034	4.068	2134	4.268	2134	4.268	6402	14.604	
P12/08	Material cost for children under SLIP	.001/yr/child			1,20,000	120.00	4,00,000	400.00	4,00,000	400.00	4,00,000	400.00	0.00	1320.00	660.00
P12/09	Honorarium to the village volunteers (VRP) for each school one primary school	0.01/month			100	1	2034	20.34	2034	20.34	2034	20.34	6202.00	62.02	
Total				0.000	698.000	66.927	10368.000	275.075	10818.000	277.300	6302.000	267.788	28186.000	887.090	

1547.07

**** N.B. Distribution of Heads Year wise**

Material cost for the children of SSK will be made by the NGOs

2nd Year :- 20% of the students reading in class I

3rd Year:- 80% of the students of class I and 20% of the students of Class II +III+IV

4th Year:- 100% students of Class I ; 80% students of class II and 20% students of Class III+V

5th Year :- 100% students of all Classes

6th Year:- Cent percent students of all classes (I to IV)

School Based Learning Improvement at a Glance

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Table-13/P. Activity :- Meetings : Activity code -P13

(Rs. in Lakh)

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
P14/01	Bi-monthly meeting of DRG on Pedagogy	L.S		0.030		0.050		0.050		0.050		0.050	0	0.230	30 times in 5 years span
Total				0.030		0.0500		0.0500		0.0500		0.0500		0.230	

Table-14/P. Activity :- Capacity Building of DPSC : Activity code -P14

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
P15/01	Capacity-building of DPSC	L.S				0.500				0.500			0	1.0	Programme Twice a year (two days duration)
P15/02	Mobility support for Inspection, Supervision, Exposure visit	L.S	6	0.6	12	1.2	12	1.2	12	1.2	12	1.2	54	5.4	
Total				0.600		1.700		1.200		1.700		1.200		6.4	

Table-15/P. Activity :- Materials Development: Activity code - P15

Sub-Activity	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Eis	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
P16/01	Printing of Kajerpata	0.00006	1,40,000	8.40	1,40,000	8.40	1,40,000	8.40	1,40,000	8.40	1,40,000	8.40	0.00	42.00	
P16/02	1st module	0.00500			6972.00	34.86							6972.00	34.86	
P16/03	2nd module	0.00500					6972.00	34.86					6972.00	34.86	
P16/04	3rd module	0.00500							6972.00	34.86			6972.00	34.86	
P16/05	SC module	0.00200					6972.00	34.86					6972.00	34.86	
P16/06	Eng module	0.00200	6972.00	34.86									6972.00	34.86	
P16/07	Maths module	0.00200			6972.00	34.86							6972.00	34.86	
P16/08	Other module & materials					L/S	3.00						3.00	0.00	
Total				43.26		78.12		78.12		43.26		8.40		251.16	

Table-16/P. Activity :- Teacher Salary: Activity code -P16

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
P16/01	Salaries for the teachers to be recruited in the existing primary school for developing the teachers pupil ratio	0.06 /hd/month			50	36.000	50	36.000	100	72.0	100	72.0	100	216.0 72.000	100 teachers have been proposed to be appointed according to present PTR 45:1. Requirement of teachers will be increased for enrollment of out of school, back to school campus (main streaming)
Total				0.000		36.000		36.000		0.000		0.000		72.000	

Community Mobilization

Table-1/CM:Activity /Training/Workshop/Orientation: Activity Code -CM01

Sub-Activity	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
CM01/01	One day sensitization Programme with the Key-persons of the District.	0.0015/head/day	150	0.45			150	0.45	150	0.45			450	1.3500	District level twice a year
CM01/02	Training of DRG & RPs and other officials	0.0015/head/day			175	0.7875	175	0.7875	175	0.7875			525	2.3625	3-days District Level residential
CM01/03	Training of RTs and CLRC Co-ordinators(3 days Resi)	0.0015/head/day			130	0.585	130	0.585	130	0.585			390	1.7550	3-days District Level residential
CM01/04	Training of VEC/WEC member, 5 member from each committee (for 3 Days non-residential)	0.0005/head/day			11625	17.4375	11625	17.4375	11625	17.4375	11625	17.4375	46500	69.7500	CLRC Level (5 members from each VEC/WEC 3 days non-residential)
CM01/05	Workshop of CLRC level with VEC/WEC Secretary, Chairman CPC & RTs (One Day CLRC Level)	0.0007/head/day			4650	3.255	4650	3.255	4650	3.255	4650	3.255	18600	13.0200	Once a year on enrolment & retention
CM01/06	Noon time workshop for VEC/WEC members	L.S				0.25		0.25		0.25		0.25		1.0000	Once a year with all the members
Total				0.4500		22.3150		22.7650		22.7650		20.9425		89.2375	

Community Mobilization
Table-3/CM: Activity:- Campaign etc. ; Activity Code -CM03

