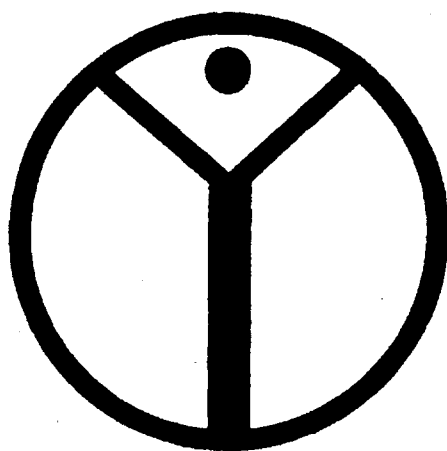


**TOWARDS  
UNIVERSALISATION OF PRIMARY EDUCATION**

IN  
NORTH 24-PARGANAS DISTRICT



**APRIL 1995**

**NORTH 24-PARGANAS ZILLA SAKSHARATA SAMITI**  
BARASAT, WEST BENGAL

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# SECTION — I

## OVERVIEW

## INTRODUCTION

1.1 North 24-Parganas is one of the most important and vital districts of West Bengal. According to the 1991 census, more than 72.80 lakh persons live in this district, spread over 4094 Sq.Kms. Demographic, geographic, linguistic and economic diversities make the district unique. North 24-Parganas, being the second most populous district in the state, comprises one of the largest industrial areas in West Bengal with heavy industries, chemical industries, jute, cottage and small industries, factories and numerous tiny sector units, sharply contrasting with the monocrop economy and rural setting of the estuarine Sunderbans. Salt Lake City and the Dum Dum International Airport are counterpoints to the primitive transportation modes of the riverine parts. The geo-economic unevenness is also reflected in the demographic variety : the Eastern region is predominantly Bengali-speaking, the urban industrial population mix is polyglot, due to successive waves of labour migrations from the traditional labour catchment areas. North 24-Parganas is the only district where Municipalities outnumber the Panchayet Samities and the proportion of urban population is larger than the rural. The detailed statistical resume of the district may be seen in Annexure-A.

1.2 The 1991 Census revealed the effective literacy rate (not counting the population segment between 0-6 years) to be around 66.81%. Though this figure is apparently quite high if compared to the other districts, the literacy spread was found to be very uneven with significant pockets of illiteracy among the traditionally disadvantaged groups like women, Scheduled castes & Tribes and religious/linguistic minorities. Unlike many others, this district has non-illiterates in five major Indian languages (Bengali, Urdu, Hindi, Oriya and Telugu).

1.3 The North 24-Parganas Zilla Saksharata Samiti was constituted in 1991 with a view to eradicate illiteracy from the district, particularly in the age group of 9-50 years ; create health consciousness amongst the people and to bring all non-school going children in the age group of 5-9 years within the fold of the formal primary education system.

1.4 Action already taken in connection with the Total Literacy Campaign (TLC) or the Post Literacy and Continuing Education aspects has been separately spelt out.

1.5 This write-up seeks to give an overview of the universalization of primary education in this district.

## 2.1 TOTAL LITERACY CAMPAIGN

Total Literacy Campaign of North 24-Parganas was launched in the month of September, 1991. The Campaign had the following target groups :

1. (a) 9 - 14 years : 1.18 Lakhs (11.8%)  
(b) 15 - 50 years : 8.87 Lakhs (88.2%)

### 2. Language break-up

- (a) Bengali speaking : 9.24 Lakhs
- (b) Hindi : 0.55 Lakhs
- (c) Urdu : 0.22 Lakhs
- (d) Telegu : 0.02 Lakhs
- (e) Oriya : 0.02 Lakhs

**TOTAL** : 10.05 Lakhs

## 2.2 IMPLEMENTATION

The programme was purely based on spirit of voluntarism. Key Persons(KP) at the district level, who were trained by specialists from the State Resource Centre, trained the Master Trainers(MTs) at the Subdivisional level. In turn, the MTs trained the Volunteer Teachers (VTs) at the Block/GP/Ward level. The number of trained functionaries in the project structure is furnished in the table below :

Names of the Subdivision	No. of KPs trained	No. of MTs trained	No. of VTs trained	No of V.Ss trained
BARASAT	17	463	22076	2208
BARRACKPORE	27	1288	16770	1677
BONGAON	8	417	19174	1917
BASIRHAT	18	917	39448	3945
<b>TOTAL</b>	<b>70</b>	<b>3086</b>	<b>97466</b>	<b>9747</b>

2.3 Each centre comprised of 10 learners on an average with one V.T. with limited exceptions depending on surrounding factors like availability of the VTs and the remoteness of the area concerned.

Learning inputs for Bengali were those prescribed by the State Resource Centre, West Bengal. Hindi Primers, Urdu Primers, Oriya Primers, Telugu Primers were either procured or printed with the approval respectively of the S.R.C., Bihar; Jamia Millia University, Delhi ; S.R.C., Crissa and SRC, Andhra Pradesh.

## **2.4 ORGANISATIONAL SET UP**

The North 24-Parganas Zilla Saksharata Samiti (ZSS) was the apex body for the implementation of the TLC with the Chairman (Sabhadhipati), of the North 24-Parganas Zilla Parishad as the ex-officio President. The District Magistrate & Collector, North 24-Parganas was designated the ex-officio Vice-President & Chief Executive Officer. Other prominent official/non-officials including the Additional District Magistrates were also co-opted into the Governing Body. The ZSS then set up 7 Sub-Committees to carry out the actual implementation of the Campaign. Of these, the "Finance, Policy, Planning & Implementation Sub-Committee (FPP)" worked as the nodal agency.

## **2.5 ENVIRONMENT BUILDING**

Due attention was paid for building up a suitable environment through rounds of meeting and village meetings, padayatra processions, Saksharata jathas and Gyan Bigyan jathas in which people from all walks of life were deeply involved. Publicity was given through Audio/Video Cassettes, through sports meets for neo-literates and through screening films on literacy theme.

## **2.6 FINAL EVALUATION**

In the month of April, 1992 a Mid-term Evaluation was conducted by a team of experts comprising of officials and noted educationists. The evaluation was arranged by the ZSS itself to assess the campaign status. Based on this appraisal report, it decided to bifurcate the campaign into two phases and accordingly the Govt. was requested to arrange for External Evaluation (EE) for the Phase-I of the TLC. For the first time, the State Government insisted on an independent internal evaluation by the Indian Statistical Institute, Calcutta prior to clearing the EE proposal. Subsequently, the EE was held for TLC Phase-I under the supervision of a high-powered team headed by Dr. Pabitra Sarkar, Vice-Chancellor, Rabindra Bharati University. The other distinguished members of the team were, Shri Satyen Maitra, Hony. Director, SRC, West Bengal; Prof. Nikhilesh Bhattacharyya, of the Indian Statistical Institute Calcutta; Shri Bhabes Maitra, President, West Bengal Board of Primary Education; Prof. Sudin Chattopadhyay, Secretary, West Bengal Board of Secondary Education ; Shri R.S. Mathur, Addl. Director, Directorate of Adult Education, Ministry of Human Resource Development, Govt. of India and Dr. Bharati Roy, Pro-Vice Chancellor, University of Calcutta. For the TLC Phase-II, the External Evaluation with the remaining learners, was held in October 1993 under the supervision of the same External Evaluation Team.

2.7 As per the report of the External Evaluation Team, 8.92 lakh learners appeared in both the evaluations, of which 8.06 lakh learners achieved the revised N.L.M. norms. The table below shows the sex-wise and Sub-Division-wise (urban/rural) break up of the evaluation exercise.

**PHASE I + II**

**Sub-Divisional break up of numbers and percentage of successful learners separately for Rural and Urban Areas**

Sub-Division	Total Rural	Rural	Total Urban	Urban	Total R + U	R + U
		70-100		70-100		70-100
Basirhat	349968	317122 90.61%	18780	17065 90.87%	368748	334187 90.63%
Bongaon	160184	146401 91.40%	8734	7971 91.26%	168918	154372 91.39%
Barasat	189579	168015 88.63%	10892	8615 79.09%	200471	176630 88.11%
Barrackpur	45801	42991 93.86%	108918	98107 90.07%	154719	141098 91.20%
District	745532	674529 90.48%	147324	131758 99.43%	892856	806287 90.30%

**PHASE I + II**

**Sub-Divisional break up of numbers and percentage of successful learners separately for Male and Female**

Sub-Division	Total Male	70-100	Total Female	70-100	Total Male + Female	70-100
Basirhat	181220	164597 90.83%	187528	169590 90.43%	368748	334187 90.63%
Bongaon	82994	75917 91.47%	85924	78455 91.31%	168918	154372 91.39%
Barasat	100519	89881 89.42%	99952	86749 86.79%	200471	176630 88.11%
Barrackpur	54045	50423 93.23%	100634	90675 90.10%	154719	141098 91.20%
District	418818	380818 90.93%	474038	425469 89.75%	892856	806287 90.30%

3.1 Though the PL&CE Programme covering 3.30 lakh neo-literates was launched on September '92 concurrently with the TLC Phase-II, PL&CE Programme actually took off after the formal inauguration by Shri Jyoti Basu, Hon'ble Chief Minister, West Bengal on 25.11.93.

