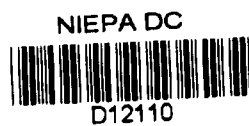


**DRAFT ANNUAL REPORT**  
**2000 – 2001**



**West Bengal District Primary Education Programme**

**LIBRARY & DOCUMENTATION CENTRE**

**National Institute of Educational**

**Planning and Administration.**

**17-B, Sri Aurobindo Marg,**

**New Delhi-110016**

DOC, No ..... D-12110

Date ..... 28-11-2003.

# **CONTENTS**

**WBDPEP DISTRICTS (EXISTING & EXPANSION) CERTAIN STATISTICS**

**THE EDUCATION SCENARIO IN WEST BENGAL**

## **WBDPEP INTERVENTIONS**

**CIVIL WORKS**

**PEDAGOGICAL RENEWAL**

**DISTANCE EDUCATION PROGRAMME**

**RESEARCH AND STUDIES**

**EARLY CHILDHOOD EDUCATION**

**GIRLS' EDUCATION**

**INTEGRATED EDUCATION FOR DISABLED**

**EDUCATION FOR DEPRIVED URBAN CHILDREN**

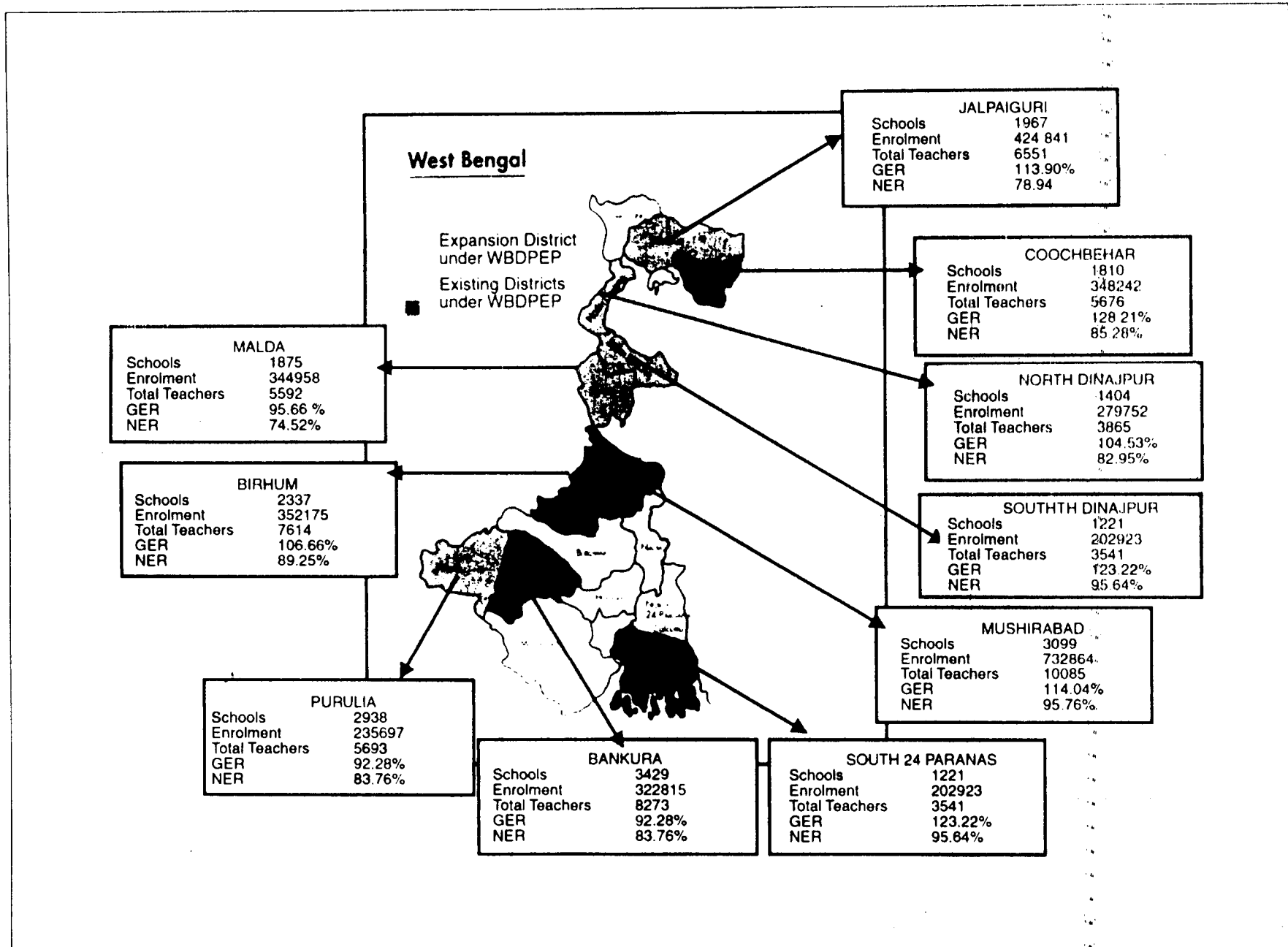
**COMMUNITY MOBILISATION**

**MEDIA & DOCUMENTATION**

**MANAGEMENT INFORMATION SYSTEM**

**EXTRACTS FROM AIDE MEMOIRES**

**ANNUAL ACCOUNTS**



## WBDPEP Districts (Existing And Expansion) certain **Statistics**

The District Primary Education Programme (DPEP) has been under implementation in 5 districts Bankura, Birbhum, Cooch Behar, Murshidabad and South 24 Parganas since 1997-98 and in another 5 districts – Dakshin Dinajpur, Jalpaiguri, Malda, Purulia and Uttar Dinajpur since 2000-01. Some important statistical information with regard to 10 DPEP districts are highlighted below.

Table I shows the provisional population totals of Census 2001, of West Bengal. The populations belonging to the SC/ST categories are projected on the basis of proportion of these categories of population against the total population of district as per 2001 Census. Of the DPEP districts, Cooch Behar has a high concentration of SC population and Jalpaiguri has a high concentration of ST population. Jalpaiguri, Bankura and Purulia have a remarkable concentration of both SC and ST population. Murshidabad has a comparatively lower SC and ST population, on the other hand, a comparatively very high concentration of Muslim population. Likewise, Uttar Dinajpur has also quite high concentration of Muslim population.

**Table - I**  
**Population**  
**(Census, 2001)**

District	Total population	SC Population	% of SC Population	ST Population	% of ST Population
Bankura	3191822	1020106	31.36	330034	10.34
Birbhum	3012546	924249	30.68	209371	6.95
Cooch Behar	2478280	1282757	51.76	15117	0.61
Murshidabad	5863717	785738	13.40	75641	1.29
South 24 Parganas	6909015	1689254	24.45	84981	1.23
Dakshin Dinajpur	1502647	437271	29.10	254247	16.92
Jalpaiguri	3403204	1258845	36.99	716034	21.04
Malda	3290160	596176	18.12	213861	6.50
Purulia	2535233	490567	19.35	487271	19.22
Uttar Dinajpur	2441824	707396	28.97	132102	5.41
<b>Total</b>	<b>34628448</b>	<b>9192359</b>	<b>26.54</b>	<b>2518659</b>	<b>7.27</b>

# The Education Scenario in West Bengal

The Minister-in-charge of School Education, along with the Secretary and Secretariat, take the policy decisions in respect to matters related to school education, including Madrasa Education. The Director of School Education implements the policy of the Government through the Inspectorate located in districts, sub divisions and circles.

The entire school education system has been decentralised into separate tiers. The educational and administrative system to run the primary schools in the districts are managed by autonomous bodies, viz, the District Primary School Council (DPSC), under the supervision and guidance of the West Bengal Board of Primary Education.

The Board of Primary Education is a unique feature of the School Education Department under the Government of West Bengal. The Board is responsible for formulating strategies and policies and in decision making, on issues related to primary educations in West Bengal. The issues of the Board deals with the following:

- a) To provide, by regulations, the syllabus and the courses of study.
- b) To maintain and publish the list of books approved for use in primary schools.
- c) To supervise and guide primary school councils on the methods of teaching

related to primary education.

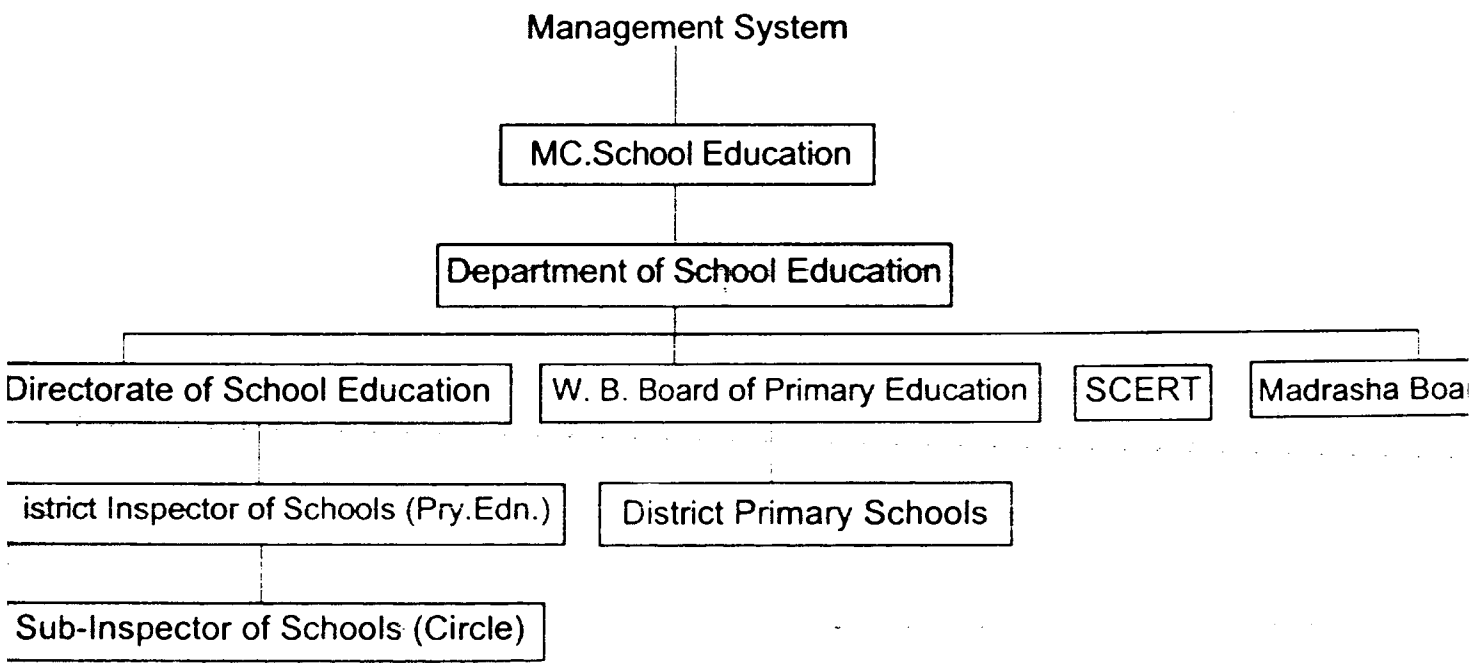
- d) To exercise general supervision and control over the work of primary school councils.

Under the guidance of WBBPE, District Primary School Councils are set up for each district. It has the following responsibilities:

- a) To look into administrative matters, like appointment of teachers and other staff, transfer cases of teachers and other staff, maintenance of service books of teachers in the districts.
- b) To construct, repair and manage all primary schools under public management
- c) To set up new primary schools, on the terms and conditions set up by the Government from time to time. In West Bengal primary education involves 4 grades from Class I to IV.

WBDPEP also provides support to the Madrasa Board. All teaching, learning materials, training manuals developed by WBDPEP have been translated into the desired language for effective utilisation. The SCERT under the direct control of the School Education Department looks after the issues of educational management, research and training.

The following diagram shows the management system of primary education in West Bengal.