Sub-Activity	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
CM03/01	Campaign at District level for Enrolment (a wecklong programme)	0.5000			1	0.5000	1	0.5000	1	0.5000	1	0.5000	4	2.000	Once a year through various activities
CM03/02	Campaign from Block/Mpto Village /Ward level through out the district at every comers (a wecklong programme)	0.3000			17	5.1000	17	5.1000	17	5.1000	17	5.1000	68	20.400	Once a years with drama , songs, padayatra etc etc.
CM03/03	3 days workshop with folk artist	0.0015			150	0.6750			150	0.6750			300	1.350	3 days residential at District Level
CM03/04	Folk campaign & others at GP/Ward level	0.0100			264	2.6400			264	2.6400			528	5.280	
CM03/05	Video show at Block/MC level	L.S	10	0.0500	17	1.0000	17	1.0000	17	1.0000	17	1.0000	78	4.050	one time @500/- per show
CM03/06	Sisu Mela at GP /Ward level	0.0100			264	2.6400			264	2.6400			528	5.280	@ Rs 1000/- per GP/Ward
CM03/07	Campaign at district for retention (a wecklong programme)	0.5000	1	0.5000	1	0.5000	1	0.5000	1	0.5000	1	0.5000	5	2.500	Once a year
CM03/08	Campaign at Block/Municipal level for retention (a wecklong programme)	0.3000	1	0.3000	1	0.3000	1	0.3000	1	0.3000	1	0.3000	5	1.500	
CM03/09	Enrolment drive at VEC/WEC level	L.s			2325	23.2500	2325	23.2500	2325	23.2500	2325	23.2500	9300	93.000	9300 VEC / WEC
CM03/10	Retention drive at VEC/WEC	0.0100	2325	23.2500	2325	23.2500	2325	23.2500	2325	23.2500	2325	23.2500	11625	116.250	
CM03/11	Distributuion of green card to the out of school children	0.000005			250000	1.2500	260000	1.3000	260000	1.3000			770000	3.850	
CM03/12	Organization of Sastha Mela, Exhibition with different items	0.0200			56	1.1200	56	1.1200	56	1.1200	56	1.1200	224	4.480	
CM03/13	Health Awarness campagin	0.0100			56	0.5600	56	0.5600	56	0.5600	56	0.5600	224	2.240	
Total				24.1000		62.7850		56.8800		62.8350		55.5800		262.1800	

Community Mobilization

Table-4/CM: Activity:- Visit; Mat Devt & others; Activity Code -CM04

Sub-Activity	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
CM04/01	Inter District Visit of DRG Co-ordinator, VEHC/WEHC members RTs, CPCs etc			0.1		0.5		0.5		0.5		0.5	0	2.100	
CM04/02	Printing of school registers	0.0003			2134	0.6402							2134	0.640	
CM04/03	Printing of folders for VEHC/WEHC members	1.5				1.5		1.5		1.5		1.5	0	6.000	
CM04/04	Printing - Module 3, Posters, Leaflets, Wall writing.	3.00				2.00		3.00					0	5.000	
CM04/05	Printing of Health & Referral Cards with folder					10.00				10.00			0	20.000	3 lakh addl. Cards will be required in addition to the existing cards in the first year. The cards will be replaced in the 4th year, if required
Total				0.100		14.640		5.000		12.000		2.000		33.740	

Community Mobilization

Table-6/CM; Activity:-Distribution of Health Materials; Activity Code -CM06

Sub-Activity	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
CM06/01	First Aid Box to all the schools	.004/School	1000	4	1000	4	134	0.536					2134	8.536	For all the Schools
Total				4		4		0.536						8.536	

Community Mobilization

Table-7/CM; Activity:-Suport to Health personnel; Activity Code -CM07

Sub-Activity	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
CM07/01	Mobility support for Health Check-up for the health personnel	0.02			32	0.64	32	0.64	32	0.64	32	0.64	275	2.560	The Trained Teachers will check-up Health regularly but health of the children will also be checked up at least twice a year by health personnel
Total				0		0.64		0.64		0.64		0.64		2.56	

Estimated Budget for Alternative Schooling under EGS

Table-1/AS: Activity:- Workshop, Training : Activity Code -AS 01

Sub-Activity	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin			
AS01/01	Workshop with DLCC, DPRDO and others	0.0015/head/day	80	0.24	80	0.24			80	0.24			240	0.720	0.56
AS01/02	Training of the Resource Persons who will Train the Sahayikas/Sevilas for /SSK/AIE/Bridge course etc.	0.0015/head/day	330	1.485	0	0	330	1.485	0	0	0	0	660	2.970	3 day residential programme at the district level (integrated training)
AS01/03	Orientation of CLRC/Block/Municipal Personnel	0.0015/head/day	262	0.628		0	262	0.628		0		0	524	1.256	2 day residential programme at the district level
AS01/04	Training of the Supervisor at District Level (for SSK, AIE, Bridge course etc)	0.0015/head/day	0	0	134	0.2016	0	134	0.2016			0	268	0.403	2-days residential programme at district level in 1st 2nd & 4th year (integrated training)
AS01/05	Pedagogy training of Siksha Sahayiks for SSK	0.0007	0	0	1680	1.176	1680	1.176	1680	1.176		0	5040	3.528	Six day non-residential programme at CLRC level
AS01/06	Workshop meeting of DRG	0.0004	60	0.024	120	0.048	120	0.048	120	0.048	120	0.048	540	0.216	40 members for 6 times in a year
AS01/07	Orientation of the MC members of VEC/WEC	0.0005		0	4000	20		0	4000	20		0	8000	40.000	Non-residential programme at Block /CLRC level one day programme
Total			732	2.377	6014	21.6656	2392	3.337	6014	21.6656	120	0.048	15272	49.0932	