The NLM has approved the PL&CE Campaign Project of the North 24-Parganas Zilla Saksharata Samiti covering 8.06 neo-literates and has placed  $\frac{1}{3}$ rd share of the Govt. of India and the State Government has also provided Rs. 90 Lakhs so far for this programme.

### **3.2 UNIVERSALIZING PRIMARY EDUCATION**

The successful completion of both phases of TLC and the beginning of Post Literacy phase incorporated universalization of primary education as one of its prime objectives. With the ground being ready for marching ahead in the direction of universalizing primary education, an effort was made to build up on one of the major impacts of the TLC : a phenomenal increase in the enrolment figures in primary schools in the very first academic year, following the completion of the basic phase of TLC.

### **4.1 IMPACT OF TLC ON PRIMARY EDUCATION**

(i) The interrelationship of the literacy campaign and UPE is so close that the impact of the former has created a tendency and keenness amongst the poorer section to send their children to the schools.

#### **(ii) Literate Parent/Guardians**

The pre-campaign survey in the district by the North 24-Parganas Zilla Saksharata Samiti showed that the majority of the out-of-school (and thus illiterate) children had illiterate parents/guardians. Now, with a majority of such parents/guardians having become literate and some sort of awareness having been created amongst them, there has been a propensity on their part to send their children to schools.

This also confirms the view that involvement of parents/guardians is a must for universal primary education.



### **(iii) Social pressure on primary school**

Poor teaching-learning environment in the rural primary schools is a deterrent for school education and one of the factors responsible for this kind of an environment is the lack of social pressure on the primary schools. This is partly because of the factor of largely illiterate parents/guardians and partly because of the lack of learning environment in the area itself. Added to this is the poor infrastructural facilities in the primary schools.

However, the successful implementation of the TLC changed the situation and thus an atmosphere has been created to put pressure for better infrastructure facilities in Primary schools.

### **(iv) Social Awareness**

The biggest advantage emanating out of the successful implementation of the TLC has been the creation of a social awareness and functional knowledge amongst the majority of the hitherto illiterate population. This is the single most important factor towards the long-term goal of universal primary education as neither universal provision of education facilities alone can ensure universal enrolment nor universal enrolment alone can guarantee universal retention. Many impact studies have shown that the neo-literates very often demonstrate a determined effort not only to send their children to school but also to continue to support the education of their children with greater personal care.

### **(v) Community Participation**

In addition to this, another advantage that is there is the prevalence of the environment of community participation which has had a very positive impact on the increased participation of children in primary schools. In such a surcharged environment and with the identity of each individual getting more pronounced, it is hardly possible for family to defend the non-participation of their children in the local schools.

## **4.2 TOWARDS UNIVERSAL ENROLMENT**

In order to facilitate and support this encouraging trend of enrolment the North 24-Parganas Zilla Saksharata Samiti initiated or arranged for certain special measures which include :

## **A. FACILITATIVE MEASURES**

### **i) Birth Certificate**

Non-possession of a birth certificate by a majority of target group children becomes a major impediment in the way of their admission into primary schools. It has been experienced that many guardians face difficulty in getting their wards admitted into recognised schools because they find it extremely difficult to produce any documentary evidence regarding the age of their wards at the time of admission. The State Government after careful consideration of the matter issued an order that the wards whose guardians cannot produce any documentary evidence regarding the age of their wards at the time of admission in the recognised schools be admitted into such schools as per declaration by their guardian at the time of admission about their age.

### **ii) Extension of Admission period**

In case the process of enrolment can not be completed within the stipulated period, the time period for admission has been extended and teachers have been requested to take special care of students enrolled later so as to bring them at par with other students.

### **iii) Holding Classes in Shifts**

In order to cope with the shortage of space, it is suggested that classes in 2 shifts may be held as a temporary solution to the problem of space shortage in such schools where the number of teachers is large.

### **iv) Filling up the existing vacancies of Teachers**

It has been decided upon to fill up the existing vacancies of Teachers.

### **v) Rational Posting of Teachers**

The average teacher : student ratio for the district in the distribution of teachers school-wise is still slightly skewed. An attempt has been made to rationalise the teacher : student ratio.

### **vi) Special Attention to First Generation Learners.**

Th ZSS will address to the teachers of the Primary schools, through direct contact and also through a circular of the DPSC, to pay special attention towards the first generation learners so that they do not lag behind as

compared to their other classmates which may result in their demoralisation, discouragement and demotivation. It is this group of students which is most vulnerable from the point of view of becoming drop-outs and thus special attention to them will help their retention also.

**(vii) Monthly G. P. Wise Meeting**

The Sub-Inspector of schools along with local Panchayat & Administration convenes a meeting of all the teachers of the locality to discuss the progress, strong points and weaknesses of the programme.

**B. SUPPORTIVE MEASURES**

**(i) Environment Building**

To sustain the learning environment created all over the district through TLC. North 24-Parganas Zilla Saksharata Samiti has been organising activities of environment building including direct contact campaign, participatory activities, cultural activities, sports etc.

**(ii) Co-ordination and Monitoring**

The synergy of Panchayat, Administration & Department of Education at the district level and below has resulted in better coordination and monitoring of enrolment in primary schools. Primary education is no more a concern of the Education department only. Regular meetings, workshops etc. are being organised to ensure clarity and better monitoring of the on going campaign.

Monthly reporting system through computerized MIS helps in close monitoring of the process of enrolment. Thus, the areas lagging behind are immediately taken up for special drive by the Zilla Saksharata Samiti.

**(iii) Linkage with Pre-schooling Activities**

As a component of supportive measures towards universalization of enrolment, the pre-schooling activities have been given a boost in the district through Anganwadi in the ICDS Blocks. The tables below show the enrolment and attendance of Pre-School children in the age-group of 3-6 Years :

TABLE—A

PRESCHOOL ATTENDANCE OF  
NORTH 24-PARGANAS FOR 1992-93

	NAME OF PROJECT	NO. OF AWC	PRE SCHOOL (3-6 Yrs Children)		
			ENROLLED	ATTENDANCE	
				No.	Percentage
1.	Baranagar ICDS project	100	2213	1448	65.42%
2.	Bhatpara ICDS project	111	3816	2366	62.00%
3.	Titagarh ICDS project	100	3265	2133	65.33%
4.	Kamarhati ICDS project	97	3110	1872	60.19%
5.	Habra ICDS project	72	3026	1805	60.00%
6.	Bangaon ICDS project	227	11839	9737	82.24%
7.	Bagdah ICDS project	170	11007	7798	71.00%
8.	Galghata ICDS project	230	12542	8932	71.21%
9.	Sandeshkhali-I ICDS project	137	6020	4839	80.38%
10.	Sandeshkhali-II ICDS project	160	6302	4525	72.00%
11.	Minakhan ICDS project	90	4905	2807	59.04%
12.	Swarupnagar ICDS project	168	7685	4596	60.00%
13.	Hingalgang ICDS project	100	4981	2167	43.5%
	<b>TOTAL</b>		<b>80,711</b>	<b>55,025</b>	<b>75.07%</b>

**TABLE—B**

**PRESCHOOL ATTENDANCE OF  
NORTH 24-PARGANAS FOR THE YEAR 1993-94**

	NAME OF PROJECT	NO. OF AWC	PRE SCHOOL (3-6 Yrs Children)		
			ENROLLED	ATTENDENCE	
				No.	Percentage
1	Baranagar ICDS project	100	2459	1609	65.43%
2	Bhatpara ICDS project	111	4241	2629	62.00%
3	Titagarh ICDS project	100	3437	2246	66.00%
4	Kamarhati ICDS project	47	3274	1971	60.20%
5	Habra ICDS project	72	3186	1900	60.00%
6	Bangaon ICDS project	227	12463	10250	82.24%
7	Bagdah ICDS project	170	11587	8209	71.00%
8	Gaighata ICDS project	230	13203	9403	71.21%
9	Sandeshkhali-I ICDS project	137	6337	5094	80.38%
10	Sandeshkhali-IIICDS project	160	6634	4764	72.00%
11	Minakhan ICDS project	90	5164	2955	57.22%
12	Swarupnagar ICDS project	168	8090	4838	60.00%
13	Hingalgang ICDS project	100.	5244	2282	44.00%
	<b>TOTAL</b>		<b>85,319</b>	<b>58,150</b>	<b>68.15%</b>