## ADMINISTRATIVE SET-UP

District	Block	Municipality	GP	Gram Sansad + Ward
Bankura	22	3	190	2545
Bankura	22	3	190	245
Birbhum	19	5	174	2194
Cooch Behar	12	5	128	1780
Murshidabad	26	7	255	3741
South 24 Parganas	29	7	312	4478
Dakshin Dinajpur	8	2	68	966
Jalpaiguri	13	3	148	2171
Malda	15	28	147	2063
Purulia	20	3	170	1972
Uttar Dinajpur	9	4	99	1522
<b>Total</b>	<b>173</b>	<b>66</b>	<b>1691</b>	<b>23432</b>

## General Information of Primary Education

Districts	No. of Circles*	Primary Schools	Total Enrolment	Total Teachers	Pupil Teacher Ratio	Pupil School Ratio	Teacher School Ratio
Bankura	45	3429	322815	8273	39.02	94.14	2.41
Birbhum	32	2337	352175	7614	46.25	150.75	3.26
Cooch Behar	23	1810	348242	5676	61.35	192.40	3.14
Murshidabad	41	3099	732864	10085	72.67	236.48	3.25
South 24 Parganas	55	3771	884363	12582	70.29	234.52	3.34
Dakshin Dinajpur	16	1221	202923	3541	57.31	166.19	2.90
Jalpaiguri	26	1967	424841	6551	64.85	215.98	3.33
Malda	28	1875	344958	5992	61.69	183.98	2.98
Purulia	42	2938	235697	5693	41.40	80.22	1.94
Uttar Dinajpur	17	1404	279752	3885	72.01	199.25	2.77
<b>Total</b>	<b>325</b>	<b>23851</b>	<b>412630</b>	<b>69492</b>	<b>59.41</b>	<b>173.10</b>	<b>2.91</b>

## Enrolment Status

Districts	Enrolment		Girls	% Girls	Total
	Boys	% Boys			
Bankura	170268	52.74%	152547	47.26%	322815
Birbhum	181792	51.62%	170383	48.38%	352175
Cooch Behar	177172	50.88%	171070	49.12%	348242
Murshidabad	369973	50.48%	362891	49.52%	732864
S 24 Parganas	446774	50.52%	437589	49.48%	884363
Dakshin Dinajpur	102963	40.74%	99960	49.26%	202923
Jalpaiguri	219655	51.70%	205186	48.30%	424841
Malda	175046	40.74%	169912	49.26%	344958
Purulia	129981	55.15%	105716	44.85%	235697
Uttar Dinajpur	149645	53.49%	130107	46.51%	279752
<b>Total</b>	<b>2123269</b>	<b>51.43%</b>	<b>2005361</b>	<b>48.57%</b>	<b>4128630</b>

## Drinking Water & Toilet

Districts	Number of Schools				Having Both Toilet Drinking Water Facility (No. and %)			
	Primary Schools	Having Toilet Facility (No. & %)	Having Drinking Water Facility (No. and %)					
Bankura	3429	520	15.16%	2399	69.96%	421		12.28%
Birbhum	2337	186	7.96%	1282	54.86%	126		5.39%
Cooch Behar	1810	1218	67.29%	1573	86.91%	1141		63.04%
Murshidabad	3099	703	22.68%	2195	70.83%	622		20.07%
S 24 Parganas	3771	1123	29.78%	2428	64.39%	814		21.59%
Dakshin Dinajpur	1221	168	13.76%	729	59.71%	134		10.97%
Jalpaiguri	1967	321	16.32%	1175	59.74%	236		12.00%
Malda	1875	290	15.47%	1167	62.24%	222		11.84%
Purulia	2938	122	4.15%	1703	57.96%	89		3.03%
Uttar Dinajpur	1404	167	11.89%	757	53.92%	135		9.62%
<b>Total</b>	<b>23851</b>	<b>4818</b>	<b>20.20%</b>	<b>15408</b>	<b>64.60%</b>	<b>3940</b>		<b>16.52%</b>

Source: DISE 2000-2001



## Teachers Related DISE Reports

District	TRAINED			UNTRAINED			OVERALL			KEY INDICATORS		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	% TRAINED	%UNTRAINED	%FEMALE
Bankura	6162	853	7015	840	256	1096	7145	1128	8273	84.79%	13.25%	13.63%
BIRBHUM	5519	1012	6351	849	84	933	6474	1140	7614	85.78%	12.25%	14.9%
COOCH BEHAR	3317	738	4053	946	380	1328	4469	1207	5676	71.41%	23.40%	21.26%
Murshidabad	5078	841	5919	2906	677	3663	8489	1596	10085	58.69%	36.32%	15.83%
South 24 Parganas	3572	1807	5379	5143	1340	6483	9261	3321	12582	42.75%	51.53%	26.39%
Dakshin Dinajpur	2010	515	2525	515	187	702	2757	784	3541	71.31%	19.82%	22.14%
Jalpaiguri	3058	1482	4538	1207	508	1715	4458	2093	6551	69.27%	26.18%	31.95%
Malda	3232	500	3732	1038	367	1405	4648	944	5592	66.74%	25.13%	16.88%
Purulia	2753	443	3196	1838	165	2003	5055	638	5693	56.14%	35.18%	11.21%
Uttar dinajpur	2051	630	2681	557	201	758	2957	928	3885	69.01%	19.51%	23.89%
<b>Total</b>	<b>36750</b>	<b>8819</b>	<b>45569</b>	<b>15921</b>	<b>4165</b>	<b>20866</b>	<b>55713</b>	<b>13779</b>	<b>59492</b>	<b>65.57%</b>	<b>28.90%</b>	<b>19.83%</b>

Source: DISE 2000-2001

### **Civil Works**

A unique feature of DPEP intervention is to provide infrastructural support for the development of primary education. For the last 4 years, the Civil Works Unit of DPEP is working in full motion to fulfill the minimum essential requirement for improvement of infrastructural support for primary education. According to the project guideline, the construction works in the Phase I districts of the DPEP is almost completed. Simultaneously, this is notable though DPEP intervention has started in phase II districts since 2000–2001, the development in the construction works in those districts are remarkable. This is happened so because of the experiences gathered from the last four years

The civil work unit at the SPO is functioning with State Project Engineers with two Civil Work advisors – a retired Engineer-in-Chief, PWD, GOWB & a retired Chief Govt. Architect, GOWB. The advisors meet regularly for developing different designs/drawings and for monitoring of district-wise activities.

Similarly, all districts have formed civil works unit in the District Project Offices with one AE & one JE at the district HQ. Moreover, JEs have been appointed one each per block for monitoring and supervising the job at grass root level through interacting directly with the VCC/WCC members for construction related activities. They are also responsible for verifying the utilisation of funds by VCC/WCC for all civil works and providing the necessary feedback to the district counterpart at a regular interval.

### **Drawing & Design:**

All design of drawing for NSBs & CLRCs are centrally supplied from SPO with an approximate unit value of 3.5 lakhs for NSB & 5 lakhs for CLRC. Design & drawing for ACR with unit value of 12.5 L completely site specific and district engineer prepare the same. All the designs are based on some specifications like number of rooms, size of room, total sq ft area etc.

The various civil works activities that has been taken up mainly for the phase II districts in 2000–2001 are as follows:

### **Capacity Building:**

Training was provided to all personnel related to the Civil Works in the grass root level. They had been oriented theoretically as well as practically on Civil Works related issues by external experts.

- i) At the initial stage an orientation and basic training workshop was conducted by Resource

persons from Ed. CIL and State officials.

- ii) In the next phase, a 2/3 days workshop, on theoretical knowledge about construction and hands on training, was given to DPEP engineer, VCC members and massons at district level, by external experts.
- iii) In each district a prototype building was constructed applying CET by external agencies to provide an on site training.
- iv) During the construction work, assistance was provided to people involved in the work, in order to maintain the quality of construction.

### **Material Development:**

- A video cassette was prepared, during the field visit of external experts, to evaluate the building constructed, by using CET. An idea has been generated to take care of various points during construction.
- A video cassette has been developed to record different procedures during testing of various structural components of CET at the laboratory of IIT, Kharagpur.

### **Execution:**

- Construction works of NSB, Addl. Room, Renovation, Drinking Water and Toilet were carried out through VECs and WECs. Construction of CLRC building was taken up through Panchayat Samities (Block level PRI) under the provision of Force Account.
- SPO engineers as well as the experts of consultancy firm are used to monitor and assist the VECs/WECs to have better idea during construction of the building.

### Civil works under WBDPEP in existing districts construction status at sites as on 31.03.2001

District	Total Target	Completed	In Progress
Bankura	147	146	01
Birbhum	81	51	28
Coochbehar	94	35	59
Murshidabad	84	69	14
South 24 Parganas	66	22	43
Total	472	323	145

#### Additional Room

District	Total Target	Completed	In Progress
Bankura	151	151	00
Birbhum	237	214	22
Coochbehar	272	250	22
Murshidabad	303	292	11
South 24 Parganas	357	241	113
Total	1320	1148	168

#### Circle Resource Centre

District	Total Target	Completed	In Progress
Bankura	45	42	03
Birbhum	32	18	04
Coochbehar	23	20	03
Murshidabad	41	23	14
South 24 Parganas	55	32	19
Total	196	135	43

#### Child Friendly Elements

District	Total Target	Completed	In Progress
Bankura	120	37	83
Birbhum	120	41	79
Coochbehar	120	07	35
Murshidabad	173	50	00
South 24 Parganas	120	02	108
Total	653	137	306

### Civil works under WBDPEP in expansion districts constructin status at sites as on 31.03.2001

#### New School Buildings

District	Total Target	Completed	In Progress
Jalpaigun	117	00	50
Dakshin Dinapur	35	00	01
Uttar Dinapur	40	00	00
Malda	40	00	00
Purulia	50	00	00
Total	282	00	51

#### Additional Rooms

District	Total Target	Completed	In Progress
Jalpaigun	104	00	30
Dakshin Dinapur	91	00	00
Uttar Dinapur	100	00	00
Malda	73	00	00
Purulia	25	00	00
Total	393	00	30

#### Circle Resource Centre

District	Total Target	Completed	In Progress
Jalpaigun	27	00	12
Dakshin Dinapur	16	00	01
Uttar Dinapur	17	00	00
Malda	28	00	00
Purulia	42	00	00
Total	100	00	13

### Cost Effective Technology (CET)

Cost Effective Technology (CET) has been adopted in the buildings constructed under WBDPEP. This is adopted in a large scale in the expansion (phase 2) districts.

### Major Elements Being Adopted Under Cet For NSBS & Circs

- Stub foundation in place of continuous strip footing
- Rat-trap bond in place of English Bond
- Brick arches in place of RCC lintel
- Filler slab in place of solid slab

### Minor Elements Adopted Under Cet For Nsbs & Acrs

- Reduction in use of wood in door and window frames
- Avoiding plastering in outer surface of building

### Cet Application

- \* 282 NSBs & 130 CLRCs taken up in the expansion districts with CET during 2000-2001.
- \* For codification and schedulification the Technology, a National workshop on Validation of Cost Effective Technology was organised at Kolkata by WBDPEP. This was done in 2 phases.

Phase I: Evaluation of structures made in CET through field visits by the external experts of National level.

Phase II: Laboratory test at IIT Kharagpur to compare the structural elements of CET with the conventional one.

### COST SAVINGS THROUGH CET

Savings :

Rs. 25 per sq ft of plinth area in any building with the following savings

### CHILD FRIENDLY ELEMENTS (CFE) IN SCHOOLS

CFE is an essential component to create a quality learning environment at schools which also promotes joyful learning to the children. In each district some prototype construction for CFE have already been executed. These are constructed both inside and outside of the school buildings using various learning as well as playing elements.

The inclusion of CFE in the school environment has a purpose of shifting the focus of learner and the teacher to finer elements of the school design – small elements that can go a long way in creating a child friendly learning environment. These elements include:

- Internal elements like ledges along walls, childrens' chalkboards of various shapes and sizes, display battens, learning corners for creating the proper and joyful learning environment.
- External elements like open sitting arrangements, amphitheatres, ramps for disabled children, chhabutras, external chalkboards, pavilions, gallery as external pedagogic element etc.
- External play elements like slides, swings, crawl-ins, play walls, sand-pits etc. These are also constructed in various shapes and sizes.
- Besides the above, new components like lettering & numbering in grills, different geometrical shape and mathematical symbols, etc, were introduced as selected by the villagers, students and the community as a whole.

Following is the planned budget for incorporating child-friendly elements in schools

Planned :

Since the community has accepted CFE, it has been planned to create CFE in all schools of expansion

districts. Accordingly CFE is shown in all plans and drawings.

Dissemination :

Pamphlets/photographs/Cassettes on child friendly elements for primary schools sent to district functionaries and panchayats at various levels for incorporation in their construction plans for primary schools (to be taken up out of non-DPEP funds)

**SCERT building:**

Construction of SCERT building was finalized with SE Deptt. & PWD. Provision of Rs. 100 lakhs from WBDPEP was allotted earlier and Rs. 100 lakhs was incorporated in the State Component Plan of the expansion districts. Pre-construction formalities are mostly completed and the work is expected to start during the middle of next year.

**SPO planning:**

SPO level

Proposal has been finalised to develop the following materials for assistance of the local people related to the civil works –

- A book on "Good Construction Practices" both in Bengali and English version to help the people during construction and use the technical applications easily.
- For all type of NSB and CLRC plan both conventional and non-conventional design will be prepared such that any one can use the drawing in a proper way.

District level

The construction of NSB, ACRs & CLRCs in all the existing districts is likely to be completed by the middle of next year. Special attention shall also be given on providing toilets, drinking water etc. in the newly constructed schools within next year with the financial help from other Govt. Deptt. and the community.