Table-2/AS; Activity:- Grant; Activity Code -AS 02

Sub-Activity	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
AS02/01	Centre Grant for SSK	0.01	0	0	840	8.4	840	8.4	840	8.4	840	8.4	3360	33.6	C. Rs 1000/ per SSK/Per Year
AS02/02	TLM Grants to Siksha Sahayiks of SSKs	0.0025	0	0	1680	4.2	1680	4.2	1680	4.2	1680	4.2	6720	16.8	C. Rs 250/ per SS/Per Year
Total			0	0	2520	12.6	2520	12.6	2520	12.6	2520	12.6	10080	50.4	

Table-3/AS; Activity:-Visit Rewards ; Activity Code -AS 03

Sub-Activity	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
AS03/01	Exposure visit (inter district) for 3 days	0.01			134	1.34	134	1.34	134	1.34	134	1.34	536	5.36	
AS03/02	Dissemination ,Validation,checking and overall evaluation of the PH target and achievement level at CLRC & finally District Level (evaluation)	0.05			134	6.7	134	6.7	134	6.7	134	6.7	536	26.8	Rs. 5000/per CLRC/per year
Total			0	0	268	8.04	268	8.04	268	8.04	268	8.04	1072	32.16	

Table-4/AS;Activity:- Honorarium; Activity Code -AS 04

Sub-Activity	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
AS04/01	Honararium to Sahayikas for SSKs (proposed)	0.01	0	0	1540	15.4	1540	15.4	700	7	700	7	4480	44.8	C Rs 1000/- PM for each Sahayikas (excluding the running SSK)
AS04/02	Honararium to Supervisor related to SSKs	0.02	0	0	134	2.68	134	2.68	134	2.68	134	2.68	536	10.72	C Rs 2000/- PM for each Supervisor
Total			0	0	1674	18.08	1674	18.08	834	9.68	834	9.68	5016	55.52	

Integrated Education for children of deprived groups (Child workers, street children, deprived urban children, children of other backward communities or linguistic minorities) through Bridge courses (back to school campus, condensed courses for aged children) and other specific initiatives

Table-5/AS : Activity - Workshop training, Meeting etc. * To be run by NGOs.; Activity Code- AS05

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Els	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
AS05/01	One day workshops with Dist, Block, CLRC functionaries	0.0015	160	0.24	160	0.24	160	0.24	160	0.24	0.192	0.24	640.192	1.2	One day at Dist Level
AS05/02	Workshop for developing suitable TLMs for implementation of these specific activities	0.0015	100	0.6	100	0.6	100	0.6			100	0.6	400	2.4	4 days residential programme
AS05/03	Meeting of the DPG members on this issue thrice a year	0.0014	120	0.144	120	0.144	120	0.144	120	0.144	120	0.144	600	0.72	One day Programme
AS05/04	Training of the Sevikas/Teachers/instructor s/volunters	0.0007			1680	5.88			1680	5.88			3360	11.76	5 days programme at CLRC Level
AS05/05	Orientation of the VES/WES (one from each) and Panchaye/Municipal personnel on this issue at CLRC level	0.0007			6250	0.4375	6250	0.4375	6250	0.4375	6250	0.4375	25000	1.75	1 day programme at CLRC Level
Total				0.984		7.3015		1.4215		6.7015		1.4215		17.83	

Integrated Education for children of deprived groups (Child workers, street children, deprived urban children, children of other backward communities or linguistic minorities) through Bridge courses (back to school campus, condensed courses for aged children) and other specific initialities)

Table-8/AS; Activity - Development & Materials and Supply; Activity Code- AS08

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
AS08/01	Printing & supply of learning materials(according to condensed course) to the children of the camps	0.0008			5000	0.400	5000	0.4	0	0.000	0	0	10000	0.800	
AS08/02	Printing of Modules	0.3000				0.300				0.300			0	0.600	Printing cost of the Modules in this connection
AS08/03	Supply of Education kits (bag, copies, pensil, cutter etc)	0.0004			39120	15.648	39120	15.648	39120	15.648	39120	15.648	156480	62.592	
AS08/04	Exposure visit	0.2000				0.200		106		0.200			0	0.400	
Total						16.548		16.048		16.148		15.648		64.392	

Table - 1/ECCE

Rs. in Lakh

Activity Code	Activity / Sub-Activity	Unit Cost	Year - I		Year - II		Year - III		Year - IV		Year - V		Total		Remarks
			Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
ECCE/01	Workshop/Training & District Level														
	Convergence workshop with District Personnel	0.0012	50	0.06	-	-	-	-	-	-	-	-	50	0.06	
	Orientation & Reorientation of CDPOs & CPCs	-	-	-	78	0.0936	-	0	78	0.0936	-	-	156	0.1872	
	Training of AW Supervisors on pre-schooling	0.0012 P. H. P. D	-	-	130	0.468	130	0.468	130	0.468	130	0.468	520	1.872	3 days training pre-schooling
	Orientation & Reorientation of AW Supervisors and RTs on ECE	0.0012 P. H. P. D	-	-	1.86	0.2232	-	-	186	0.2232	-	-	372	0.4464	1 day workshop
	Teacher's Training on Gender Issues	-	-	-	4767	-	9534	-	1589	-	-	-	15890	-	Cost incorporated in the chapter of Pedagogy
	Total					0.7848		0.468		0.7848		0.468		2.6256	