**TABLE—C**

**PRE-SCHOOL ATTENDANCE  
OF NORTH 24-PARGANAS FOR 1994-95**

	NAME OF PROJECT	NO. OF AWC	PRE SCHOOL (3-6 Yrs Children)		
			ENROLLED	ATTENDANCE	
				No.	Percentage
1.	Baranagar ICDS project	100	2733	1788	65.42%
2.	Bhatpara ICDS project	111	4477	3076	69.00%
3.	Titagarh ICDS project	100	3819	2496	65.35%
4.	Kamarhati ICDS project	97	3185	2769	87.00%
5.	Habra ICDS project	72	3389	2106	62.14%
6.	Bangaon ICDS project	227	12431	8765	71.00%
7.	Bagdah ICDS project	170	11573	10557	91.22%
8.	Gaighata ICDS project	230	14660	11908	81.22%
9.	Sandeshkhali-I ICDS project	137	6462	5510	85.26%
10.	Sandeshkhali-II ICDS project	160	6271	5060	81.00%
11.	Minakhan ICDS project	90	4369	2495	57.1%
12.	Swarupnagar ICDS project	168	8459	5607	66.28%
13.	Hingalgang ICDS project	100	4808	2906	60.44%
	<b>TOTAL</b>		<b>86,636</b>	<b>65043</b>	<b>75.07%</b>

### 4.3 BEYOND UNIVERSAL ENROLMENT

The measures undertaken by the North 24-Parganas Zilla Saksharata Samity hitherto, at the district level with the help of DPSC, has gone a long way towards universalization of enrolment. However, this led to creation of a tremendous pressure on the primary school system of the district. It was soon realised that without providing additional infrastructural support to the schools, it would neither be possible to ensure the retention of these students in the schools nor would it be possible to maintain the minimum standard of teaching/learning in the schools.

**The main problems which started cropping up included :**

- i) Shortage of space in the schools, buildingless schools; damaged building of schools.
- ii) Inadequate no. of the teachers vis-a-vis the roll strength.
- iii) Insufficient teaching/learning equipment in the schools.

This called for an assessment of the existing school system and future requirements. A Survey conducted by the DIS (PE) in this regard in June, 1994 revealed the following picture :

YEAR	CLASS :: I TO IV	CLASS :: V	GRAND TOTAL
1991-1992	6,57,114	1,08,232	7,65,346
1992-1993	7,35,172	1,14,890	8,50,062
1993-1994	7,44,189	1,21,420	8,65,609
<b>TOTAL</b>	<b>21,36,475</b>	<b>3,44,542</b>	<b>14,81,017</b>

No. of Primary schools in the district.	:	3,733
No. of teachers working	:	14,091
No. of single-teacher schools	:	96
Repairing needed	:	1246
Extension needed	:	620
New construction needed	:	309

## 5.1 PROVISION OF BASIC MINIMUM INFRASTRUCTURAL FACILITIES

There are 3733 primary schools in the district covering 56 circles for the administration of primary education in the district. Out of 3733, 1380 primary schools are in urban areas, the rest being in the rural areas. Detailed circlewise picture for the 4 subdivisions i.e. Barasat, Basirhat, Barrackpore & Bongaon may be found in Annexures II, III, IV. V respectively, while the district Total is shown in Annexure-I.

(i) There are 96 primary schools having only one teacher needing at least 1(one) additional teacher for each such school.

(ii) Major repairs are needed for 1746 schools, of which 1088 are in critical condition.

(iii) Extension is needed for 620 schools.

(iv) Now construction is needed for 309 schools, of which around 150 are in rented buildings and thus deserve somewhat lower priority.

Thus, the basic minimum infrastructural requirement needed for making the programme of UPE a success would have to incorporate these field-level realities.

The North 24-Parganas Zilla Saksharata Samiti proposes to arrange for these facilities with the help of Government of India, Govt. of W. B. and through resources mobilised at the district level. Guidelines of the Ministry of Human Resource Development, Govt. of India stipulating the sharing of fund by Govt. of India and State Govt. are also proposed to be followed.

Preliminary estimates based on field-level data indicate that a sum of Rs. 697.95 lakhs is likely to be required for a comprehensive programme for improving physical structure.

### ESTIMATED REQUIREMENT OF FUND : SCHEME & SOURCES

	No. of schools	Estimated cost per school building (Rs.)	Total amount required (Rs.)
(a) Repairing of school buildings	1246	20,000	24920000
(b) Extension of School buildings	620	35,000	21700000
(c) Construction of new school buildings	309	75,000	23175000
	<u>2175</u>		<u>69795000</u>



5.2 Given the limited resource base of the ZSS, the District Planning Committee and the Zilla Parishad, it is unlikely that a programme of such magnitude can be fully funded at this stage. Accordingly, it is proposed to put Phase - I of the UPE programme for GOWB/GOI consideration. The scope of the Phase-I programme is likely to include :-

- (i) New construction for 150 primary schools.
- (ii) Major repairs for 1088 critically damaged primary schools

(iii) Construction of an extra room (20' x 15') contiguous to the existing structure for about 529 primary schools facing exceptionally heavy re-enrolment pressure.

### 5.3 THUS, THE COST ESTIMATES FOR UPE PHASE-I WILL BE

(in Rs. Lakhs) :

(i) New construction of 150 primary schools @ Rs. 75,000/- ...	112.50
(ii) Extension of accommodation through the construction of addl. rooms for about 529 primary schools @ Rs. 30,000/-/school) ...	158.70
(iii) Major repairs to 1688 critically damaged school buildings @ Rs. 15,000/- /school ...	163.20
	434.40

### 5.4 FUNDING PATTERN

According to the formula laid down by the Ministry of Rural Development. GOI in consultation with the Ministry of Human Resources Development, any expenditure proposed to be made for the upgradation of physical infrastructure for primary schools, is to be shared as follows :

Additional Central share of JRY : State share of JRY out of 20% of the JRY resources retained at the district and through resources mobilised at the district level : Non JRY = 48% : 12% : 40%

Accordingly, the expenditure sharing pattern for the UPE Phase - I programme will include -

	<i>(Rs. in lakhs)</i>
(a) Additional Central Share of JRY :	208.512
(b) State share of JRY resources (out of 20% retained at the district level)	52.128
(c) Non-JRY	173.760
	434.400

The ZSS proposes to request the State Govt. to provide only a small part of the non-JRY component of Rs. 173.76 lakhs, since it expects to mobilise the remaining amount at the district level from the District Plan fund, where Rs. 100 lakhs has already been earmarked for this purpose. Thus GOWB's commitment will only be to the extent of Rs. 73.76 lakhs.

#### **5.5 BLACK BOARDS, LIBRARY BOOKS & OTHER EQUIPMENT**

<b>No. of Schools</b>	<b>Estimated cost per school</b>	<b>Total</b>
3733	Rs. 5,000/-	Rs. 1.86,65,000/-

The North 24-Parganas Zilla Saksharata Samiti will request the Govt. of India in the Ministry of Human Resource Development to provide this fund under "OPERATION BLACK BOARD,"

5.6 As discussed earlier there are 96 schools running with a lone teacher requiring at least an additional one to provide minimum required teaching facility for standardisation of primary education system. Thus, 96 primary teachers are to be recruited afresh.

As per the existing pay scale the average pay/allowance of a primary school teacher is Rs.2,000/-. Hence the requirement of fund for providing the second teacher for 5 years will be :  $Rs. 2,000 \times 96 \times 60 = 1,15,20,000/-$  i.e., Rs. 23,04,000/- per anum.

Considering the factor of incremental benefit in the pay scale of the concerned teachers, the said requirement will come to Rs. 1.5 crores for a span of 5 years.

The ZSS proposes to request the Govt. of India in the Ministry of Human Resource Development to provide this fund of Rs. 1.5 crore for the first five years. The ZSS will also request the State Govt. to take over this responsibility after 5 years.