Type of Building	Total Nos	Total floor area planned (in sq. ft.)	Savings @ Rs. 25/- per sq. ft. (Rs. in lakh)
NSB	282	481100	120
CLRC	130	22100	55
		Total	175

## **Pedagogical Renewal**

Quality of primary education is not only dependant on quantitative inputs like buildings, drinking water facility, teacher, text book etc. It is equally important how the text books reach the students, how teachers transact in the class-rooms, how teaching learning materials (TLM) are developed and used, how monitoring & supervision are strengthened, how far the community develops ownership of the school, moreover how much the school environment is conducive to the child. These are all qualitative issues for which the Pedagogical units of DPEP are striving for the last three years. Therefore, WBDPEP has given emphasis on the multiple exercises on pedagogical renewal, in terms of orientation and capacity building and of teachers, renewal of text books and curriculum, provision of additional inputs like TLM Grant, provision of supports like guide books, increase of school visit through CLRCs.

In order to actualise the qualitative issues in the classroom, certain activities were undertaken in the last year.

- **Teachers' Training and Workshop**

The main emphasis has been laid on in-service training of Primary School Teachers. It covers modern concepts of Padagogy mainly based on child centric, activity-based teaching learning process. In the whole process the cascade mode of training is followed from the state down to the CLRCs. For this Key Resource Persons at State level and Resource Persons at the District and Sub-district level were trained. Teachers' Training Modules (Module – I for Expansion District and Module – II for Existing District), have been developed and are all based on general concept of teaching and its hard spots like multi-grade, multi-level and language specific problems.

iii) **Quality Improvement**

a) **Training of Teachers**

<b>Category</b>	<b>Duration</b>	<b>Remarks</b>
1. Worksoop on development of training module of English	4 Days	Representatives from WBBPE, State Working Group (DPEP)
2. Workshop on development of 2nd module	6 Days	State Working Group (DPEP) KRPs Representatives of WBBPE
3. Workshop on finalisation of 2nd module	6 Days	State Working Group (DPEP) KRPs
4. Workshop on Revision of 1st module to integrate the elements of Ananda Path (Joyful Learning) in the DPEP Module to be used as a common Module for DPEP & non-DPEP districts	6 Days	SWG, KRP (DPEP), SRG (Ananda Path) of WBBPE
5. Workshop on External evaluation at SCERT	3 Days	WBBPE representatives, RPs from all districts
6. Workshop on Orientation of KRPs of Expansion Districts 10 participants from 5 expansion districts	5 Days	Participants from 5 expansion DPEP districts
7. Workshop on Development of Training module for teachers' training on IED Gender	2 Days	SWG & representatives from WBBPE & SCERT and districts
8. Workshop on Development of Training module for PTTI lectures	5 Days	SWG & representative from PTTI etc.

Category	Duration	Remarks
9. Training of KRPs on english Teaching (150 KRPS)	4 Days	State Working Group Representatives from WBBPE & other experts in English teaching
10. Training of KRPs on IED & Gender	3 Days	SRG (IED), SRG (Gender) SLRO representatives, SWG
11. Training of KRPs of Expansion districts on Pedagogy (150 KRPS)	6 Days	DRG & SWG
12. Training of KRPs of existing districts on Module II - Pedagogy (150 KRPS)	6 Days	DRG & SWG
13. Training of KRPs of expansion districts on IED & gender issues (40 KRPs)	3 Days	DRG & SWG, SRG (IED) SRG (Gender) SLRO representatives
14. Intensive training for 40 hrs on IED for one teacher of such schools of IED blocks (350 teachers existing districts)	40 hrs.	One teacher for each school of IED blocks

### Training & Workshop at District level

1. Sensitisation workshop on IED & Gender in selected Blocks.KRP trained the teachers directly	3 Days	All teachers of those blocks
2. Intensive training on IED in the selected blocks	2 Days	One teacher per school of those selected blocks
3. RP training at districts on Pedagogy Module I expansion districts (545 RPs out of 1000 RPs)	6 Days	RPs of 5 expansion districts
4. RP training on Pedagogy Module II secondphase in existing districts (855 RPs out of 1500 RPs)	6 Days	RPs of 5 expansion districts
5. Sensitisation workshop on IED & gender issues for teachers of IED & gender blocks existing and expansion districts (450 teachers)	3 Days	One teacher of each Primary School under IED & Gender blocks
6. Teachers' Training on English in existing and expansion districts	4 Days	9900 teachers were trained



## Text Book Renewal

The process of renewal of text books which had been started year before last year by West Bengal Board of Primary Education (WBBPE) for the first phase also continued last year for the 2<sup>nd</sup> phase. WBBPE took up the job for renewal of text books for class II. The process involved the strategies of drafting, refining workshops, developing draft copies, distribution of trial copies to different organisations, field trailing, finalisation, editing and printing of the same. The renewed textbook of Class II will be introduced from May 2001.

### Link Library Programme:

This programme has two pronged objectives viz. inculcating reading habits of the children from an earlier age and enriching classroom transaction by using library books. Thus it emerged as a major intervention of WBDPEP last year. The Intervention envisages:

- setting up of libraries in primary schools;
- developing a network of rural libraries in primary schools with a rural library functioning as a link agent

- To set up libraries in primary schools the following activities were undertaken:
  - (1) Supply of library books to each schools @ Rs. 500/-
  - (2) Formation of Book Review Team at district level to enlist the books for final selection
  - (3) Sending application for membership of NBT's Readers' Club from different schools
  - (4) Organising Afternoon Workshop for primary teacher on the use of library books in the class room
- To ensure networking between rural libraries and primary schools, the following activities were undertaken:
  - (1) Organising orientation workshop along with rural librarians and teachers at district and sub-district level;
  - (2) Completion of process of library mapping i.e. tagging nearby schools to

the link library.

- CLRC Book Fair:

Like previous years, 50 CLRC book fairs were organised last year for awareness generation on library activities in schools and also for exposing children of primary schools to variety of children literature. The duration of these book fairs at each CLRC were supposed to be 3 days. These were accompanied by certain cultural programmes in the evening, which involved local primary school children and folk teams of the districts. In many places 'March for Book' - a rally of teachers, guardians, Panchayat functionaries and children were organised during the book fairs. These fairs were organised in collaboration with National Book Trust of India and the Book Sellers and Publishers Guild.

- Circle Resource Centre (CLRC)

Circle Resource Centre is an arrangement of institutionalisation of resource support to the existing system in terms of building up of capacity as well as adding to the infrastructure of primary education at the sub-district level. It provides resource support to the schools, conducts evaluation monitoring and supervision, organises mobilisation of community and helps strengthen planning and management process. The pedagogical renewal activity is conducted mainly by Circle Resource Centre (CLRC). For this the following activities are generally undertaken:

- Capacity Building of primary teachers and support team members of CLRC: This involves different types of Teachers' Training at CLRCs.
- Innovation in resource support activity:

Two different types of fortnightly workshops were started with teaches and VEC / WEC members

  - (1) Noon Workshop for VEC / WEC members

To establish a feedback system between VEC / WEC and CLRC and to mobilise the community with regard to effective schooling system, certain workshops were held:

- Namankan Karmasuchi (Enrolment Drive)
- School Grant and Tree Plantation
- Role of Community for improvement of primary education

Besides the above issues, certain local issues were undertaken by district authority.

## (2) Afternoon workshops for primary school teachers

To identify hard-spots in classroom transaction and area specific issues, these workshops were held on:

- Errors in teaching Mathematics & how to overcome that
- Use of Childrens' libraries as a school level activity
- Role of poetry in learning language
- Giri child in the classroom

Besides these, several area-specific issues were undertaken by the CLRC itself.

### o A new approach to pedagogy

In spite of all our efforts to improve quality in primary education it is seen from our experience the impact of these inputs remain limited and partial. All the above inputs only created an awareness among the teachers and communities about the role of quality. But it is seen from the recent Survey Reports that there is hardly any sustainable change in the teaching learning process in the classrooms; there is little use of Teaching Learning Materials (TLM) in classrooms; Multigrade situation still remain un-addressed; poor reading comprehension and independent writing capacity can be observed in all grades; Average achievement level can be seen declining with ascending grades; Mechanical periodic evaluation are still taking place.

An analysis of the above scenario throws up certain lessons in the context which include:

- ❖ Effectiveness and productivity of primary education depends on effective and productive classroom processes.
- ❖ Moderation of the existing supply side orientation by bottom-up demand side management to ensure addressing the learning needs of each child.
- ❖ Improved and diversified classroom practices to meet the learning needs of

the majority leading to elimination of disparity in learning achievements of girls to boys, different social groups.

- ❖ Need to impart among children the ability to relate the classroom teaching with real-life situations.
- ❖ Greater emphasis and intensified efforts to ensure effective learning of the basics by all in Grades I & II.
- ❖ Institutional accountability to shift to the learning outcome of each learner.

These lessons bring to focus the need of a shift from teaching improvement initiatives to learning improvement initiatives through organising school-based, need-based and hands-on support to teachers and students with simultaneous institutional arrangement for ensuring management of change on a sustained basis. Thus, assuring quality with equity calls for shift from routinized, stereotype, supply-driven, centrally- planned, ad-hoc quality improvement interventions to need-based, demand-driven, target- oriented, dynamic, decentralised, accountable – to – stakeholders approach.

Thus a new strategy was developed to encourage School based learning. This was marked as Falta Learning Improvement Programme (FLIP). This was initiated as a pilot in Falta & Falta West Circle of South 24 Parganas. The survey was conducted in August, 2000, and selection of schools was completed with 7 schools from Falta and 18 schools from Falta West. The selected schools covered all kinds of schools i.e. Good Schools, Single teacher schools, no room schools, etc.

\*The intervention was started full-fledgedly with the 1<sup>st</sup> round of training of the teachers consisting of one teacher from each school, preferably the Head Teacher.

### B) School based Learning Improvement Programme (SLIP):

Encouraging response from the Falta Learning Improvement Programme made this office initiate a similar project focusing on a child's self-learning efforts to increase his competencies in a programme named School based Learning Improvement Programme (SLIP).

#### OBJECTIVES

- To ensure elimination of gap in learning achievements existing between

- "advantaged" and "disadvantaged" groups of children - social and gender gaps.
  - To ensure elimination social and gender gaps in enrolment and retention too.
  - To visibly reduce the gap in the performance of the top and bottom 20% students
  - To qualitatively improve students' reading and independent writing competencies in all grades
  - To qualitatively improve students' mental computing and systematic problem-solving abilities
  - To develop students' competencies to answer to open-ended questions
  - To improve students' oral articulation, team spirit and interpersonal, social and life skills
  - To systematically develop self-learning and study skills and healthy reading habit among all
- iii) An intensive survey was conducted in 70 schools of 5 existing districts to assess the status of primary education mainly classroom transaction, teachers' role, use of TLM, function of CLRCS, supply mechanism and role of VECs and Panchayats.
  - iv) Analysis was made and on the basis of observations specific intervention were designed for the programme.
  - v) It was decided that SLIP would be initially launched in 500 schools in 50 CLRS of 5 existing DPEP districts.
  - vi) Material development activity initiated
  - vii) State level workshops held to orient the members of Quality Management Team (QMT) of the districts.

#### **TARGET**

- To eliminate grade repetition by students who have more than 70 percent attendance
- To improve school attendance by more than 5 percentage points on an average
- To bring down the drop out rate at the end of each grade to 50 percent of the present figure
- To drastically improve the grade four cohort completion rates and eliminate ECR6 and above
- To improve PTR by rational distribution of teachers and to ensure 4 teachers for 4 Grades and by engaging community teachers.
- To improve achievement level of 80% of the children to 'Ka' grade.

In this way this programme has directed to improve quality not only in child's learning but also in community activities, teachers' performance and support system.

#### **Major Decision and Activities made during the year :**

- i) A Team of State Research Fellows was formed
- ii) Similar effort was taken up in districts also.

The Evaluation of Learning Achievement at the end of class II & follow up:

West Bengal Board of Primary Education (WBBPE) has been conducting an external evaluation of all students of class II for last 3 years for assessing the achievement level in language & mathematics after two years of primary education, so that necessary remedial measures may be taken up at the school level as well as district & state level.