Table - 2/ECCE

Rs. in Lakh

Activity Code	Activity / Sub-Activity	Unit Cost	Year - I		Year - II		Year - III		Year - IV		Year - V		Total		Remarks
			Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
ECCE/02	Workshop/Training & Block/CLRC Level														
	Orientation & Reorientation	0.0006/hea d/day	-	-	2700	1.62	2700	1.62	2700	1.62	2700	1.62	10,800	6.48	1 day workshop with TA & Study materials
	Sensitisation of Panchayat VEC functionaries	0.0006/hea d/day	-	-	50	1.03	-	0	50	0.03	-	0	100	0.06	
	Training of AWW & AWH on pre-schooling	0.0006/hea d/day	-	-	2700	1.62	2700	1.62	2700	1.62	2700	1.62	10,800	6.48	1 day workshop with TA & Study materials
	Total					4.27		3.24		3.27		3.24		13.02	

Table - 3/ECCE

Rs. in Lakh

Activity Code	Activity / Sub-Activity	Unit Cost	Year - I		Year - II		Year - III		Year - IV		Year - V		Total		Remarks
			Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
ECCE03	Meeting														
	Meeting with DRG members	0.000 3/head	20	0.036	20	0.006	20	0.006	20	0.006	20	0.006	80	0.06	
	Centre grant	0.005	-		2796	13.98	2796	13.98	2796	13.98	2796	13.98	11184	55.92	
	Total			0.036		13.986		13.986		13.986		13.986		55.96	

Table - 4/ECCE

Rs. in Lakh

Activity Code	Activity / Sub-Activity	Unit Cost	Year - I		Year - II		Year - III		Year - IV		Year - V		Total		Remarks
			Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
	Material Development														
	Development of leaflets		-	-	LS	0.02	LS	0.02	LS	0.02	LS	0.02	LS	0.08	
	Development of CLRC packages for noon-time WS		-	-	-	-	LS	0.05	LS	0.05	LS	0.05	LS-	0.15	
	Development of Reading Materials on Pre - School		-	-	LS	0.05	LS	0.05	LS	0.05	LS	0.05	LS	0.15	
	Total													0.38	

Table - 5/ECCE

Rs. in Lakh

Activity Code	Activity / Sub-Activity	Unit Cost	Year - I		Year - II		Year - III		Year - IV		Year - V		Total		Remarks
			Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
	Awareness Campaign														
	Community level meetings		-	-	LS	0.0025	LS	0.0025	LS	0.0025	LS	0.0025	LS	0.01	
	Anganwadi Melas		-	-	100 GP	0.02	100 GP	0.02	100 GP	0.02	100 GP	0.02	400	0.08	
	Total													0.09	

Budget at a Glance

Item / Activity	Financial Outlay	Ref. Table
1. workshop/ Training (District Level)	2.6256	Table - 1
2. Workshop/ Training (Block /CLRC level)	13.02	Table - 2
3. Meeting	55.96	Table -3
4. Material Development	0.38	Table - 4
5. Awareness Campaign	0.09	Table - 5
Total	72.0756	

Estimated Budget for Girls' Education

Table-I/GE : Activity - Training /Workshop/Meeting

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Els	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
	Workshop with women members of VEC/WEC on enrlnmt & retention of girls children.	0.0004	7483	2.9932	7483	2.9932	7483	2.9932	0	0				8.9796	One day district level programme
	RPS training for above work shop	0.0014	85	0.119	85	0.119	85	0.119						0.357	One day programme at the Block/Municipality Level
	Composite training of women-members of PRI	0.0017	900	1.53	900	1.53	900	1.53	0	0	0	0		4.59	Two days residential programme at the District Level
	Organising MAA-O-MEYE Mela 2 days in a year	0.05	264	13.2	264	13.2	264	13.2	264	13.2	264	13.2		66	157 GP and 107 M wards Rs. 5000/- for 2 days
	Block / Minicipality / GP level meeting for girls education	0.02	17	0.34	17	0.34	17	0.34	17	0.34	17	0.34		1.7	
	MTA												0	0	MTA consists with average 12 members
	1) Formation	0.003					2196	6.588						6.588	5 members of each MTA
	2) Training	0.0005							10980	5.49				5.49	
	3) Meeting	0.002									2196	4.392		4.392	
														16.47	
	Material Development	L.S 0.1		0.1		0.1		0.1		0.1		0.1	0	0.5	10,000 annualy L.S
	Total			18.2822		18.2822		24.8702		19.13		18.032		98.5966	

(Rs. in Lakh)

Research & Study**Table-I/RS; Activity-Research & Study; Activity Code- RS/1**

Sub activity code	Unit cost	1 st year		2 nd year		3 rd year		4 th year		5 th year		Total		Remarks
		Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
Different studies	0.015 per school	0.00		500	7.50	600	9.00	700	10.50	934	14.01	2734.00	41.01	* Cohort Study * Quality Assessment Study * MAS * Impact Study on Teacher's training, community participation * * SLIP Study * Action Research on dropout, Gender, DUC, ECCE *GIS
TOTAL				500	7.5	600	9	700	10.5	934	14.01	2734	41.01	