## 6.1 ENVIRONMENT BUILDING

To sustain the learning environment created all over the district, there will be a need to have a continuous environment building campaign. This will include general, special cultural as well as participatory activities. The 'North 24-Parganas Zilla Saksharata Samiti' is organising this campaign on a continuous basis in a planned and systematic manner, as was done during the 1st phase.

The expenditure on this account, however, is not chalked out in the proposal as the share will be borne by 'North 24-Parganas Zilla Saksharata Samiti' from its TLC & PLC Fund.

## 7.1 CONCLUSION

The North 24-Parganas ZSS has reasons to believe that the programme delineated in the foregoing paragraphs is feasible. Adequate administrative back up is available to the ZSS to ensure proper implementation.

For mobilisation of funds, though a project proposal for UPE Phase-I at an estimated cost of Rs. 434.40 lakhs was prepared in 1993 and sent to the Rural Development Department, Government of West Bengal for sanction, the sanction from the Rural Development Department, Government of West Bengal is yet to come. Considering the seriousness of the problem, an attempt has been made to meet the need by utilising resources available from diverse sources in the district in consultation with the North 24 Parganas Zilla Saksharata Samiti, North 24 Parganas Zilla Parishad and District Planning Committee. The funds have so far been utilised from diverse sources as follows :

1. JRY	Rs. 430 lakhs
2. District Plan Scheme Fund	Rs. 62 lakhs
<b>Total</b>	<b>Rs. 492 lakhs</b>

A little has been done but much remains. And the longest strides yet to be taken are in the matter of recruitment of teachers, supply of black boards, making the school environment attractive and supply of other equipment for "joyful learning".

Moreover a thought has been given for institutionalisation of peoples' participation. The detailed has been worked out given in Annexure-B.

**ANNEXURE-1****DISTRICT PROFILE:**

<b>A. General Information</b>		<b>C. Education</b>	
Geographical area	4094 Sq. Km.	Primary Schools (Total Number)	3,733
Sub-Divisions	4	a) Rural	2353
Municipalities	26	b) Urban	1380
Notified Area Authority & Cantonment Board	2	High Schools	462
Non-municipal towns	22	Higher Secondary Schools	159
Gram Panchayat	214	Degree Colleges	29
Mouzas	1,532	Professional/Technical Institutions	8
Villages (inhabited)	1,619	Junior High Schools	331
		Senior Madrassa	15
		Public Libraries	221
		Free Reading Rooms	223
<b>B. Demographic Figures</b>		Adult Education Centres	300
Total Population	72,81,881	Class I-V gross Enrolment (1993-94)	8,65,609
Total Male	38,18,197	Total number of Pry. School Teachers as of 1993-94	14091
Total Female	34,63,684	Total No. of Circles	56
Rural Population	35,15,581	Present T/P ratio (Pry School Teacher only)	53
a) Male (Rural)	18,33,049		
b) Female (Rural)	17,18,532	<b>D. Public Health</b>	
Urban Population	37,30,300	Hospital (District/Sub-Division)	4
a) Male (urban)	19,85,148	Health Centres	71
b) Female (Urban)	17,45,152	State General Hospital	7
SC Population	15,64,689	<b>E. Literacy %</b>	
ST Population	1,69,831	Pre-TLC (1991 Census)	66.81
No. of farming families	7,60,126	Fem. Literacy rate	57.21
Small Farmers	1,51,517	Post-TLC	79.81
Marginal Farmers	1,73,679	Fem. Literacy rate (Post TLC)	72.34
Share Croppers	58,821		
Agricultural Labourers	2,58,142		
Vested Land Assignees	35,207		

Source : 1) Statistical Handbook, 1992, Bureau of Applied Economics and Statistics, Government of West Bengal.

2) Final Population Totals 1991 Census Report, - GOI.

3) Primary Education in West Bengal—A profile, Directorate of School Education - GOWB, 1994.

**INSTITUTIONALIZATION OF PEOPLES' PARTICIPATION :  
—A LONG TERM MEASURE**

**VILLAGE & URBAN EDUCATION COMMITTEES**

A programme like the Total Literacy Campaign is not a single-stroke programme. The efforts with supportive and facilitative measures have to be carried on for years together. This obviously necessitates the need for having institutions at the grass-root level to carry on the campaign to its logical end. Though the North 24-Parganas Zilla Saksharata Samiti, through the Panchayats and the Administration will keep on striving towards the goal, the need for institutionalized peoples' participation at grass-root level cannot be ruled out. Taking into consideration these facts, the North 24-Parganas Zilla Saksharata Samiti set up Village Education Committees (VEC) and Urban Education Committees (UDC) in all the villages and urban areas (Ward/Zone) of the district, respectively. These committees, serving as community forums, will ultimately be taking on the shape of peoples' machinery for ensuring proper implementation of the Post Literacy Centres with special emphasis on universal primary education and health awareness in their respective areas.

The guiding spirit behind the formation of the VECs/UECs has been the fact that voluntary effort based on a mass campaign cannot succeed unless the people residing in the area participate in it actively. Accordingly, the VECs will be constituted with the following members :

1. The pradhan of the concerned Gram Panchayat.
2. Elected Panchayat representatives of the village.
3. Headmaster(s) of the Primary School(s) of the village & Headmaster(s) of the Junior Basic, Secondary and Higher Secondary Schools of the catchment area.
4. Extension Officer/Official tagged by the B.D.O. with the concerned Gram Panchayat.
5. A nominee of the District Primary School Council.
6. President of the advisory-cum-attendance Committees(s) of the Primary School(s) concerned.

7. 4 neo-literates (adult) of the village—2 Male & 2—Female to be co-opted by the Committee in its first meeting.
8. 2 Volunteer Trainers of the village-preferably 1 male and 1 female; to be coopted by the Committee in its first meeting.
9. Volunteer Supervisor(s) of the Village.
10. 2 interested persons of the village to be co-opted by the committee in its first meeting.

In case of UEC, the Ward Commissioner is there in place of the Pradhan/G.P. Members of the area. Rest of the constitution remains the same.

Out of the persons to be coopted into the committee, the guideline has been to co-opt at least 2 such persons who have their children studying in the primary school of the area.

The convenor of VEC/UEC is the Head Teacher of the Primary School of the Village/Town. In case of more than one Primary School in the village/town the Head Teacher of the Primary School having largest student strength is the convenor. In case of the village/town having no primary school, the Head Teacher of the nearest Primary School (i.e. from the catchment area) is the convenor.

VEC/UEC has been envisaged to be basically a promotional and motivational forum for coordinating various activities leading to :

1. Universal primary education i.e. 100% enrolment of 5 plus age-group children in the schools.
2. "Zero" drop-out rate.
3. An improved teaching/learning atmosphere in the schools as well as in the area.
4. Smooth and successful implementation of the Post Literacy Campaign in the area through ensuring people's participation to supplement the delivery mechanism and to organise the receiving mechanism.

The formation of village Education Committees (VEC) & Urban Education Committees (UEC) has been the high water mark of the post-literacy campaign. As a joint forum of teachers, volunteers, neo-literates, parents, officials health

workers, peoples representatives and interested people from the locality, the VECs/UECs have taken up a concrete shape by now. Their efficacy in smooth implementation of the campaign at grass-root level is becoming quite evident.

The response to the formation and functioning of VEC/UEC has been very encouraging so far. The inclusion of neo-literates in the committees will generate tremendous enthusiasm amongst them.

The weekly and monthly reporting through VEC/UEC has streamlined the system. The maintenance of a reserve stock of study materials by each VEC/UEC has resulted in replenishment of the same at the P.L.C. within time. The VECs/UECs have also been very effective in taking care of the infrastructural support to the P.L.Cs like additional lighting arrangement or providing better accommodation for the P.L.Cs through community support.

As part of the programme of universal primary education, building support is being provided to the primary schools having no building of their own or having damaged school building or having inadequate space to accommodate the students owing to the enhanced enrolment. The VEC/UEC has played a very significant role in this regard by supplying the funds allotted for the purpose of construction, reconstruction or extension of the school building by mobilising local resources many times to the tune of double the amount allotted for the purpose. Thus, even with a limited fund for the purpose, it has been possible to have much better and larger buildings for the primary schools of the district.

However, the most significant role being played by the VECs/UECs in the on-going campaign is with regard to the motivation of learners, volunteers and parents/guardians. The attendance of learners has substantially increased at the P.L.C.s, the drop-out rate is very low, the V.Ts are encouraged and enthused with the moral support from the community and the parents/guardians are sending their children/ward to schools on "pressure" and persuasion from the community. The V. Ts at L. Cs and the teachers at primary schools are getting a feeling that they are not alone in their endeavour.