In five out of ten existing DPEP districts this evaluation, 2001 indicated the following:

**Percentage of class II Students in language & Mathematics as found in external evaluation**

		EXTERNAL EVALUATION 2001					1ST LANGUAGE
Sl	District	Total participants	No of Students According to Marks Obtained				
			20- Below 20	40 - Below 30	60 - Below 60	80 - 100 Below 80	
	Uttar Dinajpur	41770	4306	10659	13442	9655	3708
	Dakshin Dinajpur	29274	1639	4592	7638	9262	6143
	Jalpaiguri	62206	7847	14276	17514	14919	7650
	Bankura	61209	3464	9302	14729	18821	14893
	Birbhum	59046	4493	11149	15737	16535	11492
	<b>Total</b>	<b>253865</b>	<b>21749</b>	<b>49978</b>	<b>69060</b>	<b>69192</b>	<b>43886</b>
	Percentage		8.6%	19.7%	27.2%	27.2%	17.3%

		EXTERNAL EVALUATION 2001					Ganit
Sl	District	Total participants	No of Students According to Marks Obtained				
			20- Below 20	40 - Below 30	60 - Below 60	80 - 100 Below 80	
	Uttar Dinajpur	42193	2273	7169	12633	12621	7497
	Dakshin Dinajpur	29506	1694	4598	7702	8915	6597
	Jalpaiguri	48472	5290	11361	16082	15498	10241
	Bankura	61172	3348	9042	14980	17681	16121
	Birbhum	59712	3942	11284	16854	16412	11220
	<b>Total</b>	<b>251055</b>	<b>16547</b>	<b>43454</b>	<b>68251</b>	<b>71127</b>	<b>51676</b>
	Percentage		66%	17.3%	27.2%	28.3%	20.6%

On the basis of the results of the evaluation the WBBPE developed a work book namely Kajer Pata - an exercise book which was printed and distributed in all the DPEP district by the SPO for all the children as remedial teaching and also for quality improvement.

These work books are also distributed to the children of Non-DPEP district by the Board with the financial assistance of State Government & UNICEF.

This may be mentioned here that this external evaluation is the largest public examination conducted in the field of primary education involving administrator, teachers, students, parents, PRIs and community at large, where more than 1.5 million students participate every year.

It has also been observed that learning improvement of students and schools are in progress in comparison to last few years.

## **DISTANCE EDUCATION PROGRAMME**

Improving the quality of education is a major challenge in the present primary education scenario. Teachers play a vital role in improving the quality of education in our schools. Training and retraining of the teachers have always been a major concern keeping in view the large number of teachers to be trained every year. It is in this context that the Distance Education Programme plays a significant role. It strengthens the ongoing in-service training programme for primary education personnel through various distance learning inputs and training. This is likely to result in the evolution of a sustainable system of in-service education linked to improving effectiveness of the teaching-learning process in primary schools.

The Distance Education Programme at the State level has been designed to: -

- Provide technical support in developing, producing and delivering Distance Learning (DL) inputs and materials for training the primary education personnel.
- Build capacity among institutions and people at the district and sub-district levels in designing, developing, producing and delivering DL inputs and materials.
- Assist in reducing transmission loss by suitable DL interventions thereby increasing consistency and quality of training efforts.
- Develop materials and organize training inputs for KRPs → RTs → teachers.

Activities undertaken by DEP- in 2000-2001 are:-

1. Capacity building on designing, developing, producing and delivering Distance Learning (DL) inputs and materials.
2. Development and production of DL inputs and materials both print and non-print.

3. Orientation of district functionaries, CLRC Resource teachers on development and delivery of DL materials during afternoon workshops.
4. Assistance to the State Pedagogy Cell in deciding suitable training strategies – i.e. integration of the DL materials with the on-going teachers training programme.

### **Material Development:**

- I. Development of an Integrated Workbook for students of Class – II, III & IV respectively along with Teachers' Handbook.

In the area of quality improvement in Primary Education DEP has undertaken the activity of development of an Integrated WorkBook for students and Hand-Book for teachers. The workbook includes worksheets and activities, which will enable the teacher to develop similar kind of worksheets and activities on the existing textbooks and accordingly design lessons that will interest the child.

It aims at building capacity of teachers to develop materials for students with emphasis on activities, use of learning materials other than textbooks, use of local contents, creating space for child to articulate himself / herself, bridging the gap between the teacher and the child, innovative and efficient classroom organisation and opportunity for peer learning.

- II. Development of Module for Multigrade Teaching:

Multigrade teaching situation is common in West Bengal with 10.7% schools having one teacher & about 33.65% schools having two teachers (source DISE Data 2000). Teaching practice during pre-service is generally carried out in mono-grade schools. Lesson plans, instructional materials and methodological guidelines are often difficult to apply to Multigrade teaching situations. Shortage of support materials for teachers and individualized instructional material for learners, requires more work on the types of continuous evaluation, diagnostic testing, remediation and feedback that would best

assist multigrade teaching.

It is in this connection that DEP has conducted workshops for need assessment with teachers for development of a Module on Multigrade teaching. Issues emerging from the workshop-highlighted multigrade teaching, tackling of large size classes, time management, peer group learning, monitor system and evaluation. Accordingly workshops will be organized at the State level with SRG members, district representatives and primary school teachers working in MGT situations to develop a module on MGT covering the above issues.

III. Development of Teachers' Training Modules in Hindi, Urdu and Nepali languages:

The ten DPEP districts have a large number of schools with Hindi Urdu and Nepali as the medium of instruction. The Teacher's Training Module 'Kajer Madhyame Sekha O Sekhano' I & II, dealing with modern Pedagogical concepts based on the strategy of child-centred activity based teaching learning process, is in Bengali. These do not completely cater to the training needs of the teachers of the Hindi, Urdu and Nepali medium schools. DEP has taken initiatives in collaboration with SCERT to develop Teacher's Training modules in Hindi, Urdu and Nepali for teachers in the respective medium schools

## Research and Studies

Research & Studies Unit in WBDPEP is functioning in close coordination with the planning unit to highlight the areas that need special emphasis while formulating area specific strategies. Various studies have been completed in this financial year. Findings of these studies have been 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 reached by the unit during the years are as follows:

- Identify indicators that describe the success of the programs 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 Work Plan and Budget

Finding of the various studies which have been completed by the unit this year were used for planning of the AWP&B at the District and the State level. Moreover, the findings have also been used for developing new strategies with contextual relevance. Quality issues have been accordingly addressed in both Phase I and Phase II districts.

Studies completed under the unit are as follows:

### ***I. Economic investment and Primary Education: A study on the Quantum of Financial investment made by the family on per child in Primary Education.***

#### **Major Findings:**

- a) Major financial investment in Primary Education is made on private tuitions, exercises books and other stationary

items. The emerging pattern for private tuition is as follows:

About 75% of the primary grade students enrolled in schools take private tuition.

Additional investment on girls education are comparatively less than that of the boys.

- b) Family is not willing to forgo the opportunity. Mostly in case of the girl - child, a moderate percent of girls continue to work (mostly household chores as the mother is employed) and study simultaneously without much scope for tuition, or study time at home.
  - The child is engaged as seasonal labour, in a district specific way, to increase household business during the peak time of the year. This affects the total attendance of the child for the academic year. Thus the opportunity cost is seasonally retained.
- c) Among the scheduled caste there is an urge for upward mobility and accordingly financial investments in Primary Education is made for better achievements. The investment figures are encouraging as additional expenses are seen over the incentives already available.
- d) Most districts show a more or less expenditure of 12% (approx) of the total family income, except in the case of South 24 Parganas where the expenditure is of about 17% (approximately).
- e) In case of Murshidabad, all girls are provided with 2 sets of school dresses as an added incentive for girl's education.

### ***II. School Efficiency and No. of pupil years covered in completing primary education.***

#### **Major Findings:**

The study revealed the following features pertaining to PE in the four districts of West Bengal viz. Bankura, Birbhum, Murshidabad & South 24 Parganas. The emerging features are pertaining to Murshidabad only. Similar

finding will emerge for the rest of the districts.

- 55% (approx) of children complete Primary Education in four years time i.e. CRF = 55.20% (approx) of children complete Primary Education in five years time, i.e. ECR is 5 in 20% of students
- 5% (approx) children complete Primary Education in six years time, i.e. ECR is 6 among 5% children
- 20% children are found to be dropping out at various grades. It is found that the dropout rate is higher at the lower grade and it is lower at the higher grades of Primary Education i.e. 12% in grade-I, 5% in grade-II, 3% in grade-III. Dropout and repetition is found to be higher among boys
- Though the girls show a lower enrolment they have a comparatively lower dropout rates and repetition rates
- Repetition is high among the Muslim children and their performance is very poor in South 24 Parganas. The ECR is more than 6 among this group.

### **III. Survey of Primary Schools in the selected non-DPEP blocks.**

– Survey by SAMPARK

– Analysis by WBDPEP

#### **Major Findings:**

Overall enrolment of students have been as follows:

North 24-Parganas (10 blocks)	– 576847
Burdwan (7 blocks)	– 279854
Hooghly (3 blocks)	– 159370
Howrah (6 blocks)	– 326843
Nadia (6 blocks)	– 388615

- Girls' enrolment higher than the boys' for the districts of Hooghly (50.77%) and Howrah (51.89%). Girls' enrolment in the other 3 districts is lower than boys' enrolment, but it is lowest for the district of Nadia (39.23%).
- The overall percentage of attendance

of girls is higher for the districts of North 24-Parganas (84.24%) and Nadia (83.65%). Though girls' enrolment is lower than the boys for both the districts.

- Enrolment trend is higher in schools with proper buildings. The open-air schools have Moderate enrolment.
- The unequal distribution of Male and Female teachers is glaring in the district of Burdwan with only 15.69% of female teachers followed by Nadia with only 15.85%.
- The overall school teacher ratio is highest for North 24-Parganas (1:5.2) and lowest for Burdwan (1:3.7).

There is a scope for vast upgradation of infrastructure of the schools. A major percentage of schools surveyed have either one classroom (21%) or two classrooms (23%), about 50% schools do not have a pucca roof, most school have provision for horizontal expansion and a moderate percent of the schools need drinking water facilities (14%).

### **IV. Critical Analysis of DISE Data**

#### **Major Findings:**

With respect to [total & girls'] enrolment per school, at class I districts like Bankura, Birbhum & Cooch Behar, are core emphasis districts.

The districts like S24 Parganas & Murshidabad contain more teachers to be trained as compared to other three districts.

There are significantly low % of female teachers in all the DPEP districts. It is not more than 23%. It is lowest in Bankura (13.3%) and highest in S24 Parganas (22.9%). In this respect, all the districts are core emphasis areas. To begin with, Bankura will be the first to be emphasised.

Murshidabad has highest number of schools with 'no' classroom and S24 Parganas has lowest number of schools with 'no' classroom. So, the districts like Murshidabad & Birbhum are core emphasis districts.

The district S24 Parganas is core emphasis



district with respect to number of classrooms to be repaired.

With respect to PTR, there is an ascending order which includes Bankura, Birbhum, Cooch Behar, Murshidabad & S24 Parganas respectively. In this regard, S24 Parganas is the core emphasis district, with respect to the number of classrooms to be repaired.

Number of class-rooms, number of rooms to be repaired, number of black-boards, total number of teachers extract maximum variability (74.9%) to predict enrolments (total & girls').

#### ***V. A correlation study on the impact of students attendance on transition pattern in a cohort.***

##### **Major findings:**

The study revealed the following features.

- a) Students showing like attendance for the academic year had a 100% promotion rate. This applied for all the grades, grade IV in all the four district of Bankura, Birbhum, Murshidabad have and South 24 Prgns.
- b) The students with lower attendance have higher incidence of repetition and rarely completed Primary Education, and ultimately dropping out.
- c) Attendance percentage for the girls and the boys are almost the same with negligible difference though the total enrolment of the girls is lower than that of the boys.
- d) The girl child tends to dropout with high attendance at the upper grades especially in Bankura, Birbhum and Murshidabad. The district of South 24 Parganas shows lesser dropout among the sampled schools in the study.
- e) The attendance for the SC and ST has been very low in some areas for the district of Bankura and Birbhum, where repetition is high among these students.

##### ***Studies initiated & under process are,***

1. ***Cohort study – II*** in the phase I WBDPEP districts, to be conducted in

all the schools in each district.

2. ***Cohort study – I*** in phase II WBDPEP districts, to be conducted in 6 selected circles in each district. The study will cover all schools in each selected circle in each district.
3. ***Study on the challenges of universalising primary education among the poorest of poor, residing in the urban cites and towns.***
4. ***Study on the problems of non - enrolment of the minority girls in the district of South 24 Parganas.***
5. ***Baseline Assessment Survey – 2001***, is being conducted in the SSA districts, by the SCERT.
6. ***Midterm Assessment Survey II, 2001*** is being conducted in the Phase I WBDPEP districts.
7. Certain other studies have been identified by external agencies and researchers to be taken up in the financial yea 2001- 2002.