Innovation**Table-I/IN; Activity - Innovation**

Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
Innovation Projects	15		Nil		15	206	15		15				45	

Estimated Budget for Distance Education Programme

Table-I/DEP : Activity - Distance Education Programme; Activity code-DEP/I

Sub-Activity Code	Sub-Activity details	Unit Cost/hd.day	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
DEP I/01	Workshop with the experts and field functionaries on DEP	0.0012	60	0.700	50	0.060	50	0.060	50	0.060			210	0.880	One day district level programme
DEP I/02	Orientation of CPC/CLRC, Recourse teachers & other functionaries of Block.Municipality level	0.0006			400	0.240	400	0.240	400	0.240			1200	0.720	One day programme at the Block/Municipality Level
DEP I/03	Workshop for developing the audio-Video materials at District Level	0.0012			40	0.096	40	0.096	40	0.096			120	0.288	Two days residential programme at the District Level
DEP I/04	Workshop for development of printing materials, booklets and other child friendly, activity based techniques and issues at district level.	0.0012			40	0.960	40	0.960	40	0.960			120	2.880	Two days residential programme at the District Level
DEP I/05	Training for the DRG/CLRC person for use of DL materials	0.0012			150	0.180					150	0.180	300	0.360	Two days residential programme at the District Level
DEP I/06	Maintenance of TVs, VCPs etc. at CLRC	0.0500			32	1.600	32	1.600	32	1.600	32	1.600	128	6.400	Yearly Exp.
DEP I/07	Procurement of Cassetts etc. at CLRC	0.0500			32	1.600	32	1.600	32	1.600	32	1.600	128	6.400	Yearly Exp.
DEP I/08	VIDEO Library at CLRC	0.1000			32	3.200					32	3.200	64	6.400	Yearly Exp.
DEP I/09	Cost of Maintenance of TV, VCP etc., procurement of Cassetts, functioning of VIDEO Library at D.P.O.	0.5000			1	0.500	1	0.500	1	0.500	1	0.500	4	2.000	Yearly Exp.
DEP I/10	Meeting on DRG Members	Lump Sum				0.025		0.025		0.025		0.025	0	0.100	
Total					0.700	8.461	207	5.081		5.081		7.105		26.428	

(Rs. in Lakh)

Estimated Budget for Integrated Education for Disabled

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
	Survey in Blocks / Municipalities	0.3000	8	2.400	9	2.700			-	-	-	-	50	5.100	
	Screening & Assessment	0.4000	5 (4+1)	2.000	25 (10+15)	10.000	20 (8+12)	8.000	-	-	-	-	50	20.000	
	Aids & Appliances	0.2 Work shop		0.200	2	0.400	2	0.400	2	0.400				1.400	
	Engagement of resource organisation (DLRO)	2.1600	1	2.160	3	6.480	6	12.960	10	21.600	10	21.600	52	64.800	
	Observation of World Disabled Day	1.0000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	5	5.000	
	TLM & assesment kit for intigrate children	0.2000	-	-	100	20.0000	100	20.0000	100	20.0000			300	60.0000	
	Orientation & sensltization camp for local panchayat members /parents and guardians / VEC members/ NGO representatives etc.	0.0004	-	-	55 (50+5)	0.880	115	1.840	58	0.928	-	-	173	3.648	
	Incentive Training for teachers				500	6.000	1000	12.000	750	12.000	750	12.000	3000	42.000	
	Teacher's Training on IED & Gender Issues	0.0007	-	70	2334	-	2333	-	2333	-	-	-	7000	70.000	
Grand Total				77.760		47.460		56.200		55.928		34.600		271.948	

Table : 1 MD: Activity Campaign : Activity Code : MD01

MEDIA DOCUMENTATION

(Rs. In Lakh)

MAJOR INTERVENTION

Activity	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		Total		Remarks
		Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	
Hoarding	0.02	90	1.8	90	1.8	90	1.8						5.4	
Banners	0.0004	1000	0.4	2000	0.8	2000	0.8						2	
Poster			0.5		1		1		0		1		3.5	
Leaflets			0.6		0.6		0.6		0.6		0.6		3	
Wall painting		500	0.75	2000	3	1000	1.5	1600	2.4	1000	1.5		9.15	
Miking			0.2		0.5		0.1		0.1		0.05		0.95	
Stalls			1		3		1		1		1		7	
Special drive for child labour			1		0.5		0.3		0.2		0.1		2.1	
Special drive for Migratory families			1		0.5		0.3		0.2		0.1		2.1	
			7.25		11.7		7.4		4.5		4.35		35.2	

(Rs. in Lakh)

Research & Study**Table-I/RS; Activity-Research & Study; Activity Code- RS/1**

Sub activity code	Unit cost	1 st year		2 nd year		3 rd year		4 th year		5 th year		Total		Remarks
		Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
Different studies	0.015 per school	0.00		500	7.50	600	9.00	700	10.50	934	14.01	2734.00	41.01	* Cohort Study * Quality Assessment Study * MAS * Impact Study on Teacher's training, community participation * SLIP Study * Action Research on dropout, Gender, DUC, ECCE *GIS
TOTAL				500	7.5	600	9	700	10.5	934	14.01	2734	41.01	