Special emphasis is being given by the VEC/UEC to the first generation learners of schools as well as of literacy centres. Arrangements like extra classes by volunteers for the children of neo-literates or extra attention to them by the school-teachers are being undertaken in this regard.

These committees are in fact playing the role of the lowest level coordination committees of Post Literacy Campaign. The lowest level committees of the main campaign were the G.P. of ward-level committees. This has resulted in a better implementation at the Post Literacy Centres as the VECs/UECs ensures a smoother and faster reporting system, streamlined supply-system and serves as a forum from where immediate corrective measures could be taken. In other words, it can be said that with the formation UEC & VEC, the North 24-Parganas Zilla Saksharata Samity has moved closer to the P.L.Cs and thus to the learners, neo-literates and volunteers.

The curriculum of this course includes the details of the Post Literacy Campaign of the district, including the programmes of Universal primary education, health awareness for all, pilot project programme and especially the objectives, role and responsibilities of the VECs & UECs.

Besides this, on a regular basis the S. I. of schools are meeting with the VEC/UEC convenors along with other teachers of the locality Gram Panchayet-wise every month. This meeting is being followed by a meeting of all the members of VEC/UEC at the same venue wherein the concerned BDO & Sabhapati, Panchayet Samities are also participating. Thus, every effort is being made to orient and train the members of the VEC/UEC which will bring about a total role-clarity amongst them. In addition to this, the North 24-Parganas Zilla Saksharatha Samity is to publish a booklet on concept and functions of VEC/UEC which will be circulated amongst all concerned.

To widen the resource-base of the VEC/UEC, concerned field staff of the Health Department (Health Assistants) have been coopted in the committee. All the Govt. employees and school teachers residing in the area have been made permanent invitees of these committees. This has been done with simultaneous enhancement of the responsibilities of these committees. Thus, these committees are being nurtured as the grass-root level people's machinery which will carry on the literacy campaign with the help and support from the North 24-Parganas Zilla Saksharatha Samiti, Panchayats and administration.



**SUBDIVISIONWISE DATA OF PRIMARY SCHOOLS  
DISTRICT : NORTH 24 PARGANAS**

Sl. No.	Name of Subdivision	No. of circles	No. of schools	No. of students	Existing teaching strength	Schools running with one teacher only	Physical condition of school buildings		
							repairing needed	extension needed	new construction needed
1.	Barasat	13	953	1,93,585	3221	11	205	187	83
2.	Basirhat	17	1124	1,95,711	3683	39	338	174	113
3.	Barrackpore	18	1147	2,31,992	5622	15	471	140	79
4.	Bongaon	8	509	96,940	1565	31	232	119	34
<b>TOTAL</b>		<b>58</b>	<b>3733</b>	<b>7,18,228</b>	<b>14,091</b>	<b>96</b>	<b>1246</b>	<b>620</b>	<b>309</b>

**CIRCLEWISE DATA OF PRIMARY SCHOOLS  
SUBDIVISION : BARASAT**

Sl. No.	Name of Circle	No. of schools	No. of students	Existing teaching strength	Schools running with one teacher only	Physical condition of school buildings		
						repairing needed	extension needed	new construction needed
1.	Madhyamgram	49	3,322	264	1	14	12	x
2.	Madhyamgram East	41	9,682	108	1	14	8	11
3.	Barasat	49	12,956	208	x	14	5	4
4.	Rajarhat	48	14,436	228	x	8	4	4
5.	Rajarhat West	45	13,250	272	x	13	8	2
6.	Deganga	73	16,432	216	1	16	12	4
7.	Berachampa	83	15,578	236	1	26	26	1
8.	Amdanga	72	22369	257	x	4	13	1
9.	Habra-I	85	21,115	314	3	29	20	18
10.	Habra-II	68	17,352	276	2	18	23	4
11.	Banipur	74	22,631	289	2	27	12	13
12.	Ashokenagar	68	10,279	336	x	10	42	21
13.	Duttapukur	56	4,183	217	x	12	2	x
<b>TOTAL</b>		<b>953</b>	<b>1,93,585</b>	<b>3221</b>	<b>11</b>	<b>205</b>	<b>187</b>	<b>83</b>

**CIRCLEWISE DATA OF PRIMARY SCHOOLS  
SUBDIVISION : BASIRHAT**

Sl. No.	Name of Circle	No. of schools	No. of students	Existing teaching strength	Schools running with one teacher only	Physical condition of school buildings		
						repairing needed	extension needed	new construction needed
1.	Baduria	75	13,181	292	x	25	30	12
2.	Baduria East	69	10,165	248	3	41	12	10
3.	Baduria North	65	12,502	225	x	14	44	5
4.	Swarupnagar	60	11,730	224	2	17	13	6
5.	Swarupnagar North	72	13,299	227	2	40	10	2
6.	Basirhat West	58	10,351	189	2	24	x	18
7.	Basirhat South	54	11,379	196	1	17	7	5
8.	Basirhat North	81	15,412	308	1	29	12	4
9.	Basirhat East	85	10,064	252	x	x	x	x
10.	Hasnabad	55	10,382	224	x	15	8	3
11.	Hasnabad South	56	7,514	199	x	34	4	10
12.	Sandeshkhali	81	14,162	199	8	19	4	5
13.	Haroa	72	17,412	224	2	12	x	7
14.	Hingalgunj	97	13,051	321	4	15	13	4
15.	Hingalgunj South	x	x	x	x	x	x	x
16.	Minakhan	73	12,92	194	3	11	9	8
17.	Sandeshkhali North	73	12,295	161	11	25	8	11
	<b>TOTAL</b>	1124	1,95,711	3,683	39	338	174	113

\*\* Hingalgunj South circle is newly created by bifurcating Hingalgunj circle and not yet started functioning. Figures included within Hingalgunj circle.

**CURCLEWISE DATA OF PRIMARY SCHOOLS  
SUBDIVISION : BARRACKPORE**

Sl. No.	Name of Circle	No. of schools	No. of students	Existing teaching strength	Schools running with one teacher only	Physical condition of school buildings		
						repairing needed	extension needed	new construction needed
1.	Dum Dum	49	9,522	325	x	14	4	3
2.	North Dum Dum	64	11,360	325	x	32	7	3
3.	South Dum Dum	60	10,080	320	x	14	8	4
4.	Dum Dum New	50	8,324	280	x	33	1	6
5.	Shyamnagar	53	14,360	270	x	26	8	4
6.	Naihati	60	9,401	268	x	21	5	4
7.	Naihati East	73	13,510	332	x	54	6	1
8.	Barrackpore	71	16,364	386	x	24	9	3
9.	Kamarhati	47	9,046	245	x	11	6	x
10.	Kamarhati New	54	7,843	284	x	7	x	1
11.	Bhatpara	76	15,563	301	3	11	22	3
12.	Ichhapore	82	32,736	357	2	30	10	11
13.	Barangar	75	12,675	341	2	32	11	15
14.	Panihati	50	10,039	274	x	22	9	6
15.	Khardah	79	14,729	345	6	14	8	8
16.	Khardah South	86	14,099	406	x	54	4	4
17.	Bijpur	52	10,930	269	1	41	3	x
18.	Halisahar	66	11,411	294	1	31	19	8
	<b>TOTAL</b>	1147	2,31,992	5,622	15	471	140	79

**CIRCLEWISE DATA OF PRIMARY SCHOOLS  
SUBDIVISION : BONGAON**

Sl. No.	Name of Circle	No. of schools	No. of students	Existing teaching strength	Schools running with one teacher only	Physical condition of school buildings		
						repairing needed	extension needed	new construction needed
1.	Bagdah East	56	13,861	125	8	28	27	1
2.	Bagdah West	65	10,130	160	9	42	24	2
3.	Gaighata	81	14,630	230	11	11	16	1
4.	Gaighata East	63	15,414	280	x	21	6	8
5.	Bongaon-I	66	11,393	278	x	36	9	4
6.	Bongaon-II	65	13,105	201	2	37	3	3
7.	Gopalnagar	54	10,456	160	x	30	19	4
8.	Nahata	59	7,951	131	1	27	15	11
	<b>TOTAL</b>	509	96,940	1,565	31	232	119	34

## **SECTION — II**

**THE DHAR EXPERIMENT — A VISIT REPORT**

## **PRIMARY EDUCATION SCENARIO**

### **THE DHAR EXPERIMENT — A VISIT REPORT**

#### **BACKGROUND OF VISIT**

Universal Primary Education is an essential adjunct of Literacy campaign. An attempt has been made to integrate it at each level of its implementation. The North 24-Parganas Zilla Saksharata Samiti in collaboration with UNICEF has organised a two-day workshop to develop a DPoA on UPE for integrating Primary Education with Post Literacy campaign. The study tour was a part of the same.