## Early Childhood Education

Early Childhood Education, which addresses children between 3-5 years of age, now has been visualised as a significant input as it prepares the child to be habituated with the school environment. School readiness has been identified as an important factor for achieving universalisation of primary education. Naturally it is considered as one of the most important component under WBDPEP. The Early Childhood Education Programme in West Bengal is provided through ICDS, administered through Women Child Development and Social Welfare Department. The programme is operated by the District Programme Officer through block level counterparts. Acknowledging its significance as a preparation for primary as well as a facility to the girl child, WBDPEP aims at:

- Strengthening the existing provisions of pre-schooling through the ICDS
- Forging linkage between ECCE - primary schools by relocating existing Anganwadi Centres to primary schools and adjusting the timings of Anganwadi Centres with the primary schools
- Improving the quality of pre-school education component under ICDS through
  - ▢ Supplementing training
  - ▢ Supply of resource kits and play materials to Centres
  - ▢ Development and dissemination of region-specific material for children, Anganwadi Workers, Anganwadi Helpers and parents
  - ▢ Strengthening the monitoring and guiding capabilities of the supervisory personnel

In spite of realising the importance of this component, activities related to Early Childhood Education under WBDPEP has gained its momentum from the year 2000-2001 only after the formal agreement for convergence with the Social Welfare Department have been finalised.

As a first step towards initiating this programme under WBDPEP, following strategies have been formulated keeping in mind the objectives of the programme:

- **Convergence with Women, Child Development and Social Welfare Department**
- **Liaison with District level project**

## *functionaries*

- **Establishing linkage between Anganwadi Centres and primary schools**
- **Capacity building of different ICDS functionaries**
- **Mobilising community by organizing awareness generation campaigns**

Based on the strategies, following activities have been undertaken in 2000-2001 for strengthening the pre-schooling component of ICDS through academic and pedagogical inputs: -

### I.

- A two days workshop was held at the State Level with different District Level and State Level Official ICDS functionaries in order to develop a plan of Action for Advocacy of Early Childhood Education.

### II.

- In Cooch Behar AW Workers have taken district steps regarding issue of certificates to all children who enter primary schools from Anganwadi Centres.
- Adjustments of school and Centre timings have been tried out in all districts.

### III.

- Orientation Workshops for CDPOs, Anganwadi supervisors, Anganwadi Workers in the related field organised by districts of Cooch Behar, Birbhum, Bankura as cited below :

DISTRICT	No. OF ANGANWADI CENTRES	TOTAL No. OF AW SUPERVISORS	No. OF AW SUPERVISORS SENSITIZED	Total No. of AWW	No. OF AWW SENSITIZED
Cooch Behar	1938	93	93	1879	1879
Birbhum	2186	113	52	2186	100
Bankura	2628	142	9	2587	62

- Training on pre-schooling for 89 Anganwadi Supervisors and 1890 Workers, organised by Cooch-Bihar, DPEP based on the second module developed

### IV.

- Cooch Behar through Anganwadi Melas in 128 GPs of the district
- Holding meetings at CLRC level for disseminating the message on the importance of pre-schooling.

The activities under this component are expected to spread more extensively across all the DPEP districts of West Bengal by the next financial year.

### Early Child Education Section Chart

Block	% of 5 yrs. At AWC as against 5 yrs. Population ( '99-00)			% of children from AWC to class I at 6 yrs. In (00-01)			% of children from AWC against total enrolment in class I (2000-01) at the age of 6 yrs.		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
CBR I	55.36%	57.15%	56.22%	61.54%	58.39%	59.99%	75.81%	75.86%	75.84%
CBR II	31.23%	36.42%	33.59%	82.37%	77.51%	79.97%	46.38%	46.42%	46.40%
Toofanganj II	45.41%	49.59%	47.43%	63.24%	56.78%	59.97%	56.15%	56.18%	56.16%
Toofanganj II	87.90%	87.11%	87.50%	63.00%	57.02%	59.99%	51.60%	51.61%	51.60%
Dinhata I	20.89%	22.33%	21.57%	56.60%	53.31%	54.98%	36.27%	36.26%	36.26%
Dinhata-II	43.36%	47.34%	45.28%	63.10%	56.97%	60.00%	49.19%	49.23%	49.21%
Sitai	27.37%	39.58%	28.42%	56.82%	53.06%	54.95%	25.45%	26.38%	26.31%
Mathabhanga I	48.25%	49.92%	49.07%	57.24%	52.74%	54.99%	46.83%	46.64%	46.88%
Mathabhanga II	28.89%	31.82%	30.26%	51.43%	48.84%	49.97%	30.71%	30.73%	31.72%
Sitalkuch I	26.10%	29.58%	27.70%	56.18%	53.72%	54.97%	33.72%	33.73%	33.72%
Mekuganj	47.55%	37.77%	42.90%	44.85%	57.16%	50%	45.48%	45.44%	45.44%
Haldibari	98.96%	91.63%	95.34%	84.34%	85.97%	85.11%	98.77%	98.54%	98.66%

## Girls' Education

The thrust of gender intervention, under WBDPEP, was initially on enrolment of girls. Several initiatives and actions were designed and implemented with this end in view. However, over the years, as the enrolment of girls subsequently increased, focus has shifted from working on community as a whole to specific pockets where the enrolment of girls still remain a matter of great concern and requires interventions targeted at specific problems that preclude their education. Moreover, the improved enrolment of girls in the 2 pilot blocks have prompted some Phase-I districts to extend similar interventions in other blocks in 2000-2001, like the activities under girls' education extends to 5 more blocks in Bankura and 3 each in case of Birbhum and Cooch Behar.

The activities undertaken by the unit of Girls' Education in WBDPEP in 2000-2001 were:

### **A) Awareness Generation, on The Necessity of Girls' Education, through:**

i) **Ma-O-Meye-Mela** : Block level and CLRC level Melas were conducted in Bankura, Uttar Dinajpur, Birbhum, Murshidabad, and South 24 Parganas along with Folk Media campaign and CLRC Book Fair. GP level Melas were organised by Cooch Behar in all 128 GPs and in selected GPs of gender focus blocks in Birbhum, Murshidabad and Dakshin Dinajpur.

### **B) Capacity building exercises at various levels :**

i) Block level orientation camps held for female Panchayet members of the gender focus blocks of Bankura, Birbhum, Murshidabad and Jalpaiguri

ii) GP level orientation camps organised for all 1150 female members of the 3 tier Panchayet in Cooch Behar.

iii) Members of the Block Resource Groups trained as Resource Persons for training MTA members at GP level camps in Cooch Behar.

iv) Members from 1806 MTAs trained by the DRG members in Cooch Behar.

v) 85366 VFC/WEC members from existing Districts and 11206 VEC/WEC members from expansion District trained on different aspects of Girls' Education.

vi) 150 KRPs from Phase I districts, and 40 KRPs from Phase II districts trained in State Level Workshops as Trainers in Teachers' Sensitisation Programmes on gender issues in the districts.

vii) A total of 5065 primary teachers from the gender focus blocks in the five Phase I districts have been covered by the Teachers' Sensitisation Programme on gender issues.

viii) Afternoon workshops on 'Classroom Transaction and the Girl Child' organised for all Teachers in the Phase I districts on the occasion of World Womens' Day (8<sup>th</sup> March).

### **C) Material Development on Girls' Education**

i) Training Module for KRPs and RPs developed at SPO on the issue of Teachers' Sensitisation.

ii) A Supporting Reading Material on gender issues with special emphasis on girls' education was developed at SPO. It was being used by all trained teachers in the districts.

iii) A Reference Manual on gender issues was developed with the active participation of the State Resource Group members for District Resource Group the KRPs, RPs and DRG members.

iv) A folder on 'Classroom Transaction and the Girl Child' (*Srenikakshe Shishyukanya*) was developed on the occasion of World Womens' Day on the 8<sup>th</sup> of March, for being used in CLRC level at the afternoon workshops for the teachers

v) The poster on girls' enrolment and the 'Meena' video-cassettes have been

more extensive use in the districts.

- vi) Leaflets and folders were developed by all districts for awareness generation programmes on Girls' Education
- vii) A module for training of the MTA members have been developed by Cooch Behar district.

#### D) INNOVATION :

Apart from the above-mentioned activities, intensive interventions were designed for special pockets in the Phase-I districts, where percentage of girls' enrolment is very low.

The programme, titled **Balika Shiksha Karmasuchi** is based on the principles of Participatory Rural Appraisal (PRA) and it involves working directly with the school and the community.

#### Preparatory Activities :-

- The guideline for this intensive intervention was formulated in a 3 day State Level workshop and field-based training for the District Gender Coordinators and District Resource Group members of Phase I Districts. The workshop was held at Bankura with active support from National Level Resource Persons from Ed-CIL.
- Following this State Level Workshop, special groups of volunteers have been trained at district level workshops for conducting this programme at the grassroot level.

#### Balika Shiksha Karmasuchi : An Innovative Approach

- Balika Shiksha Karmasuchi is conducted in selected schools from gender focus blocks with very low percentage of girls enrolment (as per State EMIS reports)
- The specially trained group of volunteers go to these selected schools and the respective VECs, and do village mapping with the help of the community.
- The volunteers then visit the school, and check admission and attendance

registers to identify drop-out and irregular children for the past few years.

er They also visit the house holds of irregular and out of school children, interact with their families and try to build a rapport with the community.

er Later, a mutual sharing of experiences take place in a *Gram-Sabha*, where the educational problems of the village are identified in an open-house discussion.

er An allocation of responsibilities among various agencies like parents, teachers, VEC members, Panchayet, SI/s, Resource Teachers, etc. take place in the Gram Sabha itself and the decisions arrived at are followed up by the concerned Resource Teacher, SI/S and WBDPEP functionaries.

#### Results Obtained: As will be visible from the tables below:

- i The NER for girls in Phase I DPEP districts has reached 90.14%, a jump of 8.84% since 1998-99, as against 7.42% increase of NER for boys. Murshidabad with 96.42% NER for girls has the highest NER for girls, while Bankura at 81.15% is the lowest.
- i In 1998-99, 48.18% of Net Enrolled children were girls, the figure stands at 48.80% in 2000-2001, though the increase in girls' population over this period of time is 5.72% against 5.22% increase for boys
- i In 1998-89, 18.69% of the total girls' population of 5-8 years age were out of school, which in 2000-'01, has come down to 9.85%.

#### COOCH BEHAR : A CASE-STUDY :

The Ma-O-Meye Melas in Cooch Behar were organised along with '*Shishu Mela*' and '*Anganwari Melas*' in a joint venture with community mobilization and Early Childhood Education Unit, under WBDPEP. It was an elaborate programme spanning over 2

months that started with school level academic and cultural competitions. Best performers from each school/ICDS/SSKs were invited to perform at GP level competitions.

In a remarkable example of community ownership, the entire programme was organised by Panchayat functionaries and DPEP has funded and supervised the entire programme. Matching contributions on the part of the community and the Panchayat were also reported from several GPs to make this programme a success. Apart from awareness generation, this Mela also emphasized the aspects of retention and quality education. Notable features of this large scale programme were :

- Inter-school competitions on exhibiting Teaching Learning Materials.
- Debate competitions for mothers on the importance of educating girls
- Demonstration of ideal VEC and MTA meetings by members of selected VECs and MTAs.
- Demonstration of an ideal classroom transaction by a local teacher

ii) Block Level, CLRC level and GP level meetings involving the panchayat, VEC and school teachers were conducted in all Districts.

iii) Meena cassette (on girls' enrolment) were exhibited during the community meeting at the GP level during enrolment and retention drives in gender focus blocks of Bankura, Birbhum and Murshidabad.

iv) Awareness camps were organized for the parents in specific pockets of Murshidabad

stories on achievements of women were displayed along with charts, posters and other audio-visual materials.

iii) Block-level and GP level meetings with religious leaders of the minority community is a unique feature of Murshidabad district that has elicited tremendous response from the community in a very short period of time.

iv) World Women's Day was observed on the 8<sup>th</sup> of March in all Phase I and Phase II DPEP districts. Seminars and cultural programmes were organized to observe the special day at the block as well as in the GP level.

### **SPECIAL INTERVENTIONS :**

i) 'Padayatras' by mothers of school-children were organised by Cooch Behar during the Enrolment Drive

ii) 'Gender Corners' were put-up in the CLRC book-fairs where books by women writers and books containing

# Integrated Education for The Disabled

## Introduction

Integration of disabled and non-disabled students in regular classroom is a learning experiences for all concerned. Integration is complete when children with special needs learn in the same schools as their non-disabled peers with the support necessary for them to be successful there. It is an attempt to meet the unique needs of every child in a regular school setting. All children inspite of their disability, try to participate in all facets of school life. Therefore, in an integrated model substantial changes are made in the education system to make it more accommodating to all students and their individual needs. The goal is to provide an accommodating, personalized education for all students, within the context of a general educational classroom. Thus, it means providing to students with or without disabilities equitable opportunities together to receive effective educational services, with needed supplementary aids and support services in age appropriate classes in their nearest primary schools.