Innovation**Table-I/IN; Activity - Innovation**

Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
Innovation Projects	15		Nil		15	206	15		15				45	

Estimated Budget for Distance Education Programme

Table-I/DEP : Activity - Distance Education Programme; Activity code-DEP/I

Sub-Activity Code	Sub-Activity details	Unit Cost/hd.day	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
DEP I/01	Workshop with the experts and field functionaries on DEP	0.0012	60	0.700	50	0.060	50	0.060	50	0.060			210	0.880	One day district level programme
DEP I/02	Orientation of CPC/CLRC, Recource teachers & other functionaries of Block.Municipality level	0.0006			400	0.240	400	0.240	400	0.240			1200	0.720	One day programme at the Block/Municipality Level
DEP I/03	Workshop for developing the audio-Video materials at District Level	0.0012			40	0.096	40	0.096	40	0.096			120	0.288	Two days residential programme at the District Level
DEP I/04	Workshop for development of printing materials, booklets and other child friendly, activity based techniques and issues at district level.	0.0012			40	0.960	40	0.960	40	0.960			120	2.880	Two days residential programme at the District Level
DEP I/05	Training for the DRG/CLRC person for use of DL materials	0.0012			150	0.180					150	0.180	300	0.360	Two days residential programme at the District Level
DEP I/06	Maintenance of TVs, VCPs etc. at CLRC	0.0500			32	1.600	32	1.600	32	1.600	32	1.600	128	6.400	Yearly Exp.
DEP I/07	Procurement of Cassetts etc. at CLRC	0.0500			32	1.600	32	1.600	32	1.600	32	1.600	128	6.400	Yearly Exp.
DEP I/08	VIDEO Library at CLRC	0.1000			32	3.200					32	3.200	64	6.400	Yearly Exp.
DEP I/09	Cost of Maintenance of TV, VCP etc., procurement of Cassetts, functioning of VIDEO Library at D.P.O.	0.5000			1	0.500	1	0.500	1	0.500	1	0.500	4	2.000	Yearly Exp.
DEP I/10	Meeting on DRG Members	Lump Sum				0.025		0.025		0.025		0.025	0	0.100	
Total				0.700		8.461	207	5.081		5.081		7.105		26.428	

Estimated Budget for Integrated Education for Disabled

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
	Survey in Blocks / Municipalities	0.3000	8	2.400	9	2.700			-	-	-	-	50	5.100	
	Screening & Assessment	0.4000	5 (4+1)	2.000	25 (10+15)	10.000	20 (8+12)	8.000	-	-	-	-	50	20.000	
	Aids & Appliances	0.2 Work shop		0.200	2	0.400	2	0.400	2	0.400				1.400	
	Engagement of resource organisation (DLRO)	2.1600	1	2.160	3	6.480	6	12.960	10	21.600	10	21.600	52	64.800	
	Observation of World Disabled Day	1.0000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	5	5.000	
	TLM & assesment kit for intigrate children	0.2000	-	-	100	20.0000	100	20.0000	100	20.0000			300	60.0000	
	Orientation & sensitization camp for local panchayat members /parents and guardians / VEC members/ NGO representatives etc.	0.0004	-	-	55 (50+5)	0.880	115	1.840	58	0.928	-	-	173	3.648	
	Incentive Training for teachers				500	6.000	1000	12.000	750	12.000	750	12.000	3000	42.000	
	Teacher's Training on IED & Gender Issues	0.0007	-	70	2334	-	2333	-	2333	-	-	-	7000	70.000	
	Grand Total			77.760		47.460		56.200		55.928		34.600		271.948	

Table : 1 MD: Activity Campaign : Activity Code : MD01

MEDIA DOCUMENTATION

(Rs In Lakh)

MAJOR INTERVENTION

Activity	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		Total		Remarks
		Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	
Hoarding	0.02	90	1.8	90	1.8	90	1.8						5.4	
Banners	0.0004	1000	0.4	2000	0.8	2000	0.8						2	
Poster			0.5		1		1		0		1		3.5	
Leaflets			0.6		0.6		0.6		0.6		0.6		3	
Wall painting		500	0.75	2000	3	1000	1.5	1600	2.4	1000	1.5		9.15	
Miking			0.2		0.5		0.1		0.1		0.05		0.95	
Stalls			1		3		1		1		1		7	
Special drive for child labour			1		0.5		0.3		0.2		0.1		2.1	
Special drive for Migratory families			1		0.5		0.3		0.2		0.1		2.1	
			7.25		11.7		7.4		4.5		4.35		35.2	

(Rs. in Lakh)

Research & Study**Table-I/RS; Activity-Research & Study; Activity Code- RS/1**

Sub activity code	Unit cost	1 st year		2 nd year		3 rd year		4 th year		5 th year		Total		Remarks
		Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
Different studies	0.015 per school	0.00		500	7.50	600	9.00	700	10.50	934	14.01	2734.00	41.01	<ul style="list-style-type: none"> * Cohort Study * Quality Assessment Study MAS * Impact Study on Teacher's training, community participation * SLIP Study * Action Research on dropout, Gender, DUC, ECCE * GIS
TOTAL				500	7.5	600	9	700	10.5	934	14.01	2734	41.01	

Innovation**Table-I/IN; Activity - Innovation**

Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
		Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
Innovation Projects	15		Nil		15	206	15		15				45	