An eight-member team visited Dhar in January '95 to see the Teachers Empowerment Programme :Currently going on for catering Universalisation of Primary Education".

#### **UNIVERSALISATION OF PRIMARY EDUCATION**

##### **DHAR MODEL**

With a view to developing a strategy for achieving UPE in Madhya Pradesh, the GOI-GOMP-UNICEF launched the "Shikshak Samakhya" project in September 1992.

The term "Shikshak Samakhya" implies "Equal Say". The concept being a teacher is the key person in the implementation of the education strategy. The design, planning, formulation and implementation of the project is built around this revolutionary concept of the teacher being the key factor of the education process by creating a favourable atmosphere whereby the teacher moves from the periphery of the education process to its very centre and

begins to have control over the different activities. It is expected that such a radical change in the position of the teacher would allow the teachers to think and act freely and allow their hidden and latent talents to come out in the open. Consequently, the teacher would take a pride in his/her own work and enjoy his/her teaching in the classroom as much as the children would in learning which in turn would redeem the low and negative social image of the teacher in the village and in society. In other words, this is a project of the teachers, by the teachers and for the teachers. Thus, the title "Teacher-Empowerment", aptly captures the various dimensions underlying principles of the programme.

### **BASIC ASSUMPTIONS OF THE PROJECT**

The following are the basic assumptions on which the project has been designed :

- a) All parents want their children to go to school and learn. They view education as an important means for improving their life chances. Even very poor parents are ready to make the necessary sacrifice to send their children (including daughters) to school provided they observe that their children are learning in school.
- b) Parents will send their children regularly to school if they learn in school. This implies that the teachers come to school regularly, for the entire duration and teaches effectively.
- c) Children will come to school regularly if they find the learning process joyful, enjoyable, attractive and they are able to learn quickly.
- d) Financial and non-financial incentives are poor substitutes to good and enjoyable learning in the classroom.
- e) The community will support the teacher and will accept the school as its own only when they find their children are learning well and enjoying the learning process and the teacher interest in teaching.
- f) India is a poor country and hence has to find low cost yet high quality solutions to the problems of primary education.



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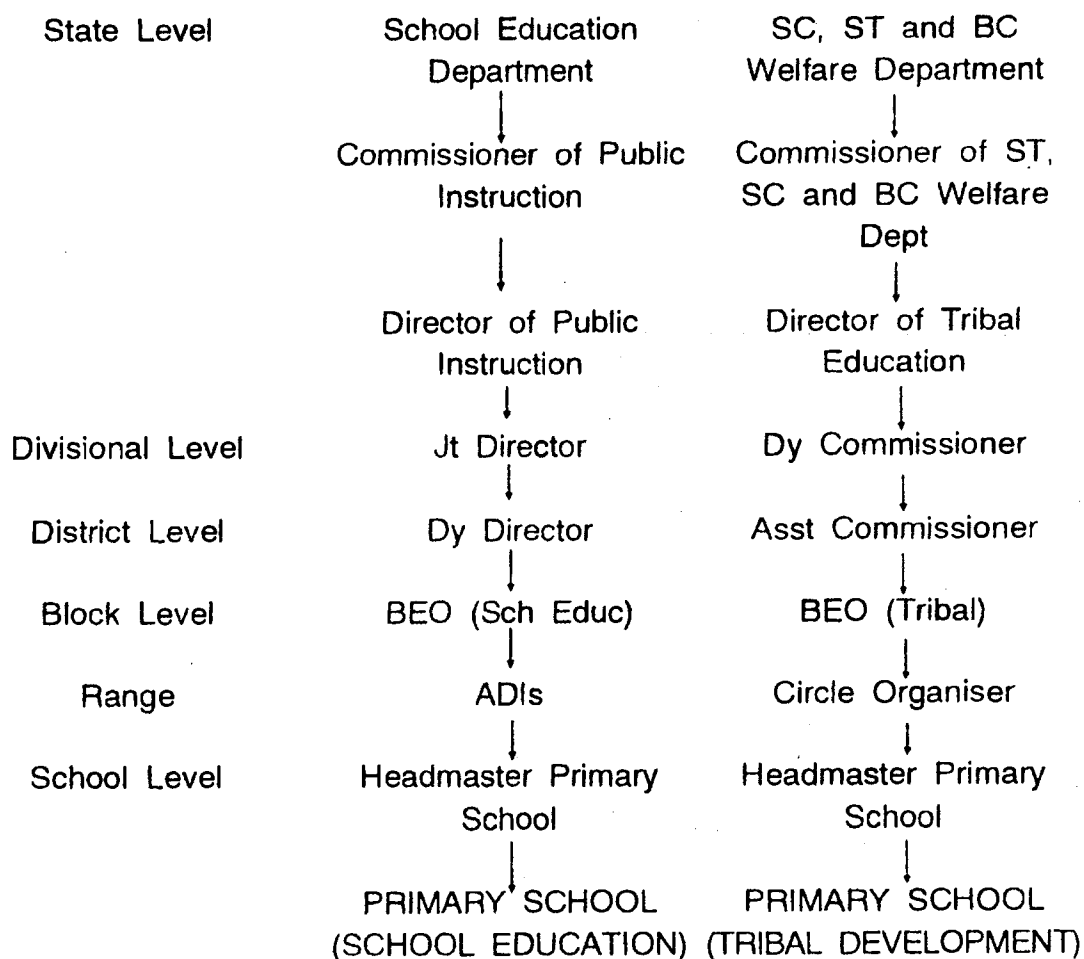
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- f) India is a poor country and hence has to find low cost yet high quality solutions to the problems of primary education.

- g) About 10% of teachers will teach under any circumstances whatsoever. Another 10% constitute the hard core group. The silent majority will follow either group depending on the strength of the group.
- i) Teachers will be motivated to teach in their schools if all their administrative and financial claims are settled regularly and timely and if there are promotional channels open to them.
- j) Teachers will become highly motivated and take an active interest in teaching if they are involved to participate in the decision making process. They will enjoy the teaching learning process when they prepare their own teaching-learning materials for it is in this process that they will discover their hidden talents as well as gain recognition from the local community.
- k) It is only highly motivated primary school teachers who can motivate primary school teachers. Hence, a trainer need not belong to any training institution for motivation depends neither on the position nor the education qualifications of the trainer.
- l) The project activities have been designed so as to place full faith and trust in all primary school teachers.

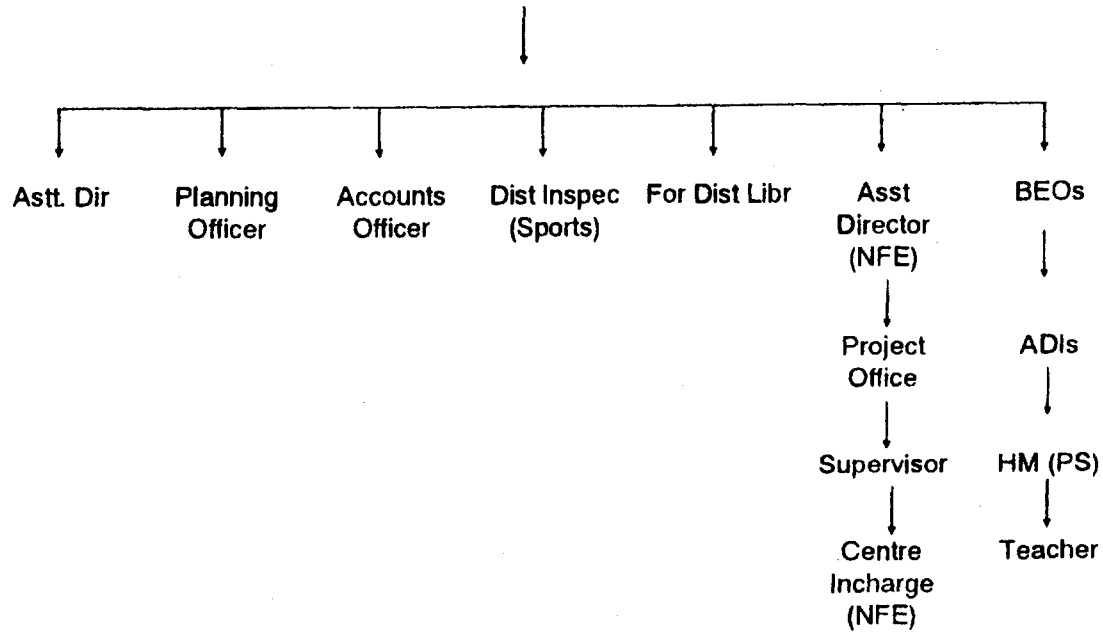
**ROLE OF ADMINISTRATIVE – BUREAUCRATIC AND POLITICAL INSTITUTION IN IMPLEMENTATIONS OF THE UPE IN DHAR DISTRICT.**