## COVERAGE

Strategy :

- Selection of one Block from each existing District for IED intervention
- Saturating the identified block
- Expanding the IED activities to another 4 blocks in the next year
- Expanding to rest of the blocks to cover entire district in the subsequent years

## IMPLEMENTATION STRATEGY :

Specific to the intervening block –

- Disability specific school survey and House to House Survey
- Organising screening camps to identify the needs of identified disabled children
- Enlisting the integrable children
- Enrolment of integrable children to nearby schools / Sishu Shiksha Kendras
- Instead of appointing 3 Resource Teachers per Block, district level NGOs identified to render necessary services to the integrated / integrable children. The District level NGOs known as District Level Resource Organisation (DLRO) ensure the availability of 3 Special Educators from the areas of mental disability, hearing disability and visual disability.
- Ensuring retention of integrated disabled children in school

## Selection of Blocks

Present Status of Phase - II Districts

Activities of Integrated Education for Disabled (IED) has been taken up in one block of each expansion district.

District	Block
Dakshin Dinajpur	Gangarampur
Jalpaiguri	Jalpaiguri Sadar
Purulia	Manbazar-I
Uttar Dinajpur	Raiganj
Malda	Old Malda

Likewise recruitment of District coordinators are in process and DRG formations is underway in the expansion districts

Survey:

House to House and school survey has been conducted except in the district of Malda. Compiltion of data is underway. The following information has been received on the survey from the expansion districts.

## TEACHERS' SENSITISATION AND TRAINING

### General sensitisation training

This sensitization training camps were conducted for all teachers in each district. The pedagogy unit at SPO & DPO has organized those training throughout the year. Following are the special feautres of teachers' training:

- ◆ 3 tier cascade of KRP – RP – Teacher.
- ◆ KRP training by experts of SLRO
- ◆ Module developed with assistance from SRG

### Status of General Teachers' Sensitisation of IED as on February 2001.

District	No of teachers trained
Bankura	1039
Birbhum	733
Murshidabad	823
Cooch Behar	1714
South 24 Parganas	756
<b>Total</b>	<b>5065</b>

## INTENSIVE TRAINING OF TEACHERS

(in the intervening blocks only)

Special features of the intensive training are as follows:

- ◆ For one teacher from each school
- ◆ 40 hours training. 10 hours for each disability by respective SLRO
- ◆ Training mode – 2 tier : SLRO – teachers
- ◆ Module materials developed by SLRO
- ◆ Supervision through SRG / SPO
- ◆ Monitoring from SPO / DPO level.

### Intensive Teachers' Training on IED as on February 2001.

District	No. of teachers trained
Bankura	104
Birbhum	65
Murshidabad	162
Cooch Behar	211
South 24 parganas	148
<b>Total</b>	<b>690</b>

## RESOURCE SUPPORT

- ◆ District Level Resource Organisation (DLRO)
  - ☞ Providing assistance to DPO in survey and screening activities.
  - ☞ Preparing plan for integration
  - ☞ Micro planning for each identified child including school readiness.
  - ☞ Macro planning for IED activities in IED Blocks.

- ◆ Follow-up, of the children already integrated in school, through special educators.
- ◆ Parental counselling through the special educators.
- ◆ Community sensitisation including that of Panchayat functionaries.
- ◆ Liaison between District Project Office and different National Institutes of Disabilities or concerned organisation for disabled children.
- ◆ Providing assistance in creation of a conducive school environment and display of aids & appliances in schools.
- ◆ Assisting DPO in planning/organising IED activities in the district.

Nine NGOs were selected during the year by respective District Project Office to act as District Level Resource Organization (DLRO)

- Bankura : i) Bankura Sammilani Blind School  
ii) Kanduadahi Bikash Society
- Birbhum : i) Aurobindo Anusilon Samity  
ii) St. John Ambulance
- Cooch Behar : i) Cooch Behar Spastics Society
- Murshidabad : i) Chatra Physically Handicapped Society  
ii) Alakendu Both Niketan. Jemo
- South 24 Parganas : i) Sanchar AROD  
ii) Paschim Banga Rajya Pratibandhi Sammilani.

#### STATE LEVEL RESOURCE ORGANISATION (SLRO)

The SLROs were responsible for the following activities throughout the year:

- Training of KRPs for sensitisation of primary school teachers
- Intensive training (40 hours) for one teacher from each school of intervening blocks
- Development of Module and suggested reading material for Intensive training
- Refresher Course to the special educators of DLRO
- Providing assistance to the DLRO in selection of special educators
- Assistance to DPO to select DLRO
- Evaluating performance of DLRO and submitting reports to SPO
- Assisting DLRO as and when required, as per the advice of SPO

#### CIRCLE RESOURCE CENTRE (CLRC)

Activities related to IED at the grassroots level were conducted through CLRC

- Oriented teachers on IED & IEDC at afternoon workshops
- Oriented VEC/WEC members on IED & IEDC at noon workshops
- Regularly visited / monitored the school under each CLRC by CPC (SI of schools), RTs etc.
- Provided resource materials on IED/IEDC directly from SPO/DPO to schools and VECs

#### AIDS & APPLIANCES

Convergence made with ALIMCO for providing aids & appliances to the identified disabled children.

#### Aids & Appliances distributed in the districts.

District	No. of teachers trained
Bankura	95
Birbhum	95
Murshidabad	95
Cooch Behar	95
South 24 parganas	95
<b>Total</b>	<b>475</b>

#### Types of appliances

	No.
Wheel chair	100
Auxiliary Crutch	200
Tri-cycle	75
Blind stick	50
Walking stick	25
Braille Slate	25
<b>Total</b>	<b>475</b>

#### RESOURCE KIT

#### CONVERGENCE:

- Convergence strategy with IEDC
  - Coordination with School Education Deptt.
  - Facilities of IEDC to all in-school disabled children
  - School Survey for whole district on disability
  - Construction of Resource Centre at CLRC
  - Ensuring IEDC benefit to all identified children

Districts	Total no. of disabled children in school identified through Survey for Whole Districts
Bankura	684
Birbhum	3182
Cooch Behar	2907
Murshidabad	4500
South 24 Parganas	7722
<b>Total</b>	<b>18995</b>

#### DEVELOPMENT OF MATERIALS

- A compendium on different Govt. circular related to disability
- Suggested Readings on IED for the primary school teachers
- Teachers sensitisation module on disability for the primary school teachers
- Various posters on disability for distribution to the district
- Training packages for VEC members for noon workshop at CLRC
- Training packages for teachers for afternoon workshop at CLRC

#### MONITORING & EVALUATION OF THE IED ACTIVITY

- Developed a 3-tier monitoring & evaluation format to monitor the whole activity.



**PHASE-I**  
**STATUS OF DIFFERENT DISTRICT**  
**Name of the District : Bankura**

Name of Book	No. of Schools	No of Children Attended in screened/assessed	Children already integrated in school	Children still out of school	
				Integrate	Not Integrable
Bankura-1	104	426	288	19	119
Mejhia	71	166	73	56	36
Sonamukhi	29	34	19	9	6
Patrasayer	139	197	91	45	62
Khatra	115	175	78	50	47
<b>Total</b>	<b>458</b>	<b>998</b>	<b>549</b>	<b>179</b>	<b>270</b>

**Name of the District - Birbhum**

Name of Book	No. of schools	No. of children attended in screened/assessed	Children already integrated in school	Children still out of school	
				Integratable	Not integratable
Nalhati - II	65	597	377	30	190
Rajnagar	87	198	87	91	20
Md. Bazar	118	322	163	109	54
<b>Total</b>	<b>270</b>	<b>1117</b>	<b>327</b>	<b>230</b>	<b>264</b>

**Name of the District : South 24 Parganas**

Name of Book	No. of Schools	No of Children Attended in screened/assessed	Children already integrated in school	Children still out of school	
				Integratable	Not Integrable
Falta	143	450	288	112	50
Canning - II	76	400	202	145	53
Bangore - II	89	690	405	254	31
Magrohat -1	104	263	129	85	49
<b>Total</b>	<b>412</b>	<b>1540</b>	<b>895</b>	<b>511</b>	<b>134</b>

Name of the District: Cooch Behar

Name of Book	No. of Schools	No of Children Attended in screened/assessed	Children already integrated in school	Children still out of school	
				Integrate	Not Integrate
Cooch Behar-II	211	1203	426	376	401
Haldibari	80	355	61	190	104
Mathabhanga-II	147	362	65	153	146
Tufanganj	152	590	188	287	115
Dinhata	120	428			
<b>Total</b>	<b>710</b>	<b>2936</b>	<b>740</b>	<b>1006</b>	<b>766</b>

Name of the District: Murshidabad

Name of Book	No. of Schools	No of Children Attended in screened/assessed	Children already integrated in school	Children still out of school	
				Integratable	Not Integrable
Jaigunj	102	711	348	280	83
Lalgola	125	533	228	241	64
Bhapengola	81	421	178	151	92
<b>Total</b>	<b>308</b>	<b>1665</b>	<b>754</b>	<b>672</b>	<b>239</b>

## **Community Mobilisation**

DPEP Phase I districts have stepped into the 5th year and Phase II districts in the 2nd year. Thus due emphasis on different interventions of varying nature have been given so that all such interventions can move on in the right directions. One of the main intervention is Community Mobilisation, the contribution of which is immense for successful implementation of the programme and thus much importance and weightage have been given on this very activity. Accordingly much importance on Community Mobilisation has been considered in the annual work-plan for enabling the community to take ownership in a bigger way of UPE. During this year the activities undertaken were basically to focus on achieving community ownership in Phase I districts and a lot of activities have been undertaken for the purpose. Some of such major activities are mentioned below:

- 1) Capacity building of the VEC/WEC members to ensure community ownership of the programme.
- 2) Developing micro level database by introducing Children Register at Gram Sansad & Ward level.
- 3) Proper orientation and exposure at Gram Sansad & Ward level for enhancing enrolment and retention of children by means of proper maintenance of child register.
- 4) Sharing the achievement of the students with the parents by organising MTA/ETA.
- 5) Introduction of a bi-monthly reporting system about the activities undertaken at VEC and CLRC level to effect useful monitoring.
- 6) Engaging DRG/RT/BLCC and VEC members in monitoring the activities at all levels.
- 7) Ensuring spontaneous community contribution for school beautification, infrastructure development etc.

### **1. Capacity Building**

In order to build capacity of VEC/WEC members on different issues pertaining to retention, quality education etc, the districts, in collaboration with officials of the State Project Office, organised orientation/training of 8366 VEC/WEC members during this year.

### **2. Ensuring training of VEC/WEC members**

For ensuring reorientation/training of huge number of VEC/WEC members, the district followed a cascade mode of training and about 1062 members of KRPs/RPs were directly trained by the State Project officials.

District wise detailed break-up of such training are shown in Table (I).

The training curriculum for the KRPs/RPs and VEC/WEC members were developed and incorporated in the annual work-plan on the basis of need with due importance on focus areas.

### **3. Introducing Micro Level Database (Children Register)**

In order to involve the community in the planning exercise pertaining to enrolment, retention and ensuring quality education, the districts have introduced children register in every Gram Sansad and Ward areas. This register contains the data of the children in the age group of 1-12 years along with their educational/social status etc. This will be of much help to the community to make their plan in the correct direction.

### **4. Teaching Learning Materials**

For extending support to the VEC/WEC members for building up their capacity as well as the KRPs/RPs, the SPO has developed and upgraded different kinds of teaching learning materials.

a) Updation of training/module for the KRPs/RPs.

b) Developed lesson posters (14 pages) for ensuring participation at VEC/WEC level.

### **5) Enrolment Drive By Issuing Green Card**

The VEC/WEC identified the out-of-school children with the help of school register and

children register. After identification of these children the VEC/WEC members conducted the house visit and interacted with the parents by issuing the green card to the children. This green card system helped the VEC as well as the school authority to identify the out-of-school children and enable them to get enrolled in school by motivating their parents.

### **6. Retention Drive**

During the period of cultivation and harvesting, children of one area migrate to another area for enabling them to be involved in cultivation and crop lifting. In order to tackle the problems noon time workshops with the VEC/WEC members at the CLRC level were organised. The districts organised a large scale campaign for wider sensitisation/motivation of the parents, specially those areas where such type of migration being higher.

### **7. MTA/PTA For Ensuring The Achievement Of The Children**

Some of the districts have formed MTA under VEC/WEC. This platform is being used for sharing the achievements of the children with the parents. The base line assessment studies, conducted on external evaluation by the West Bengal Board of Primary Education were shared with the parents.

The district of South 24 Parganas has taken another innovative activity, that is, the district has collected different information pertaining to the children through different evaluation technique and displayed the same at the notice board of Gram Panchayat. These initiatives have opened up a new dimension for ensuring education for the children.

### **8. Monitoring System**

The districts has introduced bi-monthly reporting system from VEC to CLRC, within district project office. The reporting format contains information on enrolment of the children, attendance of students and the teachers, usage of school and TLM grant, number of VEC/WEC meetings and on the topics of discussion. During the period of noon time workshops the CPC/RPs and the Secretary/President of VEC/WEC discuss

the findings of the area-based reporting so that necessary actions can be taken.