Estimated Budget for Distance Education Programme

Table-I/DEP : Activity - Distance Education Programme; Activity code-DEP/I

Sub-Activity Code	Sub-Activity details	Unit Cost/hd.day	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
DEP I/01	Workshop with the experts and field functionaries on DEP	0.0012	60	0.700	50	0.060	50	0.060	50	0.060			210	0.880	One day district level programme
DEP I/02	Orientation of CPC/CLRC, Recource teachers & other functionries of Block.Municipality level	0.0006			400	0.240	400	0.240	400	0.240			1200	0.720	One day programme at the Block/Municipality Level
DEP I/03	Workshop for developing the audio-Video materials at District Level	0.0012			40	0.096	40	0.096	40	0.096			120	0.288	Two days residential programme at the District Level
DEP I/04	Workshop for development of printing materials, booklets and other child friendly, activity based techniques and issues at district level.	0.0012			40	0.960	40	0.960	40	0.960			120	2.880	Two days residential programme at the District Level
DEP I/05	Training for the DRG/CLRC person for use of DL materials	0.0012			150	0.180					150	0.180	300	0.360	Two days residential programme at the District Level
DEP I/06	Maintenance of TVs, VCPs etc. at CLRC	0.0500			32	1.600	32	1.600	32	1.600	32	1.600	128	6.400	Yearly Exp.
DEP I/07	Procurement of Cassetts etc. at CLRC	0.0500			32	1.600	32	1.600	32	1.600	32	1.600	128	6.400	Yearly Exp.
DEP I/08	VIDEO Library at CLRC	0.1000			32	3.200					32	3.200	64	6.400	Yearly Exp.
DEP I/09	Cost of Maintenance of TV, VCP etc., procurement of Cassetts, functioning of VIDEO Library at D.P.O.	0.5000			1	0.500	1	0.500	1	0.500	1	0.500	4	2.000	Yearly Exp.
DEP I/10	Meeting on DRG Members	Lump Sum				0.025		0.025		0.025		0.025	0	0.100	
Total				0.700		8.461	207	5.081		5.081		7.105		26.428	

Estimated Budget for Integrated Education for Disabled

Sub-Activity Code	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
	Survey in Blocks / Municipalities	0.3000	8	2.400	9	2.700			-	-	-	-	50	5.100	
	Screening & Assessment	0.4000	5 (4+1)	2.000	25 (10+15)	10.000	20 (8+12)	8.000	-	-	-	-	50	20.000	
	Aids & Appliances	0.2 Work shop		0.200	2	0.400	2	0.400	2	0.400				1.400	
	Engagement of resource organisation (DLRO)	2.1600	1	2.160	3	6.480	6	12.960	10	21.600	10	21.600	52	64.800	
	Observation of World Disabled Day	1.0000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	5	5.000	
	TLM & assesment kit for intigrate children	0.2000	-	-	100	20.0000	100	20.0000	100	20.0000			300	60.0000	
	Orientation & sensltization camp for local panchayat members /parents and guardians / VEC members/ NGO representatives etc.	0.0004	-	-	55 (50+5)	0.880	115	1.840	58	0.928	-	-	173	3.648	
	Incentive Training for teachers				500	6.000	1000	12.000	750	12.000	750	12.000	3000	42.000	
	Teacher's Training on IED & Gender Issues	0.0007	-	70	2334	-	2333	-	2333	-	-	-	7000	70.000	
	Grand Total			77.760		47.460		56.200		55.928		34.600		271.948	

Table : 1 MD: Activity Campaign : Activity Code : MD01

MEDIA DOCUMENTATION

(Rs.in Lakh)

MAJOR INTERVENTION

Activity	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		Total		Remarks
		Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	
Hoarding	0.02	90	1.8	90	1.8	90	1.8						5.4	
Banners	0.0004	1000	0.4	2000	0.8	2000	0.8						2	
Poster			0.5		1		1		0		1		3.5	
Leaflets			0.6		0.6		0.6		0.6		0.6		3	
Wall painting		500	0.75	2000	3	1000	1.5	1600	2.4	1000	1.5		9.15	
Miking			0.2		0.5		0.1		0.1		0.05		0.95	
Stalls			1		3		1		1		1		7	
Special drive for child labour			1		0.5		0.3		0.2		0.1		2.1	
Special drive for Migratory families			1		0.5		0.3		0.2		0.1		2.1	
			7.25		11.7		7.4		4.5		4.35		35.2	

Table : 1 MD: Activity Workshop : Activity Code : MD02

MEDIA DOCUMENTATION

(Rs in Lakh)

WORKSHOP ACTIVITY

Activity	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		Total		Remarks
		Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	
One day workshop on documentation tech. With CLRC functionaries RTs and others or the district level	0.00	240.00	0.34	240.00	0.34	240.00	0.34	240.00	0.34				1.34	
Meeting for publication of the new shelter (only Naba Diganta) with eminent personalities	0.0014	50	0.07	100	0.14	100	0.14	100	0.14	100	0.14		0.63	
			0.406		0.476		0.476		0.476		0.14		1.974	