It was felt by the members of the team that the set-up for administering the Primary Education in Dhar District, M.P. is different from North 24-Paganas, West Bengal. Though the Panchayat set-up has recently been created, it is yet to create any remarkable impact upon the Programme implementation. The planning and the organisational structure for implementation of the in the UNICEF assisted "Teacher Empowerment Project" is as follows :

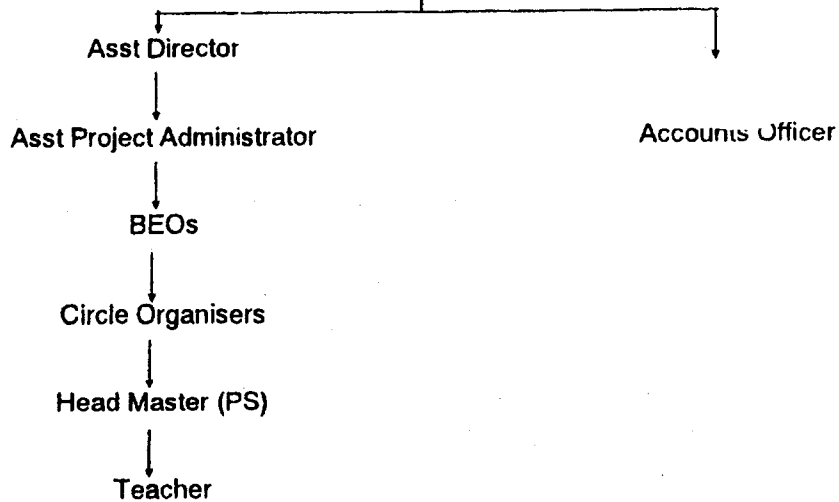
**STRUCTURE OF PRIMARY EDUCATION**



**SCHOOL EDUCATION DEVELOPMENT  
BY DIRECTOR OF EDUCATION**



**TRIBAL DEVELOPMENT DEPARTMENT  
ASSISTANT COMMISSIONER**



## **PRIMARY EDUCATION PROGRAMME IN DHAR**

Primary Education Programme in Dhar is being administered under the leadership of the Collector of Dhar. The responsibility to run the Primary Education at the field level lies with the Block Education Officer.

Initially, Teacher Empowerment Project took off in Badnawar Block of Dhar District from September, 1992 & the remaining 12 tribal Blocks and Dhar town were brought under the purview of the project for achieving UPE in October, 1993.

### **The Challenge**

The task was to cover all the 1639 Govt. Primary Schools under the "Teacher—Empowerment" project and make the Schools "Child- friendly"

### **Objectives**

1. The major objective of the project is to develop a low cost replicable strategy for improving the quality of primary education in the state with the ultimate objective of primary education by 2,000 A.D. in the state.
2. The ultimate aim of this project is the achievement of UPE goals namely, universal enrolment, increased attendance, reduction in drop-out rates and increased level of learning by at least 80% of the children.
3. The project is designed to build up the primary education system starting from Standard I in the first year. It must be emphasised that Standard I is the most critical and may be the most challenging year in the system of primary education. The immediate specific objective for the project is to ensure at least 90 percent of children in the age group of 6-7 years (where access is available) are enrolled in Standard I in the formal school and to ensure that dropout rates are less than 10% at the end of Standard I and that at least 80 percent of the children attend regularly and are able to attain the agreed Learning Milestones for Mathematics and Language for Standard I.

4. This cohort of children will be followed up each year till they complete their primary education (Standard V) in five years. Specific learning materials, methods, training modules etc. will be developed to address each Standard, keeping in mind that the learning needs would be different for each Standard.
5. The process objective is make all the schools and the Standard I classrooms "Child-Friendly". The challenge lies in motivating the teachers from within so as to ensure that all the teachers attend school regularly and are in school for the stipulated duration of the time.

### **Problems Afflicting The Primary Education**

1. The vast majority of primary schools have only one or two teachers. There is a tremendous shortage of classrooms and even where there are classrooms, the quality is quite bad.
2. In most schools there is a gross shortage of relevant teaching learning materials especially for Standards I & II. In nearly all the schools, the walls of the classroom are bare. The teacher generally depends on the routine learning method which does not create an interest and inquisitiveness in children. The monitor system is quite popular with one student reading out a text and all the others repeating it. In most of the schools from day one to the end of the academic year, all the 52 Hindi alphabets are written on the blackboard and the children made to copy the same on to their slates/notebooks if they have any as these are not provided under any scheme of any department.
3. The problem for the child begins from day one itself as it is assumed that as there is no examination at the end of Standard I there is nothing for the children to learn and hence there is not need for teaching anything at all. Consequently, in most schools, the troublesome or "frequently absent" teacher or the teacher who is about to retire is given Standard I.

4. From discussions with officers and teachers, teacher absenteeism and/or the nominal presence of the teacher in the school for a couple of hours at the most is a major problem. A critical area of concern is the complete lack of motivation of the vast majority of teachers. A large number of teachers are ill-equipped, incompetent and have no aptitude for teaching, specially in multi-grade classes. There are a considerable number who consider teaching as a side business with agriculture, private business, family etc. being their major pre-occupations.
5. The teachers are further handicapped in transacting their curriculum by the lack of appropriate training learning materials and teaching aids in a classroom. Bare walls of the classroom, complete absence of any teaching-learning materials, poor quality blackboards, rote-learning day after day after day in the complete absence of child-centred activity based, teaching-learning make the teaching-learning unattractive and uninspiring thus further alienating the teacher from the education process itself.
6. The poor quality of the products further erodes the morale of the teacher. In the present circumstances the vast majority of teachers have lost their respect in the local community. The days when the teacher was respected, have gone. Many of the teachers consider teaching only a job without any commitment and lack job satisfaction and enjoyment from classroom teaching. Many of them consider their jobs as a "time-pass". Further, most of the officers and supervisory staff look down on the teachers and abuse them even in the public. In many cases the teacher's confidence is so low that he does not want to be recognized as a Govt. Primary School Teacher, which is a result of a loss of identity.
7. A more critical area of concern is the lack of a suitable/reasonable time frame in deciding cases of loans against GPF, increments, sanction of leave, medical bills, TA/DA etc. For obtaining these legitimate benefits teachers have often to wait for considerable time.
8. Another major factor creating high levels of frustration among teachers and officers of the School Education Department is the gross lack



of promotional avenues for teachers and officers. A teacher is in the vast majority of cases will retire as a teacher despite excellent work.

### **Strategy**

As the teaching-learning in the classroom is central to the achievement of these goals, the project besides improving the competence of the teacher to teach effectively, also provides for making the classroom an attractive place to be in, providing effective and relevant teaching-learning materials and aids and so on through a participative process.

The effort would be to make the existing system work effectively so as to get the maximum out of the present resources that are available in the State. In other words, the project aims at making the present dysfunctional system work more efficiently. With the existing school buildings and teachers the project aims at motivating the teachers so that they function at their optimum level.

It is important to mention here that as the first step in the implementation of this project, all the pending claims like loans against GPF, leave, annual increments and so on, have to be settled to create a favourable environment for the implementation of the project.

Another critical factor is the building up a critical mass of committed officials and teachers based on equally and equal say at all levels.

The key factor in the design of every activity is the centrality of the teacher and his/her total involvement. He/she will take pride and use the materials, if he/she has done/prepared the same. The teacher will then take pride in wanting others to come and see the good work done in his/her school.

Almost the Std.-I teachers of 1639 Govt. Pry. Schools of the entire district have been motivated. In all the schools, though in varying degrees, the teachers have themselves prepared relevant & Colourful teaching/learning materials. The class room in the vast majority of school have been colourful and attractive & the class room walls have began "to tell stories", "low cost & no cost" materials have found a place in the classroom. The vast majority

of school buildings have been repaired and white-washed by the district authority.