### **9. Community Contribution For The School Beautification And School Infrastructural Development**

Traditionally the community contributed a lot for the infrastructural development of schools. But gradually the spirit/scale of community contribution has reduced in complex social economic condition. Hence, considering the present attitude of the community the districts initiated many intervention for ensuring community contribution towards the schools' infrastructural development, also for furnitures etc. As a result of this, a fund of Rs 5.75 lakhs was donated by the community for 52 schools in Birbhum and an amount of Rs 4.55 lakhs was donated by the community for 33 schools in Bankura district. Rs 2.14 lakhs was donated by the community for 23 schools in Cooch Behar. Rs 10 lakhs was donated by the community for 41 schools in South 24 Parganas.

### **10. Introducing Identity Card**

Occasionally children migrate with their parents in search of job in near by district and stay out of school for more than a month. It was difficult for the district to establish residential campaign to report the children for the period as stated. Hence, the district has introduced an identity card to the children migrating from one place to another. This I-card system has helped the children to enroll themselves in the schools where they migrated for the time being. The District Project Offices, in consultation with the District Primary School Council, has introduced these innovative activities to sort out this migratory problem.

## ANNUAL REPORT

Over the past few years, there has been a growing concern among people over the plight of the Deprived Urban Children (DUCs) living in various cities and towns of India. **National Core Group (NCG)** was formed in Delhi to address to the problems of these children. As an outcome of this, **West Bengal State Resource Group on Education for Deprived Urban Children (WBSRGEDUC)** was formed in 1999 to ensure education for all deprived children in Calcutta. During 1999, WBSRGEDUC took initiative to conduct a city level survey with support of 50 NGOs under City Level Programme of Action (CLPOA) to assess the number of children out of school and their spatial distribution. The survey revealed 44646 children are out of school in 141 Municipal Wards of Calcutta .

Based on the said survey WBSRGEDUC developed the following Plan of Action to ensure accessibility of schools to all children of Calcutta.

Running 300 Bridge Course Centres for children of 7-9 years in areas with Formal schools with vacancies.

Running 600 Shikshalayas for children of 5-9 years by the NGOs in areas with no formal schools or over crowded schools.

Running 100 Shishu Shiksha Kendras for children of 5-9 years (to be run by Calcutta Municipal Corporation).

Enrolling 2500 children of age group 5-6 in to class 1 of Formal schools directly.

In this regard, it needs to be mentioned that WBSRGEDUC selected CINI-ASHA- the urban programme of CINI, a Calcutta based NGO as the Apex NGO. Loreto Day Sealdah was selected as Academic Training Unit for the programme.

### BRIDGE COURSE:

The Bridge Course Programme was launched in Calcutta, in September 2000, with the support of UNICEF funds, under the guidance of WBSRGEDUC. The Bridge Course Centres

were run by different Calcutta based NGOs selected by CLPOA. As far as the financial arrangement was concerned the money was channelised through CINI-ASHA to various NGOs.

**28 NGOs** were selected as partners to run the community based Bridge Course Centres in **62 Municipal Wards** of Calcutta. **253 Bridge Course Centres** were opened during the months of November and December 2000 to reach out to **5286 children (Male: 2531, Female: 2755)**. These centers were located in youth clubs in areas where the Formal Schools had the capacity to enroll children. Each of these Bridge Course Centers accommodated **25 children** and were being manned by **1 Bridge Course Instructor**. The children in these centers were prepared as per their age level so that they could be mainstreamed in to Formal Schools in age appropriate classes during the months of April and May 2001.

**322 Bridge Course Instructors (BCIs)** were trained by Loreto Day Sealdah in two batches ( Sep 2000 and November 2000). **32 BCIs** dropped out from this programme. All these Bridge Course Centres were provided with Teaching Learning materials procured centrally.

During this period NGOs took initiative to form **parent teachers committee** in **120 Bridge Course Centres** to ensure community involvement. Each Committee comprised of 2 parents and 1 Bridge Course Instructor.

The programme was on the overall coordinated by 2 personnel ( Project Coordinator and Assistant Project Coordinator). Later in March, following the unanimous decision of WBSRGEDUC a **12 member Observation Team** was initiated for effective monitoring and evaluation of the Bridge Course Centres.

List of Accomplishments:

- Reached out Deprived Urban Children living in the Slums.
- Muslim girls were recruited as Bridge Course Instructors in various centers.
- Partnership was established among various stakeholders (Government, Municipality, NGOs, Multilateral and Bilateral Funding

agencies, Corporate etc.).

Free text books were supplied by Government of West Bengal to all the children.

Support provided by local youth clubs where these Bridge Course Centres were run (the clubs waived electricity bill, rent for the NGOs).

The centers ran well without any support of supplementary food unlike other education programmes run for the DUCs.

## **Shikshalaya Prakalpa**

Initiating **Alternative Formal Schools (Shikshalayas)** was another component of the overall programme. A **Core Committee** under WBSRGEDUC was established to make policy decisions from time to time for initiating Shikshalaya Prakalpa. In the mean time, a **Project Proposal** based on the Plan of Action (following EGS& AIE guidelines) was submitted by WBSRGEDUC to the Ministry of Human Resource Development for sanction of the project and financial assistance. Meanwhile, WBSRGEDUC took initiative to organise two **meetings with local Corporate bodies** to mobilize fund for activities like public awareness, recreational activities, sports, health check ups etc. A **booklet** focusing on the need for alternative formal schools was brought out for the said purpose.

As far as the selection of NGOs was concerned, the Core Committee placed an advertisement in the leading newspapers of Calcutta. **8 Resource Centre NGOs** were selected by the **Selection Committee** keeping in mind the criteria set by the Core committee of WBSRGEDUC. On the overall **33 NGOs (including 8 RCs)** were selected to run the **Shikshalayas**. Each of the implementing partner NGOs were **allotted the number of Shikshalayas** to be run by them in the Municipal Wards specified by CLPOA.

**Status of Folk-Media Campaign in Existing District during 2000-2001**

<b>District</b>	<b>No.of artists participated</b>	<b>No of Team involved</b>	<b>No of spot of performance</b>	<b>Total no.of shows</b>	<b>No of spectators (in lakh, approximately)</b>
Bankura	53	9	20	84	0.6720
Birbhum	18	2	13	38	0.44477
Cooch Behar	692	46	133	399	10.0
Mushidabad	55	8	42	42	5.0
South 24 Pgs	90	8	68	99	4.70
<b>Total</b>	<b>908</b>	<b>73</b>	<b>301</b>	<b>662</b>	<b>20.8168</b>

**Status of Folk-Media Campaign in Existing District during 2000-2001**

<b>District</b>	<b>No.of artists participated</b>	<b>No of Team involved</b>	<b>No of spot of performance</b>	<b>Total no.of shows</b>	<b>No of spectators (in lakh, approximately)</b>
Dakshin Dinajpur		2	2	2	0.1500
Jalpaiguri	200	20	37	74	1.66000
Malda	48	5	41	41	3.7
Purulia	36	4	40	40	2.0
Uttar Dinajpur	45	4	80	80	1.14
<b>Total</b>	<b>329</b>	<b>35</b>	<b>200</b>	<b>237</b>	<b>8.6656</b>



**Status of CEC/WEC in Existing District As On 31.03.2001**  
**Source - Workshop report - 3- 4 April, 2001**

District	No. of Gram Samsad (G.S.) and wards			No. of VEC + WEC			Total No. of Members in VECs NECs			Status of Training (2000-2001 of VEC/WEC members)			No. of R.P. trained			No. of VEC/WEC having completed child register			Reporting system from VEC/WEC	
	G.S	Ward	Total	VEC	WEC	Total	M	F	Total	M	F	Total	M	F	Total	VEC	WEC	Total	Yes	No
Bankura	2488	57	2545	2470	57	2527	30072	12887	24959	8020	4605	12625	170	44	214	1425	-	1425	-	-
Birbhum	2108	86	2194	2108	86	2194	26444	10854	37298	7766	2454	10220	173	7	180	2061	75	2136	-	-
Cooch Behar	1701	79	1780	1478	78	1556	16351	739	17090	15203	701	15904	153	39	192	1478	70	1548	-	-
Murshidabad	3615	126	3741	2468	122	2590	-	-	44030	10130	830	18130	-	-	117	2468	122	2590	-	-
South 24 Pgs	4324	154	4478	3803	142	3945	44113	13214	57237	19940	8547	28487	-	-	899	-	-	2922	-	-
Total	1423	502	14738	12327	485	12812	116980	37694	198704	69059	16307	85366	496	90	1602	7432	267	10621	-	-

**Status of CEC/WEC in Existing District As On 31.03.2001**  
**Source - Workshop report - 3- 4 April, 2001**

District	No. of Gram Samsad (G.S.) and wards			No. of VEC + WEC			Total No. of Members in VECs NECs			Status of Training (2000-2001 of VEC/WEC members)			No. of R.P. trained			No. of VEC/WEC having completed child register			Reporting system from VEC/WEC	
	G.S	Ward	Total	VEC	WEC	Total	M	F	Total	M	F	Total	M	F	Total	VEC	WEC	Total	Yes	No
Dakshin Dinajpur	959	41	1000	924	41	965	15016	4015	19031	-	-	-	134	15	149	-	-	-	-	-
Jalpaiguri	2151	75	2226	1810	72	1882	24110	7220	3130	1280	280	1560	278	62	340	300	19	319	-	-
Malda	2021	42	2063	1220	2	1002	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Purulia	1925	47	1972	1605	12	1617	25680	6420	32100	6890	2756	9646	-	-	385	-	-	-	-	-
Uttar																				
Dinajpur	1470	57	-	1320	17	1527	16170	6880	23050	-	-	-	167	22	189	-	-	-	-	-
Total	7056	205	7261	6809	183	6992	80976	24535	105511	8170	3036	11206	412	77	874	300	19	319	-	-

## Media & Documentation

Media is an integral part of any project that focuses on developmental aspect of our society. Naturally it becomes an essential component of DPEP in terms of ensuring community participation in the process of UPE by disseminating right messages to the right target audiences. In WBDPEP, various messages related to the project disseminate, mainly through the extensive use of interpersonal communication (ie training, workshops and by the printed materials (books, pamphlets, posters etc). Audio & audio-visual medium of communication is used for specific target groups and sometimes used as a part of documentation. This year a lot of innovative activities have been undertaken in the project in order to reach out to the specific target group effectively and Media & Documentation Unit of SPO played a significant role in making those efforts successful. Introduction of bi-monthly journals for capacity building of teachers as well as for VEC members for successful implementation of the project is a part of the innovative approach. The planning for publishing this journal was to establish a linkage between the target influencers i.e. the teachers and the community members and the services providers for exchanging and sharing of ideas, views, news etc. Similarly, introduction of Noon & Afternoon Workshops at the Circle Resource Centre (CLRC), School Level Learning Improvement Programme (SLIP) are the new programmes that need the support of the media for their sustainance and effective implementation.

Likewise, documentation of the project at its early stage is required for continuous self-evaluation and effective implementation of the project. Various channels of communication were utilised to document the events, training programmes, campaigns, book fairs etc. The entire exercise of documentation was to review and monitor the activities of the project. Ultimately this leads us to plan and implement all the activities more efficiently throughout the year. This was possible as the documentation of

processes and activities at the district level has been done in a more systematic and regularised manner, in comparison to previous years.

Following are the materials produced under Media & Documentation Unit in 2000 – 2001:

### ❖ Printed Materials :

- 4 issues of Yogsutra have been published starting from September 2000 within March 2001 with a view to establish a platform for exchanging information and messages for better implementation of the project (25,000 copies for each issue)
  - Focussing on the issues of community participation, 2 Noon Workshop folders were developed and distributed among the VEC/WEC members during Noon Workshop at the CLRC level (28000 copies on each issue)
  - In order to tackle the area based problems on classroom transactions, Afternoon Workshops were conducted for the primary school teachers at the CLRC. Three Afternoon Workshops folders were developed at the State level and distributed among the teachers.
  - A series of good practices related to the project undertaken by WBDPEP were documented and a book was published.
  - Self-learning material for primary school teachers printed and distributed
  - Annual Report of 1999 – 2000 in English & Hindi published and distributed
  - A booklet titled “Sarbojanin Prathamik Siksha – Parikalpana O Rupayan” on Sarva Shiksha Abhiyan (SSA) was printed and distributed
- ### ❖ Audio cassette
- Three different types of audio cassettes along with printed manual developed for the capacity building of the teachers
- ### ❖ Still photography and video documentation:

- An initiative was undertaken at the State level to document the special features of DPEP districts through still photography for progress monitoring as well as for preparation of documents, booklets, posters etc. for dissemination. Still photography was done by engaging an international photographer for Phase I DPEP districts.
- Meena cassettes on Girls' Education multiplied and distributed.

## **Management Information**

Management Information System (MIS) is an indispensable intervention for any project, for effective project management and monitoring. With the advancement of the information technology MIS can go hand-in-hand for data-based planning process, decision-making process of any large and complex system. WBDPEP has major plans of using information technology in the right place for achieving the following goals :

- Effective and efficient Management
- Planning process driven by database
- Decision making process with the use of the information base
- Two-directional information flow and sharing of data and information base at all levels (State, District and Sub-District).