Media Documentation

Table-1/MD; Major Intervention:-Media & Documentation

Sub-Activity	Sub-Activity	Ph Target	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
				Ph	Fis	Ph	Fis	Ph	Fis	Ph	Fis	Ph	Fis	Ph	Fis	
MD01/01	Hoarding		0.02	20	0.40	50	1.00	50	1.00	10	0.20	10	0.20	140	2.80	For special intervention on different activity
MD01/02	Banner		0.002			200	0.40	200	0.40					400	0.80	
MD01/03	Poster						1.00		1.00		0.50		0.50		3.00	For wide publicity of the message and effects on SSA
MD01/04	Leaflets				0.60		1.00		1.00		1.00		1.00		4.60	
MD01/05	Wall-Painting		0.0015	200	0.30	500	0.75	400	0.60					1100	1.65	
MD01/06	Miking				0.20		0.50		0.10		0.10		0.05		0.95	
MD01/07	Stalls						3.00		1.00		1.00		1.00		6.00	
MD01/08	Special Drive for Child labour						0.50		0.30		0.20		0.10		1.10	
MIX01/09	Spots						5.00		1.00		1.00		1.00		8.00	
Total		30290	0.0235	220	1.5	750	13.15	650	6.4	10	4	10	3.85	1640	28.9	

Media Documentation
Table-2/MD; Activity : - Workshop; Activity Code-MD02

Sub-Activity	Sub-Activity	Ph Target	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
				Ph	Fis	Ph	Fis	Ph	Fis	Ph	Fis	Ph	Fis	Ph	Fis	
MD02/01	One day workshop on documentation techniques with CLRC functionaries, RTs and others or the district level		0.0014			250	0.35	250	0.35	250	0.35	250	0.35	1000	1.4	
MD02/02	Meeting for publication of the Newsletter with DRG members		0.0015	.	.	20	0.03 X 12 = 0.36	20	0.03 X 12 = 0.36	20	0.03 X 12 = 0.36	20	0.03 X 12 = 0.36	80	0.12 X 12 = 1.4	Meeting for 12 days in a year (1st year 5 meetings)
Total			0.0029	0	0	270	0.71	270	0.71	270	0.71	270	0.71	1080	2.84	

Media & Documentation

Table-3/MD; Activity:- Documentation; Activity Code -DM03

Sub-Activity	Sub-Activity	Ph Target	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
				Ph	Fis	Ph	Fis	Ph	Fis	Ph	Fis	Ph	Fis	Ph	Fis	
MD03/01	Still Photography				0.25		0.5		0.5		0.5		0.5		2.25	Various activities in District & CLRC levels
MD03/02	Videography		0.5			1	0.5	2	1	1	0.5	1	0.5		2.50	For Special events
MD03/03	Report Writing, Printing & Publication				0.2		0.2		0.2		0.2		0.2		1.00	
MD03/04	Multiplication of modules on documentation						0.05		0.05		0.05		0.05		0.20	Documentation
MD03/05	School information with photography upgradation				0.2		0.2		0.2		0.2		0.2		1.00	
Total			0.5	0	0.65	1	1.45	2	1.95	1	1.45	1	1.45	0	6.95	

Table-4/MD; Activity:- Other Activity; Activity Code -DM03

Sub-Activity	Sub-Activity	Ph Target	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
				Ph	Fis	Ph	Fis	Ph	Fis	Ph	Fis	Ph	Fis	Ph	Fis	
MD04/01	Quarterly Bulletin to be published from DPO		0.00005			40,000	2	40,000	2	40,000	2	40,000	2	2,00,000	8	Various activities in District & CLRC levels
MD04/02	her publication				0.5		1		1		1		1		4.5	Pamphlets, booklets, Books etc.
					0.5		3		3		3		3		12.5	

Estimated cost of MIS

Sub-Activity	Sub-Activity details	Unit Cost	1st Year		2nd Year		3rd Year		4th Year		5th Year		Total		Remarks
			Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	Ph	Fin	
MIS/1/01	Workshop on MIS	0.0015			120	0.18	120	0.18	120	0.18			360	0.540	One day programme 2 times a year
MIS/1/02	Training on initial data entry	0.03 p.m			11	0.33	21	6.615					32	6.945	For S.I/of CLRCs for 6 months. @ 3000/- PM
MIS/1/03	Training of HTS on MIS (DISE)	0.0017			700	1.19	1434	2.4378					2134	3.628	Circle Level 2-days non-residential.
MIS/1/04	Equipment upgradation of MIS Cell at DPO(PCs, UPS, LaserJet Printer, Hub, Modem)	PC 0.5 UPS - 0.05 Laser Printer 0.3 Modem 0.03 8 port Hub .09 Scanner 0.10 Laptop 1.25 CD writer 0.20 Projector & scanner 2.5		3		3.8		1		1.5		1	0	10.300	In the first year of the Project 3 PCs with a LaserJet printer, Modem and hub will be installed in the MIS Cell and the following years the upgradation and Annual Maintenance will be done
MIS/1/05	Contingency	LS 0.5		0.5		0.5		0.5		0.5		0.5	0	2.500	
MIS/1/06	Monthly Reporting System			1		1		1		1		1	0	5.000	For monthly and quarterly reporting of VEC's
MIS/1/07	Computerisation at CLRC	LS 2.0	-	-	5	10	10	20	17	34	-	-	32	64.000	
Total				4.5		17		31.7328		37.18		2.5		92.9128	

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