Children in large number are attracted to the school and they enjoy coming to school.

The use of the 'Black Boards' painted on the walls for each has proved to be a tremendous factor in boosting up the learning levels of Children.

### **Child Friendly School**

#### **1. Beautification of class I**

- A. Decorating the four walls of class by illustrating the four stories in attractive colours on them. For this purpose a budget of Rs. 100'- per school will be allocated.
- B.
  1. Illustrations of four stories included in the syllabus of class I be made on coloured drawing sheets and hanged on walls.
  2. Samples of different types of aids; seeds of flowers and fruits; pulses, flowers and leaves, feathers of birds and other things found in the surrounding be exhibited in small plastic bags and pasted on cards sheets. Name of the contents of every sample be written in capital letters and the card be hanged on the wall.
- C. Paint the board in the classroom black. Leaving a space of one foot above the floor a strip of one and half or two feet on all the four walls of the room should also be painted black. If necessary fill in the crevices on the wall with cement and sand but this work should be done with the help of students and community. Do not spend on labour. A provision of Rs. 250/- in the budget has been made for this work (paint, brush, cement sand, lime and white washing).
- D. On the teachers side a two meter long white Khadi cloth may be fixed on the wall.

#### **2. Teaching Aids for the class.**

- a) Cotton cutouts of the four stories (coloured and attractive)..
- b) Hand cutouts of the four stories (coloured and attractive).
- c) Cotton cutouts of vowels and consonants.
- d) Cotton cutouts of numbers.
- e) Hand cutouts of vowels and consonants.

- f) Hand cutouts of numbers.
  - g) Letter cards.
  - h) Number cards.
  - i) Picture cards for vowels and consonants.
  - j) Flash cards.
  - k) Boxes filled with pebbles, seeds, wood, pieces of broken bangles etc.
  - l) Trays made with card-board or earth for writing letters.
  - m) White and coloured chalks.
3. Clean environment of classroom, school and its premises.
  4. Plantation in school premises and its protection.
  5. Admission to 95 percent children in the age group of 6-7 years residing in the vicinity of the school. (Villages, hamlets and nearby localities).
  6. Attendance of about 90% of students enrolled in class-I of the school.
  7. Attainment of minimum levels of learning such as listening, speaking, writing, reading, mathematics, singing, listening to stories and reciting them.
  8. Regular presence of teachers in the school.
  9. All the teachers of the school should work with team spirit.
  10. In the first year of the project all the teachers should help the teachers of class I. Later on with the progress of the project this co-operation may be extended to other classes also.
  11. Diligence and enthusiasm of the teacher.
  12. Use of playway method of teaching by the teacher.
  13. Community support for the school.

## LESSONS

Though each issue has been discussed in great detail, these are some lessons which can be taken from the DHAR Experience :

### 1. **TEACHER'S MOTIVATION :**

Teachers' need be empowered through settlement of their personal claims and giving freedom to select the teaching/learning materials/aids.

2. In the first year of its implementation, a high priority will have to be given to Class I (First generation learners) by the Authority and involving Teacher and Community in the process is essential for success.

**3. ACTIVITY ORIENTED TEACHING/LEARNING :**

The Primary Schools of the district will have to be made "CHILD FRIENDLY".

4. The DISTRICT VILLAGE PEOPLE WILL HAVE TO BE INVOLVED TO PREPARE Education Plan for their respective villages.

5. A good team spirit is to be developed among Officers of various line Departments.

6. Special stress need be given to Sundarbans Area where there is lack of communication.

7. To build up a critical mass of committed Officers and Teachers of based on equality and equal at all levels for forming core group.

8. Apart from school environment, schools should be attractive to the children by providing incentives :

a) Free Dress.

b) Mid-day Meal.

9. A DIET should be set up for Teachers' training/orientation.

10. A task Force may be formed at the District Level.

## **SECTION — III**

**A PRESENTATION**

## **A PREPARATION ON JOYFUL LEARNING**

The North 24-Parganas Zilla Saksharata Samiti in collaboration with UNICEF organised a two-day Workshop to develop a District Plan of Action on UPE on 15-16 July 1994. The Report on the Workshop has already been produced and has also been shared with the participants of this Workshop.

The salient recommendations are reproduced below :

(1) Universal enrollment, at least 80% retention and universal achievement of Minimum Levels of Learning (MLL).

(2) Universalisation of effective access to primary education by ensuring universal enrollment, including special provision for educational facilities for girls, SC/ST children, working children, disabled children etc.

(3) Ensuring at least 80% retention rate, specially of SC/ST children and girls, and universal achievement of Minimum Levels of Learning by providing incentives to pupils and schools.

(4) Improving teacher effectiveness and efficiency.

(5) (a) Improvement in retention rate, quality of education & Minimum Levels of Learning achievement rate by providing innovative teaching & learning materials.

(b) Preparation/acquisition of innovative learning & learning materials and methodology involving use of local materials, local folk forms, traditional communication forms such as Baul, Jatra etc.

(c) Linkage with development programme & processes as a support to achieve UPE Programme.

A team from the ZSS went to Dhar District of Madhya Pradesh to study the implementation of UNICEF assisted "Teachers' Empowerment" project with a view to harnessing the experience in the implementation of UPE Programme in North 24-Parganas district.

In the concluding part of the said report, a gist of recommendations has been offered under the caption "Lessons".

**"Lessons" from the Dhar Experience will have to be utilised after necessary changes in the implementation of the 5 Plus Strategy.**

#### **Identifying the Problems :**

The success of the Total Literacy Campaign has shown that the education programme can be successfully implemented if the community is actively involved in the planning & management phases. The North 24-Parganas Zilla Saksharata Samiti has been trying to follow it up with programmes like UPE. This included launching programme like special enrollment drives, awareness creation & motivation campaign, training of teachers, improving physical facilities in schools, improving information systems, etc. Although some success has been achieved, much remains to be done. Although the gross enrollment has substantially increased at the initial stage in many schools in this district, the problem of drop-outs & low achievement of Minimum Levels of Learning by students have been slowing down the progress in achieving the UPE goal.

The North 24-Parganas Zilla Saksharata Samiti seeks to present the strategy in the light of the experience gained from the **"DHAR EXPERIMENT"**:

(1) In line with the State Government's policy, in the first year of its implementation, Class-I will be taken up. This will be a cohort till it completes class-V.

(2) One Block/One Municipality will be selected for the UNICEF assisted 5+ Strategy for close monitoring and supervision so that the problems can be sorted out and the interventions can be utilised for future planning and implementation of the programme.

(3) Enumeration of 5 + age children for admission to Class-I through house-to-house enumeration work will be taken up under the leadership of a "task force" to be constituted at the Gram Panchayat/Ward Level with teachers and elected representatives.

(4) Special enrollment drives to enrol village children in Class-I. Depending on the local needs/situation, the shift system may be considered so that utilisation of physical and human resources can be maximised.

(5) An attempt will be made to locate under-aged children. If at all admitted to Class-I, such children should be shown separately in order to avoid over-reporting of Class-I enrolment.

Alternatively, the facilities of pre-school activities under ICDS may be extended to the Blocks/Municipalities still uncovered under ICDS Programme or even in the Blocks/Municipalities which are not covered by the ICDS, similar activities may be considered in collaboration with NGOs. Over-aged Children should be diverted to TLC/PLC centres.

(6) The **quality** of education is as important as teaching-learning materials, training and motivation of teachers, play materials and supply of safe drinking water. The school environment should also be made equally attractive. The support and co-operation of other Departments (like Rural Development, Panchayats, Social Welfare, Municipal Affairs), teachers' associations, NGOs, and the local Community will have to be solicited and institutionalised.

(7) Potential drop-outs will have to be identified and remedial measures taken in time to prevent their dropping out. This will involve close co-operation with the VEC/UEC members. The teacher will also keep close liaison with the parents and motivate them to guide and help at every stage.

(8) The teacher will remain at the centre-stage, with a wide range of response and with freedom for innovative action in respect of each child in the cohort assigned to him. This means that the teachers will have the freedom to take up activity oriented and child centered teaching & joyful learning activities. This is possible by transforming the classroom into an attractive learning centre, decorating the walls by illustrating the text-book stories in attractive colours, collecting and displaying various aids like flowers, fruits, leaves, feathers etc. Sports and Cultural functions in schools will have to be organised. Teachers may be motivated to develop and use many such teaching aids from locally available materials by **Setting up a "Resource-Centre" for a cluster of Schools.**

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