The information base as been developed at all levels through periodic surveys and studies. The major components of the information base are as follows:

**Project Management Information system (PMIS)** - A system which monitors the financial and physical progress of the Project at the State and District levels and a periodic sharing of the information supplied by the districts at the State level for an effective monitoring of the progress. The software aspects of PMIS is discussed in detail later on, along with the plans of an on-line Project Monitoring System between the State and the District.

**EMIS** - An Annual activity to collect school level data/information which enables a data/information-based planning. EMIS is implemented through a software namely District Information System for **(DISE)** explained later.

**House to House (H2H Survey)** - This survey was taken up to further strengthen the information base that the project needs on a regular basis. The data and software is discussed later.

**Analysis and Reporting** - The information-base which is enriched at periodic intervals largely used for analysis, for decision making,

for rationalisation of route map for various activities and project needs.

Further on, the most important components of the information base talked about are discussed in detail with software features and utilities.

## **PMIS**

PMIS is required to monitor the project systematically according to activity-wise expenditure statement against approved budget. The software has been developed and implemented at SPO and also at the existing and expansion districts.

The software allows for logging each financial transaction to individual cost parameters so that subsequent analysis of expenditure could be made against them. This also facilitates generation of various statistics for the district, individual blocks & municipalities down to the circle level.

The software allows for logging the Annual targets against each intervention area, broken up into various activities and sub-activities and the actual performance against those activities. The monitoring is done essentially for the financial aspect of the project with indicative parameters for the physical activities.

The software is intended to be run at the implementing districts and at the State Project office. The Districts are also supposed to transmit data electronically to the State server for collation and State-level analysis.

The PMIS software has been successfully implemented at SPO and 10 DPEP districts. District officials are generating the on-going reports accordingly and sending the same at SPO regularly.

## **DISE**

DISE is a computer-based software to create an educational database and gives essential information to monitor the project of educational development. The educational data are collected from recognised schools on annual basis with 30th September as the record date. The data are generally collected on school location particulars, number of

teachers, buildings, equipment facilities and enrolment of the students class-gender-caste-wise. The primary data collected from schools are aggregated at the block level but the reporting system is done at the District, State level.

## **House-2-House Survey (H2H Survey)**

House-2-House Survey was taken-up in all the districts of West Bengal sometimes at the end of 1999. The data format was developed in the SPO, DPEP and the SPO, DPEP personal imparted training at the district-level to the field enumerators. The data were collected from the house hold and a compilation sheet was prepared for Gram Sansad. The compilation forms of the Gram Sansads were computerised at the District Level.

In the DCF various kinds of data were collected for planning needs in the DPEP in either of the projects Sarva siksha Abhijan (SSA) soon to be launched and the previously launched District Primary Education Programme. SSA aims at Universalisation of Elementary Education and DPEP aims at Universalisation of Primary Education. The DCF was designed keeping in mind the requirements of UEE and UPE and the data collected for most of the cases was for the age group 5-9 and 9-14 years. The synopsis of the DCF is shown below. It is to be noted that the information for male and female were compiled separately in most of the cases -

- Nos of Households (Caste-wise, Education-status wise, Language-wise and Profession-wise breakup)
- The Population figures from age 0-45 years and the break-up available are SC, ST, minorities and others/
- Education Status of 9-14 age group and 14-45 age group separately
- Class-wise Enrolment in Govt. Primary School, Private Primary Schools, Child Education Centres, Child Labour Schools and Madrasas. The other break-up are Sc,

ST, minorities and others.

- Under-age information for 3-5 and 9-14 age groups with break-up as SC, ST, minorities and others.
- Dropout information class-wise and the break up is as before like SC, ST, minorities and others.
- No admission information for age 5-8 individually and the break-up is as before like SC, ST, minorities and others.

- Information about the dropout reasons and the various activities in which the target population is in, after dropout, or for those who were never enrolled.

Information on the enrollment and dropout rates of handicapped children.

- The number of households in various distances from a school
- Number of different types of schools and educational institutes
- Information about unserved habitation.

All these informations were compiled and computerised on MS Access Database. The data entry was done in various computers and then it was merged with a merging utility in the software. The software also has an analytical Module with some in-built reports and a bundled OLAP tool for multi-dimensional analysis.

Above all the MIS has other data-marts which adds on to the database which regularly serves the project needs of WBDPEP. A smooth flow of information in both the directions (State-District-Sub-district) in a seamless manner is soon going to be a reality and the sharing of the rich database/information-base at all levels will go a long way to information technology needs of the project.

## ✓ Extracts from the Aide Memoir

"enrolment is increasing in all 5 districts, including class I."

".....WBDPEP has decided to use floor area per child as an indicator for classroom development rather than SCR. A survey has been made of each school and the aim is to achieve a norm of 10 sq ft per child. The SPO estimates upto Rs 25 crore per district is needed to meet minimum infrastructure norms and that DPEP can provide around 40% of this need. Significant convergence in relation to construction is beginning to be achieved through DPEP efforts. The State Government has released Rs 42 crore to non-DPEP districts for construction through VECs and there is evidence of small additional amounts of financial support for construction from DPSCs and Gram Panchayats. Achieving infrastructure norms will continue to be a major challenge for sometime in WB."

"In all but Bankura district the NER for girls is now higher than the average in each district. A remarkable increase in girls' enrolment has taken place in Birbhum district. .... WBDPEP has undertaken special interventions (largely workshops and various enrolment drives) to help with girls' enrolment in two blocks in Bankura, Cooch Behar and South 24 Parganags districts."

"In certain DPEP and non-DPEP districts agricultural migrants have been identified as a significant focus group. Identity cards have been issued by District Primary School Councils that enable the children to gain immediate access to a new school when they move with their family. DPEP has intervened to urge the school education department to issue a government circular giving legal status to these cards so they can be used for inter-district migration. Currently they are valid for only intra-district movement."

"The IED element of the programme has led to the additional recruitment of just under 800 disabled students in the five blocks where IED is being piloted. Enrolment is monitored by CLRC co-ordinators. Steps are being taken to put in place specialists to undertake a qualitative assessment of the IED programme. Expansion of IED to blocks is yet to take place, but the progress appears positive."

"There has been significant positive progress

since the last JRM. The household survey will be completed and analysed by the end of 2000, and covers both DPEP and non-DPEP districts..... The SPO has recognised a number of ways in which the household survey may be used, including the identification of un-served habitations to assist with SSK expansion."

"The introduction of village level child registers managed by VECs is an excellent initiative. The register enables VECs to monitor the enrolment status of all children according to type of institution and to monitor the green card initiative in respect of non-enrolled children. Data from the registers should be able to be used by CLRC co-ordinators and DPOs to update the household survey database."

"There is need, particularly at the district level for DPEP to fully articulate a clear and holistic information collection and dissemination strategy in order to make the most effective use of DISE, the household survey, village registers and other data sources. Besides servicing the direct needs of DPEP operatives, data presented in a suitable form has the potential to be very effective in influencing politicians and the programmes/spending in other parts of government that are related to the achievement of UPE/UEE."

".....Incorporating documentation, including video documentation and case studies of good school and classroom practices into the training packages is likely to enhance their effectiveness."

"The SPO has a close collaboration with WBBPE in developing textbooks and designing training modules. ....An integrated Teacher Orientation Programme (TOP) has been developed jointly by WBBPE, the Directorate of Education, DPEP, SCERT and UNICEF. For the current year, it comprises nine modules. The nucleus of these activities is the DPEP Cell set up in WBBPE."

".....In expansion districts, the four-day module on English has covered a teacher in each school and the six-day module on pedagogy is in progress. The team visited two training sessions on pedagogy. Both were using simulation and role-play techniques. Although there was an attempt to elicit participation of the trainees, several of them were passive and remote. The situation appeared contrived, and seemed to lack the capacity to convince and persuade the trainees. The training techniques need review for their effectiveness."

“The DRGs are authorised to fine-tune the training packages to address the special needs of their districts. Some districts have developed special modules (for instance, one on physical education by Bakura) at their own initiative. However, the training modules seem, by and large, to go down the cascade without much adaptation to local contexts, although some districts do have their special challenges, such as multi-lingual situations, large class size, etc. A study may be undertaken to determine the needs for local adapting and how this may be best undertaken.”

“VECs in initial districts were reported to be active and vigilant in monitoring student and teacher attendance. DPSCs reportedly show greater readiness to initiate action on the basis of complaints from VECs.”

“MAS-99 data for the initial districts is studied in relation to BAS-96. The cause of regression in achievement in certain districts, viz. Cooch Behar and South 24 Parganas, is being probed into. A task force is being constituted in these two districts (comprising teachers and PTTI lecturers) to be trained as monitors of classroom processes. Item analysis of MAS is also attempted to identify content areas of low achievement and follow-up action is being initiated. The Bas in expansion districts are also analysed and reflected on.”

“The monitoring team constituted in the initial districts visit random sample of schools to assess use of TLM in the classrooms. This team could also attempt to analyse classroom processes, and see them in relation to initiatives of pedagogic renewal and evidences of learning.”

“Convergence with ICDS is worked out for strengthening their pre-school component by training of AWW, AWH and AWS and providing resource support by way of TLM grant of Rs.1000 per AW Centre.”

“Wherever possible, AW centres are being relocated near the primary school, and their timings synchronised. A part of the building cost is also being borne out of the DPEP funds. This is being done mainly to ensure that girls' participation in primary schools is facilitated.”

“In West Bengal PRIs have an important and well-defined role in educational planning and management. PRI members have a significant representation in VEC and BLCC.

DjPSC has now become an elected body. The Inspectorate of schools and the project functionaries seem to have a smooth working relationship with these bodies. DPEP may wish to consider supporting DPSCs in understanding a potential role in quality assurance, especially in co-ordination with PTTIs.”

“The Research Cell of the SPO has undertaken several studies, some of them in collaboration with resource institutions like IIM, ISI and Presidency College, and experts. They include studies on such areas like school efficiency, relationship of students', financial investment by family per child and role of PRI. Such studies should be formulated and designed in a manner that enables a stronger empirical base for planning and management, at the state and the district levels.”

“With teacher recruitment in progress in most DPEP districts, the position with regard to teacher deployment is getting somewhat better.”

“DPEP proposes to fund the additional posts of teachers that need to be created to reach the state PTR norm of 40 and the STR norm of 1:4, once all the sanctioned posts, that were in existence at the beginning of the project, are filled.”

“Expenditure continues to take place at a more satisfactory pace in the initial districts. In 1999/00 expenditure amounted to Rs.2,856 lakhs. In 2000/01 up to the end of September expenditure had already reached Rs.2,095 lakhs and is expected to exceed Rs.5000 lakhs by the end of the financial year. Total expenditure after 39 months is Rs.7,367 lakhs, which is 37.5% of the total approved FEC budget. It may now be timely to begin to identify in detail how remaining finance will be utilised within the time remaining.”

“All districts are reported to be at an advanced stage of financial planning for UPE because of anticipated SSA support. Non-DPEP districts are expected to have SSA financing from next financial year.”

“A study of household investment in formal government primary education has been undertaken in four districts. Of particular interest is the relatively high level of investment made by parents to provide supplementary private tuition. Average annual expenditure by parents was found to vary from Rs.2,661 to Rs.3,755 across the 4 districts.”

“Significant progress has been made since

the last JRM. 100 CLRCs have been sanctioned for non-DPEP districts by the State Government in 2000/01, adding to the 14 sanctioned in 1999/00. The total requirement for CLRCs in non-DPEP districts is 365. A Government Order has been sent to all non-DPEP districts instructing VECs to be formed. All future school construction will be managed through VECs. Agreement has been reached over a state-wise integrated training programme for all teachers. District level Co-ordination Committees (DLCCs) have been formed in all non-DPEP districts and have begun planning for SSA. The State policy is to first plan holistically for the achievement of UPE and district plans are expected by March 2001. It is expected to take one further year for planning to be completed for UEE because of policy considerations in respect of upper-primary education."

"WB is unique in having alternative schooling managed by a different department to formal schools. This situation provided both challenges and opportunities for the achievement of UPE.....Convergence with DPEP and additional support through SSA in non-DPEP districts appears the best strategy for the state to employ and this approach is being actively pursued Unless teacher development begins to be more seriously addressed there is an increasing risk of quality being seriously compromised, particularly as classes 3 and 4 come on stream. The state may like to consider undertaking periodic qualitative comparative assessments of formal schools and SSKs."

NIEPA DC



D12110

LIBRARY & DOCUMENTATION CENTRE  
National Institute of Educational  
Planning and Administration,  
17-B, Sri Aurobindo Marg,  
New Delhi-110016  
DOC, No. D-12110  
Date 28-11-2003